



Training Course on Counselling TB patients by DOT providers

Facilitators' Manual



Counselling TB Patients by DOT providers

**Training course
On
Counseling TB patients
By
DOT providers**

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Abbreviations

ACSM	Advocacy Communication and Social Mobilization
CTB	Challenge TB
DR-TB	Drug resistant tuberculosis
DS-TB	Drug susceptible tuberculosis
HCW	Health care worker
PPT	Power Point
TB	Tuberculosis
TOT	Training of trainers

I Introduction of the Facilitators' manual

This facilitators' manual is designed for the facilitators of the training course "Counselling TB patients by DOT providers". The manual guides the facilitators on the training content, process and methodology of the training course. It includes all the documents to be used by the facilitators.

2 Basic Training Course Information

Two patient centred TB job aids are available to counsel Drugs susceptible (DS) and Drugs resistant (DR) TB patients and their family members to start and adhere to TB treatment. These job aids will be used by DOT providers working at community level and in private and public health facilities. The DOT providers will be trained to use the job aids appropriately during patient education and counselling. The trained DOT providers will be more competent in counselling TB patients so that patients will be better informed about TB and their treatment. Moreover the patients dare to ask questions and share their concerns with the DOT providers. All this will contribute to patients' well-being, their willingness to start and adhere to treatment. Moreover the DOT providers, having appropriate TB counselling tools, will be more satisfied with their job.

Target audience

This training manual is developed for HCWs (DOT providers, paramedics in DOTs clinics, Shasthya Sebika, community volunteers and village doctors) providing health education and counselling to DS-TB and DR-TB patients at community level and in private and public health facilities. Each training includes 12 Health Care Workers (HCWs), who are supervised by the same supervisor.

Facilitators

This training course will be facilitated by the TLCA, UH&FPO, who are the DOT providers' supervisor. The DOT providers' supervisors will be trained in the "Counselling TB Patients by DOT providers" Training of Trainers (TOT).

Duration of the training course

The training course has duration of two times half a day with working hours from 9.00 – 13.00 Hours. We advise to have at 2 – 4 weeks between the first and the second training day.

Goal and objectives

Overall Goal

By the end of this training course the participants will be able to use the TB Job aids during patient education and counselling.

Specific Objectives

By the end of this training course the participants are able to:

- 1) Provide relevant and correct information to the DS/DR TB patients
- 2) Counsel the DS/DR TB patients to start and adhere to treatment
- 3) Discuss with patients the stigma they experience and patients' rights and responsibilities
- 4) Use the TB Job aids appropriately and the communication with the patients.

Sessions

The training course includes the following 6 sessions:

Day 1:

Session 1: Welcome and introduction

Session 2: The TB Job aids

Session 3: Questions and Answers (Q&A) on Tuberculosis, prevention and care

Day 2:

Session 4: Sharing experiences so far

Session 5: Counselling TB patients

Session 6: The course evaluation

The course language

The course materials are in Bengali and the course will be conducted in Bengali.

Training methodology

This is a practical training program in which the participants will work with the TB job aids and the User Manual, so that they will familiarize themselves with these tools. We use subgroup work, role-plays and group discussions to promote active participation and allow participants to develop their skills.

At the end of the first training day, the participants get homework, which will guide them to practice what they have learnt.

Course Materials

The course materials consist of this Facilitators' Manual, the DR-TB and DS-TB job aids, the Manual for DOT providers, Course Evaluation Form and a certificate of attendance.

Certification

At the end of the training course the participants will receive a certificate of attendance.

Evaluation of the course

At the end of the course the participants will fill out the course evaluation form (annex 1)

The evaluation results will be used for the course evaluation report (annex 2)

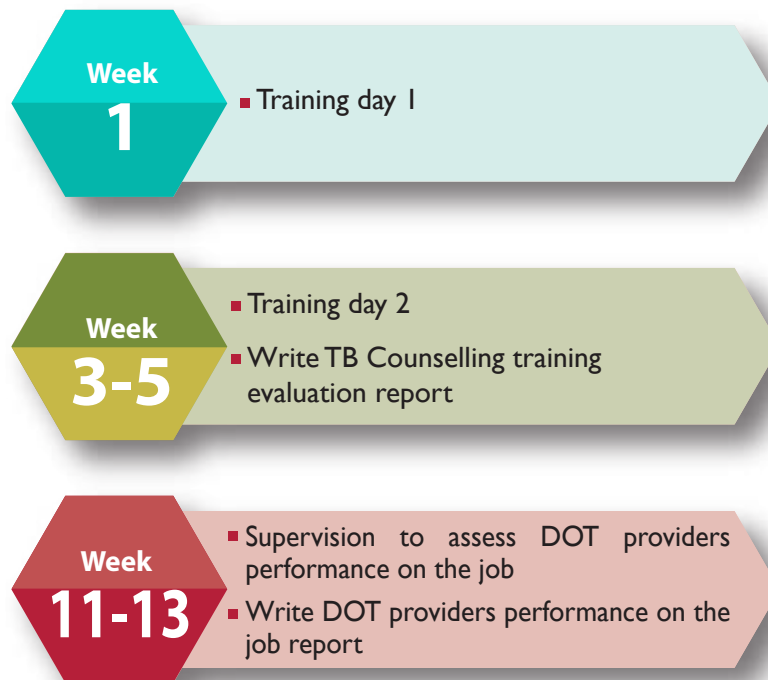
Two months after the course the supervisor will assess each participant's counselling performance, using the "DOT providers' performance on the job checklist" (annex 3).

The DOT providers' "performance on the job results" will be assessed, analyzed and used for the Performance on the Job evaluation report (annex 4). The report will be used to assess the impact of the training and the need for further mentoring.

Mentoring/Supportive supervision

After this training course the facilitator will provide supportive supervision to support the participants in applying what they have learnt, making use of the **DOT providers' performance on the job checklist (annex 3)**.

Timeline



3 Training Course on counselling TB patients by DOT providers Agenda

Day 1

Time	Session
09.00-09.30	Session 1 : Welcome and introduction
09.30-11.00	Session 2 : The TB Job aids
11.00-11.30	Break
11.30-13.00	Session 3 : Asking questions and active listening

Day 2

Time	Session
09.00-09.30	Session 4: Sharing experiences so far
09.30-10.45	Session 5: Counselling TB patients for treatment adherence (1)
10.45-11.15	Break
11.15-12.30	Session 5: Counselling TB patients for treatment adherence (2)
12.30-13.00	Session 6: Evaluation of the course

4 Sessions

To support the facilitators in facilitating the training session appropriately, every session is described in detail:

1. **The session:** title, duration, the session objectives, the methodologies used and the materials needed
2. **The training process in steps:** the tasks of the facilitator and the participants during each step
3. **Background information for the facilitator** on the content and the methodology of every step in the training process.

DAY I

Session I: Welcome and introduction

Background of this session

The participants come to this training with different expectations and questions about the training program, their fellow participants and the facilitators. This first session is designed to get the participants “on board”, so that they are open to fully participate in this course.

Duration: 30 minutes

Objectives: By the end of this session the participants:

- Know each other and their learning needs
- Know the training goal and objectives and the training program
- Are motivated for the “Learning by Doing” training methodology

Methodologies:

Plenary presentation

Plenary sharing

Materials needed:

Facilitators' Manual

Training objectives written on a flip chart

Flip charts and stand

Markers (6)

A4 paper to make name cards

For each participant: Job aids, Manual for DOT providers, Pen, Notebook, Visual Impression of Participants (VIIP) card

Training Process

Step 1 : Welcome (5 minutes)

Welcome the participants to the training course “**Counselling TB Patients by DOT providers**”.

The facilitator presents him/herself.

In case the participants don't know each other:

Invite the participants to clearly write their name and facility on a name card.

Step 2 : Participants' expectations (10 minutes)

Ask the participants to write down “What do I want to learn in this course”. Each participant selects not more than three topics they want to learn about and write these on the “Visual Impression of Participants (VIIP) card”. The participants post the card on the pin wall. The facilitator summarizes the key learning expectations of the whole group.

Step 3 : Introduction to the course (10 minutes)

Explain the importance of counselling TB patients to start and adhere to treatment. Tell that TB job aids have been developed to support the DOT providers in counselling TB patients and their family members.

Introduce the goal and objectives of the course, and the course program.

Refer to participants' expectations, posted on the pin wall.

Hand out the **Job Aides and the Manual for DOT providers**.

Explain what the participants will learn in this course: they will share experiences, discuss and practice patient counselling. In this way they will learn best.

Step 4 : Ground rules (5 minutes)

Ask the participants about the ground rules for this course, enabling a fruitful working environment. Write these rules on a flip chart and post these on the wall.

Create also a “Parking Lot” to write questions/topics that need to be addressed later.

Background information for the facilitator

Step 1 : Welcome

Participants make a name card from a sheet of A4 paper and write their names on the card with a marker.

Example:

Salma Jahan

Step 2 : Participants' expectations

It is important that participants, at the start of the course reflect on “what they want to learn”. This is the start of active learning, and will empower them.

Participants can choose a colored card and write their learning needs on this card. **Not more than 3 topics for this training course.**

Example:

My learning needs

1. How to answer difficult questions asked by the patient?
2. Understand the Job Aids
3. Know more about the TB treatment

Step 3 : Introduction to the course

Patients must be willing and able to start and adhere to the long TB treatment. This will only happen if:

1. The patient and their family member:

- Have the right information about TB, the treatment, how the DOT provider can support the patient, and the patients' rights and responsibilities
- Dare to ask all the questions they have
- Trust the DOT provider and open up

Patient is asking questions to the DoT provider:

1. How long do I take treatment to get cured?
2. What happens if I don't take my drug regularly or don't complete the whole period of treatment?
3. What about my rights as a worker?

2. The DOT provider:

- Has the knowledge, skills and commitment to counsel the patients
- Has job aids to support patient counselling
- Is able to use these job aids appropriately



Course goal and objectives

Present the goal and objectives of the course. Link these to participants' learning expectations that are posted on the pin wall. In order to manage participants' expectations, tell the participants which expectations will not be addressed in this training.

Training program

Refer to the training program in the Manual for DOT providers, and tell the participants which are the topics for day 1 and day 2.

Learning by doing

In this course the participants learn by doing. They will practice: communicating with patients, counselling patients, using the Job aids and the Manual for DOT providers. By practicing the participants will develop their communication and counselling skills. Moreover, they learn by observing the other participants, giving and receiving feedback.



What I hear I forget
What I see I remember
What I do I understand?

Step 4 : Ground rules

Agree on the ground rules and add your ground rules as facilitator (e.g. mobile on silent, be in time, feel free to ask questions).

Session 2 : The TB Job aids

Background of this session

The Job aids are a support for the DOT providers to provide patient health education and counselling. Therefore, the DOT providers must fully understand the job aides, both the pictures and the written information.

The participants will work with the DS-TB job aid when they support DS-TB patients.

If participants support DR-TB patients, they will use the DR-TB job aid in this training course.

Duration : 90 minutes

Objectives

By the end of this session the participants are able to present the Job aids' written and visual key information to others

Methodologies :

Plenary presentation

Work in two's and plenary sharing

Materials needed

DS-TB job aid **OR**

DR-TB job aid

Training Process

Step 1 : Introduce the Job aid (10 minutes)

Introduce the Job aid (DS-TB for DS-TB DOT providers and DR-TB for DR-TB DOT providers):

1. Hand out the job aid for DS-TB or DR-TB to each participant
2. The job aid is a support for the DOT provider in patient health education and counselling
3. The job aid gives the key questions and answers about DS-TB or DR-TB disease, treatment and patients' rights and responsibilities
4. The job aid includes visual information (pictures) and written information (short text).

Step 2 : Exercise 1: Exploring the job aid (35 minutes)

Tell participants to work in groups of two on **exercise 1: Exploring the job aid**. Each duo walks through the complete job aid:

1. What do the pictures tell you?
2. Do you understand the information given?
3. Write down all your questions for plenary sharing.

Step 3 : Plenary sharing and feedback (45 minutes)

Tell every duo to present in plenary a set of slides from the job aid. The other participants will ask the questions they have written down. Make sure that the participants fully understand the visual and written information.

Background information for the facilitator

Step 1 : Introduce the Job aids

The job aids are new for the participants and in this session they will familiarize themselves with the DS-TB **OR** DR-TB job aid.

Step 2 : Exercise 1: Exploring the job aid

The participants will work in two's so that they can support each other. They will read through the DS-TB or the DR-TB job aid so that they will fully understand the information from the pictures and the text. Tell them that the pictures give a lot of information and help to remember the information. However, there is the risk that the audience misinterprets the picture. Therefore, it is important to take time to fully understand the meaning of the picture.

The facilitator walks around to answer questions when needed.



A picture is worth a thousand words



A picture to remember

Step 3 : Plenary sharing and feedback

1. Each duo presents a set of pictures (as indicated here below):
 - What the picture shows
 - The key information
2. Ask the other participants if they have additional information.
3. Ask the other participants if they have questions, and invite the duo to answer these questions.

DS-TB Job Aide

Duo	Key question	Picture
1	What is TB?	1, 2, 3
2	What will happen to me? What will be the treatment?	4, 5, 6
3	How to prevent infecting others?	7, 8, 9
4	How can my family support me? What about my work? What should I do and not do?	10, 11, 12, 13
5	What about the drugs?	14, 15, 16
6	What are patients' rights and responsibilities?	17, 18, 19, 20, 21

DR-TB Job Aide

Duo	Key question	Picture
1	What is TB and DR-TB?	1, 2
2	What is DR-TB What will be the treatment?	3, 4, 5
3	How to protect my family? What about my work?	7, 8
4	What should I do and not do?	9, 10
5	What about the drugs?	11, 12, 13
6	What are patients' rights and responsibilities?	14, 15, 16, 17

Points for attention for the facilitator

Do the participants:

1. Show the audience the picture?
2. Interpret the picture correctly?
3. Give the correct and complete information?
4. Answer the questions asked correctly?

Add information where needed.

If time allows: ask questions to summarize the information e.g.:

1. What are the symptoms of TB?
2. Can I infect others?
3. Can I work when I have TB?

Session 3: Asking questions and active listening

Background of this session

In this session the participants will explore the Manual for DOT providers and practice “asking questions” and “listening actively” that are essential for health education and counseling.

Duration: 90 minutes

Objectives: By the end of this session the participants will be able to:

- Ask open questions
- Listen actively
- Make use of the Manual for DOT providers

Methodologies:

Plenary introduction

Work on an exercise in two's and plenary sharing

Plenary: Asking Questions and Active listening exercise

Materials needed:

Manual for DOT providers:

Chapter 6: DS-TB job aid OR chapter 7: DR-TB Job aid

Chapter 3: How to communicate effectively with patients

Training Process

Step 1: Introduce the Manual for DOT providers (10 minutes)

Hand out the Manual for DOT providers and introduce the manual:

- What is the purpose of the Manual for DOT providers?
- What is the key information in the Manual for DOT providers?

Step 2: Exercise 2: Additional information in the Manual (30 minutes)

In groups of two the participants read “additional information” in chapter 6 (for DS-TB) or chapter 7 (for DR-TB) of the Manual for DOT providers (15 minutes). They write questions for clarification in their notebook, for sharing in plenary. In plenary the participants ask the questions for clarification. (15 minutes). If the participants don’t have any questions, the facilitator will ask some questions.

Step 3: Ask questions and listen actively (40 minutes)

Tell the participants that : Asking questions and active listening are two important skills for patient counselling. The participants will practice these skills in **Exercise 3: Ask questions and listen actively.**

Round 1: Present the exercise and follow the procedure described in the background information.

Continue with Round 2 etc. , do as many rounds as time allows.

Step 4: Summarize the key lessons learned (10 minutes)

Invite the participants to summarize the lessons learned about communication. Refer to chapter 3 in the Manual for DOT providers “How to communicate effectively with patients”?

Background information for the facilitator

Step 1 : Introduce the Manual for DOT providers

The purpose of the Manual for DOT providers

The Manual for DOT providers is an appendix to the Job aids and supports the DOT provider in using the job aids fully and appropriately.

The information in the Manual for DOT providers

Chapter 1 : Introduction to the Manual for DOT providers

Chapter 2 : Training program “Counselling TB patients during their treatment”

Chapter 3 : How to communicate effectively with patients?

- Asking questions
- Active listening
- Answering questions

Chapter 4 : Counseling the TB patient:

- What is counseling?
- The counseling process
- The knowledge, skills and attitudes you need to be a good counsellor

Chapter 5 : How to use the Job Aid in patient counselling?

Chapter 6 : Job aid for drug susceptible TB patients

- Information about DS- TB and additional information for the DOT provider.

Chapter 7 : Job aid for drug resistant TB

- Information about DR- TB and additional information for the DOT provider.
- How to use this Manual for DOT providers?

Use it as a reference guide to be well informed about TB, the treatment and how to counsel patients.

Make notes so that you will be up to date.

Step 2: Exercise 2: Additional information in the Manual

The participants work in the same groups of two as in the previous session. They read the “Additional Information” in chapter 6 (DS-TB) and 7 (DR-TB) from the Manual for DOT providers.

Step 3 : Ask questions and listen actively

Round 1 :



Exercise 3 : Ask questions and listen actively

How

Present the purpose of the exercise: practice asking the right questions and listen actively to the patient.

Present the situation and give the instructions.

Round 1

The situation :

A patient is diagnosed with TB and put on treatment by the doctor, who refers the patient to the DOT provider.

Instructions

Prepare the role play

- What are the questions that you, as DOT provider will ask the patient?
- Each participant writes two or three questions in his/her notebook.
- Invite one participant to be the “DOT provider”
- The facilitator takes the role of the patient.
- The other participants observe:
 - o Does the DOT provider ask the right questions?
 - o Does the DOT provider listen actively to the patient?

Role play (5 minutes)

Feedback (10 minutes)

Give feedback after each round on :

- Did the DOT provider ask open or closed questions?
- Were these questions helpful? Why (not)?
- What other questions could the DOT provider have asked?
- Did the DOT provider listen actively? What did you hear and see?
- What did the patient say (verbal communication)?
- What did the patient express non-verbally: hesitation, fear, uncertainty, doesn't understand?

Conclusions :

The facilitator asks the DOT provider: what will you do differently next time?

The facilitator invites all participants to write in their note book what they have learned from this exercise.

Round 2 and further

Continue the same procedure with a different situation and another participant as DOT provider. Do as many rounds as time allows.

Other situations are :

- You meet the patient in week 4 of treatment; you want to know if the patient follows his/her treatment.
- You meet the patient in month 2 of treatment, you want to know if the patient experiences stigma.
- You meet the patient in week 3 of treatment; you want to know if the patient eats healthy food.
- You meet the patient in month 3 of treatment; you want to know if the patient is confident to become healthy again.

Step 4 : Summarize the key lessons learned

Asking questions

Different type of questions can be asked :

- **Closed questions:** questions you can answer with yes or no / or just one precise answer:
E.g. Have the TB drugs side effects? Are you married?
A closed question is useful if you want to have a precise answer (e.g. are you married)
A closed question is not useful if it limits providing information
- **Open questions** such as: What are the side effects of these drugs? How could the TB patient infect others?
HCWs should preferably ask open questions.

Active Listening

1. Pay attention to the person

- Avoid distraction (switch off telephones, close doors)
- Make sure that everyone is seated comfortably
- Show that you listen (Look at the speaker, nod etc., use verbal affirmation such as yes, I see, I understand)
- Listen to the person's body language (is he/she attentive, does he/she show to have concerns, does he/she follow you).

2. Check if you have understood the person

- By repeating back (paraphrasing) what the persons has said to you and by asking if that is correct.
- By summarizing the key points.
- By asking a question for clarification.
- By looking at the person's body language.

3. Be open

- Allow the speaker to finish

Answering questions

- Answer to the question asked
- Be to the point

Refer to the Manual for DOT providers, chapter 3 “How to communicate effectively with patients?” for further reading.

Home work

In the coming weeks you will use the job aid in counselling the TB patient.

Answer the following questions to share with your colleagues in the next training session :

1. When did you use the Job Aid?
2. How did patients respond to the Job Aid?
3. What questions do you have about the Job Aid?
Refer to the Manual for DOT providers (page 7).



DAY 2

Session 4 : Sharing experiences so far

Background of this session

This session connects day 1 and day 2 of the training. The participants will share their experiences in using the job aid for patient counselling.

Duration : 30 minutes

Objectives : By the end of this session the participants have

- shared their experiences with the use of the job aid
- Asked their questions for clarification.

Methodologies :

Plenary sharing

Materials needed :

Homework exercise

Training Process

Step 1: Welcome

Welcome the participants to this second training day and inform them about the program of the day.

Step 2 : Sharing experiences with the use of the job aid

Invite the participants to share their answers on the homework. Share the homework per question, summarize the results and continue with the next question. Give different participants the opportunity to share their answers.

Session 5 : Counselling TB patients for treatment adherence

Background of this session

In this session the participants will have the opportunity to practice their counselling skills. They will make use of the job aids, the Manual for DOT providers and the communication skills they have explored in the previous sessions.

Duration : 150 minutes

Two sessions of 75 minutes each

Objectives: By the end of this session the participants are able to counsel the TB patient to start and adhere to treatment

Methodologies :

Plenary introduction

Role plays in plenary

Role plays in small groups

Plenary wrap up

Materials needed:

DS-TB Job Aid OR DR-TB Job Aid

Manual for DOT providers

Observation checklist: practicing counseling (in the Manual for DOT providers, chapter 4)

Training Process

Step 1: Introduce counselling (30 minutes)

Tell the participants that this session builds further on what they have learned in the previous session. They have the opportunity to apply the knowledge and skills they have learned.

Ask the participants:

- “What is counselling”?
- “How do you counsel”?
- “What skills you need as a counselor”?

Summarize the answers and give some additional information.

Refer to the information in the Manual for DOT providers, chapter 4 “Counseling the TB patient”.

Step 2: Practice counseling skills: introduction (15 minutes)

Tell participants that they will practice counseling a DS-TB or DR-TB patient through role playing. Present the information about the patient (e.g. of Mrs. Sharmin, in the background information).

Ask 2 volunteers for the role play: **A** will play the role of the HCW and **B** the patient. Give them 5 minutes to prepare their role with a peer.

Tell the other participants to observe the role play, making use of the **observation checklist** in the Manual for DOT providers, chapter 4.

Step 3: Practice counseling skills: role plays (30 minutes)

The two volunteers perform the role play and the other participants observe.

After the role play: ask feedback from the role-players and the audience on the counselling process and the counselling skills. Share suggestions for improvement.

AFTER TEA BREAK

Step 4: Practice counseling skills: role plays in small groups (60 minutes)

Instruct the group to work in groups of 3 to do role plays; change roles after each role play. Every participant must have the opportunity to “play” the role of HCW. After each role-play, participants give each other feedback. After three rounds the participants summarize their main learning points, to share in plenary.

Step 5: Wrap up the lessons learned (15 minutes)

Every group shares what they have learnt about the counseling process and their counselling skills. The facilitator summarizes the key messages.

Background information for the facilitator

Step 1: Introduce counselling

The purpose of this session

In this session the participants will counsel a TB patient, making use of the job aids and the communication skills they practiced in the previous sessions.

What is Counselling?

Counselling aims to provide information, listen to and support the patient so that the patient

- is well informed
- can make the necessary decisions and
- will be able to adhere to treatment

Counseling process

The counseling process includes four steps

Step	The purpose is to	What do you do as DOT provider
1. Greet	Make the patient feel comfortable.	Greet Ask the patient: - How are you doing today?
2. Ask	Know how the patient is doing and what information the patient needs.	Ask the patient: - How are you doing since we met the previous time? - Do you have specific questions?
3. Tell / Explain	Provide the information the patient needs.	Provide the information the patient needs.
4. Return	Check if the patient has understood the information. Check if the patients' questions have been addressed	Ask the patient: - to summarize the key messages. - Add information when needed



1. Have a patient centered attitude

- Take time for the patient
- Listen to the patients' needs and concerns
- Respect the knowledge and the skills of the patient that you are counselling
- Treat the patient with esteem and regard
- Support the patient in finishing his/her treatment.

2. Communicate effectively

- Build trust
- Provide correct and relevant information
- Two-way communication
- Listen actively
- Ask open questions
- Answer questions appropriately

You can find more detailed information in chapter 3 and 4 of the Manual for DOT providers.

Step 2 : Practice counseling skills: introduction

Step 3 : Practice counseling skills: role play

Here below you find 8 role plays: 4 of DS-TB patients and 4 of DR-TB patients. Select one role play for the role plays in plenary.

Later, when the participants will do the role plays in sub groups they can choose themselves which role play they want to play.

DS-TB patients

Role plays 1 : Mrs. Sharmin

Mrs. Sharmin is 30 years, mother of three children of 4, 7 and 10 years old. Mrs. Sharmin works as a teacher at a primary school. She has been suffering from continuous cough for more than three weeks and she has lost her appetite and weight in a remarkable manner. Today Mrs. Sharmin has got the lab results of her sputum test and has been diagnosed for the first time with TB. The doctor sends Mrs. Sharmin to the DOT provider to start TB treatment.

For the patient:

How do you feel?

What do you want to know from the DOT provider?

For the DOT provider:

You have 10 minutes to counsel Mrs. Sharmin to start her TB treatment:

- What is the key information you want to provide?
- What is your approach to ensure a two-way communication?

Role play 2 : Ms. Farhana

Ms. Farhana is 18 years old and worked in the garment industry before she was diagnosed with TB and started treatment 2 weeks ago. Since then she was told by her supervisor not to come back to the factory. Ms. Farhana doesn't feel well as the drugs make her feel sick and she is anxious that she will not have a job when she finishes the treatment. Today, Ms. Farhana meets the DOT provider to get her TB medication.

For the patient:

How do you feel?

What do you want to know from the DOT provider?

For the DOT provider

You have 10 minutes to counsel Ms. Farhana to continue her treatment and to address her concerns:

- What are the key issues you want to discuss?
- What is your approach to ensure a two-way communication?

Role play 3 : Mr. Zillur

Mr. Zillur is 45 years old; he is a farmer and living with his wife and five children in the rural area. His children are between 10 and 20 years old and his small farm is generating sufficient income for him and his family.

Mr. Zillur is on TB treatment for three months, and is doing well. However, since he feels stronger, he often forgets to visit you as DOT provider for his regular doses. Today Mr. Zillur meets you, the DOT provider for his TB medication.

For the patient :

How do you feel?

What do you want to know from the DOT provider?

For the DOT provider

You have 10 minutes to counsel Mr. Zillur to take his drugs appropriately.

- What are the key issues you want to discuss?
- What is your approach to ensure a two-way communication?

Role play 4 : Akter

Akter is a twenty years old student, two weeks ago he was diagnosed with TB and started treatment. Akter still feels weak; he has nausea in the morning and no appetite at all due to the pills. He is not able to follow his classes, which frustrates him. Today Akter meets the DOT provider to get his TB medication.

For the patient:

How do you feel?

What do you want to know from the DOT provider?

For the DOT provider

You have 10 minutes to counsel Akter to continue his treatment and to address his concerns:

- What are the key issues you want to discuss?
- What is your approach to ensure a two-way communication?

DR-TB patients

Role play 1: Mrs. Shamina

Mrs. Shamina is 40 years old and works as a secretary for an NGO. Today Mrs. Shamina has been diagnosed with DR-TB. The doctor at the upazilla sends Mrs. Shamina to the DOT provider to start with her the DR-TB treatment.

For the patient :

How do you feel?

What do you want to know from the DOT provider?

For the DOT provider :

You have 10 minutes to counsel Mrs. Shamina to start her DR-TB treatment:

- What is the key information you want to provide?
- What is your approach to ensure a two-way communication?

Role play 2 : Dalia

Dalia is 10 years old and living in the city of Khulna with her family. Four months ago she was diagnosed with DR-TB and started her DR-TB treatment. After released from the hospital she returned home but still she feels weak and anxious and has to get her daily injections. Since her detection of MDR TB she still didn't go to school. She is very ashamed of having TB and afraid to infect others. Dalia doesn't feel well: the drugs make her feel sick and she is worried that she will never continue her school any more now she has this DR TB. Today, Dalia meets the DOT provider to get her DR-TB medication.

For the patient :

How do you feel?

What do you want to know from the DOT provider?

For the DOT provider

You have 10 minutes to counsel Dalia to continue her treatment and to address her concerns:

- What are the key issues you want to discuss?
- What is your approach to ensure a two-way communication?

Role play 3 : Jacob

Jacob is 25 years and lives with his wife and two children of 2 and 4 years old in a nearby village. He works as a daily laborer in a tea factory.

Jacob has started DR-TB treatment some months ago and has not gone to work since he was told he had DR TB, afraid to infect others and ashamed of the disease. As the only breadwinner, the whole family suffers because there is not enough food due to this loss of daily income. Jacob wants to go back to work to get some income, but doesn't know how to deal with this. Today Jacob meets the DOT provider again to get his DR-TB medication.

For the DOT provider

You have 10 minutes to advise Jacob

- What are the key issues you want to discuss?
- What is your approach to ensure a two-way communication?

Role play 4: Mr. Hossain

Mr. Hossain is fifty years old and lives with his wife in a small town. Mr. Hossain is a teacher at the secondary school. He didn't go to work anymore since he was diagnosed with DR-TB eight months ago. After six months' completion of the intensive phase, he is now back to the community and his continuation phase for DR TB treatment is going on. He is afraid to be infectious still, and thus a danger for his colleagues and students. Today Mr. Hossain meets the DOT provider to get his TB medication.

For the patient:

How do you feel?

What do you want to know from the DOT provider?

For the DOT provider

You have 10 minutes to address Mr. Hossain's concerns:

- What are the key issues you want to discuss?
- What is your approach to ensure a two-way communication?

Observers

Tell the observers that they have to observe how the HCW counsels the patient, and to focus on the counselling skills of the HCW. Present the observation checklists in the Manual for DOT providers (chapter 4). The observers use this list to observe and note the HCWs counselling skills.

Feedback

Tell the groups that after each role play they will give feedback. The feedback aims to improve the counselling skills.

Observation checklist (for the observers)

Observe how the patient is counseled by the HCW, and write all your observations in your notebook. After the roleplay you will share your observations with your group members.

Nr	Counselling skills	Yes/No	What do you observe?
1	Does the HCW make the patient feel comfortable?		
2	Does the HCW provide correct and relevant information?		
3	Does the HCW listen actively?		
4	Does the HCW answer the questions appropriately?		

Feedback

After each role play the HCW, patient and observer share their observations:

The patient	Did the HCW address the patient's concerns?
The HCW	What was strong in counselling the patient? What should be done better next time?
The observer	What was strong in counselling the patient? What should be done better next time?

Step 4 : Practice counselling skills: role plays in small groups

Make groups of 3, and make sure that every group has sufficient space to do their role plays. The facilitator observes the group work and supports where needed. Make sure that participants take time for giving feedback after each role play, making use of the observation checklist.

Step 5 : Wrap up the lessons learned

Key messages:

1. Take time for the counselling process
2. Walk through all the four steps of the counselling process: Greet, Ask, Tell and Return
3. Counselling skills are:
 - a. Have a patient centered attitude
 - b. Communicate effectively
 - o Build trust
 - o Two-way communication
 - o Provide correct and relevant information
 - o Listen actively
 - o Ask open questions
 - o Answer questions appropriately

Refer to Manual for DOT providers' chapter 4 and 5, for further reading.

Session 6: Evaluation of the course

Background of this session

In this session the participants will assess what they have learned in this course and which counseling skills they need to strengthen further. In the coming months the supervisor will visit every DOT provider several times to give feedback on her/his counselling skills. This will help the DOT provider in further developing his/her counselling skills.

At the end of the session the participants fill in the evaluation form.

Duration: 30 minutes

Objectives: By the end of this session the participants have evaluated their own learning and the training course.

Methodologies:

Individual exercise

Plenary sharing

Fill in the evaluation form

Materials needed:

Course evaluation form (1 form per two participants)

Training Process

Step 1: Evaluate your own learning results (15 minutes)

Tell participants to go back to their list of learning expectations they made (on the VIIP card) at the beginning of the course:

- Did they learn in this course what they wanted to learn?
- What do they need to learn more?

Ask the participants to share their findings in plenary.

Step 2: Evaluation of the course (15 minutes)

In two's the participants fill in the course evaluation form and hand this in.

Official closure of the course and hand out of the certificate of attendance.

Background information for the facilitator

Step 2: Evaluation of the course

Course evaluation form

Could you give your feedback on this course so that the facilitator can learn from this and improve the course if needed?

Discuss in two's the questions below, write your answers on this evaluation form and hand it in.

1. Would you advice another DOT provider to do this course? Yes, or No?

What will you tell him or her about this course?

2. Did you appreciate the training methods?

Yes: because

No: because

3. What could we improve in this course?

5 References and further reading

1. National Guidelines and Operational Manual for Tuberculosis Control, National TB Program Bangladesh
2. Guidelines for paramedic HCWs, village doctors and opinion leader, National TB Program Bangladesh
3. Guidelines for TB counselling, National TB Program Bangladesh (TB CARE II)

Annex I: Course evaluation form

Could you give your feedback on this course so that the facilitator can learn from this and improve if needed?

Discuss in two's the questions below, write your answers on this evaluation form and hand it in.

1. Would you advice another DOT provider to do this course? Yes or No?

What will you tell him or her about this course?

2. Did you appreciate the training methods?

Yes: because

No: because

3. What could we improve in this course?

Annex 2: Training evaluation report template

Evaluation report Counselling TB patients by DOT providers

Dates of the course: --/--/---- + --/--/----

Health Facility: _____

Participants:

Total number of participants	Number of male participants	Number of female participants

Facilitator: _____

I. Participants' evaluation results

a. Do participants advice other DOT providers to do this course?

- Number of participants that answer yes:
- Number of participants that answer no:

b. What will participants tell others about the course?

What they like about this course:

What they don't like about this course:

c. Did participants appreciate the training program and methods?

- Number of participants that answer yes:
- Number of participants that answer no:

d. What suggestions do the participants give to improve the course?

2. Facilitators's feedback

a. Learning results

How do you rate participants' performance level, at the end of the course, on the different skills?

4= Excellent, 3= Very good 2= Satisfactory 1= Not satisfactory

Score	4	3	2	1	Average score
Number of participants and their score on the skills below					
Participants are able to provide relevant and correct information to the DS/DR-TB patients					
Participants are able to counsel the DS/DR-TB patients to start and adhere to treatment					
Participants are able to discuss with patients the stigma they experience and patients' rights and responsibilities					
Participants are able to use the TB job aids appropriately in the communication with patients					

b. Training program and methodology

How do you rate the quality of this training course on the following topics - - -

4= Excellent, 3= Very good, 2= Satisfactory, 1= Not satisfactory

Topic	Score	Remarks/suggestions
Training program		
Duration of the training course		
Training methodology		
Training materials (Facilitator's Manual, Job Aids and Manual for DOT providers)		

c. Logistics and organization

How do you rate the logistics and organization of the training course?

4= Excellent, 3= Very good, 2= Satisfactory, 1= Not satisfactory

Topics	Score Remarks/suggestions
Was the training room appropriate?	
Were participants informed timely about the training?	
Was the facilitator informed timely about the training?	

d. Any suggestions **to improve the course?**

Annex 3: DOT providers' performance on the job checklist

DOT providers' performance on the job checklist

To assess DOT providers' counselling skills on the job and give DOT providers feedback to further develop their counselling skills.

Scores: 1 = poor/ 2 = adequate/ 3 = good/4 = very good /0 = have not observed

Counselling skills	Score	What do you observe?	What do you advise the DOT provider?
Does the DOT provider have a patient centered attitude ?			
Does the DOT provider build trust ?			
Does the DOT provider, provide correct information to the patient?			
Does the DOT provider, provide relevant information to the patient?			
Does the DOT provider use the TB job aid appropriately?			
Is there two-way communication ?			
Does the DOT provider listen actively to the patient ?			
Does the DOT provider ask open questions ?			
Does the DOT provider answer the questions appropriately ?			

Procedure for using this checklist

When: Two months after the TB counselling training

Who: The DOT providers' supervisor

How:

- The supervisor observes the DOT provider when counselling two or three patients
- After the patients counselling the supervisor shares his/her observations and gives suggestions for improvement.

Annex 4: DOT providers' performance on the job report template

Report DOT providers' performance on the job

Name of Health Facility :

Name of the supervisor :

Date of submission of this report: --/--/----

Dates of the course: --/--/---- + --/--/----

Dates the supervision visits took place: First visit: --/--/---- Last visit: --/--/----

Number of DOT providers supervised:

Scores: 1 = poor/ 2 = adequate/ 3 = good/4 = very good /0 = have not observed

Score	1	2	3	4	0	Average
Number of participants and their score on the skills below						
1 Does the DOT provider have a patient centered attitude?						
2 Does the DOT provider build trust?						
3 Does the DOT provider, provide correct information to the patient?						
4 Does the DOT provider, provide relevant information to the patient?						
5 Does the DOT provider use the TB job aid appropriately?						
6 Is there two-way communication?						
7 Does the DOT provider listen actively to the patient?						
8 Does the DOT provider ask open questions?						
9 Does the DOT provider answer the questions appropriately?						

Main observations

Mention here the priority strong skills of the group of DOT providers.

What are the skills need to be developed further?

How do you plan to do that?

