Training challenging scenarios

rATA Master Training | Wesley Pryor
Lesson outcomes: Training challenging scenarios

After this lesson, you will:

BUILD CONFIDENCE FOR TRAINING AND SUPPORTING COMPLEX SURVEY SCENARIOS

Lesson time
>~60 minutes

Competencies and behaviours
Demonstrates knowledge about:
> Likely complex scenarios and how to respond
> Enumerator competencies required in complex survey situations
> Skills understanding and training complex training scenarios

Extensions
> Vignettes, online exchanges
M4.1a – Complex survey situations

Discuss each situation

- A respondent who starts a survey but does not want to continue after the first few questions

- A family member is answering for someone else, but appears to be providing incorrect answers

- A situation where an enumerator feels unsafe or uncomfortable
M4.1b – Complex survey situations

Discuss each situation

STOP

Consider a role-play

• Groups of ~4; interviewer, respondent and ‘coaches’ providing comments

• A respondent who starts a survey but does not want to continue after the first few questions
  • Participation is optional. It is ok to stop.
  • Offer a rest, ask if can return later; if not, end the individual survey

• A family member is answering for someone else, but appears to be providing incorrect answers
  • Use common sense and courtesy
  • Inform/remind the family member that it’s important to ask the ‘subject’
  • Do not push/argue/prompt.
  • Use the ‘feedback/comments’ option in the survey if you think the survey includes incorrect responses.
  • As NDC, you can ‘highlight’ problems that need to be followed up

• A situation where an enumerator feels unsafe or uncomfortable
  • Interviewer safety is #1 priority. Avoid unsafe locations/situations before they occur.
  • If threat detected or unsafe situation arises STOP immediately. Take action according to severity; report to supervisor, report to authorities
  • Review deployment plan/protocol; After dark surveying, survey team practice (men/women, pairs of interviewers etc).
  • Interviewer locations should be known / updated by supervisors
M4.1b – Complex survey situations

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Consider a role-play

• Groups of ~4; interviewer, respondent and ‘coaches’ providing comments

STOP

These situations are selected to ensure the common & most significant situations are discussed

These suggested responses / discussion points raise the most important competencies
M4.2a – Complex survey situations

Discuss each situation

• A respondent (or parent/carer) who is really frustrated and upset by the questions during the survey – especially unmet need and barriers

Consider a role-play

• Groups of ~4; interviewer, respondent and ‘coaches’ providing comments

• A respondent appears to be very uncomfortable answering questions with other family members present
M4.2b – Complex survey situations

Discuss each situation

- A respondent (or parent/carer) who is really frustrated and upset by the questions during the survey – especially unmet need and barriers
  - Offer a ‘break’, if situation gets better, request to continue
  - Questions can be skipped if distressing, but ask first.
  - Discuss importance of follow-up information about services and the purpose of the survey
  - +++

Consider a role-play

- Groups of ~4; interviewer, respondent and ‘coaches’ providing comments

- A respondent appears to be very uncomfortable answering questions with other family members present
  - Use discretion: as far as possible, remind the family that it’s helpful to talk to respondents 1-by-1.
  - Reinforce importance of the information sheet, and setting up the household survey clearly.
  - Flag any issues in the enumerator comments.
M4.3a – Training complex survey situations

- Despite your planning and skill, *unexpected situations will arise*
- Respect and acknowledge your enumerator team knowledge, skills and talents: *they will be smart and adaptive*
- Use existing *knowledge*: invite your enumerators to share their skills and experiences with you and your colleagues
- Practice: Mistakes & issues in structure practice are GOOD if it creates new knowledge / confidence
- Start slow: In your enumeration plans, where possible, leave time to assess and adapt in the first part of the survey
M4.3b – Training complex survey situations

**Your teams**
- Mixed experiences among your enumerators (from very experienced to very new)
- Your training might need to adapt according to your enumerator teams
- Every survey is different: focus on rATA competencies

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- Respect and acknowledge your enumerator team knowledge, skills and talents: they will be smart and adaptive
- Use existing knowledge: invite your enumerators to share their skills and experiences with you and your colleagues
- Practice: Mistakes & issues in structure practice are GOOD if it creates new knowledge / confidence
- Start slow: In your enumeration plans, where possible, leave time to assess and adapt in the first part of the survey
M4.3c – Training complex survey situations

Practice and verification of competencies
• Consider using a supervised ‘competency check’
• Conduct a small number of surveys (one EA) and review data, revise with enumerator teams
• → reflect on i) training plan and ii) deployment plan

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• Practice: Mistakes & issues in structure practice are GOOD if it creates new knowledge / confidence
• Start slow: In your enumeration plans, where possible, leave time to assess and adapt in the first part of the survey
Important considerations

• Case studies must be respectful
  • Laughing and playing when acting out difficulties/problems is not respectful and must be discouraged & stopped if necessary.
  • Reinforce this throughout case studies

• Be cautious asking your trainees to reflect on their own AT use
  • Don’t assume everyone is comfortable talking about their own AP use
  • Invite other stakeholders – including AT users and professionals to participate in parts of your training if possible
M4.4 – USING CASE STUDIES & ROLE PLAYS

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M4.4 – REVIEW & self check

Team-talk: Discuss each question within a team, and share thoughts between team members.

> Do you have a plan for training complex situations?
> Do you know what you expect from your enumerators?
> How can you involve other stakeholders in your training?
> How can you use the skills your enumerators already have?