

Volunteers: Improving the Patient Visit



The ACT PRIME Study

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Table of Contents

INTRODUCTION TO THE MANUAL	2
Before we start	2
How to use this manual.....	3
What are you going to learn?	4
TRAINING AGENDA	5
INTRODUCTION TO THE MODULE	7
1. Greetings & Review	7
2. Training rationale and learning outcomes	9
TOPIC 1: PATIENT CENTRED SERVICES	9
1. Introduction to the topic	9
2. Thinking about the topic.....	9
TOPIC 2: WELCOMING AND GREETING	13
1. Introduction to the topic	13
2. Thinking about the topic.....	13
3. Principles	15
4. Practice	17
5. Discussion	17
TOPIC 3: PATIENT NAVIGATION	19
1. Introduction to the topic	20
2. Thinking about the topic.....	21
3. Principles	22
4. Practice	26
5. Planning - Topics 1 & 2	29
CONCLUSION	33

INTRODUCTION TO THE MANUAL

Before we start...

Welcome to the Learners Manual for the module entitled – Volunteers: Improving the Patient Visit.

We are very glad to have you as one of the first set of volunteers to participate in this important training.

Everything you will need during the course and as a reference is included in this manual. In addition, there are notes and explanations included in the manual for you to refer back to at a later point.

The trainer will guide you on when to use the manual. Please focus on the trainer when she is talking and focus on the manual exercises when the trainer has guided you to a specific page, which needs your attention. The additional resources in the manuals are for your future reference.

Thank you for participating fully in this training and for respecting your fellow colleagues. Each one of you is unique and each one of you learns at a different pace. The trainer will take great care to cater to all your needs in order to make the training a success. Thank you in advance for doing your part to make it a valuable learning experience.

How to use this manual...

Throughout this manual, you will come across certain re-occurring symbols and boxes. These highlight certain key aspects for learning or contain information, which will help you during or after the training. The following is an explanation of these symbols.

Icons & symbols

Purpose:

Learning Outcomes:

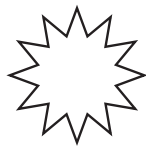
PURPOSE & LEARNING OUTCOMES

This coloured box can be found at the start of each main topic section. In this box you will find the PURPOSE of the Topic and the key LEARNING OUTCOMES for that Topic.



KEY QUESTION

This symbol can be found when a KEY QUESTION is being asked.



DEFINITION or KEY LEARNING POINT

This symbol represents a DEFINITION or a KEY LEARNING POINT to be remembered.



GROUP WORK

This symbol represents GROUP WORK. The training is interactive and a significant amount of your time will be spent in GROUP WORK. This symbol indicates that the activity will be done in a group. This means that you need to be a team player and allow all members of your group to participate equally.



WORK IN PAIRS

This symbol represents WORK IN PAIRS. This will be an opportunity for you to work one to one with a colleague. Pair work could mean buzzing or role playing, interviewing or problem solving. Be sure that each person in the pair gets a chance.



SUMMARY

This symbol will be shown where you can find a SUMMARY box – you can review these summary points at home or before the next training and in the future.



SELF-OBSERVATION ACTIVITY

This mascot symbol will be shown where there is a SELF-OBSERVATION ACTIVITY and some guidelines for you to follow.

Your Notes:

NOTES

This represents a space for your NOTES. Feel free to write your comments and questions and anything that you do not understand in these spaces and discuss it with your trainer before, during or after a training.

What are you going to learn...

From October 2009 until February 2010, the Uganda Malaria Surveillance Project / Infectious Disease Research Collaboration conducted research activities in Tororo District. We surveyed households, health workers and community medicine distributors, and talked to groups of community members and health workers to learn more about how health care is provided to sick children in this area, especially at health centres.

During the study, community members described having to wait long hours for treatment at the health centre, and cited lateness of the health worker or lack of prioritisation of the health worker to attend to patients as reasons for long waiting times. This delay in treatment frustrates community members and discourages them from attending health centres.

In addition, health care workers themselves told us that, to them, good quality care means to show courtesy to patients on arrival at the health centre. Receiving the patients, greeting them, providing them with a seat and offering guidance to the different departments were felt to be important. Good welcome and orientation were felt to be essential to ensure that patients felt well cared for, and willing to return to the health centre on subsequent illness episodes.

We also learned that volunteers make up almost one quarter of the staff at health centres and therefore play a very important role in improving the overall satisfaction of patients visiting the health centre. In this module, we explore ways for you as volunteers to work with health workers and other staff at the health centre to improve the welcoming, greeting and orientation of patients.

The **key learning outcomes** for PCS 05 are as follows:

Topic	Learning Outcomes By the end of this module, you will be able to...
Patient Centred Services	<ul style="list-style-type: none"> • Understand the importance of providing 'patient centred services'.
Welcoming and greeting patients	<ul style="list-style-type: none"> • Recognise that we all have different perspectives, including volunteers and patients. • Implement strategies to improve the welcome of patients at health centres by establishing rapport.
Improving patient navigation	<ul style="list-style-type: none"> • Put yourself into the shoes of a patient approaching a health centre as an organisation with unspoken 'rules'. • Implement strategies to improve the orientation of patients at health centres. • Implement strategies to ensure patients can navigate the health centre.

TRAINING AGENDA

This module will last 3 hours from start to finish.

Today's training will start at ____:____ Today's training will end by ____:____

Topics	Total time
Introduction to the module - Greeting - Training rationale and Learning outcomes	15 minutes
TOPIC 1: Patient Centred Services - Introduction to the topic - Thinking about the topic	20 minutes
TOPIC 2: Welcoming & Greeting - Introduction to the topic - Thinking about the topic - Principles - Practice - Discussion	85 minutes
Break	30 minutes
Topic 3: Patient Navigation - Introduction to the topic - Thinking about the topic - Principles - Practice - Discussion - Planning	80 minutes
Conclusion	5 minutes
TOTAL	180 minutes = 3 hours

INTRODUCTION TO THE MODULE

Purpose: To welcome and orient you to the training and help you to understand what you can expect of the training and what will be expected of you.

Learning Outcomes: By the end of this session, you will:

- 1) Know the names of co-participants.
- 2) Know the name of the training leader.
- 3) Review a set of ground rules for the training.
- 4) Know the learning outcomes and purpose of the module.

1. Greetings & Review

Name of Trainer:

Names of co-participants: *complete if you wish*

Ground Rules: *that will support the learning of all participants*

Please write the ground rules agreed on by the group below:

TOPIC 1: PATIENT CENTRED SERVICES

Purpose: To introduce the concept of patient centred services.

Learning Outcomes: By the end of this session, you will:

- 1) Understand the importance of providing 'Patient Centred Services.'

1. Introduction to the topic

This workshop will introduce a new term, 'patient centred services.' Health workers from your health centres have attended a similar workshop and have also learned about patient centred services.



What are Patient Centred Services'?

- *Patient Centred Services is a way of providing care that has the patient at the centre of everything that you plan and do at your health centres.*
- *Patient Centred Services involves many things, including being a good communicator, being compassionate, and being comforting, and being responsive.*
- *Patient Centred Services is a way of carrying out your work while keeping in mind what the patient wants and feels.*



2. Thinking about the topic

ACTIVITY A – Personal Experience at a Health Centre



Think about a recent time when you went to the health centre

What is it like to be a patient or caregiver?

Guide: In pairs, interview each other about what happened the last time you went to a health centre for yourself or when you accompanied a friend or family member. Use the questions below and if you wish record your answers in the note space provided.

Box 2: Questions about a personal experience at a health centre

1) What happened the last time you went to the doctor?

2) How did you feel when you arrived?

3) How did you feel when you were waiting to see the doctor?

4) Were different people treated differently when they arrived or while they were waiting?

5) What do you wish the people who worked at the health centre did differently to make your visit better?

Guide: If you wish – think about the questions below after you have reflected on your experience the last time you visited a health centre.

Box 3: Reflecting on our personal experience

1) How did this experience of visiting a health centre make you or your friend/ family member feel?

Check ✓ the circles that represent how you or your friend/family felt.

STRESSED?

CONFUSED?

RELIEVED?

WORRIED?

Write other feelings that the experience may have made you feel, in the circles below.

2) Was your experience different to the experience of patients who are not health workers?

Your Notes

3) What do you think it is like for normal patients when they come to the health centre where you work?

Your Notes



Learning Point

Patient Centred Services means providing Total Health Care.

Total health care involves more than just giving medicine for a patients' symptom.

- Health care is often seen as simply giving a patient medicine for specific symptoms.
- Patients do not only come to the health centre to get medicine.
- Health centres offer more to patients than just medicine and volunteers can contribute to improving this patient experience.
- Three areas contribute to the patient experiences and healing process:
 - 1) Welcoming and greeting patients by building rapport.
 - 2) Navigating patients through the health centre and their patient experience.
 - 3) Understanding how volunteers contribute to providing patient centred services.



Summary Box – Patient Centred Services

For reference for learners

- Patient Centred Services is a way of providing care that has the patient at the centre of everything at a health centre.
- Patient Centred Services involves many things, including being a good communicator, being compassionate, and being comforting, and being responsive.
- Patient Centred Services is a way of carrying out your work while keeping in mind what the patient wants and feels.
- Reflecting on a personal experience of being a patient will help you to empathise with a patient and 'get into their shoes.'

TOPIC 2: WELCOMING AND GREETING

Purpose: To reinforce the concept of patient centred services.

Learning Outcomes: By the end of this session, you will:

- 1) Recognise that we all have different perspectives, including volunteers and patients.
- 2) Implement strategies to improve the welcome of patients at health centres by establishing rapport.

1. Introduction to the topic

- As volunteers you have to communicate with patients and their caregivers every day, but you may not be communicating as well as you could in order to make your interactions with your patients useful and productive.
- Receiving patients and their caregivers when they first enter the health centre is called 'building rapport'. This is a skill that can improve your interactions with patients and improve how you feel about the work you do.
- Role play can get you thinking about building rapport - building a good relationship with patients and improving how you listen to your patients.

2. Thinking about the topic

ACTIVITY B – Role play with trainer



Guide: Watching a role play will help you to think about building rapport.

Scenarios

Volunteer Scenario: A rude volunteer who ignores the patient (caretaker and child).

Mother: A young mother with her first child. The child is very sick and the mother is very concerned. She has come to the health centre because she believes they will give her the best medicine. She wants to ask the health worker what is wrong with the child because this is the third time the child has been sick in the last month with these same symptoms.

Child: A very small child about 2 years old. She or he cannot talk and feels very dizzy. She or he is afraid and so is staying close to his or her mother.

Topic 2: Welcoming & Greeting



What is building rapport?

- It means building a good relationship with your patient, and will help you think about how you listen to your patients.

Your Notes



If you played the mother and child:

How did that interaction make you feel?

Your Notes



What happens when there is no rapport?

Your Notes



What did the volunteer do to make the patient and caregiver feel this way?

Your Notes



What are the consequences on the mother?

- On her attitude/behaviour when she will get in to see the health worker?

Your Notes

- On her ability to understand and remember advice she will be given?

Your Notes

Topic 2: Welcoming & Greeting

- On her willingness to come back to the clinic?

Your Notes



What is the result you would want for this mother and child after arriving at the health centre or speaking with a volunteer?

Your Notes

3. Principles



What usually makes you feel welcome when you arrive somewhere, like someone's home, a shop, or where you go to pray?

I FEEL WELCOMED WHEN SOMEONE...



Learning Point

- The things that make you feel welcome somewhere can apply to a patient arriving at the health centre. You can use these things to help you to build rapport with the patient and caregiver right from when they enter the health centre.
 - When a patient and caregiver arrive at the health centre you can greet them with a smile and say, 'hello'.
 - You can direct them to sit on a bench to wait for the health worker.
 - You can tell them how long the wait for the health worker will be, if you know.

Topic 2: Welcoming & Greeting



What else can you do to make a patient and caregiver feel welcome?

- I can _____
- I can _____
- I can _____

Giving constructive feedback



How can you help your fellow volunteers and health workers to improve their skills in building rapport?

- You can help each other by providing 'constructive feedback'.



What is constructive feedback?

Constructive feedback means helping someone to find a way to do what they are doing better. The suggestion you give to your colleague should not just be negative, like 'you didn't give any eye contact', but giving an idea for improvement, like 'you might come across better if you made more eye contact.'

4. Practice

ACTIVITY C – Building Rapport Role Play



Guide: You can practice building rapport with the person sitting next to you.

Roles

- You will be assigned a number.
- All 'number 1s' are sick patients that have come to see the health worker very late in their illness and they are scared of being in trouble with the health worker.
- All 'number 2s' are health workers and are practicing their rapport building skills.

Guide: Take one minute to build rapport with your partner. When the trainer calls STOP, give your partner 3 pieces of constructive feedback.

REMEMBER when giving constructive feedback to give your colleague an idea for improvement by changing 'negatives' into 'ways to improve'.

Switch roles and repeat the activity.

Your Notes

5. Discussion



What are the benefits to you as volunteers if you are able to establish good rapport and have a good quality interaction?

Your Notes



Research has shown how long it takes to build rapport! How long do you think it takes?

Write the number of seconds or minutes you think it will take to build rapport



Learning Point

It only takes about 40 seconds to build rapport effectively.

It is important to remember though; it takes time to learn to establish rapport, so at first it may take longer. With experience, you will be able to do this quickly, and get better results for the patient and for you.



What did you learn in that practice that you will be able to do when your health centre is very busy?



Guide: Discuss in pairs what you have learnt about building rapport.

Your Notes



Summary Box – Welcoming & Greeting

For reference for learners

- Receiving patients and their caregivers when they first enter the health centre is called 'building rapport'.
- This skill can improve volunteers' interactions with patients and improve how volunteers feel about the work they do.
- When a patient and caregiver arrive at the health centre they must be greeted with a smile and a 'hello'. They can be directed to sit on a bench to wait for the health worker. They can be told how long the wait for the health worker will be, if the volunteer knows.
- Volunteers can help each other by providing 'constructive feedback'. Constructive feedback means helping the other volunteer to find a way to do what they are doing better.
 - What are the benefits to volunteers if they are able to establish good rapport and have a good quality interaction?
 - Makes one feel better
 - The volunteer gives better services
 - The day is more enjoyable
 - The volunteer gets a good reputation
 - Others around the volunteer are happy
- It only takes about 40 seconds to build rapport effectively.

TOPIC 3: PATIENT NAVIGATION

Purpose: To introduce the concept of patient navigation and ways to enhance it.

Learning Outcomes: By the end of this session, you will:

- 1) Put yourself into the shoes of a patient approaching a health centre as an organisation with unspoken 'rules'.
- 2) Implement strategies to improve the orientation of patients at health centres.
- 3) Implement strategies to ensure patients can navigate the health centre.

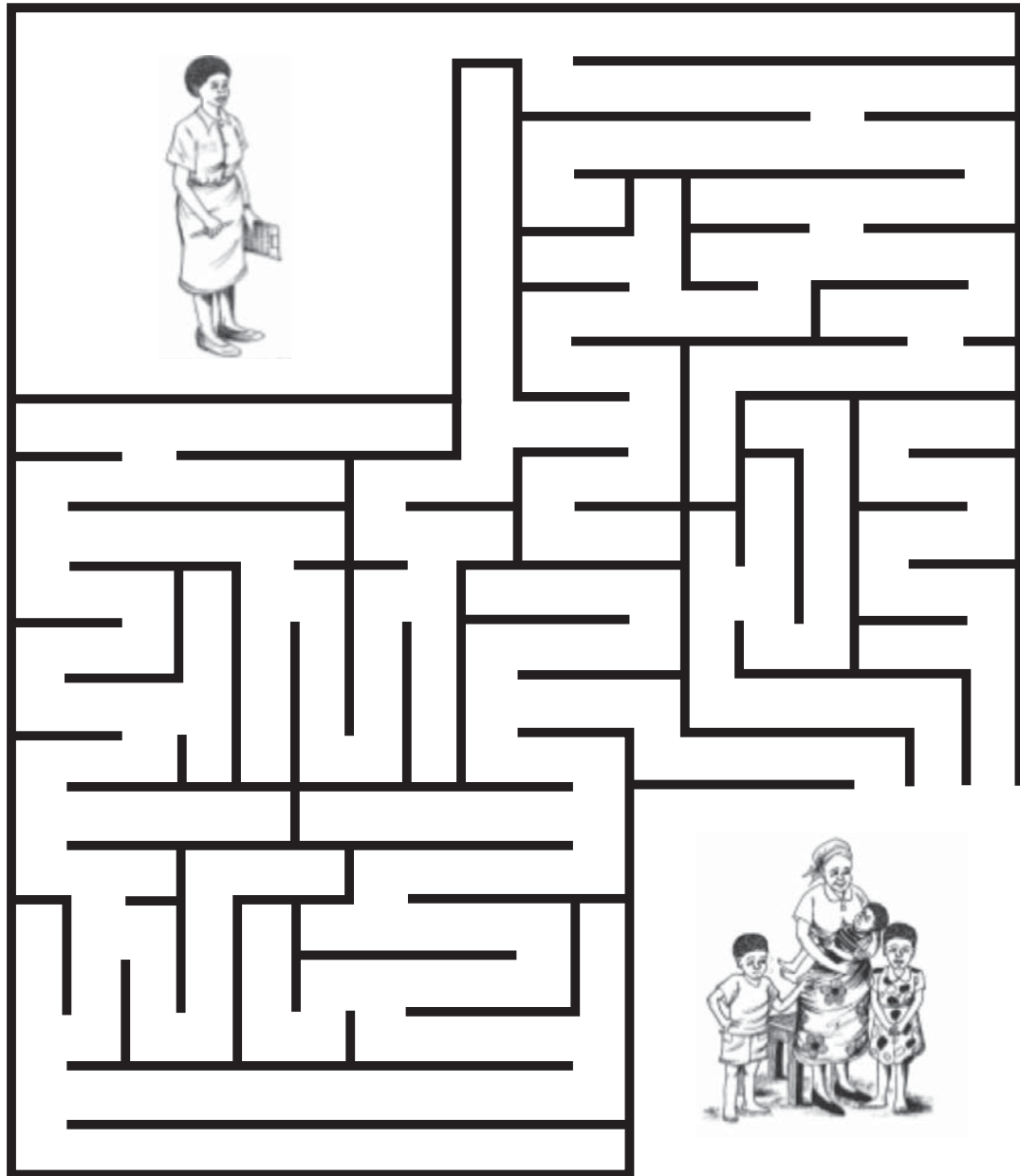
Topic 3: Patient Navigation

1. Introduction to the topic

ACTIVITY D – Maze



Guide: Complete the puzzle below as quickly and as quietly as you can. The first participant among you to connect the patients to the health worker with a direct line, should shout: 'I FOUND THE HEALTH WORKER'.



Learning Point

The WINNERS are the lucky patients who managed to find the health worker through the many passages of a health centre. The other patients, who did not find their way or took a long time to find their way, have to go somewhere else for care.

Topic 3: Patient Navigation



How did those of you who did not find your way feel when you couldn't complete the maze, feel?

Your Notes



Learning Point

There are blocks in this maze that prevent the mother, who does not know her way around, from getting to the health worker.



What are the reasons why patients, like this mother, fail to get to the health worker in your health centres?

Your Notes



How do you think that you as volunteers can help fix some of these reasons? What can you do?

Your Notes

2. Thinking about the topic



Think of a time when you went to a bank for the first time, did you know what to do?

Yes

No

Put a tick in the circle that applies to you.



What did you see when you went to the bank?

WHAT I SAW THE FIRST TIME I WENT TO A BANK

Empty response area for the first question.



How did you feel?

HOW I FELT AT THE BANK THE FIRST TIME I WENT

Empty response area for the second question.



How did being unfamiliar and uncomfortable with the bank affect your ability to get everything done that you wanted?

RESULT OF FEELING UNFAMILIAR AT THE BANK

Empty response area for the third question.

3. Principles



Learning Point

Patients at the health centre are scared too.

Patients who are unfamiliar with coming to health centres also experience these same feelings and fears that you did the first time you went to the bank.

Organisations have unspoken rules.

- A bank and a health facility are both organisations that have their own 'rules'/'systems'. Some are spoken, others we learn even though they are not said out loud.
- Is it acceptable to dance in a bank?
- No! There is an unspoken rule that says dancing in a bank is not acceptable behaviour!



What are some things that patients and caregivers should do while waiting to see a health worker? For example, how should they behave, what things do they need to know or do?

HELPFUL RULES: A patient knows she/he needs to know to -	UNHELPFUL RULES: A patient believes she/he needs to know -

Topic 3: Patient Navigation



Learning Point

Often health workers and volunteers expect patients and caregivers to know these rules and to know 'how to act' when they are at the health centre, but it is easy to forget that going to the health centre can be scary and confusing for many of your patients and caregivers.



What is the impact on the patient and caregivers' experience at the health centre if the patient does not know these rules or is afraid to do something because they are following the 'unhelpful' rules?

Your Notes



Learning Point

Volunteers play an important role in helping patients and caregivers to navigate the health centre so that they have a good experience and want to return.



What can you do to help your patients navigate the health centre?
Discussion about helpful and unhelpful rules.



Guide: In small groups of 4 -6 please discuss the question above. Remember to listen, appreciate, probe your colleagues but don't judge them. Write your ideas below.

Your Notes

Group Feedback

IDEAS TO HELP PATIENTS NAVIGATE THE HEALTH CENTRE

4. Practice



ACTIVITY E – Welcome Role Play

Guide: Each of you will have a role to play, to be picked from a box.

The role play will take place in the waiting area of a health centre.

If you are playing the role of a patient, please get yourself into the role of a patient, and if you are acting as a health worker, do your best to put into practice the skills learnt about welcoming and guiding patients.

The role play will take place in several parts, starting when the trainer says 'ACTION!', and stopping when the trainer says 'CUT!'

You will receive a slip of paper to show the role you will play. Below is a description of the scenario relevant to your role, read it through now.



ROLE PLAY SCENARIOS

Role 1: Volunteer role – Greeting

- Come out to the waiting area and greet the new patient as they arrive
- Show a good welcome and ask them to take a seat at the end of the line
- Explain how long they will have to wait or take action for serious cases if needed

Role 2: Volunteer role – Waiting & Navigation

- Come out to the waiting area and help the health worker explain the wait time and order of patients to the patients waiting in the queue
- Explain that 'we have a commitment that we will not allow any person to come to the front of the queue unless they are the most sick person'.
- Direct the patient who has just finished his/her consultation with the health worker.

Roles 3, 4: Arriving patient role

- As you arrive, you are shy and afraid
- If the volunteer is friendly, you can ask some questions about what to expect in terms of the waiting time and whether drugs are there.

Roles 5, 6: Waiting patient role

- Think about the symptom you have, and how you are feeling.
- When the health worker comes down the line, you can tell them this as your main complaint.
- Think about how you feel about where you are sitting in the queue and how long you have been waiting.

Role 7: Patient who has just seen the health worker

- Think about how you feel after seeing the health worker.
- When you leave the consultation with the health worker, you need to collect medicine but you are confused about where to go.

Health worker role (Trainer)

- The health worker should move down the line looking for the most serious patients.
- The health worker should ask the volunteer to help her move these patients to the front and explain to the other patients about why they are queuing and why these patients are at the front.
- Then the health worker will send out the patient after a consultation, who needs to collect drugs from the dispensary.

Reviewing the welcome role-play go

Were you the arriving patient?



- *How did you feel about being the arriving patient? What did the volunteer do well to make you feel welcome? What could be improved?*

Your Notes

Were you the volunteer?



- *How did you feel as the volunteer? Is what you did possible to do at your health centre?*

Your Notes

Topic 3: Patient Navigation



Were you a patient in the queue?

- How did you all feel as the patients waiting in the queue? What made you feel good, and what made you feel uncertain?

Your Notes



Were you the patient who just saw the health worker?

- How did you feel about being the patient who had just seen the health worker? Why?

Your Notes



Were you a health worker?

- How did you feel about being the health worker? Why?

Your Notes



What do you all think the volunteer could have done better to make you more welcome and help you navigate the health centre?

Your Notes

Topic 3: Patient Navigation



Learning Point

If the patient feels good after you have done well to greet them and help them navigate the health centre, this will provide motivation to you, the volunteer to continue providing these services.

5. Planning – TOPICS 1 & 2

- Volunteers play a very important role in welcoming patients and care givers to the health centre and helping them to find their way around the health centre.
- But how will patients and caregivers know who you are and if they can ask you for help?



When you are in an unfamiliar place, how do you know who to ask for help?

Your Notes



Which one of these examples (above) do you think you can do back at your health centre and how would you implement it?

Your Notes

Specific things you can use in your health centre to improve patient welcome and navigation so that services are fair to all patients.



Guide: Please work in groups from the same or neighbouring health facilities to discuss the questions below and write your responses in the space provided below.

Topic 3: Patient Navigation



What are my plans for improving the welcome and orientation of patients at my health centre?

Your Notes



What will I need to do and plan in order to achieve these goals?

Your Notes



How and when will I know if my plans are working?

Your Notes



Learning Point

The health workers at your health centre have also completed this exercise. When you go back to your health centre, you should talk to them about your plan to see if you have similar ideas and then see how you can put everything into practice.



Summary Box – Patient Navigation

For reference for learners

- Patients at the health centre are scared too.
- Patients who are unfamiliar with coming to health centres also experience these same feelings and fears that anyone, including a volunteer may feel the first time she or he went to the bank.
- If the patient feels good after a volunteer has done well, this will provide motivation to the volunteer.
- Make the 'helpful' rules clearer to patients and caregivers and prevent patients and caregivers from having to follow the 'unhelpful' rules.
- When volunteers go back to their health centre, they should compare proposed plans with the health workers and then see how it can be into practice.

Reminders for Volunteers

- Put yourself into the shoes of a patient approaching a health centre.
- Realise that organisations like health centres have unspoken 'rules.'
- Identify what these 'rules' are for patients when they arrive at the health centre.
- Identify and reflect on what it is you can do as a volunteer to enforce helpful rules and prevent unhelpful rules, and make plans to change your behaviour.
- Carry out plans to improve the welcome and orientation of patients at health centres.
- Carry out plans to ensure patients can navigate the health centre.

CONCLUSION

Purpose: To close the PCS 05 training and receive any questions or address any questions in the parking lot.



Any comments or questions you may have about what was covered today?

Your Notes

Answers to parking lot questions

Thank you for participating today!

Sharing your experience and insight has been very helpful and informative.

Please use the Learner's Manual regularly to review what you have learned.

Discuss any challenges with your colleagues; they will be most helpful for finding solutions to problems and challenges at your health centre.

Goodbye.



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