



# TRAINER'S MANUAL

Every Newborn- Birth Indicator Research Tracking  
in Hospitals (EN-BIRTH) Study

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1. INTRODUCTION TO BEING A TRAINER
2. CLASSROOM TIMETABLE
3. DOCUMENTS/EQUIPMENT FOR EACH SESSION

Module	Audience	Document/equipment	Annex #
<b>1: Introduction and Training Overview</b>	All data collectors Supervisors	Info and consent forms	1.
		Clinical incidence form	2.
		SOP for life threatening events without appropriate response	3.
		Schematic of data flow	4.
		Knowledge questionnaire	5.
		Example clinical scenarios for Group Activity E	6.
<b>2: Tracking Officer Training</b>	Tracking Officer Supervisors	Variable dictionary: L&D registration section	7.
		Variable dictionary: KMC registration section	8.
		Variable dictionary: infection verification registration section	9.
<b>3: Labour and delivery ward Observer Training</b>	L&D observer Supervisors	Variable dictionary: L&D observation section	10.
		L&D simulation videos	11.
<b>4: KMC Ward Observer Training</b>	KMC observer Supervisors	Variable dictionary: KMC observation section	12.
		KMC simulation kit list	13.
<b>5: Video Observer Training</b>	Video observer Supervisors	Variable dictionary: L&D observation section	14.
<b>6: Data Extractor and Verification Training</b>	Extractors, Verifiers Supervisors	Example L&D ward register	15.
		Example KMC ward register	16.
		Example ACS case notes	17.
		Example sepsis ward notes	18.
<b>7: Interviewer Training</b>	Interviewers Supervisors	Kit bag list	19.
		Visual prompt picture booklet	20.
		Protocol for managing distress during a maternal interview when mother becomes upset/angry	21.
		SOP for measuring head circumference	22.
		Maternal pre-discharge recall survey paper version	23.
		Variable dictionary: MRS section	24.
<b>8: Supervisor Training</b>	Supervisors	Data Quality Assurance document	25.
<b>9: Consolidation and Conclusion</b>	All data collectors Supervisors	Timetable for the following week	26.
		Knowledge questionnaire	5.

#### 4. PRE- & POST- TRAINING KNOWLEDGE TEST

- Print enough copies of the knowledge questionnaire for each trainee to have one

- Ensure the trainees have a quiet room with no distractions or access to training materials or notes
- Explain to trainees that this questionnaire is specific to the information they are going to be taught during the week, it is not information they are supposed to know now so they should not feel worried if they do not know the answers to many of the questions.

#### ACTIVITY A: Pre-Training Knowledge quiz

**Objective:** To test participants baseline knowledge

**Time:** 30 mins

**Handouts / Materials:** Knowledge quiz question paper; clock; pens

**Instructions:**

- All course participants should take the quiz as an individual without conferring with others.
- Participants should complete the quiz in silence and answers should be all their own work.
- The facilitator should mark and score the quiz results, saving the scores to compare with the post quiz knowledge test.
- No question papers or answer sheets should be removed from the room.

## 5. GROUP WORK ACTIVITIES

### MODULE 1: INTRODUCTION MODULE

#### GROUP ACTIVITY B: Overview and structure of data collection team

**Objective:**

To give trainees the opportunity to understand the flow of patients/study participants and location of data collectors through the health facility. Trainees are NOT expected to understand the details or content of data collection at this stage.

**Time:** 45 minutes

(roughly 30 minutes walking through different scenarios and 15 minutes for questions and discussion)

**Handouts:**

1. Title badges for each data collector you have in your team e.g. L&D observer, data extractor, tracking office. NB. Tablets are not needed.
2. Place markers- printed sign for each location of data collection, e.g. "Admission", "L&D ward", "KMC ward", "PNC ward", "Sepsis ward"

**Preparation:**

- Give each member of the training group their relevant title badge
- Place on the floor/tables in the training rooms cards that signal the areas of the facility where data collection will be taking place
- Assign trainers to role play; a pregnant mother, a mother and baby admitted for KMC, a mother and baby with sepsis

**Instructions:**

- Put the place markers on the floor in the room to show the different locations of the health facility
- Place the data collectors in the correct “area” of the health facility, this will depend on their role. For example, place the L&D observers next to the place marker “L&D ward”
- One of the trainer’s role plays a pregnant mother arriving at admission and then progresses through the path of delivery to PNC and then discharge
- At each step of the progression through the health facility the trainer (or another trainer) narrates out loud what is happening, for example, at admission the trainer would say- “the mother arrives and the tracking officer determines whether or not she is eligible for participation and then obtains informed consent if she is eligible. If the mother refuses informed consent the tracking officer collects no more information on the mother”. Continue through the stages and locations of data collection, narrating the summary of what happens at each stage.
- Repeat this simulation of the stages of data collection a few times, cover scenarios where a mother and baby go to KMC, a mother and baby arrive as out patients for KMC, a mother and baby are enrolled on the sepsis ward etc.

This exercise will give the trainees an appreciation of their position in the health facility and how it relates to the other data collectors. This exercise will be revised at the end of the week but that time the data collectors will lead in narrating what is happening at each step of the process.

#### GROUP ACTIVITY C: Initial practise using the tablet and app

**Objective:** to ensure data collectors understand how to use the tablet and app for data collection.

**Time:** 90 mins total

**Handouts / Materials:** fully charged tablets with the ENAP app installed

#### **Instructions:**

##### **Exercise 1 (30 minutes):**

1. Break the group up in to as small groups as possible, ensuring there is at least one app per group
2. Task the group with practising with the tablet and app to do the following tasks:
  - Turning the tablet on and off
  - Locking and unlocking the tablet
  - Adjusting the screen brightness
  - Activating and deactivating Flight Mode
  - Connecting the app to the WiFi connection (you will need to provide WiFi name and password)
  - Opening the ENAP app
  - Logging in as a tracker/observer/interviewer/data extractor and verifier
  - Using the different types of data entry fields: text boxes; radio buttons; check boxes; drop-down lists; autocomplete fields; data fields; time fields
  - Using alphabetic and numeric key pads
3. Regroup and allow time for questions and answers on general app use and care
4. With smaller groups again lead the trainees through role play exercises using the tablet and app for data collection. You can get data collectors to registration information for example even if they are not trackers as it will provide practise and understanding of the app.

**The focus of the following exercises to practise using the app, moving between screens and entering data, not the actual data collection so encourage trainees to not get carried away with the details of what data they are entering- they will have time to do this later in the week.**

**Exercise 2 (20 minutes):**

- Assign one person per group to be a tracking officer and one person to be a mother.
- Get the person playing the tracking officer to register the mother for L&D/KMC/infection and then assign her to a data collector. The mother can make up her registration information.
- Get each group to rotate who plays the mother/tracking officer and also the registration type (L&D/KMC/infection) so that everyone gets a chance to use the tablet.

**Exercise 2 (20 minutes):**

- Keep the trainees in the smaller groups with at least one tablet per group
- Ask the person with the tablet to log in as an observer on the L&D ward and select a mother for L&D ward observation
- Speaking to the whole classroom ask data collectors to enter the following information, ask them to rotate the tablet around the group between each of the following:

**L&D 1<sup>st</sup> & 2<sup>nd</sup> stage tab**

- Oxytocin observed as given before delivery
- Liquor type: clear
- Observation place: corridor

**Newborn**

- Mode of birth: Forcep
- Baby observed to be crying
- Observed that the baby was not put in skin-to-skin position
- Baby's weight: 2,450

**Resus**

- Stimulation observed as done
- Could not see if suction was done
- Mask size appropriate

**3<sup>rd</sup> Stage & PPH**

- Observed uterotonic not given after delivery
- Observed that blood transfusion was requested
- Number of health workers involved was 3

**L&D Discharge & Outcome**

- Mothers condition at discharge: Alive
- Reason for observation incomplete: mother requested observation stopped

**Questions and discussion session (20 minutes):** Regroup for questions, answers and discussion of what was easy and what was hard.

**GROUP ACTIVITY D: Informed consent**

**Objective:** To give trainees the opportunity to practice obtaining informed consent.

**Time:** 45 minutes (35 minutes for activity and 10 for central group discussion afterwards)

**Handouts/ Materials:** consent form for study participants (annex 1); study information sheet

**Instructions:**

1. Break into teams of three.
2. Identify one person to be the data collector, one to be the potential research subject, and one person to be the observer. Each participant will have the opportunity to play each of the three roles: data collector, research subject, observer.
3. Conduct a role play using the consent forms and obtaining informed consent.
4. The data collector should obtain feedback on the role play from the observer.

If time allows, hold central group discussion:

- What was the experience of obtaining informed consent like?
- What was difficult?
- What was easy?
- Questions/comments on the language used in the consent procedure?

GROUP ACTIVITY E: Procedure for life threatening events

**Objective:** To give trainees the opportunity to practice using the procedure algorithm / clinical incident forms.

**Time:** 60 minutes (45 minutes for role plays & 15 minutes for central group discussion)

**Handout / Materials:** critical incident forms (Annex 2); procedure for life threatening events; example of clinical scenarios to role play (Annex 6). Do not give participants the facilitator notes with the scenarios!

**Instructions:**

1. Break into teams of three.
2. Identify one person to be the data collector, one to be the consented mother, and one person to watch. Each participant will have the opportunity to play each of the three roles: data collector, research subject, watching.
3. Conduct a role play using the algorithm and testing different clinical scenarios listed (Annex 6) or scenarios you have experienced in your own practise.
4. Work together to identify any clinical or ethical challenges you may face and potential solutions.

MODULE 2: TRACKING OFFICER

GROUP ACTIVITY F: Review of data flow and location of tracking officer

**Objective:** To give tracking officers the opportunity to review the entire process of data collection in relation to their role and responsibilities.

**Time:** 60 minutes

**Handouts:** a large colour print out of Annex 4- the data flow showing patients and data collectors for each trainee.

**Instructions:** lead the group through a discussion of the data flow, the location of patients and the process of data collection, using the print out of Annex 4 as a reference document.

Encourage discussion among the group, example questions to prompt discussion include:

- Identifying key areas where TOs will be placed
- Movement of TOs between locations
- Key tasks to be carried out by TOs at each location
- Identification of issues they foresee and discussion of how to mitigate/avoid these

#### GROUP ACTIVITY G: Review of Registration Forms

**Objective:** To allow the group of tracking officers to review the registration forms and identify and discuss any sections of the forms or app that may not be understood clearly.

**Time:** 45 minutes

**Handout:**

1. Variable Dictionary sections (print out):
  - L&D registration
  - KMC registration
  - Neonatal infection verification registration
2. Tablet logged in as Tracking officer

**Instructions:**

- Please split the class in to groups of 3-4 people and ask them to review the above listed sections of the Variable Dictionary.
- Lead the groups to identify and discuss:
  1. Any questions/variables in the forms which are no clearly understood
  2. Any process in the app that is not understood
  3. Any challenges in data entry in to the app
- Bring the larger group back together with about 20 minutes for sharing of questioned and tips between the trainees

#### GROUP ACTIVITY H: Role play

**Objective:** To give tracking officers the opportunity to practice completing the L&D, KMC and neonatal infection verification registration forms on the tablets including obtaining informed consent and then assigning cases to data collectors.

**Time:** 120 minutes

**Handouts:**

- Tablets logged in as tracking officer
- Paper information and consent forms
- Simulation script to cover the following scenarios:
  1. Mother at admission for L&D ward

2. Mother and baby at admission to KMC
3. Mother and baby on the sepsis ward

**Instructions:**

- Divide the trainees up in to groups of 3- one person to act as TO, one as the mother, one to watch and role play and offer feedback
- Ensure that the person playing the TO has the tablet
- Explain how the role play will work- with the tracking officer leading the mother through the stages of registration and consent, and the mother giving the required information, they can make up the information. The third member should observe the process and offer feedback at the end of what was missed or could have been done better and what was done very well
- Instruct the members of the group to rotate so everyone gets a chance to play each of the roles and complete a registration for L&D, KMC and infection.
- After roughly an 90 minutes of role plays bring all the trainees together again and lead a 30 discussion on:
  - What was the experience of registering and consenting mothers?
  - What was the experience of using the tablet to collect data?
  - What was difficult?
  - What was easy?
  - What would you do differently next time?

## MODULE 3: L&D WARD OBSERVER

### GROUP ACTIVITY I: Review of observation checklist and discussion on key clinical issues

**Objective:**

To allow L&D ward observers to review the checklist and identify and discuss any clinical procedures that are different from their current routine practise.

**Time:** 45 mins (30 minutes group work & 15 minutes' central discussion)

**Handout:** Variable Dictionary (in App or print out)

**Instructions:**

- Please split into groups of 3-4 people and make sure each person has a variable dictionary for the L&D ward app
- For 30 minutes: ask the groups to review the pages for the five tabs
- Regroup for 15 minutes to discuss:
  1. Any areas of practise that differ from the trainees own
  2. Any questions
  3. Any clinical content trainees are unsure of
  4. Possible solutions for any issues that may arise

### GROUP ACTIVITY J: Practise with Simulation/Video

**Objective:**

To give trainees the opportunity to practice completing the L&D checklist on the tablet using observation of either a simulation or video of a birth.

**Time:** 120 minutes

**Handout:** Tablets with the L&D checklist open

**Handout / Materials:** Video or simulation script and tablet with the L&D checklist open.

**Instructions:**

- Set the class room up so that all trainees can see the simulation/video
- If possible ensure each trainee has a tablet, otherwise make sure tablets are rotated between simulations/videos so everyone has at least two opportunities to practise entering data on to the app
- Explain to the group that they are to watch the simulation/video and enter the data on the tablet, exactly as they would when collecting data in the hospital. They will have time after each simulation/video to discuss and ask questions.
- After each simulation/video lead the group in discussion:
  1. What was the experience of observing labour and delivery?
  2. What was the experience of using the tablet to collect data on labour and delivery?
  3. What was difficult?
  4. What was easy?
  5. What would you do differently next time?
- Repeat the steps above so that every trainee has had a chance to use the tablet twice, if possible vary the simulation/video each time

## MODULE 4: KMC WARD OBSERVER

GROUP ACTIVITY K: Review of KMC variable dictionary and discussion on any clinical issues

**Objective:**

To allow the KMC observers to review the checklist and identify and discuss any clinical procedures that are different from their current routine practise.

**Time:** 45 mins (30 minutes group work & 15 minutes' central discussion)

**Handout:** KMC section of the variable dictionary

**Instructions:**

Split the group in to 3-4 people and make sure each person has a printed copy of the KMC section of the variable dictionary

1. Any areas of practise that differ from the trainees own
2. Any questions
3. Any clinical content you are unsure of
4. Possible solutions for any issues you that may arise

GROUP ACTIVITY L: Practise with Simulation

**Objective:**

To give trainees the opportunity to practice completing the KMC checklist on the tablet using a simulation of a baby and mother carrying out KMC.

**Time:** 90 minutes

**Handout:** Tablet with KMC section open

**Materials:** a NeoNatalie, someone to play the mother, a cloth to wrap the baby in KMC positions, feeding cap and nasogastric tube

**Instructions:**

- Using simulation lead the group through a few different scenarios on the KMC ward, suggestions include:
  - A baby in the correct KMC position and being breast fed
  - A baby in the correct KMC position and being cup fed
  - A baby in the correct KMC position and being fed via NG tube
  - A baby in the incorrect position and receiving other supportive treatments
- Make sure each trainee has at least two uses of the tablet
- After each simulation led the group in discussion:
  1. What was the experience of observing KMC?
  2. What was the experience of using the tablet to collect data on KMC?
  3. What was difficult?
  4. What was easy?
  5. What would be done differently next time?

## MODULE 6: EXTRACTORS AND VERIFIERS

GROUP ACTIVITY M: Practise data extraction from the registers

**Objective:** To give trainees the opportunity to practise using the data extraction forms, the app, and to familiarise themselves with the facility registers.

**Time:** 60 minutes

**Handout / Materials:** Tablets with app based data extraction tool installed (minimum 1 between 2), extracts from all the local relevant registers that data extractors will be expected to work from

**Instructions:**

Using the app based data extraction tool, please review the different register extracts and input the required data into the tablet.

Facilitators (and a member of the technical app support team) should be on hand to answer questions and support participants (suggest at least 1 facilitator to every 8 participants).

**If time allows, hold group discussion:**

- What was the experience of extracting data?
- What was the experience of using the tablet to collect the data?
- What was difficult?
- What was easy?
- What would you do differently next time?

GROUP ACTIVITY N: Practise using data verification tools for ACS & Newborn sepsis

**Objective:** To give trainees the opportunity to practise using the data verification tools for ACS and newborn sepsis, the app, and to familiarise themselves with the local patient records and registers.

**Time:** 60 minutes

**Handout / Materials:** Tablets with both app-based verification tools installed (minimum 1 between 2), sample patient records and register details (from individuals who have received ACS and or antibiotics treatment of newborn sepsis).

**Instructions:**

Using the app-based verification tool, please review the different patient records and input the required data into the tablet.

Facilitators (and a member of the technical app support team) should be on hand to answer questions and support participants (suggest at least 1 facilitator to every 8 participants).

**If time allows, hold group discussion:**

- What was the experience of verifying data?
- What was the experience of using the tablet to collect the data?
- What was difficult?
- What was easy?
- What would you do differently next time?

## MODULE 7: INTERVIEWERS

GROUP ACTIVITY O: Mock Interviews

**Objective:** To give trainees the opportunity to observe interviews to become more familiar with appropriate interview skills and rapport

**Time:** 30 minutes

**Handouts /materials:** App version of the Maternal pre-discharge recall survey, participants can follow using the paper version of the Maternal pre-discharge recall survey

**Instructions**

Trainees will observe two short mock interviews with the trainers using two sections of the actual maternal pre-discharge recall survey and feedback on their observations.

**PART 1**

Two trainers complete mock interview using section 1 and section 5 of the maternal recall survey. Trainees should take notes about their observations of the interviews focusing on the questions below. This should take about 20 minutes.

In the two mock interviews, the trainers should demonstrate a combination of appropriate interview skills and inappropriate interview skills when asking the questions, i.e. prepared/unprepared for interview, familiar/unfamiliar with the form, sensitive/insensitive to the respondent etc.

In the first interview with section 1, the respondent should become emotional crying during one interview due to a stillbirth. In the second interview with Section 5, the respondent should become angry during the second interview. These skills for again respondent distress can be reflected upon during the plenary discussion referring to the Protocol for managing distress during a maternal interview.

## PART 2

Discuss in plenary (10 minutes):

- How was the rapport between the interviewer and interviewee?
- What did you find worked well with the interview?
- What did you find didn't work about the interview?
- What do you think might be challenging in the health facility setting?
- What are your views about stillbirths and neonatal deaths?

## GROUP ACTIVITY P: Reading the survey

**Objective:** To give trainees the opportunity to practice reading the maternal pre-discharge recall survey to become familiar with the content and terminology

**Time:** 60 minutes

**Handouts and materials:** Paper version of the Maternal pre-discharge recall survey, stop watch

### **Instructions:**

Practice reading the survey in small groups of 2 with another trainee and discuss feedback in plenary session.

## PART 1

Divide trainees into groups of 2 people and instruct them to take turns reading aloud the paper version of the survey for 25 minutes each. Assign different sections of the maternal recall pre-discharge survey. Instruct the trainees to practice reading each question accurately and slowly so their partner can understand. And remind them to follow the verbal prompts! This part of the activity should take about 50 minutes to complete.

The trainee groups of 2 should discuss:

- What did you find easy about reading the survey?
- What felt more challenging about reading the survey?
- Do you understand the overall survey?
- Are there any questions that you don't understand?
- Are there any words that you are not able to pronounce?

## PART 2

Lead a discussion with the trainees where each group shares your answers and discusses further in plenary as large group for 10 minutes.

### GROUP ACTIVITY Q: Variable Dictionary

**Objective:** To give trainees the opportunity become more familiar with the content and flow of the survey through detailed review of the variable dictionary.

**Time:** 60 minutes

**Handouts / Materials required:** Maternal recall survey section of the variable dictionary, kit bag

#### **Instructions:**

The trainees will complete an activity to become more familiar with the content and flow of the survey by reviewing the MRS section of the variable dictionary in small groups of 4 trainees.

#### STEP 1

Divide into groups of 4 people and instruct each group to review the Maternal recall survey section of the variable dictionary. Each group should aim to review each section so they are familiar with the introductory text, each question, the order, the answer selection options, related skip patterns and the associated visual and verbal prompts. This part of the activity should take about 50 minutes to complete.

#### STEP 2

Gather back together as a group for a plenary discussion to share your thoughts/impressions and successes/challenges for 10 minutes.

Starter questions for plenary feedback discussion:

- What did you find easy about reviewing the survey?
- What felt more challenging about reviewing the survey?
- Do you understand the skip patterns?
- Are there any parts of the survey that you don't understand?

### GROUP ACTIVITY R: Role play of survey

**Objective:** To give trainees the opportunity to practice administering the full maternal pre-discharge recall survey using the app on tablets and kit bag

**Time:** 120 minutes

**Handouts and materials:** Tablet with mobile app, stop watch, Kit bag

#### **Instructions:**

Divide into groups of 2 people and complete role play activity in which trainees practice by interviewing another trainee using the tablet. This part of the activity should roughly take about 1.5hours. One person should be the interviewer, and one person would be the interviewee. Be sure

to have the trainees' kit bags ready so they can fully administer the survey. The trainees need to record the time it takes to administer each interview.

Gather back together as a group for a plenary discussion so trainees can share their thoughts/impressions and successes/challenges for 30 minutes.

Starter questions for plenary feedback discussion:

- How long did the interview take you? Was this longer or shorter than you expected? Why?
- What did you find easy about administering the survey?
- What felt more challenging about administering the survey?
- Are there parts of the survey that you don't understand?
- Are there parts of the app that you don't understand?

## SUMMARY: BRINGING IT ALL TOGETHER

### GROUP ACTIVITY S: Data Collection Run Through

#### **Objective:**

To give trainees the opportunity to have a run through of the flow of patients/study participants and location of data collectors through the health facility.

This is a repeat of the Group Activity B that data collectors did at the beginning of the week, however, this time each data collector is expected to be able to lead themselves and be able to give details of the steps they take for data collection.

**Time:** 60 minutes

(roughly 45 minutes walking through different scenarios and 15 minutes for questions and discussion)

#### **Handouts:**

3. Title badges for each data collector you have in your team e.g. L&D observer, data extractor, tracking office. NB. Tablets are not needed.
4. Place markers- printed sign for each location of data collection, e.g. "Admission", "L&D ward", "KMC ward", "PNC ward", "Sepsis ward"

#### **Preparation:**

- Give each member of the training group their relevant title badge
- Place on the floor/tables in the place marker signs that signal the areas of the facility where data collection will be taking place
- Assign trainers to role play; a pregnant mother, a mother and baby admitted for KMC, a mother and baby with sepsis

#### **Instructions:**

- Put the place markers on the floor in the room to show the different locations of the health facility

- Ask the data collectors to position themselves in the correct “areas” of the health facility, this will depend on their role. For example, place the L&D observers should place themselves next to the place marker “L&D ward”
- One of the trainers role plays a pregnant mother arriving at admission and then progresses through the path of delivery to PNC and then discharge
- At each step of the progression through the health facility data collectors should present themselves and narrate out loud to the rest of the group what they are doing. For example, at admission the tracking officer would come forward and say- “the mother arrives and I collect basic data from the mother and then obtain informed consent. If the mother refuses informed consent I would not collect any information on the mother. For mothers who consent I would then collect information on her obstetric history and current pregnancies etc”. Continue in the same manner with each of the relevant data collectors coming forward and at the relevant stages narrating their actions.
- Repeat this simulation of the stages of data collection a few times, cover scenarios where a mother and baby go to KMC, a mother and baby arrive as out patients for KMC, a mother and baby are enrolled on the sepsis ward etc.
- Trainers should try to intervene as little as possible during this role play, only if the group are stuck or the correct data collector does not come forward should you prompt/give hints.

This exercise will give the trainees an opportunity to practise working as a team and will allow them to simulate the order of events that will likely occur when collecting data in the health facility.

## MODULE 8: SUPERVISORS

### GROUP ACTIVITY T: Scenarios for Supervisors

**Objective:** To have the opportunity to discuss as a team your response to certain scenarios

**Time:** 30 minutes

#### **Instructions:**

#### **Part I (20 mins)**

- Split the trainees in to groups of 3-4 and give them the following scenarios to read through, instruct them to discuss as a group what they would do in each scenario:
  - One of the data collectors repeatedly doesn’t provide you with their clinical incidence forms from last week, you have asked for them three times but they just say “Oh yes I will bring them to you this afternoon”
  - The study site coordinator hasn’t been available to meet with you since last week, you do not have any urgent issues but you would like to catch up
  - A mother who was observed on the L&D ward comes to you and tells you she saw one of the data collectors taking a picture of another data collector, they were using the tablet and were at the hospital admission desk
  - You over hear a data extractor asking a health care worker to read some information from the KMC register to them
- As a group discuss how you would respond to each of the scenarios

#### **Part II (10 minutes)**

- Bring the whole group back together and go through each scenario, asking trainees to share the points of dis/agreement that came up during their group work

#### GROUP ACTIVITY U: Data Quality Monitoring Practise

**Objective:** To have the opportunity to review the tools and mechanisms for data quality monitoring

**Time:** 60 minutes

**Handouts:** tablet or laptops to view the data dashboards. Print out copies of variables for completeness monitoring and capture cascade.

**Instructions:**

Lead supervisors through the following:

- Review the data dashboards to make sure you understand the data presented
- Carry out practise calculations to assess level of inter-rater reliability
- Discuss steps to be taken in the case of poor data quality