

## Facilitation of Quality Program

### Participant training objectives:

- To understand the primary responsibilities of facilitating an HIV quality program
- To consider how to help facilitate an HIV quality program on-the-job

### Target audience:

Quality Improvement committee members, senior HIV leaders, and other staff involved in implementing quality initiatives at the program level

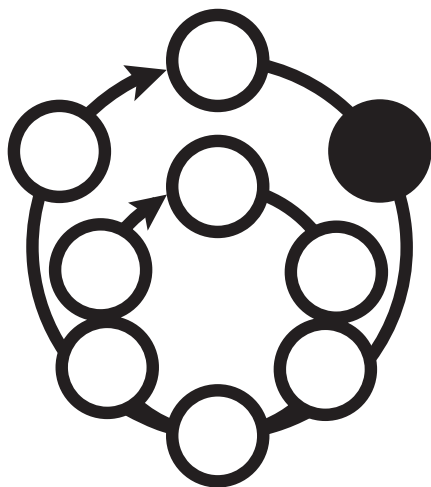
### Type of exercise:

Case study; group exercise, 65 minutes

### Key concepts:

In facilitating an HIV quality program, a quality committee's primary responsibilities are to:

- Set framework and expectations
- Provide leadership and support
- Supply resources
- Establish open communications



### The Big Picture:

Program facilitation relates to the quality program's implementation phase and is typically the responsibility of the HIV program's quality committee. Committee members help make them a reality. This involves developing action plans, coaching project teams, and overseeing progress. It does not, however, involve day-to-day project involvement unless intervention becomes necessary.

SESSION AT-A-GLANCE	WHO	HOW LONG
1. Welcome, Learning Objectives, Agenda	Facilitator	5 minutes
2. Group Exercise: Case Study	Facilitator	30 minutes
3. QI Background: Responsibilities of Program Facilitation	Participants	10 minutes
4. Learning Transfer: Worksheet	Participants	10 minutes
5. Wrap-up	All	5 minutes
		60 minutes

## Materials

For this group learning session, you will need the following materials:

- Participant handouts:
  - Case Study
  - Learning Transfer Worksheet
  - Copy of slide presentation
- Flipchart paper and markers
- Overhead projector/LCD panel (optional)
- Wipeboard/chalkboard (optional)

## Preparation

To prepare for the group learning session, complete the following tasks:

Familiarize yourself with the session's structure and content:

- Read through the Group Exercise notes in their entirety, including the exercise answer key, presentation slides, and participant handouts.
- Practice the presentation outlined in the Group Exercise notes.

Photocopy the Case Study, Learning Transfer Worksheet, and slide presentation for each participant.

Prepare your presentation slides for display:

- Photocopy the slides, or write the slide content on transparencies or on flipchart paper.
- For display using an LCD panel, enter the content into a computer file.

Prepare the training room:

- Arrange the tables and chairs in a circle or square shape, if possible.
- Make sure you have plenty of flipchart paper and a marker.
- Set up and test equipment (e.g. overhead projector), if applicable.
- Make sure you have enough chalk or wipeboard markers, if applicable.

## Notes

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# Facilitation of Quality Program: Group Exercise

## Welcome and Introductions

To begin the group learning session, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

## Learning Objectives

Tell participants that by the end of the session they will:

- Understand the primary responsibilities of HIV quality program facilitation
- Have at least one idea for how to help facilitate the HIV quality program

## Agenda

Provide a brief description of the session's primary components:

- Group exercise on how to facilitate one project in an HIV quality program
- Presentation of the primary responsibilities of program facilitation
- Learning Transfer Worksheet to help generate practical ideas for improving program facilitation on-the-job

## Getting Started

Divide the participants into teams of roughly equal size, 4-5 people per group. You can assign participants to teams yourself or ask them to count off by a given number and form teams with other participants who have the same number.

## Case Study Group Exercise

Distribute the case study to each participant and provide directions for completing the exercise:

- Read the case study individually. (5 minutes)
- Review the questions as a team and reach consensus on each answer. (20 minutes)

Assist teams who have problems getting started or become stuck on a particular point. Alert participants when 5 minutes remain so that they are adequately prepared to report back.

## Reporting Back

Call time after the 20-minute interval. Read the first question out loud and select a team to provide their response. Write the answer on the flipchart so that everyone can see it. After one team completes its answer, ask other teams if they have anything new to add and write additional responses on the flipchart. Repeat the process for the remaining questions.

At the end, add any points from the answer key that the teams have not addressed.

## Quality Improvement Background

Distribute a copy of the slides to each participant for note taking and/or future reference.

### Introduce the primary responsibilities of program facilitation:

- Setting framework and expectations
- Providing leadership and support
- Supplying resources
- Establishing open communication

### Setting framework and expectations. Explain that in order to help guide team members' development of a detailed Improvement Project Memo, the quality committee should provide specific guidance:

- Instructions regarding the scope of the problem and goal expectations
- Assignment of team leader and core team members
- Project length
- Project deliverables (e.g. final report or team workplans)
- Constraints and limitations

### Providing leadership and support. State that throughout the project cycle, the quality committee will remain available to:

- Coach teams on the development of indicators and performance measures
- Oversee progress and provide feedback to project teams

### Supplying resources. Explain that staff members must have access to adequate resources for the quality committee's program plan to succeed. Resources include:

- Time
- Meeting space
- Educational tools

### Establishing open communication. Help teams develop communication mechanisms to routinely report their progress and explain that the success of a team relies, in part, upon open communication between:

- Quality committee and project team
- Project team and rest of staff
- Separate project teams



## Learning Transfer Getting Started

Distribute the Learning Transfer Worksheet and give participants 5 minutes to complete it.

### Debrief

If time permits, ask participants to individually share one area in which they are doing well and one area in which they could improve.

Finally, ask participants to select one area that requires improvement and to write down one or more things they could do in the next month to help facilitate the HIV quality program.



## Wrap-up

Ask participants to provide feedback on whether or not they have achieved the objectives introduced at the beginning of the group learning session:

- To understand the primary responsibilities of HIV quality program facilitation
- To have at least one idea for how to help facilitate the HIV quality program

Schedule an informal follow-up session with any participant(s) who has not reached the objectives.

# Facilitation of Quality Program: Case Study

## Instructions:

Read the case study and answer the questions that follow regarding how to facilitate one quality improvement project in the program's annual quality plan.

## Background

A case management program located in an urban area has an active caseload of about 120 clients. The program team consists of:

- Program director
- 3 case managers
- 3 case manager technicians
- 3 community follow-up workers

Medical care to most clients is provided by one of 5 doctors at a local HIV clinic, located within walking distance of the case management program facility.

## Project History

John Geddes, newly appointed director of the case management program, recently initiated a client satisfaction survey to assess patients' opinions regarding patient care. While clients were generally satisfied with the clinic's services, John

was surprised to discover that many clients reported difficulty in keeping their medical appointments at the HIV clinic. After a review of patient medical records, he calculated that the clinic had a 39% show rate in the previous year.

During a meeting scheduled to discuss the issue, several staff members expressed frustration with the lack of communication between the clinic and the case management program. While the clinic has an automated medical record system, the only way to confirm that a patient has seen a doctor is to call the clinic directly. Up until now, case managers have been forced to rely on client self reporting for appointment information. And there is no routine medical case conference to discuss clients with low adherence to medical appointments.

John subsequently met with the clinic's medical director, Dr. Thalia Lockhart, to gather additional information.

Thalia reported that the clinic's Monday open-care session, during which clients without appointments are guaranteed to be seen by a doctor, is poorly attended and may be pulled from the schedule.

## Questions

Assume the role of quality committee member and answer the questions below based on information provided in the case study.

1. Who should be the team leader for this improvement project? Who would you assign as team members?

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2. In general terms, what would you like the team to accomplish by the end of the adherence improvement project?

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3. What is the project's timeframe? (List the project's main tasks and the time required to complete them.)

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4. What resources should be made available to the project team?

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5. How will you provide leadership and support to the team both before and during the project?

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6. How will you maintain open communication throughout the project?

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7. How, when, and to whom do you expect the team to provide status reports?

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# Facilitation of Quality Program: Learning Transfer Worksheet

## Instructions:

Assess your actions in facilitating your HIV quality program. Using the information from today's session, complete the grid below and briefly describe your strengths and weaknesses.

	DOING WELL	NEED TO DO BETTER
<b>SETTING EXPECTATIONS</b> <ul style="list-style-type: none"> <li>• Scope and goal</li> <li>• Team assignments</li> <li>• Project length</li> <li>• Project deliverables</li> <li>• Constraints and limitations</li> </ul>		
<b>PROVIDING LEADERSHIP AND SUPPORT</b> <ul style="list-style-type: none"> <li>• Team coaching</li> <li>• Project oversight and feedback</li> </ul>		
<b>SUPPLYING RESOURCES</b> <ul style="list-style-type: none"> <li>• Time</li> <li>• Meeting space</li> <li>• Educational tools</li> </ul>		
<b>ESTABLISHING OPEN COMMUNICATION</b> <ul style="list-style-type: none"> <li>• Quality committee/project team</li> <li>• Project team/staff</li> <li>• Separate project teams</li> </ul>		

## Facilitation of Quality Program: Answer Key

The sample responses do not describe how a quality committee should or would approach the responsibilities of program facilitation, but rather one way that the responsibilities could be fulfilled.

1. Who should be the team leader for this improvement project? Who would you assign as team members?
  - Team leader: John Geddes
  - Team members:
    - Thalia Lockhart
    - 1 case manager
    - 1 case manager technician
    - 1 community follow-up worker
    - 1 secretary
2. In general terms, what would you like the team to accomplish by the end of the adherence improvement project?
 

To produce a final report which:

  - More clearly defines the problem of appointment adherence
  - Outlines potential causes of the problem.
  - Describes improvement effort(s) and outcome(s)
  - Prioritizes next steps in the appointment adherence improvement effort
3. What is the project's timeframe?
 

35 business days:

  - Initial meeting and project plan development: 3 days
  - Data collection and analysis: 5 days
  - Quality improvement planning: 10 days
  - Quality improvement implementation: 10 days
  - Quality improvement assessment: 3 days
  - Final report: 4 days
4. What resources should be made available to the project team?
  - Initial quality improvement training
  - Time for participating providers' weekly meeting (1 hour/week should be blocked for team meetings)
  - Meeting room
5. How will you provide leadership and support to the team both before and during the project?
  - Clearly define project expectations
  - Secure additional resources, if needed
  - Advance the team's cause with the HIV clinic and leadership

6. How will you maintain open communication throughout the project?
- Schedule routine updates at upcoming quality committee meeting
  - Correspond with Thalia Lockhart from the HIV clinic to help strengthen the program's relationship with the clinic
  - Require team status reports
  - Arrange meeting for case conferences with the clinic
  - Have open door policy with team if problems or questions arise
7. How, when, and to whom do you expect the team to provide status reports?
- Provide weekly status report to quality committee
  - Provide project updates to staff during routine staff meetings
  - Share project results with other quality teams