



FACILITATOR GUIDE FOR MAMI CARE PATHWAY TRAINING



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INTRODUCTION

This training package has been developed to train health workers on implementation of the MAMI Care Pathway.

The MAMI Care Pathway is an approach that addresses a gap in infant nutrition services, reducing the need for inpatient treatment of wasting in this age group. The Pathway supports the infant and the mother's physical and psychological wellbeing. It is intended to be integrated into existing health systems, leveraging and building on existing services for mothers and infants.

This training package goes through the theory of the MAMI Care Pathway, introduces the concept of nutritional risk and allows health workers to practice applying the Care Pathway in a manner where they will receive feedback and learn about good practice.

Activities can be delivered face-to-face, blended (where either the facilitator is remote, or some learners are remote), or remote. Face-to-Face Instructions for these modalities are outlined in this document. For a blended modality, please use the Face-to-Face Instructions if only the facilitator is remote. If learners are mostly remote, then please use the Remote Instructions.

ADVANCED PREPARATIONS AND PROCUREMENT LIST

Each module has material and preparation notes. Key points to consider when planning the training are:

- Access to health clinic and community health post for simulation and informed consent of mothers and infants if possible
- Procuring dolls for practical demonstrations and practise
- 4 supporting facilitators

Please read the set up and preparation notes carefully before hosting the training, particularly for the simulation at the end of the training as this needs to be pre-planned by asking for volunteers, consent, and access to a health clinic for learners to practice their skills in a safe and controlled environment.

If possible, having 4 supporting facilitators for the training will greatly improve learning outcomes for small groups to focus in on the practical demonstrations, and allow for more concentrated support for learners in applying their knowledge and skills.

As a lead facilitator, you need to make sure these supporting facilitators are comfortable with their roles and what they are expected to do. You are the focal point of everyone in the training.

Remote delivery

If delivering this remotely, familiarize yourself with the platform you will be using – for example Microsoft Teams or Zoom. Both of these platforms have break out rooms where you can split learners into smaller groups for focused discussions as you would in a face-to-face setting. Follow the on-screen instructions as these will tell you what to do. Follow the three dots on Teams and Zoom, and click 'break out rooms.'

Typically, you tell the platform how many groups you want, and it will automatically assign learners.

Both platforms have a whiteboard function that as a group you can write ideas on. In Teams, this is found in the meeting chat and clicking on the tab. In Zoom, you should be able to annotate directly onto the slides by clicking the 3 dots in the bottom corner of the screen, and then click the text symbol.

Your learners may not be so familiar with these functions, so please do take the time to talk them through how to use these.

Procurement list

It may not be necessary to procure all of these items listed as you may be able to source them through normal activities, but you will need access to these throughout the training.

Flipchart & Flipchart paper (1 pack)	Infant and Adult MUAC Tapes
Marker pens in 3 colours (approx. 10)	Weighing scales for infants
Notebook & Pen per participant	Thermometers
Scissors – 2 pairs	Length/ Height measures for infants and adults
Sticky notes	Stopwatch
Blu-tack	Hand sanitizer
Sellotape or Glue Sticks	Disinfectant spray/wipes
Facilitator Resource Pack	PPE (as needed)
Handouts (see Printing Requirements in training package)	Doll/dummy (x4)

TIMETABLE

DAY 1

Time	Session
8:30am	Welcome and registration
9am	Pre-test
9:15am	Introduction to MAMI
10:15am	<i>Break</i>
10:45am	The MAMI Care Pathway
11:15am	The MAMI Care Pathway in [context]
11:45am	MAMI Screening & Assessment
1pm	<i>Lunch</i>
2pm	MAMI Screening & Assessment continued
3pm	Classifying Nutritional Risk
4pm	Summary of Day 1

DAY 2

Time	Session
8:30am	Welcome back & recap on Day 1
9am	Classifying Nutritional Risk
10am	<i>Break</i>
11am	The MAMI Support Package
12:30pm	<i>Lunch</i>
1pm	Core Topics
3pm	Gender & GBV
4pm	Summary of Day 2

DAY 3

Time	Session
8:30am	Recap of Day 2
9am	Group Work: MAMI Scenarios
10am	<i>Break</i>
10:30am	Group Work: MAMI Scenarios continued
1pm	<i>Lunch</i>
2pm	M & E for MAMI Implementation
3pm	Action Planning
4pm	Post-test & Evaluation
4:30pm	Close training

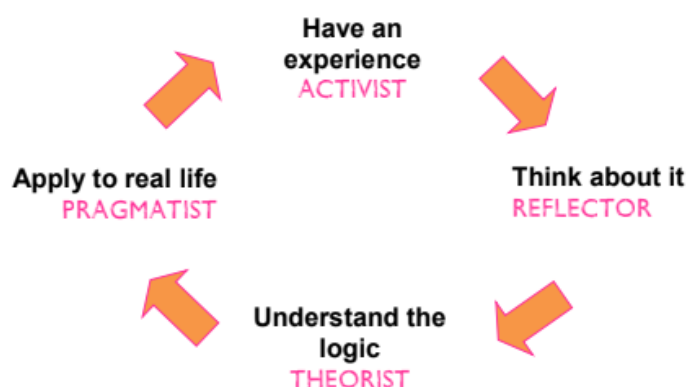
ADULT LEARNING PRINCIPLES

Adult learning is based around specific principles, and it is important for you as a facilitator to keep these in mind when delivering this training package. If these elements in the training are not present, your group will dis-engage with what you are saying, and they won't be able to fully access the key messages you are trying to convey, ultimately meaning that they will struggle with implementing the MAMI Care Pathway.

The main principles of adult learning are:

- Learning is purposeful – there has to be a specific reason for the learning session(s)
- Participation is voluntary
- Participation should be active and not passive
- Clear goals and objectives for every session should be set
- Feedback is essential
- Reflection opportunities must be included

Adults also learn best when they are able to draw on past experiences, reflect on these experiences, understand the logic and the theory of a new concept and apply it in real life. This is a circular process as learning never fully stops.



The MAMI Training Package incorporates all of these elements of the adult learning cycle, with a focus on the application in the role-play activity that brings everything together at the end of the training.

As a facilitator, it is important to keep the principal components of learning in mind as you are responsible for creating an environment that allows for these to take place.

Top tips for facilitators:

- **Speak clearly, slowly and check for understanding.** This doesn't mean asking 'do you understand,' as people will be less likely to say no to this question. When checking for understanding, always ask for learners to paraphrase your explanation, or repeat it back, as this shows truer levels of comprehension.

- **Ask for feedback from the group**, but also look for visual clues to make sure your learners are comfortable with the material. Adapt to feedback, don't stick to a script. As long as the key messages are communicated, this is the most important thing.
- **Your audience is vital**. Think about their motivation for attending the training, their likely level of information they have in advance (the baseline is a good indication of this). You can then adapt your facilitation style to this.
- **Advanced preparation is key**. The Resource Pack should have the majority of what you need ahead of the training, but make sure additional materials (such as pens, notebooks, sticky notes etc) are procured and easy to access in advance of learners arriving. Check the simulation set-up to prepare this in the planning stages.
- **Use your own experiences and stories**. Storytelling is a powerful training technique. Make it relatable to your learners. Your personality is a big asset in keeping people's attention – it is up to you as a trainer to motivate learners.
- **Use audio-visual aids** as much or as little as you think is appropriate for your learners. Aids should be helping your communication, not replacing it or be the sole source of information.

MODULE 1

Introducing the Training

Time: 30 minutes

Objectives: Give an overview of the training package and what to expect (and what not to expect) and assess pre-training knowledge.

Key message(s) to take away for learners:

1. The training is designed to facilitate health workers to assess, classify and manage nutritional risk in mothers and infants under 6 months of age.
2. The training will introduce and train participants on use of the MAMI Care Pathway

For remote delivery, the use of [break out rooms](#) will be used extensively, so take the time to make sure everyone is comfortable with how these work and what to expect.

Highlight the Whiteboard function. Recommend to the group that this be used as often as possible so that in the main group and in the breakout rooms they can write down their thoughts to have a record of these if they so want.

Activity 0.1

A basic introduction to the aims of the MAMI Care Pathway

Activity Summary	Key message(s)	Slides & Material(s)
Presentation	1 & 2	Slides 1-7 Introduction_Handout_Agenda Introduction_Handout_Pre-test_MAMI

		Facilitator Handout_Test Answers
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Instructions

- Introduce yourself and ask others to introduce themselves.
- Present the objectives and run through the agenda for each day of the training using slides and provide a copy of the handout agenda to each participant.
- Ask for reflections to determine understanding.
- Handout the pre-test to each participant and give them 15 minutes to complete the test.
- Please complete the pre-test
- Explain that we will repeat the test after the training to be able to see the knowledge attainment, and that the scores will help us to improve the training content and delivery for next time.

MODULE 1

Introduction to MAMI

Time: 20 minutes

Preparation & materials required: Introduction video (Slide Deck)

Objectives: At the end of this module, learners will be able to:

- Define the key principles of the MAMI Care Pathway

Key message(s) to take away for learners:

1. Key principles of the MAMI Care Pathway:
 - a. Focus on small and nutritionally at-risk infants <6months of age and their mothers
 - b. Infants wellbeing is intrinsically linked to that of their mothers wellbeing
 - c. Assess and support: nutritional status, feeding, clinical issues and maternal wellbeing
 - d. Prevention and treatment and malnutrition
 - e. Applicable in all contexts (humanitarian and development)
2. Infants under 6 months are often unseen and untreated. Other community based malnutrition screening programmes may miss this age group, due to the lack of valid MUAC thresholds, and they often fall through the gaps after newborn care.
3. The MAMI Care Pathway provides a continuum of care from 0- <6 months for small and nutritionally at risk infants. It operationalises outpatient wasting treatment guidance (Updates on the management of severe acute malnutrition in infants and children, WHO, 2013), reducing the need for inpatient treatment and support.

Activity 1.1

A basic introduction to the aims of the MAMI Care Pathway

Activity Summary	Key message(s)	Slides & Material(s)
Group discussion	All key Principles for Module 1	Introductory video to MAMI Slides 8-15

Instructions

1. Show the introductory video.
2. Ask for reflections to determine understanding.
3. Encourage learners to think of when the MAMI Care Pathway may have been helpful in their work, or with people they know, and keep this in mind moving through the training.
4. Have the broad aims of CMAM, IMCI, IYCF and MAMI Care Pathway highlighted on the PowerPoint. Ask learners to match the aims with the appropriate Approach. Highlight the differences between the Approaches.
5. Talk through the next slides to explain the link between MAMI, IYCF and Clinical Care.
6. Present that there is existing guidance related to this age group and facilitate a discussion of any challenges faced with existing guidance for small & nutritionally at-risk infants less than 6-months and their mothers.
7. Present the MAMI Vision.
8. Ask learners if they think MAMI should only be used in emergencies, humanitarian responses, development context, or all?



Check before proceeding.

These are the key messages for this module. Have these been explicitly addressed and learners appear to have a good understanding of them?

1. Key principles of the MAMI Care Pathway:
 - a. Focus on small and nutritionally at-risk infants <6months of age and their mothers
 - b. Infants wellbeing is intrinsically linked to that of their mothers wellbeing
 - c. Assess and support: nutritional status, feeding, clinical issues and maternal wellbeing
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2. Infants under 6 months are often unseen and untreated. Other community based malnutrition screening programmes may miss this age group, due to the lack of valid MUAC thresholds, and they often fall through the gaps after newborn care.
3. The MAMI Care Pathway provides a continuum of care from 0- <6 months for small and nutritionally at risk infants. It operationalises outpatient wasting treatment guidance (Updates on the management of severe acute malnutrition in infants and children, WHO, 2013), reducing the need for inpatient treatment and support.

MODULE 2

Nutritional Risk in Infants <6months

Time: 40 minutes

Preparation and materials required: Flipchart, Case studies - A (see Resource Pack)

Objectives: At the end of this module, learners will be able to:

- Define the need for MAMI
- Define nutritional risk factors for infants <6months

Key message(s) to take away for learners:

1. Approximately 1 in 5 infants <6 months are born low birth weight, 1 in 5 infants <6 months are underweight, 1 in 5 stunted, and 1 in 5 wasted. These infants are at increased risk of death, sickness, malnutrition, poor growth and development, and long term illness too.
2. An infant's nutritional risk is determined by a number of factors: clinical status, infant growth, feeding, maternal mental health and MAMI Risk factors.
3. If an infant is not being fed adequately, have an underlying illness or clinical issue or MAMI risk factor then their growth and development will be negatively impacted.
4. If a mother or primary caregiver is experiencing mental health challenges, such as low moods, excessive worrying, anxiety or depression, this can lead to poor attachment and feeding and care practices of their infant.

Activity 2.1

Understanding nutritional risk in infants <6months

Activity Summary	Key message(s)	Slide & Material(s)
Case study discussion	Messages 1-3	Slides 16 - 21 Module 2_Activity Sheet_Case Studies A_Final Module 2_Facilitator Handout_Case Studies A - Answers

Instructions

- Activity (10 minutes):
 - In pairs/small groups think about: “What does ‘a small and nutritionally at-risk infant <6months’ mean to you?”
 - Think about what they would look like? How would you identify them as being small and nutritionally at risk?
 - What does being nutritionally at risk mean? At risk of what? Are some infants more at risk than others?
 - How important is the health of the mother to the health of her baby?

- 5 minutes to discuss with the person next to you/ in small groups
 - Remind learners to think back to what they have seen in the video
 - Ask pairs/ small groups to share their discussions (5 minutes).
- Talk through the components that indicate nutritional risk:
 - Infant feeding
 - Nutritional status of mother and infant
 - Clinical status
 - Mother's wellbeing
 - Other risk factors (e.g. underlying illness)
- Activity (10 minutes):
 - In Plenary, ask for a Volunteer to read Case Scenario A from the Handout 'Case Studies – A'
 - Ask participants to identify what might indicate nutritional risk to the infant in this scenario?
 - Continue with Case Scenario B, C and D.



Check before proceeding.

These are the key messages for this module. Have these been explicitly addressed and learners appear to have a good understanding of them?

1. Approximately 1 in 5 infants <6 months are born low birth weight, 1 in 5 infants <6 months are underweight, 1 in 5 stunted, and 1 in 5 wasted. These infants are at increased risk of death, sickness, malnutrition, poor growth and development, and long term illness too.
2. An infant's nutritional risk is determined by a number of factors: clinical status, infant growth, feeding, maternal mental health and MAMI Risk factors.
3. If an infant is not being fed adequately, have an underlying illness or clinical issue or MAMI risk factor then their growth and development will be negatively impacted.
4. If a mother or primary caregiver is experiencing mental health challenges, such as low moods, excessive worrying, anxiety or depression, this can lead to poor attachment and feeding and care practices of their infant.

MODULE 3

The MAMI Care Pathway Package

Time: 60 minutes

Preparation and materials required: Case Stories - B (See Resource Pack)

Objectives: At the end of this module, learners will be able to:

- Identify stages of the MAMI Care Pathway
- Identify where the pathway has been used successfully

Key message(s) to take away for learners:

1. The three main stages of the Care Pathway are:
 - a. Screening & Assessment
 - b. Management & Monitoring
 - c. Review & Referral
2. The pathway is supportive of maternal and infant wellbeing and has been successfully received by mothers and health workers alike

Activity 3.1

Overview of the MAMI Care Pathway

Activity Summary	Key message(s)	Slide & Material(s)
Case study discussion	1 & 2	Slides 22 - 26 Module 3_Handout_Case Stories B_Eng

Instructions

- Introduce the MAMI Care Pathway Package
- Show the MAMI Care Pathway Flow, using animations to talk through how the Pathway works.
- Introduce the resources that are provided with the MAMI Care Pathway Package to facilitate implementation by health workers
- Activity (25 minutes):
 - Distribute samples of stories (Stories – B) from mothers and who have been enrolled in the MAMI Care Pathway
 - Split participants in to groups:
 - Facilitator to read the stories and discuss what the stories highlight:
 - What are the successes?
 - Do you think the MAMI Care Pathway was supportive?
 - How so?
 - No plenary feedback.

Activity 3.2

The MAMI Care Pathway for your context

Activity Summary	Key message(s)	Slide & Material(s)
Context discussion of who, what, where		Slide 27-28 Option: Who, What, Where template – completed for country.

Instructions

- Present the Who, What, Where for the given context
- Open discussion and note down any suggested changes or concerns



Check before proceeding.

These are the key messages for this module. Have these been explicitly addressed and learners appear to have a good understanding of them?

1. The three main stages of the Care Pathway are:
 - a. Screening & Assessment
 - b. Management & Monitoring
2. The pathway is supportive of maternal and infant wellbeing and has been successfully received by mothers and health workers alike

MODULE 4

Screening and Assessment

Time: 2 hours (dependent on group size & number of facilitators)

Preparation and materials required:

- Flipchart, MAMI Assessment Forms including Feeding Assessment & Mental Health Assessment Forms, Rapid Screening Guide
- Adult MUAC tapes, Child MUAC tapes, weighing scales, thermometers, length boards, timer/watch (could also use phone)
- Anti-bacterial wipes/disinfectant, hand sanitizer, any PPE as per national guidance
- 4 demonstration areas for practice: Demonstration areas should be set up in different areas to ensure good hearing, and ask for local mothers-infants to volunteer for the demonstrations (with informed consent).
- 3 additional facilitators to support the demonstrations.

Objectives: At the end of this module, learners will be able to:

- Identify contact points with other health and nutrition programmes where it is possible to do screening as part of the MAMI Care Pathway
- Demonstrate how screening for nutritional risk in infants <6 months would be carried out
- Develop the skills for and practice conducting a MAMI Assessment of an infant <6 months and their mother

Key message(s) to take away for learners:

1. When infants and mothers access routine health services, MAMI screening should be conducted. These touchpoints can include for example: vaccination programmes, Newborn care, IYCF programmes, health care seeking, health/ nutrition/ hygiene promotion activities
2. The questions included in the MAMI Assessment help to identify and classify nutritional risk. These questions are designed to identify risk factors in a simple to ask and answer way.
3. The MAMI assessment will assess any need for urgent referrals for inpatient care first, before looking at risk factors that can be treated in the community.

Activity 4.1

Familiarization with Rapid Screening Guide

Activity Summary	Key message(s)	Slide & Material(s)
Individual reflection and group discussion	1	Slides 29 - 30 Module 4_Handout_MAMI rapid screening guide

Instructions

Activity (20 minutes)

- Break into groups
- Within each group, the assigned facilitator should:
 - Handout the Rapid Screening Guide and explain that this guide gives helpful tips to support screening.
 - Emphasize the importance of the 4 questions that will be asked at these touch points to screen for risk:
 - Are there danger signs present?
 - Is the infant growing?
 - Are there any feeding issues?
 - Is the mother having any challenges?
- Groups to make a list of existing services that mothers and infants routinely engage with.
- In plenary, groups to share their lists and facilitator to write these on to a flipchart.
- Discuss which of these could we do screening for MAMI and whether it is possible to do core criteria or expanded criteria
- Ask participants to keep this in mind throughout the training. This is to highlight that MAMI should be integrated into existing services and is not separate.

Activity 4.2

MAMI Assessment Form

Activity Summary	Key message(s)	Slide & Material(s)
Assessment Form: Overview	2	Slide 31 Module 4_Handout_Form_MAMI Assessment Form_Eng

Instructions

- Handout a copy of the MAMI Assessment Form.
- Ask them to spend around 15 minutes reading through the form. Say to learners that if they want to have initial conversations about the form in small groups they can, just so they are familiar with it.
- Bring the group back to plenary, and highlight the different sections of the form, noting how there is a section designed to pick up critical care needs that need urgent referral to an inpatient facility.

Activity 4.3		
Assessment of Danger Signs		

Activity Summary	Key message(s)	Slide & Material(s)
Present danger signs	3	Slides 32 – 35 Module 4_Handout_Form_MAMI Assessment Form_Eng

Instructions

- It is important that health workers know how to conduct an assessment for danger signs or high-risk criteria that require urgent referral.
- Play the video showing the IMCI danger signs
- Present the slides on the MAMI Specific danger signs

Activity 4.4		
Assessment for MAMI Enrollment		

Activity Summary	Key message(s)	Slide & Material(s)
Demonstrations and practice assessments for MAMI enrolment	3	Slides 36 – 61 Module 4_Handout_Form_MAMI Assessment Form_Eng Module 4_Handout_Form_MAMI Feeding Assessment_Eng Module 4_Handout_Form_MAMI Maternal Mental Health Assessment_Eng Module 4_Activity Sheet_boys WAZ graph Module 4_Activity Sheet_boys WLZ graph Module 4_Activity Sheet_girls WAZ graph Module 4_Activity Sheet_girls WLZ graph Module 4_Facilitator Handout_Calculating z-scores - Answers

Instructions

- Present steps 2 – 3 of the assessment using the slides and embedded videos
- Activity: 15 minutes
 - Handout the 4 Growth Charts for 0 – 6 months to each participant.
 - Break in to 3 groups, 1 facilitator with each

- Facilitator to lead this activity - work through each of the 3 examples with the group members to identify the z-scores
- Discuss answers in plenary. Answers on the slide notes.
- Present the slides on MUAC (slides 52 – 54)
- Activity: 20 minutes:
 - In pairs, each person to measure their partners:
 1. Breathing rate (use of phone with a timer?)
 2. Temperature
 3. MUAC
 4. Signs of pallor (eyes and palms)
 - Facilitators to actively walk the room and support participants in taking the measurements.
 - Bring the group back into the main room and summarise the demonstrations and practice assessments judge level of confidence in the group.
- Continue on to present steps 4 – 6 of the assessment using the slides and embedded videos



Check before proceeding.

These are the key messages for this module. Have these been explicitly addressed and learners appear to have a good understanding of them?

1. When infants and mothers come into touch with routine health services, MAMI screening should be complimentary to services and not in addition. These touchpoints can include for example: vaccination programmes, Newborn care, IYCF programmes, health promotion
2. The questions included in the MAMI Assessment help to identify and classify nutritional risk. These questions are designed to identify risk factors in a simple to ask and answer way.
3. In some cases, the MAMI tool identifies urgent referrals for inpatient care first, before looking at risk factors that can be treated in the community.



MODULE 5

Classifying nutritional risk

Time: 60 minutes

Preparation and materials required: Case study - C

Objectives: At the end of this module, learners will be able to:

- Classify nutritional risk factor of infants following assessment
- Identify where existing referral mechanisms link to MAMI assessments and review the suitability of these criteria for the caregiver and child
- Identify support mechanisms for low/no nutritional risk factors present at screening

Key message(s) to take away for learners:

1. Based on the answers to the questions in the tool, mothers and infants will be classed as “no nutritional risk” “moderate nutritional risk” or “high nutritional risk”.
2. How mothers and infants are supported and/ or referred will depend on their classification.
3. The MAMI Care Pathway shown in training will have already been contextualised to the existing services and referral pathways.
4. Mothers and infants at low/no nutritional risk should be encouraged to continue to engage with routine health services (Vaccinations, IYCF education, PNC etc)

Activity 5.1

Classification

Activity Summary	Key message(s)	Slide & Material(s)
Discussion and case studies	1-3	Module 5_Activity Sheet_Case Studies C_Final Module 5_Facilitator Handout_Case Studies C - Answers Slide 62 - 63

Remote Instructions

- Refer back to the MAMI Assessment Guide. Highlight the traffic light colour scheme. Ask learners what they think this could represent and what this means for them.
- Explain the classification of “low nutritional risk” “moderate nutritional risk” and “high nutritional risk” and how the specific form they are using maps to these categories.
- Highlight that where they work, they may be a different level of classification, depending on the work they are doing, but this should be similar.

Activity (30 minutes)

- Split into small groups and share out Case Studies – C.

- Ask learners to answer what nutritional risk classification the mother and infant may have, using the MAMI Assessment Form to help them answer this (they will not have a full list of criteria to complete the form – this is just for practice on specific areas).
- Be sure to feedback in plenary.
- Pose the question to the group about what they would do if the mother and infant were classified as ‘low/no nutritional risk’? Help learners understand that they should still be engaging with them at routine services using the MAMI Care Pathway



Check before proceeding.

These are the key messages for this module. Have these been explicitly addressed and learners appear to have a good understanding of them?

1. Based on the answers to the questions in the tool, mothers and infants will be classed as “no nutritional risk” “moderate nutritional risk” or “high nutritional risk”.
2. How mothers and infants are supported and/or referred will depend on their classification.
3. The MAMI Care Pathway shown in training will have already been contextualised to the existing services and referral pathways.
4. Mothers and infants at low/no nutritional risk should be encouraged to continue to engage with routine health services (Vaccinations, IYCF education, PNC etc)



MODULE 6

MAMI Support package

Time: 210 minutes

Preparation and materials required: Case study Group C, flipchart, Counselling Cards and Support Actions Booklet, Stages of behaviour change activity, MAMI Enrolment & Follow-up Form

Objectives: At the end of this module, learners will be able to:

- Identify support options based on classification outcome

Key message(s) to take away for learners:

1. Outpatient support is mainly through a tailored counselling package, based on the challenges identified during assessment
2. Psychosocial support to mothers is key in supporting the infant and mothers wellbeing
3. Identifying existing support services for mothers and infants are essential for the MAMI Care Pathway to successfully integrate with the health system/ existing services
4. Follow up visits are essential to monitor progress and provide continued support
5. Mothers and infants are NOT discharged but remain in the pathway until the infant is 6-months of age. However, they may reduce the frequency of engagement with services dependant on their progress and needs.
6. Core Topics are relevant and helpful for all mothers and families with infants less than 6 months

Activity 6.1

MAMI Care Pathway Support Package

Activity Summary	Key message(s)	Slide & Material(s)
Demonstration	1, 3, 4	Slides 64 – 68 Module 6_Activity Sheet_Stages of Behaviour change Module 6_Facilitator Handout_Stages of Behaviour change - Answers

Instructions

- Present the four components of the MAMI care pathway support package using the slides

Activity 6.2

Counselling for positive behavior change

Activity Summary	Key message(s)	Slide & Material(s)
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Demonstration	1, 4	Slides 69 - 75
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Instructions

- Define counselling and positive counselling using the slides and embedded videos
- Highlight to the group that counselling support is the most vital support provided by the MAMI Care Pathway

Activity (10 minutes)

- Pair participants. Ask them to tell a story to each other at the same time for 2 min.
- Discuss with participants on their experience – how did they feel? Did they hear any of their partners story?
- In the same pairs repeat the exercise, but this time person 1 tells their story and person 2 listens.
- Then, person 2 repeats the story back to person 1
- In plenary, discuss how much of your story did your partner get right? How did it make you feel to have someone listening to you?
- Ask what things did your partner do to show you they were listening?
 - Prepare flipchart with answers and fill gaps using notes on slide.
- Discuss with participants what helps to give a caregiver confidence and support and make notes on a flipchart. Fill gaps using the notes in the PowerPoint.
- Show the video of good counselling practices and ask if participants want to add anything to the list,

Activity (15 minutes)

- Ask learners to draw the steps in the Stages of Change Model on a flipchart and fill in
- Talk through the correct model using the PowerPoint.

Activity 6.3

Referrals

Activity Summary	Key message(s)	Slide & Material(s)
Case studies	3	Module 5_Activity Sheet_Case Studies C_Final Module 5_Facilitator Handout_Case Studies C – Answers Slide 76

Instructions

- Refer back to the mapping of services that mothers and infants would routinely engage with that was completed at the start of the Assessment module.
- Using the case studies they looked at in Group C (classification) ask them in their pairs:
 - Would the services address the needs of the mother-infant pair?

- If not, encourage learners to identify other services that would address nutritional risk factors that already operate in their area. Add these to the list/map.
- Which of the Counselling Cards and Support Actions might be useful to use in each in the scenarios. Encourage them in their pairs to practice how they would use these in the scenarios
- Ensure that in the discussion, it is clear the MAMI Care Pathway should **NOT** be a separate programme, but is designed to support mothers and infants to fit into existing community health services.

Activity 6.4
Monitoring

Activity Summary	Key message(s)	Slide & Material(s)
Discussion	4 and 5	Slide 77 – 79 Module 6_Handout_Form_MAMI Enrolment and Follow Up_Eng

Instructions

- Handout the Enrolment and monitoring form and give participants 10 minutes to look through.
- Discuss in plenary why it might be important for mothers and infants to not be discharged from the MAMI Care Pathway.
 - Highlight that this is about risk factors, so is important to keep monitoring the progress of the pair.
- Use slides notes to talk through the MAMI enrolment and follow up form, explaining that it is important to keep monitoring signs for any concerns but also for progress of the mother and the infant
- Present the de-escalation of care
- Present the 6-month of age outcome review and discuss the relevant continued care referrals.

Activity 6.5
Core Topics

Activity Summary	Key message(s)	Slide & Material(s)
Demonstration & Case Scenarios	6	Slide 80 - 98 MAMI Counselling Cards & Support Actions

Instructions

- Ensure every participant can see a copy of Section C of the MAMI Counselling Cards and Support Actions Booklet
- Use the slides and scenarios to introduce each Core Topic and familiarise participants with the relevant Counselling Cards.

Summarize all three components:

- Bring all components of the Care Pathway together (Screening & Assessment, Management & Monitoring, and Review & Referral) - explain how they all fit together as a journey for the mother-infant pair using the summary slide



Check before proceeding.

These are the key messages for this module. Have these been explicitly addressed and learners appear to have a good understanding of them?

1. Outpatient support is mainly through a tailored counselling package, based on the challenges identified during assessment
2. Psychosocial support to mothers is key in supporting the infant and mothers wellbeing
3. Identifying existing support services for mothers and infants are essential for the MAMI Care Pathway to successfully integrate with the health system/ existing services.
4. Follow up visits are essential to monitor progress and provide continued support
5. Mothers and infants are NOT discharged, but remain in the pathway until the infant is 6-months of age. However, they may reduce the frequency of engagement with services dependant on their progress and needs.



MODULE 7

Gender

Time: 60 minutes

Preparation and materials required: Flipchart & pens

Objectives: At the end of this module, learners will be able to:

- Differentiate sex and gender
- Understand the impact of GBV on mother and her infant and know ways to mitigate the risk of GBV when implementing interventions

Key message(s) to take away for learners:

1. Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people.
2. GBV impacts physical health and mental health of the mother and can impact the mother's ability to adequately care for and feed her infant.
3. There are many actions we can take in all our interventions and activities to mitigate GBV

Activity 7.1

Defining sex and gender

Activity Summary	Key message(s)	Slide & Material(s)
Demonstration & facilitated discussions	1	Slides 99 - 100

Instructions

- Facilitate a discussion on the difference between gender and sex, using the notes in the slides to fill any gaps.

Activity (15 minutes):

- Prepare a flipchart with 2 columns: 1 labelled MEN and 1 labelled WOMEN
- Ask participants what men usually contribute and what women contribute/ are typically responsible for in relation to childcare in [context name]? Add the suggestions under the appropriate column on the flipchart
- Ensure to facilitate reflections and discussion on the share of childcare between men and women and what we can do to try to equalist the contribution, time and effort to childcare between men and women.

Activity 7.2

Defining GBV & its effects on a mother and her baby

Activity Summary	Key message(s)	Slide & Material(s)
Demonstration & facilitated discussions	2 & 3	Slides 101 - 105

Instructions

- Using the slides present the definition of gender-based violence and the potential impact on a mother and her infant
- Facilitate a discussion on what is being done in [context of training] to mitigate GBV and what more could be done.

MODULE 8

Scenario Role Play

Time: Approximately 2.5 hours (however the aim of a simulation would be to replicate as close as possible a normal screening, so ideally the role-play elements of this should be as close as possible to this for each learner that is practicing. Extra time is needed for reflection and debriefing.)

Preparation and materials required for option 1: organize for trainees to be able to visit health clinic/ local community space with mothers and infants less than 6-months and carry out real-life MAMI assessments and counselling. Alternatively can use family & friends of colleagues who attend the training venue.

Preparation and materials required for option 2: Contextualize scenarios A, B, C, D and E.

Objectives: At the end of the simulation, learners will be able to:

- Implement the MAMI Care Pathway in a safe environment to identify areas of strength and work through challenges.

Activity Summary	Key message(s)	Slide & Material(s)
Practical	n/a	106 – 109 Option 1: MAMI Assessment forms, thermometer, Child and adult MUAC tape, stopwatch, weighing scales, length board & MAMI Counselling Cards Option 2: contextualised Scenarios A, B, C and D & MAMI Counselling Cards

There are 2 options for how to conduct this session:

Option 1 Instructions:

If possible, this should take place within a health clinic, the local community space with mothers and infants from the community who have volunteered to be part of the training, or friends and families who have infants.

It is really important that the mothers and infants have appropriate information shared in advance of the role-play with aims and objectives, and a clear understanding that learners will be supervised and written consent from the mother must be given.

Have the space set up as it would be normally, with any physical distancing measures needed to mitigate the risk of COVID-19 transmission. Please make sure you as a facilitator are aware of any adjustments that may be needed to be put in place ahead of the role-play.

Whichever approach you as a facilitator feel is appropriate, it is really important that you keep a close eye on learners as they practice using the MAMI Care Pathway Package.

Depending on the size of the group, it is advisable to split them into smaller groups so that you can support learners more. Recommended group size is 6-10 learners.

Depending on the number of mother-infant pairs that have volunteered or are able to act, the group can be split into pairs. One person will be practicing using the Care Pathway, whilst the other observes and supports them. They can then swap round to ensure that both learners can practice.

Option 2 Instructions:

- Explain that we are going to use some scenarios to get familiar with the MAMI assessments & counselling cards.

Activity (60 minutes + 60 minutes for role play & discussion)

- Split participants in to 4 groups and assign each a Scenario from A, B, C and D.
- Handout all the relevant documents for the assigned scenario, 1 full set of forms per person in the group.
- Participants are to go through the scenarios and take the following steps for the group scenario:
 - Look at the information provided in the completed forms (ASSESS).
 - Look at the results of the assessment and summarise the assessment, and classify the risk as low, moderate or severe (ANALYSE
 - Identify the two priority problems from the assessment (ANALYSE
 - Review the information and decide on the actions needed for these priority problems at the support visit with the caregiver and infant.
 - Decide which of the MAMI Counselling Cards from section A and B would be useful to provide support to this caregiver and infant, according to the challenges identified (ACT
 - Decide if any of the Section C topics would be relevant for this particular visit
 - Prepare a short role play of the 1st counselling session, targeting the priority problem(s), for your assigned scenario to present to the group, using the identified counselling card
- Each group to role play their Scenario, 1 person as the counsellor and 1 person as the mother/ caregiver, making clear which counselling card(s) they have identified to us
- Ask the group for reflections i.e. What good counselling skills did you observe? Is there any constructive feedback to give? Did you agree with the selected counselling cards and information given?

Your role as a facilitator

It is important to be continually observing the group when they are practicing, reminding them of what was covered in the training, asking questions that allow learners to reflect on what they are doing, and trying to prompt learners to answer themselves if you are asked a direct question rather than give a direct answer.

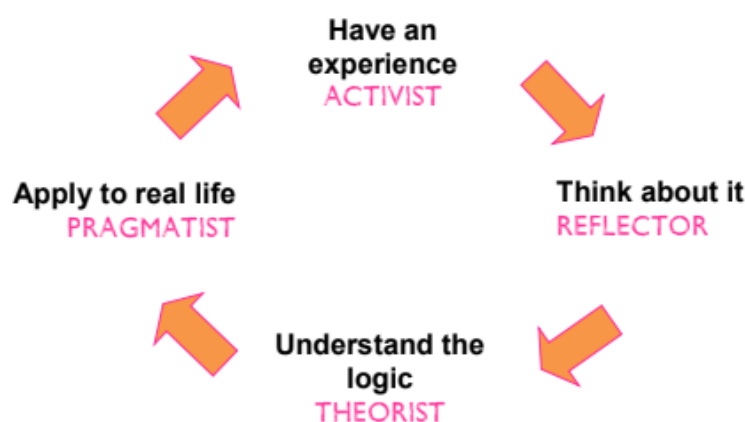
As facilitator, it is up to you to create a safe environment for the mother and infant and the learners, so check in with mothers and infants yourself to make sure they are comfortable at all times and make sure they have no concerns about the screening.

Throughout the role-play, it is important to build in reflection times for the pairs to talk about challenges they experienced or observed, and give feedback on successes.

Encourage the pairs to be continually interacting with the mother and the infant and ask for feedback from the mother as well as to understand her experience of the assessment.

Remember the key principles of adult learning:

- Learning is purposeful – there has to be a specific reason for the learning session(s)
- Participation is voluntary
- Participation should be active and not passive
- Clear goals and objectives for every session should be set
- Feedback is essential
- Reflection opportunities must be included



At the end of the role-plays

A thorough debrief is really important after the simulation. Ask the group how they found the experience, what their successes were, and understand where there may have been challenges. It's also important for you as a facilitator to give feedback on your observations and what the mothers fed-back to you and the group.

When closing the session, make sure that learners are confident in their ability to use the MAMI Care Pathway Package. Consider arranging follow up 1-to-1 support with individuals who have concerns, or you feel could potentially use some additional training or encouragement. As this is a new approach, on-the-job coaching and regular supportive supervision is essential for all staff.

MODULE 9

Monitoring, Evaluation, Accountability & Learning (MEAL)

Time: 60 minutes

Preparation and materials required: Register and Reporting forms

Objectives: At the end of this module, learners will be able to:

- Complete all MEAL requirements for the MAMI Care Pathway project

Key message(s) to take away for learners:

1. Each infant and mother identified as at moderate risk must be entered in to the MAMI Enrolment Register
2. When an infant reaches 6 months, their outcome review details should be entered on to the Register
3. The Tally Form can be used at each Health Facility to track the infant and mothers who are screened and enrolled
4. The Tally Form is used to complete the Monthly Report

Activity 9.1

Programme Reporting Forms

Activity Summary	Key message(s)	Slide & Material(s)
Discussion	1 - 4	110 – 111 Module 9_Activity Sheet_MAMI Register Complete Module 9_Activity Sheet_MAMI Register Module 9_Activity Sheet_MAMI Reporting Form

Instructions

Activity step 1 (25 minutes)

- Provide **Module 9_Activity Sheet_MAMI Register** to each person
- In pairs, trainees to complete the Register with the assigned Scenario from the last activity
- Facilitators to go round groups and support as needed

Activity step 2 (25 minutes)

- Provide **Module 9_Activity Sheet_MAMI Reporting Form** and **Module 9_Activity Sheet_completed register**
- Participants are to continue working in pairs and use the completed register to complete the reporting form
- Ensure you regroup at the end to ask if there were any challenges, or if there is any feedback or reflections on these two monitoring and reporting forms



Check before proceeding.

These are the key messages for this module. Have these been explicitly addressed and learners appear to have a good understanding of them?

1. Each infant and mother identified as at moderate risk must be entered in to the MAMI Enrolment Register
2. When an infant reaches 6 months, their outcome review details should be entered on to the Register
3. The Tally Form can be used at each Health Facility to track the infant and mothers who are screened and enrolled

The Tally Form is used to complete the Monthly Report

MODULE 10

Action Planning

Time: 60 minutes

Preparation and materials required: Action Plan Template

Activity – 10.1
Action Planning

Activity Summary	Key message(s)	Slide & Material(s)
Group work	n/a	Slides 112-113 Module 10_Activity Sheet_Action Planning

Instructions

Activity (45 minutes)

- Individuals or small groups to reflect on the training and complete an action plan for which they will be accountable
- The action plan should focus on implementation of new knowledge and skills, as part of MAMI implementation
- In plenary, take 15 minutes to hear 2 or 3 examples of action plans
- Ask participants to reflect on these actions and offer suggestions or feedback

End of Training

Time: 30 minutes

Preparation and materials required: Post-test, Evaluation Form

Activity - Close
Post-test & Evaluation

Activity Summary	Key message(s)	Slide & Material(s)
Test & feedback	n/a	Slides 114 - 115 Close_Activity Sheet_Training Evaluation Form Close_Handout_Post-test

Instructions

- Ask participants to complete the post-test and the training evaluation explaining that these will help us to improve the training content and delivery for next time.

Recommendation for continued support

Encourage the group as a whole to stay in touch if they wouldn't do this naturally through their work and encourage them to form a peer support group so they can ask questions, share stories and examples of when they have used the MAMI Care Pathway (ensuring the confidentiality of mothers and infants). Peer support is the most effective way of continued learning and development and is easily accessible through informal channels such as WhatsApp groups.



Check before proceeding.

Is everyone confident and comfortable using the MAMI Care Pathway? This is the last time they will have contact with you before using the MAMI Care Pathway in their clinic. It is really important that you give time to people to ask any final questions and have any critical discussions.



Save the Children



Save the Children