



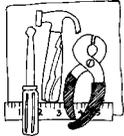
Equipped to Serve

Number 1

A newsletter to encourage, equip & challenge those in Pregnancy Center Ministry.

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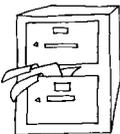
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Equipped To Serve

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Editor: Cynthia R. Philkill

A Wealth of Knowledge

I have been involved with Pregnancy Center ministries for about seventeen years. I have the utmost respect for the people who have dedicated their lives to this ministry. Collectively, I believe we possess a wealth of knowledge. There has always seemed to be a missing link between the wealth of knowledge that is "out there" and the dissemination of that knowledge. This seems especially true when it comes to clinical and volunteer issues within the ministry. My hope is that this newsletter will be a forum for gathering what is out there and sharing that knowledge with others in the field. I intend to focus, almost exclusively, on issues surrounding client services and volunteers. Over the years I have found many resources on boards and fund raising that are focused on and useful for Pregnancy Center ministries. What I haven't found is a forum for discussion or information specific to the clinical and volunteering needs of Pregnancy Centers. My goals for this newsletter are stated in the banner above: To encourage, equip, and challenge those in Pregnancy Center Ministry.

To Encourage

One of the perks of being involved in Pregnancy Center ministry for many years is that I have been able to have a long view of the ministry. I tell everyone in my training that I became involved in the ministry when boards were more than happy to take an ex-art teacher and make her an Executive Director just because I said, "Here am I, send me!" Starting there I, like many others, have had the dubious honor of making all the mistakes first! Many of us were making all those mistakes at the same time in various cities; Baltimore, Chicago, Denver and in many cities, large and small, across America. Some of those women have moved on to other things but many of us are

hanging around, still captured by God's call on our hearts to minister to women and their unborn children. I would hope that our stories and what we have learned along the way would be a source of encouragement to those of you in the field who are just starting out, or are moving in to a new stage of your ministry, or are hanging on by your fingernails trying to remember why you ever said, "Here am I Lord, send me!"

One of the joys of this ministry is that God has provided a way for women to use their gifts and abilities within this ministry in ways that have not been readily available to them in the wider context of the church and Christian community. Gifts of teaching, leadership, pastoring, organization are being exercised freely in the many positions available to women in the context of a Pregnancy Center. New women are being involved all the time and the experience, expertise and vision they bring with them is invaluable to the ministry. Newcomers bring with them a freshness and energy that can revitalize the ministry. A good idea is a good idea, wherever it comes from.

So let's not hide our light under a bushel. Let's not keep reinventing the wheel. Here, at last, is a forum where we can encourage one another, be us old-timers or newcomers. We all have something to say to one another.

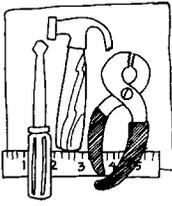
To Equip

We all can't be good at everything. Sad, but very true! Often we feel overwhelmed and frustrated by all that is expected from us by this ministry. Hopefully this newsletter will be chock full of ideas that will help you in your weak areas. Easy, doable ideas. Share with others in your area of expertise or success and learn from others in your area of weakness.

(Continued on page 5)

The Seven

Fundamentals #2: Ministry Verses Manipulation



Each issue will focus on one of the Seven Fundamentals taught in the *Equipped To Serve* training manual.

Fundamental #2: Minister not Manipulate, along with Fundamental #1: Speak the Truth in Love, is the bedrock upon which the training is built. Spending time discussing this fundamental is imperative to setting the ground work for the rest of the training. The trainer must bring the trainees back to this concept again and again and teach the rest of the Fundamentals in light of our goal being to minister and not manipulate.

Any of the skills taught to volunteers can be used to either minister or manipulate. We all have had the experience of being manipulated by good questions, or another person's well intentioned efforts to solve our problem. Trainers must help trainees distinguish between ministry and manipulation. The time you spend here on this topic in your training will pay off in other sessions and give the trainees a foundation to apply throughout the rest of the training and a yardstick by which to measure their use of the rest of the Fundamentals.

How do we as trainers help our trainees in this area? Here are a few suggestions. They are not in any particular order. Choose based upon your own skill level and the available time you have in your training.

1. Discuss a personal experience with ministry and manipulation. Ask each trainee to recall an experience where they felt manipulated and one where they felt ministered to. The group need not know any of the details of the individual trainees experiences. The purpose of recalling is to be able to do the following:
 - Compare and contrast feelings and behavior experienced and ob-

served in each situation. What did the person do (behaviors) that made you feel ministered to? What did the person do (behaviors) that made you feel manipulated? How did you feel in the midst of the manipulation? How did you feel while someone was ministering to you?

- Do a compare and contrast chart on a flip chart. Put manipulation on the top of one side of the paper and ministry on the other with a line down the middle of the paper. Write down what trainees report as they speak.
- Have group come up with a definition of ministry and one for manipulation. Write this definition on flip chart paper and keep it up during the whole training as a reminder. Something you can come back to when trainees slip unwittingly into manipulation (and they will).
2. Give them an experience that allows them to see or feel the difference between ministry and manipulation. (See Experiential Exercise on pg 3.) Exercises give each trainee an opportunity to experience whatever is the topic at hand. Feeling and experiencing will stick much longer with adult learners than will an intellectual discussion.
3. Use this quote from George McDonald (*The Lady's Confession*) as a discussion starter.

“Meddlesomeness is the very opposite of helpfulness, for it consists of forcing oneself into another instead of opening yourself as a refuge to the other.”

Discussion Questions:

- Could we substitute the words manipulation and ministry for meddlesomeness and helpfulness?
- Who has had the experience of someone forcing themselves into you?
- What did the forcing look like? How did it feel to you? What was the outcome? What did you do to resist the person's forcing themselves on you?
- How do you know when someone is opening themselves as a refuge to you? How does it feel? What is usually the outcome? Why might this create an environment for change?
- Why might we as pro-life counselors be inclined to force ourselves (our opinions) on our clients? What are the potential consequences if we do that? How might we know when we are forcing ourselves into another?
- How might we use what we have learned here to help us recognize when we might be slipping into manipulation?
- 4. Share a personal story of your own that might clearly illustrate the difference between ministry and manipulation. ❖

Please feel free to copy this newsletter for internal use at your Center. Please encourage other Centers to write, email or call for their own subscriptions.
Thanks!

Training



Experiential Exercise: Ministry Versus Manipulation



Goals

To demonstrate the behaviors of and consequences of manipulation.
To demonstrate the behaviors of and consequences of ministry.

Group Size

Any size

Physical Setting

Two chairs set up facing one another in front of the room so trainees can see both people in the role-play.

Objectives

Trainees will observe 2 role-plays and compare and contrast the behaviors and consequences of each role-play.

Time Required

25 minutes

Materials

Roles for each person in the two different role-plays written/typed on index cards.

Role Play Scenario # 1

Daughter/Child: You have been accepted at two colleges. One is out of state and the other in your home town. Both schools are academically equal and will give you a quality education. Your preference is to attend the college out of state. You know your Mother wants you to attend the college in your home town and live at home. She has given you a million hints over the past few months. Your job is to convince your mother to let you go to the out-of-state school. Use any means at your disposal. Your future depends upon winning.

Mother: Your child has been accepted at two colleges, one out of state, one in your home town. Both colleges are academically equal and would give your daughter a quality education and finances are not a problem. You want your daughter to go to the college in your home town and live at home. You have made your opinion known in a variety of little ways over the past few months. Your job is to persuade your child to attend the college in your home town as opposed to going away to school. Use any means at your disposal. You have the right to exercise your parental rights.

Role-Play Scenario #2

Daughter/Child: You have been accepted at two colleges. One is out of state and the other in your home town. Both schools are academically equal and will give you a quality education. Your preference is to attend the college out of state. You know your Mother wants you to attend the college in your home town and live at home. She has given you a million hints over the past few months. It has been really hard knowing that what you want to do is different than what your mother wants. Your job is to try and understand the reasons and feelings behind her insistence on you going to college in your home town. Do not try to get defensive or try to convince her to let you do what you want. Focus on her and her feelings and reasons.

Mother: Your child has been accepted at two colleges, one out of state, one in your home town. Both colleges are academically equal and would give your daughter a quality education and finances are not a problem. You want your daughter to go to the college in your home town and live at home. You have made your opinion known in a variety of little ways over the past few months. Even though you have strong feelings about the subject, during this role-play allow yourself to really listen to your daughter and respond to her questions and comments in a heart-felt manner.

(continued on pg.4)

Inservice Why

Inservices are important to keep volunteers' counseling skills in tip-top shape. If we care at all for the women God brings to our Centers, the least we can do is have an expected skill level of our volunteers with basic and ongoing training to equip them and then supplement and support their hard work.

How To Get Them There

If it is important to you, it will be important to them. Here are some ideas that might help:

1. Include attending inservices as part of the volunteer job description. Make special note of the fact when interviewing prospective volunteers.
2. Plan the dates and times well in advance.
3. Advertise inservices well, often and creatively. Hang signs in unusual places, like the volunteer bathroom, inside the refrigerator, on the microwave door. Suspend them from the ceiling in the middle of the room.
4. Don't make it easy on volunteers if they miss an inservice. Give them some kind of makeup assignment like listening to an audio tape or watching a videotape.
5. Find out what volunteers need and give it to them. They will keep coming back for more if their needs are being met by the inservices.
6. Plan, plan, plan. Volunteers will respect your efforts and will be motivated to attend if they know you have put special effort into planning each inservice. Make each inservice fun, challenging and useful to their job at the Pregnancy Center.

Lesson Plans

I am collecting inservice content ideas and lesson plans for future issues. Tell me your struggles. Send me your ideas. I will include the source of any ideas that I print. ❖



Directions

1. Ask four trainees to volunteer for a role-play.
2. Give the index cards with role-play scenarios to the role-players to allow them to think about their roles while you give instructions to the rest of the trainees.
3. Instruct the observers (rest of trainees) that they should observe the following during the role-plays. List these on a flip chart or overhead:
 - Body language and voice tone and inflection
 - How did each person go about their task?
 - What was each person’s goal in the conversation?
 - What were the consequences or results of the conversation?
4. Instruct role-players for Scenarios #1 to sit (or stand) in front of the group and tell them to begin. They will have a maximum of five minutes for the role-play. The roles are not explained to the observers.
5. End the role-play and solicit answers to the questions given to the observers. Write down answers on one side of a flip chart.
6. Call upon the two volunteers for Scenario #2. Instruct them to begin their role-play. They will have a maximum of five minutes for the role-play. Again, the roles are not explained to the observers.
7. End the role-play and solicit answers to the questions given to the observers. Write down answers on the other side of a flip chart.
8. Have the volunteer who played the daughter /child role read their role-play instruction card out-loud to the rest of the class.

Compare & Contrast Chart

Role-Play #1	Role-Play #2

Disciplined Reflection

Sharing Questions

1. What stands out the most about the difference between these two role-plays?
2. How did you feel while watching these two role-plays?
3. How many of us have been caught in a situation like the first role-play? What was the result?
4. How was the second role-play different?

Interpreting Questions

1. What accounts for the difference in these two role-plays?
2. Why were the results so different in these two role-plays?

Generalizing Questions

1. What does this experience say about how the intentions of our minds or hearts affect communication? (How our interpretation of our “job” affects how we do it.)
2. What does this experience show about how easy it is to manipulate?
3. What affects or encourages manipulation?
4. What will encourage ministry?

Application Questions

1. What will be pressures (internal or external) in the counseling room that might lead us towards manipulation?
2. What might the effects of manipulation be on our clients?
3. How might we keep our tendency towards manipulation in check? ❖

On-The-Job Training Quick Tips

Moving volunteers from the classroom to the counseling room is one of the most important tasks in training volunteers. Often it happens haphazardly and without a plan. On-The-Job training will be addressed more fully in future issues but for now, here are a few Quick Tips for your consideration:

- Determine what a volunteer needs to get from your basic training (classroom) to the counseling room. What was not covered in your basic training? What follow-up from the basic training is necessary? What paperwork is necessary for their personnel file? What skills must volunteers demonstrate before they are allowed to counsel alone with a client? How will you determine if they are ready to counsel?
- Design a record keeping system to track each new volunteer. They keep a copy, and you keep a copy.
- If your basic training class was a large one, have several small-group orientations following basic training.
- Utilize seasoned volunteers to help orient new volunteers. Make sure the volunteers you choose will be good role-models of your Center’s counseling style. You don’t want anyone passing on their bad habits to new volunteers.
- Review, review review. Keeping the content of basic training in front of new volunteers is essential.
- Waiting for a volunteer to observe actual clients in a variety of counseling situations can slow up the process of getting volunteers into the counseling room. Utilize role-play to evaluate a new volunteer’s skills. If they can successfully role-play they will be able to work with a client in a real-life situation. The reverse is also true.❖

To Challenge

Those who have known me for a while know that I am the kind of person who likes to “stir up the pot.” My personality type is one who is always looking at the larger purpose behind things and striving for that which is just beyond my reach at the moment. I believe that complacency can be the death of a ministry and that focused, challenging discussion keeps us on our toes. Asking the hard questions is never easy but it is essential to the continued growth and development of any organization or ministry.

In keeping with this, I hope this newsletter will be a place where challenging discussion might take place. Questions and issues posed and pondered that would challenge our pre-suppositions and complacency and cause us to reevaluate and contemplate the ministry and our roles within the ministry. I would also hope that this newsletter would challenge us to strengthen our client service and volunteer programs. It is so easy to be driven by financial issues and other organizational needs that the essence of what we are about, our clients and volunteers, get lost in the flurry of fund raisers, public relations, and the day-to-day tyranny of the urgent.

Subscribe Now

So, welcome to the premier issue of *Equipped To Serve* newsletter. I hope you will find the information enclosed here helpful enough to consider subscribing. A subscription form can be found on page 6. My intention is to publish this newsletter 3 times a year, depending upon expressed need and feedback to this premiere issue. Please join me in sharing your expertise, ideas and challenging questions with others in the field. We have nothing to lose and everything to gain.❖

Client Services



Client Evaluations

Most Pregnancy Centers use some sort of Client Evaluations. Here are some questions that might help you evaluate your current form and some suggestions on how to use the information gathered from your clients.

What

- Does your current evaluation ask information that is helpful to improving your client service program?
- How long does it take clients to fill out?
- Have you made it easy for them to give their feedback while still getting the information you want?
- Have you been using the same form for years? Why?
- Has your form changed as your ministry has grown and changed?
- Does the form help volunteers evaluate their performance?
- Does the form hold volunteers responsible for the Seven Fundamentals?
- How does your form help you evaluate your client service program?
- Is there a place to write the counselor's name on the form? Is it always filled in? Is there an optional place for a client to leave her name?

When

- When is the evaluation introduced into the counseling session?
- Are all clients invited to fill out an evaluation? Even sessions that did not go as well as expected?
- Do volunteer counselors know every client should be asked?
- How have you addressed volunteer resistance to client evaluations?

How

- How are evaluations introduced to a client?
- What skills have been given to your volunteer counselors to facilitate the use of client evaluations?
- How do you emphasize the importance of evaluations to volunteers?
- How do you treat the information received on evaluations?
- How do you hold volunteers accountable for using client evaluations?

Why

Why are you gathering client feedback?

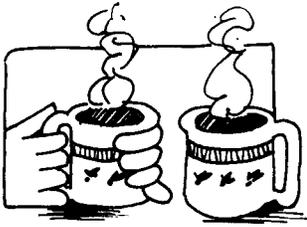
- How else will you know on a regular basis what is happening, from the client's perspective in the counseling room? There are always two sides to every story and we want a chance to hear from the clients' perspectives not just the volunteers' perspectives.
- Client evaluations provide great accountability, holding counselors to the standards by which they were trained (if you ask the right questions).
- The opportunity for clients to give feedback shows great respect for the women we serve. Asking for feedback shows clients that we want their opinions and want to protect them or others in the future.
- Client evaluation can be a great source of encouragement to counselors.
- Client evaluations give staff overseeing client services valuable information to help with inservice training, volunteer evaluations and reporting at staff and board meetings.
- Evaluations act as a kind of report card for the client service program.
- They can be a good source of information to help develop client service programs around the needs of your clients. Who better to help determine what client services programs should look like but the women they are intended to serve?

(Continued on pg. 8)

Volunteers



Six Components of an Effective Volunteer Program



This issue will overview the six components. Future issues will focus on individual components and share ideas that will strengthen our volunteer programs. Please share your ideas and what has worked well in your center. Each person and Center will be given credit for your ideas so people can contact you for more information. The next issue will focus on recruitment. Please send me recruitment ideas that have been successful for your Center and let me know your recruitment struggles.

Recruitment

The recruitment component is essential to staffing your ministry. It consists of the vehicles by which you attract potential volunteers to your ministry. Most centers would not be in existence if it wasn't for the volunteers who make the work we do possible. The creativity, money, planning, and time put in here will pay off in the end. The efforts put in here are long-term verses short-term payoffs.

Screening

The screening component is composed of the vehicles by which you screen those who express interest in volunteering. We all know that not everyone who expresses interest in counseling is necessarily "right" for the job. Good screening processes, paperwork and procedures help to put each person into the right position in the ministry.

Training

The training component is broken down into three smaller components: basic volunteer training, on-the-job training and inservice training. Each training component is essential to the equipping of volunteers as well as the retention of volunteers over time.

Supervision

This component includes the day-to-day supervision of your in-office, helpline and prayer chain volunteers. You must answer the four questions that all volunteers will ask: What am I supposed to do? Will you let me do it? Will you help me when I need it? Will you let me know how I am doing? Let your supervision answer these four questions and your volunteers will be very happy and they will volunteer longer.

Evaluation

This component addresses, in a formal way, the fourth question asked by volunteers: Will you let me know how I am doing? Formal evaluations should occur at least yearly. The evaluations should be based on volunteers' job descriptions and what they were taught in training. Evaluations need not be complicated or drawn out but should be a scheduled, integral part of any volunteer program.

Appreciation

We all like to know that our efforts are appreciated. Especially when we are not getting paid for the job we are doing. Motivation for volunteering is different for each person. Appreciation takes into account the various motivations for volunteering and addresses those various motivations both individually and corporately. An artful thank you can go a long way in encouraging and retaining volunteers.

Subscription Form

(Name and address where newsletter is to be sent)

Name _____

Center _____

Address _____

City _____ State _____

Zip _____ Phone (____) _____

This is: My home address Center's address
 Enclosed is my yearly subscription fee of \$29.



Please fill out the following information:

Your position at the Center: _____

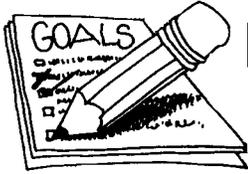
How long you have been in this position? _____

What would you like to see addressed in future issues of this newsletter? _____

Please send this form and your payment to:

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4730 South Fox Street
Englewood, Colorado 80110

Questions?
Call 303-781-1920
Ets4crp@aol.com



By What Yardstick Do You Measure Your Leadership?

On my desk is a bent, coffee-stained card not much bigger than a business card. It is stuck in the yellow porcupine pen and pencil holder my niece gave me one year for Christmas. My niece just finished her student teaching and graduated from college. The card and the porcupine pencil holder have moved with me from Baltimore, to Michigan and most recently to Denver. Both hold special places in my heart.

I was given this card at a conference I attended in 1987. Some of you might remember this conference. It was a Christian Action Council Director's Conference in Lake Geneva, Wisconsin. Lorne Sanny from the Navigators was our keynote speaker and gave each of us in attendance one of these cards. He spoke about leadership. It changed my life. What Mr. Sanny taught us is condensed into a few words on that coffee-stained card. For as long as the card has been on my desk, it has given me direction and guidance for my leadership roles in the Pregnancy Center ministry. Those words have been the yardstick I have used to evaluate myself as a leader over the years.

On the front of the card it says:

**Leaders Bring Vision,
Faith and Courage to
Coordinated Effort.**

Inside the card on the left hand side it says:

Vision

to see what ought to be done

Faith

to believe it can be done.

Courage

to persevere until it is done.

These are qualities and actions we must exhibit if we expect people to join us in our visions and trust us as leaders. Asking yourself questions around these qualities is a good yardstick to measure your leadership in your ministry. Here are a few questions to ask yourself:

1. What is your vision? How well do you articulate that vision to various groups and people? How many different ways can you tell your ministry's story to connect with the people you hope to impact or include in your ministry? Does everyone involved in your ministry know what the vision is? How have you equipped others to articulate your vision in a diverse and helpful way?
2. How do you build your own faith? How do you encourage faith in others? Who are you accountable to? What is this faith based upon? How does your faith and work interact, affect one another? Do you use your faith to minister to others or to manipulate others to your point of view?
3. How well do you persevere? How is courage exhibited in your perseverance? Where do you go to get encouraged? Who holds your arms up when you are in the battle? How do you encourage others? How will you know when or if it is time for you to move on and allow someone else to carry the vision?

Coordinated Effort

Coordinated effort suggests that it takes more than one good leader to achieve a ministry's vision. The inclusion of others and coordinating everyone's efforts is essential in accomplishing your vision. Inside the card on the right hand side are listed four questions that everyone wants to know

when they get involved in an organization or ministry. Be assured that everyone asks these questions whether they are voiced out loud or thought internally.

What am I supposed to do?

Will you let me do it?

Will you help me when I need it?

Will you let me know how I am doing?

How well are you doing at answering these questions for everyone who is involved in your ministry? A good leader anticipates these questions and has answers to these questions in the form of written materials, management systems, job descriptions, delegation, support systems, and feedback mechanisms designed and working within their ministry.

I believe that how we address these questions in our ministry has a direct link to staff and volunteer longevity or quick turnover. How you answer these questions is the yardstick that tells you how well you are equipping and communicating with those whom you are leading and without whom you could not accomplish your vision.

In future issues we will continue to discuss the various characteristics of leadership. We will look more in-depth at vision, faith and courage and how leaders can best coordinate their efforts in ways that would please and glorify Jesus Christ. Please write and let me know what you struggle with the most in terms of leadership and we will address those struggles in future issues.❖

“So he fed them according to the integrity of his heart; and guided them by the skillfulness of his hands.”

Psalms 78:72 (KJ)



Resources

People

Jan Gessele, Pregnancy Resource Center, Glenwood Springs, Colorado (970)945-5562. Call Jan for help in the following areas:

1. Jan has been running a small, rural Pregnancy Center since 1987. She knows the joys and frustrations of running a small Center, and being its only paid employee. Call her for encouragement and/or ideas to help you in your own Center.
2. Jan also has some creative ideas for a Non-Event style fundraiser that has been very successful.
3. Call Jan for help in how to plan and execute a statewide volunteer conference. She has been involved in the Rocky Mountain Counselors' Conference for about 12 years.

Products

Do you know people who are buying on-line? There is a web site where you can order just about any product under the sun. If you order from this site, a percentage of your order is donated to the charity of your choice as long as the charity is a 501(c)3, tax exempt organization.
www.shop2give.com

Web Sites

Energize

An international training, consulting and publishing firm specializing in volunteerism.

<http://www.energizeinc.com>

International Listening Association

The ILA promotes the study, development, and teaching of listening and the practice of effective listening skills and techniques.

<http://www.listen.org>



Quips & Quotes

"All psychological problems begin with an unwillingness to honestly and deeply struggle with our story. As we face questions about our past we are invited to look at those realities in light of God's redemptive plan. To do so does not take away the pain, nor at times the confusion; but it does set our experience in a context, which allows us to struggle toward comprehending God's mysterious purpose for our life."

Dan Allender
"What Is Wrong With Us?"
Mars Hill Review

"Everything we do, no matter how small, is part of the work of living."

Denise Chavez
Face of An Angel

"Prayer is a way of life which allows you to find a stillness in the midst of the world where you open your hands to God's promises, and find hope for yourself."

Henri Nouwen

"It is the most difficult thing in the world for most of us to give up directing our own story and turn to the Author."

Madeline L'Engle
The Rock That Is Higher:
Story as Truth

Client Evaluations *(Continued from pg. 5)*

Uses

How are you using this information? Just a few suggestions. . .

- Directors of Client Services should be reading every evaluation. Make copies of exceptionally good/bad evaluations and put aside to talk to individual volunteers. Put the copies into the volunteers personnel file to help during evaluation time.
- Counselors should see their evaluations as soon as possible, preferably each week or at least bimonthly.
- Counselors should be held accountable for using the client evaluations. How might you make that happen?
- Use client quotes and feedback in volunteer newsletters and general Center newsletters.
- Client feedback provides great content for donor letters, annual reports.
- Use positive feedback as encouragement in staff meetings and volunteer inservices.
- Use negative feedback as motivation to change or strengthen the basic counseling training and on-the job training programs.
- Look for recurring themes in client feedback and address those issues in volunteer inservices, volunteer newsletters, memos, etc.
- Use the forms to ask questions about programs, ideas that are being pondered for the future. They can be great data-gathering tools for program planning.
- Change the forms if the need arises. This should be a changeable form and not one cast in stone for all time.
- When approaching the information on each evaluation, have a teachable heart and an open mind. What can you learn? How can this information be used to make client service programs stronger? If the information you are gathering is not going to be used — don't ask clients to spend their time filling the forms out.❖

On-The-Job Training Checklist

Name _____ Start Date _____

After Training Review & Paperwork

___ Volunteer Application ___ References ___ Training final Exam
___ Discuss Steps to the Cross ___ Essential Commitments ___ Manual Exam

Training Homework Follow-Up

___ Authority, Responsibility, Help & Reward (pg. 21)
___ Profile of A Woman with an Unplanned Pregnancy (pg. 39)
___ Reflective Listening Exercises (pg. 97)
___ Interpretive Listening Exercises (pg. 100)
___ Good Questions Exercises (pg. 103)
___ Helpful Feedback Exercises (pg. 107)
___ Tender Confrontation Exercises (pg. 111)
___ Volunteer Self-Evaluation (pg. 115)
___ Sexual History (pg.133)
___ The Real Questions of Today's Seekers (pg. 165)
___ Teachable Moments (pg. 171)
___ Spiritual Awareness Chart Questions (pg. 173)
___ The Adoption Option (pg. 223)
___ Post Abortion Stress (pg. 205)

Demonstration & Role-Plays

___ Suction Abortion Explanation ___ Negative Test Role-play
___ Helpline Role-play ___ Evangelism Role-play
___ Abortion-Minded Client Role-play ___ Parenting but Needs Referrals Role-play

Counseling Session Observed & Performed Alone

Negative Test ___ Observed ___ Performed
Positive Test-Carry ___ Observed ___ Performed
Abortion Minded ___ Observed ___ Performed

Brochures, Documentation & Client services

___ Familiarize yourself with the available brochures to be able to choose the best brochure for individual client needs
___ View Videos
___ Review Client Intake Form and Documentation with Supervisor
___ Take Referral Quiz
___ Review Ultrasound procedures and paperwork with Supervisor
___ Review Post Abortion Services and Procedures with Supervisor



Helping Us Get Better

Counselor: _____ Date _____

We would like your feedback on the services that were provided to you here at the Pregnancy Resource Center. Please give us your honest feedback so we know how we are doing and how we can improve our services. Your opinion matters to us.

Circle the answer that best describes your feelings about the following statements.

My counselor listened to my situation and my needs.

Yes No

My counselor was sensitive to my feelings.

very sensitive somewhat sensitive somewhat insensitive very insensitive

My counselor asked me good questions.

Yes No

My counselor gave me information that was helpful.

very helpful somewhat helpful not helpful no info at all

I would come to this Pregnancy Center again.

Yes No Why? Why not? _____

I would refer a friend to this Pregnancy Center.

Yes No If no, why? _____

Please complete the following questions:

Why did you chose to come to this Pregnancy Center? _____

What helped you the most? _____

What would you change about this Pregnancy Center and/or the services you received here? _____

Client Name (optional) _____



We Need Your Feedback

We are evaluating our current services and are thinking about adding some additional services for our clients. As a client, your opinion matters to us. Please take a few minutes and give us your feedback on the following:

Service(s) you came here for today: Check all that apply.

- free pregnancy test
- counseling
- maternity clothes
- baby items
- abortion information
- abstinence information
- post-abortion counseling
- follow-up appointment

Please circle your satisfaction level for the services you received:

very satisfied somewhat satisfied somewhat unsatisfied very unsatisfied

If you were unsatisfied please tell us why: _____

We are thinking about adding one or two of the programs listed below. Circle the programs below that you would attend or refer your friends to if the services were available.

- Teen Abstinence Support Group Teen Prenatal Care Classes
- Teen Parenting Classes Childbirth Classes

As far as you know, where else in the community can you receive classes or services like the ones listed above? _____

What suggestions do you have for classes or services that would be helpful to you? _____

Please answer the following questions about yourself:

Your age: _____ I am pregnant at this time: YES NO (circle one)