

CONSULTATION & COUNSELLING

Participant Workbook – Solomon Islands

2021



Acknowledgements Training Package

This comprehensive Training Package which includes facilitator notes, participant handouts, activities and slide deck drew heavily from the Family Planning Global Handbook for providers (WHO, 2019), the Medical Eligibility Criteria for Contraceptive Use (WHO, Fifth Edition, 2015), and Selected Practice Recommendations for Contraceptive Use (WHO, Third Edition, 2016).

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The Women Enabled International

The World Health Organisation

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Welcome

Welcome to the Consultation and Counselling Training package. This training draws on international and Pacific standards including from the World Health Organisation. It reflects good practice in contraceptive education. We are confident that you will find this course relevant, interesting and memorable.

Teaching activities used in the course

This course uses activity-based learning such as role plays, small group activities, research, and presentations. These are designed to suit a range of learning styles.

Most courses are run with less than 15 people to encourage discussion and participation.

The facilitators will go through the program at the start of the course, so you know what is expected for you to get the most out of the course.

Student support

The welfare of people who come to our courses is very important to us.

No one will be unfairly disadvantaged in accessing or participating in a course due to gender, age, culture or disability.

If you experience any difficulties in participating in the course these can be discussed with the facilitator and will be responded to with sensitivity and confidentiality.

We want to create a safe learning environment and so we aim to prevent or respond quickly to concerns such as discrimination, harassment or bullying. We will also aim to prevent or respond to any safety issues in the training room.

Complaints will be investigated quickly, in confidence and resolved as quickly as possible. If you wish to provide feedback or a complaint, there are many ways you can do this. You can provide feedback to the UNFPA office in-country or by providing your feedback in writing or via email to UNFPA.

At the end of this training, you will be given an opportunity to be part of a formal evaluation where you will be asked to comment on your satisfaction with the services provided.

Student records

All information provided to us by you is treated as private and confidential.

UNFPA and your country's health ministry may also receive information from this course. We do not provide personal information to any other person or organisation.

We hope you enjoy the course.



About this course

Welcome to the training course

This course has been developed by Family Planning NSW to equip clinicians with specialised knowledge and skills on the essentials of consultation, counselling skills to facilitate choice, including communication, principles of sexual history taking sensitively and respectfully, and differentiate the need of priority populations. The course is designed for instructors, training specialists or other staff delivering classroom-based lessons/presentations in a training environment and provides instruction, coaching, and feedback to prepare those who deliver training,

Course objectives

1. Use effective communication and counselling skills to facilitate choice
2. Apply the elements of a sexual and reproductive health history taking
3. Distinguish the needs of priority populations
4. Conduct a sensitive and appropriate sexual and reproductive health consultation

Course values

Sexual and reproductive rights embrace human rights recognised in national laws and international human rights legislation and agreements. These rights rest on the recognition that all couples and individuals have the right to decide freely and responsibly the number, spacing and timing of children. It is the right to have the information and means to attain the highest standard of sexual and reproductive health. It also includes the right to make decisions concerning reproduction free of discrimination, coercion, and violence¹.

How to use the workbook

The Participant Workbook contains all the activities and group work that will be delivered throughout this course and provides a space where participants can take notes and use as reflection. Throughout the course you will be asked to participate in group discussions or role plays in order to enhance your learning.

Activity feedback is an important part of the learning process. You are encouraged to provide feedback on the activities and the training facilitators will support you in this process through active listening and positive feedback. The participatory nature of the activities reflect the different styles of adult learning techniques and offer you the opportunity to link new knowledge learned from the sessions with your own experience.

At the end of each activity, the training facilitator will share key messages with the group so as to summarise and reinforce these.



About this course cont...

Course outline

| Day | Time | Session | Learning outcomes | Activities | Resources | |
|----------------------|-----------------------------------|---|---|--|---|--|
| 1. | 9.00 | Session 1 (100 minutes) Introduction to Consultation and Counselling Module | Describe the objectives of the training Provide an overview of the program | Prayer and devotion – 10 minutes Welcome and housekeeping – 30 minutes Activity 1.1 – Pre-training survey – 30 minutes Activity 1.2 – Group expectations – 10 minutes Activity 1.3 – Group agreement – 10 minutes Activity 1.4 – COVID-19 safety – 10 minutes | Resources • Pre-training survey • Pens, paper, and blu tack • Group agreement list • WHO COVID-19 video | |
| | Morning Tea (20 minutes) | | | | | |
| | 11.00 | Session 2 (90 minutes) Communication & Listening Skills | Use effective communication and counselling skills to facilitate choice | Presentation of PowerPoint content – 25 minutes Activity 2.1 – Self-reflection – 15 minutes Activity 2.2 – Listen & draw – 15 minutes Activity 2.3 – Non-verbal communication – 20 minutes Activity 2.4 – The bus driver – 15 minutes | Video • Communication Process Handouts • Shapes Resources • Pens, paper, and blu tack | |
| | Lunch (60 minutes) | | | | | |
| | 1.30 | Session 3 (120 minutes) Consultation Process | Use effective communication and counselling skills to facilitate choice | Presentation of PowerPoint content – 30 minutes Activity 3.1 – The consultation – 5 minutes Activity 3.2 – Hand hygiene – 20 minutes Activity 3.3 – Condom negotiation video – 5 minutes Activity 3.4 – Value clarification – 60 minutes | Video/s • Hand hygiene • Consent • Privacy • Condom negotiation Handouts • WHO hand hygiene Resources • Food colouring, gloves, timer • Pens, paper, sticky notes, and blu tack • Butchers paper | |
| | Afternoon Tea (15 minutes) | | | | | |
| | 3.45 | Session 3 cont. (30 minutes) Consultation Process | Use effective communication and counselling skills to facilitate choice | Presentation of PowerPoint content – 20 mins Activity 3.5 – Relationship spectrum – 10 mins | Handouts • Relationship spectrum | |
| Day in review | | | | | | |

| Day | Time | Session | Learning outcomes | Activities | Resources | |
|-----------------------------------|-----------------------------------|---|---|---|--|--|
| 2. | 9.10 | Session 4 (90 minutes) Sexual and Reproductive Questions | Apply the elements of a sexual and reproductive health history taking | Presentation of PowerPoint content – 30 minutes Activity 4.1 – Writing/asking sexual and reproductive health history – 60 minutes | Handouts • Sexual and reproductive health questions | |
| | Morning Tea (20 minutes) | | | | | |
| | 11.00 | Session 5 (30 minutes) Principles of Sexual and Reproductive History Taking | Apply the elements of a sexual and reproductive health history taking Medical Eligibility Criteria (MEC) Clinical documentation | Presentation of PowerPoint content – 20 minutes Activity 5.1 – Clinical documentation – 10 minutes | Video • Clinical Documentation | |
| | 11.30 | Session 6 (60 minutes) Counselling & Informed Decision Making | Use effective communication and counselling skills to facilitate choice | Presentation of PowerPoint content – 20 minutes Activity 6.1 – Client’s journey – 10 minutes Activity 6.2 – Contraceptive Flipchart – 20 minutes Activity 6.3 – Matching strategies – 10 minutes | Video • Video • WHO person-centred care Handouts • WHO integrated people-centred care • Contraceptive Flipchart Resources Butchers paper, pens, blu tack | |
| | Lunch (60 minutes) | | | | | |
| | 1.30 | Session 7 (60 minutes) Violence, Disclosure and Self-Care | Apply the elements of a sexual and reproductive health history taking | Presentation of PowerPoint content – 40 minutes Activity 7.1 – Self-care – 20 minutes | Handouts • WHO contraceptive delivery tool for humanitarian settings Resources • Paper, pens, Stick notes, blu tack | |
| | Afternoon Tea (15 minutes) | | | | | |
| | 2.45 | Session 8 (60 minutes) Diverse Groups | Distinguish the needs of those in special circumstances | Presentation of PowerPoint content – 30 minutes Activity 8.1 – Stepping out – 30 minutes Activity 8.2 (optional) – Assessing for Infertility – 20 minutes | Resources • Stepping Out Scenarios • Paper, pens | |
| Day in review (15 minutes) | | | | | | |



Course outline cont...

| Day | Time | Session | Learning outcomes | Activities | Resources |
|-----|--------------------------|---------------------------|-------------------------------|---|---|
| 3. | 9.10 | Session 9 (50 minutes) | Summary | Activity 9.1 – Bringing it all together – 50 minutes | <ul style="list-style-type: none">• Case study / role play |
| | Morning Tea (20 minutes) | | | | |
| | 10.30 | Session 9 (90 minutes) | Summary, feedback and wrap up | Activity 9.1 – Bringing it all together – 60 minutes | <ul style="list-style-type: none">• Case study / role play• Feedback form (20 minutes) |



Introductions and energisers

Establishing group rules

Participate – be involved

- We all learn from each other, so it is important for everyone to contribute to our discussions and activities. Let us hear about your thoughts, feelings, and opinions

Be honest

- Be honest and say what you think. Do not wait to talk about your concerns or problems until the very end of the workshop

Respect and support each other

- We are all here to learn. We'll be discussing sensitive topics, but we're all on common ground. Avoid put-downs and using bad language

Listen to each other

- Let one person speak at a time and listen to them. Let's learn with one another, no question is a silly question

What is said here stays here

- Confidentiality and privacy are important. Outside this session don't talk about other people's personal stories or ideas they have shared with the group

The right to not participate

- If you do not feel comfortable with a topic, it's okay not to say anything in the discussion, only share or disclose what you feel comfortable with

Respect each other's time

- Begin each session on time and return from all breaks and lunch promptly

The use of mobile phones

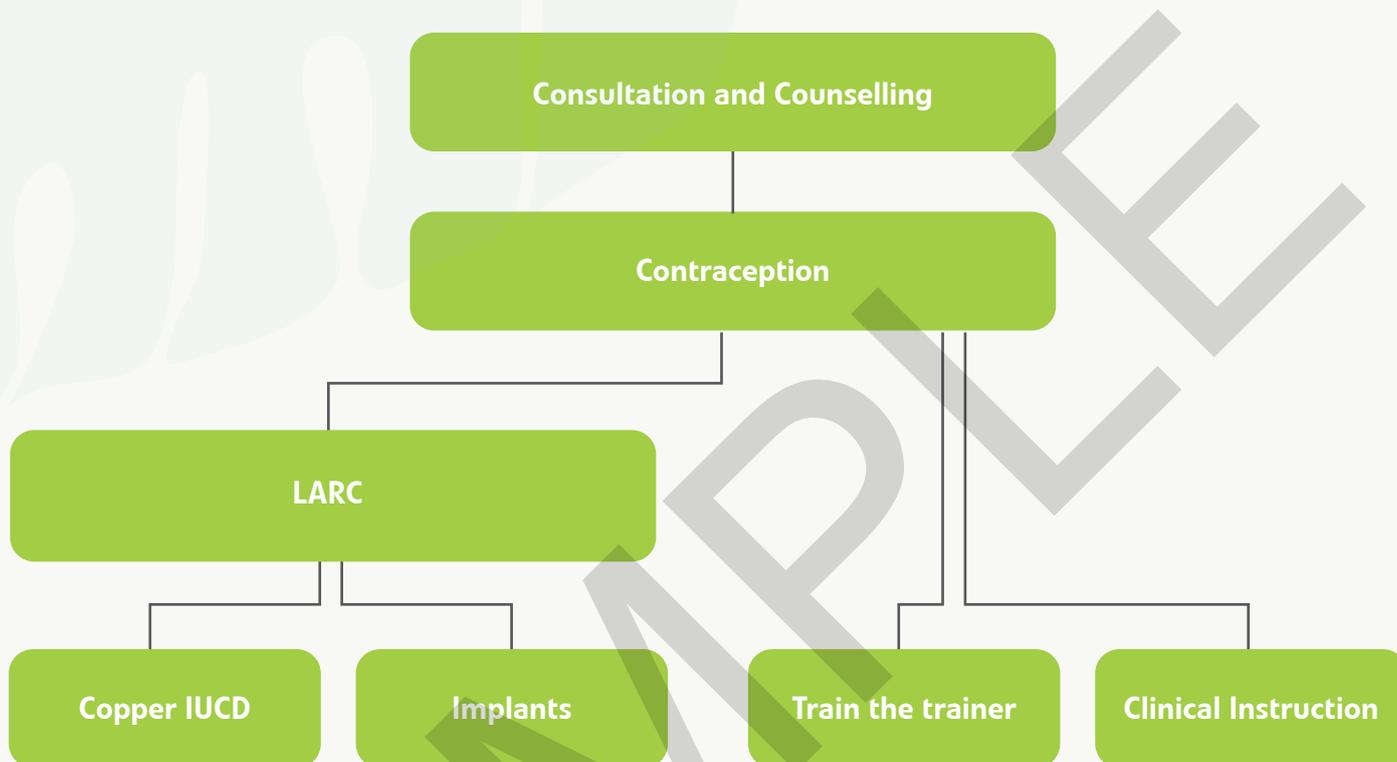
- Not to use your mobile phone in the middle of a session or while someone is speaking
- If you need to take a call please quietly excuse yourself to make the phone call outside



Introductions and energisers cont...

Diagram of course structure

- Observe the course structure and answer the following question.



Are you interested in undertaking additional training, if so, which courses would you like to attend?

Group expectations

To understand expectations of the training and to allow you to be clear about the program, to express any feelings which could prevent you from fully engaging and to encourage a sense of participation and solidarity and reduce potential hostility or fear.

What are your expectations for this course?

1.1

Activity: Create a group agreement



Participant notes