



# Empowering Community Health Workers in Guatemala

Grace Sibert

From “Graduate students extend research, outreach efforts to Hispanic populations in Guatemala” by Klinker, R., 2021., retrieved from <https://www.liberty.edu/news/2021/06/22/graduate-students-extend-research-outreach-efforts-to-hispanic-populations-in-guatemala/>.

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# Agenda

- Introduction and Background
- Methods
- Results and Discussion
- Conclusion
- Limitations
- Ethical Considerations
- Recommendations
- Implications for Practice

# Introduction

- WHO defines community health workers (CHW) as not trained professionals who are chosen and trained to work in their own communities
- Convenience, Understanding, Willingness to learn, Dedication

# Background

- Global shortage of healthcare workers
- COVID-19 increased public health insecurities
- Lack of knowledge- nutritional and preventative
- Chronic illnesses prevalent

# Teaching and teach-back method

- CHW assigned role
  - Interview Patients
  - Register in Registry
  - Education Class following screenings

## Training Brochure

Created by a graduate student in 2019 and translated by members of the team for use in the educational portion of the CHW training session.



"La salud medica es importante para todos de vez en cuando, pero la salud publica es importante todo el tiempo."

- C. Everett Koop

GRACIAS POR  
TODO LO QUE  
HACEN!

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Intervenciones de  
Educación de Salud  
para aumentar la  
conciencia de  
desnutrición y la  
colección de datos  
en Zacapa,  
Guatemala.

Guía de  
Entrenamiento

### TU TRABAJO:

Folleto Educativo y  
Cuestionario de Nutrición  
e Información  
Demográfico:  
*[solamente en la  
primera visita]*

-El participante tiene que llenar la encuesta principal, luego revisar el folleto educativo, y llenar la encuesta final.

- El participante tiene que llenar el formulario.  
- Se coleccionaran los documentos, y seguidamente se escribirá la municipalidad y el numero de identidad del registro en el examen y en el cuestionario.

**Registro:**  
*[en cada visita]*

- Se tomarán los signos vitales del participante y se escribirán en la columna apropiada en el registro.

### ALTURA

-El participante tiene que quitarse los zapatos y pararse en frente de la pared con la espalda contra la pared.  
-Tomar la parte de metal de la cinta métrica y ponerla en el piso al lado del participante.  
-Usar el pie para detener la parte de metal en el piso.  
-Tomar el otro lado de la cinta métrica y jalarlo hasta que llegue a la cabeza del participante.  
-Documentar la altura en centímetros.

### PESO

-El participante se quitará los zapatos si ya no lo ha hecho.  
-El participante se parará en la balanza.  
-Se documentará el peso en kilogramos.

### PRESION ARTERIAL

-Se le preguntará al participante que se siente en una silla, que coloque el brazo en una mesa, y se asegura de que no cruce las piernas ni los tobillos.  
-Se colocará el esfigmomanómetro para medir la presión arterial en la parte de arriba del brazo, asegurándose que quede bien ajustado en el brazo.  
-Encender el monitor, dejar que el esfigmomanómetro se infle, y luego que se desinfe.  
-Documentar la presión arterial.

### GLUCOSA EN LA SANGRE Y HEMOGLOBINA

-Se le dirá al participante que se siente en una silla.  
-Ponerse los guantes.  
-Encender el glucómetro e insertar la tira reactiva para medir la glucosa en la maquina.  
-Limpiar la punta del dedo anular del participante con una toallita de alcohol.  
-Seguidamente, pinchar al lado del dedo en el área que se limpio.  
-Colocar una gota de sangre al final de la tira reactiva para medir la glucosa.  
-Mientras el glucómetro procesa los resultados, encender el hemoCue.  
-Colocar una gota de sangre en el microvialito.  
-Pruebas pedirle al participante que se ponga un guante en el área sanada.  
-Documentar el nivel de glucosa en la sangre y hemoglobina.  
-Limpiar el área sanada del dedo con una toallita de alcohol y ponerle una cinta.

\*Asegurase de vigilar el glucómetro para que no se apague antes de documentar el resultado.

# Methods

- Questionnaire- translated to Spanish
- Health Screening Form
- Training Brochure

Nombre: \_\_\_\_\_

Sexo: \_\_\_\_\_

Edad: \_\_\_\_\_

Altura: \_\_\_\_\_

Peso: \_\_\_\_\_

Glucosa: \_\_\_\_\_

¿Ha comido en las últimas 8 horas?: Sí  No

Presión Sanguínea: \_\_\_\_\_

Anemia: \_\_\_\_\_

BMI: \_\_\_\_\_

Visión: \_\_\_\_\_

Notas:

Select an area to comment on

## Health Screening Form

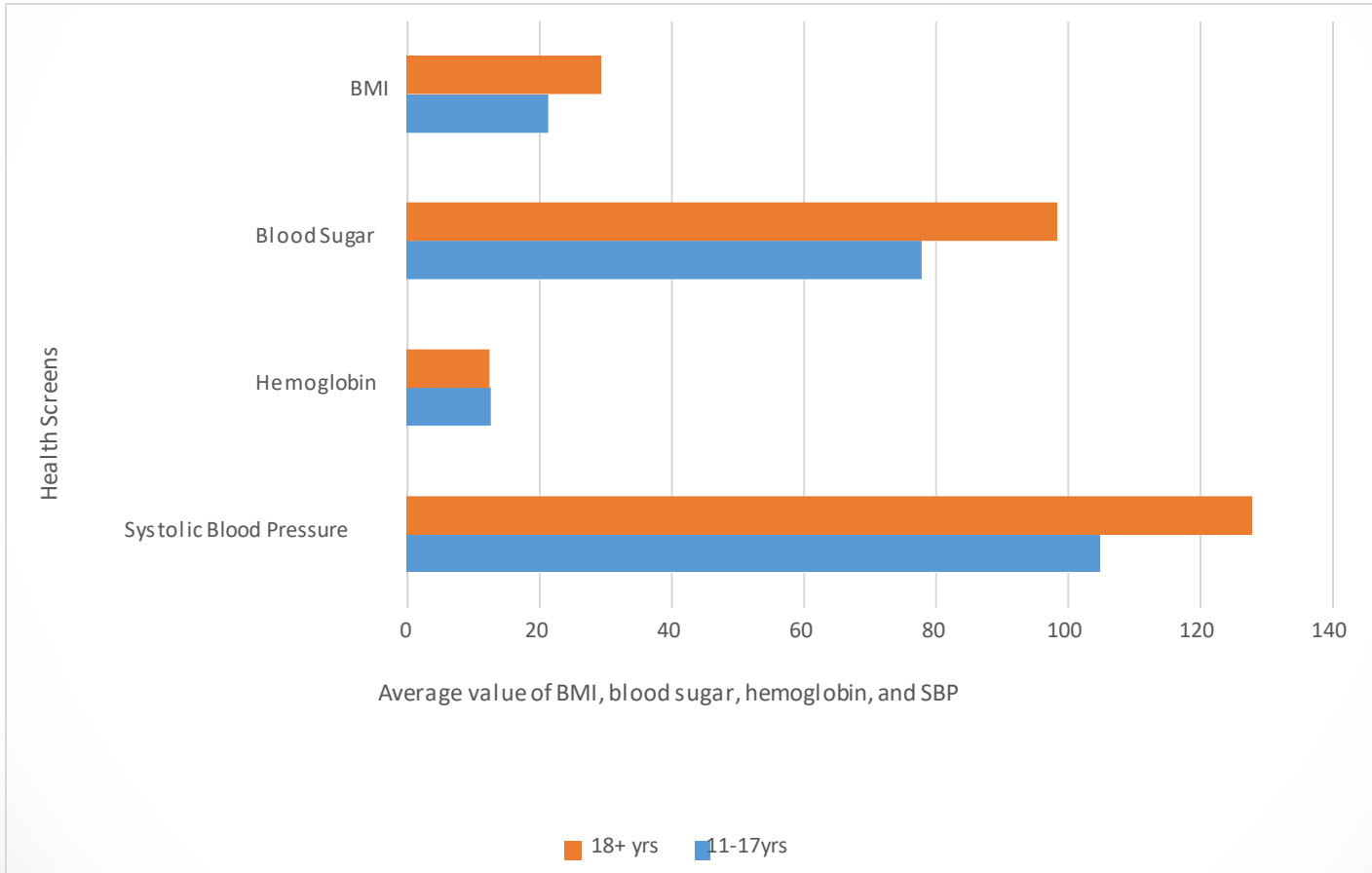
Health screening form that was filled out by the graduate students with the help of the community health workers for each participant and that was then reviewed with the provider.



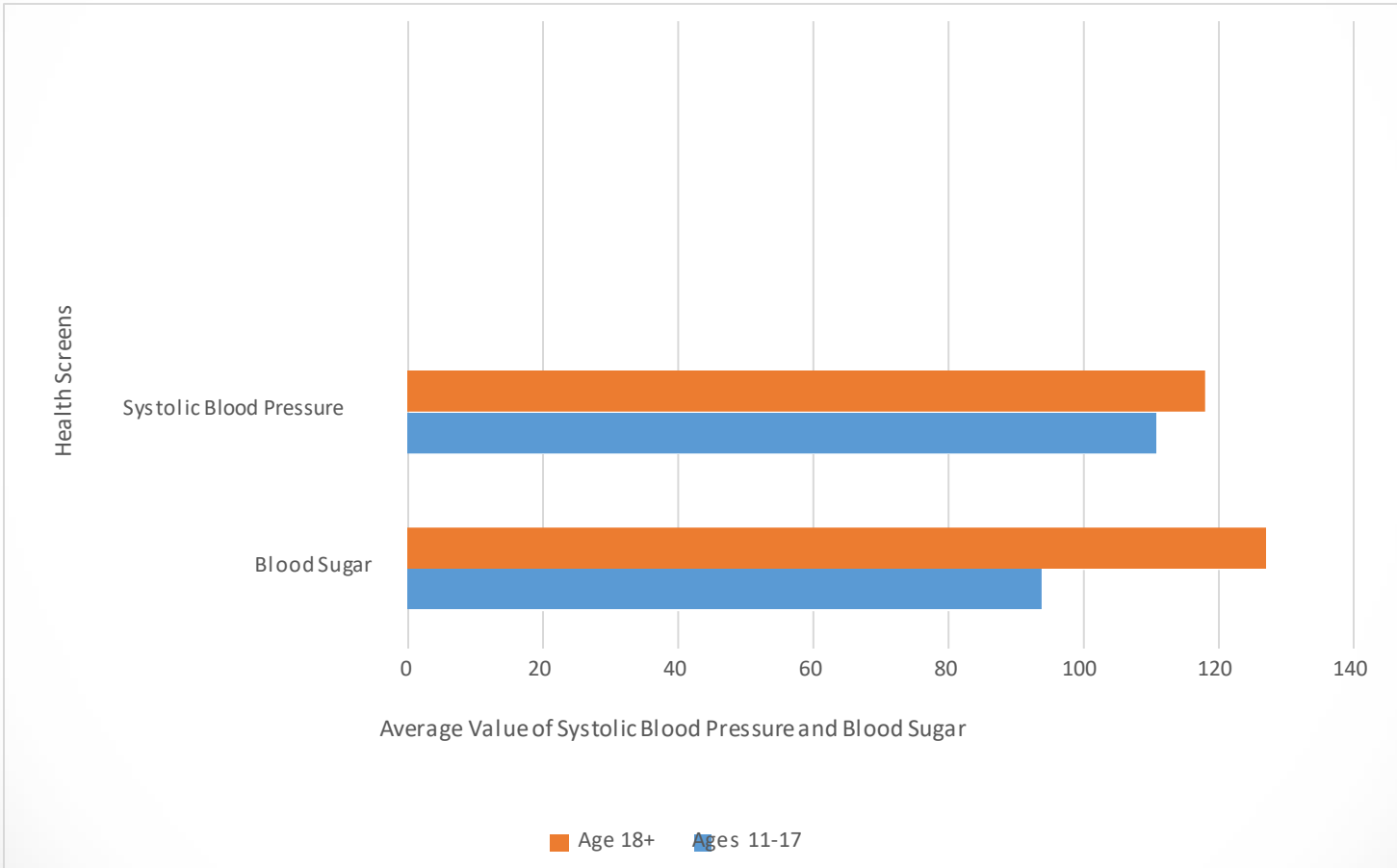
# Results

| Characteristic | Frequency | Percent |
|----------------|-----------|---------|
| Gender (n=182) |           |         |
| Male           | 44        | 24.2    |
| Female         | 138       | 75.8    |
| Age (n=182)    |           |         |
| 11-17          | 32        | 17.6    |
| 18+            | 150       | 82.4    |

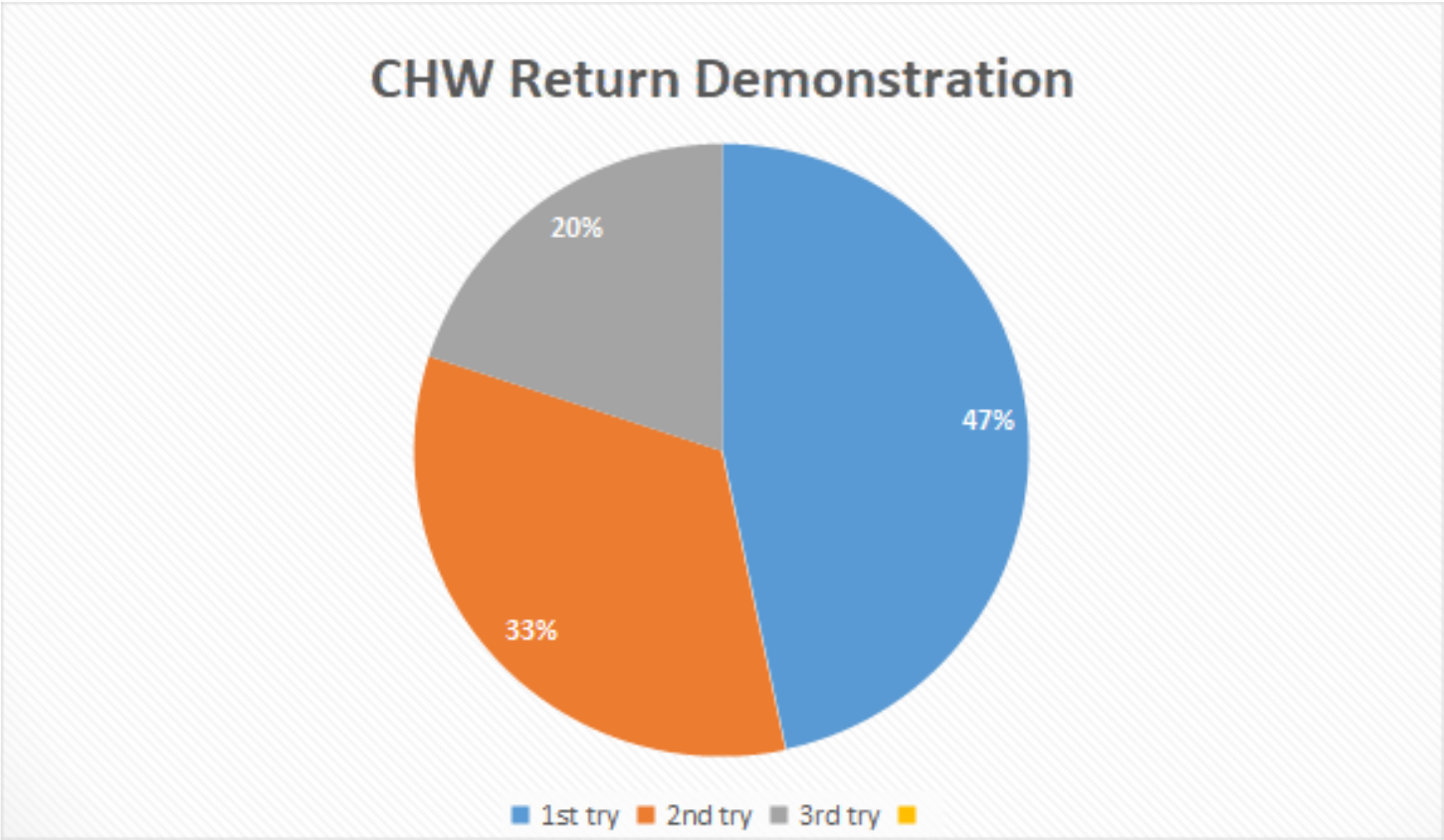
# 2021 Participants



# 2019 Participants



# CHW Return Demonstration Effectiveness



# Discussion

- Both 2019 and 2021 Data
  - 18+ higher blood sugar and systolic BP
- 2021 Data
  - 18+ higher BMI
  - Equal hemoglobin level
- About half on the first try, other half on second and third

# Conclusion

- Short trip but many reached
- Supplies, Registry, Education
- Continuation of health screenings

# Limitations

- Participant age
- Previous diagnoses
- Missing data
- COVID-19

# Ethical Considerations

- IRB Annual Review Form
- Change in Protocol form
- Investigator Agreement
- Questionnaires
- Consent Forms



# Recommendations

- First Aid Response – Emergency Medical Services

# Implications for Practice

- Positive Outcome with when more time, support, and education given to CHW
- Education that includes nutrition, preventative care, and common health issues

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