



SAATHI

Pocket Guide for Supportive Supervision

February 2022

A

When the ASHA Facilitator accompanies ASHA on Home Visits



Before the visit – How to prioritise where & whom to visit

Prioritising ASHA

- Prioritise visiting those ASHAs who are: **newly selected** or **not trained** or **need support** with health related knowledge and skills

Prioritising beneficiaries based on:

- **At risk beneficiaries** – identify and prioritise households of low birth weight babies, severely anaemic women etc.
- Accompany the ASHA to visit '**difficult**' households/beneficiaries where she faces challenges like beneficiaries who do not come for vaccination or ante natal check ups etc.

During the visit

- Greet and look for an appropriate place where everyone can sit and talk comfortably
- Supervise and Observe the activities being undertaken by the ASHA during the visit

◆ When visiting a pregnant woman did the ASHA enquire and give information on:

- ante natal registration and check ups
- pregnancy and health like is her weight increasing, if the the woman is anemic and taking iron tablets, eating nutritious food etc
- frequency and contents of dietary intake
- if the woman is on her third trimester did the ASHA enquire about the preparedness for delivery like clean cloth, thread, transportation etc.
- danger signs during pregnancy using the MCP card



◆ When visiting post natal and lactating woman did the ASHA ask and give information on:

- danger signs in detail using the MCP Card
- bleeding in detail like how many times does she change her pad, in how much time the pad gets wet completely etc.
- breast feeding practices: ask the mother to demonstrate the technique of feeding the baby,
- details about breast feeding like frequency of feeding the baby, duration between feeds of feeding the baby in a day etc
- cleanliness and hygiene practices
- consumption of healthy food
- family planning methods available





◆ **When visiting a new born did the ASHA ask and inform about:**

- danger signs in detail using the MCP card
- physical examination of the baby like the umbilical cord, eyes, breathing etc.
- keeping the baby warm and demonstrate the proper way to wrap the baby
- breast feeding practices in detail like whether baby is able to consume the milk, frequency of breast feeding

- In case any abnormality, health issues, danger signs and symptoms are identified, check if ASHA has advised what is required for resolution of the issue.
- In case ASHA misses out giving any important information or is not able to demonstrate any technique, support her in the task.
- Encourage ASHA to use MCP card- check for completeness of the card and its use as a job aid. Refer to the relevant section as per the beneficiary being visited.
- Help the ASHA to counsel and provide for information relevant to the beneficiary instead of giving too much information and encourage ASHA to customize the information as per beneficiary requirements.

Towards the end of home visit

Encourage the ASHA to summarise the important points discussed and in case there were any issues identified inform the beneficiary about the next steps. Also ensure that the ASHA asks if the beneficiary has any questions and then finish by stating that if they have any issue they should contact the ASHA.



Points to remember for ASHA Facilitator for giving feedback after a Home Visit or VHSND

- Sit in quiet space away from the beneficiary's home with the ASHA
- During feedback be specific to the home visit conducted
- Enquire about the ASHAs' opinion of the home visit.
- Tell – Begin with what the ASHA did well which would highlight her strength
- Discuss with the ASHA about the information she did not provide the beneficiary
- Deliberate on any health-related sign or symptom and support the ASHA for follow up action for addressing the issues.
- Ask the ASHA if she has understood and then request her to repeat the key action points discussed during feedback.
- When giving feedback after VHSND do check with the due list the beneficiaries who didn't come for vaccination, enquire about the reasons of absence and help the ASHA to plan for ensuring their vaccination.
- End the conversation by encouraging ASHA to do good work.

B

Cluster Meeting

Before the meeting

- Prepare Agenda- pen down points to be discussed for the topic chosen for discussion
- Choosing a topic for discussion based on the need assessed by you (AF) during home visits or somethings that had come up in previous meeting or topic given by the block/ district.
- Inform ASHAs about place, time and agenda of the meeting

During the meeting

- Sit at same level where everyone can see and listen to each other
- Start the meeting with greeting everyone and briefly tell the agenda of the meeting
- Establish ground rule- that each participant should speak one by one and everyone should be given a chance to speak. The other participating ASHAs but actively listen to other ASHAs patiently.
- Any health related topics and skills can be discussed through role play- for example Breast feeding, Family planning counselling etc.
- When the ASHA shares her experience related to the topic of discussion do not ignore and include it within the discussion.

ASHA's Experience sharing during cluster meeting (peer learning): step for discussion

- Begin by explaining the objective of the activity
- The activity can either be done individually or in smaller groups
- Ask ASHAs (2-3 in one meeting) to share any experience where she faced challenges but was able to think strategically and overcome the challenge and complete the task/ activity.
- Facilitate the discussion and help ASHAs to identify the difficulty faced in doing that task
- Then emphasis and bring in the discussion of how the ASHA found a solution and overcame that difficulty
- Ask other ASHAs - what they've learned, are there any other solutions they adopted when faced with a similar challenge

Closing the meeting

- Recap the key points of discussion by asking everyone present to reiterate all the points discussed
- Add to summary if anything important is missed.
- Note down the problems or challenges faced by ASHAs and follow up with them for resolving the issues.



Communication an important skill for a supervisor

SAMPRK (or connection) is a technique to remember good practices for effective communication that will help ASHA Facilitator in their interaction with ASHAs. This technique encourages the ASHA Facilitator to understand different issues faced by ASHAs in depth, encourage joint problem solving and extend support to ASHAs to implement the solution.

Samprk : To Connect

S

Samasya Jaane

Assess the challenges

A

Miljulkar samadhan dhundhe

Jointly look for solutions

P

Puche

Enquire in detail about the situation/ context by asking her what happened? Who are various stakeholders? Who can support? etc.

R

Raah bataye

Help the ASHA identify her strengths and any areas of improvement

K

Karwaye - ASHA ko kary karwaye

Facilitate and support ASHAs to incorporate the identified areas of improvement in everyday work