



International Federation
of Red Cross and Red Crescent Societies

Zika virus training module

Educational Letter: Objectives, methodology and resources



Course planned objectives, methodology and resources



**REFERENCE CENTER FOR INSTITUTIONAL DISASTER PREPAREDNESS
INTERNATIONAL FEDERATION OF RED CROSS AND RED CRESCENT SOCIETIES**

Name of the course: Zika virus training module	Module time duration (days) 1 day	Module time duration (hours) 8 hours
General objectives of the course <ul style="list-style-type: none"> • Train Personnel and generate tools for the development of the Zika module maintaining the moving principles and values of the International Red Cross and Red Crescent in the respective territorial area. 		
Learning objectives: In a Zika disease situation, volunteers must know: <ul style="list-style-type: none"> - General concepts of the disease. - History and evolution of the disease. - Consequences and vulnerable groups of the disease. - Preventive measures of the disease. - Movement strategies for disease prevention. - Psychosocial support for the disease - Community-based fight and control strategy. 		
Competence: <ul style="list-style-type: none"> ▪ Applies knowledge and tools for the development of the Zika module maintaining the moving principles and values of the International Red Cross and Red Crescent in the respective territorial area. 		

Conceptual contents.	Procedural contents.	Attitudinal contents.
<p>1. Introduction.</p> <p>Time: 45 minutes</p> <p>Sub topics:</p> <ul style="list-style-type: none"> ▪ Getting to know the participants and facilitators. ▪ Participants' expectations. ▪ Objectives. ▪ Logistical aspects. ▪ Course schedule. ▪ Method. ▪ Materials to use in the course. ▪ Basket. ▪ Importance of pre-reading homework. ▪ Assessment. ▪ Other activities to perform. 	<ul style="list-style-type: none"> ▪ Introduce the course and facilitators. ▪ Explain the generalities of the course. ▪ Filling of the course registration form. ▪ Deliver the course schedule. ▪ Check that the material is complete. ▪ Hand in the course assessment. 	<ul style="list-style-type: none"> ▪ Clearly explain the generalities, objectives, activities and materials the course has.
<p>2. General concepts and history.</p> <p>Time: 1 hour 15 minutes.</p> <p>Sub topics:</p> <ul style="list-style-type: none"> ▪ Virus microbiology. ▪ Transition mechanisms. ▪ Vector. ▪ Sexual. ▪ Transmissible period. ▪ Symptomatology. ▪ Vulnerable groups ▪ Diagnosis ▪ Treatment. 	<ul style="list-style-type: none"> ▪ Star the lesson with the following question: What is the Zika virus? ▪ Work through the lesson eliciting the participation of the participants ▪ Complete the PM, orient participants. <ul style="list-style-type: none"> ▪ Organize and work through the Time line exercise, rely on DM 2-1. ▪ Lesson feedback. ▪ Perform self-assessment. ▪ Clear away participant worries and doubts. 	<ul style="list-style-type: none"> ▪ Investigate and analyze Zika microbiology and transmission mechanisms.
<p>3. Complications and vulnerable</p>		

<p>groups.</p> <p>Time: 45 minutes.</p> <p>Sub topics:</p> <ul style="list-style-type: none"> ▪ Complications and vulnerable groups. ▪ Congenital malformations and neurological disorders. ▪ Microcephaly ▪ Guillain Barré Syndrome. ▪ Pregnant women. 	<ul style="list-style-type: none"> ▪ Start the lesson eliciting contributions from the participants. ▪ Complete the PM. ▪ Lesson feedback by brainstorming. ▪ Perform self-assessment. 	<ul style="list-style-type: none"> ▪ Analyze and explain congenital malformations and neurological disorders associated to the Zika virus.
<p>4. Prevention and Institutional guidelines.</p> <p>Time: 1 hour 10 minutes.</p> <p>Sub topics:</p> <ul style="list-style-type: none"> ▪ Prevention measures. ▪ Zika prevention areas. ▪ Vector. ▪ Sexual. ▪ Others: blood. ▪ Others: breastfeeding. ▪ Movement strategies. ▪ National Society actions. 	<ul style="list-style-type: none"> ▪ Give a brief introduction to the lesson. ▪ Do in the Zika prevention group work. rely on the DM 4-1. ▪ Work through the lesson eliciting participation by dynamic means. ▪ Perform a brief colloquium on the actions of the National Society. ▪ Lesson feedback. ▪ Perform self-assessment. 	<ul style="list-style-type: none"> ▪ Design and explain with security Zika prevention toolkits.
<p>5. Psychosocial support</p>		

<p>Time: 1 hour 30 minutes</p> <p>Sub topics:</p> <ul style="list-style-type: none"> ▪ Psychosocial support. Supporting people. ▪ Which are the psychosocial sequels of an epidemic. ▪ Vulnerable groups. ▪ Basic psychosocial support. ▪ Psychosocial support for Zika infected pregnant women. ▪ Psychosocial support for people with Guillain Barré syndrome. ▪ Psychosocial support for mothers of children with microcephaly without complications. ▪ 	<ul style="list-style-type: none"> ▪ Start the lesson making generating questions to appreciate the collaboration of the participants. ▪ Organize and develop the work on the table, rely on DM 5-1. ▪ Complete the PM. ▪ Organize and work through the psychosocial support exercise, rely on DM 5-1 ▪ Perform feedback by means of brainstorming. ▪ Do the self-assessment. ▪ Clear away participant worries and doubts. 	<ul style="list-style-type: none"> ▪ Design and develop psychosocial interventions for the different groups of people affected.
<p>6. Anti vectorial fight and control.</p> <p>Time: 1 hour 30 minutes</p> <p>Sub topics:</p> <ul style="list-style-type: none"> ▪ Anti vector fight. ▪ Vector surveillance. ▪ Comprehensive vector control. ▪ Vector biology and ecology. ▪ Monitoring and entomological forms. ▪ Integrated <i>Aedes aegypti</i> control. ▪ Health education. 	<ul style="list-style-type: none"> ▪ Work through the lesson generating interaction with the support of the SL and PM. ▪ Complete the PM. ▪ Organize and work through the "Integrated <i>Aedes aegypti</i> control" exercise, rely on DM 6-1 ▪ Lesson feedback by dynamic means. ▪ Perform self-assessment. ▪ Clear away participant worries and doubts. 	<ul style="list-style-type: none"> ▪ Explain and develop with security a vectorial integral control facing Zika disease.
<p>7. Participatory Methodology for risk analysis.</p>	<ul style="list-style-type: none"> ▪ Work through the lesson with support 	<ul style="list-style-type: none"> ▪ Perform with security an analysis of risk

<p>Time: 1 hour 30 minutes</p> <p>Sub topics:</p> <ul style="list-style-type: none"> ▪ Prevention tools. ▪ Encourage preventive behavior. ▪ Participative methodology for risk analysis. ▪ Participative method for reducing disease by vector control. ▪ Creating a risk palliative strategy. ▪ Work, follow-up and assessment. 	<p>from the PM and SL.</p> <ul style="list-style-type: none"> ▪ Perform a brainstorm: What is health? ▪ Organize and work through the "Analyzing risk" exercise, rely on DM 7-2. ▪ Complete the PM. ▪ Lesson feedback. ▪ Perform the volunteer epidemics control course assessment and generate questions to note down the aspects to improve. 	<p>and of implementation, follow up and assessment actions.</p>
<p>Methodological References:</p> <ul style="list-style-type: none"> ▪ Study the lesson and its corresponding materials, organize the material and respect the time in each lesson. 		

- Explore the students previous knowledge regarding the lessons to be delivered.
- Perform activities that generate interaction with the participants: brainstorming, colloquium, etc.
- Apply dynamics to the lesson break to motivate participants without missing the focus of the lesson.
- Use additional material to that provided, with the objective of making the lesson dynamic and focus attention on the participants.
- Lesson feedback.

Note:

When following the methodological references mentioned above, remember to abide to the contents, materials and objectives of each lesson.

Assessment activities:

Diagnostics:

- ✓ Participants previous knowledge exploration regarding the content.

Training:

- ✓ Supervision and orientation of the activities and exercises performed in the lesson.
- ✓ Appraisal of constant participation in the activities during the lessons.
- ✓ Self-assessment.

Summative evaluation:

- ✓ Performance of tasks during the course of the lesson and in additional lesson time
- ✓ Performance of written tests and exercises.

Evaluation criteria:

- ✓ Punctuality.
- ✓ Professionalism.
- ✓ Participation.
- ✓ Order and cleanness.

