

Access this article online
Quick Response Code:

Website: www.jehp.net
DOI: 10.4103/jehp.jehp_961_22

Learning innovation in community medicine teaching: A-Z of job responsibilities of anganwadi worker, accredited social health activist, and auxiliary nurse midwife

Manish Taywade, Debkumar Pal, Bimal Kumar Sahoo

Abstract:

The interaction between medical students and frontline healthcare workers is one of the crucial components of community medicine. The interaction of medical students with frontline healthcare workers provides multiple opportunities. Medical students like to understand their job responsibilities and their involvement in implementing the various national health programs at the community level. Innovation is required to train our medical students better and enhance their learning. A learning and teaching innovation was developed by us to provide insight into the various roles and involvement of frontline healthcare workers in the community. One innovation is the A-Z activity calendar of frontline healthcare workers in teaching and learning in medical education.

Keywords:

Community medicine, frontline workers, learning innovation, medical education, teaching

Introduction

The medical curriculum has been designed to raise critical thinking in students' minds during their undergraduate period.^[1] This leads to the use of learning in their constant, conscious, and competent practices in patient care professionally.^[2-5] The real-life exposure creates a broader understanding with integration to seek the truth with knowledge and apply them to patient's service.^[6] It has also been found that students emphasize the task assigned to them, and a reflective attitude is the least until proven.^[7,8] The earlier the habit is imbibed, the faster the outcome is in subsequent academic years of study.

Various attributes of reflection lead to enthusiasm in the long journey of

seeking knowledge, self-monitoring, and subconscious analysis, which, when well established, carry forward the vicious cycle of learning and reflecting. Only new innovative techniques can be utilized to solve such problems in medical education, and innovation in medical education is not a new concept.^[9] Students' approach to learning depends on the learning environment and context of teaching. Superficial and deep learning concepts are essential concerns of both students and teachers.

Currently, in India, Accredited Social Health Activist (ASHA) workers, Auxiliary Nurse Midwife (ANM), and Anganwadi workers (AWW) are working as community healthcare workers or frontline healthcare workers.^[10,11] The main role and job

Department of Community
Medicine and Family
Medicine, All India Institute
of Medical Sciences,
Bhubaneswar, Odisha,
India

Address for correspondence:

Dr. Manish Taywade,
Department of
Community Medicine
and Family Medicine,
AIIMS Bhubaneswar,
Odisha, India.
E-mail: drmanishtaywade@
gmail.com

Received: 06-07-2022

Accepted: 15-08-2022

Published: 26-11-2022

This is an open access journal, and articles are distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 License, which allows others to remix, tweak, and build upon the work non-commercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

For reprints contact: WKHLRPMedknow_reprints@wolterskluwer.com

How to cite this article: Taywade M, Pal D, Sahoo BK. Learning innovation in community medicine teaching: A-Z of job responsibilities of anganwadi worker, accredited social health activist, and auxiliary nurse midwife. J Edu Health Promot 2022;11:389.

responsibilities of frontline workers are to bring services to people’s doorsteps. ASHA and ANM workers belong to the Ministry of Health and Family Welfare (MoHFW) and AWW in the Ministry of Women and Child Development (MoWCD).^[12] The interaction with all three is one of the essential parts of the community exposure visits under the undergraduate curriculum in medical sciences. The job responsibilities and functions of these three are described in the undergraduate curriculum in community medicine subject as per the National Medical Commission. As part of community exposure, the focus was on orienting the students to learn and imbibe the knowledge of the functioning of healthcare workers. The healthcare facilities that cater to the corresponding healthcare workers are also an integral part of the learning about frontline workers. The interaction between medical students enhances the understanding of each healthcare provider’s essential job responsibilities and functions. On a day-to-day basis, frontline workers are involved in various activities, responsibilities, maintenance of various records, etc. We have developed an innovative A–Z activity calendar [Figure 1] of the job responsibilities and functions of these three frontline workers.

A	B	C	D	E
Awareness regarding health schemes	Beneficiaries Registration	Counseling on health issues Child growth Community stakeholders’ engagement	Demographic details, Danger sign identification	Escort to Health facilities Early Childhood Development
Family Planning Services Food distribution Folic Acid	Growth Chart plotting Growth Monitoring	Health Survey Home visits Health Education	Immunization Institutional deliveries promotion Iron and Folic Acid tablets	Janani Suraksha Yojana/Janani Sishu Suraksha Karyakram
Kishori Sakti Yojana	Labor monitoring	Medical care Maternal and Child Health Mobilization of community	Nutrition, (Supplementary Nutrition) National Health Mission	Oral Dehydration Salt
Pregnancy care	Quality of life in chronic diseases and mental illness/health	RBSK RMNCH+A Referral services/management	Subcentre Supervision (Role to ASHA and AWW) Sanitation Supply School health education	Training
Urine Pregnancy Test Undernutrition	Village Health Plan Village Health and Nutrition Day Vital Events	Waste management at site of immunization and in general Water (safe drinking water) WASH	Xerophthalmia	Yellow Vitamin-A Solution
Zinc Supplements Tablets				

Figure 1: An innovative A–Z activity calendar to understand job responsibility of frontline workers

Description of the A-Z activity calendar

This innovative A–Z activity calendar depicts the different types of work performed during their everyday work, and these activities are part of the Indian health system. Medical undergraduate students will be taught about those activities using the calendar. The whole activities, job responsibilities, and functions are in the summary form in the calendar.

Learning innovation in medical education

Different types of innovations have been tried in the field of medical education to make the teaching–learning method more interesting. These innovations include role play, online interactive sessions, quizzes, and debates.^[13] Those innovations also help in remembering things effectively. In undergraduate medical education in India, the roles and responsibilities of ASHA, AWW, and ANM are not only an important part of the community medicine curriculum but also very difficult to remember.^[14,15] This A–Z calendar can help in remembering things effectively.

Conclusion

The learning activity of medical students should be an integrative approach, and newer innovations should always be encouraged in the learning. The A–Z activity calendar should be studied for its effectiveness in learning benefits among medical students. This will help in the formulation of other innovations in medical education.

Financial support and sponsorship

Nil.

Conflicts of interest

There are no conflicts of interest.

References

- DunnGalvin A, Cooper JB, Shorten G, Blum RH. Applied reflective practice in medicine and anaesthesiology. *Br J Anaesth* 2019;122:536-41.
- Sweet L, Bass J, Sidebotham M, Fenwick J, Graham K. Developing reflective capacities in midwifery students: Enhancing learning through reflective writing. *Women Birth* 2019;32:119-26.
- Roberts C, Stark P. Readiness for self-directed change in professional behaviors: Factorial validation of the self-reflection and insight scale. *Med Educ* 2008;42:1054-63.
- Fish D, de Cossart L. *Developing the Wise Doctor. A Resource for Trainers and Trainees in MMC.* London, UK: Royal Society of Medicine Press Ltd.; 2007.
- Schaub-de Jong MA, Schönrock-Adema J, Dekker H, Verkerk M, Cohen-Schotanus J. Development of a student rating scale to evaluate teachers’ competencies for facilitating reflective learning. *Med Educ* 2011;45:155-65.
- Winkel AF, Yingling S, Jones AA, Nicholson J. Reflection as a learning tool in graduate medical education: A systematic review. *J Grad Med Educ* 2017;9:430-9.

7. Albanese MA. Crafting the reflective lifelong learner: Why, what and how. *Med Educ* 2006;40:288-90.
8. Carr S, Carmody D. Experiential learning in women's health: Medical student reflections. *Med Educ* 2006;40:768-74.
9. Kotwal A. Innovations in teaching/learning methods for medical students: Research with mentoring. *Indian J Public Health* 2013;57:144-6.
10. Saprii L, Richards E, Kokho P, Theobald S. Community health workers in rural India: Analysing the opportunities and challenges Accredited Social Health Activists (ASHAs) face in realising their multiple roles. *Hum Resour Health* 2015;13:95.
11. Mishra A. 'Trust and teamwork matter': Community health workers' experiences in integrated service delivery in India. *Glob Public Health* 2014;9:960-74.
12. About Accredited Social Health Activist (ASHA) : National Health Mission. National Health Mission; 2019. Available from: <https://nhm.gov.in/index1.php?lang=1&level=1&sublinkid=150&lid=226>. [Last accessed on 2022 Jan 12].
13. Nestel D, Tierney T. Role-play for medical students learning about communication: Guidelines for maximising benefits. *BMC Med Educ* 2007;7:1-9.
14. Niroula S, Niroula A. Effective way of studying and learning in medical school. *JNMA: J Nepal Med Assoc* 2020;58:954-6.
15. Augustin M. How to learn effectively in medical school: Test yourself, learn actively, and repeat in intervals. *Yale J Biol Med* 2014;87:207-12.