

RESOURCE FROM:

**Cervical cancer screening and treatment in low-resource settings:**  
PRACTICAL EXPERIENCE FROM PATH

PUBLICATION TITLE

# Supportive Supervision Training Slides

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# **SUPPORTIVE SUPERVISION**

## **ON CERVICAL CANCER SECONDARY PREVENTION**

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*Thanh Hoa, 27 July 2009*

# GOAL

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- After this course, trainees will become supportive supervision on cervical cancer secondary prevention.**

# OBJECTIVES

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- 1. Making acquaintance to facilitator and other trainees.**
- 2. Identifying training needs of trainees**
- 3. Stating training goal and objectives**
- 4. Describing quality improvement process and principles of Supportive supervision**
- 5. Identifying supervisor's effective behavior**
- 6. Applying effective communication skills**
- 7. Giving constructive feedbacks**
- 8. Conducting clinic on-the-job training**

# One day training agenda(1)

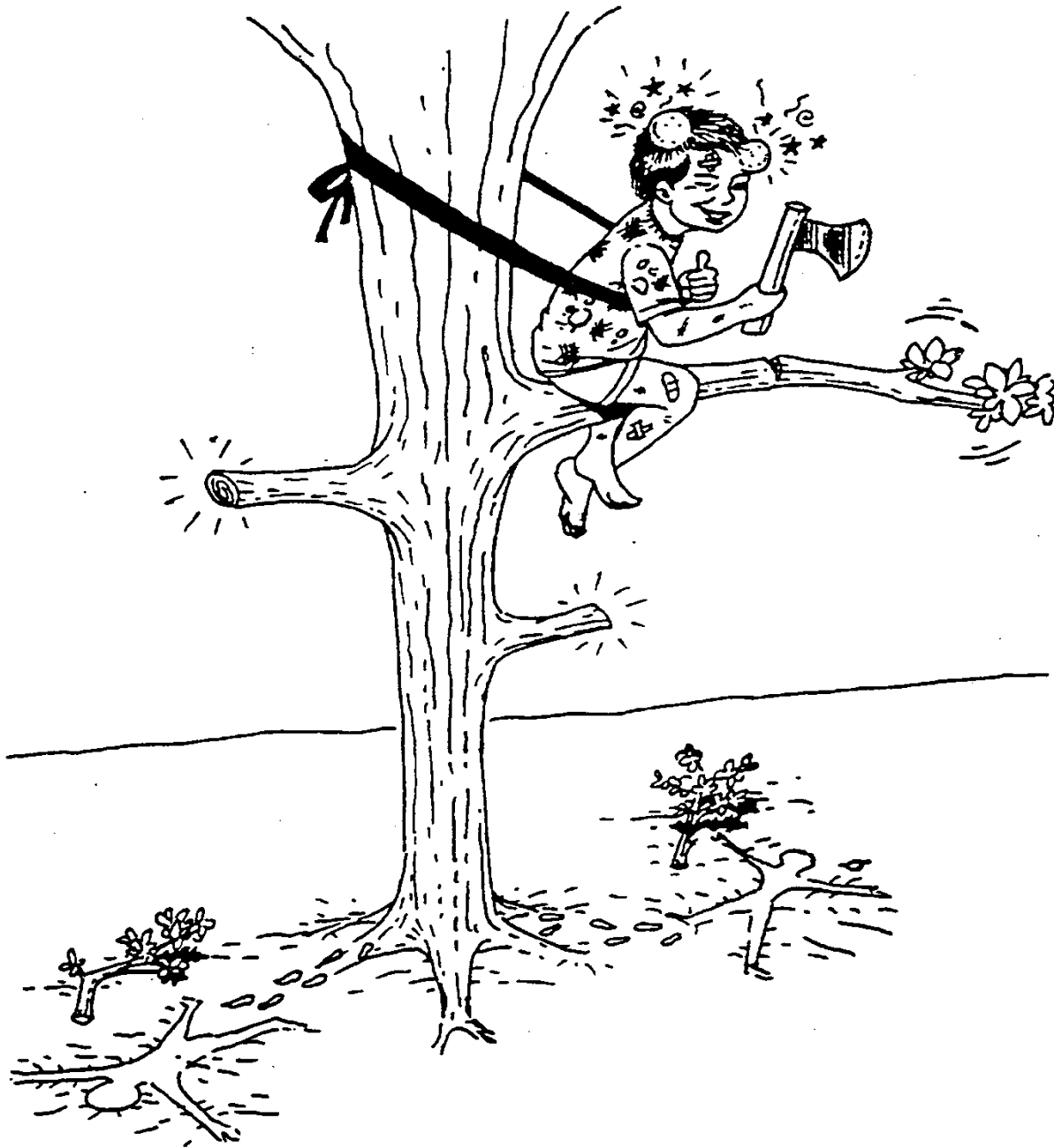
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|             | <i>Time</i>          | <i>Content</i>  |
|-------------|----------------------|---|
|             | 7:30-8:00            | Welcoming participants  |
|             | 8:00-8:30            | Opening   |
| Objective 1 | 8:30-9:00            | Introducing facilitator and trainees<br>Trainees' expectation |
| Objective 2 | 9:00-9:15            | Pre-training test   |
| Objective 3 | 9:15-9.30            | Training goal and objectives<br>Training agenda (one day)     |
|             | <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 supervisor's qualities                            |
| Objective 6 | 10.10-11:30          | Applying effective communication skills                       |
|             | <i>11.30 - 13.30</i> | <i>Lunch</i>  |

# ONE-DAY TRAINING AGENDA(2)

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|               | <i>Time</i>   | <i>Content</i>                   |
|---------------|---------------|----------------------------------|
|               | 13:30-13:45   | Games                            |
| Objective 7   | 13:45-14:30   | Giving constructive feedbacks    |
| Objective 8.1 | 14.30- 15.00  | Clinical on-the-job training     |
|               | 15.00 - 15.30 | Tea break                        |
| Objective 8.2 | 15.30 - 16.15 | Exercises on on-the-job training |
|               | 16:15 - 16.30 | Training evaluation              |
|               | 16:30-17:00   | Summarizing<br>Closing           |
|               |               |                                  |



# BASIC CONCEPTS(1)

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## □ Supportive supervision (Combined 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.

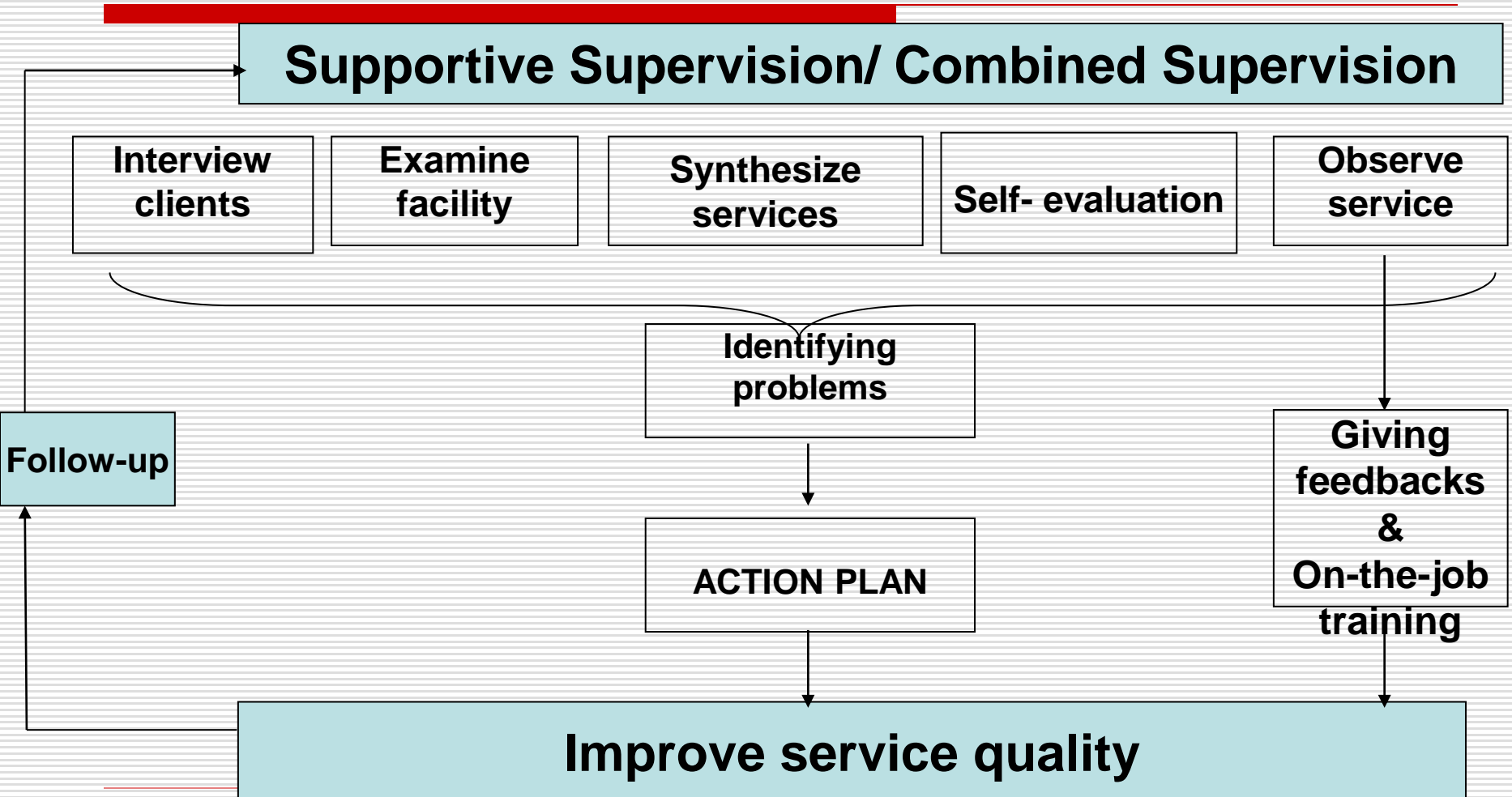


# PRINCIPLES

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- Involve all staff (coordinate all health workers in supervision) and coordinate all activities
- Employ the point of view of clients
- Do not criticize any individual
- Try to improve working process and working style
- On the long run, it brings cost-effectiveness
- Make full use of staff intelligence and knowledge. Supervisor only provides technical assistance and help to identify problem-solution
- Combine supervision and training – support each other
- Quality should be measure

# SUPERVISION PROCESS



# 10 Client's rights (IPPF)

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- Rights to access information
- Rights to access services
- Rights to make a choice when receiving sufficient information
- Rights to receive safe service
- Rights to keep secret
- Rights to have confidentiality
- Rights to be respected
- Rights to be comfortable
- Rights to express ideas
- Rights to have continuous treatment

# Health worker's needs – Engender

Health

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- 1. Need to be supervised – to ensure effective management**
- 2. Need to be informed, trained and have opportunity to develop**
- 3. Need suitable equipment and working environment/infrastructure**

# SUPERVISOR'S QUALITIES

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- 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

# **SUPERVISOR should do**

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- ❑ Confirm supervision schedule with the supervised health facility. Do not come without informing like an investigation.**
- ❑ Make good use of compliment/ encouragement, do not punish or criticize**
- ❑ Help staff identify what they did well and what should be improved**
- ❑ Do not tell them what they must do**
- ❑ Ensure that all staff are interested in and are convinced about any agreement on changes**

# Interpersonal communication skills

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- 1. Using voice volume**
- 2. Effective listening skills**
- 3. Giving information/messages**
- 4. Using simple language**
- 5. Compliment - Encouragement**
- 6. Raising open questions**

# Non-verbal communication

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- ***Inattentive behaviors include:***
  - No eye contact.
  - Watching clock.
  - Reading newspaper on the table.
  - Yawning while talking
  - Being anxious
- ***Attentive behaviors include:***
  - Keep eye contact.
  - Nodding.
  - Smiling.
  - Looking at clients
  - Being serious
  - Expressing surprise by moving eyebrows.
- **Attentive behaviors are effective non-verbal communication**



# Compliment - Encouragement

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## *Discouragement:*

- You can not...
- You did not...
- You are not allowed to...
- Why did you do that?
- You do not want to...
- You are failed.
- How could you make such mistake?
- You've done well, except for...

## *Encouragement:*

- Nodding
- Ok
- Well done!
- Exactly!
- You've made it. I find that you've done well!

# COMPLIMENT

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- ❑ **Make a truthful compliment** (The more specific the better) Specific compliment helps STAFF know what have been done effectively. They tend to repeat those behaviors next time
- ❑ **Make a fake compliment** is the worst compliment, a meaningless and untrue compliment! This will make STAFF have a wrong confidence, and make it difficult to help them change their working style in the future.
- ❑ **Over-compliment** will diminish the value of compliment if a supervisor want to offer a suggestion/ criticism later

# EFFECTIVE COMPLIMENT

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- ❑ Non-verbal words or compliments let staff know that the supervisor is in favor with their behaviors/ performance and try to repeat that effective behaviors.
- ❑ Compliment should be truthful and specific
- ❑ Be aware of voice when communicating, especially when making comments on performance.
- ❑ Use suitable verbal/ non-verbal communication, encouragement during supervision
- ❑ Make sure that your verbal/ non-verbal communication expressions have single meaning

# INFLUENCING FACTORS

*on individual performance*

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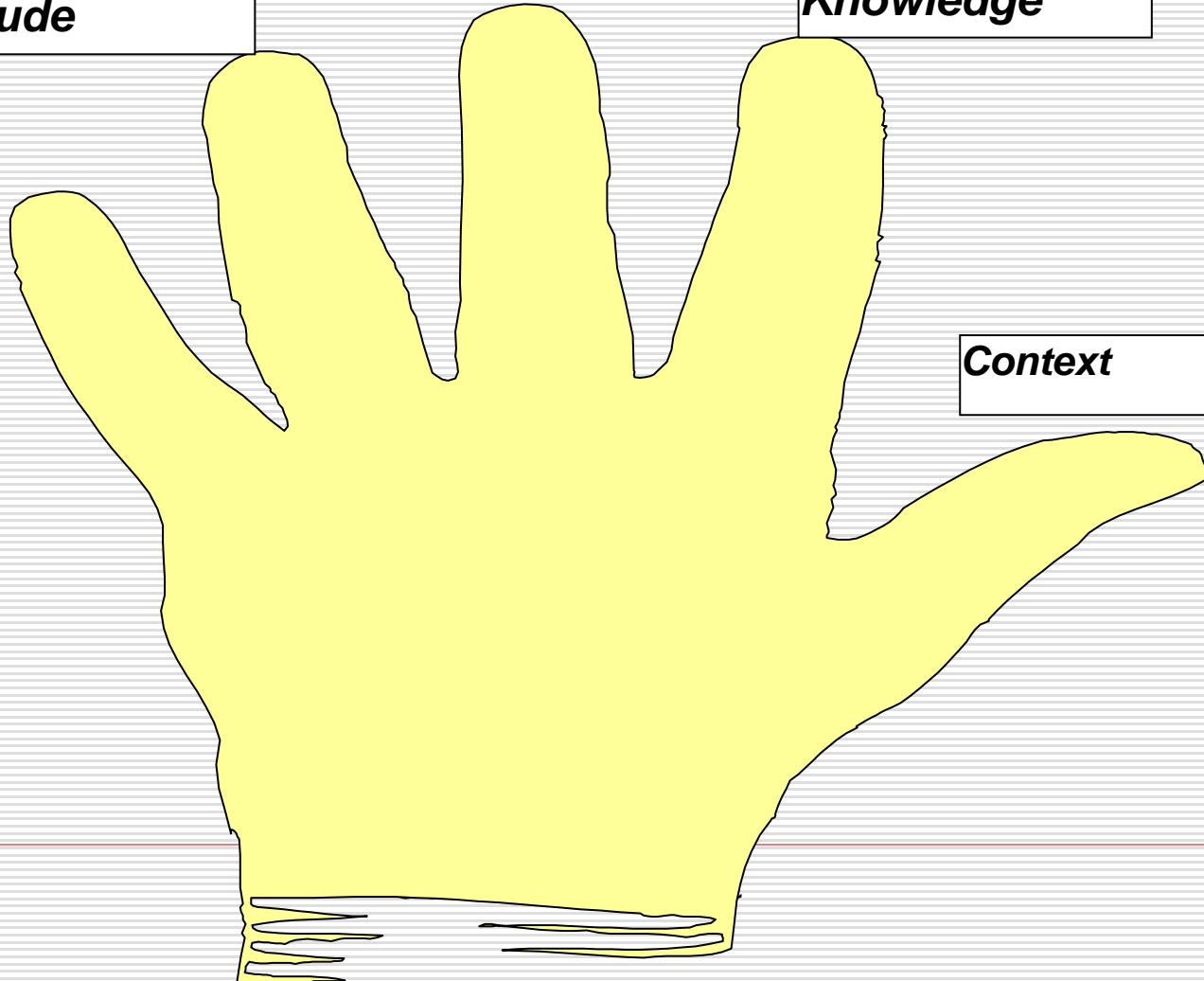
**Skills**

**Attitude**

**Knowledge**

**Motivation**

**Context**



# STEPS FOR POSITIVE FEEDBACKS

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

# PRINCIPLES OF ON-THE-JOB TRAINING

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## *1 Training skills*

## *2 Important issues:*

### 2.1. Trainees can acquire knowledge best when:

- They feel comfortable.
- They want to acquire knowledge.
- They understand what to learn
- They are not embarrassed or worried

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

## *3 Steps of on-the-job training*

# 3 STEPS OF ON-THE-JOB TRAINING

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- 1. Preparation***
- 2. Implementation***
- 3. Giving feedbacks and developing action plan***

# 3 STEPS OF ON-THE-JOB TRAINING

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## 1. PREPARATION:

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



# 3 STEPS OF ON-THE-JOB TRAINING

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## 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*

# 3 STEPS OF ON-THE-JOB TRAINING

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## 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

# ACTION PLAN (Form)

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| Problem | Causes | Solution | Implementer/<br>Supervisor | Time<br>(Start –<br>end) | Expected<br>results |
|---------|--------|----------|----------------------------|--------------------------|---------------------|
|         |        |          |                            |                          |                     |
|         |        |          |                            |                          |                     |
|         |        |          |                            |                          |                     |