



Caring Behaviours: An Essential Component of Quality Care During Labour and Birth (PART 1)

Information for the Facilitator

Caring behaviour is the simple actions that maternity health care providers can take to show women kindness and respect, give them privacy and make them feel comfortable. Women receive caring behaviour when providers respond to their needs promptly and provide reassurance and information on ways to help themselves and what to expect during labour and birth. Because women in labour have better birth outcomes and a decrease in the length of labour when they have a supportive person with them, encouraging a family member or friend to be with the woman is an example of caring behaviour. Ultimately, caring behaviour means treating a woman in labour how you would want to be treated if you were in her shoes.

The training module on caring behaviours is divided into three short sessions over the course of the training. **PART 1** is a short introductory session (40 minutes) to define the term caring behaviour and to help participants identify behaviour that is “caring” toward maternity clients. This exercise will prepare them to use an observation tool, which they will complete during a two-hour observation of a labour ward. **PART 2**, will be a longer session that will provide an opportunity for participants to share and discuss their observations about the “caring” aspects of the treatment provided to maternity clients and to explore the benefits and challenges of approaching clients in a caring manner. Finally, in **PART 3** participants will explore approaches for introducing caring behaviours to supervisors and colleagues at their workstations before preparing their skills implementation plans.

Objectives

By the end of this 40-minute session of the Life-Saving Skills course, participants will:

1. Define caring behaviour in the provision of maternity care.
2. Identify ten caring behaviours that a midwife, nurse, or physician can perform to make the childbirth experience better for women.

Preparation

To prepare for the Life-Saving Skills course:

1. Review background literature on caring behaviours.
2. Review available qualitative research findings on communities’ perceptions of the quality of maternity care at health facilities—both the clinical and interpersonal dimensions of care.
3. Review findings from a baseline assessment of caring behaviours performed in the Labour and Delivery unit, using the Maternal Care Providers’ Behaviour Assessment Tool, by clinicians not affiliated with the training facility.

Prior to the first session on caring behaviours:

1. Make copies of the following handouts for participants:
 - Resource A: Observation Tool: Caring Behaviours on Labour and Delivery
 2. Write the following information on poster paper or newsprint (or overhead, etc.) and take to the session:
 - Objectives
 3. Develop a schedule for participants' two-hour observations of the labour ward. Participants will observe the ward in pairs, with no more than two pairs observing the ward at a time.
 4. Inform ward staff that training participants will observe the ward for two-hour sessions and share the observation schedule.
- Time:** 40 Minutes during session, followed by homework to be completed during a two-hour observation of the labour ward.

Resources and References

Resources: Resource A: Observation Tool—Caring Behaviours in Labour and Delivery

References

1. Moore, M., Armbruster, D., Graeff, J., Copeland, R., "Assessing the "Caring" behaviours of Skilled Maternity Care Providers during Labour and Delivery: Experience from Kenya and Bangladesh", The CHANGE Project, Academy for Educational Development/The Manoff Group, Wash. DC, Aug. 2002.
2. Homabay and Migori Interview Excerpts – Kenya, Family Care International (also available is the full text of the qualitative research).
3. Fonn, S., Mtonga, A.S., Nkoloma, H.C., et.al., "Health providers' opinions on provider-client relations: results of a multi-country study to test *Health Workers for Change*, Health Policy and Planning; 16 (Suppl. 1): 19-23 Oxford Univ. Press, 2001
4. Andaleeb, Syed Saad, "Service quality perceptions and patient satisfaction: a study of hospitals in a developing country", Social Science and Medicine, 52 (2001), 1359-1370.
5. Amooti-Kagina, B., Nuwaha, F., "Factors influencing choice of delivery sites in Rakai district of Uganda", Social Science and Medicine, 50 (2000) 203-213.

Time	Topic	Activity	Resources	Evaluation
5 mins.	Evaluating caring behaviours	<u>Introduction of practicum assignment:</u> Facilitator introduces the observation tool, which participants are responsible for completing based on a two-hour observation of the labour ward. Ask participants to find a partner for the assignment and share with them a schedule for their two-hour observations of the labour ward. Inform the group when they should be prepared to share/discuss their observations.	-Resource A: Observation Tool: Caring Behaviours in Labour and Delivery	Participants familiar with the observation tool and prepared to complete it during practicum sessions on labour ward and MCH clinic.

Homework:

The following activity is to be completed before **PART 2** of the caring behaviours training session.

1. Complete the observation tool: Each participant will pair up with another participant to complete this activity. Two participants will spend two hours sitting and observing in the labour room. During the two hours, the participants will each answer all questions and collect all information required to fill in the observation tool.

themselves and what to expect during labour and birth. Because women in labour have better birth outcomes and a decrease in the length of labour when they have a supportive person with them, encouraging a family member or friend to be with the woman is an example of a caring behaviour. Ultimately, caring behaviour means treating a woman in labour how you would want to be treated if you were in her shoes.

Caring Behaviours: An Essential Component of Quality Care During Labour and Birth (PART 2)

Information for the Facilitator

Caring behaviour is the simple actions that maternity health care providers can take to show women kindness and respect, give them privacy, and make them feel comfortable. Women receive caring behaviour when providers respond to their needs promptly and provide reassurance and information on ways to help themselves and what to expect during labour and birth. Because women in labour have better birth outcomes and a decrease in the length of labour when they have a supportive person with them, encouraging a family member or friend to be with the woman is an example of caring behaviour. Ultimately, caring behaviour means treating a woman in labour as you would want to be treated if you were in her shoes.

The training module on caring behaviours is divided into three short sessions over the course of the training. **PART 1** is a short introductory session (40 minutes) to define the term caring behaviour, and to help participants identify behaviours that are caring towards maternity clients. This exercise will prepare them to use an observation tool, which they will complete during a two-hour observation of a labour ward. **PART 2** is a longer session designed to provide an opportunity for participants to share and discuss their observations about the “caring” aspects of the treatment provided to maternity clients and to explore the benefits and challenges of approaching clients in a caring manner. Finally, in **PART 3** participants will explore approaches for introducing caring behaviours to supervisors and colleagues at their workstations before preparing their skills implementation plans.

Objectives

By the end of this 2-hour session of the Life-Saving Skills course, participants will:

1. Identify at least five caring behaviours seen on the Labour and Delivery unit.
2. List at least three reasons why caring behaviour is important to quality care.
3. State five barriers for midwives, nurse or physicians that could keep them from performing caring behaviours.
4. Identify three to five ways to overcome those barriers.

Preparation

To prepare for the Life-Saving Skills course:

1. Collect participants' completed Observation Tools no later than the evening before this session. Review the observations and compile and summarise the data on observed caring and uncaring behaviour on the designated form (**Resource B**). This data will be presented to the participants as well as used as examples and support information during the session.
2. Review background literature on caring behaviours.

3. Review available qualitative research findings on communities' perceptions of the quality of maternity care at health facilities—both the clinical and interpersonal dimensions of care.

Prior to the caring behaviour session:

1. Make copies of handouts for participants:
 - Resource C: Caring Behaviours—Research findings and other information
 - Resource D: Role Play—Description
 - Resource E: Role Play—Observation form
 - Resource G: Job Aid—“Treat Patients and Their Families in the Way I Would Like to be Treated!”
2. Write the following information on poster paper or newsprint (or overhead, etc.) and take to the session:
 - Objectives
 - Data from participant Observation Tools
 - Some of the research findings and additional information on caring behaviours

Time:

Two-hour session followed by group homework to be completed by the last day of training.

Resources

- Resource B: Summary of Data from Observation Tool—Caring Behaviours in Labour and Delivery (from participants)
- Resource C: Caring Behaviours—Research findings and other information
- Resource D: Role Play—Description
- Resource E: Role Play—Observation form
- Resource F: Job Aid— “I Treat Patients and Their Families in the Way I Would Like to be Treated!”

Caring Behaviours—PART 2 (Two hours—scheduled after all participants have been on the labour ward and MCH clinic at least once)

Time	Topic	Activity	Resources	Evaluation
20 mins.	Observations on Labour and Delivery	<p><u>Discussion:</u> The participants are asked to share their observations from the L&D ward. They begin by identifying caring behaviour they observed during their observation periods. The facilitator writes them on poster paper or newsprint (10 mins.).</p> <p>Facilitator asks what the participants learned from this observation. The responses are listed on the poster paper or newsprint. The facilitator adds the following ideas if they are not mentioned:</p> <ul style="list-style-type: none"> • Frequent reasons given by staff for not providing caring behaviour—as well as clinical care—is the lack of time. During your observation, did the midwives appear too busy to perform caring behaviour? Were they too busy to perform additional clinical care such as foetal heart tones or blood pressures? • It takes very little time or effort to perform caring behaviour such as talking kindly, giving a backrub, covering the patient, giving advice, etc. 	<ul style="list-style-type: none"> - 2 markers - large poster paper or newsprint - easel or masking tape to hang paper on walls - Resource A: Observation Tool: Caring Behaviours in Labour and Delivery - Completed observation forms from participants - Resource B: Summary of Data from Observation Tool: Caring Behaviours in Labour in Delivery (from participants and collated by facilitator) - Summary data from baseline assessment 	Participants list five caring behaviours seen on the L&D unit.
	Observations in Labour and Delivery (continued)	Facilitator asks if there was behaviour the staff performed that they thought could be performed better or differently to benefit the patient. Would the participants want to be treated this way if they were in labour? Ask what the participants might have done		

Time	Topic	Activity	Resources	Evaluation
		<p>differently.</p> <p><u>Presentation:</u> Facilitator presents the data from the participant observation forms either on a large poster paper, newsprint or in a handout. Also shares some of the data from the baseline assessment on caring behaviour. Using the data, the facilitator encourages discussion around the following questions:</p> <ol style="list-style-type: none"> 1. What are the strengths of the L&D unit in terms of creating a caring environment for patients? Identify the areas where participants noted that caring behaviour was performed. <p>Examples: 8 of 10 women were covered and provided some privacy while examined. Another example might be that all patients were advised and taught how to breathe slowly to assist with the discomfort of labour.</p> <ol style="list-style-type: none"> 2. Which areas could be improved to strengthen caring behaviours? 		
20 mins.	Caring behaviours: Research findings and studies	<p><u>Discussion:</u> Facilitator discusses research findings and shares information on caring behaviours. Participants encouraged to share ideas and ask questions.</p>	<ul style="list-style-type: none"> - Easel - large poster paper or newsprint - 2 markers <p>-Resource C: Caring Behaviours—Research findings and other information</p>	<p>Participants state three reasons caring behaviour is important to quality care.</p> <p>Participants identify two</p>

Time	Topic	Activity	Resources	Evaluation
				research findings on caring behaviours
20 mins.	Personal experience with caring behaviour	<p><u>Role Play(s)</u>: Participants divide themselves into groups of four. Two participants in each group will role play a midwife and her sister, who is a woman in labour. The other two participants will be observers. The facilitator explains that:</p> <ul style="list-style-type: none"> - each group will perform the role play twice, with participants changing roles for the second role play. - there is a time limit of ten minutes per role play. 	<ul style="list-style-type: none"> - Easel - large poster paper or newsprint - 2 markers <p>-Resource D: Role Play—Description</p> <p>-Resource E: Role Play—Observation form</p>	Participants identify ways they want to be treated if they were a L&D patient.
30 mins.	Personal experience with caring behaviour (continued)	<p><u>Values Clarification:</u> Each group will summarise:</p> <ul style="list-style-type: none"> - How it felt to be the patient. - How she would care for her sister—how was it similar or different than the care given to patients in the L&D unit? - The findings of the observers. - What are barriers to providing this type of care to all L&D patients? - How can these barriers be overcome? 	<ul style="list-style-type: none"> - Easel - large poster paper or newsprint - 2 markers 	<p>Participants list five barriers that keep healthcare providers from performing caring behaviour.</p> <p>Participants each list a way to overcome a barrier.</p>
30	Improving caring	<u>Create a job aid:</u> Participants will each create a one-	Visual and Job Aid from	

Time	Topic	Activity	Resources	Evaluation
mins.	behaviour in the L&D unit	page job aid entitled, "I Treat Patients and Their Families in the Way I would Like to be Treated!"	UNICEF/Bangladesh: "I Treat Patients and their Families in the Way I would Like to be Treated!"	
5 min.	Wrap-up and summary	<u>Discussion:</u> Facilitator asks participants to summarise the important points and information from the session. The points are listed on poster paper or newsprint. Facilitator adds any information necessary.	<ul style="list-style-type: none"> - 2 markers - large poster paper - easel or masking tape to hang paper on walls 	Participants give verbal responses that provide summary information on session.
10 mins.	Feedback from participants/ assessment	<u>Assessment activity:</u> Evaluate whether objectives of session have been met. Facilitator provides clarification, additional information or answers to questions as needed.	<ul style="list-style-type: none"> - 2 markers - large poster paper - easel or masking tape to hang paper on walls <p>-Poster paper or newsprint with objectives listed</p>	Participants respond correctly and meet all objectives of session.
5 mins.	Introduction of homework	<u>Homework:</u> Ask participants to work in four groups to develop five-minute presentation for facility in-charge or co-workers at workstation to sensitise them about the importance of caring behaviours and to convince them of the value of simple, compassionate actions towards maternity clients. Inform participants that they will be asked to role play their presentations on the last day of the training, before developing implementation plans.		Participants respond correctly and meet all objectives of session.

Session Outline: Caring Behaviours of Maternity Care Providers

Homework:

The following group homework activity will be completed by the last day of the training:

1. Develop a presentation on the importance of adopting caring behaviours toward maternity clients: The participants will divide into groups of four people to develop a five-minute presentation that they would make to the in-charge and fellow maternity care providers at their workstation to explain why caring behaviour is essential to quality care. The presentation should help colleagues understand what simple, compassionate actions they can take to make women feel comfortable, reassured, and respected during their interactions with health professionals.

Caring Behaviours: An Essential Component of Quality Care During Labour and Birth (PART 3)

Information for the Facilitator

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Objectives

By the end of this 40-minute session of the Life-Saving Skills course, the participant will:

- Identify key challenging and supportive factors that they expect to encounter in trying to introduce caring behaviours at their home workstations.
- Identify strategies to inform and sensitise colleagues about the importance of caring behaviours.

Preparation

To prepare for the Life-Saving Skills course:

1. Review background literature on caring behaviours.
2. Review available qualitative research findings on communities’ perceptions of the quality of maternity care at health facilities—both the clinical and interpersonal dimensions of care.

Time

40 minutes.

References:

1. Moore, M., Armbruster, D., Graeff, J., Copeland, R., “Assessing the “Caring” behaviours of Skilled Maternity Care Providers during Labour and Delivery: Experience from Kenya and Bangladesh”, The CHANGE Project, Academy for Educational Development/The Manoff Group, Wash. DC, Aug. 2002.
2. Homabay and Migori Interview Excerpts – Kenya, Family Care International (also available is the full text of the qualitative research).
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Caring Behaviours—PART 3 (40 minutes—scheduled immediately before development of implementation plan)

Time	Topic	Activity	Resources	Evaluation
15 mins.	Introducing caring behaviour to colleagues “back home”	<p><u>Discussion:</u> Ask participants to share their perspectives on the challenges of introducing caring behaviours to colleagues at their home workstations. Do they think their colleagues will be receptive/supportive? Do they think that their colleagues will make it difficult for them to try to treat clients in a more caring and compassionate manner? Note down all the supportive and challenging factors mentioned on newsprint or poster paper.</p>	<ul style="list-style-type: none"> - 2 markers - large poster paper or newsprint - easel or masking tape to hang paper on walls 	<p>Participants appraise the challenges they are likely to face in introducing caring behaviour at their worksites.</p>
25 mins.	Caring behaviour presentation/role play	<p><u>Role play/mock presentation:</u> Ask each group to make their 5-minute presentation on how they would sensitise colleagues at their home workstations about caring, compassionate care. After all four groups have made their presentations, ask participants to comment on the most convincing elements or arguments in the various presentation and to discuss how to approach a facility in-charge or co-workers with this information.</p> <p>Wrap-up by urging participants to include activities for improve caring behaviours in their action/implementation plans.</p>		<p>Participants role play presentation approaches for sensitising supervisors and co-workers about caring behaviour.</p>