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MINISTRY OF HEALTH

MATERNAL AND CHILD HEALTH DEPARTMENT

SUPPORTIVE SUPERVISION
IN CERVICAL CANCER SECONDARY PREVENTION

Material for Facilitator

Training course for reproductive health managers and service providers

June 2009

SUPPORTIVE SUPERVISION

In cervical cancer secondary prevention

INTRODUCTION

Supportive supervision is a supervision method aiming to continuously enhance service quality via improving management of all service providing steps. This supervision method is based on adult learning method and management of changes. The concept of supportive supervision is based on a hypothesis that if service providers work together, discuss and collaborate to perform tasks and take responsibilities, it will help to improve service quality, create motivation within the organization and satisfy clients. Another hypothesis for supportive supervision is that health workers have their own authority on their work, on those decisions which directly affect their work, and on results of such decisions. Therefore, they have stronger commitment to their work and service quality.

Supportive supervision or Integrated supervision means that effective supervision skills such as making decision, on-the-job training and giving feedback are conducted at all levels. It does not mean that superior review subordinate's performance. Rather, it is cross supervision and mutual supervision at all levels in all sectors. Supervision, thereby, becomes a regular activity at service providing facility, not a single event. Integrated supervision can only be conducted at facilities or via health facility networks where leaders commit to make an evolution and the whole team engage to individual responsibility, decentralization and collaboration.

GOAL

After this course, trainees will become supportive supervisors on cervical cancer secondary prevention.

OBJECTIVES

After this course, trainees can:

1. Make acquaintance with facilitator and other trainees.
2. Identify their training needs on supervision.
3. State training goal and objectives
4. Describe quality improvement process and principles of Supportive Supervision
5. Identify effective behavior of a supervisor
6. Apply effective communication skills
7. Give constructive feedback
8. Conduct clinical on-the-job training

TRAINING METHODOLOGY

- Presentations
- Group discussions
- Group exercises
- Team work
- Training needs assessment
- Rehearsal
- Role-play

TRAINING MATERIALS

- Big size paper and paper tape
- Color pen
- White board
- Overhead projector (big size paper is applicable in case projector is not available).
- Cover/ small paper for exercises
- Giấy khổ lớn viết/in sẵn mục tiêu khóa học

EVALUATION METHODS

- Pre- and post-training self-assessment
- Observe and assess performance in group work and presentation
- Review and direct feedback
- Evaluation form for trainee on training course

ONE-DAY TRAINING AGENDA (480 minutes)

	<i>Time</i>	<i>Content</i>
	7:30-8:00	Welcoming participants
	8:00-8:30	Opening
Objective 1	8:30-9:00	Introducing facilitator and trainees Trainees' expectation
Objective 2	9:00-9:15	Pre-training test
Objective 3	9:15-9.30	Training goal and objectives Training agenda
	<i>9:30-10.00</i>	<i>Tea break</i>
Objective 4	10:00-10:20	Introducing principles of supportive supervision
Objective 5	10.20-11:10	Identifying facilitator's quality
Objective 6	10.10-11:30	Applying effective communication skills
	<i>11.30 - 13.30</i>	<i>Lunch</i>
	13:30-13:45	Warm-up games
Objective 6	13:45-14:30	Giving constructive feedbacks
Objective 7	14.30- 15.00	Conducting clinical on-the-job training
	<i>15.00 - 15.30</i>	<i>Tea break</i>
Objective 7	15.30 - 16.15	On-the-job training exercises
	16:15 - 16.30	Post-training test
	16:30-17:00	Summarizing Closing

Objective 1: Making acquaintance with facilitator and other trainees

<p style="text-align: center;">CONTENT</p> <p style="text-align: center;">Knowledge/ Attitude/ Skill</p>	<p style="text-align: center;">TRAINING METHODOLOGY</p> <p style="text-align: center;">(Estimated time)</p>
<p>Making acquaintance with facilitator and other trainees, creating active and comfortable learning environment.</p>	<p>1.1. Introducing facilitators and trainees, and trainees' expectations: (30 minutes)</p> <p>Facilitators should:</p> <ul style="list-style-type: none"> • Greeting trainees and introducing themselves • Self-introduction for trainees. It is better to play a game: <ul style="list-style-type: none"> ○ Divide trainees into pairs, apply creative and funny division methods ○ Each pair has 10 minutes to interview each other and then introduce their partner with the class. Facilitators may also involve in this game. ○ After interviewing partner, trainee will introduce the partner with the whole class ○ Introduction section shall include: <ul style="list-style-type: none"> ▪ Name, working organization ▪ Teaching and professional experience ▪ Favourites, hates ▪ Expectations on this course

Objective 2: Identifying training needs on supervision ¹

CONTENT Knowledge/ Attitude/ Skill	TRAINING METHODOLOGY (Estimated time)
Identifying trainees' training needs to make suitable adjustment on content, methodology and time.	Pre-training test (15 minutes) Facilitator should: <ul style="list-style-type: none">• Deliver Pre-training test and self-assessment forms on knowledge and skills on supervision• Collect all forms• Review and synthesize those forms to identify which section should be focused more on and when to focus.

¹ Ghi chú: Tiến hành xác định nhu cầu của học viên một tuần trước khóa học là tốt nhất.

Objective 3: Training goal, objectives and schedult

<p style="text-align: center;">CONTENT Knowledge/ Attitude/ Skill</p>	<p style="text-align: center;">TRAINING METHODOLOGY (Estimated time)</p>
<p style="text-align: center;">Training goal and objectives:</p> <p>Goal: After this course, trainees will become supportive supervisors on cervical cancer secondary prevention.</p> <p>Objectives: After this course, trainees can:</p> <ol style="list-style-type: none"> 1. Make acquaintance with facilitator and other trainees. 2. Identify their training needs on supervision. 3. State training goal and objectives 4. Describe quality improvement process and principles of Supportive Supervision 5. Identify effective behavior of a supervisor 6. Apply effective communication skills 7. Give constructive feedback 8. Conduct clinical on-the-job training <p>Introducing one-day trainng agenda</p>	<p>Presentation (10 minutes) Facilitator should:</p> <ul style="list-style-type: none"> • Work with trainees to review training goal, objectives and agenda • Describe facilitator’s responsibilities • Present training goal and objectives on big-size paper • Instruct trainees to read Training goal and objectives in Training material for trainees for reference. • Hang big-size paper with Training goal and objectives on the wall <p>Introduce training agenda (5 minutes)</p> <ul style="list-style-type: none"> • Instruct trainees to read One-day tentative training agenda for reference

Objective 4: Principles of Supportive Supervision

<p style="text-align: center;">CONTENT</p> <p style="text-align: center;">Knowledge/ Attitude/ Skill</p>	<p style="text-align: center;">TRAINING METHODOLOGY</p> <p style="text-align: center;">(Estimated time)</p>
<p>Introduce principles of Supportive supervision/ Integrated supervision</p> <p>Supportive Supervision or Integrated supervision is a supervision method which mobilizes active participation of all staff to carry out a comprehensive review on the performance of health facility from the view of both clients and service providers, in order to continuously improve health care service quality.</p> <ul style="list-style-type: none"> • Integrated supervision involves all staff (i.e. involve all staff and all activities in supervision) • Integrated supervision based on clients' views • Integrated supervision shall not criticize any individual; instead, it tries to improve working process and method. • On the long run, integrated supervision helps to save money. • Integrated supervision employs cleverness and knowledge of all staff. Supervisors are technical assistants who help staff to identify problems and solutions. • A good supervisor shall apply compliment and awards instead of punishment. Supervisors will tell staff about what they did well and ask staff to think about what they can improve. Supervisor should not direct staff what they must do. Make sure that staff will be interested in and convinced before they agree to make any changes. • Supervision should be combined with training. Both should be conducted at the same time and support each other. • Quality should be measured. 	<p>Presentation: (20 minutes) Principles of Supportive Supervision</p> <p>Present transparent paper – Principles of Supportive Supervision/ Integrated supervision: When explaining principles, remember to refer to Service Quality and 10 clients' rights.</p>

Objective 5: Identify Supervisor's qualities

<p style="text-align: center;">CONTENT</p> <p style="text-align: center;">Knowledge/ Attitude/ Skill</p>	<p style="text-align: center;">TRAINING METHODOLOGY</p> <p style="text-align: center;">(Estimated time)</p>
<p>Introduction: In order to understand how a supervisor can make influence on commitment to provide service with good quality at all levels, we will review characteristics and behaviors of an effective supervisor.</p> <p>Some remarkable behaviors are listed below. Facilitator can suggest if trainees can not mention:</p> <ul style="list-style-type: none"> • Compliment and encourage • Raise questions to collect ideas. • Listen attentively. • Be patient • Support/ Direct (if necessary) • Be a good example • Conduce on-the-job training • Decentralize • Give feedbacks • Apply well non-verbal communication • Encourage all staff to participate • Have a confirmed supervision schedule, do not come without informing like an investigation 	<p>Exercises (20 minutes)</p> <p>Ask trainees to close their eyes and imagine necessary qualities for a supervisor to undertake effective tasks and their influence on supporting service providers.</p> <p>Discussion</p>

<p style="text-align: center;">CONTENT Knowledge/ Attitude/ Skill</p>	<p style="text-align: center;">TRAINING METHODOLOGY (Estimated time)</p>
<p><i>Examples on inattentive behaviors:</i></p> <ul style="list-style-type: none"> ➤ No eye contact. ➤ Watching clock. ➤ Reading newspaper on the table. ➤ Yawning while talking ➤ Being anxious <p><i>Examples on attentive behaviors:</i></p> <ul style="list-style-type: none"> ➤ Keep eye contact. ➤ Nodding. ➤ Smiling. ➤ Looking at clients ➤ Being serious ➤ Expressing surprise by moving eyebrows. <ul style="list-style-type: none"> • Attentive behaviors are effective non-verbal communication <p>Summary: Use effective non-verbal communication to show attentive behaviors and encourage others to raise their voice.</p>	<p>total number of trainees is 24, you should prepare 6 pieces of paper with statement 1, 6 pieces of paper with statement 2</p> <p>Implementation:</p> <p>1) <i>Divide trainees to two groups (Group A & B) and divide responsibilities (3 minutes)</i></p> <p>2) <i>Do the exercise (5 minutes)</i></p> <ul style="list-style-type: none"> • Deliver each member of group A a piece of paper (randomly divide the class into two different guiding/implementing groups). Ask Group A to not inform Group B of the content of the paper. Ask Group A to listen to Group B based on behavior/attitude as guided in the paper. • Ask Group B to talk to Group A in 3 minutes. They can choose theme themselves, e.g. “Why do I become RH service provider?”, “Which communication method do I prefer and why?” • After 3 minutes, stop the conversation. <p>3) <i>Conclusion (2 minutes)</i></p> <ul style="list-style-type: none"> • Ask Group B to describe what they felt when they talked to Group A and write their feeling on big-size paper. • Ask Group A to describe what they felt when they listened to Group B and write their feeling on a big-size paper.

<p style="text-align: center;">CONTENT Knowledge/ Attitude/ Skill</p>	<p style="text-align: center;">TRAINING METHODOLOGY (Estimated time)</p>
<p>These two kinds of compliment can be applied any time, but you should try to make specific compliment, the more specific the better.</p> <p>2. What do you think will happen if you make a fake compliment? The worst compliment is the meaningless or fake compliment! This makes listener become wrongly confident and makes it difficult to help service provider change their working style.</p> <p>3. Examples of excessive compliment are “you have done even better than I do, I believe that you have done excellent work...”) This compliment reduces its value if supervisor wants to give a feedback later.</p> <p>Summary:</p> <p>Complimentary words and expressions or non-verbal encouragement helps service providers realize that we are in favor with their behaviours or their work. Therefore, they will try to repeat those effective behaviors. Compliment should be truthful and specific.</p> <p><i>It can be summarized as followed:</i></p> <ul style="list-style-type: none"> - Be aware of your voice when you communicate with service provider, especially when you give a comment on their performance. - Use encouraging verbal and non-verbal communication when working with those who are being supervised - Make sure that your verbal and non-verbal communication expresses only one meaning. 	<p style="text-align: center;">Summary (5 minutes)</p>

Objective 7: Giving constructive feedback

<p style="text-align: center;">CONTENT</p> <p style="text-align: center;">Knowledge/ Attitude/ Skill</p>	<p style="text-align: center;">TRAINING METHODOLOGY</p> <p style="text-align: center;">(Estimated time)</p>
<p>Introduction:</p> <p>After observing health worker perform their tasks, including providing service to clients, we would like to help them improve their performance next time by giving constructive comments so that staff can know exactly what they did well, what need to be improved and how.</p> <p>One important part of feedback is raising questions and letting trainees to clearly speak out their opinions on how to change their working style and performance and to have better service quality.</p> <p>Normally, after receiving feedbacks, trainees shall say « With your support, I believe that I will try to do better next time ». What do you think about this statement ?</p> <p>If a trainee says that it is difficult to do something or that he/she will try another way, what should you ask to make sure that this will come true. You should clarify that they can do differently to perform better.</p> <p>Example questions are :</p> <ul style="list-style-type: none"> • How can you perform better next time ? • How can you do differently ? • What should you do to avoid this mistake? • What do you think you can do to avoid this mistake ? <p>Help trainees to be familiar with giving feedback skills</p> <p>Things to remember:</p> <ul style="list-style-type: none"> ▪ Giving feedback steps ▪ Verbal and non-verbal communication skills ▪ Encouraging skills, not criticizing ▪ Raising question skills to help staff make a detailed following up plan. <p>Effective comments by supervisors in each case and making better recommendation for each case.</p> <p>Giving feedback steps and making future plan.</p>	<p>1. Presentation: Giving feedback (10 minutes)</p> <ul style="list-style-type: none"> • Regarding content, refer to “Giving constructive feedbacks” section in Training materials for Trainees. • Hang big-size paper about “Giving constructive feedbacks” on the wall • Guide trainees to refer to “Giving constructive feedbacks” section in Training materials for Trainees <p>2. Group discussion (5 minutes)</p> <p>Question for discussion: Brainstorm open questions to help trainees identify what they should change and how to change</p> <p>3 Practice - Rehearsal: (20 minutes)</p> <p>Two facilitators will practice giving feedback, using a random case (10 minutes)</p> <p>Divide the class into 3 groups.</p> <p>Use the first four case study in Part A of this exercise (20 minutes)</p> <p>Available cases for Part 5: Giving feedback cases in Training material for Trainees.</p> <p>Facilitator will give feedback as guided in handouts.</p> <p>4. Group discussion (optional - 5 minutes)</p> <p>Host a group discussion for Giving feedback cases from 5 to 11</p> <p>5. Summary (5 minutes)</p> <p>Use Giving feedback transparent paper, making plan to change.</p>

Objective 8: Conduct clinical on-the-job training

<p style="text-align: center;">CONTENT</p> <p style="text-align: center;">Knowledge/ Attitude/ Skill</p>	<p style="text-align: center;">TRAINING METHODOLOGY</p> <p style="text-align: center;">(Estimated time)</p>
<p>Introduction</p> <p>On-the-job training (or skill training) is an on-site training method which helps staff to achieve higher capacity and overcome their difficulties to perform better at work.</p> <p>Clinical on-the-job training is a training skill that supervisor can use to coach service provider right at their facility. In supervision visit, on-the-job training should be conducted in Monday morning. You should talk to chief of the department about who should be coached on which skill.</p> <p>Recall experience in the first clinical practice to know the necessity of on-the-job training as well as the importance of client during the clinical on-the-job training.</p> <p>Possible results: fear, nervous, think that the doctor was not good</p> <p>“Why can you learn much?” According to Adult learning method, people can learn much if they feel comfortable, encouraged and know what they should learn. Therefore, the important thing of clinical on-the-job training is that trainees feel comfortable, open and understand what to learn.</p> <p>Possible answers:</p> <p>Clients may feel uncomfortable, nervous or unreliable.</p> <p>Affirm the importance of always care about the clients’ benefits</p>	<p>1. Presentation on on-the-job training</p> <p>Start with a game, see “Wearing blouse” tool (10 minutes)</p> <p>Introduce clinical on-the-job training</p> <p>Guide trainees to refer to “On-the-job training” section in Training material for Trainees.</p> <p>2. Group discussion (10 minutes)</p> <p>Ask trainees to close their eyes and recall their practice on clients. For instance, their first vaginal examination practice.</p> <p>Ask a trainee to volunteer telling how they felt at that time</p> <p>Ask “What did you learn?”</p> <p>Ask “What do you think their client felt?”</p> <p>Therefore, we should respect clients and service providers when conducting on-the-job training (for instance, be careful to give feedback in front of clients).</p>

<p style="text-align: center;">CONTENT Knowledge/ Attitude/ Skill</p>	<p style="text-align: center;">TRAINING METHODOLOGY (Estimated time)</p>
<p>Clients always receive high service quality, and their benefit will be respected</p> <p>Make client feel reliable.</p> <p>In on-the-job training, remember clients' benefits. For example, do not give feedback right in front of clients.</p> <p>Steps of clinical on-the-job training:</p> <ul style="list-style-type: none"> • Preparation • Observation & help • Giving feedback & preparing action plan <p>Trainees practice Clinical on-the-job training following those standard steps</p> <ul style="list-style-type: none"> • Preparation • Observation • Giving feedback 	<p>3. Group discussion (10 minutes)</p> <ul style="list-style-type: none"> • Give detailed explanation on Steps for clinical on-the-job training. Give sound examples. • Guide trainees to refer “Clinical on-the-job training” section in Training material for Trainees and discuss its content • Present Clinical on-the-job training 1-5 transparent paper. <p>4. Exercise: (45 minutes)</p> <p>Divide the class into groups (the number of groups is equal to the number of facilitators). Prepare 4 clinical practice tables with adequate and necessary tools.</p> <p>Each group will practice in pairs. Suggested themes are:</p> <ul style="list-style-type: none"> • CC screening counselling • Hand washing – Obstetric test • Conduct VIA • Conduct cryo therapy on model <p>Facilitator make brief guidance on important things of clinical on-the-job training.</p> <p>Trainees take turns to practice clinical on-the-job training</p> <p>Groups can take turns to practice each theme.</p> <p>Facilitators observe & give feedback.</p>

GOAL - OBJECTIVES

Goal:

After this course, trainees will become supportive supervisors on cervical cancer secondary prevention.

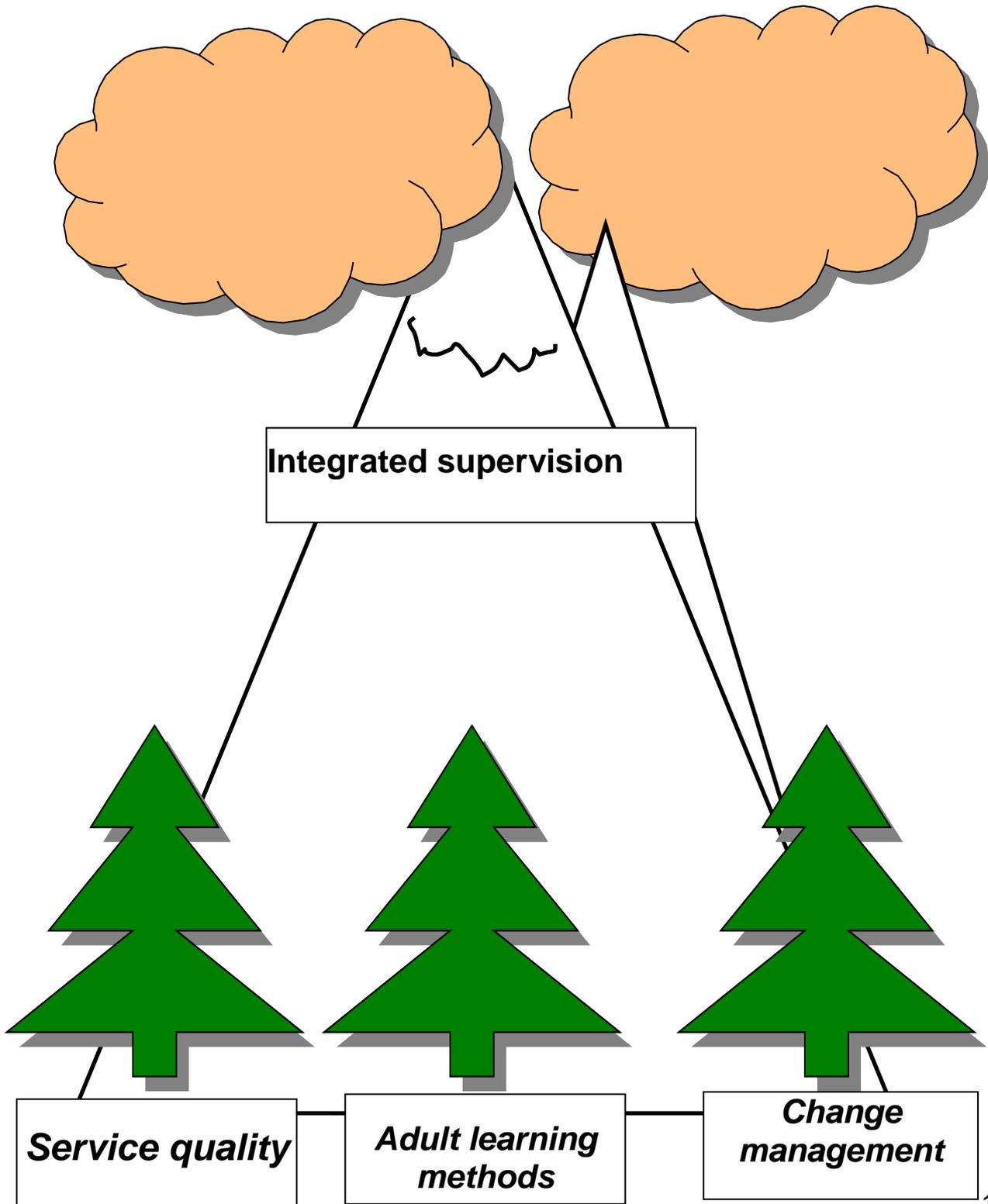
Objectives

After this course, trainees can:

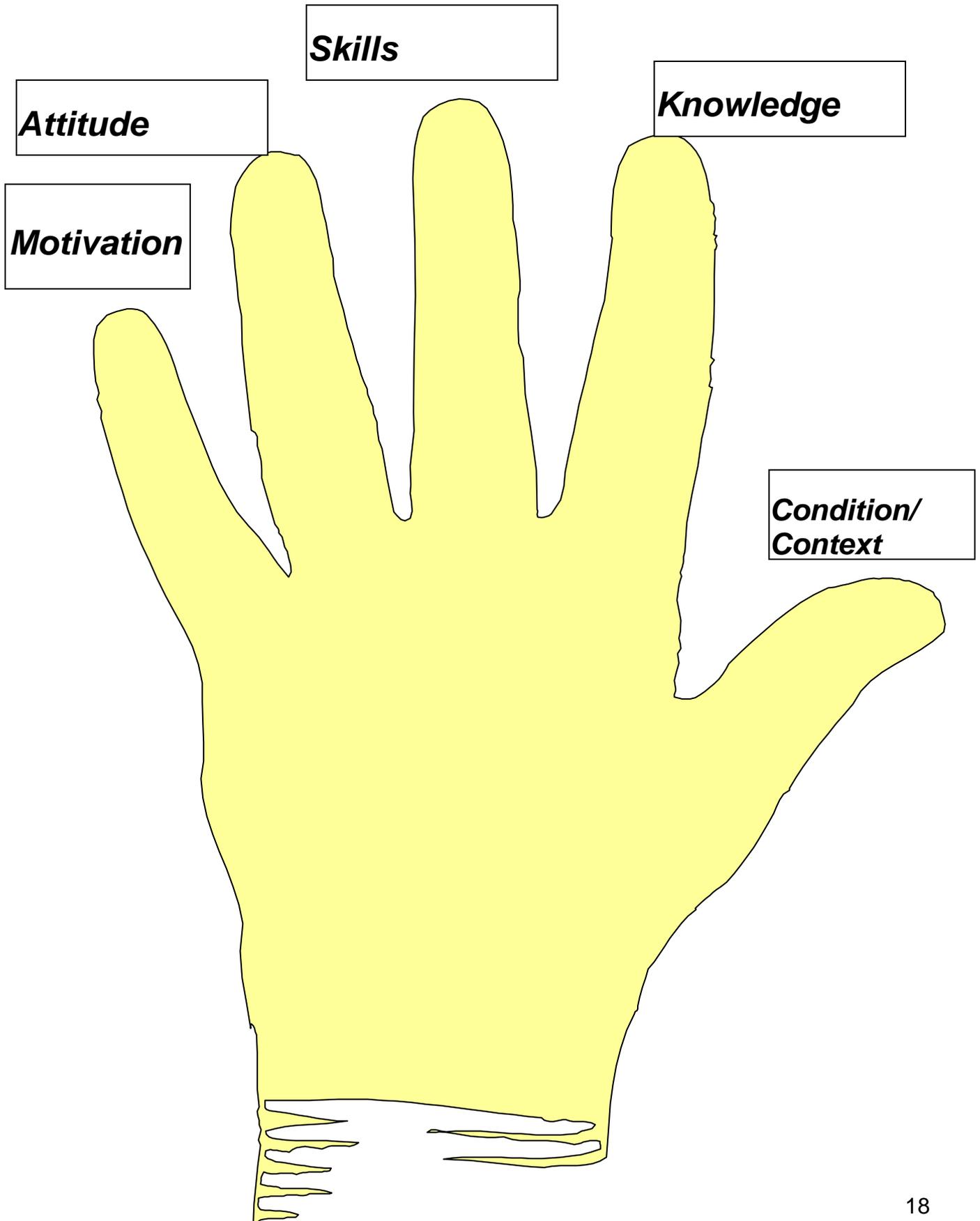
1. Make acquaintance to facilitator and other trainees.
2. Identify training needs of trainees
3. State training goal and objectives
4. Describe quality improvement process and principles of Supportive Supervision
5. Identify supervisor's effective behavior
6. Apply effective communication skills
7. Give constructive feedbacks
8. Conduct clinic on-the-job training

Transparent paper 2

**If a house be divided against itself,
That house can not stand**



Influencing factors to individual performance



Positive feedback

1. Select time (The sooner the better)
2. Select venue (private)
3. Create comfortable environment
4. Ask trainees what they think about their practice
5. Discuss and add more ideas
 - a. Be specific
 - b. Focus on 3-5 issues
6. Summarise

Clinical on-the-job training 1

1 Training skills

2 Important issues:

2.1. Trainees can acquire knowledge best when:

- They feel comfortable.**
- They want to acquire knowledge.**
- They know what they should learn**
- They are not embarrassed or worried**

2.2. Ensure safety, convenience, respect, privacy of the course and trainees.

3 Implementing steps

Clinical on-the-job training 2

3 steps for on-the-job training

1. Preparation

2. Implementation

3. Giving feedback and making plan

Clinical on-the-job training 3

1. Preparation

- *Training objectives*
- *Active learning environment*
- *Division of responsibilities*
- *Things to remember*

Clinical on-the-job training 4

2. Implementation

- *Perform each step fluently and effectively*
- *Allow trainees to perform on their own. The more self-reliant they are the better.*
- *Encourage trainees to build capacity and self-reliance*

Clinical on-the-job training 5

3. Giving feedbacks and develop action plan

- Select time and venue(the sooner the better)
- Create a comfortable environment
- Ask trainees how they think about their technique/service
- Discuss and add more ideas
 - Be specific
 - Focus on 3-5 issues
 - Focus on specific training objectives
- Summarize
- Develop action plan

“Wearing blouse” exercise (15 minutes)

Goal:

This exercise helps trainees to realize the necessity of direct feedback and on-the-job training during practice

Guidance:

Required tools include a blouse or a coat hanging on a chair in front of the class, near the facilitator’s place where participants can see easily.

Facilitator invites two volunteers: (volunteer should be active and creative person to join this exercise) one volunteer gives instructions and the other follows the instructions.

Facilitator guides 2 volunteers by:

- Talking to information receiver: Stand opposite to the chair with the blouse on it, turn your back to the guide person and perform what the guide says, do not ask or look at this person while performing
- Talking to guide person: Turn your back to the information receiver, do not look at what he/she is doing. Gradually give instructions which you think the information receiver can wear the blouse correctly.

Tips: The blouse can be turned out, hanged upside down... to make the exercise more attractive.

- Result: The guide should give continuous instructions that he/she thinks it would be correct
- Information receiver: follow the instructions and the result is not expected. For instance: the blouse is turned out, worn upside down, the blouse’s button is fasten at the back.
- Let the guide turn their back to see how the information receiver wears the blouse.

Discussion:

- Facilitator asks the information receiver: How do you satisfy with your performance? Possible answer: Difficult to follow those instructions, it become messy, we can not learn anything
- Facilitator asks the guide: How do you satisfy with your instructions? Possible answer: I tried to give instructions that I think my partner can follow to wear the blouse.
- Facilitator asks: The fact is different from what you thought. Why? The answer is that the situation is different from what I believe. I could not see what was happening.
- Facilitator asks : What will you do differently to give instructions? Possible answer : I must see what is happening and directly discuss with the information receiver to give effective instructions and encouragement.

Conclusion:

Giving instructions in words only is not effective. The guide and information receiver should be face to face and directly talk while giving instructions.

Checklist for on-the-job training

This checklist is used to assess clinical on-the-job training skills. Each task or skill will be marked based on the following band score. Mark **Ko** for unobservable tasks or skills. Use one marking column for each observation or on-the-job training case. Use the other side of the paper to make note if necessary. Notes are often more helpful than marks.

0. Not good

1. Quite Good, but need some improvements

2. Good

Steps / Task	Cases				
Brief preparation					
Greet service provider and create a comfortable learning environment					
Review previous supervision report to identify learning objectives					
Ask service provider to review clinical steps					
Practice and rehearsal					
Practice on model with explanation on each clinical step					
Practice again and ask a service provider to explain each step during practice					
Ask a service provider practice on model with explanation on each clinical step					
Encourage service providers to take turn practising on model until they feel confident					
Evaluate service provider by using checklist while he/she practice on model and explain clinical steps					
Before clinical practice					
Identify the role of on-the-job training facilitator and service provider before conduct a real practice					

Steps / Task	Cases				
Agree on the position of the facilitator: stand next to or behind the service provider, or a back-up					
Agree on quick communication/ feedback method between the facilitator and service provider while practising: whispering, making signs by eyes, head or hands.					
Explain to service provider that feedback will be given after finishing the practice & without the appearance of client					
During practice					
Smile and greet client/patient, explain who the facilitator is and why he/she presents here					
Find a suitable place to observe and give a hand if needed					
Observe the service provider while he/she is preparing tools and techniques for the practice					
Tactfully use the checklist so that service provider and client do not feel nervous					
Keep eye contact with service provider					
Do not say words that can make service provider confused or uncomfortable while performing their tasks.					
Let the service provider perform the practice independently, do not intervene if not necessary					
Privately remind service provider if they are going to do unhelpful things to client					
Say thank to client after finishing the practice					
Tell the service provider that you will give feedback when he/she is ready					
Review your notes in the checklist: what have been done well and what need to be improved					
Giving feedbacks					
Before giving feedback, note down key points					

Steps / Task	Cases				
Give feedback as soon as possible after finishing practice					
Greet service provider, create a comfortable environment					
Select a private and convenient place					
Arrange comfortable seats where you can keep eye contact during giving feedback					
Ask service provider how do they feel about their performance					
Respond to each point that the service provider states					
Start giving feedback by making general positive comments to encourage the service provider to listen and involve					
Give specific examples for both positive and negative comments (start with positive comments)					
Express your confidence in service provider and show that you will provide continuous support					

Steps / Task	Cases				
Make compliment on those skills which the service provider has just learned					
Do not make the service provider overloaded by giving too many small comments. Focus on key comments.					
Practice once more time those skills which need to be improved					
Guide trainees to prepare action plan					
Encourage service provider to practice more complicated skills when they are ready					
Refer to your notes in the checklist to point out no more than 3 things to improve					
Focus on learning objectives as mentioned at the beginning					
Ask trainee how to improve the above tasks					
Give specific recommendations for improvement if service provider can not identify effective solutions					
Let service provider practice on model following above recommendations					
Summarize what service provider have done well					
Summarize what service provider should improve and agree on specific solution for each task					
Ask service provider to note down the agreed points					
Discuss with service provider about self-learning plan, for instance, read checklist, practice on model, prepare plan and develop learning objectives for the next supervision.					

Pre- and post-training test

Time: 20 minutes

Trainee's name:

1. List 10 client's benefits recommended by IPPF
 - a. Rights to access information
 - b. Rights to access services
 - c. Rights to make a choice when receiving sufficient information
 - d. Rights to receive safe service
 - e. Rights to keep secret
 - f. Rights to have confidentiality
 - g. Rights to be respected
 - h. Rights to be comfortable
 - i. Rights to express ideas
 - j. Rights to have continuous treatment
2. List influencing factors on staff performance:
 - a. Knowledge
 - b. Attitude
 - c. Skill
 - d. Motivation
 - e. Condition
3. Supportive supervision means:
 - a. Supportive supervising different programs, projects within a system
 - b. Review service quality from the view of both clients and service providers**
 - c. All staff involve in supervision**
 - d. Supervise all Reproductive health service in one supervision visit**
 - e. All of the above are wrong
4. Principles of giving feedbacks include:
 - a. Listen to staff's performance self-assessment**
 - b. Give as many comments as possible
 - c. Guess staff's intention when they perform any task without any reference to real situation.
 - d. The more specific the better**
 - e. Refer to 5 influencing factors on performance**
5. Clinical on-the-job training or direct coach includes:
 - a. Identify training objectives for this clinical on-the-job training**
 - b. Use checklist while observing staff providing services**
 - c. Hold staff's hand to perform the task together
 - d. Intervene while staff perform their tasks even if it is unnecessary
 - e. Give feedback after staff finishes their task**
6. While observing service or on-the-job training, the most important person is:
 - a. Supervisor
 - b. Service provider
 - c. Service providing assistant
 - d. Client**
 - e. Observer