Session Plan for Community Health Worker (CHW) Counseling Tool Orientation

This session plan is designed to orient groups of 12 or 15 CHWs to use the *Community Health Worker Counseling Tool for Family Planning*. The training should be conducted in a large space with small tables and chairs that can be arranged in a semi-circle for the large group activities and easily moved to other spaces within the room for counseling practice. Two experienced facilitators along with two or three program staff members are required to conduct/support the activities. CHWs should receive mentoring and constructive feedback from a supervisor following this training event.

Prep meeting with facilitators and program staff *(several days prior to the training event)*

Time Allotted	Objectives/Activities	Resources
3–4 hours (or more depending on the facilitator and program staffs' familiarity with the tool and the approach/resources used in the counseling practice activities)	• Introductions (two facilitators and program staff members) • Discuss in detail the agenda and session plan, including:* - complete a page-by-page review of the tool and its features - conduct a dry run of the tool demonstration - carefully review the observation tool and role play scenarios - conduct a dry run of the instructions for the role plays • Review/determine team roles and responsibilities for conducting the training activities • Visit the training venue (if possible); set up space for training in advance * *All materials/resources should be shared/reviewed in advance of meeting.*	Session plan for facilitators and program staff Printed copies of counseling tool, method choice chart, and user guide Photocopies of role play scenarios and observation checklist

Day 1

Session/ Time Allotted	Activities	Resources
8:30 am – 9:00 am	***CHW arrival (12 or 15 participants is an ideal number)***	
Welcome, Tool Orientation, and Counseling Review **9:00 am – 10:30 am**		
Introductions and Objectives **~20 minutes**	• Welcome and introductions—ask CHWs to state their name and the thing that they like most about being a CHW or their greatest challenge as a CHW. • Review the agenda, objectives, outcomes, and expectations using the flip charts prepared in advance. • Objectives/Expectations: - Review the informed choice counseling process (checklist) - Learn about a new counseling tool (overview/demonstration) - Practice using the tool in role plays (observation/feedback) - Use the tool with clients (observation/feedback) • Encourage the CHWs to ask questions throughout the session if anything is not clear.	Name tags/pens Prepared flip charts of agenda and objectives/ expectations

Session/ Time Allotted	Activities	Resources
Counseling Tool Rationale **~5 minutes**	• Show participants the cover of the counseling tool and provide an overview of the rationale for the new counseling tool: Research shows that patients/clients who used decision aids knew more facts about their options, made decisions that matched their values, had fewer conflicts about the health decisions that they made, participated more actively in the decision-making process and were less likely to remain undecided. • This tool came together during a meeting where counseling experts combined features from several existing tools to create a tool that would be easier/more portable for CHW use and more engaging for clients. The tool was used by CHWs in India who said that it compared favorably with other counseling tools that they had used. It was also usability tested with CHWs in Uganda who offered positive feedback.	Counseling tool and method choice chart
Review of Informed Choice Counseling Process and Observation Checklist **~25 minutes**	• Distribute the *Observation Checklist—Family Planning Counseling Skills of CHWs*. Explain that the counseling tool supports the standard counseling and screening process outlined in the checklist. Introduce the checklist by explaining: This observation checklist lists the communication behaviors used during counseling, reflects the general flow of a session, and specifies the tasks that a CHW should complete when counseling FP clients. Look at the bold headings—listed first are the key behaviors used throughout a session, like showing respect and encouraging client participation; after that are the steps that occur early in the session where the CHW establishes rapport and determines the client's needs. Following that, the CHW provides information that the client needs; then helps the client make an informed decision, and finally helps the client to carry out their decision. • Read aloud the list of items under each heading on the checklist and ensure that CHWs understand what each item means. Provide examples as needed. • Explain: The observation checklist will be used many times during the training to reinforce good counseling practices. The check boxes on the checklist are an easy way to keep track of whether a CHW is performing counseling as expected. During the upcoming activities, notice how the counseling tool can help a CHW accomplish the steps/tasks on the checklist.	Counseling observation checklist (1/CHW)
Overview of the Counseling Tool Features/Contents **~40 minutes**	• Distribute copies of the tool and the method choice chart. • Describe the key features of the tool and how to use it. Instruct the CHWs to follow along in their copy of the counseling tool as you describe the features and the contents. • Display a copy of the tool in front of the group so that CHWs can see each page as it is being described. Facilitators/staff	Counseling tool and method choice chart (1/CHW) Small Post-It Notes (several pads for use

Session/ Time Allotted	Activities	Resources
	should circulate among the CHWs to ensure that they are on the correct page in their version of the manual. Explain that: - The design of the tool allows the CHW and client to sit side-by-side; they can see each other's face and talk privately. - The method choice chart is placed directly in front of the client with the counseling tool where both the client and CHW can see it and easily interact with the tool and chart; pointing to information and illustrations on the pages to help explain key information. - Color-coded bars (or tabs added by the CHW) makes finding information and moving from one section to another easier. - Use pages 4–9 to tell the client what you will do during the session, learn more about what the client needs, and explain how the client can benefit from family planning. - Use pages 10–11 to make sure the client is not pregnant. - If the client knows what method she wants, go to that method and explain how to use it. - If the client does not know what method she wants, ask the questions on pages 12–21; and, instruct the client to use the method choice chart to cover the methods that do not suit her needs so that she can choose from the remaining methods. - Use the first page of each method to provide an overview of the methods that a client may be interested in using. - After the client selects a method, use the second page of each method to describe how to use the method. - Use the eligibility checklists on pages 48–50 to make sure a client can safely use injectables, COCs or POPs. • Compare the key similarities/differences between the tools and job aids currently used by the CHWs and the new tool. • Give CHWs several minutes to read the instruction page of the tool and look through the pages of the tool on their own.	with the method choice chart) Counseling observation checklist (1/CHW) CHWs' current tool
10:30 am – 10:45 am	***Tea/coffee break***	
Facilitator Demonstration of Tool Use/Discussion/Case Study **10:45 am – 12:15 pm**		
Demonstration by Facilitators **~30 minutes**	• Post the flip chart and mention that the demonstration will show how to use the FP Counseling Tool to counsel this client: An 18-year-old woman that the CHW is meeting for the first time, gave birth 7 weeks ago to her first child, is currently breastfeeding, has never used family planning and is interested in learning about method options for spacing. • During the demonstration (with one facilitator posing as a CHW and the other as the client), the CHW should use the tool to explain to the client what to expect during the	Prepared flip chart with a description of the client to be counseled during the demonstration Counseling observation

Session/ Time Allotted	Activities	Resources
	counseling session, gather information from the client about her family and fertility intensions, mention the benefits of FP, rule out pregnancy, and use the questions and the method choice chart to rule out methods that do not meet the client's needs. The CHW will respond to any client concerns about her method options and explain method effectiveness. The CHW will use the first page of the possible methods to provide an overview of the methods (discuss only the methods that were not excluded). The client should choose either DMPA or POPs. The CHW will then use the eligibility checklist and determine that the client is eligible and then use the second page of the DMPA or POPs information to provide the method. *[Note: This demonstration is critical. The two facilitators conducting the demonstration should practice in advance to ensure smooth delivery and proper use of the tool. The CHW should use the tool as described above; the client should engage with the CHW and the tool/chart, ask questions, and respond to questions posed by the CHW.]* • Ask participants to stand in a circle so that everyone can see the demonstration. Encourage the CHWs to use the observation checklist to make notes about what they observe during the demonstration.	checklist (1/CHW) Pens/pencils
Discussion of Demonstration **~30 minutes**	• Following the demonstration, conduct a discussion with CHWs using these questions: - What pages of the tool did the CHW use with the client? - Given the client's responses to the CHW, would you use the same pages of the tool? Please explain. - Did you notice how the using the tool helped the CHW follow the standard counseling process? For example, when the CHW used page 6 of the tool, "During this session…" the CHW accomplished one of the steps in the "Overall" section of the checklist, "Explains what will occur during visit…". - What other examples can you find where a page(s) in the counseling tool supports one of the items/steps on the observation checklist? Probe for several examples of how the tool pages support steps/tasks on the checklist, for example, page 7 asks about the client's family and plans for children mentioned in the "Assess client needs" section of the checklist; pages 8-9 discuss the benefits of FP mentioned in the checklist under "Provide information," and the process of using the method selection chart in combination with the questions on pages 12-18 "Helps client identify FP methods suited to his/her needs." - Were you able to use the observation checklist to note how the CHW was performing? If so, what feedback would you	

Session/ Time Allotted	Activities	Resources
	share to help the CHW to improve his/her interaction with the client and use of the tool? • Did observing the demonstration give you any ideas about how you might use the counseling tool with clients? Please describe which pages of the tool you can use to: - assess the client's needs/fertility intentions? (pages 6–7) - ensure the client is not pregnant? (pages 10–11) - help a client narrow the possible method options? (pages 12–21) - track responses about which methods might be suitable? (the method choice chart) - present information so the client can choose a suitable method? (the first page of each method from pages 22–46) - screen a client to determine if she is medically eligible for injectables, COCs, or POPs? (pages 48–50) - give the client information about how to use the method? (the second page of each method from pages 23–47) • To wrap up the discussion: Caution the CHWs against reading the tool pages verbatim to their clients. As they become more familiar with the tool, they will learn the contents and be able to quickly summarize the messages in their own words.	
Case Study **~30 minutes**	• Explain: The best way to learn to use the counseling tool is to think about and plan how to use it with a client. • Post the flip chart and mention that we will use a client in a situation similar to the client in the demonstration. The difference is, this client has used FP previously and has a method in mind: An 18-year-old woman that the CHW is meeting for the first time, gave birth 7 weeks ago to her first child, is currently breastfeeding, used family planning before her pregnancy, and is interested in using POPs for spacing. • Discuss/describe the steps that a CHW would use to counsel the client using the tool. Keep probing/asking the CHWs: How is this client different from the previous one? Which page would you use first? What might you do next? Explain why. Probe for specific actions/questions they would ask the client and which pages from the tool they would use. If a CHW suggests using the tool in an illogical manner (e.g., asking the questions on pages 12-18 when the client already knows which method she wants), gently redirect or ask another CHW to suggest a more suitable next step. Ensure that the entire group is following along in their tool and/or using the observation checklist to make sure that the session they are describing for this client meets counseling standards.	Prepared flip chart with a description of the client to be counseled during the case study
12:15 pm – 1:15 pm	***Lunch***	

<table>
<tr><th>Session/
Time Allotted</th><th>Activities</th><th>Resources</th></tr>
<tr><td colspan="3">CHW Role Play Scenarios 1–3</td></tr>
<tr><td>Role Play Scenario 1

~1 hour

1:15 pm – 2:15 pm</td><td>

- Instruct the CHWs to break into groups of three.
- Explain: CHWs will practice using the counseling tool in groups of three using the three scenarios provided. CHWs will take turns playing the role of a CHW, a client, and an observer so that each participant will have an opportunity to practice using the counseling tool.
- Distribute a copy of the role descriptions to each small group and carefully review the responsibilities for each of the roles—CHW, client and observer. Remind clients not to share information with the CHW/provider until the CHW asks. Remind the observers to use the observation checklist to make notes about the interaction so they can share feedback with the CHW/provider. Remind CHW/providers to use the tool to help guide the counseling session.
- Instruct each group to decide who will play the CHW, client and observer for the first scenario. Distribute the client information sheet for scenario 1, observer information sheet for scenario 1 and an observation checklist to the clients and observers in each small group.

  [Note: If this is the first time that participants are attempting this role play format, call all the clients together, all the observers together, and all the CHWs together and review their roles as relates to this scenario. ***Clients*** *must understand that they are to become the client described in the scenario and use the information provided in the description to answer any questions that the CHW asks.* ***Observers*** *should use the checklist to record what they observe and make notes about whether the CHW completes the case-specific tasks, and which pages from the tool the CHW uses during the session.* ***Providers*** *should use the counseling tool to help guide the session with the client but should not read the scenario in advance; they must query the client to gather information.]*
- Instruct the participants to conduct the scenario 1 role play in their small group. To simplify/shorten the role plays, assume that clients are eligible (no need to complete the method eligibility checklist for clients who may choose DMPA, COCs, or POPs).
- Facilitators and program staff assigned to monitor each small group should ensure that the small groups are following the instructions and offer prompts to the CHWs to ensure efficient use of the counseling tool for the scenario depicted in the role play. They should also help the group keep on schedule so that the small groups remain in sync.

</td><td>Role descriptions (handout and/or prepared flip chart)

Role play scenario 1 (pre-cut along dotted lines)

Observation checklist (1/CHW)

Prepared flip chart (or handout) of small group discussion questions posted where each small group can see it

1 facilitator or program staff sits with each small group</td></tr>
</table>

Session/ Time Allotted	Activities	Resources
	• After each role play, the small group should take a few minutes to provide constructive feedback to the CHW using these discussion questions: - What did the CHW do in this situation that was effective? - What might the CHW consider doing differently? - How well did the CHW attend to the items on the *Observation Checklist* and the case-specific observations included in the role play description? - What was the client's perspective of the interaction—was the client comfortable and were your concerns addressed?	
2:15 pm – 2:30 pm	***Tea/coffee break***	
Role Play Scenario 2 **~1 hour** **2:30 pm – 3:30 pm**	• Instruct participants to switch CHW, client and observer roles. • Distribute the client information sheet for scenario 2 to the client, and the observer information sheet for scenario 2 and an observation checklist to the observer, in each small group. • Follow the same instructions used during role play scenario 1.	Role play scenario 2 Same as previous
Role Play Scenario 3 **~1 hour** **3:30 pm – 4:30 pm**	• Instruct participants to switch CHW, client and observer roles. • Distribute the client information sheet for scenario 3 to the client, and the observer information sheet for scenario 3 and an observation checklist to the observer, in each small group. • Follow the same instructions used during previous role plays.	Role play scenario 3 Same as previous
CHW Feedback on Session Activities and Counseling Tool **4:30 pm – 5:00 pm**		
Group discussion/ evaluation **Wrap-up** **Homework assignment** **~30 minutes**	• Conduct a quick discussion to evaluate the training sessions. Ask: What activities were the most useful/helpful for learning to use the tool? How could the activities be improved? • Mention to CHWs that there are two flip charts posted to allow them to share anonymous feedback about the counseling tool. Distribute large sticky notes (or pieces of paper and tape) and pens/pencils and post two flip charts titled: 1) The thing I like most about this counseling tool is... 2) The thing I liked the least about the tool or had the most problems with was... Ask CHWs to write their comments on the sticky notes and post them on the flip charts; or if preferable, talk with a facilitator or program staff member after the session. • Instruct the CHWs to take their counseling tools home with them and read through all the pages at least once, twice if possible. Be sure to bring the tools back for Day 2. • Closing remarks; thank participants for their feedback.	Prepared flip charts Large sticky notes (or pieces of paper and tape) Pens and pencils
5:00 pm – 5:30 pm	***Debrief among facilitators and program staff; prep for Day 2***	

Day 2

<table>
<tr><th>Session/
Time Allotted</th><th>Activities</th><th>Resources</th></tr>
<tr><td>8:00 am – 8:30 am</td><td colspan="2">CHWs arrive</td></tr>
<tr><td>8:30 am – 8:45 am</td><td>• Welcome.
• Recap yesterday’s session and review objectives, outcomes, expectations for today
• Objectives/Expectations:
- CHWs to practice using the counseling tool during role plays
- CHWs to practice using the counseling tool with clients</td><td>Name tags/pens

Prepared flip charts of agenda and objectives/ expectations</td></tr>
<tr><td colspan="3">CHW Role Play Scenarios 4–6</td></tr>
<tr><td>Role Play Scenario 4

~45 minutes

8:45 am – 9:30 am</td><td>• Explain: CHWs will continue to practice using the counseling tool in new groups of three using three new scenarios. Each CHW will have a second opportunity to be a CHW, a client, and an observer.
• Ask participants to break into new groups of three (if possible, avoid being in a group with the same people).
• Distribute the client information sheet for scenario 4 to the client, and the observer information sheet for scenario 4 and an observation checklist to the observer, in each small group.
• Follow the same instructions used during previous role plays.</td><td>Role descriptions

Role play scenario 4

Observation checklist (1/CHW)

Prepared flip chart of small group discussion questions

1 facilitator or program staff sits with each small group</td></tr>
<tr><td>Role Play Scenario 5

~45 minutes

9:30 am – 10:15 am</td><td>• Instruct participants to switch CHW, client and observer roles.
• Distribute the client information sheet for scenario 5 to the client, and the observer information sheet for scenario 5 and an observation checklist to the observer, in each small group.
• Follow the same instructions used during previous role plays.</td><td>Role play scenario 5

Same as previous</td></tr>
<tr><td>10:15 am – 10:30 am</td><td colspan="2">Tea/coffee break</td></tr>
<tr><td>Role Play Scenario 6

~45 minutes

10:30 am – 11:15 am</td><td>• Instruct participants to switch CHW, client and observer roles.
• Distribute the client information sheet for scenario 6 to the client, and the observer information sheet for scenario 6 and an observation checklist to the observer, in each small group.
• Follow the same instructions used during previous role plays.</td><td>Role play scenario 6

Same as previous</td></tr>
<tr><td colspan="3">Role Play CHW Demonstration and Critique</td></tr>
<tr><td>Role Play Demo and Critique

~45 minutes

11:15 am – 12:00 pm</td><td>• Ask one pair of CHW volunteers to demonstrate in front of the large group how they used the counseling tool during one of the role plays from their small group.
• Instruct all participants to observe, complete an observation checklist and prepare to provide constructive feedback.
• Conduct a discussion using the same questions used by the small groups with the previous role plays.</td><td>2 CHWs

Observation checklist (1/CHW)</td></tr>
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12:00 pm – 1:00 pm	***Lunch for CHWs and clients***	
CHW Counseling Session—Simulations with Clients		
[Note: For the afternoon sessions, CHWs will practice counseling using community members recruited (in advance) to be clients. The number of clients recruited is based on the number of CHWs participating in the training session. If there are 12 CHWs, recruit 6 clients and conduct two rounds of simulations so that each CHW has an opportunity to counsel a client. If there are 15 CHWs, recruit 5 clients and conduct three rounds of simulations. Instruct the clients to arrive before lunch, give them name tags and introduce them to the CHWs at lunch.]		Name tags/pens
CHW Simulations with Clients Round 1 **1:00 pm – 2:00 pm**	• Conduct two or three rounds of counseling session simulations with clients. The CHWs will alternate so that each has an opportunity to counsel a client. CHWs not counseling a client will serve as an observer and be prepared to provide feedback. • Instruct the clients to: Be yourself during the counseling session, give honest answers to the questions that the CHW asks, do your best to follow the instructions the CHW provides, and ask questions if you don't understand. • Instruct the CHWs to: Use the skills you have learned about how to use the counseling tool and do your best to counsel the client and address his/her needs. • Facilitators and program staff should observe a counseling session; noting how the CHW used the tool during the session. Use the checklist to record observations including which method the client chooses and which pages from the tool the CHW uses during the session. • In between round 1 and 2, ask the CHWs and clients: What questions do you have? • Facilitators and CHW observers provide constructive feedback on use of the tool to the CHW they observed (this should be done quickly and without the client present, perhaps over tea).	Observation checklists for CHWs, program staff and facilitators
CHW Simulations with Clients Round 2 **2:00 pm – 3:00 pm**	• Instruct CHWs to switch roles so that another group of CHWs has an opportunity to counsel a client. • Distribute additional checklists to observers. • Follow the same instructions used previously.	Observation checklists for CHWs, program staff and facilitators
3:00 pm – 3:15 pm	***Tea/coffee break*** *(if only two rounds of simulations, move break to 2pm)*	
CHW Simulations with Clients Round 3 **3:15 pm – 4:15 pm**	• Instruct CHWs to switch roles so that the final group of CHWs has an opportunity to counsel a client. • Distribute additional checklists to observers. • Follow the same instructions used previously.	Observation checklists for CHWs, program staff and facilitators
Wrap Up **4:15 pm – 4:30 pm**	• Closing - Thanks to both the CHWs and clients who participated. - Encourage CHWs to continue using the tool with clients and solicit support from their supervisors as needed.	
4:30 pm – 5:00 pm	***Debrief among facilitators and program staff***	

Role Plays for CHWs Learning to Use the Counseling Tool: Role Instructions, Observation Checklist and Scenarios

Provider Instructions for Role Plays

- Pretend that you are meeting the client for the first time. Ask the client for his or her name, gender (male or female) and age.
- Conduct a counseling session with the client using the standard process/steps outlined in the *Observation Checklist* including assess the client's reproductive health (RH) goals, concerns, and fertility intentions; provide information; help the client make an informed choice; assess eligibility for an FP method (if necessary) and carry out their decision.
- Use the counseling tool as needed to guide the flow of the session and the client's decision-making process.
- Apply your experience along with what you learned during training to address the client's concerns.
- Pretend that there is a health center nearby to which you can refer the client, if needed.

Observer Instructions for Role Plays

Prior to the start of the role play:

- Review the *Observation Checklist* so that you are familiar with the behaviors/tasks that you are observing and where they appear on the checklist.
- Review the case-specific issues on the observer information sheet for the scenario. It provides ideas about how a CHW might approach a session with the client described in the scenario.

While observing the interaction between the CHW and the client, remember to:

- Use the observation checklist to take notes on what happens during the counseling session.
- Record how well the CHW addresses the case-specific issues in the space at the bottom of the page.
- Be prepared to give feedback to the CHW/provider regarding how well he or she addressed the client's needs and used the counseling tool.

Pay particular attention to whether the CHW:

- Asked questions that allowed them to fully understand the client's situation.
- Provided accurate information about family planning methods.
- Allowed the client to make an informed decision.
- Helped the client carry out her/his decision.

Client Instructions for Role Plays

Prior to the start of the interaction:

- Read the client information sheet and make sure you understand your character's situation.
- Pick a name for your character. Tell the provider your name, age, and whether you are a man or woman.
- During the session, offer information only when the provider asks relevant questions. Use the information given in your client information sheet to respond to the provider's questions.
- Feel free to ask questions of the provider.

Cut along the dotted lines

Observation Checklist—Family Planning Counseling Skills of CHWs

CHW: ______________________ Client: ______________________ Observer: ______________________ Date: __________

Client's permission to participate obtained: _________ *client's initials* __________ *supervisor's initials*

Observation # _____/_____

Overall: Communicate Effectively and Maintain Rapport	Yes	No	N/A
Shows respect; avoids judging client			
Maintains friendly body postures and eye contact			
Uses simple, clear language			
Uses open-ended and probing questions correctly			
Listens carefully to client (paraphrases and reflects)			
Asks client about feelings (and shows empathy)			
Describes client's roles/responsibilities for the session			
Encourages client participation			
Explains what will occur during visit and procedures			
Ensures client understanding/corrects misunderstandings			
Uses job aids appropriately			
Establish Rapport and Assess Client's Needs and Concerns			
Greets client			
Ensures confidentiality/privacy and client comfort			
Asks about reason for visit			
Asks about partner(s), children, family, sexual behavior, health			
Asks about plans to have children, desire for FP (spacing, limiting)			
Asks about STI risk and what client does to avoid STIs			

Notes: ....

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Provide Information to Address Client's Identified Needs/Concerns	Yes	No	N/A
Informs client when needs are beyond what a CHW can provide			
Advises on preventing STIs (i.e., abstain, fewer partners, use condoms)			
Explains benefits of FP and healthy spacing			
Helps client identify FP methods suited to her or his needs			
Gives information on FP methods of interest			
Responds to other client questions or concerns			
Help Client Make an Informed Decision or Address a Problem			
Asks client if he or she has any questions about methods of interest			
Asks client to choose a method			
Uses screening checklist to determine if client can use method			
Agrees on decision or plan in partnership with client			
Help Carry Out Client's Decision			
Gives FP method and condoms for dual-method use, if needed			
Explains and/or demonstrates correct use			
Asks client to explain or demonstrate correct use, and reinforces client's understanding and/or corrects client's demonstration			
Reminds client about side effects and reasons for returning			
Gives supplies (as needed)			
Role plays or rehearses negotiation skills; helps client plan approach			
Arranges follow-up, resupply, and referral to outside services, as needed			

Role Play Scenario 1—Client new to FP; wants to learn about family planning and method options

Scenario 1—Client Information Sheet	Scenario 1—Observer Information Sheet
Client Description You are a 28-year-old woman with three small children—ages 2, 3 and 5-years-old. You and your husband don't know if you want more children. Your husband is gone for work for several weeks at a time. You have a neighbor who uses family planning and is very happy with it. You have come to learn about FP and discuss options with the CHW. **Offer this information *only* when the provider asks relevant questions:** • You are not sure whether you want to have any more children but for now would like to wait before getting pregnant again. • You mostly trust your husband but have some concerns that he may see his old girlfriends when he is out-of-town for work. • You have used condoms before and sometimes use them with your husband when he is in town. • Your husband has been out-of-town for the past month and your period started three days ago. • You consider the methods described by the CHW and decide that you would like to use the Standard Days Method. • You are healthy and have regular periods about 29 days apart.	**Make note of whether the CHW performs these case-specific tasks:*** • Uses page 6 to explain what will happen during the session. • Uses pages 7, 8, 9 to learn about the client's family, the reason for her visit, and explain the benefits of spacing and other FP benefits. • Uses pages 10-11 to make sure that the client is not pregnant. • Uses pages 12-19 along with the method choice chart to identify method options that suit the client's needs. • Uses pages 20-21 to help client compare the options. Use other method pages as needed to help the client make an informed choice. • After client chooses the Standard Days Method, uses pages 36-37 to explain SDM and how to use it. • Encourages use of condoms (dual method use) even on safe days to reduce the risk of STIs. * Refer to the *Observation Checklist* for a list of general steps/tasks that CHWs should perform during an interaction with a client.

Cut along the dotted lines

Role Play Scenario 2—Client needs to switch from COCs to another method

Scenario 2—Client Information Sheet	Scenario 2—Observer Information Sheet
Client Description You are a 35-year-old woman with five children—ranging in age from 3 to 12-years-old. You and your husband have decided that you don't want any more children. You have been using COCs but your doctor says they are no longer safe for you. You have come to discuss other options with the CHW. **Offer this information *only* when the provider asks relevant questions:** • You have used COCs successfully for many years but were diagnosed with very high blood pressure last month and the doctor said that COCs are not safe for you anymore. • You are not planning to have any more children. • After comparing and discussing method options with the CHW you decide that male or female sterilization may be the best choice for your situation. • You are otherwise healthy.	**Make note of whether the CHW performs these case-specific tasks:*** • Uses page 6 to explain what will happen during the session. • Uses pages 7, 8, 9 to learn about the client's family and fertility intentions, explain the benefits of FP for older women, and learn about the reason for her visit—a desire to switch from COCs to another method. • Uses pages 10-11 to make sure that the client is not pregnant. • Uses pages 12-19 along with the method choice chart to identify the method options that suit the client's needs. • Uses pages 20-21 to help the client compare the method options—focusing on the options that provide long-term or permanent protection since she wants no more children. Use other method pages as needed to help the client make an informed choice. • After the client chooses sterilization, uses pages 42-45 to provide information on male and female sterilization and where it can be obtained (and provide a referral). * Refer to the *Observation Checklist* for a list of general steps/tasks that CHWs should perform during an interaction with a client.

Cut along the dotted lines

Role Play Scenario 3—New mother wishes to use LAM

<table>
<tr><th>Scenario 3—Client Information Sheet</th><th>Scenario 3—Observer Information Sheet</th></tr>
<tr><td>

Client Description

You are a second-time mother who gave birth six weeks ago. You breastfed your first child for one year and want to do the same with your new baby. Your first child is 18-months old. You are very busy with child care and do not want get pregnant again for a while.

Offer this information *only* when the provider asks relevant questions:

- You want to delay getting pregnant again until your children are older.
- You gave birth six weeks ago and have been breastfeeding exclusively since then.
- You have never used family planning previously.
- You have not heard about the lactational amenorrhoea method (LAM) but after learning about it, you decide that it is the method that you would like to use.
- Your pregnancy was completely normal and you have no other health problems.

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Make note of whether the CHW performs these case-specific tasks:*

- Uses page 6 to explain what will happen during the session.
- Uses pages 7, 8, 9 to learn about the client's family and explain the benefits of spacing and other FP benefits, and learn about the reason for her visit—she is interested in delaying her next pregnancy.
- Uses pages 10-11 to make sure that the client is not pregnant.
- Uses pages 12-19 along with the method choice chart to identify method options that suit the client's needs.
- Uses pages 20-21 to help client compare the options.
- Uses LAM pages 34-35 to explain LAM and how to use it.
- Emphasizes exclusive breastfeeding for at least 6 months and encourages the client to consider which method she will use when LAM is no longer effective.
- Asks the client questions to check the client's understanding of how LAM should be used and review LAM criteria.
- Encourages use of condoms (dual method use) if client is at risk of STIs.

* Refer to the *Observation Checklist* for a list of general steps/tasks that CHWs should perform during an interaction with a client.

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Role Play Scenario 4—25-year old COC user wants to switch to DMPA

Scenario 4—Client Information Sheet	Scenario 4—Observer Information Sheet
Client Description You are a 25-year-old woman with two daughters ages 3 and 6. You and your husband are trying to decide whether to have more children. You have been using COCs; but, after several pill stock outs, you're thinking about switching to DMPA. **Offer this information *only* when the provider asks relevant questions:** • You have been using COCs consistently and correctly after weaning your daughter two years ago. • You are frustrated by the pill stock outs and think that DMPA is easier to get and lasts longer. • You have no other health problems.	**Make note of whether the CHW performs these case-specific tasks:*** • Uses page 6 to explain what will happen during the session. • Uses page 7; asks client about her family and fertility intentions and learns that she is a COC user wanting to switch to DMPA. • Uses page 10 to make sure the client is not pregnant. • Follows the instructions on page 11; turns to DMPA (pages 22-23). • Uses the DMPA eligibility checklist (page 48) to ensure eligibility. * Refer to the *Observation Checklist* for a list of general steps/tasks that CHWs should perform during an interaction with a client.

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Role Play Scenario 5—Young recently-engaged male client with HIV

Scenario 5—Client Information Sheet	Scenario 5—Observer Information Sheet
Client Description You are a 21-year-old man with HIV. You have been on ARV therapy for about one year and feel fine. You recently got engaged to be married. Your fiancé had an HIV test recently and is not infected. Eventually you and your fiancé want to have a family and are waiting until you are married next month to have sex. You want to make sure that she does not get infected with HIV. **Offer this information *only* when the provider asks relevant questions:** • You have been taking your ARV medications as prescribed. • You heard that condoms can prevent HIV transmission and are interested in using male condoms. • You have no other health problems. • Your fiancé is healthy and eventually wants to have children after you are married.	**Make note of whether the CHW performs these case-specific tasks:*** • Uses page 6 to explain what will happen during the session. • Uses page 7; asks the client about himself and his family and the reason for his visit and learns that he is interested in condoms. • Asks the client what he has heard about condoms. Uses pages 30-31 to describe what condoms are and how to use them. • Emphasizes that condoms can be effective at preventing both HIV transmission and pregnancy when used correctly each time you have sex. Uses the method effectiveness chart (page 21) to show how effective condoms are at preventing pregnancy compared to other methods. • Talks with the client about encouraging his fiancé to talk with a provider/CHW about using another method of contraception (dual method use) until they are ready to have children. * Refer to the *Observation Checklist* for a list of general steps/tasks that CHWs should perform during an interaction with a client.

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Role Play Scenario 6—Unmarried adolescent woman desires information on contraception

Scenario 6—Client Information Sheet	Scenario 6—Observer Information Sheet
Client Description You are a 17-year-old woman very nervous and eager to talk with a provider/CHW. You and your steady boyfriend had decided to delay sex until you both felt ready but got carried away two nights ago and are now very worried. Since you weren't planning to have sex, you did not use any protection. You are very nervous about getting pregnant unintentionally and are hopeful that the CHW can help you. **Offer this information *only* when the provider asks relevant questions:** • You have never used any contraceptive methods previously. • You and your boyfriend had decided to use condoms when you were ready to have sex; but, neither of you had a condom the night that you had unprotected intercourse. • You know a little about contraceptive methods from your health class in school but decided on condoms because they are easy to get; now you are wondering if condoms are the best method for you. • You have no other health problems.	**Make note of whether the CHW performs these case-specific tasks:*** • Uses page 6 to explain what will happen during the session and tries to calm her nerves and make her feel safe. • Asks the client if there is anything specific she wants to talk about and continues to ask questions until the CHW fully understands the client's situation/concerns. Realizes that the client is at risk of unintended pregnancy (skips pages 7, 8, 9, 10). • Follows the instructions on page 11; turns to the ECPs pages, 46-47. • Uses the pages on ECPs to explain how ECPs work and how to take them. • After the client receives the ECPs; asks client what she has heard or knows about contraceptive methods and what methods she has used previously. • Uses the method choice chart or effectiveness chart (page 21) to show the available methods and highlight which methods are most effective. • Uses page 20 to encourage the client to think about these issues when considering which method to use after the ECPs. • Uses page 19 to respond to common concerns about the methods. • Uses the method choice chart to identify methods that the client is/is not interested in using. Based on client interest, uses the method pages to describe the option(s) of interest to the client. • Encourages condom use for dual protection and provides condoms to use until she decides on and begins using a regular method. * Refer to the *Observation Checklist* for a list of general steps/tasks that CHWs should perform during an interaction with a client.

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