

Module 2

Defining Quality of Services: Fundamentals of Care for Ensuring Quality in Service Delivery

Essential Ideas to Convey

- ❑ The framework of clients' rights and staff needs guides site managers, supervisors, and staff in their efforts to improve the quality of services.
- ❑ There are three fundamentals of care for ensuring the quality of services:
 - Ensuring informed and voluntary decision making
 - Assuring safety for clinical techniques and procedures
 - Providing a mechanism for ongoing quality assurance and management
- ❑ A client focus is essential to the provision of quality services.

Session 2-1

Defining Quality of Services

Objectives

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

- Define quality of services
- Explain a framework of clients' rights and staff needs
- List and explain steps in the quality improvement process

Materials

- Resource: Clients' Rights and Staff Needs (Participant Handbook, pp. 7–8)
- Ten large blank cards
- Blank 5 in. x 8 in. index cards (70–80 cards)
- Flipchart paper
- Markers
- Masking tape
- Flipchart 2A: Clients' Rights and Staff Needs Framework
- Flipchart 2B: Needs of Health Care Staff
- Flipchart 2C: The Quality Improvement Process

Advance Preparation

1. Prepare large blank cards with clients' rights and staff needs (one right or one need per card).
2. Write out the following three flipcharts.

Flipchart 2A

Clients' Rights

Clients have rights to:

- ☐ Information
- ☐ Access
- ☐ Informed choice
- ☐ Safe services
- ☐ Privacy and confidentiality
- ☐ Dignity, comfort, and expression of opinion
- ☐ Continuity of care

Session 2

Flipchart 2B

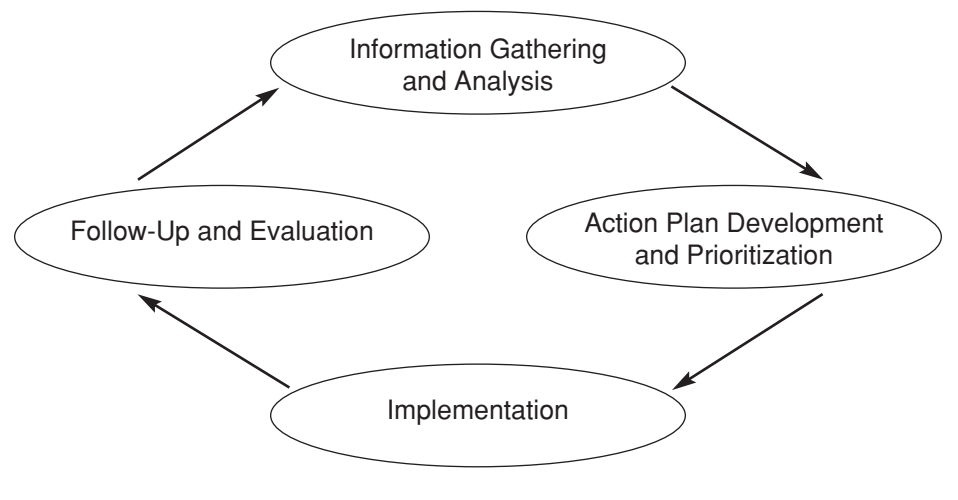
Needs of Health Care Staff

Health care staff have needs for:

- ☐ Facilitative supervision and management (clear job expectations, feedback, motivation)
- ☐ Information, training, and staff development (skills and knowledge)
- ☐ Supplies, equipment, and infrastructure (organizational and environmental support)

Flipchart 2C

The Continuous Quality Improvement Process



Session Time

40 minutes

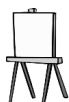
Training Activities	Time
A. Define quality of services	30 min.
B. Ongoing quality improvement	10 min.

Session 2-1 Detailed Steps

Activity A: Define Quality of Services: Brainstorming/Lecture/Discussion

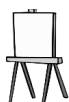
(30 minutes)

1. Present the learning objectives for the session.
2. Tell the participants that everybody has his or her own understanding of quality. We need to define what we mean by quality in the health care setting.
3. Conduct an exercise, “Defining Quality of Services.” See the Trainer’s Resource [pages 2-8–2-9] for a description of this exercise.
4. Review the framework of clients’ rights and staff needs to explain the meaning of each clients’ right and each staff need.
5. Refer the participants to their handbook (pages 7–8) for an explanation of clients’ rights and staff needs. Allow them a couple of minutes to read it. Tell them that quality services occur when service providers observe clients’ rights and when staff needs are satisfied.
6. Reveal Flipcharts 2A and 2B, and tell the participants that these flipcharts will remain on a wall during the entire course, as a reminder.
7. Ask the participants if they would like to comment on or ask questions about the framework.
8. Reinforce the message that quality means that clients’ rights are observed and staff needs are satisfied.
9. Discuss with the participants the concepts of external clients and internal clients and what it means to develop (or have) a client mindset. Ask the participants to give examples of staff or supervisors being internal or external clients. Emphasize that staff themselves are internal clients, both to other staff and to supervisors.



Activity B: Ongoing Quality Improvement: Discussion/Presentation *(10 minutes)*

1. Ask the participants to discuss how they would define the quality improvement process. After they answer, explain that quality improvement is a process that leads staff from actual practices to best practices.
2. Reveal Flipchart 2C; explain the diagram presenting the quality improvement process and explain and discuss with the participants the steps in the process. Ask the participants to give examples from their work for each step.
3. Tell the participants that later in the course, they will explore in more detail the role of supervisors in leading staff through the steps of the quality improvement process.



Session 2

Participant Resource

(also found in Participant Handbook, pp. 7–8)

The Rights of Clients

Information: Clients have a right to accurate, appropriate, understandable, and unambiguous information related to reproductive health and sexuality, and to health overall. Information and materials for clients need to be available in all parts of the health care facility.

Access to services: Clients have a right to services that are affordable, are available at convenient times and places, are fully accessible with no physical barriers, and have no inappropriate eligibility requirements or social barriers, including discrimination based on sex, age, marital status, fertility, nationality or ethnicity, social class, religion, or sexual orientation.

Informed choice: Clients have a right to make a voluntary, well-considered decision that is based on options, information, and understanding. The informed choice process is a continuum that begins in the community, where people get information even before they come to a facility for services. It is the service provider's responsibility either to confirm that a client has made an informed choice or to help the client reach an informed choice.

Safe services: Clients have a right to safe services, which require skilled providers, attention to infection prevention, and appropriate and effective medical practices. Safe services also mean proper use of service-delivery guidelines, quality assurance mechanisms within the facility, counseling and instructions for clients, and recognition and management of complications related to medical and surgical procedures.

Privacy and confidentiality: Clients have a right to privacy and confidentiality during the delivery of services. This includes privacy and confidentiality during counseling, physical examinations, and clinical procedures, as well as in the staff's handling of clients' medical records and other personal information.

Dignity, comfort, and expression of opinion: All clients have the right to be treated with respect and consideration. Service providers need to ensure that clients are as comfortable as possible during procedures. Clients should be encouraged to express their views freely, even when their views differ from those of service providers.

Continuity of care: All clients have a right to continuity of services, supplies, referrals, and follow-up necessary to maintaining their health.

The Needs of Health Care Staff

Facilitative supervision and management: Health care staff function best in a supportive work environment in which supervisors and managers encourage quality improvement and value staff. Such supervision enables staff to perform their tasks well and thus better meet the needs of their clients. Staff need to know clear expectations, receive feedback, and feel motivated.

Information, training, and development: Health care staff need knowledge, skills, and ongoing training and professional development opportunities to remain up-to-date in their field and to continuously improve the quality of services they deliver.

Supplies, equipment, and infrastructure: Health care staff need reliable, sufficient inventories of supplies, instruments, and working equipment, as well as the infrastructure necessary to ensure the uninterrupted delivery of high-quality services.

Adapted from: Huezo, C., and Diaz, S. 1993. Quality of care in family planning: Clients' rights and providers' needs. *Advances in Contraception* 9(2):129–139; and International Planned Parenthood Federation. 1993. *The rights of the client*. Poster. London.

Session 2

Trainer's Resource

Exercise: Defining Quality (35 minutes)

Note: This exercise should be conducted by two trainers, to reduce the time needed for the exercise.

Advance Preparation

1. Write on blank cards clients' rights and staff needs, one card for each of the rights and needs. Use cards in different colors for clients' rights and staff needs (for example, green cards for clients' rights and blue cards for staff needs). Cards should be big enough so that the participants can read the text on the cards easily.
2. Place the cards horizontally across a wall, with the **blank side turned toward the room**. Cards should be arranged in the same order as the list of clients' rights and staff needs, both because this helps the participants retain the information better and because it is more convenient for the trainer when conducting the exercise. (You can also write lightly in pencil on the blank side of each card the right or need on the reverse side, so that only you can see it.) There should be space beneath each card where other cards can be posted. (Be sure to have plenty of small pieces of masking tape prepared—around 50.)

Conducting the Exercise

1. Tell the participants that quality means different things to different people. Say: "Now we're going to answer the question: What does quality mean to you?" and announce that they will do an exercise for this purpose.
2. Ask the participants to imagine that they are clients. Ask: "What would you expect of a service? What would you like to see in the facility? What would you like to learn and to know when you are visiting the facility? What would you like to have available at the facility? How would you want to be treated if you or your mother, sister, spouse, or child came to this facility for health care? Or, how would you describe a model facility?"
3. Brainstorm and write the answers on separate cards. Sort them in columns, keeping in mind the seven clients' rights, and post the cards on the wall under the index cards already placed on the wall, with the blank side turned to the participants.
4. Tell the participants that now they will examine services from the staff's point of view. Tell them to think about what staff need to be able to deliver such high-quality services as you described when brainstorming about clients' expectations.
5. Write their answers on cards and place the cards on the wall under the cards with the staff needs.
6. After all answers have been recorded and cards placed on a wall in columns, turn the title cards around.
7. Say that these ideas constitute what quality means to the participants as a group. We will see in a little while that their ideas of quality closely match the definition of quality reproductive health services.
8. Uncover Flipcharts 2A and 2B with clients' rights and staff needs.



9. Explain that the list of clients' rights and staff needs is based on an internationally accepted framework of what clients and staff around the world want in health care services. In any work setting, quality means being able to provide good services that our clients need. Which means that our needs, as staff, are also met.
10. Explore the idea of external and internal clients and discuss the meaning of the phrase "client mindset." Comment on clients' rights and staff needs, describing in detail what each right and each need means.

Session 2-2

The Fundamentals of Care for Ensuring Quality in Service Delivery

Objectives

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

- List and explain the fundamentals of care
- Describe the Fundamentals of Care Resource Package and how to use it

Materials

- Resource: *Fundamentals of Care: Ensuring Quality of Facility-Based Service Delivery, A Resource Package*, Participant Handbook, page 117 and on the CD-ROM
- PowerPoint presentation, Module 2, in Appendix B
- Flipchart paper
- Markers
- Masking tape
- Flipchart 2D: Fundamentals of Care

Advance Preparation

Write out the following flipchart:

Flipchart 2D

Fundamentals of Care

- ☐ Ensuring informed and voluntary decision making
- ☐ Assuring safety for clinical techniques and procedures
- ☐ Providing a mechanism for ongoing quality assurance and management

Session Time

1 hour, 15 minutes

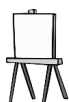
Training Activities	Time
A. Essential elements for the success and sustainability of health care interventions	10 min.
B. Overview of the fundamentals of care	15 min.
C. The Fundamentals of Care Resource Package	50 min.

Session 2-2 Detailed Steps

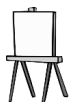
Activity A: Essential Elements for the Success and Sustainability of Health Care Interventions: Brainstorming and Discussion (10 minutes)

1. Present the learning objectives for the session.
2. Start and lead a discussion using the following questions: Why are we so interested in high-quality services? What is the goal of providing quality services? What do we hope to achieve? What are the basic things we must pay attention to if we want our health care interventions to succeed? What are essential elements for delivering quality care?

Activity B: Overview of the Fundamentals of Care: Presentation/Discussion (15 minutes)



1. Begin a PowerPoint presentation. Reveal slides 2–3 to summarize the results of the discussion in Activity A above. After you have shown Slide 3 and have explained the fundamentals of care, reveal Flipchart 2D and inform the participants that it will stay on a wall throughout the entire course.
2. Make a connection between the fundamentals of care and the framework of clients' rights and staff needs. For example, tell the participants that to ensure informed and voluntary decision making, the staff must observe clients' rights to information, access, safe services, continuity of care, privacy, and confidentiality, as well as satisfy all staff needs. Explain that in a moment you will discuss this concept in detail. A similar approach can be used to explain the second fundamental of care—assuring safety for clinical procedures and techniques. When explaining, point to flipcharts 2A and 2B to remind the participants of the clients' rights and staff needs.
3. Reveal Slide 4 and explain the origins of the fundamentals of care. (See the slides' note pages.)
4. Reveal Slide 5 and explain what value the fundamentals of care add.
5. Reveal Slide 6 and ask the participants to respond to the questions on the slide.
6. Use Slide 7 to summarize and to define informed and voluntary decision making.
7. Show Slide 8 and read the question: What needs to be in place to ensure informed and voluntary decision making? Lead the discussion.
8. Reveal Slide 9 to summarize the participants' comments and to add what was missing. (See the slide's note page to be able to comment on factors that affect the process of informed and voluntary decision making.) Make links to clients' rights and staff needs.
9. Reveal Slide 10 and tell the participants that medical safety is a critical issue for **clients** and for **providers** as well and that it relates to the **procedures** and to the clinical **environment** in which those procedures are carried out.
10. Reveal Slide 11 and brainstorm issues that assure the safety of clinical techniques and procedures.



11. Show slides 12–14 and discuss the components that help to assure safety of services. Make the connection to the clients' rights and staff needs.
12. Reveal slides 15–18 and explain the third fundamental of care—ensuring a mechanism for ongoing quality assurance. Remind the participants of the steps in the quality improvement process (Flipchart 2C) and emphasize the link between the framework of clients' rights and staff needs and the fundamentals of care. Discuss the links to performance improvement factors. Tell the participants that later in the course, they will analyze in detail the roles and tasks of supervisors in ensuring the quality of services and of providers' performance.
13. Use slides 19–20 to discuss and explain the importance of the fundamentals of care.
14. Tell the participants that the theme of the fundamentals of care is an overarching theme for the course.

Activity C: The Fundamentals of Care Resource Package: Presentation/Small-Group Exercise (50 minutes)

1. Tell the participants that all of the issues they have just discussed are presented in one document—The Fundamentals of Care Resource Package. Refer them to the Participant Handbook, p. X.
2. Using slides 21–23 and the slides' note pages, explain the purpose of the Resource Package and the format of the document.
3. Reveal Slide 24 and explain that supervisors can use the information in the package for planning and designing programs, for implementation, for monitoring and evaluation, for supervision, and for working on policies and standards.
4. Ask the participants to open to Figure 1 in the Resource Package (Slide 25) and spend a moment analyzing it. Ask for a volunteer to comment on the diagram, connecting it with their work.
5. Explain that during the following exercise, they will learn more about the Fundamentals of Care Resource Package and will gain skills in using it.
6. Divide the participants into three groups. Reveal Slide 26, showing group assignments, and Slide 27, showing the questions that the participants will work on. Tell the participants that they will have 25 minutes to discuss these questions in small groups. After that, each group will present the results of its discussion (5 minutes per group).
7. After the groups have presented the results, tell the participants that during the course, they will discuss the roles and tasks of supervisors at different levels in making changes in quality and in the sustainability of providers' performance, as well as in making the site's or district's health care systems operate successfully.

