

# CONSULTATION AND COUNSELLING

Facilitator Manual – Vanuatu

2021



## **Acknowledgements Training Package**

This comprehensive Training Package which includes facilitator notes, participant handouts, activities and slide deck drew heavily from the Family Planning Global Handbook for providers (WHO, 2019), the Medical Eligibility Criteria for Contraceptive Use (WHO, Fifth Edition, 2015), and Selected Practice Recommendations for Contraceptive Use (WHO, Third Edition, 2016).

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# About this course

## Course overview

This module addresses communication, counselling, client-centred care, history taking and priority populations when providing family planning in the clinical setting. This module has been developed alongside of and should be delivered with the Contraception Module. [PP 0.3]

## Aim of course

This course will equip clinicians with specialised knowledge and skills on the essentials of consultation and counselling to facilitate choice of family planning options, including communication, principles of sexual history taking sensitively and respectfully, and differentiate the need of priority populations. The course is designed for instructors, training specialists or other staff delivering classroom-based lessons/presentations in a training environment and provides instruction, coaching, and feedback to prepare those who deliver training. Most courses are run with 6-12 people to encourage discussion and participation. [PP 0.4]

## Course objectives

1. Demonstrate effective communication and non-directive counselling skills to facilitate informed choice of family planning methods
2. Apply the elements of a sexual and reproductive health history taking
3. Distinguish the needs of priority populations
4. Conduct a sensitive and appropriate sexual and reproductive health consultation

## Course values

Sexual and reproductive health and rights embrace human rights recognised in national laws and international human rights legislation and agreements. These rights rest on the recognition that all couples and individuals have the right to decide freely and responsibly the number, spacing and timing of children as well as the right not to have children. It is the right to have the information and means to attain the highest standard of sexual and reproductive health. It also includes the right to make decisions concerning reproduction free of discrimination, coercion, and violence<sup>1</sup>.

## Assessment

Training participants will undertake a variety of assessments for this unit. Assessment methods include case studies, written questions, simulation, and peer assessment/reflection.



# Preparation for training – Better prepared the better the outcome

Tips to help facilitators to deliver successful training:

- Read through the Facilitator Manual and make your notes in the language you will use. The preparation time for each session will vary depending on the group's needs, disability-related modifications, and the facilitator's knowledge
- Think about how you will link the subject with previous sessions to build on participants existing skills and knowledge
- Prepare for energisers, ice breakers or specific games
- Consider the time frames for group activities. You may need to adjust these times as some groups may need more time than others
- Look at the Session's resource list. This is found at the beginning of each Activity or Session. Get the resources ready in the correct order in which you will use them. You may need to photocopy handouts before you go
- Organise the area to encourage people to sit in small groups. Consider if you have any attendees with disability, who require additional space to maneuver or alternative seating arrangements. This action will help communication as people can share ideas without feeling as threatened as they may feel when talking in a large group
- Consider the accessibility of the venue when selecting the location of the training. You may need to hire a local disabled persons organisation (DPO) or individual with disability to conduct an accessibility audit
- People are also more likely to share ideas if they can see each other's faces. Participants generally become more vocal and relaxed as the training progresses
- Ensure you arrive at the training area or venue to check the area is prepared before participants arrive



# Facilitating the training

## Use active listening and questioning

Active listening and questioning encourages two-way communication by making the participant feel heard and understood. Some tips to help the facilitator:

- Look at the person who is speaking to show that you are both interested and listening to what they are saying
- Pay attention to your body language to show that you are listening
- Summarise what you have heard to show that you have understood what has been said
- Give and ask for feedback after group work and presentations

## Facilitating group work

When facilitating group work, the facilitator is enabling people to exchange information and learn from each other. Some tips to help the facilitation work:

- Have clear instructions about how to run activities or group work
- Keep activities focused and on track
- Encourage all group members to contribute and participate in the session or activity
- End by summarising the discussion and clarifying any points
- Provide a recap of the main points from the session or activity

## Make the training content accessible

Ensure that participants with disability are able to engage with training materials on an equal basis as participants without disability. Some tips to help the facilitator:

- All participants, including facilitators and clinicians, should use the microphone when speaking
- Read aloud the content of all PowerPoint slides and describe any images that appear on the slides
- Have handouts available in electronic format and large print for participants who may need alternative formats
- When conducting an activity that includes a visual component or writing something on butchers paper, make sure to describe what is happening or being written

The facilitator should ensure that all the participants know what has been taught. Go over the learning objectives and allow participants to clarify information or ask questions about the training activities. Ideally, this is done at the end of the session or day.

If the workshop goes over several days, the facilitator should select a few participants to provide feedback on the previous day's learning. People need to be given notice if they are to provide feedback so they can be prepared. This action is best done by asking participants at the beginning of the workshop to be involved in delivering the training recap or feedback. Make these sessions fun, inclusive and factual.

## Energisers

Energisers are useful activities when people look sleepy or tired, especially after lunch. They are used to get the group motivated and ready to learn. Energisers work best when they are fun and engaging. There are two examples which can be used by the facilitators as needed. Asking participants to come up with their energisers such as songs or quizzes is also an excellent way to engage the participants.

### Energiser 1 – Find someone wearing

**How long it will take** – 10 minutes

**Resources** – None

#### What to do

1. Ask participants to walk around loosely, shaking their limbs and generally relaxing
2. After a short while shout out "Find someone wearing..." and name an article of clothing. The participants must rush to stand close to the person described
3. The last person to reach the person described is out
4. Repeat this exercise several times using different types of clothing

### Energiser 2 – What has changed?

**How long it will take** – 10 minutes

**Resources** – None

#### What to do






1. Participants break into pairs
2. Partners observe one another and try to memorise the appearance of each other
3. One person turns their back while the other makes three changes to their appearance, for example, putting their watch on the other wrist, removing their glasses, and rolling up their sleeves
4. The other person then turns around and must try to spot the three changes within one minute
5. Participants then switch roles



## Facilitating the training cont...

### Icons

Throughout the sessions, there are icons in the text for specific resources you can use in that session. These have all been titled and colour coordinated throughout. Please see the key below to help explain resources and when to use them.

Icon	What it represents	How to use it
	<b>Tasklist</b>	This is a list of tasks that facilitators can check off as they open the training to make sure that all welcome points and housekeeping issues are discussed
	<b>Activity</b>	At this point in the session, pause for the facilitator to run the activity for the participants
	<b>PowerPoint</b>	These are PowerPoint slides that are to be used where the theory information from the module is summarised for the participants
	<b>Video</b>	Videos are used to reinforce information from the module
	<b>Handout</b>	This represents a handout that is to be given to the participants that are a supportive piece of information of the theory content





# Course outline

Day	Session	Learning outcomes	Activities	Resources	
1.	<b>Registration</b>	Provide an overview of the program	<b>Prayer and devotion</b> – 5 minutes	<b>Resources</b>	
	<b>Introduction/ Session 1 (80 minutes)</b>	Describe the objectives of the training	<b>Welcome and housekeeping</b> – 20 minutes	<ul style="list-style-type: none"><li>• Pre-training survey</li><li>• Marker pens, Butchers paper, and Blu Tack</li><li>• Group agreement list</li></ul>	
		Introduction to Consultation and Counselling Module	<b>Overview of program</b> – 10 minutes		
			<b>Activity 1.1</b> – Pre-training survey – 15 minutes		
			<b>Activity 1.2</b> – Group expectations – 15 minutes		
			<b>Activity 1.3</b> – Group agreement – 15 minutes		
	<b>Morning Tea (20 minutes)</b>				
	<b>Introduction/ Session 1 cont. (40 minutes)</b>	Topic Covered: – Client safety	<b>Presentation of PowerPoint content</b> – 15 minutes <b>Video 1.1</b> – WHO COVID-19 safety – 5 minutes <b>Activity 1.4</b> – Hand hygiene – 20 minutes	<ul style="list-style-type: none"><li>• Video – 5 minutes</li><li>• Food colouring, alcohol hand rub, non-sterile surgical gloves, timer</li></ul> <b>Handouts</b> <ul style="list-style-type: none"><li>• WHO hand hygiene</li></ul>	
	<b>Session 2 (110 minutes)</b>	Demonstrate effective communication and non-directive counselling skills to facilitate informed choice of family planning  Topic covered: – Describe the communication process	<b>Presentation of PowerPoint content</b> – 30 minutes <b>Activity 2.1</b> – Self-reflection – 15 minutes <b>Activity 2.2</b> – Listen and draw – 30 minutes <b>Activity 2.3</b> – Tone of voice – Non-verbal communication – 20 minutes <b>Activity 2.4</b> – The bus driver – 10 minutes <b>Video 2.1</b> – Communication process – 5 minutes	<b>Resources</b> <ul style="list-style-type: none"><li>• Video</li><li>• Butchers paper, marker pens, and Blu Tack</li></ul> <b>Handouts</b> <ul style="list-style-type: none"><li>• Shapes</li></ul>	
	<b>Lunch (50 minutes)</b>				
	<b>Session 3 (90 minutes)</b>	Demonstrate effective communication and non-directive counselling skills to facilitate informed choice of family planning methods:  Topics covered: – Identify strategies to engage with your clients – Review elements of a valid consent and types of consent in the clinical environment – Clarify values and beliefs – Apply privacy and confidentiality	<b>Presentation of PowerPoint content</b> – 45 minutes <b>Activity 3.1</b> – The consultation – 10 minutes <b>Activity 3.2</b> – Value clarification – 30 minutes <b>Video 3.1</b> – Condom negotiation video – 5 minutes	<b>Resources</b> <ul style="list-style-type: none"><li>• Butchers paper, marker pens, and Blu Tack</li></ul>	
	Consultation Process				
	<b>Afternoon Tea (20 minutes)</b>				
	<b>Review of 3C's assessment process (40 minutes)</b>			• 3 C's Assessment book	
<b>Day in review</b>					



# Course outline

Day	Session	Learning outcomes	Activities	Resources
2.	<b>Session 4 (90 minutes)</b>  Sexual and Reproductive Questions	Apply the elements of a sexual and reproductive health history:  Topics covered: – Describe how to take an effective sexual and reproductive health history including sexual, gynaecological, and obstetric history – Identify barriers and enablers – Assess risk for clients at different life stages	<b>Presentation of PowerPoint content</b> – 30 minutes  <b>Activity 4.1</b> – Writing/asking sexual and reproductive health history – 60 minutes	<b>Resources</b>  • Butchers paper, marker pens, and Blu Tack  <b>Handouts</b>  • Sexual and reproductive health questions
	<b>Morning Tea (20 minutes)</b>			
	<b>Session 5 (30 minutes)</b>  Principles of Sexual and Reproductive History Taking	Apply the elements of sexual and reproductive health history taking:  Topics covered: – Demonstrate the WHO Medical Eligibility criteria (WHO MEC) – Describe the importance of accurate sexual and reproductive health history taking and documenting	<b>Presentation of PowerPoint content</b> – 20 minutes  <b>Video 5.1</b> – Clinical documentation – 10 minutes	<b>Resources</b>  • Butchers paper, marker pens, and Blu Tack  • Video
	<b>Session 6 (100 minutes)</b>  Counselling and Informed Decision Making	Demonstrate effective communication and non-directive counselling skills to facilitate informed choice of family planning methods  Topics covered: – Apply a framework of person centred care – Enable informed decision making – Deal with challenging consultations	<b>Presentation of PowerPoint content</b> – 30 minutes  <b>Activity 6.1</b> – Client's journey – 15 minutes  <b>Activity 6.2</b> – Contraceptive Flipchart – 20 minutes  <b>Activity 6.3</b> – Matching strategies – 20 minutes  <b>Video 6.1</b> – WHO Benefits of integrated people-centred health services – 15 minutes	<b>Resources</b>  • Video  • Butchers paper, marker pens, and Blu Tack  • Contraceptive Flipchart  <b>Handouts</b>  • WHO Benefits of integrated people-centred health services
	<b>Lunch (50 minutes)</b>			
	<b>Session 7 (95 minutes)</b>  Violence, Disclosure and Self-Care	Conduct a sensitive and appropriate reproductive health consultation  Topics covered: – Recognise gender-based violence – Recognise family violence – Respond to disclosure of GBV/ family violence – Actively safeguard self-care	<b>Presentation of PowerPoint content</b> – 30 minutes  <b>Activity 7.1</b> – Relationship Spectrum – 30 minutes  <b>Activity 7.2</b> – Self-care – 20 minutes  <b>Videos x 3</b> – 15 minutes – Hidden in plain sight – Coercive Control and Domestic Abuse – 7 minutes – Violence against women. Strengthening the health system response – 4 minutes – Let's change the story: Violence against women in Australia – 5 minutes	<b>Resources</b>  • Butchers paper, marker pens, and Blu Tack  • Videos  <b>Handouts</b>  • Relationship spectrum
	<b>Afternoon Tea (20 minutes)</b>			
	<b>Session 8 (75 minutes)</b>  Diverse Groups	Distinguish the needs of priority populations  Topics covered: – Identify the needs of young people – Demonstrate good working practices when working with persons with disabilities – Explore the role men play in the decision-making	<b>Presentation of PowerPoint content</b> – 40 minutes  <b>Activity 8.1</b> – Stepping out – 30 minutes  <b>Video 8.1</b> – What is Consent – 5 minutes	<b>Resources</b>  • Stepping Out Scenarios  • Butchers paper, marker pens and Blu Tack  • Video
<b>Day in review</b>				

Day	Session	Learning outcomes	Activities	Resources
3.	<b>Welcome + Prayer + recap – (30 minutes)</b>	Recap on previous days learning	Welcome + Prayer – 5 minutes Recap – 25 minutes	
	<b>Session 9 (120 minutes)</b>  Pulling it all together:  Sexual and reproductive health history consultation	Conduct a sensitive and appropriate sexual and reproductive health consultation	<b>Presentation of PowerPoint</b> – 5 minutes  <b>Activity 9.1</b> – Pulling it all together – 120 minutes	<b>Handouts</b> <ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Pulling it all together Communication and Counselling simulated observation feedback form</li> </ul>
<b>Morning Tea (20 minutes) (or break up mid through above session for morning tea as suits the group of participants)</b>				



# Course outline - Contraceptive Module

Day	Session	Learning outcomes	Activities	Resources
3.	<b>Introduction to family planning (60 minutes)</b>	Conduct a sexual and reproductive health consultation and provide appropriate contraceptive advice  Topic covered: – Considerations for meeting family planning needs effectively	<b>Presentation of PowerPoint</b> – 20 minutes  <b>Activity 0.1</b> – Group expectations – 15 minutes  <b>Activity 0.2</b> – Refresh group agreement – 10 minutes  <b>Activity 0.3</b> – Myths and misconceptions – 10 minutes  <b>Video 0.1</b> – Non-contraceptive benefits of family planning – 5 minutes	<b>Resources</b> • Group agreement list • Butchers paper, marker pens, and Blu Tack • Video  <b>Handouts</b> • Contraceptive delivery tool for humanitarian settings
	<b>Lunch (60 minutes)</b>			
	<b>Session 1 (60 minutes)</b>  Anatomy and physiology of the reproductive system	Apply knowledge of the female and male reproductive systems.  Topics covered: – Apply knowledge of the menstrual cycle – Indicate how contraception methods can affect the menstrual cycle – Identify the effectiveness of different methods of contraception	<b>Presentation of PowerPoint</b> – 20 minutes  <b>Activity 1.1</b> – Name the parts – 10 minutes  <b>Activity 1.2</b> – Menstrual Card – 10 minutes  <b>Activity 1.3</b> – Contraception effectiveness – 20 minutes	<b>Resources</b> • Butchers paper, marker pens, and Blu Tack • Video  <b>Handouts</b> • Menstrual cycle cards • Contraceptive Cards • Effectiveness of family planning method
	<b>Afternoon Tea (20 minutes)</b>			
	<b>Session 2 (30 minutes)</b>  Medical Eligibility Criteria (MEC)	Demonstrate knowledge of how to use the WHO MEC criteria wheel/app to exclude contraindications of modern contraceptive methods	<b>Presentation of PowerPoint content</b> – 10 minutes  <b>Activity 2.1</b> – WHO MEC Wheel – 20 minutes	<b>Resources</b> • WHO MEC App/download APP • Butchers paper, marker pens, and Blu Tack  <b>Handout</b> • MEC Wheel Review
<b>Day in review (20 minutes)</b> – if basic contraceptive knowledge poor, then add additional 60 minutes and start Session 3 at the end of this day and continue the next day				

Day	Session	Learning outcomes	Activities	Resources
4.	<b>Session 3 (100 minutes)</b>  Contraceptive review	Apply knowledge in all methods of contraception using the tools provided	<b>Presentation of PowerPoint content</b> – 40 minutes  <b>Activity 3.1</b> – Contraceptive Review – 60 minutes	<b>Resources</b> <ul style="list-style-type: none"> <li>• WHO Family planning handbook</li> <li>• Flipchart</li> <li>• Butchers paper, marker pens, and Blu Tack</li> </ul> <b>Handouts</b> <ul style="list-style-type: none"> <li>• Contraceptive review</li> </ul>
	<b>Morning Tea (20 minutes)</b>			
	<b>Session 3 cont. (40 minutes)</b>  Contraceptive review cont.	Apply knowledge in all methods of contraception using the tools provided	<b>Presentation of PowerPoint content</b> – 10 minutes  <b>Activity 3.2</b> – When to start method of contraception – 30 minutes	<b>Handouts</b> <ul style="list-style-type: none"> <li>• When to start a method of contraception</li> </ul>
	<b>Session 4 (60 minutes)</b>  Contraceptive methods	Assess and provide contraceptive options for those in special circumstances  Topics covered: <ul style="list-style-type: none"> <li>– Identify unconscious bias</li> <li>– Provide options for clients under 18 years of age</li> <li>– Provide options for clients with disabilities</li> </ul>	<b>Presentation of PowerPoint content</b> – 40 minutes  <b>Activity 4.1</b> – The Father and Son – 10 minutes  <b>Video 4.1</b> – Disability and Sex video – 10 minutes	<b>Resources</b> <ul style="list-style-type: none"> <li>• Butchers paper, marker pens, and Blu Tack</li> <li>• Video</li> </ul>
	<b>Lunch (60 minutes)</b>			
	<b>Session 5 (120 minutes)</b>  Putting it all together:  Sexual and reproductive health history taking and contraceptive advice consultation  Summary and feedback	Conduct a sexual and reproductive health consultation and provide appropriate contraceptive advice	<b>Presentation of PowerPoint</b> – 5 minutes  <b>Activity 5.1</b> – Putting it all together – 120 minutes	<b>Handouts</b> <ul style="list-style-type: none"> <li>• Case Studies</li> <li>• Putting it all together – Role Play simulation feedback form/checklist</li> </ul>
	<b>Afternoon Tea (15 minutes)</b>			
	<b>Preparation for 3C's and Assessment and Assessment Day (45 minutes)</b>	Reflect the knowledge and skills required to counsel and conduct a sexual and reproductive health (SRH) consultation and to provide information and interventions on contraception		<b>Handouts</b> <ul style="list-style-type: none"> <li>• 3 C's Assessment book</li> <li>• Flipchart</li> <li>• MEC Wheel or app</li> <li>• WHO Family planning handbook</li> </ul>
<b>Day in review (15 minutes)</b>				



## Course outline - 3C's Consultation, Counselling and Contraception assessment day

Day	Session	Learning outcomes	Activities	Resources
5.	<b>3C's Assessment</b>	These tasks reflect the knowledge and skills required to counsel and conduct a sexual and reproductive health (SRH) consultation and to provide information and interventions on contraception.	<ol style="list-style-type: none"> <li>1. Write short answers for 4 case studies which cover sexual and reproductive health history taking, priority population needs and the use of the Medical Eligibility Criteria (MEC)</li> <li>2. Answer multiple choice then 2 sets of written questions to check your knowledge of different contraceptive methods and their use in special circumstances</li> <li>3. Prepare for and conduct a consultation, assess and provide contraceptive options and manage troublesome side effects</li> <li>4. Review your learning and assessment experience and answer reflection questions to identify what you will do in future</li> <li>5. For Champion and Master trainers only if they are 'on teaching' to others the 3C's modules: in addition, present an activity from the 3C's training to your colleagues.</li> </ol>	<b>Resources</b> <ul style="list-style-type: none"> <li>• 3 C's Assessment book</li> <li>• Flipchart</li> <li>• MEC Wheel or app</li> <li>• WHO Family planning handbook</li> </ul>
	Contraceptive review			
<b>Morning Tea (20 minutes)</b> – to fit in with assessment timetable				
<b>Lunch (60 minutes)</b>				
<b>Afternoon Tea (20 minutes)</b>				
	Summary and closure of 3C's training modules			<b>Resource</b> <ul style="list-style-type: none"> <li>• SMILE 😊</li> </ul>
	<b>Thank you</b>			

# 1

## Session 1 – Introduction

### Topics covered:

- Welcome and housekeeping
- Prayer and devotion
- Provide an overview of the training
- Describe the learning outcomes of the training
- Pre-training survey
- Group expectations
- Group agreement
- COVID-19 safety
- Client safety



**TIMING**  
**140 MINS**

*Suggest do up to end of group agreement (100 minutes) then break then do COVID-19 and Client Safety after morning tea (40 minutes)*



### Activities

- 1.1 Pre-training survey – 15 minutes
- 1.2 Group expectations – 15 minutes
- 1.3 Create a group agreement – 15 minutes
- 1.4 Hand hygiene – 20 minutes



### Resources

- Pen, paper, blu tack
- Group agreement list
- Video 1.1 COVID-19 Safety [V 1.1 – 5 minutes]
- Gloves, food colouring and timer - WHO Hand hygiene [H 1.1]

## Facilitator notes – Group expectations

Participants' expectations, as well as other concerns, are extremely important to understand and address at the very start of the course. Expectations underline individual goals and the psychology each brings to a training environment. Often such personal goals are not always in harmony with course aims and objectives.

It is therefore the duty of the trainer to allow participants to first express their expectations. After that, these personal expectations need to be harmonised with course objectives. One way of doing this is by the trainer explaining which of the stated (expressed) expectations will not be met by the training and why, and which ones would be met (or achieved). If this is not carefully done or is overlooked, some individual participants can experience frustration. [A 1.2] [PP 1.3]

## Facilitator notes – Group agreement

The success of the group will depend on the cooperation and professionalism of its members. A group agreement acknowledges that all participants' have the right to be treated respectfully. It creates an open and respectful environment to which teams can work together creatively, and individuals feel safe, sharing their ideas and opinions. All participants must participate in developing the group agreement. [A 1.3] [PP 1.4] [PP 1.5] [PP 1.6]

## Facilitator notes – COVID-19 safety

We all have a role to play in preventing the spread of COVID-19 in our community. Protect yourself and others by understanding the common symptoms and steps required to prevent transmission of COVID-19. The common symptoms of COVID-19 are [PP 1.7] [PP 1.8]:

- Fever
- Respiratory illness - coughing, sore throat, fatigue and shortness of breath

Not everyone who has symptoms like these has COVID-19 as there are several other illnesses that cause these symptoms. COVID-19 can spread from person to person through droplet transmission. Droplets are small pieces of saliva which are produced when a person coughs or sneezes. Droplets cannot usually travel more than one metre through the air.

### Anybody can be infected!

You can become infected if you have close contact with someone who is an infected person or if you touch an object (e.g. a door handle) that has been contaminated from a cough or a sneeze from an infected person.

### We all need to be safe!

There are important things we can do to protect ourselves, our family, our colleagues and our clients.

### Handwashing

The most important thing you can do to protect yourself is to WASH YOUR HANDS REGULARLY with soap and water or with an alcohol based hand rub.