

Module 13: Facilitator Guide for Zoom session

Facilitator Instructions: Complete the 3 activities below using these instructions and the Module 13 Zoom facilitation slides.

Suggested time: 40-50 minutes

Activity 1: Communication strategies (*advance on slide 2*)

Objective: Demonstrate effective communication strategies to provide support to a patient who is angry or upset

1. Remind learners of the topic (*advance to slide 3*)

In module 13, we learned about Sarah-- a 34-year-old woman with who has had HIV for six years. She shared that the local clinic was out of stock of her medication, and so she had traveled 2 hours with a local taxi at high cost to the regional hospital to get her medication. She came into clinic tired, frustrated, and angry. She wanted to speak to you about her frustrations.

Advance to slide 4

In module 13, we learned about building rapport with patients, which is an essential component of patient care. The American Academy of Family Physicians (AAFP) describes helpful steps to provide empathetic communication and build a trusting relationship in Tips to Building Doctor/Patient Relations. Tips for building rapport include:

1. Seek to minimize distractions and interruptions when visiting with your patients.
2. Engage in active listening. Concentrate on what the patient is communicating verbally and nonverbally. Take into account both facts and emotions.
3. Be deliberate about the nonverbal cues you send. Lean forward, maintain eye contact, nod appropriately, and don't cross your arms.
4. Offer concrete feedback. When you summarize what you've heard, frame your responses by saying "Let me see if I have this right..."
5. 5. Allow the patient to correct or add to your responses until he or she confirms your understanding — "Did I miss anything?"

2. Explain the activity:

(Advance to slide 5)

You will now have the opportunity to practice communication techniques. You will be put into zoom breakout rooms in pairs. One person will play the role of the provider, and the other the role of Sarah. Practice asking Sarah about her experience with the drug stockout using verbal and non-verbal techniques to build a trusting relationship and gather information. After 5 minutes, switch roles and practice again.

This is a safe space, and it is ok to make mistakes! You can take a "time out" if you want to ask your fellow learner for help during the role play

2. Move students in pairs into breakout rooms.

4. After 5 minutes, send out a message via zoom telling learners to switch roles.

5. After 5 additional minutes, close breakout rooms and return students back to large group

6. Guide learner reflection on the activity: (*advance on slide 7*)

After each person has played the role of provider, spend a few moments reflecting on the following questions with your partner:

- How did this activity make you feel?
- What went well?
- What would you like to improve the next time?

Activity 2: Value-stream mapping (*advance to slide 8*)

Objective: Identify gaps in healthcare delivery using value-stream mapping (QI)

1. Remind learners of topic: (*advance to slide 9*)

Value-stream mapping is a method of mapping out each step of a process in order to identify barriers at any step and implement appropriate interventions to overcome those barriers. The image on the slide (*slide 9*) shows an example of value-stream mapping for medication procurement. The image shows the medical and non-medical process of medication procurement from supplier to health facility. Understanding each step in the delivery of a health care service can help to identify areas of problems and inefficiency.

2. Explain the activity: (*advance to slide 10*)

You will now have to opportunity to practice value-stream mapping to address a shortage. Each group will be assigned a specific shortage to discuss (such as PPE shortage, hospital bed shortage, diagnostic test shortage) and moved into breakout rooms for 10 minutes for the activity. In your groups, discuss the health system gaps that can result in this deficiency. Start by creating a diagram of all the steps that you are aware of (this is called a value-stream map) that are necessary to procure the item/personnel you have been assigned.

3. Assign each of the groups a specific shortage, such as PPE shortage, hospital bed shortage, diagnostic test shortage.

Rearrange the breakout rooms so that there are at least 10 different groups.

Slide 11 has been provided to assign up to 12 groups to specific shortages. You may add or replace shortage types based on your setting. Assignments are done by Zoom breakout room number. Ask learners to take note of their group number when asked to re-join the breakout rooms and look for their assignment on *Slide 11* before accepting the invite to join their group.

4. Move students into breakout rooms for role play

Copy/paste the list from *slide 6* into a message to all groups to remind them of the group assignments.

4. After 10 minutes, close breakout rooms and return students back to large group.

5. Guide learner reflection on the activity. (advance to slide 13)

Ask learners to share the steps of their value-stream maps and key points of the discussion.

Activity 3: Fishbone analysis (advance to slide 14)

Objective: Use a fishbone diagram in relation to the 6 building blocks of the health care system to identify possible gaps resulting in COVID-19 infections in health facility staff (QI)

1. Review topic: (Advance to slide 15)

A fishbone diagram can be utilized to identify possible causes of the spread of COVID-19 among health facility staff and patients. A fishbone diagram (also called Ishikawa or Cause & Effect diagram) is an organizational tool to help identify/explore/display the various factors that can contribute to a problem. The Institute for Health Improvement states that it “graphically displays the relationship of the causes to the effect and to each other, helping teams identify areas for improvement.” The example on the slide (*slide 15*) shows the fishbone diagram investigating delays in laboratory test results.

2. Explain the activity: (advance to slide 16)

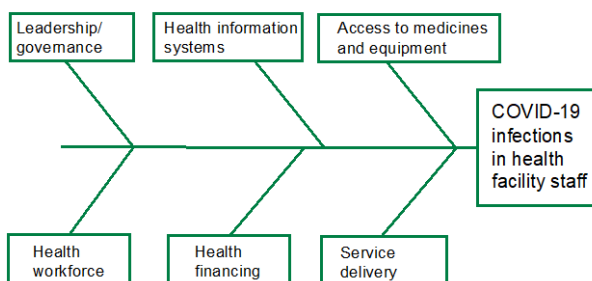
You will now have the opportunity to create a fishbone diagram in small groups to investigate health system deficiencies contributing to the spread of COVID-19 among facility staff. Imagine that an increasing number of health facility staff where you work are experiencing symptoms of COVID-19 and are presumed to be positive. You are worried about infections rising in both your colleagues and patients, especially immunocompromised patients like Sarah.

In your breakout rooms, fill out the blank fishbone diagram provided in the Word document downloadable from the LMS. Identify multiple reasons for COVID-19 infections along each branch: leadership/governance, health information systems, access to medicines and equipment, health workforce, health financing, and service delivery.

One learner should share their screen and fill out the fishbone diagram as other group members provide suggestions.

Blank fishbone diagram for reference:

Fishbone Diagram



3. Move learners into breakout rooms for 15-minute activity

Return learners to their same groups.

4. Close breakout rooms and return students to large group

5. Guide learner reflection on the activity: (Advance to slide 18)

Going through each branch of the fishbone analysis, ask the groups to share what health system deficiencies they identified. Ask if any groups are willing to share their completed diagram on screen. If time permits, ask the groups to share the key points that arose in their discussion.

If no one is willing to share, *advance to slide 19* to share the provided example.

Example fishbone for identifying reasons for COVID-19 infections in health facility staff

