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# Use of the MCH Handbook Orientation for Health Providers Facilitator's Notebook



## Buku KIA

Ministry of Health, Republic of Indonesia  
in cooperation with  
Japan International Cooperation Agency  
2008

## FOREWORD

According to Indonesian Health Demographic Survey (IHDS) in year of 2002-2003, the Indonesian maternal mortality rate (MMR) was 307/100,000 Live Birth, infant mortality rate (IMR) was 35/1000 Live Birth and under five children mortality rate (U-5 CMR) was 46/1000 Live Birth, the condition is still far from reaching the *Millennium Development Goals* (MDGs) 2015 in which targeting the U-5 CMR of 23/1000 LB and MMR of 125/100,000 LB.

To achieve success in reducing maternal mortality, infant mortality and U-5 Child mortality needs inter-sectors, professionals, academicians, community, family, non-government organizations, donor agencies and private role and cooperation.

MCH Handbook forming family and community active participation in maternal and child health. The success of utilization of MCH Handbook as a tool of improving MCH service coverage is closely related to the roles of those sides in maternal, newborn, infant and U-5 Children health.

MCH Handbook currently is used in 33 provinces and known among health providers in the field, but most of them are still lack of standard used of utilizing MCH Handbook and compliance of filling it up. In view of the condition, Ministry of Health (MOH) Republic of Indonesia cooperating with Japan International Cooperation Agency (JICA) in "The Project for Ensuring Maternal and Child Health Services with the MCH Handbook, Phase II", with one of the activity is developed Orientation of the Use of MCH Handbook for health providers. The activity is also using the packet reference manual which was produced earlier such as: MCH Handbook, Technical Guide on the use of MCH Handbook and General Guideline Management of Implementing MCH Handbook.

Packet document of Orientation of the use of MCH Handbook for health providers consist of Participant's guide book and trainer's note book, including MCH Handbook Post orientation evaluation tool for health provider at service site.

Concerning efficiently and various budget availability at different area, this MCH Handbook orientation for health provider's may be implemented as whole packet according to the schedule or in phases suited to the local scheduled program activities as long as the content and the method of orientation are conducted according to the guidance.

Sincerely appreciation convey to the editorial and working team including other supporters who gave their contribution to the production of the documents. We are aware that the book might not be perfect at first; therefore any critic and suggestion are welcomed.

Have a good worked.

Director of Child Health Directorate

Dr. Hj. Fatni Sulani, DTM&H, MSi

# Use of MCH Handbook Orientation For Health Providers

## Facilitator's Note Book

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## ORIENTATION OVERVIEW

### 1. Introduction

Maternal Child Health (MCH) Handbook is the only comprehensive family book contains of mother and child health essential information and records. MCH Handbook is kept by mother or family and use as communication tool between mother or her family and health provider during providing health services. Advice, counselling and services given is documented in MCH Handbook. Mothers whom motivated by MCH Handbook will return to health facility for follow up or referral. To understand the use of MCH Handbook, health provider should read MCH Handbook and Technical Guidance of the use of MCH Handbook.

Since MCH Handbook is an "entry point" for mother/family to access comprehensive health services, health providers should be competent on utilizing MCH Handbook in MCH services. Health providers using MCH Handbook also expected to be able to relate the book with other services needed by mother/child such as:

1. Antenatal Care
2. Delivery by trained health providers
3. Emergency Obstetric Neonatal Care by competent health providers
4. Basic neonatal and essential newborn care, including early breastfeeding initiation, Vitamin K1 injection for newborn and exclusive breastfeeding
5. Postnatal and neonatal visit
6. Basic immunization and Vitamin A
7. MCH Handbook linked to: Birth Registration, Early age children development and education program (PAUD), Balita Family, Management malnutrition, IMCI, Early stimulation-detection and intervention of child growth and development, Desa siaga campaign, Making Pregnancy safer, Safe Motherhood, BEONC/CEONC/Normal Delivery Care, Social safety net for health, Posyandu and other local condition.
8. Mother's Class and Under Five Children Mother's class
9. Audit Maternal Perinatal (AMP), disease surveillance, infectious disease eradication activities and other audits.

### 2. Orientation Approach

Based on assumption that all participants can learn the required knowledge, attitudes and skills provided sufficient time is allowed and appropriate orientation methods are used.

The expected goal of this approached is that those being oriented will learn the lessons on which the orientation is based. This learning approach enables the participants to have a self-directed learning experience.

The philosophy underlying this approach is continual facilitation of participant learning., that facilitator regularly inform participants of their progress in learning new information and skills.

With this learning approach, assessment of learning is:

- **Competency-based**, which means assessment is keyed to the course objectives and emphasizes acquiring the essential knowledge, attitudinal concepts and skills needed in utilization of MCH Handbook, not simply acquiring new knowledge.
- **Dynamic**, because it enables facilitator to provide participants with continual feedback on how successful they are in meeting the orientation objectives and, when appropriate, to meet learning needs
- **Less stressful**, because from the outset participants, both individually and as a group, know what they are expected to learn and where to find the information, and have ample opportunity for discussion with the facilitator/s.

### **Different between Orientation and Training**

Because MCH health providers are providing MCH services as daily activities, there is no need to have a special training for them to understand of use of MCH handbook, only an orientation required for them, thus activity needed won't be too long:

- For the beginning of the orientation evaluation of the participants knowledge on MCH Handbook would be assessed using **early-orientation questionnaire**.
- Knowledge and coaching session using MCH Handbook will be presented in simple, more practical technique or method, high level effectiveness focusing on the **learning need of the participants**.
- Progress of learning process and knowledge understanding are evaluated using **mid-orientation questionnaire** to ensure that all participants acquired the essential knowledge for utilization MCH Handbook

Therefore MCH Handbook orientation is designed to deliver a **competent** health provider in using MCH Handbook at all level of health facilities to provide quality MCH services.

Then, the two aspects needed to fulfill the required competency, are:

- **Knowledge**-participants answered correctly at least 85% of total orientation mid-questionnaire questions.
- **Skills**-participants are competently filling up MCH Handbook correctly and having result of practical clinical examination related to MCH handbook according to service standard and satisfactorily completed the exercise questions of filling up MCH Handbook.

Both facilitators and participants are having the same responsibility to achieve the objective/s of the orientation

## Adult Learning Principles

The training techniques and approaches discussed throughout this manual are based on the following eight principles:

- Learning is most productive when participants are **ready to learn**. Although motivation is internal, it is up to the facilitator to create a climate that will nurture motivation in participants.
- Learning is more effective when it **builds** on what the participants already know or have experienced.
- Learning is more effective when participants are **aware** of what they need to learn.
- Learning is made easier by using a **variety** of training methods and techniques.
- Opportunities for **practicing** skills initially in controlled or simulated situations (e.g., through role play) are essential for **skill acquisition** and for development of **skill competency**.
- **Repetition** is necessary for participants to become competent or proficient in a skill.
- The more **realistic** the learning situation, the more effective the learning.
- To be effective, **feedback** should be **immediate, positive and nonjudgmental**

## Coaching

To use coaching, the facilitator should first explain the skill or activity and then demonstrate it using training aid such as computer. Once the procedure has been demonstrated and discussed, the trainer/coach then observes and interacts with the participant to provide guidance learning the skill or activity, monitors progress and helps the participant overcome problems.

The coaching process ensures that the participant receives feedback regarding performance:

- **Before practice**-The facilitator and participant should meet briefly before each practice session to review the skill/activity including the steps/tasks that will be emphasized during the session.
- **During practice**-The facilitator observes, coaches and provides feedback to the participant as s/he performs the steps/tasks as outlined in the learning guide.
- **After practice**-This feedback session should take place immediately after practice using the learning guide, the facilitator discusses the strengths of the participant's performance and also offers specific suggestions for improvement.

### **Effective Facilitator**

Facilitator should understand the need and expectation also the present of the participants in the orientation. In order a participant who is attending an orientation to get new knowledge, experience, behavior and skills:

1. Need a **relevant learning process**
2. **Highly motivated** if they convinced the relevance of the orientation with their job
3. **Participation and active participation** in the orientation process
4. Prefers to have **variety** in learning experience
5. Appreciate **positive feedback**
6. Having an **individual apprehension** and need a secure environment
7. Recognized as **individual** with unique background, experience and learning need
8. Keeping **personal respect**
9. Having **high expectation** for him/herself and from facilitator/s
10. **Personal need** to be considered

### **3. Orientation Syllabus**

#### **Description of orientation**

At the end of this 3 (three) days MCH Handbook orientation for health providers, the participants will acquired knowledge, understanding and skill improvement to use MCH Handbook at all level health facilities which providing maternal and child health services.

In this orientation, both facilitator and participant, are using the same material for learning process. With acquired previous experiences, knowledges and skills, facilitator guided participant in acquiring essential knowledge and understanding of using MCH Handbook. Competency based approached applied in this orientation activities is focusing on the effective use of communication skills, applied learning technology and suitable presentation techniques. Therefore, facilitator is using mid-questionnaire and checklists to objectively evaluate the knowledge and understanding of each participant.

#### **Participant learning objectives:**

After this orientation, all participants will be able to:

1. Described the MCH Handbook
2. Understand the benefit of MCH Handbook
3. Described on how to use MCH Handbook
4. Able to fill in MCH handbook properly
5. Describe on monitoring and supervision on the use of MCH Handbook
6. Describe link of MCH handbook with MCH program

#### **Learning Method**

- Participative illustrated lecture
- Discussion



- Practice and assignments
- Individual and group activity
- Role play
- Demo and Coaching

### **Orientation Materials**

- Reference Book : MCH Handbook,  
Technical Guideline on the Use of MCH Handbook,
- Participant Guide Book
- Facilitator Note Book
- Guideline of using Under-Five Health Card (KMS) for Health Providers
- Other learning materials

### **Participant selection criteria**

Are:

1. Participants for this orientation are practicing health provider in MCH services or related services.
2. The candidate should get recommendation and support from their supervisor in order to be able to apply the newly acquired knowledges and skills from the orientation course at their practising site.
3. Having possible opportunity to continue provide guidance, advice and follow up evaluation on improving the use of MCH handbook at the health facility.

This MCH Handbook orientation conducted according to the assumption that people participate in training courses because they:

- Are **interested** on the use of MCH Handbook in maternal and child health services
- Wish to improve their **performance**, to provide quality health services
- **Actively involved** to MCH Handbook activities at their practicing site

Considering these, all orientation sessions are focused to the participant's learning need.

### **Evaluation method**

#### Participants

- Pre- and Mid Orientation Questionnaire
- Performance evaluation (during orientation) towards the skill of the use of MCH Handbook and filled up MCH Handbook

#### Orientation

- Evaluation of the orientation (filled by participants)
- Evaluation of the facilitator (filled by participants)

### **Duration**

- 5 session within two and half (2½) days

### **Participant and Facilitator Composition**

Minimum of 10 participants and maximum 20 participants in a class.  
Ratio between facilitator and participant is 1:5

**MCH HANDBOOK ORIENTATION for HEALTH PROVIDERS (3 days, 5 session)**

PRE-ORIENTATION		DAY-2		DAY-3	
		Morning: 08:00 am-12:00 noon		Morning: 08:00 am-12:00 noon	
		<p>Warm up and Agenda</p> <p><b>Presentation:</b> What is MCH Handbook</p> <ul style="list-style-type: none"> <li>• Integrated MCH services using MCH Handbook</li> </ul> <p><b>Presentation:</b> Benefit of MCH Handbook</p> <p><b>Presentation:</b> How to use MCH Handbook</p> <ul style="list-style-type: none"> <li>• Used by mother and family</li> <li>• Used by cadres</li> <li>• Used by health staffs</li> <li>• MCH Handbook monitoring</li> </ul> <p><b>Activity:</b> Communication using MCH Handbook</p> <p><b>Practice:</b> Filling up MCH Handbook</p>		<p>Warm up and Agenda</p> <p><b>Mid-Questionnaire</b> Discuss on result of Mid-Questionnaire</p> <p><b>Practice: Simulation assessment</b></p> <ul style="list-style-type: none"> <li>• Filling up maternal health record</li> <li>• Filling up delivery notes, birth report, child identity</li> <li>• Filling up postpartum note, Health Card, Child health (including newborn and immunization)</li> </ul>	
<b>LUNCH</b>					
<p><b>Afternoon: 1:00 - 5:00 pm</b></p> <p><b>Participant Registration</b></p> <p>Opening and Introduction</p> <p><b>Presentation:</b> Orientation Overview Participant's expectant identification</p> <p><b>Pre-Questionnaire</b> Matrix of individual and group learning need identification</p> <p><b>Presentation: Use of MCH Handbook in Province/District/Subdistrict/Field'</b></p> <p><b>Summary of the day</b></p> <p><b>Reading Assignments:</b> MCH Handbook and , Technical Guide on the use of MCH Handbook</p>		<p><b>Afternoon: 1:00-4:00 pm</b></p> <p><b>Presentation &amp; Practice:</b> Plotting Health Card Chart</p> <ul style="list-style-type: none"> <li>• Weighing and measure length/height</li> <li>• Plotting health card chart</li> <li>• Measurement result interpretation</li> </ul> <p><b>Practice skill assessment</b></p> <ol style="list-style-type: none"> <li>1. Antenatal check and Newborn/Child exam</li> <li>2. Examination result filled in MCH Handbook</li> </ol> <p><b>Summary of the day</b></p> <p><b>Reading Assignment:</b> Technical Guide on the use of MCH Handbook</p>		<p><b>Afternoon: 1:00-4:00 pm</b></p> <p>Follow up plan</p> <p>Orientation evaluation</p> <p>Closing</p>	

**COURSE OUTLINE**  
MCH Handbook Orientation

TIME	TOPIC and OBJECTIVE ACTIVITIES	LEARNING METHOD	SOURCE/MATERIALS
Pre-Orientation, Session One: Afternoon (240 minute)			
(30 minutes)	<p><b>OPENING</b> <b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Report from organizer on preparation and coordination</li> <li>• Facilitators welcoming, starting communication and observing motivation of participants</li> <li>• Passing information and messages</li> </ul> <p><b>INTRODUCTION</b> <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Knowing facilitators-participants each other</li> <li>• Orientation process sharing responsibility begin</li> <li>• Creating positive environment</li> </ul>	<p><u>Speech, Presentation and Protocoler activities</u></p> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Organizer requesting guests and attendees to have a seat</li> <li>2. Master ceremony starts according to agenda</li> <li>3. Speech by:               <ul style="list-style-type: none"> <li>- Implementing organizer</li> <li>- Official government representative (officialating the opening of the orientation)</li> </ul> </li> <li>4. MC handed over to facilitators to start the orientation session</li> </ol> <p><u>Small group activity and interactive communication</u></p> <p><b>Activities:</b> Distribute tiny roller papers to each of participants and facilitator. Allow (5 min) for each of the participant and facilitator to find their partner. When found ask Name(N), Qualification (Q) and Institution (I) wherehe/she is working(5 min). Then, each of the participant and facilitator introducing their partner's N, Q, I to all (15 min). After all having the turn, ask in random a participant to named 5 persons. Move to other participant if unable to get five. Lastly, ask all to write their name in front and back of the available paper folded at each of their desk</p>	<ul style="list-style-type: none"> <li>• Table chairs</li> <li>• Audio system</li> <li>• 1 long table with 3 chairs for Guest of Honours/Speakers facing towards participants</li> <li>• Arrange participant's table in U-shape</li> <li>• Speech-text</li> <li>• Organizer Report Text</li> <li>• Opening ceremony schedule</li> <li>• Registered forms</li> <li>• Arrange free space along the U-shape table and back of chairs</li> <li>• Paper folded Name tag as triangle block</li> <li>• Marker pen as much as number of participants</li> <li>• Tiny roller papers contain pair-words such as: High-Low, Big-Small, Hot-Cold, Black-White etc as much as the number of participants and facilitators</li> </ul>
(15 minutes)	<p><b>BREAKS</b></p>		
(30 minutes)	<p><b>ORIENTATION OVERVIEW</b> <b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To explain the orientation back ground &amp; objective</li> <li>• To describe the activities and materials used</li> <li>• To identify the area of activities</li> </ul>	<p><u>Illustrative Lecture with question and answer</u></p> <p>Overview introduction (games, question etc) for (5 min). Content material presentation for (35 min). Summary with Q &amp; A in (5 min). Inform the classroom and related surrounding area including toilet etc. Introduce logistic support staffs and contact person for the orientation</p>	<ul style="list-style-type: none"> <li>• PPT Presentation # 1</li> <li>• Computer+LCD+Screen</li> <li>• Transparency # 1 (if prefer)</li> <li>• OHP</li> <li>• Laser pointer</li> <li>• Orientation packet &amp; other materials required</li> </ul>

## COURSE OUTLINE

### MCH Handbook Orientation

Facilitator Note

TIME	TOPIC and OBJECTIVE ACTIVITIES	LEARNING METHOD	SOURCE/MATERIALS
	<p><b>IDENTIFICATION OF PARTICIPANT'S EXPECTATION</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To identify participant's expectation on attending the orientation</li> <li>To identify participant's apprehensions during participating the orientation</li> <li>To get mutual agreement between participants and facilitator on the conduct, duration and schedule of the orientation</li> <li>To get written learning agreement as a result of the mutual agreement mentioned above</li> </ul>	<p><u>Brain storming</u></p> <p><b>Activity:</b> Distribute 2 plain paper a half of postcard size each to each participant. Ask participant to write in each od the paper: one expectation and in other paper: one apprehension in attending this orientation (2 min). Ask to past the filled paper to two flipchart each (3 min). Offer any participant who is willing to volunteer reading the accumulated written expectation (5 min) and other participant for apprehension (5 min)</p>	<ul style="list-style-type: none"> <li>Two flipcharts+papers</li> <li>Plain paper half postcard size</li> <li>2Xnumber of participants</li> <li>Gum/double tape/masking tape</li> <li>Marker pen</li> <li>Orientation package (bag or plastic map) contains:               <ul style="list-style-type: none"> <li>MCH Handbook</li> <li>MCH HB Technical Guidebook</li> <li>Participant Guide book</li> <li>PPT presentation materials</li> <li>Notepad</li> <li>Sharp pencil</li> <li>Ballpoint</li> <li>4 pieces plain A4 paper</li> </ul> </li> </ul>
( 30 minutes)	<p><b>PRE-ORIENTATION QUESTIONAIRE</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identifying the participant's knowledge of MCH Handbook</li> <li>Identifying individual and group learning needs</li> </ul>	<p><u>Written answer to questions objectively.</u> Participant answering the question in participant guide book (25 min). Named each book. Exchanged the book when finished. Facilitator read the answer and participant corrected the book on each of them, sum up correct answer and return to owner. Fill up matrix.</p>	<ul style="list-style-type: none"> <li>Pre-Orientation questionnaire</li> <li>Matrix form</li> <li>Projector (LCD/OHP)</li> <li>Marker pen</li> <li>Calculator</li> </ul>
(60 menit)	<p><b>FIELD-CHALLENGE ON USING MCH HANDBOOK</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Identifying problems at Districts/Municipals</li> <li>Explaining problems in the field</li> </ul>	<p><u>Illustrated lecture with Q &amp; A</u></p> <p>Describing problems on using MCH Handbook at participant service area by local health office representative, local hospital administrator etc. Including the problem of printing, distribution, health providers, local community and local government in related to the use of MCH handbook</p>	<ul style="list-style-type: none"> <li>Two flipcharts</li> <li>Transparency # 2</li> <li>OHP</li> <li>Screen</li> <li>Computer+LCD projector</li> <li>PPT Presentation # 2</li> </ul>
<p><b>Assignments:</b></p> <p>Using distributed copy of blank MCH Handbook of antenatal, delivery, post natal, immunization and child health, ask participants to fill up the form (write name on the right top of each form)</p> <p><b>Read:</b> MCH Handbook, Technical Guide of the use of MCH Handbook, Participant Guide Book</p>			

**COURSE OUTLINE**  
**MCH Handbook Orientation**

<b>TIME</b>	<b>TOPIC and OBJECTIVE ACTIVITIES</b>	<b>LEARNING METHOD</b>	<b>SOURCE/MATERIALS</b>
<b>Day 1, Session Two: Morning (240 minutes)</b>			
(10 minutes)	<b>WARM UP AND AGENDA</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>Agreeing on the schedule agenda for the day</li> <li>Preparing participant for learning activity this day</li> </ul>	<u>Presentation and game</u> Agenda read by participant Game use to warm up can be a light physical activity or mind exercise in the class led by participant.	<ul style="list-style-type: none"> <li>Participant assigned for warm up and reading agenda</li> <li>Flipchart/Papers/Marker pen</li> <li>Games equipment accordingly</li> </ul>
(30 minutes)	<b>WHAT IS MCH HANDBOOK?</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>Record document</li> <li>Quality MCH services</li> <li>Integrated tool of MCH service</li> </ul>	<u>Brain Storming, Illustrated Lecture with Q &amp; A</u> Introduction: Brain storming on quality MCH services. Write down participant answer in the flipchart paper (5 min). Presentation: Content material (20 min). Sum up presentation by Q & A (5 min)	<ul style="list-style-type: none"> <li>Two flipcharts</li> <li>Transparency # 3</li> <li>OHP/ Computer/LCD projector</li> <li>Screen</li> <li>PPT Presentation # 3</li> </ul>
(45 minutes)	<b>BENEFIT OF MCH HANDBOOK</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>Main benefits</li> <li>Special benefits</li> </ul>	<u>Brain storming and Group discussion</u> Brain storm: Ask benefit of having short, informative and clear notes/document (write answer in the flipchart)-(5 min) Group discussion: Divide into 4 groups, discuss(10 min): 1. Monitoring and documentation MCH services 2. Communication and counselling tool for mother, family and community on MCH and nutritional services 3. Early detection tool on MCH problems 4. MCH/Nutrition referral notes Each group presentation (5 min). Presentation-sum up (10 min) and Q & A (5 min)	<ul style="list-style-type: none"> <li>OHP</li> <li>Transparency # 4</li> <li>Screen</li> <li>Computer+ LCD Projector</li> <li>PPT Presentation # 4</li> <li>Two flipcharts+paper</li> <li>Marker pen</li> </ul>
(80 minutes)	<b>HOW TO USE MCH HANDBOOK</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>Use of MCH Handbook by mother and family</li> <li>Use of MCH Handbook by cadres</li> <li>Use of MCH Handbook by other health providers</li> </ul> <b>COMMUNICATION</b> using MCH Handbook To evaluate the skill of using the book	<u>Group discussion:</u> Divide into 3 groups, each group choose their pair as representative (10 min) 1. Group mothers who use MCH Handbook 2. Group cadres who use MCH Handbook 3. Group health providers who use MCH Handbook Presentation and simulation by each groups (20 min) Discuss communication and counselling skills (10 min)	<ul style="list-style-type: none"> <li>MCH Handbook</li> <li>Pencil</li> <li>Participant guide book</li> <li>MCH Handbook Technical Guide book</li> <li>Facilitator Notebook</li> </ul>
(15 minutes)	<b>BREAKS</b>		
(60 minutes)	<b>Practice:</b> Using MCH Handbook	Exchanged the assignment forms filled up a night before and discussed	Copy of pages from MCH Handbook

## COURSE OUTLINE

### MCH Handbook Orientation

Facilitator Note

TIME	TOPIC and OBJECTIVE ACTIVITIES	LEARNING METHOD	SOURCE/MATERIALS
(60 minutes)	LUNCH BREAKS		
<b>Day 1, Session Three: Afternoon (240 minutes)</b>			
(60 minutes)	<p><b>HEALTH CARD</b></p> <ul style="list-style-type: none"> <li>• How to measure and weight baby/children</li> <li>• How to plot KMS data correctly</li> <li>• How to interpret the result correctly</li> </ul>	<p><u>Brain storming, Practice and interactive presentation</u></p> <p>Introduction: ask participant to measure a volunteer weight and height. Discuss the standard, method and result.</p> <p>Practice: Plotting value into the KMS chart and analyzing the graph</p> <p>Presentation: KMS</p> <p>Question and answer</p>	<ul style="list-style-type: none"> <li>• MCH Handbook</li> <li>• Participant Guide Book</li> <li>• Guidance on the use of KMS</li> <li>• Weighing and Length measuring equipment</li> <li>• OHP+Transparency # 4</li> <li>• Screen</li> <li>• Computer+ LCD Projector</li> <li>• PPT Presentation # 4</li> <li>• Two flipcharts+paper</li> <li>• Marker pen</li> </ul>
(165 minutes)	<p><b>Practice:</b></p> <ul style="list-style-type: none"> <li>• Related Antenatal check to documentation in MCH Handbook</li> <li>• Child/Baby examination in related to documentation using MCH Handbook</li> </ul>	<p><u>Practice:</u> Divide class into two:</p> <ol style="list-style-type: none"> <li>1. Antenatal group</li> <li>2. Newborn and Children Group</li> </ol> <p>Demonstrate on the use, communication and counselling of MCH Handbook in service including related physical examination</p>	<ul style="list-style-type: none"> <li>• MCH Handbook</li> <li>• Participant guidebook</li> <li>• Facilitator guidebook</li> <li>• Stationeries and notepad</li> <li>• BP meter, measuring equipment, bed, cheet cover, fetoscope</li> <li>• Simulation equipment</li> </ul>
(15 minutes)	<p>Summary of the day</p> <p>Objectives : ( briefly)</p> <ul style="list-style-type: none"> <li>• To asses how much knowledge had been absorb and how far the process had achieved</li> <li>• Identifying essential points from the presented materials and the participant's understanding</li> </ul>	<p><u>Verbal information</u></p> <p>For the day 1 done by facilitator and the following day will be selected from participant according to the schedule agreed upon earlier (preferable voluntary)</p> <p>Selecting topic:</p> <p>Distribute 6 presentation topic to participants and each participant will choose a topic to be presented by them during practice</p>	<ul style="list-style-type: none"> <li>• Daily note (participant)</li> <li>• Daily evaluation form (facilitator)</li> <li>• PPT presentation 6 topics</li> <li>• MCh Handbook and MCH Handbook Technical Guidebook</li> </ul>
	Reading Assignment :MCH Handbook, Participant's Guide Book, Technical Guide book and Powerpoint presentation handouts		

**COURSE OUTLINE**  
MCH Handbook Orientation

TIME	TOPIC and OBJECTIVE ACTIVITIES	LEARNING METHOD	SOURCE/MATERIALS
<b>Day 2 Session Four: Morning (240 minutes)</b>			
(10 minutes)	<b>WARM UP AND AGENDA</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>Reconfirm and agree upon the schedule agenda for this day</li> <li>Preparing participant to receive learning activity this day</li> </ul>	<u>Presentation and game</u> Agenda is developed from orientation schedule on participant guide presented by participant Game use to warm up can be a light physical activity or mind exercise in the class led by participant (selected earlier by their leader)	<ul style="list-style-type: none"> <li>Refer to participant assignment schedule for warm up and reading agenda</li> <li>Flipchart+Papers</li> <li>Marker pen</li> <li>Games equipment accordingly</li> </ul>
(90 minutes)	<b>MID-QUESTIONAIRE</b> <b>Objective:</b> Assessing achievement on knowledge based on the expected knowledge <b>Discussion:</b> on any doubt or still unclear of the result of the mid-questionnaire	Individual participant activity. Answering questionnaire	<ul style="list-style-type: none"> <li>MCH Handbook</li> <li>Facilitator guidebook</li> <li>Matrix learning</li> </ul>
(15 minutes)	<b>BREAKS</b>		
(125 min)	<b>SKILL ASSESSMENT:</b> <b>Objective:</b> Assessment the use of MCH Handbook by the participant	<u>Practice and evaluation using checklist</u> Communication, examination skills and completing MCH Handbook	<ul style="list-style-type: none"> <li>Facilitator Note Book</li> <li>MCH Handbook</li> </ul>
<b>(60 minutes) LUNCH BREAKS</b>			
(60 minutes)	<b>FOLLOW UP PLAN</b>	Every participant submit their own follow up plan and collected for report and follow up activity by supervisor	Follow up plan form
(15 minutes)	<b>EVALUATION of FACILITATOR</b>	Using the form, every participant expressing their own impression of the particular facilitator	Facilitator evaluation form
(15 minutes)	<b>ORIENTATION EVALUATION</b>	Using the available form, each participant express their opinion about the orientation	Orientation evaluation form
(15 minutes)	<b>FACILITATOR REPORT</b>	Facilitator present the result of the orientation	Facilitator note
(30 minute)	<b>CLOSED</b>	Officially the orientation is ended	



## PRE-ORIENTATION QUESTIONNAIRE

Pre-Orientation Questionnaire designed as an aid to assist both the trainer and the participant as they begin their work together in the orientation. The questionnaire is focused on key knowledge and the required attitude concept to orientate the use of MCH Handbook.

The questions are presented in the true-false format. A special form, the individual and group assessment matrix, is provided to record the scores of all course participants. Using this for sheet, the trainer and participants can quickly chart the number of correct answers for each of the questions. By examining the data in the matrix, the group members can easily determine their collective strengths and weaknesses and jointly plan with the facilitator on how to best use the course time to achieve the desired learning objectives.

For the trainer, the questionnaire will help to identify particular topics that may need additional emphasis during the learning sessions. Conversely, for those categories where 70% or more of participants answer the questions correctly, the facilitator may elect to use some of the allotted time for other purposes.

For the participants, the learning objectives related to each question and the corresponding chapters in the reference manual are noted beside the answer column. To make the best use of the limited course time, participants are encouraged to address their individual learning needs by studying the designated chapters

## KEY ANSWER PRE-ORIENTATION QUESTIONNAIRE

**Direction:** Circle T if you think the statement next to it is **TRUE**, or circle F if you think **FALSE**

### WHAT IS MCH HANDBOOK

1. One of the objective of maternal and child health (MCH) ptogram is strengthening family self-support for maternal and child health T
2. One MCH Handbook is given to every pregnant mother F
3. Maternal and child health information on MCH Handbook is only given to pregnant mother for them to read. F
4. Cadre as health assistant may explain and treat maternal and child health problems F
5. Mothers should carried along maternal and child health document (MCH Handbook) where ever received MCH services from health providers at any health facilities T

### BENEFIT OF MCH HANDBOOK

6. Benefit of having MCH Handbook that mother and her child are having their own a complete health document since the mother was pregnant until the child reached five years old F
7. MCH Handbook is use as a tool for communication and counseling to mother, her family and community on MCH T
8. MCH Handbook is use to detect any early maternal and child health abnormality or problem T
9. Nutritional services and MCH referral are not available in MCH Handbook F
10. MCH Handbook is use as a tool to monitor maternal and child health T

### HOW TO USE MCH HANDBOOK

11. Encourage mother to read information of health services, nutrition, child growth and development according to specific age and child home treatment on MCH Handbook T
12. Health provider facilitate and encourage mother to be actively involved in the discussion on content of MCH Handbook T
13. Cadre is using MCH Handbook as promotion tool to mobilized community to come and use of the health facilities F
14. Role of a cadre is to assist and accompany family/community to come to health facility F
15. To understand the use of the book, health providers should read MCH Handbook and Technical Guide Book T

## INFORMATION ON MATERNAL HEALTH

- |     |   |   |
|-----|---|---|
| 16. | Immediate and frequent antenatal check according to health providers advice is recommended  | T |
| 17. | Check mother's weight every time seeing health providers  | F |
| 18. | Take iron tablet once a day during pregnancy  | F |
| 19. | Tetanus vaccination is given to prevent maternal tetanus  | F |
| 20. | Skin and dental hygiene are part of maternal health   | T |
| 21. | Avoid sexual relation after 6 month pregnant  | F |
| 22. | Bleeding early pregnancy may be dangerous to mother and her fetus life  | T |
| 23. | Fever is one of the dangerous sign in pregnancy   | T |
| 24. | Decrease fetal movement is a maternal dangerous sign  | T |
| 25. | Mother and her family considered as having birth preparedness and complication readiness if they had selected their birth attendant earlier | T |
| 26. | Sign of labor is discharging 'show' or liquor from birth canal  | T |
| 27. | Danger sign in labor is when the baby still not delivered within 12 hours since the onset of labor  | T |
| 28. | Advice at least 3 times puerperal check by midwife/doctor   | T |
| 29. | Breast feed immediately within 30 minute after delivery   | T |
| 30. | Mental instability is danger sign during puerperium   | T |

## INFORMATION ON NEWBORN/CHILD HEALTH

- |     |   |   |
|-----|---|---|
| 31. | Birth weight of 2500 g or more is a sign of a healthy newborn   | T |
| 32. | Breast fed newborn every 4 hours  | F |
| 33. | Bath newborn immediate after birth to clean up the body   | F |
| 34. | Keep newborn's umbilical cord clean and dry   | T |
| 35. | Mother or family should bring baby to the midwife or doctor when the baby's skin become yellowish in color  | T |
| 36. | The child is healthy when his/her body weight increased along the green line according to health card chart | F |
| 37. | Avoid giving vaccination when the child is having cough, cold, diarrhea and skin problem                    | F |
| 38. | Routine newborn check up is at least twice such as once at 1-7 days and once at 8-28 days old               | T |
| 39. | Body cleanliness and dental hygiene are part of child health  | T |
| 40. | Unable or slow to drink is danger sign of the sick child  | T |

## MCH HANDBOOK MONITORING AND DEVELOPMENT

- |  |   |
|--|---|
| 41. Health provider may give education to mother on the use of MCH Handbook during providing services  | F |
| 42. Educate cadre of using MCH Handbook is given by health provider during providing MCH services in <i>posyandu</i>   | F |
| 43. Coverage rate of pregnant women who have MCH Handbook is Total number of pregnant women who have MCH Handbook divided by total number of targeted pregnant women at working area in a year times by 100%               | T |
| 44. Mother's compliance rate of bringing MCH Handbook is: Total number of pregnant women, delivered and post partum who present with MCH Handbook divided by total number of pregnant women at specific time times by 100% | F |
| 45. Fill in completely MCH Handbook means that health provider recorded identification and health record in MCH Handbook completely and correctly  | T |

## MATRIX LARNING NEED: INDIVIDUAL AND GROUP MCH HANDBOOK ORIENTATION

Orientation Date: \_\_\_\_\_

Number Questions	CORRECT ANSWERS (participants)																				CATEGORIZED		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
1																						WHAT IS MCH HB	
2																							
3																							
4																							
5																							
6																						BENEFIT OF MCH HB	
7																							
8																							
9																							
10																							
11																						HOW TO USE MCH HB	
12																							
13																							
14																							
15																							
16																						INFORMATION ON MATERNAL HEALTH	
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26																							
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28																							
29																							
30																							
31																						INFORMATION ON BABY/CHILD HEALTH	
32																							
33																							
34																							
35																							
36																							
37																							
38																							
39																							
40																							
41																						MONITORING USING MCH HANDBOOK	
42																							
43																							
44																							
45																							

## USING LEARNING GUIDE

Use of MCH Handbook learning guide is designed to assist participant to learn the skills/activities covered in:

- Introduction of MCH Handbook content sections
- Description of each section to be inform to mother with/or family
- How to fill in MCH Handbook properly

For participants to perform the skill correctly need repeated practice which is not expected to be perfect for the first time. The purpose of this learning guide is to assist the participants to learn the essential aspects of the orientation.

Learning guide should be used by the participants to follow steps of the demonstration of the related orientation technical/method given by facilitator. Then, participants could use this learning guide during orientation as a guide to give feedback during practice use of MCH handbook with other participants. Content of this learning guide is similar to skill performance evaluation checklist use by facilitator to evaluate each participant performance.

Because this learning guide is use to facilitate the skill development, assessment should be done carefully and objectively. Each participant skill performance will be evaluated using the scale as follow:

- |            |  |
|------------|--|
| <b>1</b>   | <b>Need improvement:</b> Steps/activities perform in-correctly and irregular (if should be consecutive) or missed a step.  |
| <b>2</b>   | <b>Competent:</b> Steps/activities perform correctly and consecutively (if should be consecutive), but still not accurate and/or need reminder or assistance from facilitator for a small matter |
| <b>N/A</b> | <b>Not applicable:</b> Step or activity is not related to the purpose of the use of the MCH Handbook   |

**LEARNING GUIDE**  
**USING MCH HANDBOOK**  
 (To be filled in by Participant)

- 1 **Need improvement:** Incorrect steps/activities and inconsecutively done or missed a step.
- 2 **Competent:** Correct steps/activities and consecutively done, but inaccurate and need reminder or assistance from facilitator for a small matter.
- N/A **Not Applicable:** Step or activity is not related to the purpose of the use of MCH Handbook

PARTICIPANT: \_\_\_\_\_ ORIENTATION DATE \_\_\_\_\_ :

DESCRIPTION*	OBSERVATION				
	I	II	III	IV	V
1. Great mother/child					
2. Display kindness and politeness					
3. Using mother/child name					
4. Explain clearly the objective and benefit of using MCH handbook					
5. Describe how to read MCH Handbook					
6. Describe sections of MCH Handbook					
7. Complete registration section					
8. Complete family identification					
9. Able to calculate expected date of delivery (EDD)					
10. Able to calculate expected date of delivery (EDD) without knowing the first day of the last normal menstrual period (LNMP)					
11. Complete delivery note					
12. Complete referral information					
13. Complete the feedback referral information					
14. Complete birth notification					
15. Complete child identification					
14. Complete postpartum note					
16. Complete postnatal mother condition					
17. Complete newborn condition					
18. Complete neonatal examination note					

19. Complete vaccination note					
20. Providing counseling and giving vitamin A					
21. Explain and time record of explanation on child growth stimulation					
22. Complete disease and growth problem document					
23. Complete document with clear, readable and clean writing					
24. Complete document according to filling up instruction and using signs accordingly					
25. Allow mother and family to ask any related matter					
26. Advice mother to put a mark on the section after completed reading with pencil/pen					
27. Friendly reminder to mother to bring MCH Handbook in every visit or consultation with health providers					
28. Friendly reminder to keep the book properly					
29. Return the book to mother politely and orderly					
30. Thanking mother/family for cooperating					

\* = Select steps according to situation



## CHECKLIST FOR COMPETENCY OF COMPLETING MCH HANDBOOK

### USING THE CHECKLIST

The **Checklist** for competency of completing MCH Handbook contains similar steps/activities with **Learning Guide** for Completing MCH Handbook.. These checklists are derived from the information provided in the **MCH Handbook Technical Guidance (Petunjuk Teknis Penggunaan Buku KIA)**.

Criteria for satisfactory performance by the participants are based on the knowledge, attitudes and skills set forth in the MCH Handbook Technical Guidance and practiced during orientation. In preparing for formal evaluation by the facilitator/s, participants can familiarize themselves with the content of the checklist by critiquing each other's performance.

Scale used to assess skill performance of completing MCH Handbook are:

- |                                     |  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | <b>Satisfactory</b> – Perform the step or task according to standard procedure or guidelines             |
| <input type="checkbox"/>            | <b>Unsatisfactory</b> – unable to perform the step or task according to standard procedure or guidelines |
| <b>N/A</b>                          | <b>Not applicable</b> – steps/activities not related during evaluation by facilitator                    |

When determining competence, the judgement of a skilled facilitator is the most important factor. Thus, in the final analysis, competence carries more weight than the number of practice (which may be only two or less depend on the number of participants attending the orientation). Because the goal of this orientation is to enable every participant to achieve competency, additional orientation or practice in completing MCH Handbook skills may be necessary.

**CHECKLIST**  
**USING MCH HANDBOOK**  
 (To be filled in by Participant)

- Need improvement:** Incorrect steps/activities and inconsecutively done or missed a step.
- Competent:** Correct steps/activities and consecutively done, but inaccurate and need reminder or assistance from facilitator for a small matter.
- N/A Not Applicable:** Step or activity is not related to the purpose of the use of MCH Handbook

**PARTICIPANT:** \_\_\_\_\_ **ORIENTATION DATE** \_\_\_\_\_ :

DESCRIPTION	OBSERVATION				
	I	II	III	IV	V
1. Great mother/child					
2. Display kindness and politeness					
3. Using mother/child name					
4. Explain clearly the objective and benefit of using MCH handbook					
5. Describe how to read MCH Handbook					
6. Describe sections of MCH Handbook					
7. Complete registration section					
8. Complete family identification					
9. Able to calculate expected date of delivery (EDD)					
10. Able to calculate expected date of delivery (EDD) without knowing the first day of the last normal menstrual period (LNMP)					
11. Complete delivery note					
12. Complete referral information					
13. Complete the feedback referral information					
14. Complete birth notification					
15. Complete child identification					
14. Complete postpartum note					
16. Complete postnatal mother condition					
17. Complete newborn condition					
18. Complete neonatal examination note					

19. Complete vaccination note					
20. Providing counseling and giving vitamin A					
21. Explain and time record of explanation on child growth stimulation					
22. Complete disease and growth problem document					
23. Complete document with clear, readable and clean writing					
24. Complete document according to filling up instruction and using signs accordingly					
25. Allow mother and family to ask any related matter					
26. Advice mother to put a mark on the section after completed reading with pencil/pen					
27. Friendly reminder to mother to bring MCH Handbook in every visit or consultation with health providers					
28. Friendly reminder to keep the book properly					
29. Return the book to mother politely and orderly					
30. Thanking mother/family for cooperating					

## **Instruction of USING THE QUESTIONNAIRE**

This knowledge assessment is designed to help the participants monitor their progress during the course. By the end of the course, **all** participants are expected to achieve a score of 85% or better.

The questionnaire should be given at the time in the course when all subject areas have been presented. A score of 85% or more correct indicates knowledge-based mastery of the material presented in the reference manual. For those scoring less than 85% on their first attempt, the facilitator should review the results with the participant individually and guide her/him on using the reference manual to learn the required information. Participants scoring less than 85% can retake the questionnaire at any time during the remainder of the course.

Repeat testing should be done only after the participant has had sufficient time to study the reference manual.

## MID-ORIENTATION QUESTIONNAIRE

**Instruction:** Only one correct answer for every statement bellowed. Circle the letter indicate the correct statement which is the correct answer

- 
1. Objective of the maternal and child health program is:
    - a. Mother informal education
    - b. To train cadre to be able to give maternal and child health services
    - c. Attracting community to visit health facility
    - d. Increase family self-care on keeping the health of mother and children
  2. One MCH Handbook is for:
    - a. A pregnant woman
    - b. A baby/child
    - c. A mother and a baby
    - d. One family
  3. Maternal and child health information in MCH Handbook is exclusively to be read by::
    - a. Mother only
    - b. Mother, her husband and other family members
    - c. Health provider
    - d. Cadre
  4. Explaining including treatment on maternal and child health problem is given by:
    - a. Cadre
    - b. Health Provider
    - c. Community Leader
    - d. Spouse
  5. Mother should always bring along the MCH Handbook everytime seeking services at:
    - a. Puskesmas
    - b. Private midwife/doctor practice
    - c. Hospital
    - d. All health facilities

- 
6. Benefit of MCH Handbook is:
    - a. A maternal and child health recording and monitoring tool of
    - b. Mother and her child is having complete health record since pregnancy until the child reach age of five years.
    - c. Communication and counselling tool equiped with important information for mother
    - d. Early detection tool for maternal and child health problem or disturbance

7. MCH Handbook as Communications and counselling tool for mother, family and community contains:
  - a. Health, Nutrition and MCH service standard
  - b. Health, MCH emergency treatment
  - c. Health, normal pregnancy, safe and clean delivery
  - d. Health, Child intelligence and intellectual
8. MCH Handbook used to detect early on:
  - a. Non-quality MCH services
  - b. Problem of having MCH services at health facility
  - c. Abnormality on process of Pregnancy and Delivery
  - d. Maternal and Child Health problem
9. Nutrition, maternal and child health record including referral are found in:
  - a. Health Card (KMS)
  - b. Maternal and Baby Cohort
  - c. Antenatal Card
  - d. MCH Handbook
10. MCH Handbook is used to documented and monitored:
  - a. Maternal and Child Health
  - b. Maternal, family and community health
  - c. Mother and her husband health
  - d. Health providers within health facility

#### HOW TO USE MCH HANDBOOK

11. MCH Handbook used by mother and family:
  - a. as secret information for mother
  - b. to be read by mother and kept by cadre
  - c. as birth certificate
  - d. to follow advised given in the book
12. Simple but important message for mother on MCH Handbook:
  - a. always bring the book everytime seeking health service from health provider
  - b. not to loose it by keeping in the tightly lock safety box
  - c. ask only services mentioned in the book
  - d. to read the information on managing emergency obstetric during delivery, postpartum and newborn care.
13. The use of MCH Handbook by cadre:
  - a. as counselling tool and encourage community to come and use the health facility
  - b. to train traditional birth attendance to provide MCH services
  - c. to refer mother/child to hospital after examination
  - d. as an evidence that mother is not compliance with the message given in the book and should be punished

14. Cadre's role of using MCH handbook is:
  - a. Distributing MCH Handbook to all level of community
  - b. To assist and accompany family/community to get quality MCH services
  - c. To use MCH handbook as community education tool
  - d. To check MCH handbook and find those family which have not using the book
15. Use of MCH Handbook by health provider:
  - a. Health provider documenting any message of MCH Handbook which is not done by mother
  - b. To understand, health provider should read MCH Handbook and Technical Guide Book
  - c. Health provider should not link MCH handbook with other health services.
  - d. As referral document to hospital everytime mother or family ask or seeking explanation.

### INFORMATION ON MATERNAL HEALTH

16. Following statement is advisable for pregnant women:
  - a. To have early and regular antenatal check up
  - b. Weighing for everytime meet providers
  - c. Tetanus toxoid Vaccine should always be given
  - d. Ask for additional nutrition formula for better health
17. During pregnancy:
  - a. Bathing as much as possible to avoid body smell
  - b. Brushing teeth regularly to keep the teeth shining and glow
  - c. More rest and less work in order to ensuring the fetal growth
  - d. Allow husband and wife sexual relationship, if there is no contra indication
18. Adequate food during pregnancy:
  - a. Nutritious food according to the People Welfare Department
  - b. To improve appetite, encourage mother to take more cake, ice cream, salad and durian
  - c. No food restriction
  - d. Eat as before
19. Danger sign specifically in pregnancy:
  - a. Discharging "show" from birth canal
  - b. Bilateral leg swelling
  - c. Vomiting
  - d. Headache with seizure
20. High fever in pregnancy can:
  - a. Cause death among family
  - b. Prevent spontaneous abortion
  - c. Warming the fetus at room temperature
  - d. Cause premature delivery
21. One of preparedness for mother's delivery is:
  - a. Delivery plan by trained health providers
  - b. Transport schedule which is passing mother's house
  - c. Getting Blood Bank address, in case needed
  - d. Borrow neighbour's money when in labor

22. Sign of labor::
  - a. Sudden abdominal cramp
  - b. Blood discharged from birth canal
  - c. Regular uterine contraction which is more frequent and stronger
  - d. Frequent to toilet
  
23. During early delivery process, mother is:
  - a. not allowed to eat, drink or walk
  - b. to bear down for every contraction
  - c. to go to toilet everytime having urgency to beardown
  - d. to ask provider for any doubt
  
24. Danger signs in labor:
  - a. Baby is not delivered within 12 hours since the onset of labor
  - b. Mucous mixed with blood from vagina
  - c. Mother refuse to beardown
  - d. No leaking liquor
  
25. Postpartum mother should do:
  - a. Give breast feeding only after baby had been cleaned and bath
  - b. Breast fed baby regularly every 4 hour
  - c. that the care of her newborn only by midwife/nurses or traditional attendant
  - d. have postpartum follow up by provider at least 3 times during postpartum period
  
26. Keeping postpartum mother healthy:
  - a. Eat nutritious food twice than usual
  - b. Take high dose Vitamin A once a day during postpartum
  - c. Take high ferrous tablet once a day
  - d. Adequate rest and drink plenty of water
  
27. Danger sign of postpartum mother:
  - a. Brownish discharge from vagina 10 days after delivery
  - b. Breast engorgement and no milk out
  - c. Suffers mental illness
  - d. Uterine involuted pain
  
28. Unusually present in postpartum mother:
  - a. Clear, non-smelly vagina discharge
  - b. Mild Fever
  - c. Light leg swelling
  - d. Bleeding per vagina
  
29. Post partum contraception is necessary for mother:
  - a. To avoid being scolded by midwife, nurse or doctor
  - b. To return the body shape immediately
  - c. Spacing the pregnancy
  - d. To stop breast milk in avoiding possibility of breast engorgement



30. Men contraception is:
- Contraceptive pill
  - Vasectomy
  - Implant
  - Injection

#### INFORMATION ON CHILD HEALTH

31. Sign of unhealthy baby is:
- Birth weight more than 4.0 kg
  - Immediately cry after birth
  - Active movement
  - Reddish body coloured
32. Mother's breast milk for newborn:
- Give only after the newborn body temperature is stable (usually after 2 hours)
  - Give regular breast milk every 4 hours
  - Exclusive breast feeding means adding other formula to breast feeding
  - First drops of breast milk contains antibody
33. Keep the baby warm:
- Bath baby immediately after birth to clean the baby before wrapped with clean cloth
  - Put the baby at the windy area for fresh air
  - Dry the baby by hold it nakedly closed to mother
  - For weight less than 2500 gram, embraced baby with skin to skin contact on mother chest (Kangoro method)
34. Infection prevention in the newborn:
- Give routine antibiotic to newborn
  - Wrapped cord stump with cloth wet with antiseptik solution
  - Give antitetanus immunization within 7 days after birth
  - Give antibiotic eye ointment at birth
35. Following is a healthy newborn:
- Refuse feeding
  - Fitting
  - Have been examined by midwife/nurse/doctor at least twice and found no abnormality
  - Yellowish sclerae
36. Healthy Under-Five Children::
- Child development along the green tape in Health Card every month
  - Growth and skill increase everyday
  - Never talk, but active, happy and playaround
  - Obese

37. BCG immunization given at the age:
  - a. at birth
  - b. 1 month
  - c. 2 month
  - d. 3 month
  
38. Vitamin A for under five children:
  - a. Not available in posyandu
  - b. Stronger bone, body and prevent diseases
  - c. Taken everyday between birth until 5 tahun
  - d. Available in capsule form
  
39. Important to do to under five children:
  - a. Regular health check up weekly
  - b. Hair shampooing two-three times daily
  - c. Always use pampers to allow children pass out stool in the pampers
  - d. Away from smoke
  
40. Important information for mother/family about under five children sickness:
  - a. Common illness are cough, diarrhea, fever, body ache and skin lesion
  - b. Danger sign of under five children sickness are refused feeding, vomiting, convulsion
  - d. The children should immediately bring to health facility when having mild cough and fever
  - e. Bring the child only during specialist consultation time at the health facility

#### MONITORING AND EDUCATION ON THE USE OF MCH HANDBOOK

41. Educate mother to always use MCH Handbook.
  - a. Always ask and remind mother of MCH Handbook to bring the book everytime seeking treatment
  - b. Gathered mother at home and give lecture on MCH Handbook
  - c. Ask mother to go back if not bringing MCH Handbook
  - d. Fine mother if loosed or did not bring the book
  
42. Educate cadre to always help mother to use MCH Handbook
  - a. Ensuring cadre read and fill up MCH Handbook, encourage to form maternity group
  - b. Fundung cadre to accompany mother wherever they goi
  - c. Train cadre to explain MCH Handbook toother
  - d. Provide room for cadre to examine pregnant women
  
43. In MCH Handbook filling up rate less thani 60%:
  - a. Improve provider's performance
  - b. Educate mother and family to read and write
  - c. Prepare cadre to help filling up MCH Handbook
  - d. Print more MCH handbook

44. Evaluation of mother's compliance is for:
  - a. Quality evaluation of the use of MCH Handbook
  - b. Assess mother's discipline
  - c. Assess health provider influenced to mother
  - d. Evaluate the number of mother who have MCh Handbook
  
45. If mother compliance rate of bringing MCH Handbook less than 80%:
  - a. Less than 80% mothers are discipline
  - b. Cadre and provider need more effort to convince mother
  - c. Need more MCH Handbook
  - d. Mother showing disrespect to provider

## MID-QUESTIONNAIRE KEY ANSWER

### WHAT IS MCH HANDBOOK

1. d
2. b
3. b
4. b
5. d

### BENEFIT OF MCH HANDBOOK

6. b
7. a
8. d
9. d
10. a

### USE OF MCH HANDBOOK

11. d
12. a
13. a
14. b
15. b

### INFORMATION ON MATERNAL HEALTH

16. d
17. d
18. c
19. d
20. d
21. a
22. c
23. d
24. a
25. d
26. d
27. c
28. d
29. c
30. b

### INFORMATION OF CHILD HEALTH

31. a
32. d
33. d
34. d
35. c
36. a
37. b
38. d
39. d
40. b

### MONITORING AND EDUCATION OF THE USE OF MCH HANDBOOK

41. a
42. a
43. a
44. a
45. b

# EVALUATION ON FACILITATOR (To be completed by Participants)

Name of Facilitator: \_\_\_\_\_

**Instructions:**

Please indicate on a 1 to 5 scale your opinion of the performance of the Facilitator.

5-Strongly Agree      4-Agree      3-No opinion      2-Disagree      1-Strongly

Disagree

FACILITATOR:	RATING	COMMENTS/ SUGGESTIONS
1. Made me feel welcome when I entered the course		
2. Showed sensitivity to my natural feelings of fear and anxiety when learning new skills		
3. Showed or admitted her/his limitations on the subject		
4. Encouraged interaction with all participants		
5. Made it easy for me to ask questions and express my concerns		
6. Assessed my skills before training		
7. Clearly stated objectives of the new skills or activities to be learned		
8. Established clear standards for the performance expected of me		
9. Gave reasons why each step of the skill or activity is important		
10. Demonstrated each new skill or activity following the learning guide		
11. Demonstrated the skill or activity through role play or by using simulation before demo on client(s)		
12. Provided me with enough opportunities to practice and achieve competence in the new skills or activities		
13. Gave me specific and immediate feedback so I knew how well I was performing		
14. Met with me to discuss my performance following each practice session		

Other Comments:

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