# Male Circumcision Quality Assurance Workshop:

## Day Two

### PREPARATION

Review Instructor Guide

#### **Objectives Day Two:**

- 1. To identify the process for quality improvement
- 2. To be familiar with content of WHO guidance for quality in male circumcision for HIV prevention services
- 3. To identify methods to assess the male circumcision standards.
- 4. To use the WHO male circumcision quality assurance assessment toolkit for measuring quality of male circumcision for HIV prevention

#### Activity Preparation

Review Activities: Activity 2.1 Assessing standards Activity 2.2 Standards case studies

#### Handouts

Make copies for each participant of:

Activity 2.1 Assessing standards activity Activity 2.2 Standards case studies (one for each standard) Standards scoring worksheet

ТІМЕ	6 hours		
DAY 2 WORKSHOP OVERVIEW	Opening	Review/Preview	10 minutes
	Session 5	Defining Quality	30 minutes
	Session 6	Measuring Quality	4 hours & 50 minutes
	Closing	Evaluation	30 minutes

Opening	<b>REVIEW</b> the learning of the previous day.	
	Active review of Day 1. (See suggested activities in Introduction guide	
Session 5 30 minutes	Defining Quality for Male Circumcision for HIV Prevention Services	
Session Objective	<ul> <li>At the end of this session, participants will be able to:</li> <li>1) Describe the contents of "Male circumcision quality assurance: A guide to enhancing the safety and quality of services" and the toolkit.</li> <li>2) Explain the 5 steps of the quality model</li> </ul>	
WHO Quality Assurance Guide and Toolkit Slide set #2 - Day 2	<ul> <li>2) Explain the 5 steps of the quality model.</li> <li>POINT OUT that: <ul> <li>A global consensus process was used to develop a Male Circumcision Quality Assurance Guide which includes the roles and responsibilities of governments and program managers, methodologies for assessing quality of services, competencies of providers, and male circumcision service standards.</li> <li>The guide is designed to assist the Quality Facilitators to introduce and implement the male circumcision standards.</li> <li>These standards define the expected quality of care and services.</li> <li>A toolkit has been developed to support the assessment of service compliance with the standards and criteria.</li> <li>An important role of the participants will be to facilitate implementation of the standards using the guide.</li> </ul> </li> <li>ASK the group to open their guide and toolkit and follow along as you explain the contents of each. The intent is not to go through the guide item by item, but to provide an overview of the contents. (see slides for key points)</li> </ul>	
Quality improvement process:	<b>PROVIDE</b> an overview of the 5 steps of the quality model The Guide outlines five steps toward improving quality:	
Step 1. Define desired performance	<ol> <li>Define desired performance</li> <li>Assess performance</li> <li>Find causes of performance gaps</li> <li>Select and implement interventions to improve quality</li> <li>Monitor and evaluate performance</li> </ol>	
	<b>INDICATE</b> that step one is to define performance. As mentioned, the performance has been defined by the WHO Male Circumcision Standards.	
	<ul> <li>Staff must know the expectations (standards)</li> <li>Several methods have been identified that will assist staff to understand and implement the standards:         <ul> <li>Learning linked to clinical practice</li> <li>Interactive educational meetings</li> </ul> </li> </ul>	

<ul> <li>Individual instruction</li> <li>Reminders</li> <li>Feedback from instructors, supervisors and peers</li> </ul>
<ul> <li>In order to sustain standards, they need to be built into routine processes such as:</li> <li>Job descriptions</li> <li>Supervision monitoring tools</li> <li>Annual evaluation</li> </ul>

Session 6 4 hours and 30 minutes	Measuring Quality	
Session Objectives	At the end of this session, participants will be able to: 1. Use the male circumcision assessment toolkit to accurately collect data.	
Step 2. Assess Performance (20 minutes)	<ul> <li>POINT out that to meet the standards several aspects of care and services need to be assessed, for instance:</li> <li>Client satisfaction—How do clients feel about the services offered? Are their needs being met?</li> <li>Clinical practices—Do counseling and surgical practices meet the standards?</li> <li>Provider satisfaction—Are the providers satisfied with how services are being provided?</li> <li>Client flow and load—Is the health facility functioning as effectively and efficiently as possible?</li> <li>Client-provider interaction—Is communication between the providers and the clients respectful and mutually satisfying?</li> <li>Stock management—Are the records being completed thoroughly and consistently?</li> </ul>	
	<ul> <li>INDICATE that various methods will be used to collect data to determine how well the standards have been met.</li> <li>The guide provides information how you might collect the data. Some methods include: <ul> <li>Observations</li> <li>Direct and Indirect Interview</li> <li>Staff satisfaction</li> <li>Client satisfaction</li> <li>Focus group discussions</li> <li>Inventory</li> <li>Review of documents</li> </ul> </li> </ul>	
Activity 2.1 Assessing Standards (1 hour)	<ul> <li>REVIEW briefly the male circumcision standards and criteria.</li> <li>Activity: Assessing Standards <ul> <li>FORM groups of 6-8 individuals.</li> <li>DISTRIBUTE instructions for the activity.</li> <li>ASSIGN each group one of the ten male circumcision standards with the criteria.</li> </ul> </li> <li>Groups will vary in how many criteria that they will be able to discuss for their assigned standard. If a group is quick in completing the assignment, determine if they carried it out properly and if so, assign</li> </ul>	

	them another standard.
	It is not important how many criteria that they complete, as the intent is for the participants to gain awareness of the various methods that could be used to assess a standard and the reasons that they may select one approach over another.
	<b>POSE</b> the questions to the group on the instruction sheet for the discussion.
	<b>POINT</b> out that when the WHO assessment tool was developed this same type of deliberation was carried out to determine which methods were considered the most effective yet practical to assess the standards/criteria. Things to consider when selecting a method includes:
	Time required to collect the data
	Persons available to collect data
	Expense of collecting the data
	Training required to collect data accurately
	Thus, sometimes the "best" method will not be used due to limiting factors; but an acceptable method can be agreed upon.
	<b>NOTE:</b> use this group work to point out facilitation processes such as the roles of team members, sharing of opinions, and consensus building.
	<b>ASK</b> questions to foster discussion of the facilitation of the activity such as: (These questions may be derived from your own observations of the group processes.)
	Did all members of your group share in the discussion?
	<ul> <li>If not, what facilitation skills could be used to draw all members into the conversation?</li> </ul>
	<ul> <li>What method of consensus was used in the group?</li> </ul>
Activity 2.2	Activity: Case Studies
Case Studies	<ul> <li>Continue with small groups</li> <li>DISTRIBUTE copies of each of the case studies to each individual.</li> <li>ASSIGN groups to start with different standards (to assure all standards are covered during the course of the day)</li> <li>REVIEW the instructions with the group: Use the information from the scenario to determine whether the</li> </ul>

Closing	Evaluation of the day
	The scores can be used to mark progress over time.
	<ul> <li>The actual score is less important than identifying where improvements need to be made to meet the standards.</li> </ul>
	<ul> <li>Scoring of standards is based on a scale of 0 – not met; 1 - partially met and 2 - fully met.</li> </ul>
	Different methods of data collection will be used.
	KEY POINTS:
	<b>DISCUSS</b> experiences with interpreting and scoring the standards.
	Plenary
	<b>NOTE:</b> The facilitator will need to gauge the understanding of the group during this activity. It may be most effective to have the groups work on one standard and then, discuss as a large group prior to moving on to another standard. In this way, the activity is broken into small segments and facilitators can gauge understanding and give feedback.
	If you do not have all the information that you need to score the question, indicate how you might obtain the information.
	2 = yes, the element fully meets the criterion.
	1 = yes, some of the elements are in places, but the questions is not fully satisfied
	self-assessment tool as: 0 = no, the element does not meet the criterion
	criteria for the standard have been met. Mark the questions on the