

SUPPORTIVE SUPERVISION FOR QUALITY IMPROVEMENT

Training of trainers guide for health professionals

Facilitator's guide



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Abbreviations

AR	IPPF Africa Region
AWR	IPPF Arab World Region
EN	IPPF European Network
ESEAOR	IPPF East & South East Asia and Oceania Region
HQ	Headquarters
IPPF	International Planned Parenthood Federation
QI	Quality Improvement
QOC	Quality of Care
RO	IPPF Regional Office
SA	Self-assessment
SAR	IPPF South Asia Region
SDP	Service Delivery Point
SRH	Sexual and Reproductive Health
TOT	Training of Trainers
WHR	IPPF Western Hemisphere Region

Introduction

This training course is designed to strengthen the knowledge and skills of regional and in-country staff in supportive supervision. Together with the *Reference Manual on Supportive Supervision for Quality Improvement* the training supports implementation of the IPPF Strengthening the Quality of Reproductive Health Care programme (QOC) at Member Associations and service delivery points (SDPs) by improving supervision practices.

The training is meant to follow a cascade approach similar to the other training modules in the IPPF QOC Programme. The duration of the training is four days. Participants are intended to be quality of care focal persons, Regional Office desk officers, and Association staff selected from Associations involved in the QOC programme. At the end of the training, participants will have the skills and knowledge necessary to replicate the training module in their local settings. For more information on other QOC trainings and the programme in general, please visit the IPPF website at: www.ippf.org

This training should be used in coordination with the *Reference Manual on Supportive Supervision for Quality Improvement* which provides additional information on the concepts, principles, and approach of supportive supervision adopted in the QOC programme. Illustrated presentations are available on the CD-Rom, included with this training manual. Trainers may also find the following resources developed as part of the programme of particular interest:

1. IPPF. *Training skills for health professional: reference manual*: A reference manual on key training skills needed to introduce the quality improvement process using self-assessment at individual Member Associations and their (SDPs)
2. IPPF. *Self-assessment and facilitation skills for quality improvement*: A training of trainers guide for health professionals, Facilitator's Guide. The manual for trainers conducting training on self-assessment and the quality improvement process. The manual includes the course outline, exercises, and all handouts for the five day training.
3. IPPF. *Quality of care improvement process manual for service providers and managers*: The core programme document providing detailed instructions for the implementation of the QI process using self-assessment tools at individual Member Associations and SDPs.

All materials are available at www.ippf.org

Expected outcomes

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

- define supportive supervision in relation to quality improvement initiatives
- describe the knowledge, skills and attitudes for supportive supervisors
- transfer the knowledge, skills and attitudes related to supportive supervision, including coaching, mentoring, and team building to others
- provide and explain the tools and guidelines for supportive supervision in the context of the QOC programme
- conduct training in supportive supervision for internal and external facilitators at regional and in-country levels, using the IPPF Supportive Supervision training resources and tools

The training covers four main areas:

1. Definition and principles of supportive supervision in the context of quality management
2. Knowledge, skills and attitudes of supportive supervisors
3. Linking supportive supervision with QOC standards and tools for external and internal supportive supervision
4. Training for the implementation of a supportive supervision system at the Member Association level.

Methodology

The training follows a participatory approach using a range of training techniques, including:

- case studies
- working groups
- exercise sheets
- role plays
- energizers

Training course outline

Supportive Supervision for Quality Improvement

Day 1

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
60 minutes	<p>Session 1: Opening</p> <p>Welcome participants and introduction of the facilitators</p> <p>Participants' introductions</p> <p>Review of training schedule, materials and norms</p> <p>Decide how to work together</p> <p>Discuss logistical aspects of the training</p> <p>Assess participants' knowledge and skills before the training course.</p>	<p>Brief greeting. Each facilitator introduces him/herself.</p> <p>Participants present themselves using exercise: "who am I?"</p> <p>Participants read the training goals and objectives</p> <p>Participants discuss personal expectations/goals</p> <p>Discuss with the participants the course timeframe, materials available.</p> <p>Participants discuss and determine essential rules to be followed during training activities</p> <p>Hotels, per-diems, expenses reports, etc</p> <p>For each day or part of the day a rapporteur will be appointed</p> <p>Participants complete a pre-course questionnaire, containing training areas to be covered during the training.</p>	<p>Handout 1: 'Who am I' or 'My favourites' exercise</p> <p>Presentation: "Goals and objectives"</p> <p>Handout 2: "Expectations"</p> <p>Handout 3: "One thing"</p> <p>Training outline and training schedule</p> <p>"Pre-course questionnaire"</p> <p>Flipchart, markers, masking tape</p>
45 minutes	<p>Session 2: Effective supervision and the QOC programme</p>	<p>Brainstorming: Why supportive supervision is important for QOC</p> <p>Illustrative presentation</p>	<p>Presentation: "Supervision and the QOC programme"</p> <p>Laptop, LCD projector and computer diskettes/CD-ROM or overhead projector and overhead transparencies, screen</p> <p>Flipchart, markers, masking tape</p>

Day 1

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
Coffee break			
60 minutes	<p>Session 3: Defining supportive supervision</p> <p>Understanding the differences between traditional and supportive supervision</p> <p>Define supportive supervision</p> <p>Discuss the principles of supportive supervision</p> <p>Discuss the ideal environment for supportive supervision</p>	<p>Group work and presentations</p> <p>Brainstorming</p> <p>Illustrative presentation</p>	<p>Illustrative presentation: "Definition and principles of supportive supervision"</p> <p>Laptop, LCD projector and computer diskettes/CD-ROM or overhead projector and overhead transparencies, screen</p> <p>Flipchart, markers, masking tape</p>
Lunch			
30 minutes	<p>Session 4: External and internal supervision</p> <p>Discuss the different levels of supervision (external and internal)</p>	<p>Illustrative presentation</p>	<p>Presentation: "External and internal supervision"</p> <p>Laptop, LCD projector and computer diskettes/CD-ROM or overhead projector and overhead transparencies, screen</p> <p>Flipchart, markers, masking tape</p> <p>Supportive supervision for quality improvement: <i>Reference manual</i></p>

Day 1

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
60 minutes	<p>Session 5: Knowledge, skills and attitudes of supervisors</p> <p>Identify the roles of supervisors</p> <p>List the characteristics of supervisors (knowledge, attitudes and skills)</p> <p>Discuss the selection criteria for supervisors</p> <p>Discuss the limitations of the supervisors while conducting supervision</p>	<p>Plenary discussion and brainstorming</p> <p>Group work</p> <ul style="list-style-type: none"> - Characteristics of supervisors <p>Illustrative presentation and plenary discussion</p>	<p>Handout 4: "Knowledge, skills and attitudes of supervisors"</p> <p>Presentation: "Skills, knowledge and attitude of supportive supervisors"</p> <p>Laptop, LCD projector and computer diskettes/CD-ROM or overhead projector and overhead transparencies, screen</p> <p><i>Supportive supervision for quality improvement</i>: Reference manual</p> <p>Flipchart, markers, masking tape</p>
Coffee break			
60 minutes	<p>Session 6: Process of supervision</p> <p>Discuss the process of supervision before, during and after a supervisory visit</p>	<p>Group work:</p> <ul style="list-style-type: none"> - "Before, during and after" <p>Group presentations</p> <p>Illustrative presentation</p>	<p>Illustrative presentation: "Planning and organizing a supervision visit"</p> <p><i>Supportive supervision for quality improvement</i>: Reference manual</p> <p>Laptop, LCD projector and computer diskettes/CD-ROM or overhead projector and overhead transparencies, screen</p> <p>Flipchart, markers, masking tape</p>
15minutes	<p>Evaluation of the day's activities</p> <p>Instructions for next day</p>	<p>Participants and facilitators reflect on the day</p> <p>Facilitators provide instructions for Day 2</p>	<p>"Reflection of the day" sheet</p>

Day 2

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
30 minutes	<p>Session 1: Introduction</p> <p>Warm-up exercise</p> <p>Review of the agenda for the day</p> <p>Reflection of Day 1</p>	<p>Group activity: "Numbers exercise"</p>	<p>Handout 1: Numbers exercise</p> <p>Flipchart, markers, masking tape</p>
60 minutes	<p>Session 2: Overview of the elements for supportive supervision</p>	<p>Illustrative presentation</p> <p>Plenary discussion</p>	<p>Illustrative presentation: "Elements of supportive supervision"</p> <p>Flipchart, markers, masking tape</p> <p><i>Supportive supervision for quality improvement</i>: Reference manual</p> <p>Laptop, LCD projector and computer diskettes/CD-ROM or overhead projector and overhead transparencies, screen</p>
Coffee break			
80 minutes	<p>Session 3: Practicing supervisors' skills</p> <p>- Communication skills</p>	<p>Group work</p> <ul style="list-style-type: none"> - Group 1: Active listening and positive body language - Group 2: Verbal communication and encouragement - Group 3: Paraphrasing, summarizing and clarification - Group 4: Appropriate questioning <p>Group presentations</p> <p>Plenary discussion</p>	<p>Handout 2: "Communication task"</p> <p>Flipchart, markers, masking tape</p> <p><i>Supportive supervision for quality improvement</i>: Reference manual</p>
Lunch			

Day 2

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
45 minutes	Session 4: Practicing supervisors' skills: Team building Working with teams Group dynamics	Group exercise: - Puzzle Plenary discussion on team building and team work in the quality improvement process Illustrative presentation on leadership as a skill to influence behavior in teams.	Handout 3: "Instructions for observers" Illustrative presentation: "Leadership skills" <i>Supportive supervision for quality improvement</i> : Reference manual Laptop, LCD projector and computer diskettes/CD-ROM or overhead projector and overhead transparencies, screen Flipchart, markers, masking tape
Coffee break			
90 minutes	Session 4: working with teams continued: - Negotiation in teams	Case study/ role play Illustrative presentation	Handout 4: "Role play" Illustrative presentation: "Working with teams" <i>Supportive supervision for quality improvement</i> : Reference manual Laptop, LCD projector and computer diskettes/CD-ROM or overhead projector and overhead transparencies, screen Flipchart, markers, masking tape
15 minutes	Session 5: Evaluation of the day's activities Instructions for next day	Participants and facilitators reflect on the day Facilitators provide instructions for Day 3	"Reflection of the day" sheet

Day 3

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
30 minutes	Session 1: Introduction Warm-up exercise Review of the agenda for the day Reflection of Day 2	Group activity	Materials for the warm-up exercise
60 minutes	Session 2: Supervisors' skills: - Training and coaching	Group exercise - How to make a box Group discussion Illustrative presentation on importance of effective planning, communication and coaching to facilitate performance improvement.	Materials for the box exercise Illustrative presentation: "Characteristics of an effective coach" Laptop, LCD projector and computer diskettes/CD-ROM or overhead projector and overhead transparencies, screen Flipchart, markers, masking tape
Coffee break			
60 minutes	Session 3: Tools to facilitate supervision Provide an overview of the supervision tools and process in the IPPF QOC programme	Group work - Using the action plans supervisory forms Plenary discussion	Handout 1: Instructions for group exercise Action Plan Supervision format
Lunch			
80 minutes	Session 3: Tools to facilitate supervision (contd) Linking supervision with providers' needs Providing a framework for supportive supervision	Group exercise Plenary discussion on the importance of guidelines in supervision	Handout 2: Instructions for group exercise <i>Supportive supervision for quality improvement</i> : Reference manual Flipchart, markers, masking tape
Coffee break			

TIME	OBJECTIVES/ACTIVITIES	FACILITATION METHODS	RESOURCES/MATERIALS
20 minutes	Session 4: Working with guidelines Reinforce the role of clear guidelines in the quality improvement process	Group exercise - Sandwich	Slices of bread Butter Jam/ jelly
60 minutes	Session 5: Linking supportive supervision with QOC checklists - Infection prevention - Surgical procedures - Logistics and supplies - Counselling	Plenary discussion on the importance and use of checklists in supportive supervision Small group discussion and feedback	QOC Observation checklists <i>Supportive supervision for quality improvement</i> : Reference manual Flipchart, markers, masking tape
15 min	Session 6: Evaluation of the day's activities Instructions for next day	Participants and facilitators reflect on the day Facilitators provide instructions for Day 3	"Reflection of the day" sheet

Day 4

TIME	OBJECTIVES/ACTIVITIES	FACILITATION METHODS	RESOURCES/MATERIALS
30 minutes	Session 1: Introduction Warm-up exercise Review of the agenda for the day Reflection of Day 3	Exercise " My favourites "	Materials for the warm-up exercise
60 minutes	Session 2: Peer support in supportive supervision Discuss the role of peer support in supportive supervision	Group exercise and presentations Plenary discussion	Handout 1: "Peer support" <i>Supportive supervision for quality improvement</i> : Reference manual Flipchart, markers, masking tape
Coffee break			
60 minutes	Session 2 (continued)		
Lunch			
60 minutes	Session 3: Work plan for regional and in-country training	Group work - Developing a work plan to prepare and organize the regional and in-country trainings	Outline of Regional training <i>Supportive supervision for quality improvement</i> : Reference manual Flipchart, markers, masking tape
30 min	Session 4: Post-training self-assessment and final evaluation	Participants complete a post-training questionnaire Participants complete a final evaluation questionnaire	Post-training questionnaire Copies of final evaluation questionnaire
15 min	Session 5: Closure Thank the participants Distribute certificates	Participants receive certificates of participation	Certificates

Day 1

Session 1

Opening and introduction

The opening and welcome of a training course are critical. Establishing a safe and comfortable environment will help foster a positive training climate and facilitate the exchange of knowledge and experiences among participants. At the start of the training facilitators should introduce themselves and talk about their own expectations for the course. The overall training goals and objectives should be reviewed and discussed by the group.

When introducing the role of supportive supervision in the IPPF QOC programme, it is important to emphasize that managers and providers have invested time and energy in assessing quality of care and developing action plans. The role of supervision is to provide assistance in order for those efforts to pay off. Effective supportive supervision will help ensure QOC activities are implemented and sustained over the long term.

It is important to note that specific support and training for supervisors is often lacking, and despite their best efforts, managers often find it difficult to create a supervision system that improves and sustains staff commitment to quality of care. In situations where no supervisory system exists, supervisees may not understand the benefits of supervision. They may see supervision as a “policing” exercise controlled by standardized checklists (when available).

Inform the group that this four day training on supportive supervision will introduce participants to the key concepts and tools of the supportive supervision process. The overall aim is to improve the supervisory systems at Member Associations and service delivery points. In the long term, an effective supportive supervision system will help improve and sustain the quality of services provided.

After opening remarks, four participatory exercises provide participants with the opportunity to introduce themselves and their Member Associations, and to talk about their expectations for the training. Participants should get acquainted with each other and with the facilitators in order to work well together during the course. The exercises are:

1. Getting acquainted / presentation by participants
2. Agreeing on ground rules
3. Participants’ expectations (to compare with the results with the workshop outcomes at the end of the training)
4. Pre-course self-assessment

Objectives

On the first day of the training, participants will discuss the concept of supportive supervision to improve and maintain the quality of services and identify the elements of an effective, feasible and sustainable supervision process to implement at the Member Association level. They will also work in small groups to determine supervisors’ roles and characteristics (knowledge, skills and attitudes).

By the end of the day participants will be able to:

- get acquainted with each other
- set up common ground rules for the training
- list training purpose and objectives
- assess their knowledge and skills on supportive supervision
- explain the difference between traditional and supportive supervision
- define supportive supervision
- explain the different levels of supervision- external and internal supervision
- identify the roles and characteristics of the internal and external supervisor
- explain the supervision process
- evaluate the activities of the day

Exercise 1.1

Getting to know each other



Aim: To enable participants and facilitators to get to know each other's names and backgrounds as well as to "break the ice"



Material: Handout 1: "Who am I?"
Flipchart and markers



Time: 15 minutes



Participants: Plenary



Steps:

1. Distribute the handout: "Who am I?" to each participant and give them five minutes to complete it.
2. Collect all the forms and place them in a box.
3. Ask a volunteer to come to the front of the room to pick a form from the box and read the information on the sheet (but not the name). Ask participants to guess who the person is.
4. The person whose name has been read will be the next person to pick a form out of the box.
5. The activity will generate fun and laughter, while enabling participants and facilitators to get to know one another.

Exercise 1.2

Clarification of expectations and training purpose and objectives



Aim: To allow participants to express what they would like to learn from the training and how they expect the workshop will help them in their work



Material: Handout 2: "Expectations"



Time: 20 minutes



Participants: Working groups and plenary



Steps:

1. Explain that the training is designed to meet the needs and expectations of participants to improve their knowledge and skills in the area of supportive supervision
2. Divide participants into four groups
3. Distribute the handout "Expectations" and ask each group to discuss one question, as follows:
 - Group 1: what do I see as a personal goal of this training?
 - Group 2: what do I see as a goal of this training for my region or Member Association?
 - Group 3: what are the outcomes I would like to have after this training?
 - Group 4: what motivates me at training courses?
4. Ask the groups to present their responses in plenary
5. After a brief discussion about participants' expectations, discuss the overall aims of the workshop. The facilitator should help clarify the relationship between personal expectations and the training's overall aims.

Exercise 1.3

Working together: Team building exercise: "One thing"



Aim: To discuss teamwork and strengthen team spirit in the training group.



Material: Handout 3: "One Thing"
Flipchart, markers, tape



Time: 15 minutes



Participants: Individual and pairs



Steps:

1. Distribute the Handout: "One Thing". Give participants five minutes to complete it.
2. Once the forms have been completed, group the participants in twos (pairs) and ask them to share their responses with one another
3. After a few minutes, ask pairs to report back in plenary by asking one member from each pair to share with the group the information she/he heard from their partner
4. After the first partner has spoken, the other partner will have their turn to report to the entire group. In this way, each participant will have a turn reporting to the entire group
5. Record the responses on the flipchart and conclude the discussion by summarizing the main points raised by participants about working as a team during the training.
6. Take this opportunity to discuss the logistical and administrative aspects of the training such as: start time, breaks, per-diems, expense reports, etc.

Day 1

Handout 1

Who am I?

Name:..... Job Title

Best thing about my job:.....

Worst job I ever had:.....

Most important lesson (job related) I've learned:

.....

How my friends describe me:

How I would describe myself:

How I spend my leisure time:

.....

My favourite's heroes/heroines:

If money were no limitation, I'd probably

.....

The achievement I feel proudest of is:

Favourite advice I give to others:

Day 1

Handout 2

Expectations

Discuss in your group the following question:

Group 1: What do I see as a personal goal of this training?

Group 2: What do I see as a goal for my region?

Group 3: What are the outcomes I would like to have after this training?

Group 4: What motivates me at training courses?

Day 1

Handout 3

About working in a team

One thing I like:

One thing I dislike:

One thing I'd like the team to have during this training:

Exercise 1.4

Pre-course questionnaire



Aim: To let participants assess their knowledge, attitudes and skills at the start of the training. This will allow them to measure their progress after the training



Material: Handout 4: Pre and post course questionnaire



Time: 10 minutes



Participants: Individual



Steps:

1. Distribute the pre-course questionnaire exercise for participants to complete and return. In order to keep the outcomes anonymous, number the sheets before distributing them. Ask participants to take note of the number on their sheet. The same sheet will then be distributed to them as the post-course questionnaire at the end of training.
2. Facilitators should review the results of the pre-course questionnaire at the end of the day to help guide them on participants' learning needs.

Pre-course self-assessment form

Pre-training self-assessment:

Please read all the statements listed at column 1 and complete column 2 using the rating scale below.

Rating Scale:

5: Strongly agree 4: Agree 3: No opinion 2: Disagree 1: Strongly Disagree


Statements	Rating
1. I can define supervision.	
2. I can explain supportive supervision.	
3. I can list all the elements of a supportive supervision process.	
4. I can describe the knowledge, skills and attitudes for an effective supervisor.	
5. I can explain what coaching is in the context of supportive supervision.	
6. I am very clear about the roles and responsibilities of the supervisor at the Member Association and SDP levels.	
7. I am very knowledgeable about how to work with teams.	
8. I know how to link the supervision process and tools with the QOC standards/providers' needs.	
9. I feel confident I could implement a supportive supervision process to strengthen quality improvement at the Member Association level.	
10. I have all the knowledge and skills to train trainers to introduce a Supportive Supervision Process within the Region and Member Associations.	

Day 1

Session 2

Effective supervision and the QOC programme

 Aim: Participants discuss how effective supervision can support the QOC programme

 Material: Illustrative presentation: “Supervision and the QOC programme”
Photocopied handouts of the presentation

 Time: 45 minutes

 Participants: Plenary

 Steps:

1. Discuss with participants what they understand by effective supervision and why they think it is important for the QOC programme.
2. Discuss the role of motivation, staff involvement and ownership in the QOC programme, as well as the concepts of continuous improvement, learning development and capacity building. Refer to the Reference manual on supportive supervision for discussion points on each of these themes.
3. Present and discuss the Illustrative presentation “Supervision in the QOC programme” which summarizes the importance of supervision in the IPPF quality improvement process.

Day 1

Session 3

Defining supportive supervision

Exercise 3.1: Positive and negative experiences with supervision



Aim: To define supportive supervision and understand the differences between traditional and supportive supervision



Material: Flipchart and markers
Illustrative presentation: "Definition and principles of supportive supervision"



Time: 60 minutes



Participants: Small groups



Steps:

1. Divide participants into two groups. Each group will brainstorm about positive and negative personal experiences with supervision (as supervisor or supervisee). Give the groups 20 minutes to discuss and 10 minutes to present.
2. After the groups have made their presentation, brainstorm with the group about the ideal environment for supportive supervision. Discuss:
 - a. What should the relationship be between service providers and supervisors?
 - b. What should the dynamics be in individual and team supervision?
3. End the discussion by summarizing the key points and with the illustrative presentation on the definitions and principles of supportive supervision and its links with the QOC programme.

Day 1

Session 4

External and internal supervision



Aim: To define the different levels of supervision



Material: Illustrative presentation: "External and internal supervision"



Time: 30 minutes



Participants: Plenary



Steps:

1. Present and discuss the illustrative presentation of the different levels of supportive supervision, clarifying the differences between the roles and duties of the internal and external supervisors.

Day 1

Session 5

Knowledge, skills and attitudes of effective supervisors



Aim: To define the different skills and characteristics of internal and external supervisors



Material: Flipchart and markers
Handout 5: “Knowledge, skills and attitude of supervisors”



Time: 60 minutes



Participants: Group work and plenary



Steps:

1. Brainstorm with the group about the different roles of a supervisor.
2. List all the responses on the flipchart
3. Divide participants in three small groups and ask them to think about the QOC programme and discuss the characteristics of a supervisor:
 - Group 1: Knowledge (contents) the supervisor has to have
 - Group 2: Attitudes the supervisor has to have
 - Group 3: Skills the supervisor has to have
4. Give the groups 20 minutes to finalize and 10 minutes for each group to present the results of their discussion.
5. After the groups have presented, lead a discussion about who should be trained as a facilitator at the country level and the limitations of supervisors.

Day 1

Handout 5

Exercise on roles and characteristics of supervisors

Group 1

List the knowledge (content) the supervisor should have:

Group 2

List attitudes the supervisor should have:






Group 3

List the skills a supervisor should have:

Day 1

Session 6

Process of supervision – Before, during and after

-  **Aim:** To increase participants' awareness of the importance of planning and organization for an effective supervisory visit/activity.
-  **Material:** Illustrative presentation: "Planning and organizing a supervisory visit"
Flipchart and markers
Supportive supervision for quality improvement: Reference manual
-  **Time:** 60 minutes
-  **Participants:** Working groups and plenary
-  **Steps:**

Divide participants in 3 groups:

- Group 1: Will discuss the planning tasks before a supportive supervision visit
- Group 2: Will discuss the activities and tasks to carry on during the supportive supervision visit.
- Group 3: Will discuss the activities and tasks to carry on after the supportive supervision visit.

After the group discussions and presentations, summarize and present the illustrative presentation.

Tips:

- Before starting the illustrative presentation, lead a brief discussion about the importance of planning and organization.
- The presentation will lead to discussions about the planning and organizational steps needed to conduct a supervision activity, as well as key follow-up steps after a visit.
- Refer to the Reference manual for further discussion points.

Day 1

Session 7

Reflection of the day



Aim: Participants give feedback on the day's sessions



Material: Reflection of the day sheet (at the end of the manual)



Time: 15 minutes



Participants: Individual and plenary



Steps:

1. Summarize the main issues discussed during the day
2. Ask participants to complete the reflection sheet (anonymously) and hand it in.

Instructions for next day:

Ask participants to review the Supportive supervision for quality improvement: reference manual and in particular, the sections on communication and section 5: Linking supervision with the QOC standards and criteria.

Day 2

Session 1

Introduction

The second day reviews in more detail the skills, knowledge and attitudes of effective supportive supervisors within the context of the QOC programme.

Objectives

By the end of the day participants will be able to:

- apply the knowledge, skills and attitudes of an effective supervisor related to communication
- apply the knowledge, skills and attitudes of an effective supervisor related to group dynamics and working with groups
- evaluate and discuss the activities of the day.

Contents

1. Opening: Agenda of the day
Review the agenda of the day with participants
2. Reflection Day 1
Summarize the sessions of Day 1 and provide feedback on participants' reflections of the day.
3. Warm-up exercise
Conduct a warm up exercise (see next page)

Warm-up exercise:

Numbers game



Aim: To provide the opportunity to discuss the value of practicing a task to improve performance.



Material: Handout 1: "Numbers sheet"
Supportive supervision for quality improvement: Reference manual



Time: 15 minutes



Participants: Plenary/ individual



Steps:

1. Distribute three copies of Handout 1: "Numbers sheets" to each participant.
2. Inform them that this is a simple hand-eye coordination exercise in which they are to work as fast as they possibly can within a specified time frame. Ask them to connect the numbers by drawing a line from # 1 to #2, #3, etc.. Give them 60 seconds to work on the task.
3. Ask them to circle the highest number reached.
4. Make a list of the highest number reached by each participant.
5. Repeat the exercise two more times, each time recording participants' results

After the exercise:

Discuss with participants the improvement process in this activity. Discuss with participants how performance is often improved with support and practice.

Day 2
Handout 1

25 9 35 53 44
54 2 39 24 33 8
49 72 50 67 1 43
10 74 23 78 11 75 16
26 57 27 46 34
41 3 52 71 55 7 22
18 65 36 68 45 58
73 6 17 63 40
37 79 61 31 21 76 15
48 19 28 80 4
13 30 42 59 51
5 56 77 64 66
20 47 62 69 60 29
70 32 38 14

Day 2

Session 2

Overview of the elements of supportive supervision



Aim: To increase participants' awareness of the key elements and skills of supportive supervision within the QOC programme



Material: Illustrative presentation: "Elements of supportive supervision"
Handouts of presentation



Time: 60 minutes



Participants: Plenary



Steps:

1. Present and discuss the Illustrative presentation to provide an overview of the following elements:
 - a. Communication
 - b. Planning and organization
 - c. Motivation
 - d. Training and coaching
 - e. Team building/group dynamics/working with groups

Day 2

Session 3:

Practicing skills and attitudes: Communication



Aim: To enable participants to practice and discuss supervisors' skills and attitudes in a participatory manner



Material: Handout 2: "Communication exercise"



Time: 80 minutes



Participants: Role play/ plenary



Steps:

1. Divide participants into four groups to prepare and present situations using communication skills:
 - Group 1: will discuss and present active listening and body language.
 - Group 2: will discuss and present verbal communication and encouragement.
 - Group 3: will discuss and present paraphrasing and clarification.
 - Group 4: will discuss and present appropriate questioning.
2. Groups will have 30 minutes to prepare (ideally the groups should be in separate rooms) and 15 minutes to present.
3. After each presentation, summarize the key components of the particular skill and its application at the Member Association level.

Day 2

Handout 2

Communication task

Task allocation:

- Duration: 30 minutes
- Participants are divided in four groups
- Each group will prepare and present a situation showing how to use a communication skill during a supervision visit
 - Group 1: will discuss and present active listening and body language
 - Group 2: will discuss and present verbal communication and encouragement
 - Group 3: will discuss and present paraphrasing and clarification
 - Group 4: will discuss and present appropriate questioning
- Materials needed: *Reference manual on Supportive Supervision*.

Group 1

- Act out a role play where you present active listening skills and body language skills which stimulate communication with others.
- The situation is that an administrative member of staff feels that she has too much work to do and gets the blame if she cannot provide statistics on time

Group 2

- Act out a role play where you present verbal communication and encouragement skills.
- The situation is that in a supervisory meeting at the SDP, the supervisor wants to get feedback on a situation where two staff members disagree on how to implement protocols on infection prevention.

Group 3

- Act out a role play where you present paraphrasing and clarification skills.
- The situation is that in a face-to-face meeting with the cleaner the provider wants to understand why the cleaner never does her job properly because of time constraints

Group 4

- Act out a role play where you present questioning skills.
- The situation is that in a face-to-face meeting the supervisor wants to assess the training needs of a new nurse.

Day 2

Session 4

Practicing skills and attitudes:

Team building, working with teams and group dynamics

4.1. Practicing skills and attitudes: working with people



Aim: To provide the opportunity to discuss group dynamics and the role of the supervisor in team building.



Material: Puzzles pieces
Handout 3: "Instructions for observers"
Illustrated presentation: "Leadership skills"
Handout 4: "Leadership styles"
Reference Manual
Photocopied handouts of presentation



Time: 45 minutes



Participants: Working groups, plenary



Steps:

1. Divide participants into three groups and select two observers in each group.
2. Each group will receive envelopes with large puzzle pieces. (Puzzle pieces should be prepared in advance using construction paper. To make the pieces draw a large square on a piece of paper and then cut the square in random shapes and sizes.)
3. Give each group 10 minutes to solve the puzzle.
4. While the groups try to solve the puzzle, the observers should take notes based on the questionnaire they've received.
5. After 10 minutes, lead a discussion about group dynamics. Together with the participants, brainstorm and list the tasks related to the role of supervisor in team building.

Optional: a leader for each group can be appointed beforehand.

Brainstorming: Leadership:

After the discussions about the experiences with the puzzle exercise, discuss the importance of leadership skills for effective supervision, using the illustrative presentation. Distribute and discuss the handout on leadership styles.

4.2 Practicing supervisor's skills and attitudes: negotiation in teams



Aim: To introduce the concept of team building in the quality improvement process; discuss personal experiences with working with teams; and discuss the role of the supervisor in team approach.



Material: Flip chart and markers
Handout 5: "Role play"
Illustrative presentation: "Working with teams"
Reference manual
Photocopied handouts of presentation



Time: 90 minutes



Participants: Plenary and small groups



Steps:

A. Optional: Warm up exercise with chairs (20 minutes).

1. Divide participants in three groups. Give each group an envelope with a different instruction:
 - Group 1: Make a circle of all the chairs in the room
 - Group 2: Place all the chairs near the window
 - Group 3: Place all the chairs near the door
2. Ask participants to perform their given tasks and work together to get all three tasks done.
3. These are the possible solutions:
 - All chairs in a circle between door and window
 - Put the chairs first in a circle, next near the window, and finally near the door
 - Recreate the room by using a flipchart sheet and mark them with door or window
 - Decide together to ignore the instructions and divide the chairs equally
4. Discussion points after the exercise
 - What did you experience?
 - Who decided what happened with your chair?
 - How did you engage with the others; did you collaborate, argue or convince or did you give in?
 - How did you interpret the instruction?
 - If you had to do it again how would you do it?

B. Introduce the concept of the self regulating team

In the philosophy of the QOC programme, the aim of supportive supervision is to assist teams to become independent and self regulating:

- A self regulating team is a group of people who feel responsible for goals and objectives i.e. implementation of QOC Action Plan
- The team has decision-making power over the quantity and quality of the output of the team
- The team can be supported regularly by the supervisor (as a team and individually)
- The supervisor's role is to support negotiation and decision-making within the team

C. Introduce the case study and role play

1. Ask three volunteers to 'play' the supervisor and four volunteers to 'play' the staff. Divide the other participants into observers of either the supervisors or the staff.
2. The three supervisors each have 10 minutes to play their role as supervisor and negotiate a solution to the situation presented in the case study.
3. After the role plays, ask the supervisors and observers to come together to discuss the strategies that were used to solve the problem. The staff will also come together with their respective observers to give the supervisors feedback. Ask the groups to report back in plenary (10-15 minutes).
4. In plenary, discuss the following: (30 minutes)
 - Did the supervisors gain the trust of the staff members?
 - Did the supervisors give a structure to the meeting which is accepted by all?
 - Did the supervisors give attention to all level of team meeting?
5. Give an illustrative presentation on the most important elements of team work:
 - Goals and tasks of teams
 - Procedures in teams
 - Process of teams; dealing with different personalities

Day 2

Handout 3

Puzzle exercise: **Instructions for observers**

Observation of the group's work dynamic:

- Was the group motivated to carry out the task?
- Did the group organize itself around the activities to carry out the task?
- Was there a spontaneous leadership in the group?
- Was this leadership accepted by the group?
- Considering the group's dynamic, which factors facilitated the accomplishment of the task?
- Considering the group's dynamic, which factors made the accomplishment of the task more difficult?

Day 2

Handout 4

Leadership styles and skills in supportive supervision

The role of the supportive supervisor is to address the needs of the providers as well as to teach and support staff members to undertake the QOC process and maintain QOC standards. There are different styles of leadership which can be used to support staff and teams in this process. The supervisor needs to know which style to use in different situations.

Telling:

The telling style of leadership could be applied to staff and teams who are still unable to tackle the task to implement and maintain QOC. The approach can be useful with new staff or in emergency situations. This style is needed when staff need a lot of direction and support.

Skills:

- Be clear about standards
- Be clear what is expected
- Instruct extensively
- Develop individual's technical skills
- Check performance
- Point out errors
- Develop pride in good performance
- Be considerate but firm
- Help learning by showing interest in learning problems

Coaching:

The coaching leadership style is used with a more established team and staff members who have certain basic skills, but still have much to learn. The style is well suited to teams who need support in solving the QOC gaps at the SDP or Member Association level. In this style the supportive supervisor takes the initiative in directing and monitoring the QOC process. They also give rapport a high priority and invest energy in developing it with all staff members as well as getting acquainted with all their needs.

Skills:

- Spend time with each staff member
- Identify topics of common interest
- Assess individual characters and needs
- Communicate intensively
- Develop pride in output
- Be directive when necessary
- Reward positive behavior
- Be strict to maintain standards

Supporting:

The supporting leadership style in supportive supervision can be used with staff members and teams who have all the basic skills and competences to handle most of the tasks related to the job as well as a common understanding of the QOC standards. Further development of the team and increasing the motivation of the staff members to maintain QOC standards requires that they take more responsibility for their work, the QOC process and keep their own morale high. Staff members are encouraged to tackle and solve the problems at the SDP/Member Association. In exceptional circumstances, issues may need to be clarified and decided by the supervisor or manager. Important decisions should be explained and staff members encouraged to make a contribution to the wider organization.

Skills:

- Limit direction and control
- Set up self-monitoring systems
- Counsel on problems
- Develop people by giving them tasks and assignments
- Communicate widely
- Encourage feedback and comment

Delegating:

The delegating leadership style in supportive supervision is used with staff members and teams who have achieved a level of skills and want to devote all their energy into doing a good job. This style is appropriate for a supportive supervisor with people who have responsible and positive attitudes toward the SDP/MA. The supervisor acts as a resource and leaves much of the work to the staff and the team. The day-to-day monitoring of the QOC process is administered by the staff members

Skills:

- Clarify and agree on objectives
- Give support when requested
- Represent the group to others if necessary
- Avoid interfering
- Respond to requests seriously

Day 2

Handout 5

Role play

Situation at the clinic:

In village x there is an SDP with 4 medical staff. The supervisor from HQ visits the SDP regularly (twice a month). Today the supervision meeting will address the possibility of introducing VCT in the clinic – a new service that the clinic hopes to provide in the near future. It is understood that one team member will be appointed to head this new activity. The meeting today is to decide which team member will become the head of the programme.

Staff members are:

- **Senior Nurse A**
 - 55 years old. She has worked at the SDP for a long time. She feels she is the “mother” of the clinic and that she is entitled to some privileges.
- **Nurse B**
 - 35 years old. She has worked at the SDP for 8 years. She has lobbied for a long time to make VCT available in the clinic. She feels it as a personal victory that finally this service will be offered.
- **Nurse C**
 - 23 years old. She recently joined the team. When she arrived, the supervisor promised her that she would gain additional responsibilities within a year. That is one of the reasons she took the job.
- **Nurse D**
 - 29 years old. She is studying to be a supervisor and at times, acts as an internal supervisor. She is already knowledgeable of basic training skills which will be helpful in supervising others in this new service. She feels she is entitled to the job because she needs experience in supervising others.
- **The Supervisor**
 - You believe in a supportive supervision approach whereby most of the decisions should be made by the team members themselves. You believe that all staff members have good leadership capacities. You don't want a conflict over who will be heading the new programme. You want the programme to be introduced as soon as possible and in the best possible way. It is a new programme and you are not expecting further possibilities to expand the SDP's services in the near future

What do you do?

Day 2

Reflection of the day



Aim: Participants give feedback on the day's sessions



Material: Reflection sheet



Time: 15 minutes



Participants: Plenary



Steps:

1. Summarize the main issues discussed during the day.
2. Participants complete the reflection sheet (anonymously) and hand it in.

Instruction for next day:

Ask participants to review the observation checklists and the section on team work in the *Supportive supervision for quality improvement: Reference manual*

Day 3

Session 1

Introduction

On Day 3, participants will work on linking the supportive supervision approach to specific tools and processes of the IPPF QOC programme.

Objectives

By the end of the day participants will be able to:

- apply knowledge, skills and attitudes of supervisors related to training and coaching
- work with the action plan supervision forms
- link supervision with QOC standards related to providers' needs
- link supportive supervision with the QOC tools and checklists
- evaluate and discuss the activities of the day.

Contents:

1. Opening: Agenda of the day
Review the agenda of the day with the participants
2. Reflection of Day 2
Summarize the sessions of Day 2 and provide feedback on participants' reflections of the day.
3. Warm-up exercise
Conduct a warm up exercise

Day 3

Session 2

Practicing supervisors' skills:

Training/ coaching



Aim: To provide the opportunity to discuss the skills and attitudes of supervisors, especially in relation to planning, communication, motivation and coaching



Material: Illustrative presentation: "Characteristics of an effective coach"
Supportive supervision for quality improvement: reference manual
Blank sheets of paper



Time: 60 minutes



Participants: Individual exercise



Steps:

1. Show participants a hand made paper box and ask them to make the same box in 5 minutes. Do not provide any further information and guidance, and be very directive with the instructions.
2. While the participants try to perform the task, give negative feedback to participants.
3. After the 5 minutes, lead a discussion on why participants were unable to perform the task effectively.
4. Then, do the opposite. Give participants the correct instructions on how to make the box and coach them to perform the task correctly; give positive feedback on their performance and praise their results.
5. To conclude the exercise, reinforce that importance of effective planning, communication and coaching to facilitate performance improvement. Discuss the illustrative presentation.

Instructions on making a box:

First step:

Fold your piece of paper vertically in three equal parts. .

Second step:

Now fold into three equal parts, horizontally. Now you should have nine parts (rectangles) of the same size.

Third step:

You are going to work with the four corner rectangles. Now fold the edge of each corner rectangle diagonally over 2/3 of the opposite side, and make an edge just in that rectangle.

Fourth step:

Fold over all four corners, and then fold the top tabs over each side.

Day 3

Session 3

Tools to facilitate supervision:

3.1 Using action plan supervision forms



Aim: To provide participants with an overview of the process and forms used during the supervision process



Material: *Supportive supervision for quality improvement*: Reference manual
Sample SDP action plans
Action plan supervision forms



Time: 60 minutes



Participants: Plenary and small group exercises



Steps:

1. Introduce the supervision action plan monitoring forms and discuss in plenary.
2. After the presentation, divide participants into three groups. Within each group, designate one supervisor. The other members of the group will be SDP team members.
3. Ask the “supervisors” to step out of the room for five minutes. Provide an action plan to the SDP team members. (Note: Prepare these forms in advance for the working groups). The action plan should include a few examples of QOC gaps identified by the SDP during the self-assessment exercise and the actions undertaken to address them. Some actions should be marked as completed, others as in progress, and at least one where no progress has been achieved. Give each group five minutes to discuss their situation.
4. Ask the supervisors to rejoin their groups. Ask them to use the supervision form to conduct a meeting with the team and assess action plan implementation. Give each group 15 minutes to discuss.
5. At the end of the exercise, ask groups to report on their experiences with the form. Lead a discussion about the applicability of the supervision form.

Day 3

Member Association overall action plan – Monitoring Form

MA:

Date:

Supervisor:

Action/interventions	Progress to date (tick as appropriate)			Technical assistance/ support needed	By whom	By when	Additional information/comments
	Completed	In progress	Not done				

Day 3

SDP ACTION PLAN – Monitoring Form

SDP:

Date:

Supervisor:

Action/interventions	Progress to date (tick as appropriate)			Technical assistance/ support needed	By whom	By when	Additional information/comments
	Completed	In progress	Not done				

Day 3

Session 3 (continued)

Tools to facilitate supervision:

3.2 Linking supervision with providers' needs



Aim: Participants will have the opportunity to apply guidelines using the providers' needs framework for supportive supervision.



Material: *Supportive supervision for quality improvement*: Reference manual
Handout 1: Linking supervision with providers' needs



Time: 80 minutes



Participants: Small groups



Steps:

1. Divide participants into four groups. Each group should have at least one copy of the *Reference Manual*.
2. Each group will review 2-3 needs of providers and the supervision tasks outlined in the *Reference Manual*.
3. Each group will have 30 minutes to finalize their exercise and 10 minutes to present.

Day 3

Handout 1

Instructions for working with the supervision guidelines

Task allocation:

- Duration: 30 minutes
- Participants are divided into four groups
- In each group one Member Association will be represented
- Each group will read selected sections of Chapter 5 of the Reference Manual: “Linking Supervision with the QOC Standards”
- Ensure that each member reads a section of the guidelines to the rest of the group
- Participants note issues that need clarification and need discussion in plenary
- Participants think of an SDP and discuss whether the guidelines are clear and applicable and whether the challenges to apply them
- Materials needed: *Supportive Supervision for Quality Improvement: Reference Manual*

Group 1

- Providers’ need for training
- Providers’ need for information

Group 2

- Providers’ need for infrastructure
- Providers’ need for supplies

Group 3

- Providers’ need for guidance and backup
- Providers’ need for respect and encouragement

Group 4

- Providers’ need for feedback
- Providers’ need to express their opinion.

Day 3

Session 3 (continued)

Working with guidelines:

3.3 Sandwich



Aim: To discuss the importance of checklists as a tool to improve and assess performance on technical procedures.



Material: Butter, jelly and bread



Time: 20 minutes



Participants: Individual exercise



Steps:

1. Ask participants to develop step by step instructions on how to make a sandwich with butter and jelly.
2. With the three “ingredients”, ask participants to read out their instructions and try making a sandwich following the instructions. In most cases, this will produce very odd results!
3. End the exercise, by reinforcing the importance of clear guidelines, tools and checklists when performing technical tasks. Relate the discussion to a clinic setting and the QOC programme.

Day 3

Session 4

Linking supervision with the QOC observation checklists



Aim: To provide participants with an opportunity to apply the QOC observation checklists for supportive supervision.



Material: Flip chart and markers
Copies of the QOC observation checklists
Handout 2: Instructions for working with the QOC observation checklists



Time: 60 minutes



Participants: Small groups



Steps:

1. After an introduction to the checklists, divide participants into 4 groups. Give each group one checklist to discuss.
2. Each group will have 30 minutes to finalize their exercise and 10 minutes to present.

Day 3

Handout 2

Instructions for working with the QOC observation checklists

- Duration: 45 minutes
- Participants are divided into four groups
- In each group one Member Association will be represented
- Each group will read one checklist
- Ensure that each member reads a section of the checklist to the rest of the group
- Participants note issues that need clarification and discussion in plenary
- Participants think of an SDP and discuss whether the checklist are clear and applicable; and the challenges to apply them
- Materials needed: *Supportive Supervision for Quality Improvement: Reference Manual / Checklists*

Day 3

Exercises/Handouts

Infection Prevention (IP) Observation Checklist INFECTION PREVENTION TASKS/ SKILLS AT SDPs

This checklist is used by supervisors to monitor how effectively infection prevention measures are carried out by staff. It can also be used for the SDP internal assessment, if required. In the assessment column, tick "Yes" if the task/ skill is adequate; "NI" if the task/ skill needs improvement; "No" if the task/ skill is not adequate; "N/A" if the task is not observed or applicable. Provide additional comments in the "Comments" column if the answer is "No" or "Needs improvement".

- Adequate = Yes (Y)
- Need improvement = (NI)
- Not adequate = (NO)
- Not applicable/Not observed = (N/A)

1. Name of Service Delivery Point: _____

2. Date of Observation: ____/____/____

ITEMS TO OBSERVE (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)			COMMENTS (Col 4)
		YES	NI	NO	
1. Does the SDP provide RH activities requiring infection prevention practices?	Services provided include the following - IUD insertion /removal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	- Norplant insertion/removal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Injectables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Female sterilisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- STIs/HIV/AIDS services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. SDP has suitable space /room/facilities for infection prevention services	Observe if suitable space and facilities available with:					
	- Separate room for processing instruments/ equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Continuously available running/ clean water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Functioning sink in procedure room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Separate room/area for examining clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Operating room dedicated for surgical contraception procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Scrub facility with immediate access to the operating room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Hot air oven, autoclave, or boiler available and in good condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- IUD insertion/ removal kit available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Norplant insertion/removal kit available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Covered containers for storing equipment available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. SDP has and adheres to QOC guidelines and standards required for the provision of adequate infection prevention measures	Observe if:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.1 Written and updated standards/ guidelines/ protocols are available and used for infection control measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.2 Job aids for infection prevention are developed and displayed in the processing/ sterilization room including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Preparation of 0.5% chlorine solution from bleach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	- Procedure for decontaminating of equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Procedure for cleaning equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Procedure for sterilization using an autoclave or a dry heat oven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Use of antiseptic solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Proper waste disposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Procedure for cleaning activity areas including clinical procedure areas, surgical areas and work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.3 Trained and qualified staff available at all times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4 SDP provides adequate infection prevention/ control in the area of hand washing and gloving	Observe if:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.1 Soap and clean water available in/ near the consulting or operating room (s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.2 Antiseptic solution, such as Ethyl alcohol 70%, is available if no water is available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	4.3 Staff wash hands or use antiseptic solution (if no water is available) before and after each clinical procedure, after handling waste or touching body fluids/mucus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.4 Staff wear sterile surgical gloves when performing surgical procedures (e.g. Norplant insertion/ removal; tubal ligation (LT), vasectomy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.5 Staff wear high-level disinfected gloves (reusable or disposal) when performing medical procedures such as pelvic exam, inserting or removing IUDs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.6 Staff wear utility gloves when cleaning or handling dirty instruments/ equipment and contaminated surfaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.7 Staff put HLD or sterilised gloves without contaminating them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. SDP provides adequate infection prevention/ control in the area of decontamination	Observe if:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.1 0.5% chlorine solution available and prepared daily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.2 Buckets are available for chlorine solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	5.3 Chlorine solution is mixed correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.4 All instruments are submerged in chlorine solution for 10 minutes immediately following a procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.5 Reusable gloves are decontaminated in 0.5% chlorine for 10 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.6 Disposable gloves are rinsed in 0.5% chlorine solution and inverted before disposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.7 Examination table is wiped down with chlorine or linen table changed between clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. SDP provides adequate infection prevention/ control in the area of cleaning instruments	Observe if: 6.1 Cleaning materials and supplies are available (scrub brush, detergent/soap, water, protective rubber gloves)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6.2 Instruments and reusable items (syringes, needles) are properly cleaned in soapy water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6.3 Instruments are thoroughly rinsed with clean water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	6.4 Cleaned instruments are dried by air or towel before further processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. SDP provides adequate infection prevention/control in the area of high-level disinfection by boiling	Observe if:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7.1 Materials and supplies (boiling pan/pot, container for storing instruments, water) are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7.2 Instruments/ items are decontaminated and cleaned before boiling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7.3 Items/instruments are submerged in water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7.4 Boiled instruments/ items are dried in a clean area of the room away from dust, flying insects or contaminated surfaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7.5 HLD container is used for storing instruments/ items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. SDP provides adequate infection prevention/control in the area of high-level chemical disinfection	Observe if:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8.1 Chemical supplies are available and fresh solutions are used (following manufacturer's directions for the dilution)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8.2 Instruments/ items are decontaminated and cleaned before HLD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	8.3 Items are immersed completely in a covered container for an appropriate time (following manufacturer's directions for the timing and shelf life of disinfectants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8.4 HLD items are rinsed with boiled or sterilized water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8.5 HLD items are stored in sterilized or HLD Container	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. SDP provides adequate infection prevention/ control in the area of sterilization by autoclave or dry heat	Observe if:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9.1 Essential sterilization equipment is available and in good working condition (autoclave, dry heat oven, or boiler)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9.2 Reliable power source (electricity line, generator, solar panel, kerosene, natural gas) is available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9.3 Instruments/ items are decontaminated, cleaned and dried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9.4 If autoclave is used, instruments are disassembled, wrapped and arranged loosely in the autoclave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	
	9.5 Standard time/ temperature for sterilization is used (following manufacturer's directions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9.6 Instruments kits to keep sterilised tools and equipment are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Observe if: 10.1 Clinic facilities and courtyard are clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10. 2 Cleaning materials are available (toilet paper, broom, floor cloth, antiseptic, soap)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10. 3 Staff wear gloves when obtaining or handling laboratory specimens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10.4 Spills of blood or other bodily products cleaned up with 0.5% chlorine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10.5 Sharp objects and needles are safely disposed in a puncture proof container filled with 0.5% chlorine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10.6 Refuse and medical waste are properly handled (destroyed by burning or burying)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. SDP provides adequate infection prevention/ control in the area of handling specimens or waste disposal						

Day 3

Exercises/Handouts

QOC OBSERVATION CHECKLIST FOR FP SURGICAL PROCEDURES

- IUD INSERTION AND REMOVAL
- NORPLANT INSERTION AND REMOVAL
- TUBAL LIGATION AND VASECTOMY

This checklist is used by supervisors who undertake medical monitoring. It can also be used for the SDP internal assessment, if required. In the assessment column, tick "Yes" of the task/ skill is adequate; "NI" if the task/ skill needs improvement; "NO" if the task/ skill is not adequate; "N/A" if the task is not observed or applicable. Provide additional comments in the "Comments" column if the answer is "NO" or "Needs improvement".

- Adequate = Yes (Y)
- Need improvement (NI)
- Not adequate = (NO)
- Not applicable/Not observed = (N/A)

Name of Service Delivery Point: _____

Date of Observation: ____/____/____

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)			COMMENTS (Col 4)
		YES	NI	NO	
1. SDP has suitable facilities, supplies and equipment to perform surgical procedures	Observe if : 1.1 Suitable space is available for IUD and Norplant insertion and removal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				N/A	

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	1.2 Observe if the area where surgical procedures are performed has:					
	- Its facilities separated from other parts of the clinic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- A washing room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- A dressing room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- An operating room with air conditioner installed, floor and walls tiled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- A recovery room with enough beds for patients at all times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.3 Limited traffic flow in the procedure room and surgical area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.4 Observe if standard equipment and emergency drugs are available including:					
	- Surgical instruments package: IUD and Norplant insertion and removal kits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	- Tubal ligation kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Vasectomy kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Anaesthesia equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Nursing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Abdominal incision kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Rescue medicine and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Observe if: 1.5 General guidelines for the infection prevention measures in the operating theatre and the procedure rooms are followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Service providers are competent and confident to provide surgical procedures	Observe if qualified and competent staff are available in the following:					
	2.1 Surgical procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.2 Sterilization and disinfection techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	2.3 Managing complications or emergency situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Staff follow guidelines for the provision of clinical and surgical procedures	Before procedures, observe if: 3.1 Pre-insertion/ operative counseling and client health assessment (history and physical examination) are well documented for each procedure 3.2 Informed consent form signed for TL and vasectomy procedures and attached to the client record During procedures, observe if: 3.3 Aseptic techniques strictly are observed 3.4 Procedures are performed steadily, carefully, gently and accurately to minimize the pain of the client 3.5 Intra-op medications (time, name of drug, volume of drugs, route of drug) are recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	3.6 Intra-op vital signs are recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.7 Procedure notes are recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.8 Complications if occurred are recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.9 Procedure to resolve complications are recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.10 Complications are reported to appropriate supervisor/ personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.11 Medication is given and discharge status recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	After procedures, observe if :					
	3.12 Post-operative care is given to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.13 Follow-up visits are provided to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Day 3

Exercises/Handouts

QOC OBSERVATION CHECKLIST FOR THE STORAGE OF CONTRACEPTIVES AND SUPPLIES

This checklist is used by supervisors and managers to ensure that proper storage guidelines are being followed. It can also be used for assessing the SDP and MA HQ storage during the internal or external assessment, if required. In the assessment column, tick "Yes" if the task/ item to be observed is adequate; "NO" if the task/ item is not adequate; "N/A" if the task is not observed or not applicable. Provide additional comments in the "Comments" column if the answer is "No" or "Needs improvement".

- Adequate = Yes
- Need Improvement = NI
- Not adequate = NO
- Not applicable/Not observed = (N/A)

Name of Service Delivery Point: _____

Date of observation: ____/____/____

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
1. SDP has suitable storage facilities/space for supplies and commodities	Observe if suitable storage space for supplies, contraceptives and drugs are available with:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.1 Wide-wise space for storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.2 No signs of roof leakage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.3 Store room not subject to water penetration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	1.4 No direct sunlight on supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.5 Adequate lighting and ventilation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.6 Fire extinguisher available and in good working condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.7 Store room disinfected and sprayed periodically against insects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.8 Store room cleaned regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Supplies and commodities are properly stored and well organised	Observe if the storing system is well organised both at the SDP and HQ with:					
	2.1 Supplies stored adequately and labelled for easy access with identification labels/ marks visible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.2 Supplies and commodities stored and distributed on the basis of "first expiry first out" (FEFO) system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.3 Damaged and expired supplies separated and disposed of without delay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.4 Vaccines and other lab reagents stored in refrigerator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.5 Old files, information materials, office supplies, etc. stored separately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.6 Insecticides and other chemicals not stored together with contraceptives and medical supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.7 Tools in place for commodity and supplies purchase, stocks, management and distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.8 Regular supplies and equipment inventory and stock cards updated at all levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.9 Staff involved in logistics and supplies management trained and available at all time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.10 Store key available at all time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Day 3

Exercises/Handouts

COUNSELING & INTERPERSONAL COMMUNICATION CHECKLIST

This checklist is used by supervisors to monitor how effectively staff counsel and interact with clients. It can also be used for the SDP internal assessment, if required. In the assessment column, tick "Yes" if the task/ skill is adequate; "NI" if the task/ skill needs improvement; "NO" if the task/ skill is not adequate; "N/A" if the task is not observed or applicable. Provide additional comments in the "Comments" column if the answer is "No" or "Needs improvement".

- Adequate = Yes (Y)
- Need improvement = (NI)
- Not adequate = (NO)
- Not applicable/Not observed = (N/A)

1. Name of Service Delivery Point: _____

2. Date of Observation: ____/____/____

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)			COMMENTS (Col 4)
		YES	NI	NO	
1. SDP has a private area/room for reception, physical examination or counselling of clients	Observe if visual and auditory privacy are maintained in the: 1.1 Reception area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.2 Counseling rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.3 Consultation rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
2. SDP ensures that all clients are received and treated in a friendly and respectful manner	Observe if friendly and respectful reception is provided to all clients, including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.1 Use of language the client understands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.2 Greeting the client respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.3 Assuring confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.4 Directing clients where to go next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Service providers use appropriate teaching aids during clients counselling/ education	2.5 Explaining to clients what to expect during the visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Observe if one of the following materials is used during client counselling/education sessions: poster, family planning methods, anatomical models, brochures, leaflets, flipcharts, clients cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
4. Service providers encourage clients to actively discuss any problems or concerns about their RH and FP services	Observe if: 4.1 Service providers ask clients about their history and problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.2 Service providers invite clients to ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Service providers give appropriate counselling to clients	Observe if : 5.1 Service providers explain the range of services offered in the clinic using the appropriate visual aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.2 For every FP method prescribed, guidelines are followed concerning: - Indications or precautions noted from a client's history and physical examination - Clients' free choice of the method - Instructions provided to the client on the method use, when and where to get supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	Observe if					
	5.3 Providers encourage clients to ask questions and respond to clients' questions accordingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.4 Providers discuss the client's needs, concerns and fears in a thorough and sympathetic manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.5 Providers provide information about all FP methods, describing benefits and risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.6 Providers help the client make decisions regarding methods, treatments, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.7 Providers record the method prescribed in the client's records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.8 Providers tell the client to return if s/he has any concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.9 Providers provide information on other RH services as required; e.g. STIs prevention (dual protection) and breast cancer screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Day 3

Session 5

Reflection of the day



Aim: Participants give feedback on the day's sessions



Material: Reflection sheet



Time: 15 minutes



Participants: Plenary



Steps:

Summarize the main issues discussed during the day

Ask participants to complete the reflection sheet (anonymously) and hand it in.

Day 4

Session 1

Introduction

On the final day, participants learn about the peer support during supervision activities and begin to plan their regional and/or in-country training programme on supportive supervision.

Objectives:

By the end of the day participants will be able to:

- apply peer support during supportive supervision activities.
- review and discuss the course outlines for the in-country training.
- prepare an action plan for preparation and organization of the regional and in-country training.
- assess their skills and knowledge after the training.
- provide feedback to facilitators on the training.

Contents:

1. Opening: Agenda of the day
Review the agenda of the day with the participants
- 2 Reflection Day 3
Summarize the sessions of Day 3 and provide feedback on participants' reflections of the day.
3. Warm-up exercise
Conduct a warm up exercise (see below)

Day 4

Warm-up exercise

"An exercise in self-disclosure"

Instructions:

- Distribute copies of the "exercise of self-disclosure"
- Ask participants to complete it
- Collect all the forms in a box
- Volunteers will read the information about their colleagues suggesting that their answers to question #1 (colour) provides a clue to how other people view them; their answers to question #2 (animal) provide clues to how they view themselves; and their answers to question #3 (city) provide a portrait about their sexual life.

Name your favorite color:

Give three reasons why it is your favorite color.

Name your favorite animal:

Give three reasons why it is your favorite animal.

Name your favorite city:

Give three reasons why it is your favorite city.

Day 4

Session 2

Peer support



Aim: To provide participants with the opportunity to practice the principles of peer support during the supportive supervision process.



Material: Flipchart and markers
Handout 2: "Peer support"



Time: 120 minutes



Participants: Plenary/small groups



Steps:

1. Introduce the exercise and explain the principles of peer support (referring to the *Reference Manual* as necessary)
2. Show the process of peer support in plenary
3. Divide participants in groups. Ask each member of the group to discuss a problem/challenge she or he encountered during previous training experiences in the QOC programme. Other members of the group discuss the problem according to the guidelines of peer support (Handout 1)
4. In plenary, each group member will introduce and discuss a problem using the step by step approach in the guideline (Handout 1)

Day 4

Handout 2

Peer support

Phase 1: Introduction:

1. Each member introduces a problem/challenge she/he has encountered during previous training activities in the QOC programme
2. Take an inventory of all the problems (on a flipchart)

Phase 2: Selection of problem:

1. Choose a problem for the group to work on based on the following criteria:
 - The problem is recognizable by other members
 - Each member should have a turn to discuss the problem they have raised

Phase 3: Analysis of the problem:

1. The group member re-introduces the problem but does not reveal how she/he dealt with it at the time. Group members ask clarification questions about the problem. They then ask additional questions, all without interpretation, making judgment or suggestions

Phase 4: Solution of the problem:

1. The group re-formulates the problem to make sure that they understand it correctly
2. A round of advice is provided by all group members – ie: how each member would have solved the problem
3. The member who introduced the problem explains how she/he dealt with the problem at the time.
4. The person who introduced the problem reflects on the suggestions made by the group.

Day 4

Session 3

Preparing for the regional and in-country supportive supervision training



Aim: To provide participants the opportunity to review and revise the regional and in-country training outlines.



Material: *Supportive supervision for quality improvement*: Reference manual
Regional / in-country training outline



Time: 60 minutes



Participants: Plenary



Steps:

1. Review and discuss with participants each day of the regional and in-country training outline. Be sure to discuss key themes of the training and the different methodologies used.

Day 4

Regional or In-Country Course Outline: Supportive Supervision for Quality Improvement

Day 1

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
60 Mins	<p>Opening</p> <p>Welcome participants and introduction of the facilitators</p> <p>Participants' introductions</p> <p>Training Goals and Objectives</p> <p>Review of Schedule, Materials and Norms</p> <p>To decide how to work together</p> <p>To discuss logistical aspects of the training</p> <p>To assess participants' knowledge and skills before the training course.</p>	<p>Brief greeting. Each facilitator introduces him/herself.</p> <p>Participants present themselves –using exercises: who am I?</p> <p>Ask participants to read the Training Course goals and objectives</p> <p>Participants discuss personal expectations/goals</p> <p>Discuss with the participants the course timeframe, materials available</p> <p>Participants discuss and determine essential rules to be followed during training activities and team building exercise</p> <p>Hotels, Per-diems, expenses reports, etc.</p> <p>Daily evaluations(reporter)</p> <p>Participants will complete a pre-course questionnaire, containing training areas to be covered during the training.</p>	<p>Copies of the 'who am I' exercise</p> <p>Copies of the Training Outline and training schedule</p> <p>Expectation sheet</p> <p>Copies of Training Schedule/ Materials</p> <p>Flipchart</p> <p>Markers</p> <p>Copies of the pre-course questionnaire</p>
	Coffee break		

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
120 mins	<p>Definition and Principles of Supervision</p> <p>Understand differences between traditional and supportive supervision</p> <p>Define supportive supervision</p> <p>Discuss the principles of supportive supervision</p> <p>Discuss the ideal environment for supportive supervision.</p>	<p>Divide into two groups</p> <p>Each group will brainstorm on positive and negative personal experiences with supervision (as supervisor or supervisee).</p> <p>They will be given 20 minutes to discuss and 10 minutes to present.</p> <p>After the groups have presented, the facilitator will conduct a brainstorm to discuss the ideal environment for supportive supervision</p> <p>How should the relationship be between service providers and supervisors?</p> <p>How should the dynamics in individual and team supervision be?</p> <p>Illustrative presentation on supportive supervision and the benefits for the QOC programme</p>	<p>Flipchart</p> <p>Markers</p> <p>Large sheets of paper</p> <p>Laptop, LCD projector and computer diskettes/CD-ROM or overhead projector and overhead transparencies, screen, flip chart</p>
	Lunch		

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
90 mins	<p>External and Internal supervision</p> <p>Discuss the different levels of supervision (External and Internal)</p> <p>Knowledge, skills and attitudes of supervisors.</p> <p>Identify the roles of supervisors</p> <p>List the characteristics of supervisors (knowledge, attitudes and skills)</p> <p>Discuss the selection criteria for supervisors</p> <p>Discuss the limitations of the supervisors while conducting supervision</p>	<p>Introduction of the Levels of Supportive Supervision</p> <ul style="list-style-type: none"> • External • Internal <p>Brain storm with the group about the different roles of a supervisor.</p> <p>Divide participants in 3 groups and ask them about to think about the QOC programme and discuss the characteristics of a supervisor:</p> <ul style="list-style-type: none"> • Group 1: knowledge (contents) the supervisor has to have • Group 2: attitudes the supervisor has to have • Group 3: skills the supervisor has to have <p>Give the groups 20 minutes to finalize and 10 minutes for each group to present the results of their discussion</p> <p>After the presentations, the facilitator will lead a discussion about who should be trained at the country level and the limitations of supervisors.</p>	<p>Flipchart with markers</p> <p>Reference manual</p>
	Coffee break		
60 mins	<p>Process of supervision</p> <p>Before: Planning and Organization</p> <p>During: Meetings, activities, follow-up planning</p> <p>After: Reports, Debriefs, follow-up working with teams</p>	<p>Divide participants in 3 groups:</p> <ul style="list-style-type: none"> • Group 1: Will discuss the planning tasks for a supportive supervision visits. • Group 2: Will discuss the activities and tasks to carry on during the supportive supervision visit. • Group 3: Will discuss the activities and tasks to carry on after the supportive supervision visit. <p>After group discussions and presentations facilitators will summarize and present an illustrative presentation.</p>	<p>Markers</p> <p>Flipchart</p> <p>Reference Manual</p>
15 mins	Evaluation of the day's activities	Participants and facilitators reflect on the day	Copies of the Reflection of the Day

Day 2

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
30 mins	<p>Warm-up exercise</p> <p>Review of the agenda for the day/reflection of the day</p>	<p>Numbers exercise</p>	<p>Materials for the exercise(number sheets)</p> <p>Flip chart, Markers</p>
90 mins	<p>Overview of Supervisors' Skills/Areas of work</p> <p>Communication</p> <p>Planning and organization</p> <p>Motivation</p> <p>Training and coaching</p> <p>Team building/group dynamics/working with groups</p> <p>Practising Supervisors' skills: communication</p>	<p>Illustrative presentation</p> <p>Participants will be divided into small groups to prepare and present situations and use communication skills (they will use reference manual and Handouts for preparation)</p> <p>Group 1: Active listening and positive body language</p> <p>Group 2: Verbal communication and encouragement</p> <p>Group 3: Paraphrasing summarizing and clarification</p> <p>Group 4: Appropriate questioning</p> <p>Each group will have 45 minutes to prepare the presentation followed by discussion in planry.</p>	<p>Laptop, LCD projector/computer diskettes/CD-ROM, screen, flip chart with markers.</p> <p>Reference manual</p> <p>Flipchart</p> <p>Markers</p> <p>Masking tape</p>
	<p>Coffee break</p>		

Day 2

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
60 mins	Practising Supervisors' skills giving/receiving feedback training & coaching	<p>Exercise: How to make a box</p> <p>The facilitator will show a paper box to the participants and will ask them to make the same box (in 5 minutes) - without giving any further information or guidance, in a very authoritarian manner.</p> <p>While the participants are trying to perform the task the facilitator will constantly give negative feedback.</p> <p>After the 5 minutes, the facilitator will lead a discussion on why the participants were not able to perform the task effectively.</p> <p>Then the facilitator will change attitude and will give the participants the right instructions, right materials and will coach them to perform the task, giving constant feedback on their performance and praising the results.</p> <p>To conclude the exercise, the facilitator will make a illustrated presentation and reinforce that effective planning, communication and coaching facilitate performance improvement.</p>	Materials for the box exercise Flipcharts and markers
	Lunch		

Day 2

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
90 mins	Practising Supervisors' skills Working with teams Influencing behaviour in teams Leadership	Introduce the concept of team building in QI process: Exercise on team process discuss personal experiences and opinions on working with teams; discuss the role of the supervisor in team approach. Illustrative presentation on leadership as a skill to influence behaviour	Copies of exercise (puzzle) Copies of the exercises sheets LDC Flip chart, markers, masking tape
	Coffee break		
45 mins	Working with team continued: negotiation in teams	Case study/role play Illustrative presentation	Copies of role play Reference Manual
15 mins	Evaluation of the day's activities.	Participants and facilitators reflect on the day	"Reflection of the day" sheet

Day 3

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
30 mins	Warm-up exercise Review of the agenda for the day/reflection of the day	'My favourites'	Copies of 'My favourites' questionnaire.
60 mins	Tools to facilitate supervision Giving an overview of the process, using the Action Plan Supervision format	Illustrative presentation and discussion on using the Action Plan Supervision forms	LDC Flip chart, markers, masking tape Action Plan Supervision forms Reference manual
	Coffee break		
60 mins	Action Plan Supervision format (continued)	Participants will be divided in 3 groups Within each group a supervisor will be designated The other members of the group will be SDP team members that will receive an action plan with some actions/interventions completed, some they are having difficulties implementing and with others that have been very difficult to implement The supervisors don't know about the situation; he/she will use the supervision form to conduct a meeting with the team and monitor on action plan implementation. By the end of exercise facilitator will lead a discussion about the use of the form (applicability, etc...)	Action Plan Supervision forms Copy of QOC Active Plan
	Lunch		

88 Day 3

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
80 mins	Tools to facilitate supervision Linking supervision with providers needs guidelines on using providers' needs framework for supportive supervision	The facilitators will ask the participants to provide written guidance and step by step instructions to make a butter and jelly sandwich Participants will be given 10' and then the facilitator will follow the instructions given by the participants. Discussion on the importance of guidelines in supervision	Bread Butter Jelly Knife
60 mins	Coffee break Linking Supportive Supervision with QOC tools	Introduction on the importance and use of checklists Small groups will review the tools and provide comments and suggestions Participants and facilitators reflect on the day	Reference manual: QOC Checklists
15 mins	Evaluation of the day's activities.		"Reflection of the day" sheet

Day 4

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
30 mins	<p>Warm-up exercise</p> <p>Review of the agenda for the day/reflection of the day</p>	<p>"Football Game" Pass the ball! Good game! Take him out!!</p> <p>Facilitators will divide the participants in 3 groups. The groups must pretend that they are in a Final Game of the World Cup Championship.</p> <p>Each group is designated to scream one of the phrases, whenever the facilitator points out to the specific group. The facilitator should go fast from one group to another and the groups should display a lot of energy and enthusiasm. Whenever the facilitator puts his/her hands up-ALL THE GROUPS SHOULD SCREAM GOAL!!</p>	Copies of the "Reflection of the day" form.
60 mins	Peer-Support	<p>Exercise Development:</p> <p>Each member introduces a problem The problems are listed on a flipchart The other participants recognize and analyse the problem, asking for further information without judgment or suggestions The group reformulates the problem and makes sure all members are clear and have the same understanding about the problem.</p> <p>All the members should have the opportunity to advise and contribute to the solution of the problem</p>	<p>Flipchart</p> <p>Markers</p> <p>Instructions for the exercise</p>
60 mins	<p>Coffee break</p> <p>Preparation of in-country training Preparation of interactive session</p>	<p>Discussion and review on in-country training outline and materials</p> <p>Participants prepare in groups a session for the in-country training</p>	All materials
	Lunch		

Day 4

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
60 mins	Preparation of in-country training Preparation of interactive session	Discussion and review on in-country training outline and materials Participants prepare in groups a session for the in-country training	All materials
	Coffee break		
45 mins	Presentation of interactive session	Participants present groups a session for the in-country training	All materials Outline of Regional training
30 mins	Work plan for in-country training.	Participants will develop a work plan by region to prepare and organize the regional and in-country training	All materials Handouts
15 mins	Post-training self-assessment To self-evaluate progress after the training	Participants will complete a post-training questionnaire.	Copies of the post-training questionnaire
15 mins	Final Evaluation To evaluate TOT	Participants will complete a final evaluation questionnaire.	Copies of Final Evaluation questionnaires
30 mins	Closure To thank the participants To distribute certificates	Participants will receive certificates of participation	Certificates

Day 4

Session 4 (continued)

Developing a work plan for preparing and organizing the regional and in-country training



Aim: To develop a detailed work plan for preparing and organizing the regional and in-country trainings on supportive supervision



Material: *Reference manual*
Planning in-country training from



Time: 60 minutes



Participants: Small group discussion by Region or Member Association



Steps:

1. Divide participants into groups by Region, Member Association or service delivery point to work on developing the regional and/or in-country training plan. Each group should work together to determine:
 - strategies/ activities
 - adaptation of the training module for the in-country training
 - number of participants
 - technical assistance needed
2. In plenary, ask groups to present their plans and provide feedback as needed.

Day 4

Planning Regional or in-country training activities

ACTIVITIES	OBJECTIVES	EXPECTED OUTCOMES	DATES	RESOURCES	RESPONSIBLE

Day 4

Session 5

Evaluation



Aim: To self-assess progress during the training and evaluate the training



Material: Post course questionnaire
Overall training evaluation sheet



Time: 30 minutes



Participants: Plenary/individual



Steps:

1. Distribute the post-course questionnaires for participants to complete. Participants should receive the same form they received on Day 1 of the training so that they can compare the outcomes and progress achieved
2. Distribute the final evaluation sheet for participants to complete
3. End the session with an oral evaluation. Ask participants to think back to the session on motivation on Day 1. Ask participants to reflect in which ways they were motivated during the course to introduce and implement the QOC programme and the self-assessment process

Day 4

Training Course – Final Evaluation

Instructional and administrative aspects

Please circle the answer you feel is most appropriate for each of the following aspects of the training course, using the following ratings:

5: Excellent 4: Good 3: Satisfactory 2: Poor 1: Insufficient

Statements	Rating Scale				
1. Achievement of course objectives	1	2	3	4	5
2. Achievement of personal expectations	1	2	3	4	5
3. Relevance of training to your work.	1	2	3	4	5
4. Usefulness of training materials.	1	2	3	4	5
5. Training methodologies.	1	2	3	4	5
6. Organization of the course.	1	2	3	4	5
7. Training facilities.	1	2	3	4	5
8. Administrative support.	1	2	3	4	5
9. Travel arrangements.	1	2	3	4	5
10. Financial arrangements.	1	2	3	4	5
11. Hotel accommodation.	1	2	3	4	5

1) Course Length: ____ Too long ____ Too short ____ Just right

2) What topics covered in this training do you think will be the most useful to you in your work?

.....

.....

.....

.....

.....

.....

.....

3) On which topics would you have liked more information or preferred to spend more time?

.....

.....

.....

.....

.....

.....

4) On which topics would you have liked less information or preferred to spend less time?

.....

.....

.....

.....

.....

5) Other comments

.....

.....

.....

.....

.....

Day 5

Session 5

Closure

1. Thank all the participants for their contributions
2. Distribute the certificates (you can ask the participants to present the certificates to each other)
3. Close the training

Reflection of the day

1. The one thing that I learned today that I do not want to forget is:
2. The information or activity that I found most interesting and useful today was:
3. The one suggestion I have for improving today's session is:
4. Additional comments

Annex 1

List of illustrative presentations

Day 1

Goals and objectives
Supervision and the QOC programme
Definition and principles of supportive supervision
External and internal supervision
Knowledge, skills and attitudes of supervisors
Planning and organizing supervision visit

Day 2

Elements of supportive supervision
Leadership skills
Working with teams

Day 3

Characteristics of an effective coach

Annex 2

Sample participants' guide

Tips:

- This is a sample participants' guide for the training on supportive supervision. Included are all the handouts and exercise sheets used in the training. An agenda for each day and a copy of the overall training goals and objectives have also been included.
- Facilitators should ensure that all participants receive a guide at the start of the training. This guide should include the training outline and agenda for each day. Advance planning and preparation is required to ensure a sufficient number of copies of all handouts and exercises.
- All handouts need not be provided at the start of the training, but can be distributed as you move through the training sessions.
- All participants' guides should be adapted to the local training environment.

SUPPORTIVE SUPERVISION FOR QUALITY IMPROVEMENT

Training of trainers guide for health professionals

Participants' guide (sample)

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Reflection of the day

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Handout 3: Puzzle exercise: Instructions for observers

Handout 4 Leadership styles and skills in supportive supervision

Handout 5: Role play

Reflection of the day

Day 3

Introduction and overview

MA Overall Action plan – Monitoring form

Sdp Action Plan – Monitoring Form

Handout 1: Instructions for working with the Supervision Guidelines

Handout 2: Instructions for working with the QOC observation checklists

QOC Observation checklists

- Infection prevention
- Surgical procedures
- Storage of contraceptives and supplies
- Counselling and interpersonal communication

Reflection of the day

Day 4

Introduction and overview

Handout 1: Warm up exercise

Handout 2: Peer support

In country course outline

Planning in country training activities

Final evaluation

Reflection of the day

Abbreviations

AR	IPPF Africa Region
AWR	IPPF Arab World Region
EN	IPPF European Network
ESEAOR	IPPF East & South East Asia and Oceania Region
HQ	Headquarters
IPPF	International Planned Parenthood Federation
QI	Quality Improvement
QOC	Quality of Care
RO	IPPF Regional Office
SA	Self-assessment
SAR	IPPF South Asia Region
SDP	Service Delivery Point
SRH	Sexual and Reproductive Health
TOT	Training of Trainers
WHR	IPPF Western Hemisphere Region

Introduction

This training course is designed to strengthen the knowledge and skills of regional and in-country staff in supportive supervision. Together with the *Reference Manual on Supportive Supervision for Quality Improvement* the training supports implementation of the IPPF Strengthening the Quality of Reproductive Health Care programme (QOC) at Member Associations and service delivery points (SDPs) by improving supervision practices.

The training is meant to follow a cascade approach similar to the other training modules in the IPPF QOC Programme. The duration of the training is four days. Participants are intended to be quality of care focal persons, Regional Office desk officers, and Association staff selected from Associations involved in the QOC programme. At the end of the training, participants will have the skills and knowledge necessary to replicate the training module in their local settings. For more information on other QOC trainings and the programme in general, please visit the IPPF website at: www.ippf.org

This training should be used in coordination with the *Reference Manual on Supportive Supervision for Quality Improvement*, which provides additional information on the concepts, principles, and approach of supportive supervision adopted in the QOC programme. It is available at www.ippf.org

Expected outcomes

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

- define supportive supervision in relation to quality improvement initiatives
- describe the knowledge, skills and attitudes for supportive supervisors
- transfer the knowledge, skills and attitudes related to supportive supervision, including coaching, mentoring, and team building to others
- provide and explain the tools and guidelines for supportive supervision in the context of the QOC programme
- conduct training in supportive supervision for internal and external facilitators at regional and in-country levels, using the IPPF Supportive Supervision training resources and tools

The training covers four main areas:

1. Definition and principles of supportive supervision in the context of quality management
2. Knowledge, skills and attitudes of supportive supervisors
3. Linking supportive supervision with QOC standards and tools for external and internal supportive supervision
4. Training for the implementation of a supportive supervision system at the Member Association level.

Methodology

The training follows a participatory approach using a range of training techniques, including:

- case studies
- working groups
- exercise sheets
- role plays
- energizers

Course schedule

Supportive Supervision for Quality Improvement

Day 1	Day 2	Day 3	Day 4
<p>Opening</p> <p>Welcome</p> <p>Participants' introduction and expectations</p> <p>Overview of training</p> <p>Pre-course questionnaire</p> <p>Effective supervision and QOC programme</p> <p>Definition and principles of supportive supervision</p>	<p>Warm-up exercise</p> <p>Review Reflection of the day</p> <p>Overview of the elements of process of supervision</p> <p>Supervisors' skills: Communication</p>	<p>Warm-up exercise</p> <p>Review Reflection of the day</p> <p>Supervisors' skills: Training and coaching</p> <p>Tools to facilitate supervision: Action plan supervision format</p>	<p>Warm-up exercise</p> <p>Review Reflection of the day</p> <p>Peer support in supportive supervision</p> <p>Preparation of in-country training</p>
LUNCH	LUNCH	LUNCH	LUNCH
<p>External and internal supervision</p> <p>Knowledge, attitudes and skills of effective supervisors</p> <p>Process of supervision</p> <p>Evaluation of the day</p>	<p>Supervisors' skills: Influencing behaviour in teams</p> <p>Leadership</p> <p>Working with teams, negotiation in teams</p> <p>Evaluation of the day</p>	<p>Tools to facilitate supervision: Linking supervision with providers' needs</p> <p>Linking supportive supervision with QOC tools</p> <p>Evaluation of the day</p>	<p>Work plan for in-country training</p> <p>Post-training self-assessment</p> <p>Final evaluation</p> <p>Closure</p>

Day 1

Contents:

- Training goals and objectives
- Schedule, materials
- Self-assessment questionnaire
- IPPF QOC Programme and supervision
- Definition and principles of supportive supervision
- Internal and external supervision
- Supervision process

Objectives:

By the end of the day participants will be able to:

- get acquainted with each other
- set up common ground rules for the training
- list training purpose and objectives
- assess their knowledge and skills on supportive supervision
- explain the difference between traditional and supportive supervision
- define supportive supervision
- explain the different levels of supervision – external and internal supervision
- identify the roles and characteristics of an effective supervisor
- explain the supervision process
- list the knowledge, skills and attitudes for an effective supervisor
- evaluate the activities of the day

Day 1

Handout 1

Who am I?

Name:..... Job Title

Best thing about my job:.....

Worst job I ever had:.....

Most important lesson (job related) I've learned:

.....

How my friends describe me:

How I would describe myself:

How I spend my leisure time:

.....

My favourite's heroes/heroines:

If money were no limitation, I'd probably

.....

The achievement I feel proudest of is:

Favourite advice I give to others:

Day 1

Handout 2

Expectations

Discuss in your group the following question:

Group 1: What do I see as a personal goal of this training?

Group 2: What do I see as a goal for my region?

Group 3: What are the outcomes I would like to have after this training?

Group 4: What motivates me at training courses?

Day 1

Handout 3

About working in a team

One thing I like:

One thing I dislike:

One thing I'd like the team to have during this training:

Pre-course self-assessment form

Pre-training self-assessment:

Please read all the statements listed at column 1 and complete column 2 using the rating scale below.

Rating Scale:

5: Strongly agree 4: Agree 3: No opinion 2: Disagree 1: Strongly Disagree

Statements	Rating
1. I can define supervision.	
2. I can explain supportive supervision.	
3. I can list all the elements of a supportive supervision process.	
4. I can describe the knowledge, skills and attitudes for an effective supervisor.	
5. I can explain what coaching is in the context of supportive supervision.	
6. I am very clear about the roles and responsibilities of the supervisor at the Member Association and SDP levels.	
7. I am very knowledgeable about how to work with teams.	
8. I know how to link the supervision process and tools with the QOC standards/providers' needs.	
9. I feel confident I could implement a supportive supervision process to strengthen quality improvement at the Member Association level.	
10. I have all the knowledge and skills to train trainers to introduce a Supportive Supervision Process within the Region and Member Associations.	

Day 2

Contents:

The second day reviews in more detail the skills, knowledge and attitudes of effective supportive supervisors within the context of the QOC programme

Objectives:

By the end of the day participants will be able to:

- apply knowledge and skills of effective supervisor related to communication
- apply knowledge, attitudes and skills of an effective supervisor related to group dynamics – working with groups
- evaluate and discuss the activities of the day.

Day 2

Handout 2

Communication task

Task allocation:

- Duration: 30 minutes
- Participants are divided in four groups
- Each group will prepare and present a situation showing how to use a communication skill during a supervision visit
 - Group 1: will discuss and present active listening and body language
 - Group 2: will discuss and present verbal communication and encouragement
 - Group 3: will discuss and present paraphrasing and clarification
 - Group 4: will discuss and present appropriate questioning
- Materials needed: *Reference manual on Supportive Supervision*.

Group 1

- Act out a role play where you present active listening skills and body language skills which stimulate communication with others.
- The situation is that an administrative member of staff feels that she has too much work to do and gets the blame if she cannot provide statistics on time

Group 2

- Act out a role play where you present verbal communication and encouragement skills.
- The situation is that in a supervisory meeting at the SDP, the supervisor wants to get feedback on a situation where two staff members disagree on how to implement protocols on infection prevention.

Group 3

- Act out a role play where you present paraphrasing and clarification skills.
- The situation is that in a face-to-face meeting with the cleaner the provider wants to understand why the cleaner never does her job properly because of time constraints

Group 4

- Act out a role play where you present questioning skills.
- The situation is that in a face-to-face meeting the supervisor wants to assess the training needs of a new nurse.

Day 2

Handout 3

Puzzle exercise: **Instructions for observers**

Observation of the group's work dynamic:

- Was the group motivated to carry out the task?
- Did the group organize itself around the activities to carry out the task?
- Was there a spontaneous leadership in the group?
- Was this leadership accepted by the group?
- Considering the group's dynamic, which factors facilitated the accomplishment of the task?
- Considering the group's dynamic, which factors made the accomplishment of the task more difficult?

Day 2

Handout 4

Leadership styles and skills in supportive supervision

The role of the supportive supervisor is to address the needs of the providers as well as to teach and support staff members to undertake the QOC process and maintain QOC standards. There are different styles of leadership which can be used to support staff and teams in this process. The supervisor needs to know which style to use in different situations.

Telling:

The telling style of leadership could be applied to staff and teams who are still unable to tackle the task to implement and maintain QOC. The approach can be useful with new staff or in emergency situations. This style is needed when staff need a lot of direction and support.

Skills:

- Be clear about standards
- Be clear what is expected
- Instruct extensively
- Develop individual's technical skills
- Check performance
- Point out errors
- Develop pride in good performance
- Be considerate but firm
- Help learning by showing interest in learning problems

Coaching:

The coaching leadership style is used with a more established team and staff members who have certain basic skills, but still have much to learn. The style is well suited to teams who need support in solving the QOC gaps at the SDP or Member Association level. In this style the supportive supervisor takes the initiative in directing and monitoring the QOC process. They also give rapport a high priority and invest energy in developing it with all staff members as well as getting acquainted with all their needs.

Skills:

- Spend time with each staff member
- Identify topics of common interest
- Assess individual characters and needs
- Communicate intensively
- Develop pride in output
- Be directive when necessary
- Reward positive behavior
- Be strict to maintain standards

Supporting:

The supporting leadership style in supportive supervision can be used with staff members and teams who have all the basic skills and competences to handle most of the tasks related to the job as well as a common understanding of the QOC standards. Further development of the team and increasing the motivation of the staff members to maintain QOC standards requires that they take more responsibility for their work, the QOC process and keep their own morale high. Staff members are encouraged to tackle and solve the problems at the SDP/Member Association. In exceptional circumstances, issues may need to be clarified and decided by the supervisor or manager. Important decisions should be explained and staff members encouraged to make a contribution to the wider organization.

Skills:

- Limit direction and control
- Set up self-monitoring systems
- Counsel on problems
- Develop people by giving them tasks and assignments
- Communicate widely
- Encourage feedback and comment

Delegating:

The delegating leadership style in supportive supervision is used with staff members and teams who have achieved a level of skills and want to devote all their energy into doing a good job. This style is appropriate for a supportive supervisor with people who have responsible and positive attitudes toward the SDP/MA. The supervisor acts as a resource and leaves much of the work to the staff and the team. The day-to-day monitoring of the QOC process is administered by the staff members

Skills:

- Clarify and agree on objectives
- Give support when requested
- Represent the group to others if necessary
- Avoid interfering
- Respond to requests seriously

Day 2

Handout 5

Role play

Situation at the clinic:

In village x there is an SDP with 4 medical staff. The supervisor from HQ visits the SDP regularly (twice a month). Today the supervision meeting will address the possibility of introducing VCT in the clinic – a new service that the clinic hopes to provide in the near future. It is understood that one team member will be appointed to head this new activity. The meeting today is to decide which team member will become the head of the programme.

Staff members are:

- **Senior Nurse A**
 - 55 years old. She has worked at the SDP for a long time. She feels she is the “mother” of the clinic and that she is entitled to some privileges.
- **Nurse B**
 - 35 years old. She has worked at the SDP for 8 years. She has lobbied for a long time to make VCT available in the clinic. She feels it as a personal victory that finally this service will be offered.
- **Nurse C**
 - 23 years old. She recently joined the team. When she arrived, the supervisor promised her that she would gain additional responsibilities within a year. That is one of the reasons she took the job.
- **Nurse D**
 - 29 years old. She is studying to be a supervisor and at times, acts as an internal supervisor. She is already knowledgeable of basic training skills which will be helpful in supervising others in this new service. She feels she is entitled to the job because she needs experience in supervising others.
- **The Supervisor**
 - You believe in a supportive supervision approach whereby most of the decisions should be made by the team members themselves. You believe that all staff members have good leadership capacities. You don't want a conflict over who will be heading the new programme. You want the programme to be introduced as soon as possible and in the best possible way. It is a new programme and you are not expecting further possibilities to expand the SDP's services in the near future

What do you do?

Day 3

Contents:

On Day 3, participants will work on linking the supportive supervision approach to specific tools and processes of the IPPF QOC programme. Sessions include:

- Training and coaching
- Supervision Forms
- QOC Standards and supportive supervision
- QOC tools facilitating supportive supervision

Objectives:

By the end of the day participants will be able to:

- apply knowledge and skills of effective supervisor related to training and coaching
- work with Action Plan supervision forms
- link supportive supervision with QOC standards
- use QOC tools/checklists to facilitate supportive supervision
- evaluate and discuss the activities of the day

Day 3

Member Association overall action plan – Monitoring Form

MA:

Date:

Supervisor:

Action/interventions	Progress to date (tick as appropriate)			Technical assistance/ support needed	By whom	By when	Additional information/comments
	Completed	In progress	Not done				

Day 3

SDP ACTION PLAN – Monitoring Form

SDP:

Date:

Supervisor:

Action/interventions	Progress to date (tick as appropriate)			Technical assistance/ support needed	By whom	By when	Additional information/comments
	Completed	In progress	Not done				

Day 3

Handout 1

Instructions for working with the supervision guidelines

Task allocation:

- Duration: 30 minutes
- Participants are divided into four groups
- In each group one Member Association will be represented
- Each group will read selected sections of Chapter 5 of the Reference Manual: “Linking Supervision with the QOC Standards”
- Ensure that each member reads a section of the guidelines to the rest of the group
- Participants note issues that need clarification and need discussion in plenary
- Participants think of an SDP and discuss whether the guidelines are clear and applicable and whether the challenges to apply them
- Materials needed: *Supportive Supervision for Quality Improvement: Reference Manual*

Group 1

- Providers’ need for training
- Providers’ need for information

Group 2

- Providers’ need for infrastructure
- Providers’ need for supplies

Group 3

- Providers’ need for guidance and backup
- Providers’ need for respect and encouragement

Group 4

- Providers’ need for feedback
- Providers’ need to express their opinion.

Day 3

Handout 2

Instructions for working with the QOC observation checklists

- Duration: 45 minutes
- Participants are divided into four groups
- In each group one Member Association will be represented
- Each group will read one checklist
- Ensure that each member reads a section of the checklist to the rest of the group
- Participants note issues that need clarification and discussion in plenary
- Participants think of an SDP and discuss whether the checklist are clear and applicable; and the challenges to apply them
- Materials needed: *Supportive Supervision for Quality Improvement: Reference Manual / Checklists*

Day 3

Exercises/Handouts

Infection Prevention (IP) Observation Checklist INFECTION PREVENTION TASKS/ SKILLS AT SDPs

This checklist is used by supervisors to monitor how effectively infection prevention measures are carried out by staff. It can also be used for the SDP internal assessment, if required. In the assessment column, tick "Yes" if the task/ skill is adequate; "NI" if the task/ skill needs improvement; "No" if the task/ skill is not adequate; "N/A" if the task is not observed or applicable. Provide additional comments in the "Comments" column if the answer is "No" or "Needs improvement".

- Adequate = Yes (Y)
- Need improvement = (NI)
- Not adequate = (NO)
- Not applicable/Not observed = (N/A)

1. Name of Service Delivery Point: _____

2. Date of Observation: ____/____/____

ITEMS TO OBSERVE (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)			COMMENTS (Col 4)
		YES	NI	NO	
1. Does the SDP provide RH activities requiring infection prevention practices?	Services provided include the following - IUD insertion /removal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Norplant insertion/removal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Injectables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Female sterilisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- STIs/HIV/AIDS services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Observe if suitable space and facilities available with:					
2. SDP has suitable space /room/facilities for infection prevention services	- Separate room for processing instruments/ equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Continuously available running/ clean water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Functioning sink in procedure room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Separate room/area for examining clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Operating room dedicated for surgical contraception procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Scrub facility with immediate access to the operating room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Hot air oven, autoclave, or boiler available and in good condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- IUD insertion/ removal kit available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Norplant insertion/removal kit available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Covered containers for storing equipment available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. SDP has and adheres to QOC guidelines and standards required for the provision of adequate infection prevention measures	Observe if:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.1 Written and updated standards/ guidelines/ protocols are available and used for infection control measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.2 Job aids for infection prevention are developed and displayed in the processing/ sterilization room including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Preparation of 0.5% chlorine solution from bleach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	- Procedure for decontaminating of equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Procedure for cleaning equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Procedure for sterilization using an autoclave or a dry heat oven	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Use of antiseptic solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Proper waste disposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Procedure for cleaning activity areas including clinical procedure areas, surgical areas and work area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.3 Trained and qualified staff available at all times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4 SDP provides adequate infection prevention/ control in the area of hand washing and gloving	Observe if:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.1 Soap and clean water available in/ near the consulting or operating room (s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.2 Antiseptic solution, such as Ethyl alcohol 70%, is available if no water is available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	4.3 Staff wash hands or use antiseptic solution (if no water is available) before and after each clinical procedure, after handling waste or touching body fluids/mucus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.4 Staff wear sterile surgical gloves when performing surgical procedures (e.g. Norplant insertion/ removal; tubal ligation (LT), vasectomy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.5 Staff wear high-level disinfected gloves (reusable or disposal) when performing medical procedures such as pelvic exam, inserting or removing IUDs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.6 Staff wear utility gloves when cleaning or handling dirty instruments/ equipment and contaminated surfaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.7 Staff put HLD or sterilised gloves without contaminating them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. SDP provides adequate infection prevention/ control in the area of decontamination	Observe if:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.1 0.5% chlorine solution available and prepared daily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.2 Buckets are available for chlorine solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	5.3 Chlorine solution is mixed correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.4 All instruments are submerged in chlorine solution for 10 minutes immediately following a procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.5 Reusable gloves are decontaminated in 0.5% chlorine for 10 minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.6 Disposable gloves are rinsed in 0.5% chlorine solution and inverted before disposal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.7 Examination table is wiped down with chlorine or linen table changed between clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. SDP provides adequate infection prevention/ control in the area of cleaning instruments	Observe if: 6.1 Cleaning materials and supplies are available (scrub brush, detergent/soap, water, protective rubber gloves)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6.2 Instruments and reusable items (syringes, needles) are properly cleaned in soapy water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6.3 Instruments are thoroughly rinsed with clean water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	6.4 Cleaned instruments are dried by air or towel before further processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. SDP provides adequate infection prevention/control in the area of high-level disinfection by boiling	Observe if: 7.1 Materials and supplies (boiling pan/pot, container for storing instruments, water) are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7.2 Instruments/ items are decontaminated and cleaned before boiling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7.3 Items/instruments are submerged in water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7.4 Boiled instruments/ items are dried in a clean area of the room away from dust, flying insects or contaminated surfaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7.5 HLD container is used for storing instruments/ items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. SDP provides adequate infection prevention/control in the area of high-level chemical disinfection	Observe if: 8.1 Chemical supplies are available and fresh solutions are used (following manufacturer's directions for the dilution)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8.2 Instruments/ items are decontaminated and cleaned before HLD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	8.3 Items are immersed completely in a covered container for an appropriate time (following manufacturer's directions for the timing and shelf life of disinfectants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8.4 HLD items are rinsed with boiled or sterilized water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	8.5 HLD items are stored in sterilized or HLD Container	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. SDP provides adequate infection prevention/ control in the area of sterilization by autoclave or dry heat	Observe if:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9.1 Essential sterilization equipment is available and in good working condition (autoclave, dry heat oven, or boiler)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9.2 Reliable power source (electricity line, generator, solar panel, kerosene, natural gas) is available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9.3 Instruments/ items are decontaminated, cleaned and dried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9.4 If autoclave is used, instruments are disassembled, wrapped and arranged loosely in the autoclave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ITEMS TO OBSERVE (Col 1)	INFECTION PREVENTION TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A	
	9.5 Standard time/ temperature for sterilization is used (following manufacturer's directions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	9.6 Instruments kits to keep sterilised tools and equipment are available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Observe if: 10.1 Clinic facilities and courtyard are clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10.2 Cleaning materials are available (toilet paper, broom, floor cloth, antiseptic, soap)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10.3 Staff wear gloves when obtaining or handling laboratory specimens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10.4 Spills of blood or other bodily products cleaned up with 0.5% chlorine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10.5 Sharp objects and needles are safely disposed in a puncture proof container filled with 0.5% chlorine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10.6 Refuse and medical waste are properly handled (destroyed by burning or burying)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10. SDP provides adequate infection prevention/ control in the area of handling specimens or waste disposal					

Day 3

Exercises/Handouts

QOC OBSERVATION CHECKLIST FOR FP SURGICAL PROCEDURES

- IUD INSERTION AND REMOVAL
- NORPLANT INSERTION AND REMOVAL
- TUBAL LIGATION AND VASECTOMY

This checklist is used by supervisors who undertake medical monitoring. It can also be used for the SDP internal assessment, if required. In the assessment column, tick "Yes" of the task/skill is adequate; "NI" if the task/skill needs improvement; "NO" if the task/skill is not adequate; "N/A" if the task is not observed or applicable. Provide additional comments in the "Comments" column if the answer is "NO" or "Needs improvement".

- Adequate = Yes (Y)
- Need improvement (NI)
- Not adequate = (NO)
- Not applicable/Not observed = (N/A)

Name of Service Delivery Point: _____

Date of Observation: ____/____/____

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)			COMMENTS (Col 4)
		YES	NI	NO	
1. SDP has suitable facilities, supplies and equipment to perform surgical procedures	Observe if: 1.1 Suitable space is available for IUD and Norplant insertion and removal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				N/A	

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	1.2 Observe if the area where surgical procedures are performed has:					
	- Its facilities separated from other parts of the clinic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- A washing room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- A dressing room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- An operating room with air conditioner installed, floor and walls tiled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- A recovery room with enough beds for patients at all times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.3 Limited traffic flow in the procedure room and surgical area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.4 Observe if standard equipment and emergency drugs are available including:					
	- Surgical instruments package: IUD and Norplant insertion and removal kits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	- Tubal ligation kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Vasectomy kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Anaesthesia equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Nursing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Abdominal incision kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	- Rescue medicine and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Observe if: 1.5 General guidelines for the infection prevention measures in the operating theatre and the procedure rooms are followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Service providers are competent and confident to provide surgical procedures	Observe if qualified and competent staff are available in the following: 2.1 Surgical procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.2 Sterilization and disinfection techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	2.3 Managing complications or emergency situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Staff follow guidelines for the provision of clinical and surgical procedures	Before procedures, observe if: 3.1 Pre-insertion/ operative counseling and client health assessment (history and physical examination) are well documented for each procedure 3.2 Informed consent form signed for TL and vasectomy procedures and attached to the client record During procedures, observe if: 3.3 Aseptic techniques strictly are observed 3.4 Procedures are performed steadily, carefully, gently and accurately to minimize the pain of the client 3.5 Intra-op medications (time, name of drug, volume of drugs, route of drug) are recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	3.6 Intra-op vital signs are recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.7 Procedure notes are recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.8 Complications if occurred are recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.9 Procedure to resolve complications are recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.10 Complications are reported to appropriate supervisor/ personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.11 Medication is given and discharge status recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	After procedures, observe if :					
	3.12 Post-operative care is given to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.13 Follow-up visits are provided to clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Day 3

Exercises/Handouts

QOC OBSERVATION CHECKLIST FOR THE STORAGE OF CONTRACEPTIVES AND SUPPLIES

This checklist is used by supervisors and managers to ensure that proper storage guidelines are being followed. It can also be used for assessing the SDP and MA HQ storage during the internal or external assessment, if required. In the assessment column, tick "Yes" if the task/item to be observed is adequate; "NO" if the task/item is not adequate; "N/A" if the task is not observed or not applicable. Provide additional comments in the "Comments" column if the answer is "No" or "Needs improvement".

- Adequate = Yes
- Need Improvement = NI
- Not adequate = NO
- Not applicable/Not observed = (N/A)

Name of Service Delivery Point: _____

Date of observation: ____/____/____

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)			COMMENTS (Col 4)
		YES	NI	NO	
1. SDP has suitable storage facilities/space for supplies and commodities	Observe if suitable storage space for supplies, contraceptives and drugs are available with:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.1 Wide-wise space for storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.2 No signs of roof leakage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.3 Store room not subject to water penetration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	1.4 No direct sunlight on supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.5 Adequate lighting and ventilation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.6 Fire extinguisher available and in good working condition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.7 Store room disinfected and sprayed periodically against insects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.8 Store room cleaned regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Supplies and commodities are properly stored and well organised	Observe if the storing system is well organised both at the SDP and HQ with:					
	2.1 Supplies stored adequately and labelled for easy access with identification labels/ marks visible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.2 Supplies and commodities stored and distributed on the basis of "first expiry first out" (FEFO) system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.3 Damaged and expired supplies separated and disposed of without delay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.4 Vaccines and other lab reagents stored in refrigerator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.5 Old files, information materials, office supplies, etc. stored separately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.6 Insecticides and other chemicals not stored together with contraceptives and medical supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.7 Tools in place for commodity and supplies purchase, stocks, management and distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.8 Regular supplies and equipment inventory and stock cards updated at all levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.9 Staff involved in logistics and supplies management trained and available at all time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.10 Store key available at all time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Day 3

Exercises/Handouts

COUNSELING & INTERPERSONAL COMMUNICATION CHECKLIST

This checklist is used by supervisors to monitor how effectively staff counsel and interact with clients. It can also be used for the SDP internal assessment, if required. In the assessment column, tick "Yes" if the task/ skill is adequate; "NI" if the task/ skill needs improvement; "NO" if the task/ skill is not adequate; "N/A" if the task is not observed or applicable. Provide additional comments in the "Comments" column if the answer is "No" or "Needs improvement".

- Adequate = Yes (Y)
- Need improvement = (NI)
- Not adequate = (NO)
- Not applicable/Not observed = (N/A)

1. Name of Service Delivery Point: _____

2. Date of Observation: ____/____/____

OBSERVED CRITERIA (Col 1)	TASKS/ OPERATIONS (Col 2)	ASSESSMENT (Col 3)			COMMENTS (Col 4)
		YES	NI	NO	
1. SDP has a private area/room for reception, physical examination or counselling of clients	Observe if visual and auditory privacy are maintained in the: 1.1 Reception area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.2 Counseling rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	1.3 Consultation rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
2. SDP ensures that all clients are received and treated in a friendly and respectful manner	Observe if friendly and respectful reception is provided to all clients, including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.1 Use of language the client understands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.2 Greeting the client respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.3 Assuring confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.4 Directing clients where to go next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Service providers use appropriate teaching aids during clients counselling/education	2.5 Explaining to clients what to expect during the visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Observe if one of the following materials is used during client counselling/education sessions: poster, family planning methods, anatomical models, brochures, leaflets, flipcharts, clients cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
4. Service providers encourage clients to actively discuss any problems or concerns about their RH and FP services	<p>Observe if:</p> <p>4.1 Service providers ask clients about their history and problems</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.2 Service providers invite clients to ask questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Service providers give appropriate counselling to clients	<p>Observe if :</p> <p>5.1 Service providers explain the range of services offered in the clinic using the appropriate visual aids</p> <p>5.2 For every FP method prescribed, guidelines are followed concerning:</p> <ul style="list-style-type: none"> - Indications or precautions noted from a client's history and physical examination - Clients' free choice of the method - Instructions provided to the client on the method use, when and where to get supplies 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

OBSERVED CRITERIA (Col 1)	TASKS/OPERATIONS (Col 2)	ASSESSMENT (Col 3)				COMMENTS (Col 4)
		YES	NI	NO	N/A	
	Observe if					
	5.3 Providers encourage clients to ask questions and respond to clients' questions accordingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.4 Providers discuss the client's needs, concerns and fears in a thorough and sympathetic manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.5 Providers provide information about all FP methods, describing benefits and risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.6 Providers help the client make decisions regarding methods, treatments, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.7 Providers record the method prescribed in the client's records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.8 Providers tell the client to return if s/he has any concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.9 Providers provide information on other RH services as required; e.g. STIs prevention (dual protection) and breast cancer screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Day 4

Contents:

- Peer support
- In-country training
- Planning and preparation for the in-country training
- Post-training self-assessment questionnaire
- Final evaluation
- Closure

Objectives:

By the end of the day participants will be able to:

- apply peer support during supportive supervision activities.
- review and discuss the course outlines for the in-country training.
- prepare an action plan for preparation and organization of the regional training.
- assess their skills and knowledge after the training.
- provide feedback to facilitators on the training.

Day 4

Warm-up exercise

“An exercise in self-disclosure”

Instructions:

Answer each of the following questions quickly, and then for each one, provide three reasons why they are your favorites.

Name your favorite color:

Give three reasons why it is your favorite color.

Name your favorite animal:

Give three reasons why it is your favorite animal.

Name your favorite city:

Give three reasons why it is your favorite city.

Day 4

Handout 2

Peer support

Phase 1: Introduction:

1. Each member introduces a problem/challenge she/he has encountered during previous training activities in the QOC programme
2. Take an inventory of all the problems (on a flipchart)

Phase 2: Selection of problem:

1. Choose a problem for the group to work on based on the following criteria:
 - The problem is recognizable by other members
 - Each member should have a turn to discuss the problem they have raised

Phase 3: Analysis of the problem:

1. The group member re-introduces the problem but does not reveal how she/he dealt with it at the time. Group members ask clarification questions about the problem. They then ask additional questions, all without interpretation, making judgment or suggestions

Phase 4: Solution of the problem:

1. The group re-formulates the problem to make sure that they understand it correctly
2. A round of advice is provided by all group members – ie: how each member would have solved the problem
3. The member who introduced the problem explains how she/he dealt with the problem at the time.
4. The person who introduced the problem reflects on the suggestions made by the group.

Day 4

Regional or In-Country Course Outline: Supportive Supervision for Quality Improvement

Day 1

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
60 Mins	<p>Opening</p> <p>Welcome participants and introduction of the facilitators</p> <p>Participants' introductions</p> <p>Training Goals and Objectives</p> <p>Review of Schedule, Materials and Norms</p> <p>To decide how to work together</p> <p>To discuss logistical aspects of the training</p> <p>To assess participants' knowledge and skills before the training course.</p>	<p>Brief greeting. Each facilitator introduces him/herself.</p> <p>Participants present themselves –using exercises: who am I?</p> <p>Ask participants to read the Training Course goals and objectives</p> <p>Participants discuss personal expectations/goals</p> <p>Discuss with the participants the course timeframe, materials available</p> <p>Participants discuss and determine essential rules to be followed during training activities and team building exercise</p> <p>Hotels, Per-diems, expenses reports, etc.</p> <p>Daily evaluations(reporter)</p> <p>Participants will complete a pre-course questionnaire, containing training areas to be covered during the training.</p>	<p>Copies of the 'who am I' exercise</p> <p>Copies of the Training Outline and training schedule</p> <p>Expectation sheet</p> <p>Copies of Training Schedule/ Materials</p> <p>Flipchart</p> <p>Markers</p> <p>Copies of the pre-course questionnaire</p>
	Coffee break		

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
120 mins	<p>Definition and Principles of Supervision</p> <p>Understand differences between traditional and supportive supervision</p> <p>Define supportive supervision</p> <p>Discuss the principles of supportive supervision</p> <p>Discuss the ideal environment for supportive supervision.</p>	<p>Divide into two groups</p> <p>Each group will brainstorm on positive and negative personal experiences with supervision (as supervisor or supervisee).</p> <p>They will be given 20 minutes to discuss and 10 minutes to present.</p> <p>After the groups have presented, the facilitator will conduct a brainstorm to discuss the ideal environment for supportive supervision</p> <p>How should the relationship be between service providers and supervisors?</p> <p>How should the dynamics in individual and team supervision be?</p> <p>Illustrative presentation on supportive supervision and the benefits for the QOC programme</p>	<p>Flipchart</p> <p>Markers</p> <p>Large sheets of paper</p> <p>Laptop, LCD projector and computer diskettes/CD-ROM or overhead projector and overhead transparencies, screen, flip chart</p>
	Lunch		

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
90 mins	<p>External and internal supervision</p> <p>Discuss the different levels of supervision (External and Internal)</p> <p>Knowledge, skills and attitudes of supervisors.</p> <p>Identify the roles of supervisors</p> <p>List the characteristics of supervisors (knowledge, attitudes and skills)</p> <p>Discuss the selection criteria for supervisors</p> <p>Discuss the limitations of the supervisors while conducting supervision</p>	<p>Introduction of the Levels of Supportive Supervision</p> <ul style="list-style-type: none"> • External • Internal <p>Brain storm with the group about the different roles of a supervisor.</p> <p>Divide participants in 3 groups and ask them about to think about the QOC programme and discuss the characteristics of a supervisor:</p> <ul style="list-style-type: none"> • Group 1: knowledge (contents) the supervisor has to have • Group 2: attitudes the supervisor has to have • Group 3: skills the supervisor has to have <p>Give the groups 20 minutes to finalize and 10 minutes for each group to present the results of their discussion</p> <p>After the presentations, the facilitator will lead a discussion about who should be trained at the country level and the limitations of supervisors.</p>	<p>Flipchart with markers</p> <p>Reference manual</p>
	Coffee break		
60 mins	<p>Process of supervision</p> <p>Before: Planning and Organization</p> <p>During: Meetings, activities, follow-up planning</p> <p>After: Reports, Debriefs, follow-up working with teams</p>	<p>Divide participants in 3 groups:</p> <ul style="list-style-type: none"> • Group 1: Will discuss the planning tasks for a supportive supervision visits. • Group 2: Will discuss the activities and tasks to carry on during the supportive supervision visit. • Group 3: Will discuss the activities and tasks to carry on after the supportive supervision visit. <p>After group discussions and presentations facilitators will summarize and present an illustrative presentation.</p>	<p>Markers</p> <p>Flipchart</p> <p>Reference Manual</p>
15 mins	Evaluation of the day's activities	Participants and facilitators reflect on the day	Copies of the Reflection of the Day

Day 2

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
30 mins	Warm-up exercise Review of the agenda for the day/reflection of the day	Numbers exercise	Materials for the exercise(number sheets) Flip chart, Markers
90 mins	Overview of Supervisors' Skills/Areas of work Communication Planning and organization Motivation Training and coaching Team building/group dynamics/working with groups Practising Supervisors' skills: communication	Illustrative presentation Participants will be divided into small groups to prepare and present situations and use communication skills (they will use reference manual and Handouts for preparation) Group 1: Active listening and positive body language Group 2: Verbal communication and encouragement Group 3: Paraphrasing summarizing and clarification Group 4: Appropriate questioning Each group will have 45 minutes to prepare the presentation followed by discussion in planry.	Laptop, LCD projector/computer diskettes/CD-ROM, screen, flip chart with markers. Reference manual Flipchart Markers Masking tape
	Coffee break		

Day 2

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
60 mins	Practising Supervisors' skills giving/receiving feedback training & coaching	<p>Exercise: How to make a box</p> <p>The facilitator will show a paper box to the participants and will ask them to make the same box (in 5 minutes) - without giving any further information or guidance, in a very authoritarian manner.</p> <p>While the participants are trying to perform the task the facilitator will constantly give negative feedback.</p> <p>After the 5 minutes, the facilitator will lead a discussion on why the participants were not able to perform the task effectively.</p> <p>Then the facilitator will change attitude and will give the participants the right instructions, right materials and will coach them to perform the task, giving constant feedback on their performance and praising the results.</p> <p>To conclude the exercise, the facilitator will make a illustrated presentation and reinforce that effective planning, communication and coaching facilitate performance improvement.</p>	Materials for the box exercise Flipcharts and markers
Lunch			

Day 2

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
90 mins	Practising Supervisors' skills Working with teams Influencing behaviour in teams Leadership	Introduce the concept of team building in QI process: Exercise on team process discuss personal experiences and opinions on working with teams; discuss the role of the supervisor in team approach. Illustrative presentation on leadership as a skill to influence behaviour	Copies of exercise (puzzle) Copies of the exercises sheets LDC Flip chart, markers, masking tape
	Coffee break		
45 mins	Working with team continued: negotiation in teams	Case study/role play Illustrative presentation	Copies of role play Reference Manual
15 mins	Evaluation of the day's activities.	Participants and facilitators reflect on the day	"Reflection of the day" sheet

Day 3

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
30 mins	Warm-up exercise Review of the agenda for the day/reflection of the day	'My favourites'	Copies of 'My favourites' questionnaire.
60 mins	Tools to facilitate supervision Giving an overview of the process, using the Action Plan Supervision format	Illustrative presentation and discussion on using the Action Plan Supervision forms	LDC Flip chart, markers, masking tape Action Plan Supervision forms Reference manual
	Coffee break		
60 mins	Action Plan Supervision format (continued)	Participants will be divided in 3 groups Within each group a supervisor will be designated The other members of the group will be SDP team members that will receive an action plan with some actions/interventions completed, some they are having difficulties implementing and with others that have been very difficult to implement The supervisors don't know about the situation; he/she will use the supervision form to conduct a meeting with the team and monitor on action plan implementation. By the end of exercise facilitator will lead a discussion about the use of the form (applicability, etc...)	Action Plan Supervision forms Copy of QOC Active Plan
	Lunch		

Day 3

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
80 mins	Tools to facilitate supervision Linking supervision with providers needs guidelines on using providers' needs framework for supportive supervision	The facilitators will ask the participants to provide written guidance and step by step instructions to make a butter and jelly sandwich Participants will be given 10' and then the facilitator will follow the instructions given by the participants. Discussion on the importance of guidelines in supervision	Bread Butter Jelly Knife
60 mins	Coffee break Linking Supportive Supervision with QOC tools	Introduction on the importance and use of checklists Small groups will review the tools and provide comments and suggestions	Reference manual: QOC Checklists
15 mins	Evaluation of the day's activities.	Participants and facilitators reflect on the day	"Reflection of the day" sheet

Day 4

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
30 mins	<p>Warm-up exercise</p> <p>Review of the agenda for the day/reflection of the day</p>	<p>"Football Game" Pass the ball! Good game! Take him out!!</p> <p>Facilitators will divide the participants in 3 groups. The groups must pretend that they are in a Final Game of the World Cup Championship.</p> <p>Each group is designated to scream one of the phrases, whenever the facilitator points out to the specific group. The facilitator should go fast from one group to another and the groups should display a lot of energy and enthusiasm. Whenever the facilitator puts his/her hands up-ALL THE GROUPS SHOULD SCREAM GOAL!!</p>	<p>Copies of the "Reflection of the day" form.</p>
60 mins	<p>Peer-Support</p>	<p>Exercise Development:</p> <p>Each member introduces a problem The problems are listed on a flipchart The other participants recognize and analyse the problem, asking for further information without judgment or suggestions The group reformulates the problem and makes sure all members are clear and have the same understanding about the problem.</p> <p>All the members should have the opportunity to advise and contribute to the solution of the problem</p>	<p>Flipchart Markers Instructions for the exercise</p>
60 mins	<p>Coffee break</p> <p>Preparation of in-country training Preparation of interactive session</p>	<p>Discussion and review on in-country training outline and materials Participants prepare in groups a session for the in-country training</p>	<p>All materials</p>
	<p>Lunch</p>		

Day 4

TIME	THEMES/OBJECTIVES	FACILITATION METHODS	RESOURCES / MATERIALS
60 mins	Preparation of in-country training Preparation of interactive session	Discussion and review on in-country training outline and materials Participants prepare in groups a session for the in-country training	All materials
	Coffee-break		
45 mins	Presentation of interactive session	Participants present groups a session for the in-country training	All materials Outline of Regional training
30 mins	Work plan for in-country training.	Participants will develop a work plan by region to prepare and organize the regional and in-country training	All materials Handouts
15 mins	Post-training self-assessment To self-evaluate progress after the training	Participants will complete a post-training questionnaire.	Copies of the post-training questionnaire
15 mins	Final Evaluation To evaluate TOT	Participants will complete a final evaluation questionnaire.	Copies of Final Evaluation questionnaires
30 mins	Closure To thank the participants To distribute certificates	Participants will receive certificates of participation	Certificates

Day 4

Planning Regional or in-country training activities

ACTIVITIES	OBJECTIVES	EXPECTED OUTCOMES	DATES	RESOURCES	RESPONSIBLE

Day 4

Training Course – Final Evaluation

Instructional and administrative aspects

Please circle the answer you feel is most appropriate for each of the following aspects of the training course, using the following ratings:

5: Excellent 4: Good 3: Satisfactory 2: Poor 1: Insufficient

Statements	Rating Scale				
1. Achievement of course objectives	1	2	3	4	5
2. Achievement of personal expectations	1	2	3	4	5
3. Relevance of training to your work.	1	2	3	4	5
4. Usefulness of training materials.	1	2	3	4	5
5. Training methodologies.	1	2	3	4	5
6. Organization of the course.	1	2	3	4	5
7. Training facilities.	1	2	3	4	5
8. Administrative support.	1	2	3	4	5
9. Travel arrangements.	1	2	3	4	5
10. Financial arrangements.	1	2	3	4	5
11. Hotel accommodation.	1	2	3	4	5

1) Course Length: ____ Too long ____ Too short ____ Just right

2) What topics covered in this training do you think will be the most useful to you in your work?

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3) On which topics would you have liked more information or preferred to spend more time?

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4) On which topics would you have liked less information or preferred to spend less time?

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5) Other comments

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International Planned Parenthood Federation (IPPF)

Who we are

The International Planned Parenthood Federation (IPPF) is the strongest global voice safeguarding sexual and reproductive health and rights for people everywhere. Today, as these important choices and freedoms are seriously threatened, we are needed now more than ever.

What we do

IPPF is both a service provider and an advocate of sexual and reproductive health and rights. We are a worldwide network of 150 Member Associations and are active in 182 countries.

What we believe

We see a world where women, men and young people everywhere have control over their own bodies, and therefore their destinies. A world where they are free to choose parenthood or not; free to decide how many children they'll have and when; free to pursue healthy sexual lives without fear of unwanted pregnancies and sexually transmitted infections, including HIV. A world where gender or sexuality are no longer a source of inequality or stigma. We will not retreat from doing everything we can to safeguard these important choices and rights for current and future generations.

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