

VERBAL AUTOPSY SUPERVISOR TRAINING GUIDE

SAVVY

Sample Vital Registration with Verbal Autopsy



MEASURE Evaluation
U.S. Census Bureau

Verbal Autopsy Supervisor Training Guide

SAVVY

Sample Vital Registration with Verbal Autopsy



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ABOUT THIS TRAINING GUIDE

Training is one of the most important parts of preparation for verbal autopsy (VA) data collection. The purpose of this guidebook is to ensure that trainers are prepared to train competent verbal autopsy supervisors. Generally, VA supervisors will be senior members of the district- or province-level health management team.

It is assumed that, initially, participants in the training sessions will not have a good working knowledge of the operations of the Sample Vital Registration with Very Autopsy (SAVVY) mortality surveillance system; that is, they will not have read the *Verbal Autopsy Supervisor's Manual*, *Verbal Autopsy Interviewer's Manual*, or *Key Informant's Manual* before arriving at training.

This training guide is designed to provide an outline for training people with limited knowledge about the SAVVY mortality surveillance system to become VA interviewers. The duration of the VA supervisor training course should be about five consecutive days.

INSTRUCTIONS TO THE TRAINER

This training guide will help you teach all the skills necessary for a person to become a trainer of SAVVY VA supervisors. In addition, there are some guidelines provided in this manual that you should follow to help training progress smoothly.

The key to an effective training session is preparation. If you are prepared in advance, your confidence will be apparent to the trainees. No amount of classroom technique or speaking skill can overcome the handicap of not knowing your subject matter.

Always treat your trainees with respect and courtesy. Remember, they will be working for you.

Study the Training Materials in Advance of the Session

Read and study all the training materials well in advance of the session, including this training guide; the SAVVY *Verbal Autopsy Supervisor's Manual*, *Verbal Autopsy Interviewer's Manual* and *Key Informant's Manual*; and all materials that will be used in the training session. Do not be concerned about your presentation during your initial reading of these materials; concentrate instead on understanding the concepts and operations that are covered. If you do not understand a particular part, reread the portion that covers that part or search for added information in the manuals. If necessary, ask your supervisor for assistance. Before training begins, be certain that you understand every phase of the supervisor's role in the SAVVY system.

Practice

Read all the materials several days before the training begins, including this training guide. At this point, read portions of the materials aloud following the schedule in the training guide and begin to concentrate on your presentation and the types of questions the trainees are likely to ask. You may find it useful to make notations and marks in the supervisor's manual to help you during the actual training.

If possible, conduct a small dry run presentation on your own. A dry run is a practice presentation in front of a mirror or a small group of friends, with a clock. The dry run gives you a chance both to find out if you are speaking loudly and clearly, and to assess how long it takes you to cover certain parts of the training. This will also give you a chance to practice referring to the materials as you speak. Using the materials during this live practice will keep you from fumbling during the training. It is embarrassing and time consuming for you to have to interrupt training to find a page or form. It is even worse when you do not know which form to use or when to use it.

It is important to try and think about possible questions that may be asked during training and try to prepare for them in advance as much as possible by noting important sections in your materials and knowing the topics covered. However, there will always be some questions that are unexpected. In these situations, your answers must be the same as would be given by any other trainer in the country. In order to ensure that answers are consistent, you should contact your

supervisor with any unusual or difficult questions that you receive during training so that the supervisor can share the answers with all the other trainers.

Classroom Preparation

Preparing the classroom for training is as important as preparing yourself to conduct the training. Locate and inspect a training site.

If a training site has been selected for you — If a site has already been selected, do the following:

- ☒ Meet with the person in charge of the training site.
- ☒ Confirm the earlier agreement.
- ☒ Verify that the space will be available and ready on the days you need it.
- ☒ Inspect the space to make sure it meets the basic requirements for the training site. (See the list below on this page, “A training site should meet the following requirements.”)
- ☒ Notify your supervisor when you are satisfied with the site and have confirmed the earlier arrangements. Discuss any problems with your supervisor.

If a training site has not already been selected for you — If a site has not been selected, visit potential sites until you locate one with adequate space that is available during the scheduled training. Use the following suggestions as potential sites:

- ☒ schools, including colleges or vocational training centers
- ☒ churches, synagogues, or mosques
- ☒ community or recreation centers
- ☒ clubs or lodge meeting halls
- ☒ libraries
- ☒ post offices
- ☒ military centers
- ☒ other government offices

A training site should meet the following requirements. It should be:

- ☒ rent-free (if free space is not available, DO NOT make a commitment to rent training space, contact your supervisor for help);
- ☒ quiet and free of distractions;
- ☒ large enough to accommodate all of your trainees, but not too large;
- ☒ equipped with sufficient desk or table space, and seating for all the trainees;
- ☒ well ventilated, as weather requires;
- ☒ have some type of restroom facilities, either on-site or nearby and available for use during training;

- ✘ have eating facilities nearby, or you must tell trainees to bring a lunch; and
- ✘ centrally located, to limit travel by all trainees.

Once the training site is set and your trainees have been selected, you will receive a partially prepared list of trainees, with each trainee's name and where they come from (contact address). If it has not already been done by your supervisor or another SAVVY officer, notify your trainees of the date, time, and place of training.

Prepare the Training Room for the Training Session

Arrange the seats and tables so that each trainee can easily see and hear you and see any materials that you'll be using during training. Provide enough space so that each trainee has room to spread out his/her training materials or take notes.

A list of materials needed both by you and your trainees can be found near the end of this chapter. Several days before the training session, make sure you have all the needed materials. Before trainees arrive on the first day of training:

- ✘ Place a *Verbal Autopsy Supervisor's Manual* at each trainee's seat, along with a notebook and pen or pencil.
- ✘ See that lighting and ventilation are adequate.
- ✘ Check the locations of water fountains, rest rooms, and lunch facilities.

If available, name cards are very useful for yourself and each trainee, especially the first few days of training. At the first training session, have each trainee write his or her name on a name card using the black marker found in your training package. Make a quick seating chart for your own reference once everyone is seated. The seating chart will help you to call on trainees during training and help you remember their names. Ask the class to keep their seats for the rest of the training session.

Do not allow trainees to smoke or eat in the training room during training sessions. Request that all cell phones be turned off during training. Advise trainees of the time and duration of training breaks and the location of nearby bathrooms and dining facilities, and any necessary emergency procedures.

How to Use a Training Guide

Why we use training guides —Training guides are used for the following reasons:

- ✘ Training guides ensure **uniform training**. If all trainers use the same training materials, then all trainees receive the same training. All trainees need to receive the same instructions so they will perform their duties in the same manner.
- ✘ Training guides control the **cost and time of training**. The length of time for training is limited, and having a training guide helps trainers to emphasize the most important topics during the set training period. You should make every

effort to keep to the training schedule provided. Uniform training keeps the costs of training within the budget.

- ✘ Most supervisors do not have the time or resources to design and prepare a training program. The training guide **freed the supervisor** from the burden of preparing his or her own training program, allowing him or her to concentrate on working with the trainees.

Classroom Training Techniques

Keep training upbeat — This training guide will instruct you in which topics you should cover and in what order during training. However, merely reading a manual or form aloud does not make for an effective training session. The trainer must keep the session upbeat. Only you, the trainer, can make the session effective. You must watch for signs that reflect how well the trainees are learning and how well you're holding their attention. Signs to watch for include trainees' classroom participation, their answers to your questions, and their own questions to you.

If trainees show signs of boredom or fatigue, take a short break, ask questions, or find other ways to keep trainees involved in the training session.

Techniques to use — If you follow the training techniques listed below, you'll be able to manage the attention of the class and guide the trainees through an effective learning experience:

Study this guide. Be able to deliver training efficiently and accurately. Know the materials so well that when trainees ask questions that will be covered later in the training, you can tell them so and move on without taking time to answer a question that will be covered later.

Know the other training materials. Have copies of the manuals and materials referenced in this training guide available for your reference and put them in order so that they are easy to locate.

Stand up when you conduct training. In doing so, you will gain in two ways. First, you will have better control of the class, because you can see each trainee and the signals of frustration (hearing difficulty, doubt, or other problem) that a trainee's face may reflect. Second, your voice will carry better with less effort on your part.

Maintain eye contact with your trainees. Look up from your reading whenever you reach the end of an important topic and at the end of each paragraph. Look at the trainees' expressions. If someone looks confused or troubled, stop to ask if anyone has a question. Make a mental note to watch persons who look confused during exercises to see if their performance during the exercises demonstrates an understanding of the material. As you gain experience, you will master keeping eye contact while reading. When you look up, be sure to keep your place by using your finger or a pencil to point at where you left off.

Guard against distracting habits. These include jingling coins, twirling a pencil, etc. You do not need to remain completely still, but remember that you want your trainees to pay attention to what you are saying, not what you are doing.

Speak clearly and convincingly. Make sure everyone in the room can hear you without difficulty. Read at a normal rate of speed. Reading too quickly or slowly will lose the attention of the class.

Vary your tone of voice. If your tone of voice is too level, trainees will have a hard time staying focused on what you are saying. Identify the key words in each sentence and try to emphasize them when reading. For example, in the following sentence:

Keep your supervisor's manual with you at all times when working in the field.

The words in boldface could be emphasized to underline the meaning of the sentence:

*Keep **your supervisor's manual** with you at **all** times, when working in the field.*

If you do not know an answer, admit it. Do not fumble around for an answer or, still worse, give the wrong one. Never bluff. Look up the answer with the help of the class. If the question is not covered in your materials, tell the class that you will give them the answer after you speak to your supervisor. Then be sure that you do.

Read the manual exactly as it is written. Do not omit anything unless you are instructed to do so by your field office manager (FOM). This ensures that all trainees throughout the country will receive the same training.

Limit discussions. Class participation is a key to effective training, but it must be used wisely. Do not let the trainees' eagerness throw the session too far off schedule. The following techniques will help you to control the class without destroying the trainees' willingness to participate in class discussions:

- ✘ If a trainee asks a question about a point covered later in the guide, tell him or her to hold the question since you will be covering it later. Sometimes you should ask the trainee to make a note and hold a question even if you don't know if it's covered later. If the question is not covered, go back to it at the end of training and try to find the answer in the training materials or get the answer from your supervisor.
- ✘ If a discussion gets out of hand, interrupt the discussion. Tell the trainees that you must end the discussion because there is still a lot of material to cover and continue with the guide. If a trainee persists in pursuing a point, ask him or her to see you during a break, lunch, or after class. Remember that you are working on a schedule. You must make every effort to complete the training in the time allotted.

Do not call on the eager trainees all the time. Try to bring your more reserved trainees into discussions, to see if they are following the material. Some people do not speak in class because they are shy, while others may not speak up because

they do not understand the material. It is your job to try and draw out those who do not understand so that you can clarify the topics that are confusing them.

Encourage the trainees to learn. Acknowledge incorrect answers by being tactful. Do not embarrass a trainee, but try to lead him or her to the correct answer. Repeat whatever part of the answer is correct to be supportive and try to rephrase the question to give hints. Sometimes, calling directly on a person who looks confused may cause them embarrassment and they may deny that there is any problem. It is often better to try and speak to trainees individually during breaks or during exercises.

Guidelines for calling on trainees — It can be very difficult for people to stay focused when sitting in a room and listening to one person for several hours. This type of instruction-only exchange also does not allow the trainer to gauge whether the trainees are following the instruction or understanding the material presented.

In order to keep the trainees' attention and reinforce the instruction, it is recommended that you call on trainees and ask a question related to each topic after it has been presented. Be sure to call on trainees by name and try not to call on the same trainees. Often a trainee will not speak up if he or she does not understand a topic, for fear of ridicule. Therefore, try to call on each trainee during the training.

Use the APC method of asking questions: **A**sk, **P**ause, **C**all. Ask a question; pause while all the trainees think about the answer; then call on a trainee by name to give his or her answer.

Always acknowledge a correct answer by saying something positive such as, "right," "good," or "okay," etc. If an answer is more than a few words long or is complicated, repeat the correct answer, referencing your materials, after you acknowledge the answer given by the trainee.

If the trainee does not answer correctly, try to lead the trainee to the correct answer by re-asking the question, by asking additional questions, or by referring the trainee to the manual or training materials. Never embarrass him or her by simply saying, "You're wrong."

Remember that the trainees may not always answer exactly as worded in the manual, but the answer should contain the most important information. An answer worded slightly differently than the manual's wording is not incorrect, and you should encourage trainees not to resort to reading answers directly from the manual. Having trainees express concepts in the manual in their own words increases their understanding.

Using the List of Trainees

Use the list of trainees provided by your office during and after class. Use the list of trainees as an attendance sheet during class. Mark the list to indicate which trainees did and did not attend the training each day.

If a trainee is no longer interested in the job, print, "will not attend" next to the name of that trainee, including any reason given for the trainee's departure, and notify your supervisor. Your supervisor may be able to have a replacement trainee hired in time for training. If a replacement

trainee is selected at the beginning of training, add the name of the replacement trainee to the bottom of your list.

At the end of training, forward to the central office the list of trainees and attendance record, along with what supervisory area was given to each trainee.

Training Materials

You must obtain all training and supply items listed on these pages for you and your trainees, as prearranged with the central office. Materials provided to trainers **PRIOR TO FIRST TRAINING** include:

- ✘ **SAVVY *Verbal Autopsy Supervisor's Training Guide*** (this publication)
- ✘ **SAVVY *Verbal Autopsy Supervisor's Manual*** for each trainee (bring your copy with you to every training session for reference)
- ✘ **SAVVY *Verbal Autopsy Interviewer's Manual*** for each trainee
- ✘ **SAVVY *Verbal Autopsy Interviewer's Training Guide*** for each trainee
- ✘ **SAVVY *Verbal Autopsy Key Informant's Manual*** for each trainee
- ✘ **SAVVY *Verbal Autopsy Key Informant's Training Guide*** for each trainee
- ✘ **map** of each trainee's supervisory area
- ✘ **notebooks** (at least one for each trainee)
- ✘ **pencils and pens** (at least one for each trainee)

Materials useful for conducting training, if available, include:

- ✘ name cards
- ✘ black markers
- ✘ yellow highlighter
- ✘ flip chart, large paper, or blackboard and appropriate writing instruments
- ✘ letter to thank donor for space

Materials distributed to trainers also include:

- ✘ list of trainees
- ✘ official VA supervisor's identification card (one for each trainee)
- ✘ additional instructions and information from your office, as needed

Using the materials in class — Put a SAVVY *Verbal Autopsy Supervisor's Manual*, *Verbal Autopsy Interviewer's Manual*, *Verbal Autopsy Key Informant's Manual*, maps, notebook, and pen or pencil at each trainee's place at the training site prior to his or her arrival. Use this training guide to ensure that you are covering all the topics in the manual. Read the manual sections indicated aloud to the class, or ask for a trainee volunteer to read selected sections. After some sections, the training guide will list notes for you to follow. Be sure and follow all notes in the training guide.

You may receive some basic administrative paperwork that must be completed at the beginning of training. Either you or an administrative officer will administer this paperwork once the trainees have arrived, brief introductions have been made, and attendance has been taken.

You will receive additional instructions and information from your office. These include:

- ✘ trainees' employee identification codes, field office manager names, contact information, and maps of the SAVVY verbal autopsy supervisory areas (you will provide trainees with this information at the end of the training session), and;
- ✘ the SAVVY office may provide other information during training either in the form of additional materials, or written or verbal instructions.

You will pass out identification cards at the beginning of the training session. If there are more trainees than identification cards, you will need to obtain more cards from the central office. If you have more cards than trainees, return the excess cards to the central office at the end of training.

You will receive an assignment for each trainee that you will hand out upon the successful completion of training. These assignments include supervisory area maps and supervisory materials listed in the *Verbal Autopsy Supervisor's Manual*, as needed for the supervising process. You may need to make some choices about which VA supervisors to retain if you have more successful trainees than assignments.

TRAINING OUTLINE (BEGINNING OF CLASSROOM TRAINING)

Welcome trainees and ask them to sign their names next to their printed name in your notebook. If you have name cards, ask the trainees to write their names on the cards and use them.

When everyone has arrived, introduce yourself and explain that this training is for SAVVY supervisors. Inform trainees how many days the training will last and be sure that no one is at the wrong training center.

Ask trainees to introduce themselves one by one.

Inform trainees of the following point:

- ☒ daily start time of training
- ☒ morning break time and duration
- ☒ lunch break time and duration
- ☒ dining arrangements available
- ☒ afternoon break and duration
- ☒ daily training ending time

Ask trainees to please respect the following rules:

- ☒ required attendance every day of training
- ☒ be at the training center before the starting time each day, and return promptly from breaks
- ☒ cell phones should be turned off during training
- ☒ no smoking or eating during training sessions

Ask trainees to open their *Verbal Autopsy Supervisor's Manual* to the table of contents. Inform them that you will be covering each of these chapters during the training session.

Ask the trainees to turn to the beginning of chapter 1 on page 1.

SAVVY KEY INFORMANTS: ROLES AND RESPONSIBILITIES

If VA supervisor trainees have not received key informant (KI) training, it should be administered at this time. For the purposes of this course, the training should be shortened to take about one calendar day (including field practice) to become familiar with the role of the KI. Use the *Key Informant's Manual* and *Key Informant's Training Guide* to help with for this section of the training.

Encourage the VA supervisor trainees to pay close attention, not only to the materials presented during the KI training but also to the methods of presentation used by the trainer. Remind the VA supervisor trainees that they will be responsible for training the key informants who work in the supervisor's assigned supervisory area. At the end of the KI training, provide each trainee with copies of the *Key Informant's Manual* and *Key Informant's Training Guide*.

SAVVY VERBAL AUTOPSY INTERVIEWERS: ROLES AND RESPONSIBILITIES

If VA supervisor trainees have not received verbal autopsy interviewer (VAI) training, it should be administered at this time. For the purposes of this course, the training should be shortened to take about two or three calendar days (including field practice) to become familiar with the role of the VAI. Use the *Verbal Autopsy Interviewer's Manual* and *Verbal Autopsy Interviewer's Training Guide* to help with this section of the training.

If possible, try to arrange a visit to a local demographic surveillance system (DSS) site to watch verbal autopsy interviewers perform real VA interviews.

Encourage the VA supervisor trainees to pay close attention not only to the materials presented during the VAI training, but also to the methods of presentation used by the trainer. Remind the VA supervisor trainees that they will be responsible for training the VAIs who work within the supervisor's assigned supervisory area. At the end of the VAI training, provide each trainee with copies of the *Verbal Autopsy Interviewer's Manual* and *Verbal Autopsy Interviewer's Training Guide*.

CHAPTER 1 OF THE VERBAL AUTOPSY SUPERVISOR'S MANUAL: WHAT IS SAVVY?

If the optional KI or VAI training sessions are not part of your training session, you will need to explain that chapter 1 of the *Verbal Autopsy Supervisor's Manual* provides a general overview of the SAVVY system. Details about the trainees' specific roles in the SAVVY system will become clear during training.

Take 10 minutes and have the class read chapter 1.

Stop and ask if there are any questions.

Questions for the class — Ask the following:

- ☒ What kind of information can a SAVVY system generate?
- ☒ Name the four components in the SAVVY system.
- ☒ Why is community participation important to SAVVY?

CHAPTER 2 OF THE VERBAL AUTOPSY SUPERVISOR'S MANUAL: RESPONSIBILITIES OF THE SAVVY VA SUPERVISOR

Paragraph 3: Be sure that VA Supervisors understand that they will need reliable access to transportation within their supervisory area.

Read aloud the overview paragraphs at the beginning of this chapter. Focus on the following topics:

- ✘ **Paragraph 1:** Talk in detail about the country-specific factors mentioned — the size of the population under surveillance and estimated crude mortality rate, as well as the topography of certain regions, and how these factors will affect the workload of each supervisor and their KIs and VAIs.
- ✘ **Paragraph 2:** Discuss the specific roles mentioned. Are census interviewers going to be employed as KIs as well?
- ✘ **Paragraph 3:** Be sure that VA supervisors understand that they will need reliable access to transportation within their supervisory area.

Responsibilities — Go through the list of bullet points. Emphasize that each of these responsibilities will be discussed individually later in the manual. To ensure that participants are paying attention, ask questions to reinforce the material being presented, as well as information about the KI and VAI roles.

What Supervisors Do (Cycles of Activities/Tasks) — This is the cycle of activities and tasks for which each VA supervisor is responsible.

Confidentiality — Lockable storage cabinets (or other secure location) will need to be available at the SAVVY field office.

Honesty — Discuss the importance of turning in data that have been appropriately reviewed and properly collected. Turning in falsified data will result in immediate dismissal.

SAVVY and the Community — It is important to discuss the community-based nature of the SAVVY system. Ultimately, the success of SAVVY will depend on the SAVVY team's ability to interact positively with members of the community. Good relations with the community are essential; if serious problems arise between KIs/VAIs and community members, they need to be addressed by the VA Supervisor immediately. If there is a system of loaning tools/equipment to bereaved community members after the loss of a family member, it should be discussed at this point.

Stop and ask if there are any questions.

Questions for the class — Ask the following:

- ✘ Name an activity that VA supervisors do during: SAVVY establishment; after each SAVVY census; and during a field visit.

- ☒ To whom do VA supervisors report on all SAVVY activities in the area, and the progress of verbal autopsy data collection?
- ☒ As a VA supervisor, you must have access to transportation within your supervisory area. True or false?
- ☒ Discuss the advantages of having census interviewers employed as KIs.
- ☒ What does confidentiality mean to you? What should you do to ensure confidentiality of SAVVY data?
- ☒ What is falsification of data? Why is it bad to provide falsified data?
- ☒ Provide some examples where you, as SAVVY VA supervisors, can help encourage and foster community participation in SAVVY.

CHAPTER 3 OF THE VERBAL AUTOPSY SUPERVISOR'S MANUAL: VA SUPERVISOR MATERIALS

Go through the list of materials that each VA supervisor is required to have — hold them up as you introduce each item. These materials should be at each trainee's seat during training.

- ✘ Explain the map to each trainee, making sure that each trainee can interpret the map and locate the boundaries of his or her supervisory area, as well as the assignment area (AA) for each KI and VAI.
- ✘ To calculate the number of deaths expected each month in each AA, multiply the estimated crude mortality rate (usually a number of deaths per thousand residents — use the national estimate) times the number of people in each AA. The VA supervisor will then have a general idea of how many VAs will be done in a year, and can roughly calculate his or her monthly workload.

Stop and ask if there are any questions.

Questions for the class — Ask the following:

- ✘ How do you obtain the AA map?
- ✘ In which manual can you find VA forms?
- ✘ Show the calculation for expected monthly number of deaths for an AA with 2,000 people, given a crude death rate of 30/1000.

CHAPTER 4 OF THE VERBAL AUTOPSY SUPERVISOR'S MANUAL: HOW TO IDENTIFY, SELECT, AND TRAIN PEOPLE TO PERFORM THE ROLES IN SAVVY

This section describes how to selection and train people to fill the three roles in the SAVVY mortality surveillance data collection system: the supervisor, interviewer, and the key informant. Take 10 minutes for the trainees to read this chapter to ensure they understand the process of selecting and training people for each of these roles.

Verbal Autopsy Supervisor — The initial selection of this role has obviously been completed, with the trainees in the current training course. If some trainees do not quite meet all the qualifications, emphasize that these are desired characteristics, and that very few VA supervisors meet all criteria. Also note that, in the training section, there is a discussion about management of finances — this is not necessarily discussed during this training course but needs to be addressed in coordination with the central office and field office manager of the field site.

Verbal Autopsy Interviewers — The selection of VAIs is a collaborative effort among the field office manager, the VA supervisors, district/province health authorities, and the communities in which they will work. Local experience and conditions will determine the optimal solution for selecting the type and number of VA interviewers in each district/province.

Verbal Autopsy Key Informants — The selection of KIs is determined largely by the communities in which they will be working. VA supervisors are responsible for coordinating with community leaders (and possibly local government institutions) in order to identify one person who can act as the key informant in each SAVVY assignment area.

Stop and ask if there are any questions.

Questions for the class — Ask the following:

- ☒ Do you think it should be necessary for the VAIs in your supervisory area to be medically-trained? Name some of the advantages or disadvantages.
- ☒ Do you have any comments or suggestions on recruitment, training, and supervisory support to SAVVY staff?

CHAPTER 5 OF THE VERBAL AUTOPSY SUPERVISOR'S MANUAL: HOW TO REVIEW VEREBAL AUTOPSY INTERVIEWER AND KEY INFORMANT WORK

This chapter is a summary of the quality assurance work that is expected of VA Supervisors.

Take 10 minutes for the trainees to read this chapter to ensure they understand the process and schedule of supervision for VAIs and KIs.

Introduce the VA Quality Control Questionnaire to the class, found in appendix A of this guide. Have each member of the class fill out the questionnaire once, based on the last verbal autopsy interview that they witnessed during their VAI training.

Emphasize the importance of thoroughly reviewing all VA forms received from the VAIs as soon as they are received. It may seem like a lot of work to review each form in such detail and return those with errors to the VAI, who then must revisit the household of the deceased. However, if mistakes are made at the field office level they will almost certainly be caught at data entry, and then these forms will have to be returned to you for correction (and the VAI will need to go back for a callback interview).

Introduce the KI Quality Control Questionnaire to the class, found in appendix B of this guide. Have each member of the class fill out the questionnaire once, based on the last practice KI visit that they witnessed during their KI training.

Questions for the class — Ask the following:

- ✘ Ask if all trainees have questions about the quality control questionnaire forms (both for VAs and KIs).
- ✘ How often do VA supervisors meet with KIs to review their work? Does this meeting necessarily include the presence of the VAI?
- ✘ What support do VA supervisors provide to VAIs during the first few VA interviews?
- ✘ What do VA supervisors do to conduct quality assurance in VA data collection? What proportions of VA responses need be re-interviewed by VA supervisors?
- ✘ What action should VA supervisors take to handle cases where VAIs repeatedly submit forms with errors?

CHAPTER 6 OF THE VERBAL AUTOPSY SUPERVISOR'S MANUAL: HOW TO VERIFY MORTALITY ASCERTAINMENT AND MANAGE VERBAL AUTOPSY FORMS

This chapter is a summary of the data management tasks that are expected of VA supervisors. Take 10 minutes for the trainees to read this chapter to ensure they understand the process and schedule of data management.

Introduce the SAVVY Field Office VA Receipt and Dispatch Table to the class, found in appendix C of this guide. This will be used to verify and monitor the work done by KIs and VAIs, and to ensure that they are received and sent to the central office on schedule. This form can also be used to determine the number of deaths in each assignment area, which can then be compared to estimates of the expected number of deaths in each area to help determine if any deaths are being missed.

Introduce the VA Supervisor's Checklist for Distribution of Materials to Field-Workers to the class, found in appendix D of this guide. This is a schedule to be used by VA supervisors to ensure that all field-workers have the appropriate amount of field supplies and forms, and also to help the field office plan for and print the appropriate number of forms and materials.

Questions for the class — Ask the following:

- ✘ What log books do VA supervisors compare to review completeness of VA work in their supervisory area?
- ✘ Discuss possible cases where discrepancies occur in VAI and KI record books, and steps to be taken when these errors are encountered.
- ✘ How can you avoid running out of VA forms and other printed materials?

APPENDIX A: VAI QUALITY CONTROL QUESTIONNAIRE

Household Number:	VA supervisor's Name:
AA Number:	Date of Observation:
VA interviewer's Name:	Remarks: PASS or NO PASS (<i>circle one</i>)

1. Did the Verbal Autopsy interviewer bring all working tools, including all three sets of VA forms and job aids, for reference?
Yes No
2. How was the VA interviewer able to identify the deceased's household?
VAI could not identify household
By her/himself
With the help of a Key Informant/somebody else
3. Was the VA interviewer able to introduce himself/herself well to the household and offer his/her sympathies to the family?
Yes No
4. Did the VAI interview a qualified, appropriate VA respondent?
Yes No
5. Was VA interviewer able to correctly identify the appropriate VA form, based on the age of the deceased?
Yes No
6. Was the VA form completed during the interview process at the household?
Yes No
7. Were all items in the VA form asked in the correct order, and exactly as written on the form?
Yes No
8. Was cause of death as perceived by respondent asked and recorded verbatim on the form?
Yes No
9. Was relevant history of illness before death as narrated by the respondent asked and recorded verbatim on the form?
Yes No

10. Were all symptom-duration questions on the checklist asked, even if they did not seem relevant to the cause of death?
Yes No
11. Were skip patterns followed where appropriate?
Yes No
12. Were questions on health service utilization before death asked properly, sequential ordered, and information correctly entered on the appropriate spaces on the VA form?
Yes No
13. Did the VA interviewer ask to see any supportive health facility documents, and correctly summarize them on the VA form?
Yes No
14. Did the interviewer correctly ascertain the residential status of the deceased?
Yes No
15. Did the interviewer review the entire VA form to make sure that all appropriate questions had been asked, and information filled in correctly, before leaving the household?
Yes No
16. Did the interviewer thank the respondent for his or her time and cooperation?
Yes No

Additional comments / observations:

APPENDIX B: KI QUALITY CONTROL QUESTIONNAIRE

Household Number:	VA supervisor's Name:
Assignment Area Number:	Date of Observation:
Key Informant's Name:	Remarks:

1. Did the Key Informant bring all working tools, including a Mortality Register and job aids, for reference?
 Yes No

2. How was the Key Informant able to identify deceased's household?
 KI could not identify household
 By her/himself with the AA map
 With the aid of somebody else

3. Was the Key Informant able to introduce himself/herself well to the household and offer his or her sympathies to the family?
 Yes No

4. Did the Key Informant identify a qualified, appropriate VA respondent?
 Yes No

5. Was the Mortality Register completed during the interview process at the household?
 Yes No

6. Were all applicable items in the Mortality Register completed?
 Yes No

7. Did the Key Informant arrange the time/date of VA interview to be conducted?
 Yes No

8. Did the Key Informant ask the family to keep all the supportive health facility documents (e.g. Death/burial certificates, discharge summaries, MCH cards) in an envelope for the VA interviewer?
 Yes No

9. Did the Key Informant review his/her entire entry in the Mortality Register to make sure that all questions were asked and properly completed before leaving the household?
 Yes No

10. Did the Key Informant thank the respondent for his or her time and cooperation?
 Yes No

Additional comments / observations:

APPENDIX D: SUPERVISOR'S CHECKLIST FOR DISTRIBUTION OF MATERIALS TO FIELD-WORKERS

	AA number	Name of field-worker	Position	Type of materials distributed	Amount	Date	Signature of field-worker	Notes
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

MEASURE Evaluation
Carolina Population Center
University of North Carolina at Chapel Hill
CB 8120, 123 W. Franklin St.
Chapel Hill, NC 27516 USA
www.cpc.unc.edu/measure

International Programs Center
Population Division
U.S. Census Bureau
Washington, DC 20233
www.census.gov

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