SUPPORTIVE SUPERVISION
ON CERVICAL CANCER SECONDARY PREVENTION

Thanh Hoa, 27 July 2009
GOAL

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

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)

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
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<tbody>
<tr>
<td>7:30-8:00</td>
<td>Welcoming participants</td>
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<tr>
<td>8:00-8:30</td>
<td>Opening</td>
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</tbody>
</table>
| **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 (one day)       |
| 9:30-10:00| Tea break                                                               |
| **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                    |
| 11.30 - 13.30| Lunch                                                              |
### ONE-DAY TRAINING AGENDA (2)

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
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<tbody>
<tr>
<td>13:30-13:45</td>
<td>Games</td>
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<tr>
<td>13:45-14:30</td>
<td>Giving constructive feedbacks</td>
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<tr>
<td>Objective 7</td>
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<tr>
<td>14.30-15.00</td>
<td>Clinical on-the-job training</td>
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<tr>
<td>15.00 - 15.30</td>
<td><em>Tea break</em></td>
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<td>Objective 8.2</td>
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<tr>
<td>15.30 - 16.15</td>
<td>Exercises on on-the-job training</td>
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<tr>
<td>16:15-16:30</td>
<td>Training evaluation</td>
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<tr>
<td>16:30-17:00</td>
<td>Summarizing \nClosing</td>
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</tbody>
</table>
Giám sát hỗ trợ UTCTC
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

- 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**

Supportive Supervision/ Combined Supervision

- Interview clients
- Examine facility
- Synthesize services
- Self-evaluation
- Observe service

Identifying problems

ACTION PLAN

Improve service quality

Follow-up

- Giving feedbacks & On-the-job training
10 Client’s rights (IPPF)

- 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

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

- 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

- 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

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

- **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

**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

- **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

- 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

- Skills
- Knowledge
- Context
- Motivation
- Attitude
STEPS FOR POSITIVE FEEDBACKS

☐ 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

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

1. Preparation
2. Implementation
3. Giving feedbacks and developing action plan
3 STEPS OF ON-THE-JOB TRAINING

1. PREPARATION:
   - *Training objectives*
   - *Active learning environment*
   - *Division of responsibilities*
   - *Things to remember*
3 STEPS OF ON-THE-JOB TRAINING

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

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

Supportive Supervision on CC Secondary Prevention
### ACTION PLAN (Form)

<table>
<thead>
<tr>
<th>Problem</th>
<th>Causes</th>
<th>Solution</th>
<th>Implementer/Supervisor</th>
<th>Time (Start – end)</th>
<th>Expected results</th>
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