



Training packages for health professionals to improve access and quality of health services for migrants and ethnic minorities, including the Roma
MEM-TP

EVALUATION PLAN

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Migrants & Ethnic Minorities
Training Packages



Escuela Andaluza de Salud Pública
CONSEJERÍA DE IGUALDAD, SALUD Y POLÍTICAS SOCIALES



SERVIZIO SANITARIO REGIONALE
EMILIA-ROMAGNA
Azienda Unità Sanitaria Locale di Reggio Emilia



JAGIELLONIAN UNIVERSITY
MEDICAL COLLEGE

UNIVERSITY OF
COPENHAGEN



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MEM-TP EVALUATION PLAN

- 1. To evaluate training materials:** *Ad hoc evaluation sheet designed for the pilot programs* **ANNEX 1**
- 2. To evaluate knowledge:** A Pre-post learning chart. Will be designed based on the definitive materials produced.
- 3. To evaluate professional profiles and training needs:** Professional profile and training needs – *QUESTIONNAIRE* **ANNEX 2**
- 4. To evaluate quality and satisfaction regarding teaching activities:** Quality and satisfaction regarding teaching activities - *EASP QUESTIONNAIRE* **ANNEX 3**
- 5. To evaluate transference:** Interview script. Will be designed based on the definitive materials produced.

What does the evaluation plan for MEM-TP contain?

The evaluation designed for MEM-TP includes a set of tools that have been discussed and debated by the EASP team under the supervision of Professor Cecilia Escudero Espinosa, specialized in evaluating training programs for health professionals.

It will encourage self-reflection and self-perception to identify advantages obtained from the training as well as to evaluate the quality of the training materials produced.

What are the evaluation's goals?

1. To evaluate training materials:
2. To evaluate knowledge
3. To evaluate professional profiles and training needs,
4. To evaluate quality and satisfaction regarding teaching activities,
5. To evaluate transference:

What tools does the evaluation use?

There is a specific tool for each goal:

1. **Goal 1:** *Ad hoc evaluation sheet designed for the pilot programs*
2. **Goal 2:** A Pre-post learning chart. Will be designed based on the definitive materials produced.
3. **Goal 3:** Professional profile and training needs – *QUESTIONNAIRE*
4. **Goal 4:** Quality and satisfaction regarding teaching activities - *EASP QUESTIONNAIRE*
5. **Goal 5:** Interview script

When will the different tools be implemented?

The evaluation will be conducted at two different times with distinct evaluation goals:

- At the beginning, as part of *Training the Trainers* and *pilot activities* undertaken in different participating countries, it will evaluate training materials along with professional profiles, training needs, and overall satisfaction with the teaching imparted.

- Once the elaboration of materials has been completed, the evaluation will focus on how individuals apply what they learned. It will be assess the following: knowledge obtained, professional profiles, training needs, satisfaction with the teaching imparted and transference.

MEM-TP EVALUATION SHEET		
	PILOT PROGRAMS	FINAL TRAINING PLAN
<i>What we evaluate</i>	<i>Training materials</i>	<i>Knowledge, professional profile and training needs,, quality and satisfaction regarding teaching activities,, transference</i>
<i>When</i>		
BEFORE	<i>Prior professional profile and training needs (ONLINE QUESTIONNAIRE 1)</i>	<i>Prior professional profile and training needs (ONLINE QUESTIONNAIRE 2)</i>
DURING	<ul style="list-style-type: none"> <i>Evaluating the quality of materials used (ONLINE QUESTIONNAIRE 3)</i> 	
AFTER	<ul style="list-style-type: none"> <i>Post-training needs (ONLINE QUESTIONNAIRE 1)</i> <i>Satisfaction and quality regarding the teaching (EASP QUESTIONNAIRE)</i> 	<ul style="list-style-type: none"> <i>Post- professional profile training needs (ONLINE QUESTIONNAIRE 1)</i> <i>What was learned after the training (ONLINE QUESTIONNAIRE 2))</i> <i>Satisfaction and quality regarding the teaching (EASP QUESTIONNAIRE)</i> <i>Transference: 3-6 months later a group of colleagues, supervisors and persons in charge will be selected to participate in a semi-structured interview to evaluate to what extent knowledge and practices imparted in the training plan had a transformative impact on their work (Interview script).</i>

ANNEX 1

Please, asses the presentations and activities, where 1 is very low and 5 is very high

	Name module 1	Name module 2	Name module 3	Name module 4
Presentation	Name units 1-2	Name units 1-2	Name units 1-2	Name units 1-6
Clarity, understanding and legibility	Scale 1-5			
Adequacy of length	Scale 1-5			
Accuracy	Scale 1-5			
Credibility	Scale 1-5			
Consistency between the contents and the objectives	Scale 1-5			
Quality of design	Scale 1-5			
Adequacy of images	Scale 1-5			

Adequacy of images	Scale 1-5			
Activities				
Consistency between the activity(ies) and the objectives	Scale 1-5			

Please, asses the trainees manual, where 1 is very low and 5 is very high

Trainees Manual	Scale 1-5
Clarity, understanding and legibility	Scale 1-5
Adequacy of length	Scale 1-5

ANNEX 2

ID	Phase	Process	Description	Reference models
2	Previous evaluation	Needs	Training needs for participant's skills and expectations	Competences defined UNE 66181 – 2008
Aspects to consider		<ul style="list-style-type: none"> Needs of professionals targeted by the activity 		
Objective		<ul style="list-style-type: none"> To improve the program's efficacy to respond to expectations and training needs in a set of defined skills. 		
Method		<ul style="list-style-type: none"> Questionnaire for the participants at the start of the program to identify the training needs related to their profile. Activity to identify the student's expectations about the course and their learning objectives. 		
Result		<ul style="list-style-type: none"> Lessons learned and recommendations to improve the design and development of the training activities included in the Program. 		
Who participates in the evaluation		<ul style="list-style-type: none"> Professionals enrolled in the Program. 		
Dimensions and indicators of the evaluation		<ul style="list-style-type: none"> Students' expectations related to the usefulness of the learning experience during the specific practicals in the program. Training needs identified in the Program's target population. Information about training expectations and needs identified in the Program's target population. 		

INSTRUMENT 1**PARTICIPANT'S PROFESSIONAL PROFILE**

When to evaluate	Instrument
<i>Prior to the training.</i>	<i>Personal and professional</i>
<i>When the program begins</i>	<i>information record</i>

PROFESSIONAL AND DEMOGRAPHIC PROFILE

Basic Training Received (Educational qualifications – certificates, degrees, diplomas, etc.)

Current occupation (*position currently occupied and tasks you are responsible for completing*)

Workplace location (primary care center, level) Year in which basic training certificates, degrees or diplomas were obtained

Nationality

Gender

	Phase	Process	Description	Reference models
1	Previous evaluation	Professional profile	Training specialist's demographic and professional record	PRIME® - 1994
Aspects to consider		<ul style="list-style-type: none"> ▪ Demographic details. ▪ Previous training and experience. 		
Objective		<ul style="list-style-type: none"> ▪ To improve the program's efficacy to respond to training needs conditioned by the professional profile of the targeted students. 		
Method		<ul style="list-style-type: none"> ▪ Demographic and professional details on the profile card. 		
Result		<ul style="list-style-type: none"> ▪ Professional profile type matched to the needs analysis, expectations, satisfaction, learning, transference, and impact, in order to elaborate recommendations for improving the design and development of training activities included in the program. 		
Who participates in the evaluation		<ul style="list-style-type: none"> ▪ Professionals enrolled in the program. 		
Dimensions and indicators of the evaluation		<ul style="list-style-type: none"> ▪ Demographic data: age, gender, nationality ▪ Previous training (includes basic degrees, certificates, or diplomas obtained; occupation and workplace location) 		

INSTRUMENT 2.**QUESTIONNAIRE ON THE PROGRAM'S NEEDS**

When to evaluate	Instrument
<i>Prior to the training Post-training</i>	<i>Questionnaire related to the participant's profile</i>

This is an anonymous and confidential questionnaire. Your opinions will contribute to improving the quality of training this Program provides, and we thank you in advance for your collaboration.

Following is a list of the training program's core contents. We would like to know how useful they are to you in carrying out your work:

Please rate on a scale of 0 to 5, with 0 indicating not at all useful and 5 very useful

- **Not at all useful: absolutely unnecessary for carrying out tasks related to my position**
- **Very useful: Essential for carrying out tasks related to my position.**

MODULE 1: SENSITIVITY AND AWARENESS OF CULTURAL AND OTHER FORMS OF DIVERSITY.

- Cultural and other important types of diversity (cultural diversity refers to the plurality of cultural identities, population groups and societies).
- Intersectionality (intersectionality refers to the way migration status, ethnicity, class, gender, sexual orientation, ability status or other aspects interact, shaping the social situation and lived experience of the person).
- Construction of discrimination and stigma
- Improving the minorities knowledge about their health rights and fighting discrimination and stigma
- Influence of cultural backgrounds on health professionals' and patients' perceptions and behaviours
- Addressing one's own identity and prejudices;
- Identifying aspects related to the positive contribution of interculturality and diversity sensitivity.
- Developing strategies for health promotion and health education based on cultural diversity and interculturality.

MODULE 2: KNOWLEDGE ABOUT MIGRANTS, ETHNIC MINORITIES AND THEIR HEALTH

- Social context of migrants and ethnic minorities
- Social determinants of health
- Needs and frequent types of health problems of migrants and ethnic minorities.

- Morbidity and mortality patterns
- Patterns of health services usage
- Barriers of access to health care

MODULE 3: PROFESSIONAL SKILLS

- Key elements in communicating with migrants or ethnic minority patients
- Communication and intrapersonal skills (Empathy, Active/Reflective listening)
- Barriers and facilitators to communication
- Negotiation/collaboration
- Conflict management
- Breaking bad news

MODULE 4: KNOWLEDGE APPLICATION

- People-centered approaches in health care for migrants and ethnic minorities
- Health care oriented towards cultural and ethnic diversity
- Health prevention and promotion oriented towards cultural and ethnic diversity
- Reduction of health inequalities
- Access to and quality of health care for migrants and ethnic minorities
- Community-based approaches and promotion of the users' and communities' participation and involvement
- Intersectoral action for health (intersectoral action for health refers to actions undertaken by sectors outside the health sector, possibly, but not necessarily, in collaboration with the health sector).

Please express the degree to which you would agree with the following statements regarding the Program's objectives

Please rate on a scale of 0 to 5, with 0 indicating "absolutely disagree" and 5 "totally agree"

1. I Understand:

- The concepts of "culture", "ethnic groups and minorities", "migrants" and their background.
- The concept of "intersectionality" and "intersectoral action"
- The concepts of "stereotypes and generalisations", "prejudices" and "discrimination".
- The concepts "multiculturalism", "interculturalism", "cultural competence", "intercultural competence" and "diversity sensitivity",

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- Basic demographic characteristics of the current migrant population and ethnic minorities.
 - Major trends and health concerns in the state of health of migrants and ethnic minorities, with focus on chronic diseases, communicable diseases, mental health and reproductive health.
 - Social determinants of health of migrants and ethnic minorities.
 - Main patterns of use of health care services by migrant population and ethnic minorities according to the literature.
 - Barriers of access to health care.
 - Key elements in communicating with migrants or ethnic minority patients.
 - Techniques related to intrapersonal outcomes aiming to improving health professional-patient interaction in culturally diverse contexts.
 - Strategies for planning and implementing actions related to one's own workplace and daily professional practice with migrants and ethnic minorities.
 - Best Practices related to health prevention and promotion oriented towards cultural and ethnic diversity from multidisciplinary perspectives.
 - Relevant aspects of quality oriented towards cultural and ethnic diversity, assessment methodologies and strategies.
 - Concepts and relevant aspects related to community-based approaches.
 - Strategies for developing intersectoral actions.

2. **When I work I have the capacity:**

- **To identify barriers and** strategies for taking into account intersectionality in the health care practice.
- To think over strategies against discrimination in health care oriented towards cultural and ethnic diversity.
- To understand the influence of cultural backgrounds on the perceptions and behaviours of health professionals and patients.
- To introduce the concepts of "health promotion", "Health education" and relate them with cultural diversity and interculturality.
- To identify aspects related to the positive contribution of interculturality and sensitivity to diversity
- To apply the acquired knowledge about health concerns in the state of health of migrants and ethnic minorities, with focus on chronic diseases, communicable diseases, mental health and reproductive health to clinical practice.
- To identify barriers of access to health care and strategies to overcome those barriers
- To identify the role of stereotypes in communication with migrants and ethnic minorities.
- To identify communication and intrapersonal skills (empathy, active/reflective listening).
- To acquire the ability to manage stress situations in the health professional-migrant/ethnic minority patients interaction

- To practice the negotiation and collaboration skills
- To think over the behaviors involved in conflict management
- To apply a model of “people-centered health care” in the field of health care oriented towards cultural and ethnic diversity.
- To reflect on the opportunities and limitations for applying organizational change related to cultural and ethnic diversity in the own institutional context.
- To develop health promotion and health prevention actions oriented towards cultural and ethnic diversity.
- To apply quality assessment methods.
- To develop participatory approaches in the field of health care oriented towards cultural and ethnic diversity.
- To identify relevant stakeholders for intersectoral action related to the health of migrants and ethnic minorities in the own context, as well as opportunities, barriers, resources and strategies.

Thank you for completing this questionnaire.

ANNEX 3**1. Teaching quality feedback questionnaire (face-to-face Course)**

Course Information

Title:

Coordinators:

Secretary:

Indicate on a scale from 0 to 10, where 0 represents the most negative valuation possible (poor quality, totally dissatisfied, etc.), and 10 is the highest possible score (excellent quality, total satisfaction, etc). If you are unable to give a response, please use DK (don't know)

Evaluation of the FACE-TO-FACE PHASE**A. OBJECTIVES**

P1. Clarity of the objectives outlined in the course schedule

0 1 2 3 4 5 6 7 8 9 10 DK

P2. Level of attainment of the proposed learning objectives

0 1 2 3 4 5 6 7 8 9 10 DK

B. THEMATIC CONTENT

P3. Suitability of the content developed for achieving the course objectives

0 1 2 3 4 5 6 7 8 9 10 DK

P4. Adequacy of the structure and organization of the course content

0 1 2 3 4 5 6 7 8 9 10 DK

C. LEARNING-TEACHING METHODOLOGY

P5. Suitability of the methodology for fulfilling the course objectives

0 1 2 3 4 5 6 7 8 9 10 DK

P6. How useful did you find the practical cases used in the course?

0 1 2 3 4 5 6 7 8 9 10 DK

P7. Quality of the teaching resources used on the course

0 1 2 3 4 5 6 7 8 9 10 DK

P8. Quality of support provided by the EASP Online Platform

0 1 2 3 4 5 6 7 8 9 10 DK

D. BIBLIOGRAPHY

P9. Relevance of the course bibliography

0 1 2 3 4 5 6 7 8 9 10 DK

E. ORGANIZATION OF TEACHING

P10. Quality of the course coordination (Adequacy in terms of program design, organization of the teaching staff, and methodology)

0 1 2 3 4 5 6 7 8 9 10 DK

F. COURSE ADMINISTRATION

P11. Efficiency of the course administration (Course logistics, attention given to the participants etc.)

0 1 2 3 4 5 6 7 8 9 10 DK

G. TEACHING TEAM

P12. Level of expertise of the teaching staff in relation to the course content

0 1 2 3 4 5 6 7 8 9 10 DK

P13. Quality of theoretical presentations given by the teaching staff

0 1 2 3 4 5 6 7 8 9 10 DK

P14. Quality of the methodological skills of the teaching staff

0 1 2 3 4 5 6 7 8 9 10 DK

P15. Adaptability of the teaching staff to the needs of the group

0 1 2 3 4 5 6 7 8 9 10 DK

P16. Suitability of individual guidance given by the teacher

0 1 2 3 4 5 6 7 8 9 10 DK

P17. Encouragement given by the teaching staff in terms of student participation in the teaching activities

0 1 2 3 4 5 6 7 8 9 10 DK

P18. The extent to which the teacher has displayed different points of view with regard to the given topics

0 1 2 3 4 5 6 7 8 9 10 DK

P19. Quality of the treatment given to students on the part of the teaching staff

0 1 2 3 4 5 6 7 8 9 10 DK

P20. Noteworthy aspects of the teaching team: Write: Name of the teacher / outstanding aspects
(positive or negative)

H. LEARNING LEVEL

P21. How do you rate the level of learning that you have achieved throughout this course?

0 1 2 3 4 5 6 7 8 9 10 DK

I. USEFULNESS OF THE COURSE

P22. Usefulness of the course for your professional activities

0 1 2 3 4 5 6 7 8 9 10 DK

J. GENERAL SATISFACTION

P23. In general, how satisfied are you with this course?

0 1 2 3 4 5 6 7 8 9 10 DK

P24. To what extent has this course met your expectations?

0 1 2 3 4 5 6 7 8 9 10 DK

K. ADDITIONAL INFORMATION

P25. Could you indicate what other topics might be of interest to you if you were to do another course with EASP in the future?

L. COMMENTS OR SUGGESTIONS

P26. Please highlight any comments you wish to make about this course in the space below (positive or negative)

2. Teaching quality feedback questionnaire (Blended course)

Course information

Title:

Coordinators:

Secretary:

Indicate on a scale from 0 to 10, where 0 represents the most negative valuation possible (poor quality, totally dissatisfied, etc.), and 10 is the highest possible score (excellent quality, total satisfaction, etc.). If you are unable to give a response, please use DK (don't know)

Evaluation of the FACE-TO-FACE PHASE

A. OBJECTIVES

P1. Clarity of the objectives outlined in the course schedule

0 1 2 3 4 5 6 7 8 9 10 DK

P2. Level of attainment of the proposed learning objectives

0 1 2 3 4 5 6 7 8 9 10 DK

B. THEMATIC CONTENT

P3. Suitability of the content developed for achieving the course objectives

0 1 2 3 4 5 6 7 8 9 10 DK

P4. Adequacy of the structure and organization of the course content

0 1 2 3 4 5 6 7 8 9 10 DK

C. LEARNING-TEACHING METHODOLOGY

P5. Suitability of the methodology for fulfilling the course objectives

0 1 2 3 4 5 6 7 8 9 10 DK

P6. The timetabling during the course was adequate for the proposed activities

0 1 2 3 4 5 6 7 8 9 10 DK

P7. Quality of the learning techniques employed (forums for debate, individual and group exercises)

0 1 2 3 4 5 6 7 8 9 10 DK

P8. Quality of support provided by the EASP Online Platform

0 1 2 3 4 5 6 7 8 9 10 DK

D. BIBLIOGRAPHY

P9. Relevance of the course bibliography

0 1 2 3 4 5 6 7 8 9 10 DK

Evaluation of the ONLINE COMPONENT

P10. Appropriate allocation of time to the activities

0 1 2 3 4 5 6 7 8 9 10 DK

P11 Quality of the learning techniques employed (forums for debate, individual and group exercises etc.)

0 1 2 3 4 5 6 7 8 9 10 DK

P12. Quality of the resources employed (design of multimedia materials).

0 1 2 3 4 5 6 7 8 9 10 DK

P13. Ease of use of the online platform

0 1 2 3 4 5 6 7 8 9 10 DK

P14. Design of the course in terms of motivation to learn

0 1 2 3 4 5 6 7 8 9 10 DK

P15. Usefulness of the communication tools employed (chat, forums, email,) with the each other and the rest of the students

0 1 2 3 4 5 6 7 8 9 10 DK

P16. Accessibility of the teaching staff (response times, assessments/ individual monitoring, availability, approachability)

0 1 2 3 4 5 6 7 8 9 10 DK

P17. Ability to motivate the students

0 1 2 3 4 5 6 7 8 9 10 DK

GENERAL evaluation of activities

E. ORGANIZATION OF TEACHING

P18. Quality of the course coordination (Adequacy in terms of program design, organization of the teaching staff, and methodology)

0 1 2 3 4 5 6 7 8 9 10 DK

F. COURSE SECRETARY

P19. Efficiency of the course administration (Course logistics, attention given to the participants etc.)

0 1 2 3 4 5 6 7 8 9 10 DK

G. TEACHING TEAM

P20. Level of expertise of the teaching staff in relation to the course content

0 1 2 3 4 5 6 7 8 9 10 DK

P21. Quality of theoretical presentations given by the teaching staff

0 1 2 3 4 5 6 7 8 9 10 DK

P22. Quality of the methodological skills of the teaching staff

0 1 2 3 4 5 6 7 8 9 10 DK

P23. Adaptability of the teaching staff to the needs of the group

0 1 2 3 4 5 6 7 8 9 10 DK

P24. Suitability of individual guidance given by the teacher

0 1 2 3 4 5 6 7 8 9 10 DK

P25. Encouragement given by the teaching staff in terms of student participation in the teaching activities

0 1 2 3 4 5 6 7 8 9 10 DK

P26. The extent to which the teacher has displayed different points of view with regard to the given topics

0 1 2 3 4 5 6 7 8 9 10 DK

P27. Quality of the treatment given to students on the part of the teaching staff

0 1 2 3 4 5 6 7 8 9 10 DK

P28. Noteworthy aspects of the teaching team: Write: Name of the teacher / outstanding aspects (positive or negative)

H. LEARNING LEVEL

P29. How do you rate the level of learning that you have achieved throughout this course?

0 1 2 3 4 5 6 7 8 9 10 DK

I. USEFULNESS OF THE COURSE

P30. Usefulness of the course for your professional activities

0 1 2 3 4 5 6 7 8 9 10 DK

J. GENERAL SATISFACTION

P31. In general, how satisfied are you with this course?

0 1 2 3 4 5 6 7 8 9 10 DK

P32. To what extent has this course met your expectations?

0 1 2 3 4 5 6 7 8 9 10 DK

K. ADDITIONAL INFORMATION

P33. Could you indicate what other topics might be of interest to you if you were to do another course with EASP in the future?

L. COMMENTS OR SUGGESTIONS

P34. Please highlight any comments you wish to make about this course in the space below (positive or negative)