Module 1

Welcome and Introduction
to the Course

Session 1

Welcome and Introduction

Objectives

- To help the participants become acquainted
- To establish a comfortable working environment
- To enable the participants to explain the goals and objectives for the course
- To help the participants agree on the ground rules to be followed during the course
- To assess the participants' precourse knowledge and learning needs

Materials

- Name tags
- Blank cards (3 in. x 5 in., for example)
- Participant Handout 1.1: Facilitative Supervision for Quality Improvement—Sample Five-Day Course Agenda
- Participant Handout 1.2: Precourse Knowledge and Learning Needs Assessment Questionnaire
- Participant Handout 1.3: Pledge of Confidentiality
- Flipchart paper
- Flipchart 1A: Questions to Discuss during Interviews
- Flipchart 1B: Questions for Brainstorming Participants' Expectations
- Flipchart 1C: Goal and Objectives of the Training Course

Advance Preparation

1. Identify representatives of the host institution(s) to formally open the training. Brief them on the purpose, goals, and objectives of the training, on how long their remarks should be, and on what subjects they might cover.
2. Make name tags for the participants and the trainers.
3. Make enough copies of the agenda and the participant handouts for distribution to all participants.
4. Prepare pairs of cards with antonyms or with matching drawings. (These will be used to divide the participants into pairs.)
5. Number a set of cards, starting from 1 and extending to the number of participants.
6. Number the Precourse Knowledge and Learning Needs Assessment forms (Participant Handout 1.2).
7. Write out the following three flipcharts:

Session 1

Flipchart 1A

Questions to Discuss during Interviews

❑ What would you like to be called during the course (name or nickname)?

❑ What is your position?

❑ How many people do you supervise? Do you conduct supervisory visits?

❑ What special talents or hobbies do you have?

Flipchart 1B

Questions for Brainstorming Participants' Expectations

❑ What do you see as personal goals for this course?

❑ What do you hope to learn that will be useful for you and your site/district/region?

❑ What knowledge and skills can you share with the course participants?

Flipchart 1C

Goal and Objectives of the Training Course

Goal

Build trainees' knowledge, skills, and attitude to enable them to apply a facilitative approach to supervision, to improve providers' performance and the quality of health care services.

Objectives

By the end of the training course, the participants will be able to:

❑ Explain the facilitative approach to supervision

❑ Explain and use the *Fundamentals of Care Resource Package*

❑ Explain the roles and functions of facilitative supervisors within the supervisory system to ensure the fundamentals of care

❑ Explain the role of supervisors in involving staff in the process of data collection, analysis, and decision making for programmatic/managerial decisions to improve quality of health care services

❑ Demonstrate leadership, communication, and facilitation skills, including constructive feedback and coaching

❑ Explain supervision and systems support for quality services, by linking supervisory with other service-delivery and external systems and sectors

❑ Develop an action plan to apply the knowledge and skills acquired

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Session Time

1 hour, 30 minutes

Training Activities	**Time**
A. Welcome and opening remarks	15 min.
B. Introduction of trainers and participants	40 min.
C. Establishing the ground rules	5 min.
D. Participants' expectations and goals and objectives for the course	5 min.
E. Precourse assessment	25 min.
F. Pledge of confidentiality	5 min.

Session 1 Detailed Steps

Activity A: Welcome and Opening Remarks *(15 minutes)*

1. Welcome the participants and thank them for attending the course. Introduce yourself and other facilitators and guests.

2. Invite local representatives and guests to make the opening remarks.

Activity B: Introduction of Trainers and Participants: Work in Pairs and Presentation *(40 minutes)*

1. Tell the participants that they will be working as a team during the training, so they will need to know about each other and feel comfortable communicating with each other.

2. Distribute the cards with antonyms or drawings. Have each participant find his or her partner by matching cards or looking for the antonyms. (Trainers should participate in this activity also.)

3. Explain that the paired participants will interview each other, using the questions on Flipchart 1A.

4. Reveal Flipchart 1A and ask for a volunteer to read the questions.

5. Allow 5 minutes total for the participants to interview each other. Ask the participants to prepare brief introductions of each other (2 minutes per participant).

6. Ask for volunteers to start the introductions. Continue until all of the participants and trainers have introduced each other.

Activity C: Establishing the Ground Rules: Brainstorming *(5 minutes)*

1. Explain that you all will be working together for the duration of the training and that it would be a good idea to set some ground rules for how you will run the seminar and how you will interact.

2. Tell the participants that you are going to conduct a brainstorming exercise for that purpose.

3. Ask the participants to suggest rules for how the training course should be run and how they should treat each other.

4. Reveal a sheet of flipchart paper on which to write down the participants' responses.

> ➤ **Training Tip**
>
> In **alternating colors**, write on the flipchart paper all of the ideas offered, using the words of the participants. However, consider rewriting the answers in positive terms, as needed. For example, if a participant says "Do not be late," consider rephrasing this as "Be on time."
>
> **Some examples of ground rules:**
> * Participate actively
>
> * Respect each other and all opinions
>
> * Speak one at a time
>
> * Focus on processes, not on individuals
>
> * Turn off all cell phones
>
> * Be supportive rather than judgmental

5. After all of the answers are written down on the flipchart, ask the participants if they all agree to follow those rules.

6. Post the flipchart with the ground rules on a wall so that all of the participants can see it during the course.

Activity D: Participants' Expectations and Goals and Objectives for the Course: Brainstorming and Presentation *(5 minutes)*
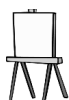
1. Reveal Flipchart 1B, which has questions to facilitate the brainstorming. Do not force the participants to answer to each question. Mention that these are leading questions only.

2. Brainstorm to find out the participants' expectations for the training course.
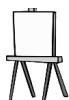
3. Reveal Flipchart 1C, showing the goal and objectives for the course. Present the goals and objectives for the course and compare these with the participants' expectations. (See the Introduction for the Trainers, p. viii, for the background information on the course.)

4. Distribute Participant Handout 1.1 and comment on it briefly.

5. Explain any logistical issues.

Activity E: Precourse Assessment: Individual Work *(25 minutes)*

1. Tell the participants that during the following 25 minutes, they will be asked to fill out a questionnaire assessing their current knowledge and their learning needs.

2. Explain to the participants that you know that many of them have different levels of knowledge and experience, so you want to be able to tailor the course sessions to their needs. Their anwers to the questionnaire will help you to do so.

3. Tell them that the assessment will be conducted in a way that helps to observe anonymity.

4. Distribute Participant Handout 1.2 and explain how to complete it.

5. Ask the participants to make sure that they write down in their notebooks the number

found on their copy of the questionnaire, so they will remember that number at the end of the course.

6. Explain that at the end of the course, they will complete a postcourse questionnaire containing the same questions, and they will need to write down on their questionnaire the same number. The numbers are used ensure **anonymity** while allowing the trainers to evaluate changes in the participants' knowledge.

7. Allow 20 minutes for the participants to complete the assessment.

8. Collect the questionnaires and thank the participants for their cooperation.

9. Remind them that you will review their responses to ensure that the course meets the needs of the majority of the participants.

Activity F: Pledge of Confidentiality *(5 minutes)*

1. Explain to the participants that during the training course, they will be asked to share their experiences with the group. In addition, practice supervisory visits will be part of the training course: During those visits, the participants might obtain personal information from client records, from site registries, and during observation of client-provider interactions. To ensure that everything said in the training room and observed during the practice supervisory visits must remain confidential, everyone—participants and trainers—is to sign the Pledge of Confidentiality.

2. Distribute Participant Handout 1.3 and ask for a volunteer to read it. Ask the participants to sign the forms and collect them. Signed forms should be kept in the training file.

Participant Handout 1.1: Facilitative Supervision for Quality Improvement—Sample Five-Day Course Agenda

Time	Time/activity	Activity
Day 1		
9:00–10:30	1 hour, 30 min.	**Introduction** Opening remarks Introduction of participants and trainers: work in pairs Ground rules Expectations Goals and objectives for the course Logistics Precourse knowledge and needs assessment
10:30–11:00	30 min.	Defining quality services
11:00–11:15	15 min.	Tea break
11:15–11:40	25 min.	The fundamentals of care
11:40–12:30	50 min.	Fundamentals of care: Use of the resource package
12:30–1:00	30 min.	A new approach to supervision
1:00–2:00	1 hour	Lunch
2:00–2:10	10 min.	Warm-up
2:10–3:30	1 hour, 20 min.	Ensuring informed and voluntary decision making
3:30–3:45	15 min.	Tea break
3:45–4:40	55 min.	Assuring safety for clinical techniques and procedures
4:40–4:50	10 min.	Overview of day's activities
4:50–5:00	10 min.	Reflection on the day
Day 2		
8:30–8:45	15 min.	Reflection on Day 1, Q&A
8:45–10:30	1 hour, 45 min.	Assuring safety for clinical techniques and procedures (*continued*)
10:30–10:45	15 min.	Tea break
10:45–12:00	1 hour, 15 min.	Using data to assure the quality of medical services
12:00–1:00	1 hour	Building leadership skills: Leadership styles
1:00–2:00	1 hour	Lunch
2:00–2:10	10 min.	Warm-up
2:10–3:00	50 min.	Building vision and trust
3:00–3:15	15 min.	Tea break
3:15–4:10	55 min.	Leadership skills: Recognition and motivation: Tips for leading staff
4:10–4:50	40 min.	Supervisors influence the work climate
4:50–4:55	5 min.	Overview of day's activities
4:55–5:00	5 min.	Reflection on the day
Day 3		
8:30–8:45	15 min.	Reflections on Day 2, Q&A
8:45–9:35	50 min.	Leading staff through change; links to the larger system, and the roles of supervisors
9:35–10:30	55 min.	Supervision and system support for quality services
10:30–10:45	15 min.	Tea break

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Participant Handout 1.1: *Continued*

10:45–11:00	15 min.	Supervision and system support for quality services (*continued*)
11:00–12:00	1 hour	Communications skills
12:00–1:00	1 hour	Team-building and mentoring skills: ◦ Stages of group development ◦ Characteristics of effective groups ◦ Building a team
1:00–2:00	1 hour	Lunch
2:00–2:10	10 min.	Warm up
2:10–3:15	1 hour, 5 min.	Team building and mentoring skills (*continued*) ◦ Giving constructive feedback
3:15–3:30	15 min.	Tea break
3:30–4:00	30 min.	Team-building and mentoring skills (*continued*): ◦ Giving constructive feedback; ◦ Characteristics of successful supervisors
4:00–4:55	55 min.	Orientation to a practice supervisory visit
4:55–5:00	5 min.	Reflection of the day
Day 4		
Morning Session: Participants are divided into two groups. Groups conduct practice supervisory visits at two facilities.		
Afternoon Session: Participants return to the training room.		
3:00–4:45	1 hour, 45 min.	Participants discuss in the groups the results of a practice visit; each group prepares a report and an action plan on a practice supervisory visit. Groups present results and group discussion occurs.
4:45–5:00	15 min.	Reflection on the day
Day 5		
8:30–8:45	15 min.	Reflections on Day 4, Q&A
8:45–9:40	55 min.	Team-building and mentoring skills (continued): Encouraging different level of staff to work together people: ◦ Dealing with difficult personalities
9:40–10:15	30 min.	Team building and mentoring skills (continued): ◦ Mentoring and coaching skills
10:15–10:30	15 min.	Tea break
10:30–10:50	20 min.	Planning and facilitating meetings
10:50–12:30	1 hour, 40 min.	Developing future plans
12:30–1:00	30 min.	Review of the course
1:00–1:15	15 min.	Postcourse assessment
1:15–1:30	15 min.	Course evaluation
1:30–2:00	30 min.	Closing ceremony, distribution of certificates
2:00–3:00	1 hour	Lunch

Participant Handout 1.2: Precourse Knowledge and Learning Needs Assessment Questionnaire

1. List at least four clients' rights, according to the quality framework:
1.
2.
3.
4.
5.
6.
7.
2. List three staff needs, according to the quality framework:
1.
2.
3.
3. List the fundamentals of care:
1.
2.
3.
4. What does a facilitative approach to supervision emphasize?

Circle the correct answer
     a. Mentoring
     b. Joint problem-solving
     c. Two-way communication
     d. Provision of constructive feedback
     e. All of the above

5. List the essential elements for ensuring informed and voluntary decision making:

    1.

    2.

    3.

    4.

    5.

6. Medical monitoring is a quality improvement intervention that entails the objective and ongoing assessment of the *readiness* and *the processes* of service delivery.

    a) Name at least four things that supervisors should examine/check to assess the **readiness** of a site to provide services.

    1.

    2.

    3.

    4.

    5.

    6.

    b) Name at least four ways to assess processes and procedures.

    1.

    2.

    3.

    4.

7. Clinical procedures and techniques are considered safe when….

Circle the correct answer

    a. Skilled providers are practicing according to updated, evidence-based standards and guidelines.

    b. Staff follow infection prevention protocols.

    c. Clients follow infection prevention protocols.

    d. The physical structure is appropriate for managing clinical and surgical procedures.

    e. Appropriate supplies are available.

    f. All of the above

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8. List four things that off-site supervisors need to do **before** their supervisory visit to a site:

    1.

    2.

    3.

    4.

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9. List at least five activities that supervisors conduct **during** the supervisory visit:

    1.

    2.

    3.

    4.

    5.

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10. List at least four actions that supervisors perform **after** the supervisory visit:

    1.

    2.

    3.

    4.

11. List at least three sources of population-based data:
1.   2.   3.

12. List at least three sources of program-based data:
1.   2.   3.

13. Name at least three indicators that are commonly used for data collection in reproductive health:
1.   2.   3.

14. Name at least three systems involved in health care service provision at the facility or higher levels
1.   2.   3.

15. Name at least four sectors outside the health system that influence the quality of health care (for example, the finance sector):   *Please do not include the finance sector in your list. Use other examples.*
1.   2.   3.   4.

16. Communication techniques include:

Circle the correct answer

    a. Active listening

    b. Body language

    c. Verbal and nonverbal encouragement

    d. Appropriate questioning techniques (using open-ended questions)

    e. Paraphrasing and clarification

    f. All of the above

17. Name the types of feedback:

    1.

    2.

    3.

    4.

18. What two types of feedback do facilitative supervisors use when providing feedback to staff?

    1.

    2.

19. **Coaching** is a training approach that seeks to achieve continuous improvement in performance through motivation, modeling, practice, constructive feedback, and gradual transfer of **skills**.

    List at least three advantages that coaching staff gives to the staff, sites, or supervisors:

    1.

    2.

    3.

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Trainer's Resource: Precourse Knowledge and Learning Needs Assessment Questionnaire—Answer Key

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1. List at least four clients' rights, according to the quality framework:

   1. Information
   2. Access
   3. Informed choice
   4. Safety
   5. Privacy and confidentiality
   6. Dignity, comfort, and expression of opinion
   7. Continuity of care

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2. List three staff needs, according to the quality framework:

   1. Facilitative supervision and management
   2. Information, training, and staff development
   3. Equipment, supplies, infrastructure

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3. List the fundamentals of care:

   1. Ensuring informed and voluntary decision making
   2. Assuring safety for clinical techniques and procedures
   3. Providing a mechanism for ongoing quality assurance and management

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4. What does a facilitative approach to supervision emphasize?

   Circle the correct answer (the correct answer is indicated in bold below)

   a. Mentoring

   b. Joint problem solving

   c. Two-way communication

   d. Provision of constructive feedback

   e. All of the above

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5. List the essential elements for ensuring informed and voluntary decision making:

   1. The service/method options are available.
   2. The decision-making process is voluntary.
   3. People have appropriate information.
   4. Good client-provider interaction (CPI), including counseling, is ensured.
   5. The social and rights context supports autonomous decision making.

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6. Medical monitoring is a quality improvement intervention that entails the objective and ongoing assessment of the *readiness* and the *processes* of service delivery.

a) Name at least four things that supervisors shall examine/check to assess the **readiness** of a site to provide services:

1. Staffing
2. Facility and infrastructure
3. Equipment, instruments, supplies
4. Range of available services
5. Functioning support systems
6. Functioning referral system

b) Name at least four ways to assess processes and procedures:

1. Observation of services and procedures
2. Client interviews
3. Provider interviews
4. Self- and peer-assessment

7. Clinical procedures and techniques are considered safe when….

Circle the correct answer (the correct answers are indicated in bold below)

a. **Skilled providers are practicing according to updated, evidence-based standards and guidelines.**

b. **Staff follow infection prevention protocols.**

c. Clients follow infection prevention protocols.

d. **The physical structure is appropriate for managing clinical and surgical procedures.**

e. **Appropriate supplies are available.**

f. All of the above

8. List four things that off-site supervisors need to do **before** their supervisory visit to a site:

1. Review site's and last supervisory visit's report and action plans.
2. Review previous agreements and the list of recommendations from the last supervisory visit.
3. Communicate with the facility about the date and purpose of the visit.
4. Develop and agree on an agenda.

9. List at least five activities that supervisors conduct **during** the supervisory visit:
1. Meet with staff and onsite supervisors to explain the purpose of the visit. 2. Follow up on previous visits and action plans. 3. Observe services. 4. Review records. 5. Provide constructive feedback. 6. Provide on-the-spot technical assistance and coaching. 7. Update staff on changes in national standards. 8. Recognize achievements and motivate staff. 9. Discuss the findings with the staff and record the findings in the site's supervision notebook. 10. Help to develop solutions. 11. Reach agreement with staff on what external resources the supervisor can call upon. 12. Agree on follow-up.
10. List at least four actions that supervisors perform **after** the supervisory visit:
1. Write a report and send a copy to the site. 2. Integrate the findings into the off-site supervisor's ongoing action plan. 3. Follow up with the site on implementation of the site's plan. 4. Provide assistance with problems that the site's staff cannot solve on their own. 5. Using findings and service statistics, evaluate the quality of services provided by the site. 6. Plan and conduct the follow-up visits.
11. List at least three sources of population-based data:
1. Vital registries 2. Surveys, such as Demographic and Health Survey (DHS) and the Reproductive Health Surveys conducted by the U.S. Centers for Disease Control and Prevention (CDC) 3. Official documents (for example, government policies, norms and guidelines) 4. Special studies
12. List at least three sources of program-based data:
1. Service statistics 2. Facility-based surveys/medical monitoring results 3. Local surveys 4. Program documents

13. Name at list three indicators that are commonly used for data collection in reproductive health:

    1. Total fertility rate (TFR)
    2. Contraceptive prevalence rate (CPR)
    3. Number/percentage of new acceptors
    4. Number/percentage of continuing users
    5. Unmet need (for spacing and limiting)

14. Name at least three systems involved in health care service provision at the facility or higher levels:

    1. Supervisory system
    2. Training
    3. Logistics
    4. Finance
    5. Monitoring and evaluation
    6. Human resources

15. Name at least four sectors outside the health system that influence the quality of health care (for example, the finance sector):
    Please do not include the finance sector in your list. Use other examples.

    1. Policies, legislation
    2. Information, communication
    3. Education
    4. Infrastructure
    5. Partnership
    6. Private sector
    7. Nongovernmental organizations (NGOs)
    8. Finance

16. Examples of communication techniques are:

Circle the correct answer (the correct answer is indicated in bold below)

   a. Active listening

   b. Use of body language

   c. Verbal and nonverbal encouragement

   d. Appropriate questioning techniques (using open-ended questions)

   e. Paraphrasing and clarification

   f. All of the above

17. Name the types of feedback:

    1. Negative
    2. Positive
    3. Punitive
    4. Constructive

18. What two types of feedback do facilitative supervisors use when providing feedback to staff?

    1. Positive
    2. Constructive

19. **Coaching** is a training approach that seeks to achieve continuous improvement in performance through motivation, modeling, practice, constructive feedback, and gradual transfer of **skills**.

    List at least three advantages that coaching staff gives to the staff, sites, or supervisors:

    1. It allows staff to learn on the job.
    2. It allows staff to immediately apply what they are learning and see how well it works.
    3. It fosters a positive working relationship with staff, who previously may have considered the supervisor a critic.
    4. It makes the staff feel supported and important.

Participant Handout 1.3: Pledge of Confidentiality

Pledge of Confidentiality

Facilitative Supervision for Quality Improvement

(Signed by all trainers for and participants in the training course)

I certify that any information obtained from client records, site registries, and/or logbooks that I might review during the practice supervisory visit, or obtained during observation of client-provider interaction or during course sessions when the training participants share their experiences with the group, will remain confidential.

Signed _____   Date _____