



Facilitator Guide

Training of Drug Administrators and Supervisors: Social Mobilization and Effective Communication (Convincing Refusals)



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Summary of the Facilitator Guide

This Facilitator Guide is designed to train drug administrators and supervisors on the tools and techniques of social mobilization and effective communication (convincing refusals). During Mass Drug Administration (MDA) campaigns, many families refuse to take the medication to prevent filariasis due to misconceptions and fears. Achieving the goal of eliminating filariasis and protecting the community will remain challenging unless every family participates in MDA and consumes the medication during each round.

This training aims to equip drug administrators and supervisors with the skills to understand the concerns of families refusing the consumption of anti-filarial drugs and effectively convince them to adhere to them. Additionally, they will learn to identify and engage influencers to support the MDA campaign.

The Facilitator Guide includes multiple sessions designed to enhance learning through group discussions, presentations, demonstrations, group exercises/role plays, and question-and-answer activities. The training process will be highly participatory. The Guide has been developed using principles of effective learning to ensure trainers can impart appropriate knowledge and skills. This approach helps participants grow and apply their learning effectively. Training methods have been carefully selected to align with the objectives of the training, the participants' age, qualifications, background, and the resources available.

Instructions for the Trainers

- Trainers should carefully go through this Facilitator Guide and prepare thoroughly to ensure the training is conducted successfully.
- They should plan and manage the sessions at their discretion, ensuring that all sessions receive appropriate focus and attention.

Learning Objectives

By the end of the training, participants will be able to:

- Clearly explain the reasons behind individuals or families refusing anti-filarial drugs.
- Develop effective communication skills to raise awareness and convince individuals and families who are hesitant or refuse to consume anti-filarial drugs.
- Identify key influencers to help educate families avoiding or refusing anti-filarial drugs and effectively utilize communication materials to support the campaign.

Training Session Plan

Duration	Session	Methodology	Supporting Tools
20 Minutes	To understand why individuals or families refuse to take anti-filariasis drugs and what are the main reasons they do so	Presentation/ Demonstration and Discussion	PPT/Chart paper
60 Minutes	Refusal-related questions and concerns, appropriate responses, and the method of responding	Demonstration and Discussion	Refusal Conversion Section
60 Minutes	Identifying influencers based on the reasons for refusal and remedial measures	Role Play and Exercises	Situations for Role Play and List of Influencers
10 Minutes	Concluding Session		

Session 1 - Understanding Reasons for Refusal to Consume Anti-Filarial Drugs	
Duration	20 Minutes
Session	Participants will understand what refusals are, and the common reasons why individuals or families refuse anti-filarial drugs and will be prepared to address these concerns effectively.
Methodology	Presentation/Demonstration & Group Discussion
Supporting Tools	PPT/Chart paper

Session Facilitation Process

Start the session by asking participants what they understand by the term "refusal" and why they think some individuals or families refuse to take anti-filarial drugs. Encourage them to share their thoughts and experiences openly. After listening to their responses, explain that refusal typically refers to situations where people decline to consume the anti-filarial drugs provided during the Mass Drug Administration (MDA). This session will focus on understanding the main reasons for such refusals, which often stem from larger issues like misconceptions about the safety of the drugs, fears of side effects, and a lack of awareness about the seriousness of filariasis and the benefits of prevention.

Emphasize that by recognizing and addressing these issues with empathy and clear communication, they will be better equipped to engage with individuals and families during the MDA rounds and convert potential refusals into successful Directly Observed Treatment (DOT).

Continue the session by focussing on explaining the main reasons for refusal and different approaches to address these concerns. Reassure participants that by gaining this understanding, they will be better prepared to engage with individuals and families during the MDA rounds and convert the possible refusals in DOT.


Present the common reasons for refusal to consume anti-filarial drugs using a PPT slide or chart paper. Highlight the following key points:

Fear of Side Effects: Many individuals fear experiencing side effects, such as nausea, dizziness, or vomiting, after taking the anti-filarial drugs.

Fear of Extreme Outcomes: Some people may worry about severe reactions.

Lack of Support: Some individuals fear losing out on daily wages due to either taking a break from work or because of side effects, which might prevent them from working and supporting their families.

Low or No Threat Perception: People often do not see filariasis as a significant threat to their health and therefore do not perceive the need to take preventive drugs.



Concern about Health Condition: Those with existing health conditions may believe the anti-filariasis drugs could worsen their situation.

Concern about Age: Some individuals may think that their age, whether young or old, makes the anti-filariasis drugs unnecessary or unsafe for them.

Concern about Tablets: The size, number, or bitterness of the tablets can discourage people from consuming them.

Mistrust in the System: Negative experiences with healthcare systems or programs may lead to a lack of trust in the safety and effectiveness of the drugs.

Alcoholism: Individuals consuming alcohol may not be in a clear state of mind to understand the seriousness of taking anti-filarial drugs.

Conclude the session by emphasizing the importance of empathy, clear communication, and cultural sensitivity. Encourage participants to share success stories or personal experiences where they successfully addressed refusals. Reinforce the idea that trust-building and providing accurate and relatable information are essential to changing perceptions. Summarize the session by emphasizing the session's key takeaways, and the critical role of understanding and addressing these concerns to achieve the goal of eliminating filariasis.

Session 2 – Refusal Related Questions and Concerns, Appropriate Responses, and the Method of Responding	
Duration	60 Minutes
Session	Participants will understand the appropriate answers to questions raised by individuals and families' refusal of anti-filarial drugs during MDA, along with the methods of responding effectively.
Methodology	Presentation, Demonstration, and Discussion
Supporting Tools	Refusal Conversion Section

Session Facilitation Process

Trainers should inform the participants that the reasons for refusals by individuals or families during MDA campaigns have been documented and compiled. Explain that these reasons and their appropriate responses will now be discussed one by one. After discussing all the documented reasons, invite the participants to share any additional significant reasons they feel may have been overlooked, which will be addressed at the end.

Taking the discussion forward, explain to the participants that if we address the misconceptions/reasons stated by the hesitant or refusing individuals, we will be able to improve the Direct Observed Treatment (DOT). Therefore, it is essential to have a deeper understanding of the reasons and appropriate responses.



Begin the session by placing the slips containing the nine main reasons for refusals in a bowl or plate. Present the bowl to a participant and ask him/her to pick one slip. Read the slip aloud and ask the participants if they have encountered such situations during MDA campaigns. After hearing their responses, select two participants to share their experiences. Use the refusal conversion section from the facilitator booklet to elaborate on the appropriate responses and the use of communication products.

Repeat this process until all nine reasons have been addressed. After covering all the reasons, ask participants if there are any additional reasons for refusals they have encountered. Listen to and discuss them as well. Conclude this segment by thanking all participants for their active participation.

To reinforce the learning ask a few questions to the participants. After the discussion, explain the correct responses to ensure clarity.

Questions

Frequently Asked Questions About Filariasis by the Community

1. I am healthy. Why should I take medicine to prevent filariasis?

- You live in a filariasis-affected area, putting you and your family at risk.
- Filariasis is an infectious disease caused by mosquito bites and can infect anyone, though the risk is higher in childhood.
- The infection develops silently in the body without visible symptoms in its early stages.
- Everyone (except children under 2, pregnant women, and seriously ill individuals) should take the medicine because most infected people show no symptoms until it's too late.

2. Last year, I experienced headaches, vomiting, and fever after taking the medicine.

- Anti-filarial medicines kill filaria parasites in the body. As the parasites die, they release substances that can cause mild reactions like headaches, body aches, fever, vomiting, or itching, which usually resolve on their own.

3. I am taking medicine for high blood pressure, diabetes, or arthritis. Can I still take this medicine?

- Even if you are suffering from any other disease or taking any other medicine, you can consume this anti-filarial medicine. These medicines are very safe. Only seriously ill people are advised not to consume this medicine.

4. Should I only take the deworming medicine Albendazole?

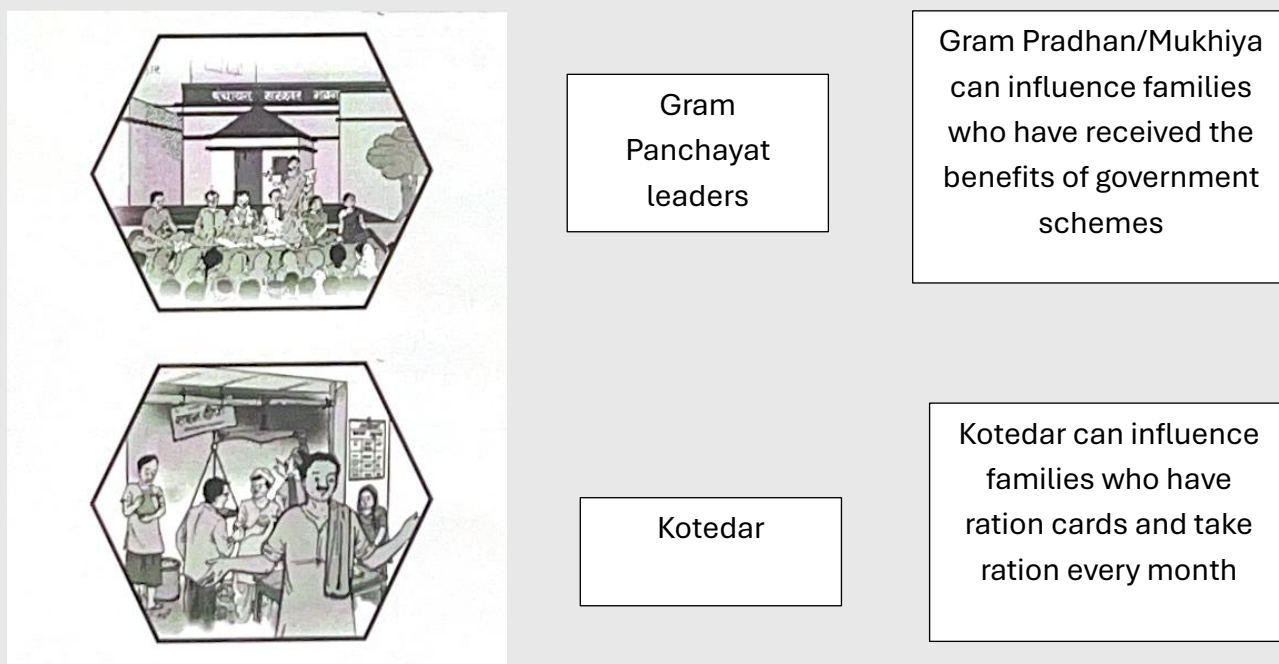
- To gain full protection, it is important to take all the prescribed medicines together.

Session 3 - Identifying influencers based on the reasons for refusal	
Duration	60 minutes
Session	Participants will be able to develop an understanding of identifying influencers based on the reasons for refusals and practicing the skills on effective communication to convince the families to consume anti-filarial drugs.
Methodology	Role Play and Discussion
Supporting	List of Questions for Role Play and Influencer

Session Facilitation Process

Inform the participants that this session will cover two main topics: first, identifying influencers based on the reasons for refusals for consuming anti-filarial drugs, and second, practicing the communication skills necessary to prepare families for DOT.

Ask the participants to share which types of influencers they have approached in previous MDA campaigns to encourage the community to consume anti-filariasis drugs. Once the participants have shared their experiences, the facilitator should lead a detailed discussion, identifying specific influencers based on the reasons for refusal outlined below.





Religious
Leaders

Religious Leaders can influence families who follow the same religion

Group Sakhi
Community
Mobilizer/CLF
Leaders/CNRPs

Group Sakhi can influence the families who are active members of the Self-Help Group and have benefitted from the group

Teachers

Teachers can influence families whose children attend school

Other influential
persons

Other influential individuals can influence families who respect them and their advice

Preparing Families for DOT Through Effective Communication Skills

Practice through Role Play

In the second part of this session, participants will demonstrate how they identify the influencers and engage them to convince the individuals/families. The trainer will observe each group during the role-play to ensure everything aligns with the objectives. Before beginning the role-play, the trainer should guide the participants based on the activities outlined below.



- Divide the participants into 2 to 3 groups.
- Explain the primary objectives of the role play to each group.
- Explain the role-play scenario to each group.

Activity

The trainer should call up one group for the role play, asking them to decide who will portray the ASHA worker, the influencer, and Billu and his family. Briefly explain the roles to the participants. Let the group demonstrate the role play. Let the other participants observe closely. Similarly, call up the other groups one by one and ask them to perform the role play. After each group's role-play, invite the other participants to share their observations and write their feedback on the board. After discussing each group's performance, encourage the participants with applause. The trainer should conclude the session by reinforcing key messages.

Role Play Scenarios

Scenario 1: In Madhubani village, Pinky, an ASHA worker, visits each household to administer anti-filarial drugs. She explains the serious implications of contracting filariasis to ensure that all families in the village understand the importance of taking anti-filarial drugs. However, Billu's family refuses to take the medicines. Billu's family consists of five members: Billu, his wife Dolly, their 5-year-old son, and Billu's parents. Dolly regularly visits the Kotedar shop each month to collect ration.

Characters for role-play

Instructions for the ASHA worker Pinky

- Identify the appropriate influencer to help convince the family to take the anti-filarial drugs.
- Before visiting the family for a second time, explain the situation in detail to the influencer.
- Work with the influencer to help the family understand the importance of taking the medicines.

Instructions for Influencer Kotedar

- Accompany the ASHA worker to the family's house to convince them to take the medicines.
- Share examples of other families who have benefited from the medicines, as well as personal experiences, to encourage the family to consume them.

Instructions for Billu and his family

Billu and his family must explain to the ASHA worker and the influencer why they are reluctant to take the medicine.

- "My entire family is healthy, so why should we take these medicines?"
- "Government medicines don't work; I've taken government medicines many times before for other diseases."
- "The medicine is already open and consuming it might cause harm."

Scenario 2: In Madhubani village, Pinky, an ASHA worker, visits each household to administer anti-filarial drugs. She explains the serious implications of contracting filariasis to ensure that all families in the village understand the importance of taking anti-filarial drugs. However, Billu's family refuses to take the medicines. Billu's family consists of five members: Billu, his wife Dolly, their 5-year-old son, and Billu's parents. Dolly is a member of a self-help group and participates in the meetings every month.

Characters for Role-Play

Instructions for the ASHA worker Pinky

- Identify the appropriate influencer to help convince the family to take the anti-filarial drugs.
- Before visiting the family for a second time, explain the situation in detail to the influencer.
- Work with the influencer to help the family understand the importance of taking the medicines.


Instructions for Influencer (Group Sakhi)

- Accompany the ASHA worker to the family's home to convince them to take the medicines.
- Share examples from other families, as well as personal experiences, to encourage the family to consume the medicines.
- Help the family realize the financial, social, and emotional impacts if someone in their household contracts the disease.

Instructions for Billu and his family

Billu and his family must explain the reasons for not taking the medicines to the ASHA worker and the influencer.

- "Last year, when I took the medicine, I experienced side effects such as a headache, vomiting, and fever."
- "I am already taking medication for high blood pressure and diabetes, so I cannot take these medicines."



Scenario 3: In Madhubani village, Pinky, an ASHA worker, visits each household to administer anti-filarial drugs. She explains the serious implications of contracting filariasis to ensure that all families in the village understand the importance of taking the medicines. However, Billu's family refuses to take the anti-filarial drugs. Billu's family consists of five members: Billu, his wife Dolly, their 5-year-old son, and Billu's parents. Billu participates in all the social events organized by Gram Panchayat and collaborates with the members of Gram Panchayat for the development of the village.

Characters for Role-Play

Instructions for the ASHA worker Pinky

- Identify the appropriate influencer to help convince the family to take the anti-filarial drugs.
- Before visiting the family for a second time, explain the situation in detail to the influencer.
- Work with the influencer to help the family understand the importance of taking the medicines.

Instructions for the influencer (Gram Pradhan)

- Accompany the ASHA worker to the family's home to encourage them to take the medicines.
- Share examples from other families, as well as personal experiences, to motivate the family to take the medicines.
- Explain the financial, social, and emotional consequences if a family member contracts the disease.

Instructions for Billu and his family

Billu and his family must provide reasons for not taking the medicines when approached by the ASHA worker and the influencer. Billu should make an excuse to receive the medicine from the ASHA worker but delay consuming it.

- "I am busy with some work right now; I'll take it tonight."
- "We will take one medicine now and the rest later in the evening."
- "Some family members are not home right now, but once they return, we will give them the medicines."