Tool Set 6

TOOL 6: DEVELOPMENT OF STANDARD OPERATING PROCEDURES

SECTION CONTENTS

The tools in Tool Set 6 are aimed at providing program, district, and site implementation planners with very simple guidance and a generic framework to create standard operating procedures.

- 6.1. Instructions for Development of Standard Operating Procedures (SOPs)

- 6.2 SOP Template

- 6.3 Clinical Mentoring Guidance Tool

6.1 INSTRUCTIONS FOR CREATING STANDARD OPERATING PROCEDURES

PURPOSE

The purpose of this tool is to provide generic guidance and a suggested process on development of standard operating procedures (SOPs) as well as a sample template to be used in the development of context-specific SOPs such as processes related to implementing the revised WHO guidelines.

POTENTIAL USES FOR THIS TOOL

Implementation of the revised WHO guidelines will involve numerous changes to procedures and processes at sites. Development of SOPs can help facilitate communication of uniform processes and procedures.

6.1 INSTRUCTIONS FOR CREATING STANDARD OPERATING PROCEDURES

WHAT ARE SOPS

- Documents containing instructions on how to perform a task.
- A way of ensuring that routine tasks are performed in compliance with applicable standards.

HOW ARE THEY USEFUL?

- Increase consistency of service provision
- Reduce mistakes and failures that may harm patients
- Ensure that services to patients or other stakeholders proceed uninterrupted
- Reduce training time for new employees
- Provide a record of standards of care
- Enable sharing and promotion of achievements

PROCESS OF WRITING SOPS

- Assemble a small group of people to create SOP to:
  - Gather input of people who will be doing the job/procedure

- Document existing processes

- Build consensus and participation among those affected by / taking part in the process

- Small group should reach consensus on the desired outcome for which the SOP has been created

- Create boundaries and scope of what will and will not fall within the scope of the SOP

- Once agreed, write this mission in a single sentence and post in front of the team so that people remain focused.

- Review the process to be described in the SOP

- Never rely on a single participant to know all of the information. Walk the process from inception to completion.

- Healthcare worker input – ask employees how the job should be done. Several drafts

- Prepare 1st draft with frontline workers and pilot it –

- Map out all of the necessary steps in a procedure. Determine if large steps can be broken down into smaller steps.

SOPs Outline

- Background/Rationale – Why?

- Write the first page including a short introduction giving an overview of the entire job and background or rationale. This enables employees who normally read and perform one step at a time to preview the job from start to finish.

- Org/company name,

- Unit name,

- Page#,

- SOP #,

- Revision #,

- Date

- SOP title

- Prepared by

- Reviewed by

- Next section starts with the purpose of the particular SOP:

- What are you trying to achieve?

- Break down all of the steps of a procedure into smaller steps-indicate, Who, what, where,

- It is important to limit the scope and contents of the document to the purpose or objective of what you want to achieve

- Identify who will be responsible for conducting the tasks and to ensure that tasks are conducted according to the SOP.

- Write SOP by describing the procedure in short steps, use simple language, avoid describing multiple steps in the same sentence.

- Include a checklist if possible to remind people of the essential tasks

- Provide definition of terms and abbreviations used,

6.2 STANDARD OPERATING PROCEDURE TEMPLATE

PURPOSE

The purpose of this template is to guide the development of a standard operating procedure (SOP).

POTENTIAL USES FOR THIS TOOL

This template can be adapted to a range of procedures and processes.

INSTRUCTIONS

Fill in each item as specified in the template for a particular procedure or process related to

Tool 6.2: Standard Operating Procedure Template

Entity preparing the SOP:	SOP number
	Revision number
	Review period

| Title of Standard Operating Procedure: |
| |

| Prepared by | Reviewed by | Approved by |
| | | |

| Purpose |
| |

| Scope |
| |

| Responsibility |
| |

Procedure

Checklist

Insert appropriate organization logo:

6.3 CLINICAL MENTORING GUIDANCE TOOL

PURPOSE

This tool is designed to guide a systematic approach to the mentoring of health professionals. The specific purpose of this tool is to assist program, district, or site staff to smoothly transition from use of current regimens to those recommended in the revised WHO guidelines. This tool provides guidance on mentoring activities designed to prepare sites for implementation the revised guidelines. This tool can be used by all staff involved in mentoring health care workers.

POTENTIAL USES FOR THIS TOOL

This tool can be used to guide effective mentoring to prepare sites for implementation of revised guidelines. These activities will help site-level health professionals who were not involved in guideline revision at the national or international level understand that the new guidelines are a consequence of the dynamics in HIV research and medicine.

INSTRUCTIONS

Please refer to the procedures presented in the related tool.

TOOL 6.3: CLINICAL MENTORING GUIDANCE TOOL

PROCEDURES

STEP 1. Meet one-on-one, in a small group with site-level leadership (e.g. chief medical officer) or with a small group of sites to provide an overview and describe the purpose of clinical mentoring technical assistance. Consider multiple sites meeting at once for large country programs to help reduce costs and standardize knowledge and practice.

STEP 2. Meet one-on-one (or in a small group) with health professionals at the facility (physicians and nurses).

(i) ***Find out what providers know by asking them the following questions***

- When they last received training on PMTCT and HIV care and treatment?

- Have they have been comfortable implementing the current version of the national guidelines or if they've had any particular challenges or concerns about the guidelines?

- Have they heard about the new WHO recommendations, and if yes, what have they heard?

- Have they heard about national/provincial level discussion on changes and what decisions have been made?

- Has the provider been involved in any research on HIV/AIDS or instutituted changes in their own practice over the last few years? (Encourage them to think about how their own understanding of HIV has expanded and changed as they've gained more knowledge.)

(ii) ***Build on providers' knowledge***

- Explain why the WHO reviews and revises their recommendations on a frequent basis, as new research emerges and more knowledge is gained.

- Give a few examples of research which informed the changes to the WHO recommendations.

- Ask about the provider's opinion on this new research and how it might be important for designing guidelines that are very effective.

- Share the <u>key points</u> of the new WHO recommendations with the provider. (If they are interested, give them a full copy of the WHO report so they can read the details on their own.)

- Explain the process that the Ministry of Health went through or is going through to review the old national guidelines given the WHO recommendations.

- Talk about how this led to new national guidelines for PMTCT and care and treatment for the country

- Discuss the major changes between the old guidelines and the new ones, maybe using a very brief case study to demonstrate how the new guidelines will impact the provider's daily work at the facility.

- Allow the provider time to ask questions about the new guidelines and to give their opinion as to how well they think the new guidelines will work.

(iii)   ***Discuss next steps***

- Explain the next steps for operationalizing the new guidelines, including training for providers, development of any job aids, etc.

- Discuss with providers the need for ongoing revision of guidelines in accordance with developments, such as new research and scientific and medical breakthroughs.