

## **Module 13**

### **Developing Future Plans and Closing Activities**



# Session 13-1

## Developing Future Plans

### Objectives

By the end of this session, the participants will be able to:

- Develop action plans to apply the knowledge and skills they have acquired

### Materials

- Flipchart paper and markers
- Flipchart 13A: Applying Knowledge and Skills
- Flipchart 13B: Action Plan

### Advance Preparation

1. Prepare the following flipcharts:

#### ***Flipchart 13A***

##### **Applying Knowledge and Skills**

**What will you do to apply the knowledge and skills acquired in order to:**

- Transfer this knowledge and these skills to other supervisors?
- Involve staff and communities in the quality improvement process?
- Facilitate necessary changes in policies?
- Bring additional external resources to the sites you supervise?
- Ensure the fundamentals of care?
- Use the Fundamentals of Care Resource Package?

**What steps will you take when you are back to your workplaces?**

#### ***Flipchart 13B***

##### **Action Plan**

Activity	Resources	Time frame	Additional Assistance Needed	Expected Outcomes

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2. In addition, prepare a sheet of flipchart paper with lists of groups for small-group work, organized by geographic area or by institution. (The number of groups will depend on the participants' level in the health system and the location of their workplaces.)

### Session Time

1 hour, 20 minutes

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Training Activities . . . . .	Time
A. Developing future plans . . . . .	1 hour, 20 min.

## Session 13-1 Detailed Steps

### Activity A: Developing Future Plans: Small-Group Work/Presentation/Discussion (1 hour, 20 minutes)



1. Announce that the participants will work in small groups. (You might also have the participants work individually on developing action plans.) Reveal the piece of flipchart paper listing the small groups for this session.

2. Tell the participants that they will have **50 minutes** to work in the small groups.
3. Encourage the participants to think how they will apply the facilitative approach to supervision when they return to their workplaces. They should also think about what obstacles they foresee and how they will overcome those obstacles, what additional assistance they might need locally, and what additional support they may need from their headquarters and from other organizations. Post Flipchart 13A to remind them of these points during their group work.



4. Reveal Flipchart 13B and remind the participants that this is the format they should use. Remind the participants of the fundamentals of care and that supervisors must always focus on these.
5. After the participants have completed their small-group work, invite each group to present their plan (**10 minutes** per group).
6. Discuss with the participants the plans that they presented and give them practical advice on them.
7. Summarize the session and express your enthusiasm about the action plans that the participants developed.
8. Emphasize the role of facilitative supervisors in involving staff in the quality of services and in the performance improvement processes and in leading staff through changes.

#### ➡ **Training Tip**

Make sure that you keep copies of the plans developed by the participants, to be able to better monitor and follow up on the trainees.



## Session 13-2

### Closing Activities

#### Objectives

- Assess the participants' postcourse knowledge
- Receive the participants' feedback on course content, logistics, and trainers' performance

#### Materials

- Flipchart 1C (from Session 1 of the training)
- Participant Handout 13.1: Postcourse Knowledge Assessment
- Participant Handout 13.2: Postcourse Knowledge Assessment: Answers
- Participant Handout 13.3: Evaluation of the Course
- Certificates

#### Advance Preparation

1. Make enough copies of the handouts for distribution to all participants.
2. Prepare certificates for the participants.

#### Session Time

1 hour, 45 minutes

Training Activities . . . . .	Time
A. Course summary and postcourse assessment . . . . .	45 min.
B. Evaluation of the course and closing ceremony . . . . .	1 hour

## Session 13-2 Detailed Steps

### Activity A: Course Summary and Postcourse Assessment: Presentation/Brainstorming/Questionnaire Completion (45 minutes)



1. Spend approximately 30 minutes reviewing and summarizing the course activities. To help the participants retain what they have learned, be sure to reinforce the key messages from the course sessions.
2. Display Flipchart 1C (which shows the goals and objectives for the course) and ask the participants to comment on whether they think that the objectives were achieved.

#### ➡ Training Tip

Summarizing the course, you may ask the participants to respond to some questions—for example:

- How do you define quality of services?
- What is a framework for quality services?
- What communication skills are needed to be a facilitative supervisor?
- What are the fundamentals of care?

Use the course agenda to summarize the topics covered during the training.

3. Distribute Participant Handout 13.1. Allow the participants **15 minutes** to respond to the questions. After you distribute forms, ask the participants to write down on the form the same number that they wrote on the precourse assessment form, so you will be able to track each individual's changes in knowledge, while at the same time preserving their anonymity.
4. After the participants have returned their completed forms to a trainer, distribute Participant Handout 13.2 and tell them that later they can analyze the answers.

### Activity B: Evaluation of the Course and Closing Ceremony (1 hour)

1. Distribute Participant Handout 13.3 and ask the participants to answer the questions and to share their thoughts about the course (**15 minutes**).
2. Collect the evaluation forms and thank the participants for sharing their thoughts with trainers and providing feedback on the course, logistics, and trainers' performance. Tell them that you will use their feedback to improve future trainings.
3. Encourage the participants to keep records of their experiences conducting supervisory activities.
4. Start a closing ceremony, which includes closing speeches, participants' feedback and thoughts, trainers' speech, and certificates. Reserve **40 minutes** for the closing ceremony.



## Participant Handout 13.1: Postcourse Knowledge 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?
<p><i>Circle the correct answer</i></p> <ul style="list-style-type: none"> <li>a. Mentoring</li> <li>b. Joint problem-solving</li> <li>c. Two-way communication</li> <li>d. Provision of constructive feedback</li> <li>e. All of the above</li> </ul>

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5. List the essential elements for ensuring informed and voluntary decision making:
<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li><li>4.</li><li>5.</li></ol>
6. Medical monitoring is a quality improvement intervention that entails the objective and ongoing assessment of the <i>readiness</i> and <i>the processes</i> of service delivery.
a). Name at least four things that supervisors should examine/check to assess the <b>readiness</b> of a site to provide services:
<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li></ol>
b). Name at least four ways to assess processes and procedures:
<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li></ol>

7. Clinical procedures and techniques are considered safe when....
<p><i>Circle the correct answer</i></p> <ul style="list-style-type: none"> <li>a. Skilled providers are practicing according to updated evidence-based standards and guidelines.</li> <li>b. Staff follow infection prevention protocols.</li> <li>c. Clients follow infection prevention protocols.</li> <li>d. The physical structure is appropriate for managing clinical and surgical procedures.</li> <li>e. Appropriate supplies are available.</li> <li>f. All of the above</li> </ul>
8. List four things that off-site supervisors need to do <b>before</b> their supervisory visit to a site:
<ul style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ul>
9. List at least five activities that supervisors conduct <b>during</b> the supervisory visit:
<ul style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ul>
10. List at least four actions that supervisors perform <b>after</b> the supervisory visit:
<ul style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ul>

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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 list 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): <i>Please do not include the finance sector in your list. Use other examples.</i>
1. 2. 3. 4.

16. Communication techniques include:
<p><i>Circle the correct answer</i></p> <ul style="list-style-type: none"> <li>a. Active listening</li> <li>b. Body language</li> <li>c. Verbal and nonverbal encouragement</li> <li>d. Appropriate questioning techniques (using open-ended questions)</li> <li>e. Paraphrasing and clarification</li> <li>f. All of the above</li> </ul>
17. Name the types of feedback:
<ul style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ul>
18. What two types of feedback do facilitative supervisors use when providing feedback to staff?
<ul style="list-style-type: none"> <li>1.</li> <li>2.</li> </ul>
19. <b>Coaching</b> is a training approach that seeks to achieve continuous improvement in performance through motivation, modeling, practice, constructive feedback, and gradual transfer of <b>skills</b> .
List at least three advantages that coaching staff gives to the staff, sites, or supervisors:
<ul style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ul>

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### Participant Handout 13.2: Postcourse Knowledge Assessment Questionnaire—Answer Key

(Do not hand this out to the participants.)

1. List at least four clients' rights, according to the quality framework:
<ol style="list-style-type: none"> <li>1. Information</li> <li>2. Access</li> <li>3. Informed choice</li> <li>4. Safety</li> <li>5. Privacy and confidentiality</li> <li>6. Dignity, comfort, and expression of opinion</li> <li>7. Continuity of care</li> </ol>
2. List three staff needs, according to the quality framework:
<ol style="list-style-type: none"> <li>1. Facilitative supervision and management</li> <li>2. Information, training, and staff development</li> <li>3. Equipment, supplies, infrastructure</li> </ol>
3. List the fundamentals of care:
<ol style="list-style-type: none"> <li>1. Ensuring informed and voluntary decision making</li> <li>2. Assuring safety for clinical techniques and procedures</li> <li>3. Providing a mechanism for ongoing quality assurance and management</li> </ol>
4. What does a facilitative approach to supervision emphasize?
<p><i>Circle the correct answer (the correct answer is indicated in bold below)</i></p> <ol style="list-style-type: none"> <li>a. Mentoring</li> <li>b. Joint problem solving</li> <li>c. Two-way communication</li> <li>d. Provision of constructive feedback</li> <li>e. <b>All of the above</b></li> </ol>
5. List the essential elements for ensuring informed and voluntary decision making:
<ol style="list-style-type: none"> <li>1. The service/method options are available.</li> <li>2. The decision-making process is voluntary.</li> <li>3. People have appropriate information.</li> <li>4. Good client-provider interaction (CPI), including counseling, is ensured.</li> <li>5. The social and rights context supports autonomous decision making.</li> </ol>

6. Medical monitoring is a quality improvement intervention that entails the objective and ongoing assessment of the <b>readiness</b> and the <b>processes</b> of service delivery.
a) Name at least four things that supervisors shall examine/check to assess the <b>readiness</b> of a site to provide services:
<ol style="list-style-type: none"> <li>1. Staffing</li> <li>2. Facility and infrastructure</li> <li>3. Equipment, instruments, supplies</li> <li>4. Range of available services</li> <li>5. Functioning support systems</li> <li>6. Functioning referral system</li> </ol>
b) Name at least four ways to assess processes and procedures:
<ol style="list-style-type: none"> <li>1. Observation of services and procedures</li> <li>2. Client interviews</li> <li>3. Provider interviews</li> <li>4. Self- and peer-assessment</li> </ol>
7. Clinical procedures and techniques are considered safe when....
<p><i>Circle the correct answer (the correct answers are indicated in bold below)</i></p> <ol style="list-style-type: none"> <li><b>a. Skilled providers are practicing according to updated, evidence-based standards and guidelines.</b></li> <li><b>b. Staff follow infection prevention protocols.</b></li> <li>c. Clients follow infection prevention protocols.</li> <li><b>d. The physical structure is appropriate for managing clinical and surgical procedures.</b></li> <li><b>e. Appropriate supplies are available.</b></li> <li>f. All of the above</li> </ol>
8. List four things that off-site supervisors need to do <b>before</b> their supervisory visit to a site:
<ol style="list-style-type: none"> <li>1. Review site's and last supervisory visit's report and action plans.</li> <li>2. Review previous agreements and the list of recommendations from the last supervisory visit.</li> <li>3. Communicate with the facility about the date and purpose of the visit.</li> <li>4. Develop and agree on an agenda.</li> </ol>

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9. List at least five activities that supervisors conduct <b>during</b> the supervisory visit:
<ol style="list-style-type: none"> <li>1. Meet with staff and onsite supervisors to explain the purpose of the visit.</li> <li>2. Follow up on previous visits and action plans.</li> <li>3. Observe services.</li> <li>4. Review records.</li> <li>5. Provide constructive feedback.</li> <li>6. Provide on-the-spot technical assistance and coaching.</li> <li>7. Update staff on changes in national standards.</li> <li>8. Recognize achievements and motivate staff.</li> <li>9. Discuss the findings with the staff and record the findings in the site's supervision notebook.</li> <li>10. Help to develop solutions.</li> <li>11. Reach agreement with staff on what external resources the supervisor can call upon.</li> <li>12. Agree on follow-up.</li> </ol>
10. List at least four actions that supervisors perform <b>after</b> the supervisory visit:
<ol style="list-style-type: none"> <li>1. Write a report and send a copy to the site.</li> <li>2. Integrate the findings into the off-site supervisor's ongoing action plan.</li> <li>3. Follow up with the site on implementation of the site's plan.</li> <li>4. Provide assistance with problems that the site's staff cannot solve on their own.</li> <li>5. Using findings and service statistics, evaluate the quality of services provided by the site.</li> <li>6. Plan and conduct the follow-up visits.</li> </ol>
11. List at least three sources of population-based data:
<ol style="list-style-type: none"> <li>1. Vital registries</li> <li>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)</li> <li>3. Official documents (for example, government policies, norms and guidelines)</li> <li>4. Special studies</li> </ol>
12. List at least three sources of program-based data:
<ol style="list-style-type: none"> <li>1. Service statistics</li> <li>2. Facility-based surveys/medical monitoring results</li> <li>3. Local surveys</li> <li>4. Program documents</li> </ol>



13. Name at list three indicators that are commonly used for data collection in reproductive health:
<ol style="list-style-type: none"> <li>1. Total fertility rate (TFR)</li> <li>2. Contraceptive prevalence rate (CPR)</li> <li>3. Number/percentage of new acceptors</li> <li>4. Number/percentage of continuing users</li> <li>5. Unmet need (for spacing and limiting)</li> </ol>
14. Name at least three systems involved in health care service provision at the facility or higher levels:
<ol style="list-style-type: none"> <li>1. Supervisory system</li> <li>2. Training</li> <li>3. Logistics</li> <li>4. Finance</li> <li>5. Monitoring and evaluation</li> <li>6. Human resources</li> </ol>
15. Name at least four sectors outside the health system that influence the quality of health care (for example, the finance sector): <i>Please do not include the finance sector in your list. Use other examples.</i>
<ol style="list-style-type: none"> <li>1. Policies, legislation</li> <li>2. Information, communication</li> <li>3. Education</li> <li>4. Infrastructure</li> <li>5. Partnership</li> <li>6. Private sector</li> <li>7. NGOs</li> <li>8. Finance</li> </ol>
16. Examples of communication techniques are:
<p><i>Circle the correct answer (the correct answer is indicated in bold below)</i></p> <ol style="list-style-type: none"> <li>a. Active listening</li> <li>b. Use of body language</li> <li>c. Verbal and nonverbal encouragement</li> <li>d. Appropriate questioning techniques (using open-ended questions)</li> <li>e. Paraphrasing and clarification</li> <li><b>f. All of the above</b></li> </ol>

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17. Name the types of feedback:
<ol style="list-style-type: none"><li>1. Negative</li><li>2. Positive</li><li>3. Punitive</li><li>4. Constructive</li></ol>
18. What two types of feedback do facilitative supervisors use when providing feedback to staff?
<ol style="list-style-type: none"><li>1. Positive</li><li>2. Constructive</li></ol>
19. <b>Coaching</b> is a training approach that seeks to achieve continuous improvement in performance through motivation, modeling, practice, constructive feedback, and gradual transfer of <b>skills</b> .
List at least three advantages that coaching staff gives to the staff, sites, or supervisors:
<ol style="list-style-type: none"><li>1. It allows staff to learn on the job.</li><li>2. It allows staff to immediately apply what they are learning and see how well it works.</li><li>3. It fosters a positive working relationship with staff, who previously may have considered the supervisor a critic.</li><li>4. It makes the staff feel supported and important.</li></ol>

**Participant Handout 13.3: Course Evaluation**

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Please check the appropriate response.

**1. The objectives of the training were:**

- ☐ Very clear
- ☐ Clear
- ☐ Not clear

**Comments:**

**2. The objectives of the training were:**

- ☐ Completely met
- ☐ Mostly met
- ☐ Unmet

**Comments:**

**3. The length of the training was:**

- ☐ Adequate
- ☐ Too short
- ☐ Too long

**Comments:**

**4. The workshop content maintained my interest:**

- ☐ All of the time
- ☐ Most of the time
- ☐ Some of the time

**Comments:**

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### 5. The materials presented in the course were:

- ☐ Almost all new to me
- ☐ Mostly new to me
- ☐ Not new to me

**Comments:**

### 6. The skills I acquired are:

- ☐ Directly applicable to my everyday work
- ☐ Somewhat applicable to my everyday work
- ☐ Not applicable

**Comments:**

### 7. The training facilities were:

- ☐ Very satisfactory
- ☐ Somewhat satisfactory
- ☐ Unsatisfactory

**Comments:**

### 8. The logistical arrangements (transportation, lodging, etc.) were:

- ☐ Very satisfactory
- ☐ Somewhat satisfactory
- ☐ Unsatisfactory

**Comments:**

**9. Which topics or activities did you find most useful?**

**10. In future workshops, would you allow more time for some topics or activities?  
If yes, which ones?**

**11. What suggestions do you have for improving future trainings?**

Thank you for your participation and for your suggestions.