Medicine for several neglected tropical diseases (NTDs) is given through mass drug administration (MDA) in affected communities, typically once or twice per year. These diseases include trachoma, soil-transmitted helminthiasis, onchocerciasis, schistosomiasis, and lymphatic filariasis. For the last decade, NTD programs have relied on community drug distributors (CDDs), and (especially for soil-transmitted helminthiasis and schistosomiasis) teachers, to deliver MDA.

The medicines used in MDA are safe. However, although it happens rarely, young children have choked while taking the medicines, and some have died. The factor most associated with these choking deaths has been forcing a child to take the medicine – especially tablets – against their will.

This facilitation manual is intended to be used by Trainers and Mobilizers alike to guide Community Drug Distributors (CDDs) in preventing choking related deaths during MDA. The manual outlines four specific role-playing scenarios CDDs might experience during MDA, accompanied with targeted skills for each scenario. These scenarios may be adapted as necessary for local context and skill development. Additionally, each scenario can stand alone or build upon the others.

This guide is designed using a participatory approach to empower CDDs to arrive at their own understandings, generate discussion, and enable safe delivery of drugs to control and eliminate NTDs.

**How to use this manual**

This manual is organized into 4 sections, each with a scenario and step-by-step instructions to support CDD role playing activities. Each section will include the following visual aides to help you navigate the manual.

- Intended skills and scenarios are placed in **Blue**
- Discussion Questions are headed in **Green**
- Key takeaways are placed in **Yellow**

- Scene play and options for “Actor Roles” are formatted in a table
- Directions for instructors are written in *italics* and/or bolded
- Tips and examples are written in blue colored text

**Materials needed:**

- Flip chart & markers
- Copies of participant role-play handouts
Explain to participants that they will be acting out scenarios to help them understand potential dilemmas during MDA.

**Remember:** These scenarios are designed to enhance CDD participatory learning. They are not intended as a lecture or traditional workshop.

- Invite someone among the group to read the scenario out loud. CDDs should follow along in the student handbook. Allow time for participants to make observations.

- The following scenario will help CDDs to:
  - Identify and understand the conflict presented in the scene.
  - Communicate their expectations and responsibilities.
  - Explore possible alternatives.
  - Choose the best resolution.

**Case Scenario 1:**

A young mother accompanies her 2-year-old child 3 km by foot to the nearest MDA distribution site. She joins the long queue trying her best to soothe her child who is tired and hungry from the long journey. When she approaches the CDD, her child refuses the medication kicking and screaming. The CDD impatiently asks her to step aside to calm the child and moves on to the next person. The mother protests, saying that she has been standing in line for a while and demands that the CDD just give her the medication to administer to the child herself.

**Skills: Conflict management, Communication, Empathy, Negotiation**

- Invite one volunteer to play Konjo the young mother and another volunteer to play Abel, the CDD on duty.

**SCENE**

<table>
<thead>
<tr>
<th>Actor</th>
<th>Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Konjo</td>
<td>I have been standing in the queue for 2 hours now. Please just give me the drugs so that I can give it to my daughter when we get home and she has calmed down.</td>
</tr>
<tr>
<td>Abel</td>
<td>No please, I cannot give you the medicine to take home because I have been trained to directly administer the medication myself.</td>
</tr>
<tr>
<td>Konjo</td>
<td>Surely, you can make an exception. I know how to feed my own child.</td>
</tr>
<tr>
<td>Abel</td>
<td>Yes, I know that you can feed your child very well; however, I have been given specific instructions to ensure that your child is treated safely.</td>
</tr>
<tr>
<td>Konjo</td>
<td><em>Insistently</em> Just give it to me and I will administer it when I get home!</td>
</tr>
<tr>
<td>Abel</td>
<td><em>Tries to reason</em> If I give it to you then I will have to do the same for everyone and this is not feasible in documenting everyone who has received medicine. These are the rules, please stand aside and wait or come back tomorrow.</td>
</tr>
</tbody>
</table>
End scene and invite CDDs to Define the problem.

Use the following prompts to generate discussion on the scenario at hand. Keep record of important discussion points on a flipchart. You may use a volunteer from the group or take notes as you facilitate.

Step 1: Defining the problem

First we must consider the participants and what is at stake. Using the following prompts (Explain, Ask, and Emphasize), lead the group in discussion.

- **Explain:** that each of the characters symbolize interests and different, competing priorities. It is the CDDs role to navigate competing obligations while preserving safe drug distribution.

- **Ask:** What is at stake for each character? Consider how each character’s concerns and interests might affect safe drug distribution.

**Example:**
Abel might be thinking, “My supervisor will be very upset” or “What are the consequences of offering the medicine to mothers in similar situations?”
Konjo might be thinking, “If I don’t get home early, my husband may be upset” or “I came all the way here and I cannot leave empty-handed or without my child receiving medicine.”

**TIP:** You may allow participants to work in groups of 2 or more to encourage more participation. If you do this, please provide each group with flipchart paper and markers to record key points from their discussions. Make sure to walk around the room and engage participants. After completing Defining the problem section, you may call on 1 or 2 groups to share with the larger group.

- **Emphasize:** For Abel, his professional duties to safely distribute medicines, his reputation with safeguarding the health of the community, and his livelihood are at stake.

**Example:** For Konjo, we might consider her child’s well-being, her familial obligations, and her reputation in the community (Her child refusing the medicine might be interpreted as her being incapable of controlling her child).

- **Ask:** Who else is involved or influencing each character’s decision making?

Konjo I cannot wait any longer, I must get home to start cleaning and cooking super! My husband will be very angry!
Step 2: Determine the best course of action

- **Emphasize:** Abel’s supervisor, ITI, Konjo’s family, the community are examples of stakeholders that might influence the decision being made here. It is important to emphasize that the ultimate decision requires safe drug distribution.

- **Ask:** What priorities ought to take precedent in this scenario?
- **Emphasize:** Although there are many issues to consider, including high drug coverage, loyalties, and job security, safe drug administration is the priority. It is okay to accept a slightly lower drug coverage in order to safeguard the health of community members during MDA.

**Step 2: Determine the best course of action**

- **Now that the group has deliberated on the issue at hand, Determine the best course of action to be taken in this scenario.**

- **The instructor may use the following options to help CDDs weigh the consequences (beneficence or maleficence) of each course of action.** For options that fall outside of this list, use the same framework to arrive at an ideal course of action in line with the new safety guidelines.

**OPTIONS**

<table>
<thead>
<tr>
<th>No.</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Shout at the woman for not complying with the rules and ask her to leave, expressing that you also have others to administer to.</td>
</tr>
<tr>
<td>2.</td>
<td>Allow the woman to give a small taste of the medicine to the child encouraging them to drink the solution.</td>
</tr>
<tr>
<td>3.</td>
<td>Assure the woman that her child can receive the medicine at another time.</td>
</tr>
<tr>
<td>4.</td>
<td>Give the woman the medicine, instructing her on exactly what to do when she gets home.</td>
</tr>
<tr>
<td>5.</td>
<td>Ask another CDD on site to assist the woman and child.</td>
</tr>
</tbody>
</table>

- **1. Emphasize:** In frustrating situations as such, this reaction can be quite tempting. But think about who benefits from this action. Who might be harmed? No one benefits from this option. Aggravating the situation might prevent the mother and child from participating in future MDA. The CDD may appear to be abiding by the safety guidelines; however, this is at the expense of harming the mother.

- **2. Emphasize:** This option is in accordance with the safety guidelines. Work with the mother to ensure safe delivery of the medicine and minimize harm while benefiting the mother, child, and the CDD.

- **3. Emphasize:** This option is also in accordance with safety guidelines. Assure the mother that there are arrangements in place to provide the same service at another time. This option maximizes benefit while minimizing harm.
4. **Emphasize:** This option is not in accordance with safety guidelines. In order to guarantee safety, drug administration must be conducted at the MDA site with trained supervision.

5. **Emphasize:** Involving another trained CDD can be a viable option. But be careful to coordinate and communicate with each other clearly to avoid confusion when tracking coverage and ensuring safety.

**Step 3: Take Action**

- **Any action taken should be implemented to minimize harm while preserving safe delivery of medicines during MDA.**

**Ask:** What was the desired action?

**Emphasize:** The desired action to be taken in this situation is to safely administer Zithromax© while meeting the needs of the woman and child.

**Ask:** What systems are in place to ensure the desired action is taken?

**Emphasize:** The following systems are in place to ensure the desired action is taken:

- Welcome the child's mother and explain to her how to take the medication.
- Consider using aides like a small chain or colorful object to disarm the child; They may cry out of fear of pain from receiving an injection or vaccine.
- Reinforce these 3 messages to mothers: how to prepare the child when the CDD approaches, how to hold the child during the administration of the medication and how to calm the child afterwards. A well-informed mother will be a helping mother and will do everything to ensure that the child receives their medication well.

**Reinforce the following key messages:**

- Acknowledge the conflict and consider competing influences.
- Try to meet the needs of the woman and child while preserving safety.
- Lower drug coverage is okay.
- When all options fail, seek support from supervisor on duty.
Explain to participants that they will be acting out scenarios to help them understand potential dilemmas during MDA.

Remember: These scenarios are designed to enhance CDD participation. They are not intended as a lecture or traditional workshop.

Invite someone among the group to read the scenario out loud. CDDs should follow along in the student handbook. Allow time for participants to make observations.

The following scenario will help CDDs to:
- Communicate drug safety guidelines effectively.
- Be able to discern complicated obligations.
- Determine the best solution.
- Explore alternatives.

Case Scenario 2:
The community headman approaches a Community Drug Distributor (CDD) during mass drug administration. He notices the numerous boxes of pills and privately asks the CDD for three doses of medication to take home and give to his children. He figures that since the drugs are plentiful, there would be no harm in sparing just three pills.

Communication, Leadership, Decision-making

Invite one volunteer to play David, the CDD on duty and another to play Stephen, the community headman.

<table>
<thead>
<tr>
<th>SCENE</th>
<th>Dialogue</th>
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</thead>
<tbody>
<tr>
<td>Actor</td>
<td></td>
</tr>
<tr>
<td>Stephen</td>
<td>how are you? I need your help. I have 3 small boys at home, and they have not received any drugs yet. Why don’t you give me 3 tablets for my children at home eh?</td>
</tr>
<tr>
<td>David</td>
<td>Realizing the headman’s role in the community, David ponders what to say. After a long pause he shakes his head indicating that he cannot spare any pills.</td>
</tr>
<tr>
<td>Stephen</td>
<td>Rather than arguing with David, you demand to speak with the supervisor.</td>
</tr>
<tr>
<td>David</td>
<td>Boss will not agree either. We want our community to be protected from illness. In order to do this, we must work together to ensure only trained personnel provide the drugs during administration. Please bring the children back tomorrow and I will make sure they receive the doses.</td>
</tr>
<tr>
<td>Stephen</td>
<td>Unsatisfied, starts to walk away in search of the supervisor.</td>
</tr>
<tr>
<td>David</td>
<td>Motions for Stephen to wait.</td>
</tr>
</tbody>
</table>
Step 2: Determine the best course of action

➢ Now that the group has deliberated on the issue at hand, Determine the best course of action to be taken in this scenario.

➢ The instructor may use the following options to help CDDs weigh the consequences (beneficence or maleficence) of each course of action. For options that fall outside of this list, use the same framework to arrive at an ideal course of action in line with the new safety guidelines.
### OPTIONS

1. CDD clearly communicates his roles to the headman maintaining the priorities of the community.
2. Allow the headman to talk to the supervisor.
3. Call on a fellow CDD on duty for help.
4. Agree to discretely slip 3 tablets to the headman.

1. **Emphasize:** This option is the ideal response in situations of this nature. As a CDD your community members look to you for safe delivery of Zithromax© for MDA as well as taking ownership and responsibility of your duties all of which exemplifies the qualities of a leader.

2. **Emphasize:** This option is okay in very difficult situations where an ideal decision would require the supervisor on duty. However, please be careful to consider that it is important for the CDD on duty to independently make the best decision while maintaining drug safety.

3. **Emphasize:** Diverting the situation here to another CDD can further complicate things. It is best for CDDs on duty to manage cases with clear communications of CDD roles and responsibility while preserving safe drug delivery.

4. **Emphasize:** This option competes with the overarching goal to maintain safe delivery of medicines. CDDs should never give drugs to anyone outside of MDA. They must ensure that only trained CDDs distribute the drug to the intended individual during MDA.

### Step 3: Take action

- Any action taken should be implemented to minimize harm while preserving safe delivery of medicines during MDA.

**Ask:** What was the desired action?

**Emphasize:**
- The CDD should emphasize that the number of drugs available is well in account to cover exactly the mass of the population he will receive. If a few doses are lacking, they will not be able to administer the dose of the medication to all children.
- They should also inform the headman that only CDDs are trained to administer doses to children.
- The CDD in turn will have to use a clear communication language while avoiding frustrating the headman.
- The CDD should take ownership and responsibility for the community and their duty as a Community Drug Distributor.
- The CDD should decide whether it is important to administer doses or propose to bring all his children at another time.
Ask: What systems are in place to ensure the desired action is taken?

Emphasize: The following systems are in place to ensure the desired action is taken:

- Organize the MDA site and prepare the volunteers to minimize confusion and ensure an orderly MDA that promotes safety.
- Directly observe all treatments with Zithromax®.
- Repaint or make new dosing poles that include 16, 19 and 25ml doses of POS.
- Available support from Supervisor on duty.

Reinforce the following key messages:

- Directly observe all treatments with Zithromax®.
- Suggest an alternative day to bring the children for MDA service.
- Lower drug coverage is okay.
- When all options fail seek support from supervisor on duty.
Scenario 3

➢ Explain to participants that they will be acting out scenarios to help them understand potential dilemmas during MDA.

Remember: These scenarios are designed to enhance CDD participation. They are not intended as a lecture or traditional workshop.

➢ Invite someone among the group to read the scenario out loud. CDDs should follow along in the student handbook. Allow time for participants to make observations.

➢ The following scenario will help CDDs to:
   - Effectively communicate drug safety.
   - Maintain resilience in tense situations.
   - Determine the best solution.
   - Explore Alternatives.

Case Scenario 3:

CDD is being reprimanded by his or her supervisor for not achieving a high enough drug coverage, especially among young children, yet the CDD is simply “following the new guidelines” that encourage CDDs not to force medication upon children who resist taking it.

Skills: Resilience, Agency, Communication, Negotiation

➢ Invite one volunteer to play Juliet, the supervisor and another volunteer to play Ahmed, the CDD being reprimanded.

<table>
<thead>
<tr>
<th>SCENE</th>
<th>Actor</th>
<th>Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Juliet</td>
<td>Visibly frustrated, enters the room where Ahmed appears to be filling paperwork. We haven’t met our target this time around. What is going on?</td>
</tr>
<tr>
<td></td>
<td>Ahmed</td>
<td>I’m not sure exactly; however, since we have been following the new guidelines, our numbers have either remained the same or decreased with the growing population.</td>
</tr>
<tr>
<td></td>
<td>Juliet</td>
<td>Does that mean we should slack on our targets? We still need to send our reports and you know our targets must be met.</td>
</tr>
<tr>
<td></td>
<td>Ahmed</td>
<td>Madam, I am trying the best I can.</td>
</tr>
<tr>
<td></td>
<td>Juliet</td>
<td>Maybe you need to try harder. Our jobs depend on it.</td>
</tr>
<tr>
<td></td>
<td>Ahmed</td>
<td>But Juliet, according to the new guidelines we will not be penalized if our coverage is lower than usual.</td>
</tr>
<tr>
<td></td>
<td>Juliet</td>
<td>Have you forgotten who is in charge here?</td>
</tr>
</tbody>
</table>

➢ End scene and invite CDDs to Define the problem.
Step 1: Define the problem

First we must consider the participants and what is at stake. Using the following prompts (Explain, Ask, and Emphasize), lead the group in discussion.

- **Explain:** This scenario presents an internal conflict between multiple stakeholders. Juliet is responsible for managing CDD activity while ensuring administrative duties are also met. Her livelihood and reputation with the NTD programme are at stake. Ahmed’s responsibility to the community, his livelihood, and his relationship with the supervisor are at stake.

**Ask:** What are Juliet’s concerns? What are Ahmed’s concerns?

**Emphasize:** While both parties should have received training on the new guidelines, it is important to recognize that expectations or pressures to achieve high coverage may still remain. In situations as such, please acknowledge the conflict and negotiate a path forward with the supervisor.

**Example:** Juliet and Ahmed demonstrate two competing goods. On the one hand, Juliet is concerned about low coverage on her ability as a supervisor; on the other hand, Ahmed recognizes that a slightly lower coverage is acceptable but doesn’t want to cross his boss.

**TIP:** In similar situations where power struggles and authority might influence decision making, please consider using the following methods to diffuse and negotiate the best resolution while preserving safety.

- Remain composed and listen to hear rather than to react.
- Identify the other parties’ concerns.
- Acknowledge that you have heard and understood the concern.
- Suggest methods to improve drug coverage while preserving safe drug delivery. (see attached Do’s and Don’ts)

**Ask:** Should Ahmed respond according to his obligation to his supervisor or to the programme?

**Emphasize:** Ahmed may highlight new guidelines that emphasize safe drug distribution is a critical component of high-quality programs. Take care to not frustrate or jeopardize his relationship with the supervisor or the programme.
**Ask:** How might CDDs build their own sense of agency and resiliency when responding to similar situations?

**Emphasize:** Understand that situations like these can sometimes occur as a result of stress or burnout from pressure to achieve targets. As a CDD it is important to exercise caution, remain positive, and approach the situation in a manner that does not cause conflict.

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### Step 2: Determine the best course of action

- **Now that the group has deliberated on the issue at hand,** determine the best course of action to be taken in this scenario.

- The instructor may use the following options to help CDDs weigh the consequences (beneficence or maleficence) of each course of action. For options that fall outside of this list, use the same framework to arrive at an ideal course of action in line with the new safety guidelines.

#### OPTIONS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Respectfully disagree with the supervisor.</td>
</tr>
<tr>
<td>2</td>
<td>Report Juliet to ITI representative.</td>
</tr>
<tr>
<td>3</td>
<td>Clearly communicate safe MDA protocols with supervisor.</td>
</tr>
<tr>
<td>4</td>
<td>Suggest other ways to increase drug coverage in the community.</td>
</tr>
</tbody>
</table>

1. **Emphasize:** This can be a viable option however it may lead to unintended consequences or cause friction in the CDD and supervisor working relationship.

2. **Emphasize:** This option should be avoided so as to not further complicate or create unintended consequences that may affect the MDA process.

3. **Emphasize:** This option is ideal. A well informed and clearly articulated CDD exemplifies agency while also maintaining safe drug administration guidelines.

4. **Emphasize:** This option is ideal. Suggesting other ways (Encourage parents or guardians to calm any child who is fussy, irritable, or resists taking Zithromax©, schedule another day to meet community MDA needs, conduct health promotion or education mobilization during community events) to increase drug coverage both ensures the supervisor’s immediate concern is acknowledged while also maintaining the mission of the NTD programme.
Step 3: Take action

Ask: What was the desired action?
Emphasize: The desired action in this situation is to clearly communicate safe MDA protocols with the supervisor and suggest other ways to increase drug coverage in the community. Avoid challenging the supervisor; however, do not succumb to intimidation.

Ask: What systems are in place to ensure the desired action is taken?
Emphasize: The following systems are in place to ensure the desired action is taken:

- Clearly communicate with the supervisor drug safety protocol and suggest ways to increase coverage while maintaining drug safety.
- Organize the MDA site and prepare the volunteers to minimize confusion and ensure an orderly MDA that promotes safety.
- Directly observe all treatments with Zithromax©.
- Offer POS to anyone who reports they may have trouble swallowing tablets.

Reinforce the following key messages:

- Avoid challenging the supervisor.
- Clearly communicate drug safety protocol.
- Lower drug coverage is okay.
- Suggest ways to increase coverage while preserving drug safety.
Scenario 4

- Explain to participants that they will be acting out scenarios to help them understand potential dilemmas during MDA.

Remember: These scenarios are designed to enhance CDD participation. They are not intended as a lecture or traditional workshop.

- Invite someone among the group to read the scenario out loud. CDDs should follow along in the student handbook. Allow time for participants to make observations.

- The following scenario will help CDDs to:
  - Make appropriate decisions regarding MDA processes.
  - Maintain drug safety guidelines during MDA.
  - Determine the best solution.

Case Scenario 4:

A man and his 5-year old child approach the CDD who is giving Zithromax® for trachoma. CDD begins to prepare Zithromax® oral solution for the child when another CDD asserts that “this boy is big enough for a tablet.” The boy’s father interjects saying that his child is a big boy and that the oral solution is only for babies and small children.

Decision making, Discernment, Judgement

- Invite one volunteer to play Yonas, the first CDD on duty, another volunteer to play Ahmed, the second CDD on duty, and a third volunteer to play the boy’s father.

<table>
<thead>
<tr>
<th>Actor</th>
<th>Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yonas</td>
<td>Yells “Next”</td>
</tr>
<tr>
<td>Father</td>
<td>Approaches Yonas with his 5-year old child by his side. “Good day boss”</td>
</tr>
<tr>
<td>Yonas</td>
<td>Takes note of the child and begins to prepare Zithromax oral solution.</td>
</tr>
<tr>
<td>Father</td>
<td>Hello, is that solution for my boy here?</td>
</tr>
<tr>
<td>Ahmed</td>
<td>Isn’t the boy too big for the oral solution?</td>
</tr>
<tr>
<td>Yonas</td>
<td>Yes sir, it is.</td>
</tr>
<tr>
<td>Ahmed</td>
<td>No, he is not. Besides, according to the new guidelines I would prefer to be safe than to take any risks.</td>
</tr>
<tr>
<td>Ahmed</td>
<td>The child is not a baby and is capable of chewing a tablet, there is no need to prepare a solution.</td>
</tr>
<tr>
<td>Father</td>
<td>I agree with Ahmed, my boy is too big.</td>
</tr>
</tbody>
</table>
End scene and invite CDDs to Define the problem.
Use the following prompts to generate discussion on the scenario at hand. Keep record of important discussion points on a flipchart. You may use a volunteer from the group or take notes as you facilitate.

Step 1: Define the problem

First we must consider the participants and what is at stake. Using the following prompts (Explain, Ask, and Emphasize), lead the group in discussion.

**Explain:** In this scenario, the CDD has been confronted by his colleague in front of the father of the child, creating a conflict between following the safety guidelines and publicly overriding both the CDD’s colleague and the boy’s father. This can also exacerbate the child's fear when receiving the doses.

**Ask:** What moral goods are in conflict?

**Emphasize:** While both CDD’s intention is to provide the appropriate medicine for the boy, discordance during the MDA process may create ripe conditions for confusion or can be interpreted as incompetence on the part of the CDD. Whenever faced with similar situations the CDD can take action by doing the following:
1. Avoid exchanging with the colleague in front of the child’s father.
2. Wait to administer the medicine another time.
3. Reassure the child’s father that a decision will be made for his son.

**Example:** Yonas might be thinking, “from my account of the training, we are instructed to provide POS to all children younger than 7 years old regardless of height” Additionally, I want to maintain safety while administering. Ahmed might be thinking “This boy is probably old enough to feed himself and can equally chew a tablet when instructed to do so.”

**Ask:** Why or how are they in conflict?

**Emphasize:** The fundamental principle relating to CDD professional duties require safe distribution of medicines to communities participating in MDA. Yonas and Ahmed’s reasoning may both be correct; however, in this situation, the ideal solution ought to prioritize safe administration of medicines without indirectly discoloring CDD credibility in the community.

**Ask:** How can CDD exercise discernment in managing quick “in the moment” decision making?

**Emphasize:** In situations that require quick decision making, the probability of error is heightened and so it is important to take heed and respond rather than react.
Step 2: Determine the best course of action

- Now that the group has deliberated on the issue at hand, **Determine the best course of action** to be taken in this scenario.

- The instructor may use the following options to help CDDs weigh the consequences (beneficence or maleficence) of each course of action. For options that fall outside of this list, use the same framework to arrive at an ideal course of action in line with the new safety guidelines.

**OPTIONS**

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<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>Ask to withdraw with the colleague to discuss administration protocol.</td>
</tr>
<tr>
<td>2.</td>
<td>Do not administer the dose.</td>
</tr>
<tr>
<td>3.</td>
<td>Immediately engage the co-worker to sort out the issue.</td>
</tr>
<tr>
<td>4.</td>
<td>Call on CDD supervisor.</td>
</tr>
</tbody>
</table>

1. **Emphasize:** This is an acceptable option however be careful not to disrupt the MDA process or create another opportunity for exchange between the CDDs.

2. **Emphasize:** This is also an acceptable option and aligns with safe administration in MDA.

3. **Emphasize:** Please avoid exchanging with the CDD in front of the child and father so as to not give an impression that the two CDDs contradict each other.

4. **Emphasize:** This option is okay in very difficult situations where an ideal decision would require the supervisor on duty. However please be careful to consider that it is important for the CDD on duty to independently make the best decision while maintaining drug safety.

Step 3: Take action

- **Any action taken should be implemented to minimize harm while preserving safe delivery of medicines during MDA.**

**Ask:** What was the desired action?

**Emphasize:** The following desired actions can be taken:

- Do not administer the dose and avoid exchanging with the co-worker in front of the child’s father so as not to give an impression that the two CDDs contradict each other.
- Ask to withdraw with the colleague to discuss the administration protocol after attending to the others’ needs.
- Reassure the child’s father that a decision will be made for his child.
- The CDD supervisor is well experienced and can support the CDD in what decision to take in the face of similar cases.
**Ask:** What systems are in place to ensure the desired action is taken?

**Emphasize:** The following systems are in place to ensure the desired action is taken:

- Repaint or make new dosing poles that include 16, 19 and 25ml doses of POS.
- Organize the MDA site and prepare the volunteers to minimize confusion and ensure an orderly MDA that promotes safety.
- Directly observe all treatments with Zithromax©.
- Offer POS to anyone who reports they may have trouble swallowing tablets.
- Available support from CDD supervisor on duty.

**Reinforce the following key messages:**

- Avoid exchanging with the co-worker during MDA process.
- Reassure the father that a decision will be made for his child.
- Lower drug coverage is okay.
- When all options fail seek support from supervisor on duty.