



SELF-CARE

Provider Rounds



Focal Person Guide



SELF-CARE

Provider Rounds

The SELF-CARE Provider Rounds are an adapted version of the Schwartz Rounds. The guidance in this document is adapted from and informed by the Point of Care Foundation Staff Experience Program materials available here:

<https://www.pointofcarefoundation.org.uk/our-programmes/staff-experience/about-schwartz-rounds/>

Congratulations!

You have been elected as the Focal Person for your facility's Provider Rounds. This guide will help you gain an understanding of the Provider Rounds, your role, and the steps you should take to organize and facilitate the Rounds.

You will receive the Focal person's badge together with this guide.



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Introduction



What are SELF-CARE Provider Rounds?

Provider Rounds offer a structured forum for health facility staff (clinical and non-clinical) and their supervisors to:

- 1) Reflect on and discuss the socio-emotional aspects of providing healthcare services and
- 2) Increase support and collaboration between colleagues.

Each round has a specific topic where a panelist shares their experiences and participants discuss scenarios and reflect on the stories shared.



What is the Purpose of the Rounds?

The purpose of the Rounds is:

- To understand the challenges and rewards that come from providing care to family planning and other clients
- To reduce provider stress and increase motivation and collaboration
- To increase supervisor support for providers to prioritize informed choice and client-centered services.

Rounds participants will feel camaraderie with other staff in the challenges they face related to patient care, and leave more confident in their ability to handle those challenges.



Who Should Attend the Rounds?

- Clinical and non-clinical providers and staff in health facilities
- Supervisors (from district health offices)



Where Should Rounds be Held?

The Rounds should be held in a neutral space where participants feel at ease and can sit comfortably in a circle, facing each other (e.g., community halls, outdoor spaces, informal areas outside health facilities, or a staff room in the facility.) See note below about aligning with facility realities.



When Should Rounds be Held?

Each facility should hold a one hour and a half Round once a month for six to nine months and then quarterly or semi-annually for as long as desired. Facilities should identify a time that allows participants to fully engage in the Rounds while also minimizing service disruptions. Facilities may choose slower times of day (e.g., afternoons), before or after facility working hours, during regular staff meetings, lunch time, or even weekends. To accommodate scheduling needs, facilities may choose to organize multiple small-group sessions. Also ensure that you did not work the night shift prior to the day of the Round so you have the energy to facilitate.

Aligning with facility realities

Each facility is unique and varies in its resources, capacity, and staffing. Rounds should be adapted to respond to the facility's context, prioritizing what is feasible to maintain over the duration of the activity. Two potential scenarios are presented below.

Ideal scenario

- **Venue:** Use a location that is easily accessible, free from distractions, and where participants feel at ease to discuss openly (e.g., community hall, outdoor space near facility)
- **Group size:** Smaller group sizes (10-15 for smaller facilities and 20-30 for larger facilities) to ensure meaningful interactions. This may mean repeating the Rounds with more than one group.
- **Timing:** 1.5 hours to enable participants to reflect and discuss deeply. Find a time that works best for the most participants.
- **Food:** Provide food or refreshments that will help participants feel valued and like their time spent at the Rounds is worthwhile
- **Entertainment:** Offer some form of entertainment for participants on the day of the Round

Minimum requirements scenario

- **Venue:** Use a convenient location, including a staff room at the facility. Avoid high traffic areas or spaces needed by clients.
- **Group size:** There may not be resources or schedules may not allow for multiple, smaller groups. Convening a single group for the whole facility still works well.
- **Food:** Offer basic refreshments
- **Length:** Accommodate schedules but plan for at least 45 minutes



Your role

You have a critical role to play in the success of the SELF-CARE Provider Rounds. You will be responsible for organizing and facilitating the rounds.

Time Commitment

You should anticipate spending about 8 hours per month on the Rounds. Your time will mostly be spent on Round preparation (5 hours), steering group meetings (1.5 hours), and the Round itself (roughly 1.5 hours).

Responsibilities

Before the Rounds

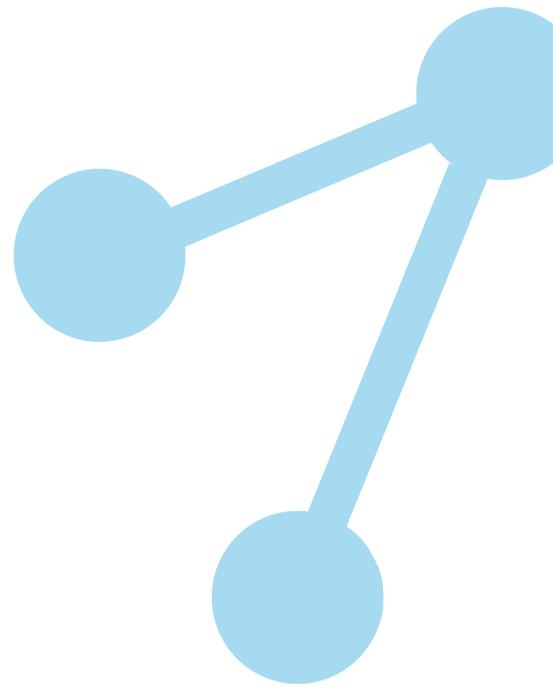
1. Select a topic for each Round
2. Identify provider panelists
3. Help panelists prepare their stories
4. Tailor or prepare scenarios for discussion
5. Book room (as needed) and order food
6. Organize “playing stations” and procure any needed materials
7. Gather necessary materials provided during the focal person training (i.e., the focal person badge, Rounds agenda scenario prompts or images, Rounds notetaker templates, key learnings poster, Rounds feedback forms, and Rounds sign-in sheets)
8. Liaise with the Steering Group to promote the Rounds
9. Assign a notetaker. This can also be done at the beginning of the Round, as desired.



During the Rounds

1. Ensure staff who attend sign-in
2. Collect feedback from participants
3. Enable the efficient running of rounds
 - a. Assign roles (e.g., notetaker)
4. Set the tone
 - a. Be compassionate and neutral
 - b. Encourage curiosity
 - c. Make space for silence
 - d. Ensure confidentiality and safety
5. Guide the discussion
 - a. Keep the discussion reflective and emotionally focused
 - b. Support panelists and participants in sharing their stories and thoughts
 - c. Uncover larger themes and help make sense of what is shared
 - d. Manage conflict that arises
 - e. Help participants reflect on key learnings from the session





After the Rounds

1. Review feedback forms and incorporate suggested changes to next Round
2. Display key learnings poster in central space
3. Attend occasional steering group meetings to share findings and progress

Steps to organize and facilitate the Rounds

This section outlines the steps you should take to organize and facilitate the Provider Rounds.

0. Familiarize yourself with how the Rounds work

Rounds should last about one and a half hours and be held once a month for six to nine months and then quarterly or semi-annually for as long as desired. During Provider Rounds, a panelist will share a short story about an experience they had caring for a patient, focusing on the socio-emotional aspects of providing care. The facilitator will then present a scenario using a written prompt or image to lead a discussion on the Round's topic and participants will share their reflections on the stories.

At the end all participants will share their key learnings from the session. The selected panelist will share their story or experience related to the month's theme (15 minutes total). Panelists should comprise a mix of clinical and non-clinical staff with different levels of seniority. Experiences are shared from the perspective of the panelist – not the patient – and the emphasis is on the emotional impact.

The focal person will then facilitate an open discussion by presenting a written prompt or image related to the monthly theme. The scenarios will allow participants to reflect on the emotional experience of delivering care and connect their own experiences to the story the panelist shared. The focal person will ask participants to share their thoughts and reflections on the scenario and story that were shared. The focal person should steer the discussion, so it remains reflective and does not become a space for problem solving. During the stories and discussion, the focus should not be on the clinical aspects of patient care or on complaining about problems; rather, learning should lean toward understanding staff experiences from a social and emotional point of view. At the end, all participants have an opportunity to share takeaways and key learnings from the Round. As part of each Round (before or after), participants will be invited to participate in "playing stations" to help motivate participation, foster connection between staff, and reinforce the idea of the Rounds being emotionally supportive. "Playing stations" can include net ball or other games or activities that would be well-received by health facility staff.

Reinforcing the Purpose of the Rounds

Rounds that focus on the social and emotional aspects of providing care will likely be a new concept for most staff. As the facilitator, you play a critical role in reinforcing the purpose of the Rounds and keeping Rounds on track. It may be helpful to start each Round by restating the purpose of the Rounds.

Rounds should...

- Focus on the social and emotional aspects of providing care
- Focus on the staff's experience
- Form connections between staff
- Increase feelings of support
- Reduce provider stress by allowing staff to process and discuss social and emotional experiences

Rounds should not...

- Focus on clinical or technical aspects of care
- Focus on the patient's experience
- Be a venue simply for complaining about issues
- Focus on solving issues

Remind participants that structural challenges that are brought up during the Rounds will be raised with district management teams so the Rounds can continue focusing on the social and emotional aspects of providing care.

1. Review and finalize the agenda

Each round follows the same format outlined in the agenda templates below. There are two agenda templates: one for the first meeting, where you will spend some time developing norms for the Rounds, and one for the remaining three meetings. Review the agendas and adjust them as needed to meet your needs.

First round agenda

Time	Activity
15 min	Welcome & Opening Remarks <ul style="list-style-type: none">• Participants arrive and get food• Introduce the purpose of the Rounds and the meeting theme• Rapid Icebreaker• Assign a notetaker, if one has not already been assigned
5 min	Develop Round Norms <ul style="list-style-type: none">• The Focal Person leads the group through developing "Round Norms," which are then displayed on the wall during this and future Rounds.
15 min	Provider Story <ul style="list-style-type: none">• Staff member shares an experience related to the meeting theme

First round agenda

Time	Activity
35 min	<p>Facilitated Discussion</p> <ul style="list-style-type: none"> • Focal person presents written prompt or image to prompt discussion about monthly theme • The focal person facilitates a discussion with all the participants • The notetaker records key learnings throughout the meeting
10 min	<p>Key learnings & reflections</p> <ul style="list-style-type: none"> • Each participant shares one key reflection from the Round

Remaining rounds

Time	Activity
10 min	<p>Welcome & Opening Remarks</p> <ul style="list-style-type: none"> • Participants arrive and get food • The focal person reminds participants of the purpose of the Rounds, highlights key learnings from the last Round, and introduces the meeting theme (e.g., “Dealing with burnout”) • The focal person reads the agreed upon “Round Norms” • The focal person asks for one person to volunteer as the notetaker , if one has not already been assigned
10 min	<p>Rapid Icebreaker</p> <ul style="list-style-type: none"> • The focal person leads the group through a 10-minute icebreaker
15 min	<p>Provider Story</p> <ul style="list-style-type: none"> • Staff member shares an experience related to the meeting theme
25 min	<p>Facilitated Discussion</p> <ul style="list-style-type: none"> • Focal person presents written prompt or image to prompt discussion about monthly theme • The focal person facilitates a discussion with all the participants • The notetaker records key learnings throughout the meeting
10 min	<p>Key learnings & reflections</p> <ul style="list-style-type: none"> • Each participant shares one key reflection from the Round

2. Select a theme for the Round

Each Round has a specific theme

This theme will guide the panelist's story, the scenario, and the discussion during the Round. You will select the theme for each Round. Below are some criteria for selecting themes. Themes should:

- Align with staff needs and challenges
- Focus on the social and emotional aspects of caring for clients
- Prompt self-reflection and discussion
- Ultimately serve the purpose of supporting staff and helping them connect with each other



Sample themes include:

- Dealing with lack of resources necessary to do my job
- Why I come to work
- Allowing clients to ask questions and share their needs when I have so many clients to see, and time is limited
- Dealing with clients' anger and frustration (e.g., when a contraceptive method is not available)
- Providing quality care when I'm concerned about community/spouse/family reactions
- Recognizing my own biases at work
- Making mistakes and coping with them
- Being thrown in the deep end

The first Rounds theme should be straightforward

For example, you may choose to focus on a topic like “Why I come to work.” More controversial topics can be saved for later when the Rounds are more established, and trust is built.

One of the later Rounds should focus on the theme of “sharing decision-making with clients” (e.g., “Allowing clients to make decisions about their care even though they have less education than I do”). You can communicate with the steering group if you need help selecting a theme. You may want to adjust the themes based on discussion and needs that arise during Round meetings.

3. Set a date and time for the Round

Identify a date and time that will allow staff to fully engage in the Rounds while minimizing service disruptions. You may choose to hold the Rounds on a specific day and time each month, or you may choose to switch it each month, depending on what is best in your facility context. To accommodate scheduling needs, you may choose to organize multiple small-group sessions.



4. Identify a panelist for the Round

Share the theme with all providers and staff in the facility and ask for a volunteer panelist. The steering committee may also have ideas about people to reach out to. Select one staff member to share a personal experience or story related to the monthly theme.



5. Prepare the panelist to share their story

Once you have selected the panelist, you will prepare them to share their experience during the Round. The panelist will share a story related to the monthly theme that highlights the emotional or social aspects of caring for clients. It should not focus on clinical aspects or what happened to the client.

To prepare panelists:

- Help them understand that they are simply sharing their stories and experiences as a starting point for a conversation among their colleagues. They will not be interrogated about what they did right or wrong, and they are not there to answer questions. Their story will help participants reflect on the topic and their own experiences.
- Help them recognize that the stories are not meant to be a debriefing exercise. If an experience is too fresh or troubling, this is probably not the forum to share.
- Emphasize that the story they share should be emotional, not cognitive.
- Help them share their story and how the experience felt for them (not the patient's story).
- Remind them to focus on speaking in first person and use feeling words (e.g., I felt useless).
- Ask them what you can do to help them feel comfortable and safe in telling their stories.



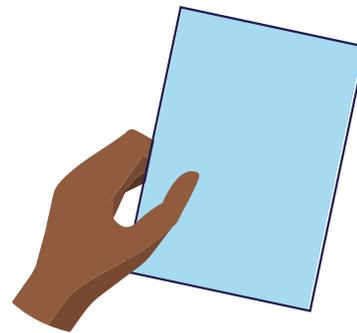
You may want to develop non-verbal cues to use with the panelists, to remind them to focus on their story, to keep the story emotional, or to let them know it is time to wrap up.

You should also check with panelists about their comfort level with public speaking. You may want to give them some tips to help them feel comfortable sharing their stories in front of others.



6. Tailor or prepare scenarios for discussion

To help participants reflect on the panelist's story and connect with their own experiences, you will prepare a scenario related to the Round theme. The scenario can be a written description or an image, and will be used to prompt discussion among participants. It should reflect a common or potential scenario related to the social and emotional aspects of providing care. You should also prepare several prompt questions to spark discussion on the scenario. Several sample scenarios and prompt questions are included in this guide, which you should tailor to your context. You can also create your own text or image-based scenarios and related questions.



Scenario 1:

Allowing clients to ask questions and share their needs when time is limited

Nia and her husband, Erevu filed into Nurse Imani's office after waiting for two hours. They were Nurse Imani's eighth clients of the day. Still, Imani had many more clients in the lobby waiting to be seen. Nurse Imani asked the couple some questions and explained options available to them. Nia and Erevu had several concerns and questions, which Nurse Imani answered to the best of her ability. She was starting to wrap up the session when Nia asked another question. Nurse Imani could feel the frustration welling up in her chest. She wanted to give Nia and Erevu the best service possible and help them feel comfortable, but she also knew the clinic would close soon and there were still other clients to attend to. She wanted to provide quality service to the remaining clients, and she also worried they might take out their frustrations about the long wait on her.

Probing Questions

- What challenges was Nurse Imani facing?
- Have you ever experienced anything like this in your facility? How did it make you feel?
- How does this connect with the story the panelist just shared?

Scenario 2:

Making mistakes and coping with them

Boniface is a lab technician at his facility who is responsible for collecting and processing samples. On a particularly busy day, his boss asked him to prepare a batch of specimens to be sent to an outside laboratory. Just as he was starting this task, a colleague asked him to help collect a blood sample. When he came back, he forgot where he had left off and ended up marking the wrong batch of specimens for external analysis. When his boss found out about the mistake, she yelled at Boniface in front of his colleagues. Boniface felt embarrassed and angry, because he always tries to do his best work. Boniface's colleagues tried to pretend nothing happened and avoided talking about the issue. Even though Boniface made efforts to correct the mistake and apologized to his boss, she does not seem to trust him, and she asks his colleagues to watch him closely.

Probing Questions

- What emotions does this story bring up for you?
- How have you coped with a mistake you made at work?
- How does this connect with the story the panelist just shared?

Scenario 3:

Dealing with lack of resources necessary to do the job

Aaliyah is a doctor and the in-charge at her facility. She does her best to make sure her facility has medicines, supplies, and resources needed to provide services, but there are frequent stock outs. Recently, a woman named Gladness came in requesting an IUD. Aaliyah knew they did not have any IUDs in stock, so she told Gladness that she could refer her to another facility. Gladness did not have the time or money to go to another facility. So, Aaliyah explained some other family planning options. Gladness decided to get an implant instead and Aaliyah went to get the supplies. Unfortunately, Aaliyah found that they were out of the needles for injecting anesthetic. Aaliyah shared the disappointing news with Gladness who became upset and shouted, “How could you play with my feelings like this? Why doesn’t the clinic have anything I need? What am I supposed to do now?” Aaliyah felt sad for Gladness and frustrated that her facility so frequently experienced stock outs. She felt powerless not knowing what else she could do to ensure her facility has the supplies it needs.

Probing Questions

- How has a lack of resources affected you in your job?
- How do you feel when you face resource constraints?
- How does this connect with the story the panelist just shared?

Potential Images to Spark Discussion

- Empty shelves where supplies should be
- Staff with large stack of paperwork
- Long line of clients needing to be seen
- Client thanking a provider
- Staff trying to multi-task
- Staff receiving training or supervision
- Staff left to do something on their own without help or training
- Staff making a mistake
- Supervisor yelling at staff
- Client yelling at provider
- Staff does not feel appreciated or valued
- Staff judging client for health decisions or choices



7. Book a room (as needed) and arrange food

You will determine the ideal location for the Rounds meetings, with assistance from the steering group as needed.

Rounds should be held in a neutral space where participants feel at ease and can sit comfortably in a circle, facing each other. Sitting in a circle is important because it sets the tone for a balanced discussion where participants are equals. It allows participants to see each other and connect on an emotional level.

The space should be private enough that everybody feels comfortable sharing their stories and experiences.



It should also be in a location that is not difficult for participants to get to and that is free from distractions. This could include community halls, outdoor spaces, informal areas outside health facilities, or a staff room in the facility. If the Round is held somewhere other than the facility, you will need to book the space and ensure it meets the requirements.

Food is an important component of the Rounds. It helps motivate people to attend and helps set the tone for a supportive meeting.

Discuss with the steering committee to determine the type and quantity of food that is right in your context. Arrange for food to be ready at the beginning of the Round.

8. Promote the Rounds

Coordinate with the steering group to promote the Rounds to all facility staff, both clinical and non-clinical, and supervisors. Emphasize the benefits of participation and help people understand that the Rounds are for them. You may choose to highlight that there will be food and games, and that they will be compensated for their time/travel.

Determine the best ways to inform staff and supervisors of the Round date, time, and location. This may include an announcement from the district health teams, posters, flyers, messages on WhatsApp groups, announcements during a training, through staff meetings, or via email.

9. Organize “playing stations” and procure necessary equipment

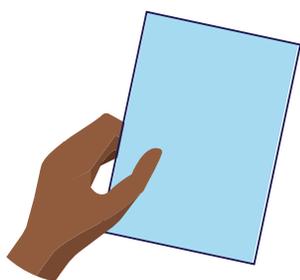
The Rounds aim to promote emotional well-being and connection. Establishing “playing stations” that participants can use on the day of the Rounds helps motivate participation, foster connection between staff, and reinforce the idea of the Rounds being emotionally supportive.

Determine what kinds of games or activities would be best received in your context. For example, you could set up Netball stations outside the venue.

Procure any necessary equipment or supplies for the games and set everything up outside the venue. This does not need to cost any or much money; the idea is to simply provide something fun for participants to engage in.



As part of the promotional efforts, let people know that there will be opportunities to play games before or after the Round.



10. Prepare supplies for Round

Get ready for the Rounds by obtaining and preparing the needed supplies.

- Print or create a sign-in sheet/confidentiality agreement for participants.
- Print or create a feedback form for each participant.
- Print the scenario image, if relevant
- Get pens or pencils for all participants.
- Make a copy of the learnings poster for each Round.

11. Host the Round

Arrive at the meeting space at least 15 minutes early so you can set everything up.

- Set up the room with chairs facing one another in a circle. Clear away any tables or desks.
- Set up the food so participants can serve themselves when they arrive.
- Place a sign-in sheet near the entrance of the room. As people arrive, ensure they sign in and agree to the confidentiality terms.
- Place feedback forms and pens on every chair.

Follow the established agenda by first welcoming everybody and doing a rapid icebreaker. At the first Rounds meeting, lead participants in developing “Rounds norms,” which will be written down, displayed in the meeting room, and read at the beginning of all subsequent meetings. Some examples of Rounds norms include:

- Turn off all electronic devices
- Listen respectfully
- Focus on the emotional aspects of care
- Create a safe space for people to share
- Maintain confidentiality



Introduce the panelist and allow them to share their story. Then present a scenario using a written prompt or image to lead a discussion on the Round's topic using prompt questions. Invite participants to share their reflections on the story and scenario.

At the end of the Round, give participants time to share some key takeaways or learnings from the Round. Ensure the notetaker records the learnings and then transfers them to the learnings poster.

Ask participants to fill out the feedback form; remind them that you will use this to inform future Rounds meetings.

See the “Tips and Tricks” section for guidance on facilitation.

12. Collate and review feedback

After the Round, collate and review the feedback from the participants. Reflect on any changes that could be made to address the feedback. Discuss with the steering committee any changes that should be implemented for the next Round.

14. Share findings and learnings with steering group

Meet with the steering group occasionally period to debrief on your experience and share findings and learnings from the process.

13. Display key learnings posters

Work with the notetaker to ensure takeaways from the round are captured on the key learnings poster. Display the key learnings poster on a wall at the nursing stations and any other relevant spaces.



Tips and tricks

Skilled facilitation helps make Rounds successful. You will find some tips and tricks for facilitating the Rounds below.

Use Icebreakers

Start every event with an icebreaker. Icebreakers help set the tone, put participants at ease, and make the events engaging. Think of icebreakers as an investment for a smoother discussion. They do not need to be long to be effective; if time is short, do a quick one. Two sample icebreakers are included here:

1. **Line Up:** Ask the participants to line up in a specific order without speaking to each other. For example, you could ask them to line up in alphabetical order by first name, or by age or birth month.
2. **Would You Rather:** Ask participants a set of “would you rather” questions and have them share their answers. For example, “Would you rather be invisible or be able to read minds?” or “Would you rather eat your favorite food for a year or not eat it at all for a year?”

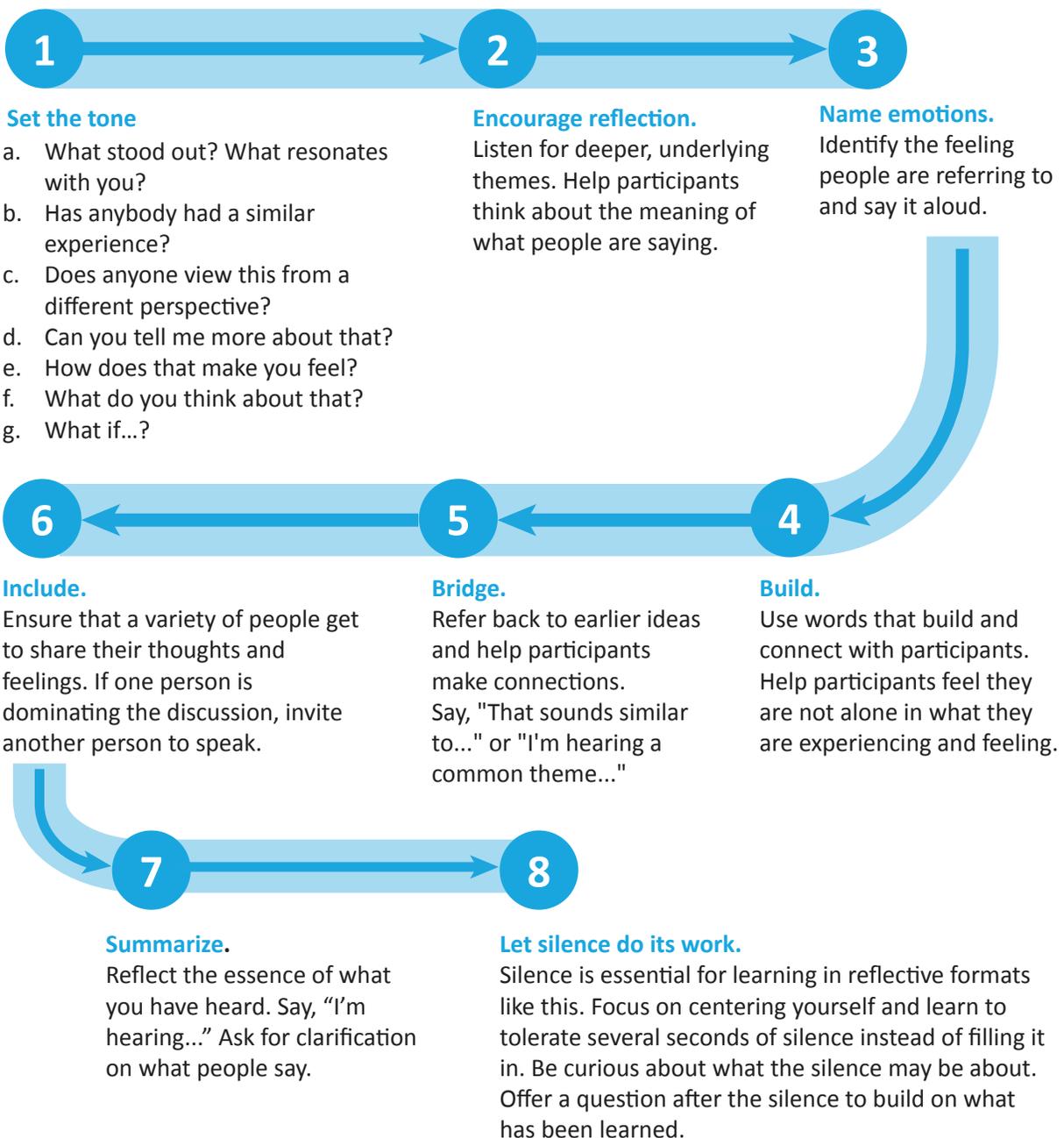
Model Behaviors

As the facilitator, you will need to model the type of behavior you want participants to display. This will set the tone for an open dialogue. Some of the most important behaviors to model during the Rounds include:

- Mutual esteem
- Openness to new ideas and ways of seeing
- Active listening
- Recognition of others' contributions (e.g., thank you for sharing that)
- Inquisitiveness
- Patience and nonjudgment

Facilitation Techniques

There are several techniques you can use to facilitate discussion, deepen reflection, and manage emotions.





Keep Participants Engaged

Make the Rounds lively and inviting so participants want to engage. To make the Rounds engaging, try using some of these strategies.

- Take short breaks, especially when emotions are high.
- Change the scenery. Invite the participants to move around the room or go outside.
- Lead a quick stretching activity to help participants feel physically and mentally refreshed.
- Use a flipchart or a white board/chalk board to visualize points made during the event.
- Use short energizers or interactive activities.
- Play music at the beginning of the event, during breaks, or while people are reflecting.

Manage the Flow

During the Round it is critical to manage the flow and timing of the discussion. Sometimes a participant may make a comment that derails the conversation. Manage that derailment by:

- recognizing and thanking them for their comment,
- reminding them of the goals of the Rounds, or
- redirecting and saying something like, “Perhaps we can discuss that later”.

Keep discussions focused on emotions and experiences, not group problem solving.

Manage time well and ensure you are aware of how long you have for each part of the agenda. Acknowledge up front and again at the end that not everything will have been said.

Signal the end of the session so others are aware of the timing as well, e.g., “We have time for one more comment.”

Respond to Emotions

Provider Rounds are meant to focus on the emotional components of care and how this feels for staff. Sometimes, however, these emotions can be difficult for participants to feel and express.

Remind participants that feeling these emotions is normal. You may want to use some techniques for helping participants deal with strong emotion, such as:

- Reflecting back what you are hearing and sensing, e.g., “I hear... in your voice”
- Acknowledging the emotion, e.g., “You sound frustrated”
- Hold the emotions or the silence
- Stand near by the person and offer comfort as appropriate



TOGETHER WE CAN

A package to foster client-centered family planning

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