

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

TIME	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	<p>REVIEW the learning of the previous day.</p> <p>Active review of Day 1. (See suggested activities in Introduction guide)</p>
Session 5 30 minutes	Defining Quality for Male Circumcision for HIV Prevention Services
Session Objective	<p>At the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1) Describe the contents of "<i>Male circumcision quality assurance: A guide to enhancing the safety and quality of services</i>" and the <i>toolkit</i>. 2) Explain the 5 steps of the quality model.
<p>WHO Quality Assurance Guide and Toolkit</p> <p>Slide set #2 - Day 2</p>	<p>POINT OUT that:</p> <ul style="list-style-type: none"> • 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. • The guide is designed to assist the Quality Facilitators to introduce and implement the male circumcision standards. • These standards <u>define the expected quality of care and services</u>. • A toolkit has been developed to support the assessment of service compliance with the standards and criteria. • An important role of the participants will be to facilitate implementation of the standards using the guide. <p>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)</p>
<p>Quality improvement process:</p> <p>Step 1. Define desired performance</p>	<p>PROVIDE an overview of the 5 steps of the quality model</p> <p>The Guide outlines five steps toward improving quality:</p> <ol style="list-style-type: none"> 1) Define desired performance 2) Assess performance 3) Find causes of performance gaps 4) Select and implement interventions to improve quality 5) Monitor and evaluate performance <p>INDICATE that step one is to define performance. As mentioned, the performance has been defined by the WHO Male Circumcision Standards.</p> <ul style="list-style-type: none"> • Staff must know the expectations (standards) • Several methods have been identified that will assist staff to understand and implement the standards: <ul style="list-style-type: none"> – Learning linked to clinical practice – Interactive educational meetings

	<ul style="list-style-type: none">- Individual instruction- Reminders- Feedback from instructors, supervisors and peers <ul style="list-style-type: none">• In order to sustain standards, they need to be built into routine processes such as:<ul style="list-style-type: none">- Job descriptions- Supervision monitoring tools- Annual evaluation
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<p>Activity 2.2 Case Studies</p>	<p>them another standard.</p> <p>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.</p> <p>POSE the questions to the group on the instruction sheet for the discussion.</p> <p>POINT 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:</p> <ul style="list-style-type: none"> • Time required to collect the data • Persons available to collect data • Expense of collecting the data • Training required to collect data accurately <p>Thus, sometimes the “best” method will not be used due to limiting factors; but an acceptable method can be agreed upon.</p> <p>NOTE: use this group work to point out facilitation processes such as the roles of team members, sharing of opinions, and consensus building.</p> <p>ASK 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.)</p> <ul style="list-style-type: none"> • Did all members of your group share in the discussion? • If not, what facilitation skills could be used to draw all members into the conversation? • What method of consensus was used in the group? <p>Activity: Case Studies</p> <ul style="list-style-type: none"> • Continue with small groups • DISTRIBUTE copies of each of the case studies to each individual. • ASSIGN groups to start with different standards (to assure all standards are covered during the course of the day) • REVIEW the instructions with the group: Use the information from the scenario to determine whether the
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	<p>criteria for the standard have been met. Mark the questions on the self-assessment tool as:</p> <p>0 = no, the element does not meet the criterion</p> <p>1 = yes, some of the elements are in places, but the questions is not fully satisfied</p> <p>2 = yes, the element fully meets the criterion.</p> <p>If you do not have all the information that you need to score the question, indicate how you might obtain the information.</p> <p>NOTE: 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.</p> <p>Plenary</p> <p>DISCUSS experiences with interpreting and scoring the standards.</p> <p>KEY POINTS:</p> <ul style="list-style-type: none"> • Different methods of data collection will be used. • Scoring of standards is based on a scale of 0 – not met; 1 - partially met and 2 - fully met. • The actual score is less important than identifying where improvements need to be made to meet the standards. • The scores can be used to mark progress over time.
Closing	Evaluation of the day