

Orientation Programme on Adolescent Health for Health-care Providers

## *Facilitator Guidelines for*

Module F

# Concluding



Sessions and activities	Page	Time	Materials and resources
<b>Session 1</b> <b>MODULE INTRODUCTION</b>  ACTIVITY 1-1 Module objectives	F-7	10 min	Handout for module F Slide F1-1
<b>Session 2</b> <b>WHAT HELPED ME CHANGE IN THE PAST?</b>  ACTIVITY 2-1 Brainstorming	F-8	30 min	Flipchart F1
<b>Session 3</b> <b>BACK AT WORK: THE CHANGES PARTICIPANTS PROPOSE TO MAKE</b>  ACTIVITY 3-1 Individual work ACTIVITY 3-2 Plenary discussion	F-9	40 min	Slides F3-1, F3-2, F3-3
<b>Session 4</b> <b>THE PERSONAL AND PROFESSIONAL CHALLENGES AND PROBLEMS THAT PARTICIPANTS MAY FACE</b>  ACTIVITY 4-1 Individual work ACTIVITY 4-2 Plenary discussion	F-11	30 min	Slide F4-1
<b>Session 5</b> <b>SOME ETHICAL AND HUMAN RIGHTS CONSIDERATIONS</b>  ACTIVITY 5-1 Group work ACTIVITY 5-2 Plenary feedback ACTIVITY 5-3 Plenary review	F-12	60 min	Flipchart F2 Slides F5-1, F5-2, F5-3, F5-4, F5-5

Sessions and activities	Page	Time	Materials and resources
<b>Session 6</b> <b>MODULE REVIEW AND CLOSE OF</b> <b>ORIENTATION PROGRAMME</b>  ACTIVITY 6-1 Review of objectives ACTIVITY 6-2 Reminders and closure	F-14	10 min	Slide F1-1
<b>180 min</b>			

# Module checklist

The module checklist contains important information including reminders, tips, materials and equipment you need to run this module. We recommend that you review the following checklists in advance.

- Module advance preparation
- Materials and audio-visual equipment.

## MODULE ADVANCE PREPARATION

- Make sure you have copies of the handout(HO) for distribution to all the participants
- Ensure that the flipcharts are ready for the group-work tasks
- Please study the four scenarios associated with this module
- Ensure that the facilitators are clear about their respective roles during their designated session(s).

## MATERIALS AND AUDIO-VISUAL EQUIPMENT

### • Materials:

#### *STANDARD*

- Handout
- Slides
- Flipcharts
- VIPP cards
- Mood Meter
- Matters Arising Board.

#### *MODULE-SPECIFIC*

- Module activity sheet
- Module scenarios.

### • Equipment:

- Video/slide projector or overhead projector
- Flipcharts with blank sheets
- Masking tape, pins or glue
- Name tags
- Coloured markers
- Notepads
- Markers
- Pens.

## Module overview

This core module in the Orientation Programme (OP) on adolescent health is the concluding module in the programme. It asks the participants to reflect on how they have been working with adolescents and on the ways they aim to improve (i.e. by consolidating areas of strength and addressing areas of weakness), and to draft the outline of an action plan for implementation, which will help to improve their work for and with adolescents when they return to their respective positions.

The module also provides an opportunity for the participants to reflect on the ethical and human rights issues raised in the OP.

It is expected that some adolescents will be among the participants to provide an adolescent perspective in the discussion of various subjects.

We recommend that you review Part I of this *Facilitator Guide* which provides you with important information that you need to know before conducting any of the Orientation Programme modules. Part I also provides detailed information on teaching/learning methods used in the Orientation Programme. It is important that you understand and become comfortable in using the teaching/learning methodology of this package to ensure successful facilitation so that the participants will derive maximum benefit from the OP modules.

# Session 1

## Module introduction



### Aim of the session

- To provide an overview of this module including the objectives
- To cover administrative matters.

### ACTIVITY 1-1

#### MODULE OBJECTIVES

Begin by welcoming the participants to this *Concluding* module of the OP.

Briefly take participants through each of the module's objectives.

Remind the participants to raise any issues on the *Matters Arising Board*, and encourage them to do this during the breaks.

Display the module objectives (Slide F1-1), and take the participants through each objective, in turn. Emphasize that the second objective is the central one.

Explain that this module will raise many questions for the participants to consider rather than provide answers. Working together, the group may be able to agree on how – and how not to – deal with several challenging pressures and situations.

#### Module objectives

- Recall what helped the participants to make important changes in their personal and/or professional lives
- Define how they learned in this Orientation Programme to improve their everyday work
- Identify the personal and professional challenges and problems they might face
- Describe the ethical and human rights considerations in the context of their responsibilities to patients and their communities

SLIDE F1-1



## Session 2

# What helped me change in the past?

### Aim of the session

- To recall examples that helped the participants make important changes in their personal and/or professional lives.

### ACTIVITY 2-1 BRAINSTORMING

Before asking the participants to consider their future plans, explain that you would like them to spend a few moments considering this question on Flipchart F1 below in a brainstorming activity.

Share one experience of your own – write this down, then encourage the participants to share one of their experiences with the group.

Ask a volunteer to note ideas on a flipchart and use ticks to indicate a point that arises more than once.

FLIPCHART F1

*Looking back over your life, what helped you make and sustain important changes in your life – either on the personal or the professional side?*

When you think that adequate examples have been shared, summarize the sorts of factors that help people make changes, read through the list identifying the most important factors according to the number of ticks.

Thank the participants because this activity requires them to go within themselves and share with others whatever it was that helped them in their lives.



# Session 3

## Back at work: The changes participants propose to make



### Aim of the session

- To consider what changes participants propose to make in their work for and with adolescents upon their return to work.

### ACTIVITY 3-1

#### INDIVIDUAL WORK

Ask the participants to pull out the activity sheet and explain the five columns (Annex 1).

#### *COLUMN 1*

Changes you personally plan to make in your everyday work with or for adolescents. Stress that each change could relate to something they learned during any of the modules they have worked through. Each of the remaining columns raises particular questions about each change. Explain each remaining column in turn.

#### *COLUMN 2*

Why you believe this change is important: who or what will benefit and in what way?

#### *COLUMN 3*

How you will know whether or not you are being successful?

#### *COLUMN 4*

Are there any personal or professional challenges and problems you anticipate in carrying out the changes?

#### *COLUMN 5*

What help are you likely to need and who could provide you with this help?

Explain that the first task is to concentrate on the first two columns only.

#### Column 1:

Changes you personally plan to make in your everyday work while working with or for adolescents

- Each change could relate to anything learned during any of the modules you have worked through

SLIDE F3-1

#### Column 2:

- Why do you believe this change is important?
- What or who will benefit and in what way?

#### Column 3:

- How will you know whether or not you are successful?
- As it is likely that you will see the effect of the change only after some months, how will you know how effective you are?

SLIDE F3-2

#### Column 4:

- What personal or professional challenges and problems do you anticipate in carrying out the changes?

#### Column 5:

- What help are you likely to need?
- Who could provide you with this help?

SLIDE F3-3

Ask the participants to bring out their Orientation Programme Personal Diary (OPPD) and to look through the entries they made at the end of each module. This would lead them to identify at least five possible changes. Ask them to state why the proposed changes are important. Allow them, working individually, 10-15 minutes to fill in columns 1 to 3.

## **ACTIVITY 3-2**

### **PLENARY DISCUSSION**

When sufficient time has passed, go round the room encouraging the participants to be as precise as they can, and answering any questions they might have.

Ask the participants, in plenary, to share the changes they propose to make (using short sentences), provided that it has not previously been mentioned by someone else.

Ask a volunteer to note on a flipchart the changes the participants propose to make, with an explanation if any of these should not be clear. Ask why the suggested change is important and how they would know if it is successful. As the discussion evolves, highlight noteworthy issues that arise and, if necessary, open the floor to discuss them.

Cluster the suggested changes with the participants' help.

Lead a brief discussion on the third column, "*How will I know whether or not I have been successful and when will I know this?*", asking the participants to suggest how they could measure their success.

Ask a volunteer to record the ideas on a flipchart. This should be helpful to those who are unsure how to assess the changes they hope and expect to make in their work.

To conclude the session, highlight some noteworthy issues made by the participants in their feedback and in the discussion.

# Session 4

## The personal and professional challenges and problems that participants may face



### Aim of the session

- To identify the personal and professional challenges and problems that participants may face in achieving their improvements.

### ACTIVITY 4-1

#### INDIVIDUAL WORK

Ask the participants to return to their activity sheets and take them through columns 4 and 5 below.

Column 4 Are there any personal or professional challenges and problems you anticipate in carrying out the changes?

Column 5 What help you are likely to need and who could provide you with this help?

Remind the participants to complete columns 4 and 5, addressing each change they plan to make in column 1.

Allow them 10 minutes to complete this task.

### ACTIVITY 4-2

#### PLENARY DISCUSSION

Encourage the participants to share the problems they anticipate and base the ensuing discussion on questions such as these (Slide F4-1)

Point out that if anyone believes that the challenges facing them are impossible/difficult to overcome, suggest that they consider altering their proposed improvement to make it more “do-able”.

Ask a volunteer to record on a flipchart useful ways to solve often-anticipated problems.

#### Addressing challenges

- Who else believes this is a problem or challenge?
- What can you do to solve this problem or challenge?
- Who could support or help you?

SLIDE F4-1



# Session 5

## Some ethical and human rights considerations

### Aim of the session

- To examine some ethical and human rights considerations, within the context of participants' responsibilities to their patients and within their communities.

#### TIP FOR YOU

Add that participants will have an opportunity to consider these rights in the context of a number of scenarios (Annex 2).

### ACTIVITY 5-1

#### GROUP WORK

Divide the participants into four groups.

Give each group a copy of all the scenarios, allocating one scenario to each group.

#### TIP FOR YOU

You are also free to develop your own more locally relevant scenarios, but make sure they carry the same range of "take home" messages.

#### FLIPCHART F2

*How do you think health-care providers would respond when faced with this situation?*

*Why?*

Pin up Flipchart F2 and ask each group to reflect on its designated scenario, providing answers to the questions on the chart.

Allow the participants 10-15 minutes to discuss the scenarios and how they would respond. Tell them that, if possible, they should try to agree on their answers and note them on separate cards. If they cannot agree, they should write down the diverging answers, each on its own card.

### ACTIVITY 5-2

#### PLENARY FEEDBACK

Ask each group, in turn, to share their conclusions in plenary and to respond to any comments or questions that the others pose. Allow about five minutes per group for the plenary discussion, so that you have about 20 minutes at the end to draw out any significant issues.

Keep an eye on the issues that each scenario highlights (Slides F5-1 to F5-4), because you need to address each group's suggested response as sensitively as you want them to deal with their adolescent patients, given the legal and ethical context.

In the discussion following each group's response to the scenario, try to draw out answers to probing questions such as these (Slide F5-5).

## ACTIVITY 5-2 PLENARY REVIEW

Summarize the key points that have arisen during the discussion. In concluding, consider using points such as the following:

- Some of the issues that health-care providers face when dealing with adolescent health problems are simple and clear-cut (refer to an appropriate example that has arisen in discussion)
- Others are complex and less clear-cut; for instance, they raise a conflict: between the rights of the adolescent and those of the parents, or between the prevailing laws and the best interests of the adolescent.

Conclude that the challenge to health-care providers is to find a course of action that is legal, ethical, and lies in the best interests of the adolescent – a course of action that does not harm the adolescent or the health-care provider. This is often not an easy decision. We hope that this programme has enabled you to meet and resolve better those issues.

### Scenario 1

- Highlights the rights of individuals (including adolescents) to the health services they need

SLIDE F5-1

### Scenario 2

- Highlights the tension between the rights of parents to know about the health problems of their (adolescent) children, and the rights of adolescents to privacy

SLIDE F5-2

### Scenario 3

- The need for health-care providers to tackle difficult "intra-familial" issues in some situations
- The challenge of tackling these – and other – difficult situations in the absence of systems, structures, rules and procedures
- The pressure to overrule the categorically expressed wishes of adolescent patients "for their own good"

SLIDE F5-3

### Scenario 4

- The challenge of ensuring that the entire team of health-care and paramedical workers maintains the confidentiality of adolescent and other patients

SLIDE F5-4

### Checklist in working for and with adolescents

- Is the suggested response (of the health-care provider) legal?
- Is it ethical?
- Is it in the best interests of the adolescent concerned?
- Does it infringe upon the rights of the health-care provider?
- What alternatives does the health-care provider have – and how would they apply to the above questions?
- When the rights of different people conflict, how could this be resolved?

SLIDE F5-5



# Session 6

## Module review and close of Orientation Programme

### Aims of the session

- To review the module's objectives and to summarize the key points
- To close the Orientation Programme.

### ACTIVITY 6-1

#### REVIEW OF OBJECTIVES

SLIDE F1-1

#### Module objectives

- Recall what helped the participants to make important changes in their personal and/or professional lives
- Define how they learned in this Orientation Programme to improve their everyday work
- Identify the personal and professional challenges and problems they might face
- Describe the ethical and human rights considerations in the context of their responsibilities to patients and their communities

Congratulate the participants for having completed the final module of the Orientation Programme on adolescent health.

Display the module objectives once again (Slide F1-1), ask participants for any final questions or comments, and address them.

Ask for any comments or criticisms about the usefulness of this module.

### ACTIVITY 6-2

#### REMINDERS AND CLOSURE

Remind participants to complete any local evaluations that need to be completed.

Thank participants warmly for their active participation in what has been a lively and challenging workshop. Once any administrative matters are dealt with, close with a plea for continued reflection and self-appraisal on their work for and with adolescents.

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*Annex 1*

# Activity sheet

Session 3: ACTIVITY 3-1





## THE IMPROVEMENTS YOU PROPOSE TO MAKE IN YOUR WORK FOR AND WITH ADOLESCENTS

### Purpose

The purpose of this exercise is to help you prepare the outline of a personal plan to improve your work for and with adolescents. In this plan you will identify the changes you intend making in the way you will work. The plan includes the following elements:

- The proposed changes you intend to make;
- The importance of the proposed changes;
- How you will assess whether or not you are successful in making these changes;
- The personal and professional challenges and problems you may face in making these changes;
- The ways in which you are likely to address these challenges and problems, and the support you will need.

### General instructions

- Please use the tables entitled “*Individual implementation plan*”, which appear on the following pages, to record five changes you intend making in the way you work with or for adolescents.
- Please review the example on page F-18.
- Please designate one sheet for each change you intend to make. This way you will have extra writing space.
- For each change you propose in column 1, complete columns 2, 3, 4 and 5.
- In monitoring your own changes and application of this plan, it would be useful to set yourself target dates to review your progress and reassess your plans.

We wish you all success in your endeavours to improve your work with and for adolescents.

Sample Individual Implementation Plan				
Column 1	Column 2	Column 3	Column 4	Column 5
The changes I plan to make in my everyday work with or for adolescents.	Why I believe this change is important: who or what will benefit and why?	How will I know whether or not I have been successful and when will I know this?	Any challenges or problems I anticipate in carrying out the changes.	What help am I likely to need and who could provide me with this help?
	Who/what will benefit?	How?	When?	Help needed
	Why?			Source
<b>EXAMPLE</b>				
Contact the local schools to provide information on the new adolescent-friendly health services being provided by our clinic.	Students in local schools. Friends of students, family and members of school staff who are not in local schools.	A steady increase in the number of students who come to the clinic to obtain services.	Lack of interest from the school administration. Resistance from the teachers.	Support from the district education authority. A seminar to convince them of the value of this work.
	They will find it easier to obtain the services they need.	Six months after making contact with the schools.	The director of the local hospital could request this. Leaders of the parent-teachers association.	





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## *Annex 2*

# Scenarios

Session 5: ACTIVITY 5-1



Please review your assigned scenario and reflect on the following questions:

- How do you think health-care providers would respond when faced with this situation?
- Why?

### SCENARIO 1

A young man comes into your clinic and says that he has no problem. He just wants some condoms for "protection". When you begin taking the history, he tells you that he is 18 years old, knows about AIDS, and does not want to listen to a lecture on morality. How would you react to this situation?

### SCENARIO 2

A young woman of 16, whom you have known as a child and whose parents and siblings you know very well, comes to your clinic for help. She says that she thinks she is pregnant, and wants you to give her or prescribe for her some emergency contraceptive pills. She insists that she does not want her parents to know about this. How would you react to this situation?

### SCENARIO 3

A girl of 14 is brought to your clinic by her mother. The mother says that the girl has been complaining of abdominal pain and backache for the past two weeks, and that she thinks that the pain is related to menstruation. When taking the history, you notice that the girl is silent – even shy – and allows her mother to speak on her behalf. You gently persuade the mother to wait in the consultation room when you take the girl into the examination room. Soon after the door is shut, the girl tells you that the problem is that her father forces her to have sex with him whenever they are alone at home. With tears in her eyes, she asks you to promise not to tell her mother, because it would break her heart. What would you do in this situation?

### SCENARIO 4

A young man of 18 bursts into your room, slams the door and walks towards you. He reaches your table and remains standing. You can see that he is very angry - literally trembling and there are tears in his eyes. He thumps the table and shouts at you: "When I saw you last week you promised me that no one would come to know about my problem. Yesterday, my mother said that she knew everything! She said that one of the nurses in your clinic, who is her friend, told her. I will never trust you people with white coats again...".

