

Quality Improvement Training Curriculum Overview

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This document presents an overview of the curriculum: its goal and objectives, intended audience, duration, and the tools and guidance for organizing and using the training methodology and providing follow-up.

Purpose of Curriculum

To develop an organization's systems and processes for

setting, measuring, and monitoring performance against standards, and improving its quality of services at the facility and community level and in program management.

Implementation Experience

The Quality Improvement (QI) training was conducted three times with partner organizations. Experience shows a ratio of 1 trainer for every 8-10 participants is beneficial. Trainers should be cognizant of participant-centered and experiential learning techniques, design and facilitation skills, QI functions and best practices. The training should include staff from key departments to ensure that quality is addressed organization-wide and the focus on interactive exercises and field visits should be maintained so learning can be translated into practical application.

Intended Audience:

Monitoring and evaluation staff, program implementers, supervisors and managers

Descriptive Summary

Facilitation, group exercises and field visits help participants understand the concepts presented and apply the acquired knowledge to service delivery. Training includes reviewing and strengthening standards for service delivery and operational management as well as supervision tools and checklists for assessing adherence to standards in prevention, home-based care, orphan and vulnerable children (OVC) programs, and mentoring staff and volunteers. Case studies based on community-level experiences and structured field visits help participants analyze and adapt strategies to their own context.

Training Approach and Methodology

Trainers use an experiential and participant-centered learning approach: practical examples from the field are incorporated and participant experience is explored through interactive discussion, group work, presentations, case studies, field visits and problem-solving activities. The exercises assist participants to apply their experiences to the lessons learned and subsequently to determine how to integrate relevant aspects into their own programs. Participants are encouraged to discuss the importance of quality, strategies that worked and those that did not. The PDSA cycle is introduced to help participants understand how to plan, do, study and analyze results to ensure their QI process is effective, whether it needs revision or should be scaled up. Ideas for facilitating a culture of quality within their organizations are also explored. Finally, participants are assisted to develop an action plan to identify strategies for addressing recognized critical issues that will lead to improvement in service delivery and program management.

Goal and Objectives

Goal

To strengthen capacity of participants in assessing and continuously improving quality for HIV/AIDS prevention, care and support services and program management

By the end of the training, participants will have:

1. Defined quality and understood the concept of continuous improvement and the framework for quality management
2. Improved understanding of principles and practices of quality and quality improvement
3. Developed or revised quality assessment and improvement tools and techniques for continuous improvement of HIV/AIDS services
4. Increased capacity to assist sub-grantees and partners to assess and improve quality
5. Developed action plans to address the next steps in improving quality structures and processes



Contents

Exercises, PowerPoint presentations, tools, guidelines, questionnaires, checklists, and a QI action plan template

Number and Role of Facilitators

A trainer/facilitator to participant ratio of 1:6 is recommended.

Timeframe:

This training is designed for five days.

Topics

- Defining quality
- Measuring quality
- Improving and sustaining quality

Guidance and Tips

Presenters should:

- Determine in advance the roles and responsibilities of each trainer
- Be well organized and know their sessions
- Review and, as appropriate, practice the session exercises to provide clear, crisp guidance to participants
- Provide the objectives and plan for each session to participants at the start of the session so they are aware of the expectations and contents
- Present the instructions for each exercise
- Be aware of the agenda, time, and materials needed to keep the program on track

Preparation Checklist

Gather and prepare in advance: equipment and supplies, including a check of all AV equipment; trainer and participant materials; organizational QI practices or forms

Follow-Up Support

The culminating action plan developed as part of the training provides a road map for participants and assists follow-up support from a supervisor or facilitator.

TA-NPI Partners

Round 2 Partners

- Baptist AIDS Response Agency in Africa (BARAA) – Nairobi, Kenya
- Handicap International HQ (HI) – Lyon, France, working in Rwanda
- Matibabu Foundation Kenya (MFK) – Ugenya/Kisumu, Kenya
- Sophumelela Clinic Inc. (SCI) – East London, South Africa
- Traditional and Modern Health Practitioners Together Against AIDS and Other Diseases (THETA) – Kampala, Uganda
- Religions for Peace HQ (RFP) – New York City, NY, USA, working in Ethiopia with EIFDDA and in Tanzania with IRCPT
- St. Boniface Haiti Foundation – Randolph, MA, USA, working in Haiti

Round 3 Partners

- Christian Blind Mission HQ (CBM) – Greenville, SC, USA, working in Tanzania with CCBRT
- Curamericas – Raleigh, NC
- Medical Teams International HQ (MTI) – Tigard, OR, USA, working in Mozambique with Kuwangisana
- National Organization for Peer Educators (NOPE) – Nairobi, Kenya