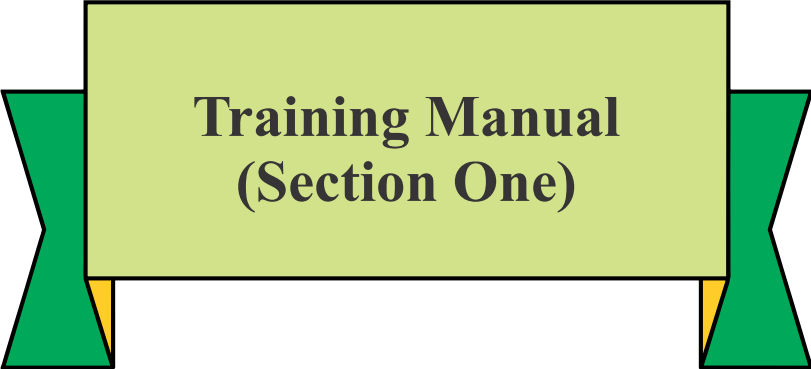


# Orientation of Supervisors of Female Health Workers on addressing Coronavirus Pandemic related Psycho- social concerns







**Training Manual  
(Section One)**

# Preface

Across the world, there has been increasing recognition of the need to provide mental health support to HCWs in the frontline of COVID-19 pandemic. Mental health issues among health care personnel are well recognised even before the COVID-19 pandemic. Multiple studies have consistently reported higher rates of depression, anxiety, substance use, poor life satisfaction and suicide among HCWs as compared to the general population<sup>1</sup>.

The most common psychiatric disorders diagnosed were post-traumatic stress syndrome (PTSS), depression and anxiety. There is empirical evidence that female nurses with close contact to COVID-19 patients appeared to have the highest mental health risks<sup>2</sup>. Suicidal ideation was identified amongst 6.5% of healthcare workers with lower self-perceived health status listed as an additional risk factor<sup>3</sup>. There is evidence from a study conducted in India and Singapore which demonstrated significant association between the prevalence of physical symptoms and psychological outcomes among healthcare workers during the COVID-19 outbreak<sup>4</sup>. In another study conducted in India, the healthcare workers expressed their fear, anxiety and stress because of being isolated/quarantined, putting family members and other staff at risk of infection, lack of knowledge on proper use of personal protective equipment, household problems due to lockdown and lack of medical insurance<sup>5</sup>.

If not effectively recognised and treated, such stress can transform into more persistent illness, even leading to suicidal thoughts and feelings. Psychological difficulties have been consistently linked to reduced competency at work and the stress faced at work can worsen mental distress. Hence, it is important to identify their specific needs and create adequate systems and mechanisms to support them. For the wellbeing of FHWs, areas of personal health and safety measures, women's rights and support, prevention of gender-based violence, mental health support and social protection schemes are to be looked upon.

## Overall findings:

### ➤ Macro level (policy environment)

- Differences in incentives/stimulus packages for ASHA, AWW and ANM and awareness regarding same.
- Job security remains a critical challenge for all FHWs.
- With the on-set of pandemic work-load has nearly tripled.
- Lack of medical benefit provided in the job, and limited awareness about COVID Suraksha insurance.
- Limited inclusion of gender related aspects into policy and programmes due to immediate nature of response.

---

<sup>1</sup> Lancee W.J. Prevalence of psychiatric disorders among Toronto hospital workers one to two years after the SARS outbreak. *Psychiatr. Serv.* 2008;59(1):91–95.

<sup>2</sup> Romero C.-S. COVID-19 psychological impact in 3109 healthcare workers in Spain: the PSIMCOV group. *Psychol. Med.* 2020:1–14.

<sup>3</sup> Hong S. Immediate psychological impact on nurses working at 42 government-designated hospitals during COVID-19 outbreak in China: a cross-sectional study. *Nurs. Outlook.* 2020

<sup>4</sup> Chew N.W.S. A multinational, multicentre study on the psychological outcomes and associated physical symptoms amongst healthcare workers during COVID-19 outbreak. *Brain Behav. Immun.* 2020; 88:559–565.

<sup>5</sup> Mohindra R., R.R, Suri V., Bhalla A., Singh S.M. Issues relevant to mental health promotion in frontline health care providers managing quarantined/isolated COVID19 patients. *Asian J. Psychiatry.* 2020;51



➤ **Meso level (community and institutional environment)**

- Push backs was faced by FHWs in the communities they serve. This has been especially observed in urban/peri-urban parts of Delhi NCT as the FHWs come from outskirts/rural areas and residents are not very comfortable in letting them in.
- Access to protective gear has not been easily available, especially during early stages of pandemic
- Limited growth/career path for FHWs
- Limited access to allied facilities like WASH and transport
- Limited security provided to FHWs completing field tasks

➤ **Micro level (interpersonal and individual level)**

- Isolation was faced by FHWs in the communities they live. Most families have the fear of FHWs contaminating their households and being a carrier
- Limited incentives/benefits to keep FHWs motivated such as holidays/leaves/recognition/rewards etc. (Witnessed more in the case of ASHA and AWW)
- Limited trainings provided on psych-social issues and support mechanisms for FHWs during pandemic
- Limited possible alternate employment options in case of inadequacy/ability to continue work due to COVID and related factors

This training module has been prepared for supervisors to ensure their support to FHW in resolving psychosocial issues so that they can handle such pandemic situation presently and in the future. This one-day session will help them in improving their understanding and skill on mentoring and supporting FHWs in **assessing and mitigating selected psycho-social challenges along with improved resilience** response in such crisis. The module can be used by the development professional, departmental supervisors/ training and mentoring staffs to provide support to FHWs in addressing their psychosocial challenges for effective handling of pandemic in future.



<b>CONTENT</b>	<b>Days/Time</b>	<b>Page no.</b>
<b>Tips and Tools for Facilitator</b>		6-7
<b>Module I -Introductory</b>	Day 1	8-12
Chapter-1: Welcome and Introduction Session 1.1: Ice Breaking Session Session 1.2: Logistics Session 1.3: Ground Rule Session 1.4: Training Objectives		
<b>Module II: Psychological Distress Among Women Healthcare Workers</b>	Day 1	13-20
Session 2.1 Special problems need out of the box solutions Session 2.2: Gender Session 2.2: Impact of COVID-19 on FHWs		
<b>Module III: Coping during COVID</b>	Day 1	21-27
Session 3.1 Mental Health – Severity Exercises		
<b>Module IV: Enhancing Resilience at work</b>	Day 1	28-29
Session 4.1 Understanding Roles and Responsibilities		
<b>Module V: Annexures and Assessment Formats</b>		30-31
Annexure- 5.1 References		

# Tips for Facilitator

To develop the art of good facilitation one has to learn to minimize influence of one's own values and norms during the training sessions. While imparting psycho-social capacity building program which is highly gender based and normative in nature, one tends to carry one's personal experiences, values and norms into the session. It is therefore; important to ask oneself what you are comfortable talking about, and identifying your own strengths and limitations. There are many areas that can be sensitive and difficult to address as per our own value, so it is important to find one's comfort level to facilitate the sessions. However, nobody is perfect the first time; there is need to practice and learn from the mistakes. Each step of training provides an opportunity to the facilitator to overcome their hesitation and practice the skills that are required to be a good facilitator. Here we are providing broadly three steps of facilitation. These steps are given below so that as a facilitator you should prepare your session accordingly.

## Process of Facilitation

### 1. Before the session:

Training requires prior study and preparation irrespective of the fact that many of the time facilitator has organized training on the same issue.

1. Get to know your participants
2. What are their cultural backgrounds?
3. Do they have any previous knowledge on issues that will be addressed through the training program?
4. Which region do they belong to (e.g., which state, rural or urban setting)?
5. What are the common myths and misconceptions prevailing among the participants or in their local community related to the training issue?
6. Are there any cultural or religious taboos among that may inhibit discussion on these topics?
7. Familiarize yourself with the day's topic for discussion, the resource material and other essentials - such as transparencies, cards, articles, the games to be played, handouts, questionnaires, etc.
8. Setting up the room: Try to create some open space for the exercises and role-plays they will be involved in. If feasible, move desks and chairs to form a semi-circular arrangement.

### 2. During the session :

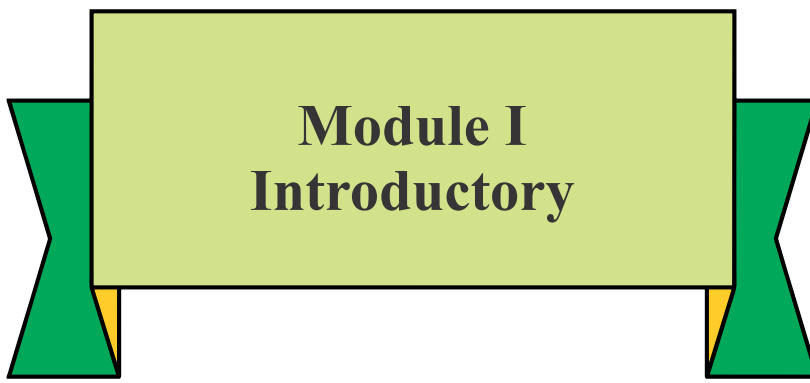

1. As it is an adult learning process, keep presentations to a minimum. Conduct exercise-based activities to impact perception, thought as well as skills of participants. This has been provided in the module to support your activities. The session should take into account personal beliefs so that it can have impact on person's behaviour. Participatory methods should be used to validate the learners' experience and to give them confidence, knowledge and skills.
2. Introduce the topic of the day and allocate adequate time to various exercises, activities, discussions, question box, reinforcing key messages at the end of the activities.
3. Collect ideas on paper, charts, blackboards (individually, without adding your viewpoints or words).
4. Present topics in positive terms so that participants are prepared to accept the physical, mental stress and emotional changes and thus have a positive body image and high self-esteem.

5. Participants should not be made uncomfortable. Create opportunities during the session where all are given an equal chance to participate in the activities and discussions. However, do not force them to express their views /opinions on an issue if they do not want to respond.
6. Never get personal, never be argumentative, or try to prove that you are right. Most of our statements are based on our values, upbringing and belief systems - on what we perceive to be right or wrong. Tell them that no question is 'silly' or 'stupid' and they should feel free to clarify their doubts. Never embarrass them by telling him or her that their question is silly.
7. Encourage all participants to respond and participate.
8. Summarize the discussion - ensuring all essential points are covered.
9. Be very alert to the moods of the participants - yawning/ signs of boredom/ sleepiness etc. Take an energizer when spirits are sagging.
10. Issues not pertaining to the sessions, however important, should be placed in a Parking Lot. Ensure that all parking lot issues are discussed before the end of the day/end of the workshop session.
11. Any personal questions can be answered at your discretion, but if it is unanswerable, just calmly say that you cannot answer it.
12. Do not say "is it clear, have you understood?" Instead say, "Have I made myself clear?" etc.
13. Keep track of time.
14. Have a contact phone number of a senior/ technical resource person to take advice on any issues during the session.

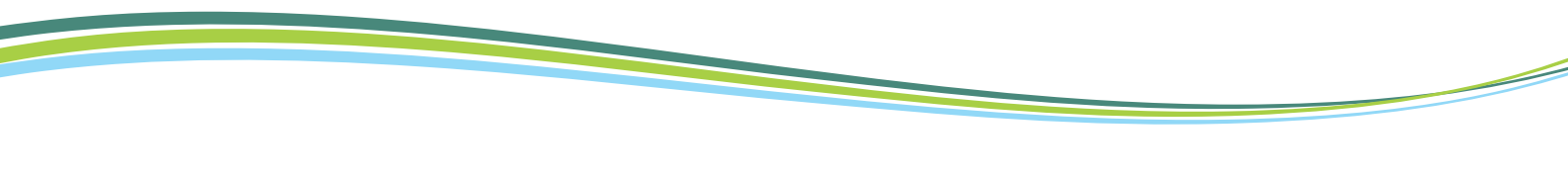
### **3. After the session**

- The facilitator can use different ways of evaluating the session. This module has two types of formats a) daily evaluation as well as b) pre and post evaluation. Go through it which is attached with this module and in case need more clarification consult with the master trainer.
- Summarize each session at the end and ensure that objectives are realized and topics are covered.





**Module I**  
**Introductory**



# Chapter-1

## Welcome and Introduction

*For a successful training it is important that participants interact freely, without hesitation and fear. They all should feel at par with each other. In trainings participants may not have similar educational, economic or social background. Therefore, at the beginning of, icebreakers or warming up exercises are essential to help the participants get to know each other and relieve the initial tension of working with a new group of people.*

### 1.1 Session: Ice Breaking Session

#### Learning Objectives:

1. To warm up and make participants comfortable for thought sharing.
2. To brief participants on training objectives
3. To communicate their roles and responsibility in supervising FLWs in delivering their COVID related duties

Duration	20 minutes
Methodology	Group Activity
Material Required	3 Photographs (Theme based), 1 Bowl

#### Facilitator Note

##### Activity-1: Collate the Images

Provide 4 photographs based on different situations (care giving, covid-19 vaccination, and referral). Tear each photograph into 4-5 pieces and put them together into a bowl. Ask the participants to pick one piece of photograph. After combining each piece to make a complete photograph. This will form 4 group. Now ask the participants to give the insight, how these photographs are associated with their work and life based on following questions:





## Key Questions

1. Do you relate yourself with these photographs?
2. What types of challenges you and FLWs faced when you were on COVID duty?
3. How it affected your individual life as well as your relationship with FLWs?

Key Messages: Once they have given their response facilitator should summarize with the following statements:

### Key Messages

1. It is important for the workshop that you all talk to each other; work together; have fun and keep smiling.
2. It's clear, that the role of FHWs in the community is vital and praise worthy and you as a supervisor have equally important role in ensuring the same
3. However, you both face tremendous problems in delivery these work
4. There is need to address those problems and understand our role as supervisors in mentoring FHWs for easing their work
5. In the coming activities we will see how we can mentor and supervise FHWs in overcoming the challenges and problems

## Session 1.2 Logistics

***Participants need to be informed about important logistics in the beginning itself so that they know about the important arrangements and can attend to their needs without disturbing the training session or the larger group.***

### Learning Objectives:

1. To inform participants about the availability of drinking water, refreshment at the training venue
2. To inform them about location of washrooms and drinking water.
3. To inquire whether boarding and travel facilities need any attention and take necessary actions to address if required.
4. To introduce person responsible for any requirement other than training like medical help, travel etc.

Duration	20 minutes
Methodology	Group Activity
Material Required	

**Activity 1:** Provide the logistics sheet with the contact persons' detail and numbers to all participants. Ask them if they have any problem with arrangements or with food. Take note of problems or concerns raised and try to address them.

- Hand out the Photostat copies of the brief on logistics
- Review the logistics for the day: training time, tea and lunch breaks, and end time.
- Share important details like contact name and address of the person in charge of logistics (and also the person responsible for taking care of the travel reimbursements etc). Introduce them to the group for convenience.

### Key Messages

- Do not hesitate to contact the facilitator or other organizer in case of emergency
- Ask for medical help if required
- Bring issues of harassment and violence to the notice of organizers/facilitators

### Session 1.3 Ground Rule

***Preparing Ground Rules in a participatory way makes participants more conscious of the rules made by them and helps in maintaining the decorum of the training/workshop. Participants, especially FHW who work in the community with the people, are more responsive when they feel that rules are not imposed on them. This also helps to get volunteers to take charge of upholding the rules during the training among their peers. This session should also be used to prepare a day wise list of Monitors to maintain rules during the session.***

Learning Objectives:

1. To prepare ground rules in a participatory way
2. To make participants learn importance of ground rules and encourage self-discipline and sense of responsibility to influence their peers to follow the rules
3. To get day wise list of Monitors, Reporters and Evaluators

Duration	15 minutes
Methodology	Brainstorming and discussions
Material Required	Flip Chart; White Board Pens, Chart Paper

**Activity 1:** Ask participants to think and speak about the rules that they feel are important for smooth functioning of the training. Write suggestions on a flip chart. Some of the suggestions could be:

1. Respecting others feelings and opinion
2. Be Polite
3. Be non-judgmental – Don't impose your opinion as what is right and what is wrong on others
4. Maintain confidentiality - Sharing with others or making fun of any individual opinion that was shared by any individual in the context of the training
5. Be on time and don't use mobile phones; or if emergency then keep the ringer on silent mode
6. Don't talk during presentations
7. Volunteer for the activities if needed
8. Select three persons for each day's monitoring

### Session 1.4 Training Objectives

***It is good to discuss session wise objectives of training prepared by you and relate it with the expectations of the participants. This would help participants see the training in totality and prepare themselves for each session for better understanding and learning interactions.***

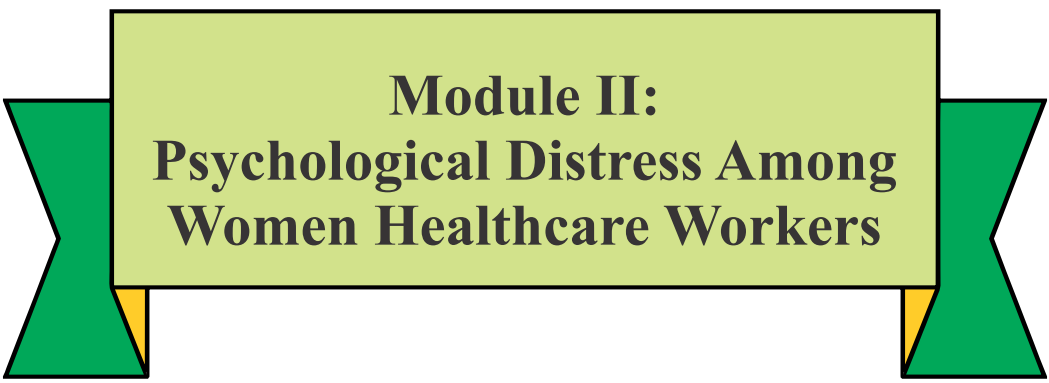

## Learning Objectives

- 1 To make participants understand the objectives of each session.
- 2 To help participants relate their expectations with the planned session during the course of the training.

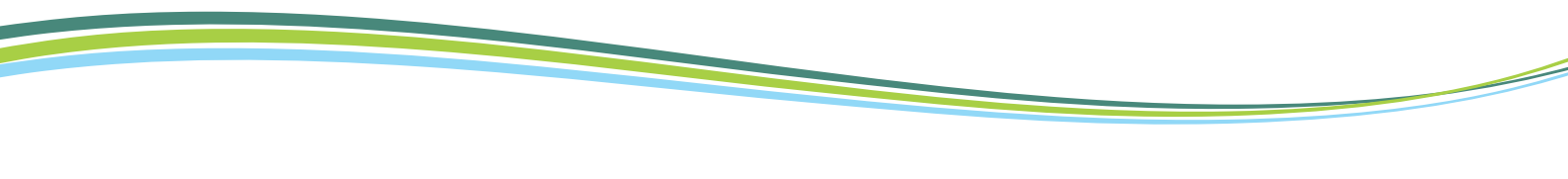
Duration	15 minutes
Methodology	Brainstorming and discussions
Material Required	Agenda/ Session Plan

**Activity 1:** Provide each participant with a session plan. Read out the session plan one by one starting with day 1. Discuss the objectives of each session. Correlate training objectives with the expectations of the participants. Invite questions from participants and clarify their concerns related to this training.





**Module II:  
Psychological Distress Among  
Women Healthcare Workers**



## Session 2.1 Special problems needs out of the box solutions

*The sudden outrage of COVID 19 had imposed an unprecedented health emergency of this century as the virus was unknown and there is very limited information available on the spread and prevention of this virus. Hence it was a great challenge in front of every country to manage it and the situation is the same with the Indian government too as India being the second-most populous country in the world, managing COVID in the country was a huge task. The Indian government is working intensely to minimize the number of cases and consequences daily and is taking all necessary steps to combat the challenges and threats posed by this growing invisible pandemic war. This whole situation taught us that in this changing world we need to be prepared to deal with the unseen situations with optimal use of available resources. Also, as the solution of any problem might not be as simple or strait and hence, we should evaluate strategies and barriers to solving the problem. Also, we need to be creative, challenge our own assumptions and look at things from a fresh angle. It is also important to break out of conventional thinking and take off the blinkers formed by past experience.*

*The present exercise will help the participants to understand that we can't solve the problem as long as we are thinking 'inside the box' created by our assumptions. Once we start to think 'outside the box' we open up many more possibilities and it becomes easy to solve the problem. This is true in so many areas of life – our education, past experience and habitual thinking patterns keep us trapped in limiting assumptions. It takes a real effort to challenge the assumptions and think outside the box.*

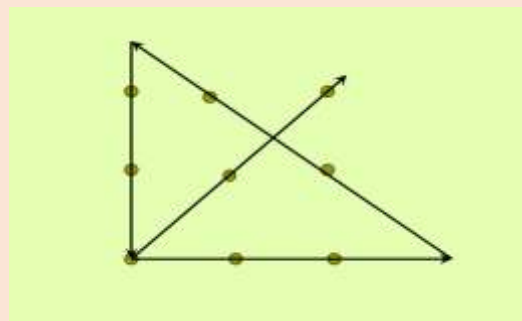
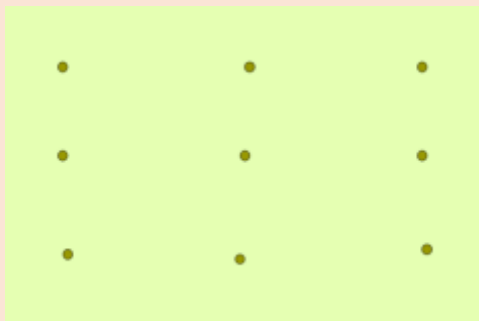
### Learning Objectives:

1. The participants will be able to develop out of the box problem solving skill

Duration	20 minutes
Methodology	Group Activity
Material Required	Black board/Chart Paper, Marker

### Activity 2.1.1: Think Out of the box

Place a Black board or chart paper on the wall and draw total 9 dots parallel to each other. Ask the participants to join all the dots without lifting the marker and should not be overlapped. After allowing the sufficient time to think and try to complete the task, the facilitator will demonstrate the trick to join all the dots and deliver the key message out of performing this activity.



### Key Questions:

1. What did you understand from this activity?
2. Do you think situation like COVID needs out of the box solution?
3. Do you think this applies in our life to perform the daily task?

#### Key Messages

- The challenging situation may happen to anyone.
- The individuals should think out of the box to deal with the situation
- Now in the next activity we will see as supervisors how we can support and mentor FHWs in handling challenges and balancing work and family responsibility effectively
- In the next session we will what we can do to mentor FHWs

#### Note for the facilitator

This activity can be given to the participants to repeat the same with their peers and family members with key message. It will help in building supportive environment at all levels.

### Session 2.2 Gender

***In the society, roles and responsibility are divided amongst men and women. This structural division has created biasness leading to discrimination, stress and demining roles of women and girls. In this chapter we will see how gender-based discrimination has led to low self-skill of women impacting their individual and work life. Moreover, this chapter will also highlight how gender sensitivity toward roles and responsibility and improving self-efficacy will be helpful in progress of human as well as society.***

#### Learning Objectives:

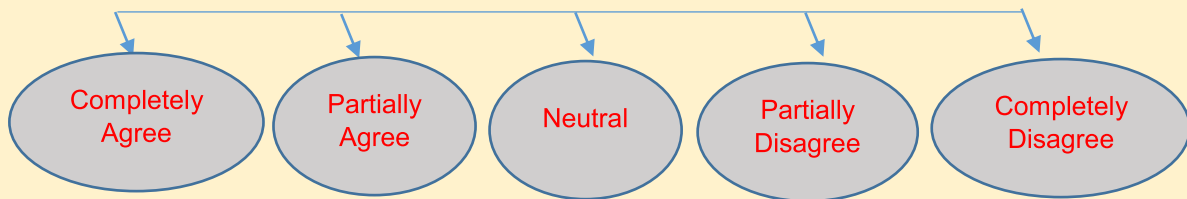
1. Participants will be able to understand types of roles and responsibilities that are assigned between men and women
2. And how biased division of such roles leads to discrimination and subjugation
3. What we should be doing to address biased division at family level, community and work place level.

#### Activity 2.1.1 Gendered roles

Duration	30 minutes
Methodology	Group Activity
Material Required	Activity 5.1 – Handout 5.2

Make participants stand on one side of the room. (It is important to have sufficient space in the room while doing this exercise.)

Share the following statement with the participants: **“Is it necessary for women and men to have clear division of roles, so the society can function smoothly.”**



- Now ask participants to choose one category among the five and stand on the made choice.
- Encourage any such participant who is standing alone or hesitating to participate.
- Once participants have made the choice and stand at the chosen category. Facilitator shall fill the following table. (Table can be drawn on blackboard or on paper. This is helpful for conducting assessment activity successfully)

Category	Total participants who performed the activity (This shall be same for all)	Number of students who choose the respective category	Responses shared by participants for choosing the respective category
Completely agree			
Partially agree			
Neutral			
Partially disagree			
Completely disagree			

After filling the chart, facilitator will ask the participants to share their views and reasons for choosing the respective category.

### Activity 2.1.2 Who does what?

Ask participants to write down role / task (minimum four by each participant) they see getting performed during day-to-day life in their locality and society such as gardener, teachers, nurse etc. on the sheets provided

After they have written request one student to collect all the sheets

Write all the role / task mentioned by the participants on one chart paper/ black board/ flip chart as shown in the handout-5.2.

If any important role / task is missed i.e. that has not been mentioned, try to include it / them after discussing with participants.

Ask the students to indicate out of listed role / task which are the ones that are mainly done by men and which are done by women

If there is any debate or difference of opinion on any role / task, then indicate it on basis of majority.



## Handout 2.1

Role / task in society	Male/Boys	Female/ girls
Police		
Doctor		
Professor		
Teacher		
Lawyer		
Cook in house		
Nurse		
Judge		
ASHA		
Scientist		
Cook in hotel		
Maid		
Driver		
AWW		
Engineer		
Manager		
Milkman		
Taxi driver		
Conductor		
Businessman		

ROLE IN THE SOCIETY	MALE/BOYS	FEMALE/BOYS
1 POLICE	✓	
2 DOCTOR	✓	
3 PROFESSOR	✓	
4 TEACHER	✓	
5 LAWYER	✓	
6 COOK IN HOUSE		✓
7 MILITARY OFFICER	✓	
8 JUDGE	✓	
9 PILOT	✓	
10 SCIENTIST	✓	
11 COOK IN HOTEL	✓	
12 MAID		✓
13 DRIVER	✓	
14 NURSE		✓
15 ENGINEER	✓	
16 MANAGER	✓	
17 MILKMAN	✓	
18 TAXI DRIVER	✓	
19 CONDUCTOR	✓	

Chart may look like this after indication of men and women

Facilitator to Emphasize - that in case of role / task of cooking, when done at home is indicated for women i.e., reproductive role. While, when done at hotel is indicated for men i.e., productive role.

### Discussion after the activity

Facilitator shall ask participants to see the chart and analyze

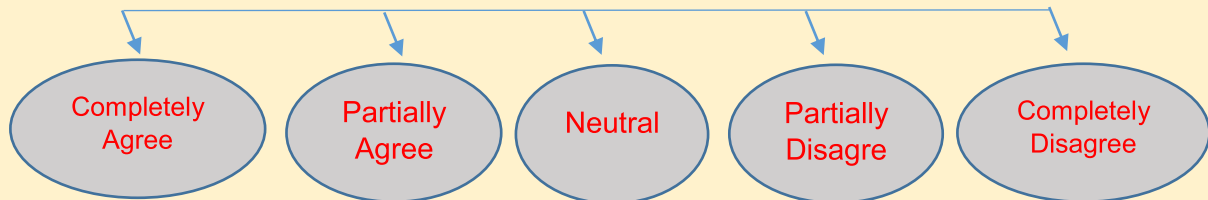
- Which type of role / task are being done by men?
- Which type of role / task are being done by women?
- How much do they agree that men are doing the type of work that is more productive in nature that provides them respect, wealth, value in the society?
- How much do they agree that women's nature of work is more reproductive, non-monetary and less valuable in the society?
- How much do they agree that this division of work where men are getting more power & respect whereas women are given lesser or no power and respect is creating discrimination, stress, low self-esteem in the society?
- Is it healthy for individual, family, society growth?

Facilitator shall use the examples and explanations for the topic given in the facilitator's section here if needed.

## Handout 2.2 Activity on Gendered roles

Make participants stand on one side of the room once again. (It is important to have sufficient space in the room while doing this exercise.)

Share the following statement with the participants: **“Is it necessary for women and men to have clear division of roles, so the society can function smoothly.”**



- Now ask participants to choose one category among the five and stand on the made choice.
- Encourage any such participant who is standing alone or hesitating to participate.
- Once participants have made the choice and stand at the chosen category. Facilitator shall fill the following table. (Table can be drawn on blackboard or on paper. This is helpful for conducting assessment activity successfully)

Category	Total participants who performed the activity (This shall be same for all)	Number of students who choose the respective category	Responses shared by participants for choosing the respective category
Completely agree			
Partially agree			
Neutral			
Partially disagree			
Completely disagree			

After filling the chart, facilitator will ask the participants to share their views and reasons for choosing the respective category.

### For Facilitator

Provide these hand-outs to the participants and suggest them to conduct this activity in their family and other colleges in their department. Provide hand-out to them to facilitate the process

### Key Messages

- Productive roles are the ones which yield financial gains
- Reproductive roles are the ones which are necessary for human survival emphasis that is the work they are doing at present during COVID-19
- Both reproductive and productive roles are equally valuable and important to fully realize human potential
- FHWs have dual burden of productive and reproductive work and the COVID period has increased the challenges that has created stress, anxiety

- As a supervisor, It is important for us to motivate and value the work of FHWs and see how roles and responsibility can be shared/ facilitated at department level. It will improve their self-esteem and self-efficacy to perform even better
- In the next session we will see how biased division of work leads to stress and anxiety

## Session 2.3: Impact of COVID-19 on FHWs

*Since the time COVID 19 has been declared as pandemic, many countries including India sets up COVID guidelines to involve and get the support from frontline healthcare workers. A key strategy of India for managing COVID-19 is mitigating community transmission via awareness and preventive methods through frontline workers. These health workers are playing a crucial role for equitable delivery of healthcare services to the community and they carried a heavy burden during the COVID-19 crisis and, in the challenge to control the virus, have directly faced its consequences.*

*They are working day and night to save the lives of people impacted by virus and as they are directly involved in the diagnosis, treatment, and care of patients with COVID-19, they have been exposed to multiple difficult situations every day. Which has not only increased the burden of the work on them but also caused the mental health consequences such as stress, burnout, anxiety, depression, moral injury along with many other mental health concerns.*

*Also, pandemics like COVID-19 could disrupt personal and professional lives severely and affect people and societies on several levels. Distress is an inevitable feeling in such circumstances and it is common for individuals to feel fearful, stressed, worried and anxious during COVID-19. Social discrimination and stigmatisation are another ill-effect of the current crisis that one could face and this kind of discrimination has been faced not only by the FHWs but also by their family members. While as they try to cope with these consequences of the pandemic, they are experiencing immense psychological distress, burnout, stress, anxieties, and sometimes even a mental health disorder if the stress continues for long, remains unaddressed*

*Therefore, the skills should be explained to the frontline healthcare workers to better overcome with the mental health illness.*

### Activity 2.2.1: Body Mapping

#### Learning Objectives:

1. Learning to identify stress in the body

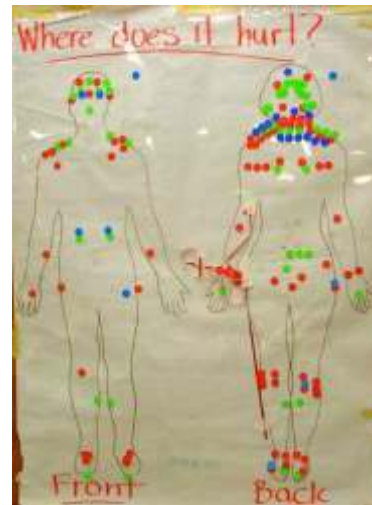
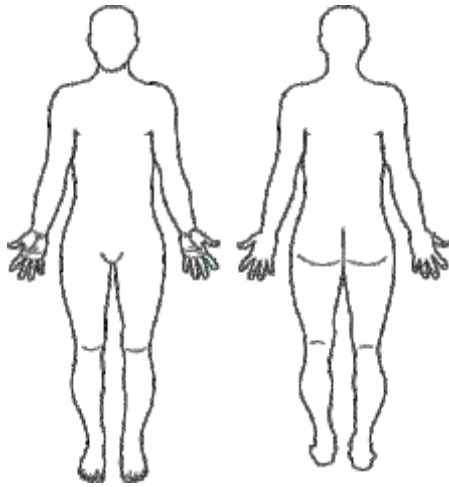
Duration	20 minutes
Methodology	Group Activity
Material Required	Body Map on A4 sheet, 1 Glass, 1 Water bottle 1.5 to 2 liters

**Note for facilitator :** This activity focuses on the exploration of bodily feelings of psychological stress by doing a body scan. These maps help to bring awareness to the body, emotions, feelings, and also bring a sense of control over symptoms.

Ask the participants to split into groups of five. First, ask each group to label in the body where they experience physical pain such as aches. Second, ask them to reflect deeply and label areas where they feel their stress shows up in the body.

The group should use the following colours to level their pain / stress as mentioned below:

1. Aches and pains due to psychical - **RED**
2. Parts where stress shows up- **GREEN**

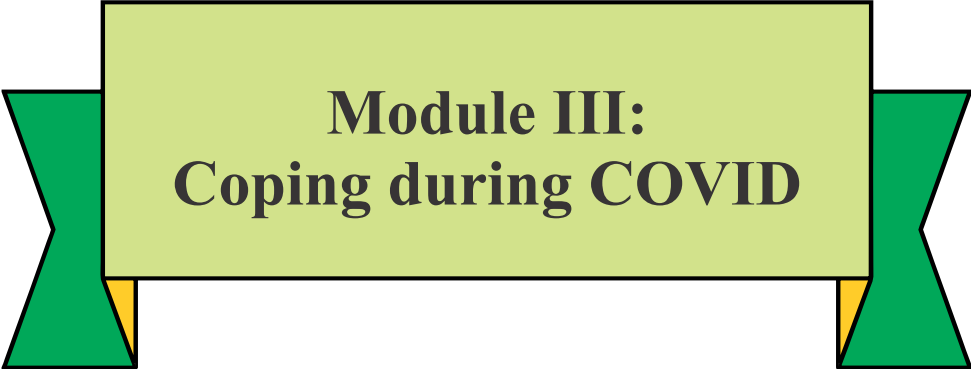



The facilitator will link back to the body mapping activity and explain that this was a way to recognise the mental burdens and hurts we carry within ourselves. He/she will ask the participants “If we all carry such heavy mental burdens and stress; how come we do not help each other or seek help ourselves to assess what kind of treatment we need for such mental ailments?”

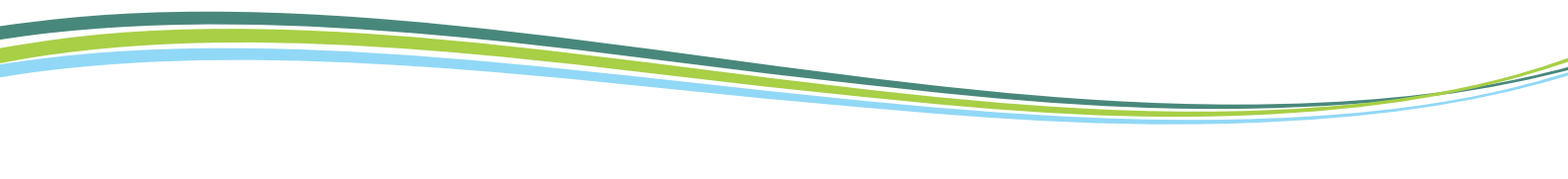
Facilitator will explain that the biggest problem with mental stress is that it is invisible! Ask one participant to look at another participant or the facilitator and guess the burden of stress that they are carrying. One cannot answer since it is not visible. There are no units to measure mental stress and hurt.

#### Key Messages

- Physical pains are visible and we get sympathy and support from others
- We also get support of medical treatment in case of physical harm or injury
- Mental problem, stress, anxiety is not visible, hence nobody provides support
- Physical hurt or mental hurt can be equally painful and harmful
- In some cases, society and family aggravate the situation by humiliation and comments
- In the next session we will see our role and responsibilities in ensuring support to FHWs in addressing their mental health concerns



**Module III:  
Coping during COVID**



## Session 3.1 Mental Health – Severity Exercises

*The spread of COVID-19 across the globe have induced diverse challenges associated with morbidity and mortality across nations. Fear of catching infection, fear of unknown, perceived stigma from community & family, and stress and isolation are predominant mental challenges faced by FHWs. There is increasing evidence that suggests that COVID-19 can be an independent risk factor for stress in FHWs. This suggests strong need of strengthening capacity of FHWs to deal with their stress for effective address of pandemic like situation. Under this session we will understand stress, its implication and how to address the same to enhance our effectiveness.*

### Learning Objectives:

- 1 Ignoring mental stress for long can lead to ill consequences
- 2 Unlearning negative behaviours
- 3 Participants will be able to know what to do and from where to get support at in the case to stress, anxiety and mental health concerns

### Activity 3.1.1 Understanding the progressive nature of stress

Duration	20 minutes
Methodology	Individual Exercise
Material Required	Body Map on A4 sheet 2 Water bottle of 1.5 liters

Identify two volunteers from the group and ask them to hold an empty water bottle for as long as they can. Their hands must be straight, and they should not take support against walls or furniture. Keep adding water to the bottle in regular intervals. See how long they can hold the bottle. Once the bottle is dropped/ or declared too difficult to hold, ask following questions:

- Why were they not able to hold the bottle?
- Is there any similarity with the mental stress/ problem that we face in our day-to-day life?
- What is a real-life example of the bottle dropping?
- Ask them what kind of support would have helped in holding the bottle longer
- What can be consequences of not getting support in the case of anxiety, stress, depression (explain the same with the help of Handout provided)
- Inform that in the next exercise we will see that can be done in the case of mental stress and from where we can get support

### Key Messages

- The sympathy towards a person undergoing mental health illness is crucial.
- This is important to recognize the mental health issues and perceived stress.
- Stress can hinder the daily activities, performance and quality of work.
- Early recognition of mental health illnesses and addressing the same is important alike physical health

### Activity 3.1.2 Unlearning negativity

Duration	20 minutes
Methodology	Group exercise
Material Required	30 to 40 balloons and equal tooth pick, format as provided as Handout 2.2 Map on A4 sheet



Provide one balloon and one toothpick to each participant. Suggest them to blow the balloons and hold it till next instruction

**Statement for Action: Now start moving in the hall and save your balloons from others**

Keep repeating the statement so that they will start pricking others' balloons with the toothpick. After some round suggest them to stop the activity and come forward to show how many have saved their balloons.

Now clarify that you had not asked them to prick others' balloons. Its natural state of mind, to resort to negative action to protect ourselves. Therefore, we are getting negative reaction, comments, opinion from all over.

Now invite some people to reveal how they were able to protect their balloons. Some of the response could be a) they were able to listen the statement carefully b) they were not indulged in pricking others balloons etc

**Key Messages**

- We should focus on our actions without getting influenced by others reaction to protect our mental health as well as others
- We should not get indulge in negative criticism (picking others balloons) it will impact negatively on our subordinates
- We should encourage and support our subordinates (FHWs) in resolving issues by enhancing their self-efficacy
- Yoga, pranayama, chanting can be good instrume to address mental health at individual level
- In the next activity we will see how improved self-efficacy helps to perform productive

**Session 3.2 Enhancing Self-Efficacy to improve resilience**

*Self-efficacy is a belief in one's ability to perform a task that will lead to the desired outcome. One's personal beliefs are highly context-specific and influence which activities people will attempt (Bandura 1986- social theorist). For example, if an FLWs feels more efficacious about her speaking skills, she is more likely to be seen as a leader and many other FLW will follow her lead. However, high self-efficacy will not result in performance if required knowledge and skills are lacking. Motivation and self-efficacy are enhanced when FLW perceive that they are performing skilfully or becoming more competent.*

**Learning Objectives:**

1. Participants will be able to understand self-efficacy and how it is important for FLWs to address their work performance
2. They will learn the steps to mentor FHWs for addressing their day-to-day concerns in professional life

Duration	30 minutes
Methodology	Group Exercise
Material Required	Handout Activity 5.2

**Activity: 3.2.1: Factors of success in life**

Suggest participants to brainstorm on factors of success.

**Some of the suggestion could be education, money, connection, physical power, family background etc**

**Note for the facilitator:** Once brainstorming exercise is over start probing one by one

Do they know people who are highly qualified but not successful, or with sound family background yet not that successful? If yes, there might be another key to success. There are several factors that matter and one of them is called self-efficacy. Explain the meaning of self-efficacy using handout 3.2

### Handout 3.2 High self-efficacy vs low self-efficacy



The above illustration shows the **characteristics** of people who are high on self-efficacy versus those who are low on self-efficacy. In one picture, you will see confident beliefs in herself and can make efforts to achieve goals. In the other picture, you will see who feels sad and is not sure of her capabilities and therefore she does not make efforts to achieve her goals. A person with stronger self-efficacy perform better in area of performance e.g. academics, perform than the people with weaker levels of self-efficacy.

Summarize the session by highlighting how self-efficacy can improve the work performance of FHW. Tell the participants that in the next session we will be learning how to mentor FHWs in improving self-efficacy.

### Activity 3.3 – Role of Supervisors as Mentors of FHWs

In this session, we will introduce the steps that can be followed to improve decision-making and mentoring so that we can support in increasing the self-efficacy of FHWs. The participants will learn through case studies, exercises, and demonstrations.

#### Learning Objectives:

1. To help participants understand the different steps that help in improving decision-making.
2. To make participants understand their role as mentors who can support in addressing psychosocial support to FHWs



Duration	1:40 minutes
Methodology	Group Activity
Material Required	Chart paper, tape, pens, board, and handout of stories

### Step-1: Verbal/social persuasion

#### Exercise 1: Small group project

- Form three groups. Divide the participants equally into each group.
- Choose a leader of the group who will assign a task to the other members of the group.
- Within 10 minutes, the team has to complete the assigned task.
- All the teams will have to provide same task reflecting the similar level of difficulties such as a bridge made of paper or chart paper or house made of chart paper etc
- All the groups will be provided a similar quantity/ number of resources such as paper, glue, etc
- Suggest '**personas**' of **team leaders** for each group to act as mentioned below but that should not be shared with the group members

Leader no: 1- Tough task maker who constantly pressures the team to complete the task on time using minimum resources.

Leader no: 2 – Gives no guidance and no suggestion to the team but suggests them to complete the task as it has been allocated.

Leader no- 3: Motivates and encourages the team and is a supportive team player personality.

- After 10 minutes of the exercise, suggest all members to stop the work and sit with their respective groups.

#### Task 1

1. Did you complete the task given by your team leader as expected?
2. What was your feeling while working in the group, positive, negative, depressed, or winner?
3. What did you learn from this?
  - a) How they perform if supervisor/ officer is casual/ not interested in the work
  - b) How they perform if supervisor/ officer is good advisors, motivators
  - c) How they perform if supervisor/ officer is tough, hard task makers and critical to their work

Write all the responses of the participants on a chart where everyone can see them.


Conclude the session by re-emphasizing

- **Verbal or social persuasion affects one's perception of self-efficacy. Verbal or social persuasion can provide a temporary boost in perceived ability. People who are persuaded verbally that they possess the capabilities to master an activity are likely to mobilize greater effort and sustain it. This increases their chances of success.**
- **Mentors with high self-efficacy tend to explore more alternative methods and instructions, seek improved teaching methods and experiment more extensively with instructional material.**
- **Therefore, it is important to see what type of mentor you are. A positive leader will help in improving the self-efficacy of their subordinates.**

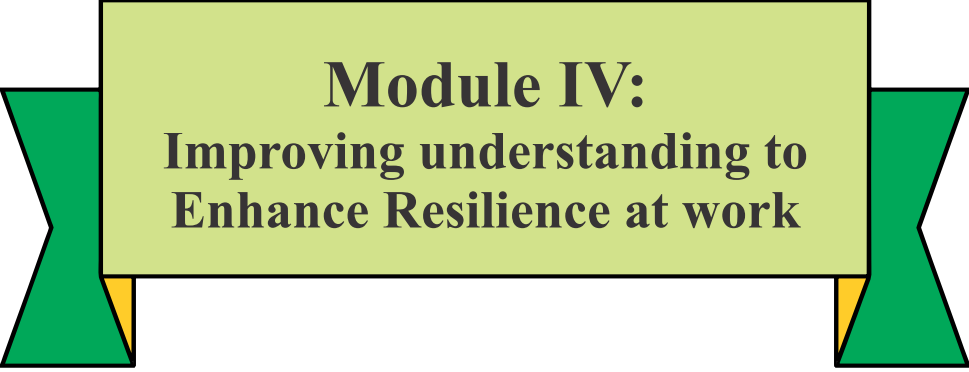
## Key Messages

- Mentoring is one of the most important factors for leadership support and guidance to subordinate staff to perform their work in a more effective manner.
- Through motivation, good advice, and guidance supervisors can bring positive changes in their work as well as in addressing their psychosocial needs
- Mentors in a person's life can influence a person's self-efficacy. Negative feedback can reduce the self-efficacy of a person
- If a person is in anxiety, fear, doubt it reduces self-efficacy. If the person is in an environment where all their concerns are getting addressed, it improves self-efficacy. Hence the role of supervisors is very important in creating an enabling working environment for FHWs.

At the end of this exercise mention that in the next exercise we will learn how our physical and emotional states can affect the self-efficacy of our subordinates.



**Module IV:**  
**Improving understanding to  
Enhance Resilience at work**



## Session 4.1 Understanding our roles and responsibilities in ensuring support to FHWs

### Learning Objectives:

- Participants will be able to understand importance of positive comments and support to FHWs and how it is important for FHWs to address their work performance and daily well being
- Participants will learn their role in addressing day-to-day concerns of FHWs in personal and professional life

<b>Methodology</b>	<b>Group exercise</b>
Material Required	Chart paper, pens

Put chart paper on the wall/ blackboard and suggest participants to brain storm what support they can provide and what support is available at different level to address psycho-social concerns of FHWs.

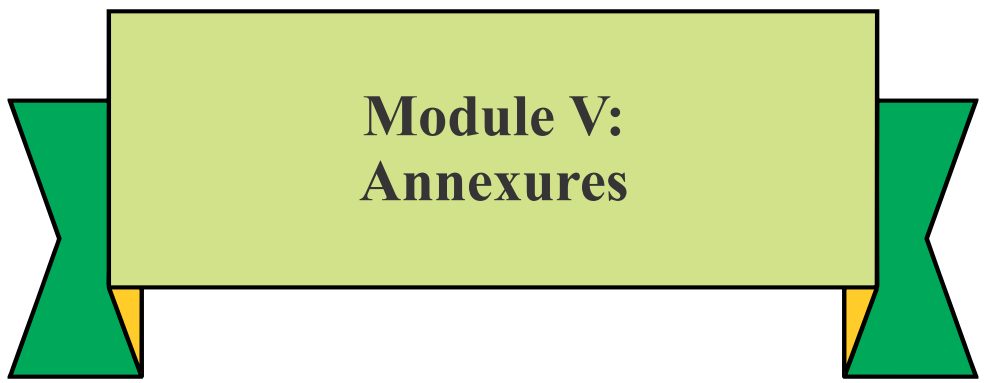

Family level	Department level	Village /Community level	Hospitals

Once they have filled the form help them to include some more support that is missed out which has been initiated in for the FHWs recently on the issue of Psycho-social concerns.

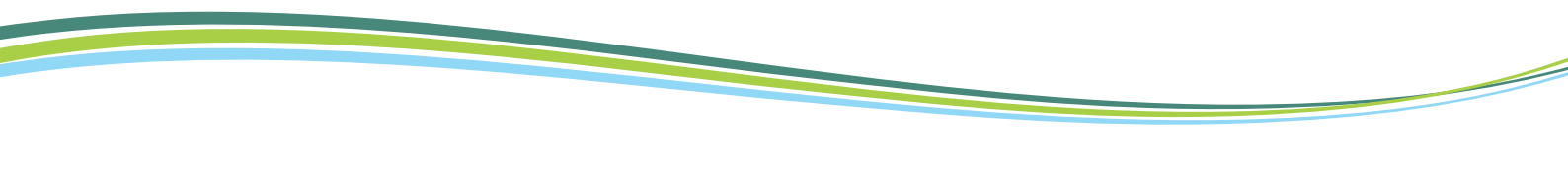
Once this chart is prepared, suggest them to take photographs of this format for their use. If possible, provide photocopies the filled format by end of the training program that can be used as a resource material to ensure their as well as other FHWs psycho-social concerns

### Key Messages

- Department of health is very concerned on improving psychosocial concerns of FHWs
- Experiences of negative thoughts and fears about an individual can lower their self-efficacy perceptions. Hence as supervisors, we should motivate and encourage FHWs with positive behaviour, mentoring, and encouragement.
- As supervisors we should understand the problems/concerns of FHWs and should encourage them that instead of holding their problem, they should consult organizations/ institutions to address their concerns
- Its our responsibility to support FHWs in ensuring appropriate support



**Module V:  
Annexures**



## Annexure 1 References

1. COVID-19 RESPONSE AND CONTAINMENT MEASURES TRAINING OF ANM, ASHA, AWW – Ministry of Health & Family Welfare, Government of India
2. Doing What Matters in Times of Stress: An Illustrated Guide – World Health Organisation (WHO)
3. Psychological first aid: Guide for field workers – In collaboration of WHO, WARTRAUMA FOUNDATION, and World Vision
4. Caring for Health Care Warriors-Mental Health Support During COVID-19 – NIMHANS, Bangalore in collaboration of Government of Karnataka
5. PSYCHOSOCIAL CARE FOR FRONTLINE HEALTH CARE WORKERS: An Information Manual – In collaboration of NIMHANS, Bangalore and UNICEF
6. A GUIDE TO MENTAL HEALTH FOR SOCIAL WORKERS - National Mental Health Program
7. LIVING LIFE POSITIVELYA Facilitator’s Manual for Conducting Workshops in the Domain of Life-Skills Education Stress Management And Sensitization Program for Suicide Prevention - In collaboration with Directorate General of Health Services, MOHFW and The National Institute of Health and Family Welfare New Delhi Supported by World Health Organization, Country Office for India
8. Mental Health in the times of COVID-19 Pandemic Guidance for General Medical and Specialised Mental Health Care Settings – NIMHANS Bangalore
9. Minding our minds during the COVID-19 - NIMHANS Bangalore
10. Psychological First Aid For All Supporting People in the Aftermath of Crisis Events - World Health Organisation (WHO)
11. Resource Material: Online Training of Psychologists for providing brief and basic telephonic psychological support in the context of COVID19 - Department of Clinical Psychology National Institute of Mental Health and Neuro Sciences, Bangalore
12. PSYCHOSOCIAL ISSUES AMONG MIGRANTS DURING COVID-19: Understanding the issues of the migrant population- COVID-19
13. MANUAL OF MENTAL HEALTH FOR SOCIAL WORKERS: National Mental Health Program