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# Outcome evaluation

1st September 2020





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- Contents of the questionnaires have been taken from:

Professional needs  
assessment

Learning outcomes of training  
modules

Camille questionnaires



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# First Section 1/3

<b>Sex</b>	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to say
<b>Country</b>	<input type="checkbox"/> UK (Scotland) <input type="checkbox"/> UK (England) <input type="checkbox"/> Germany <input type="checkbox"/> Italy <input type="checkbox"/> Finland <input type="checkbox"/> France <input type="checkbox"/> Poland
<b>What is the highest level of education you have completed?</b>	<input type="checkbox"/> Grammar school <input type="checkbox"/> Vocational/technical school (2 year) <input type="checkbox"/> High school or equivalent <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Master's degree <input type="checkbox"/> Doctoral degree <input type="checkbox"/> Other: _____



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# First Section 2/3

<p><b>What is your current working role?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Psychologist</li> <li><input type="checkbox"/> Social worker</li> <li><input type="checkbox"/> Educator/education support staff</li> <li><input type="checkbox"/> Nurse</li> <li><input type="checkbox"/> Doctor</li> <li><input type="checkbox"/> Specialist medical practitioner</li> <li><input type="checkbox"/> Psychiatrist/neuropsychiatrist</li> <li><input type="checkbox"/> Teacher (primary/secondary school)</li> <li><input type="checkbox"/> Teacher (kindergarten/pre-school)</li> <li><input type="checkbox"/> Voluntary agency worker</li> <li><input type="checkbox"/> Other: _____</li> </ul>
<p><b>Previous learning experiences on empowerment programmes in the last 5 years?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul>
<p><b>What is your main workplace?</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hospital</li> <li><input type="checkbox"/> Advice/support/counselling centre</li> <li><input type="checkbox"/> Medical centre/health centre/mental health centre</li> <li><input type="checkbox"/> Social welfare centre/ social care centre</li> <li><input type="checkbox"/> School</li> <li><input type="checkbox"/> Other _____</li> </ul>



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# First Section 3/3

<p><b>Who are the direct recipients of your work/intervention? (multiple answers possible)</b></p>	<p><input type="checkbox"/> Children (as individuals)  <input type="checkbox"/> Adolescents (as individuals)  <input type="checkbox"/> Adults (as individuals)  <input type="checkbox"/> Families (family-based approach)  <input type="checkbox"/> Other _____</p>
<p><b>How long have you been working in your current professional field?</b></p>	<p>Number of years: _____</p>
<p><b>Age</b></p>	<p>Year of birth: _____</p>
<p><b>Initials of your mother's maiden name? (Example: Anne Smith = AS)</b></p>	<p>_____</p>



For matching



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# Dimensions

- For each item (either related to their knowledge, skills), we suggest to ask all the professionals participating in the training in each country to self-assess:
  - Their perceived **awareness** (5 point Likert-type scale)
  - Their perceived **competence** (5 point Likert-type scale)



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- For each item the perceived awareness and the perceived competence will be self-assessed through a 5 point Likert-type scale.

The scales were chosen taking into account relevant scientific literature (Camille article published included).

## *Are Different Professionals Ready to Support Children of Parents with Mental Illness? Evaluating the Impact of a Pan-European Training Programme*

**Giovanni Viganò, Marja Kaunonen, Peter Ryan, Wendy Simpson, Ian Dawson, Izabela Tabak, Norbert Scherbaum & Stefano Zanone Poma**

The Journal of Behavioral Health Services & Research  
Official Publication of the National Council for Behavioral Health

ISSN 1094-3412  
Volume 44  
Number 2

J Behav Health Serv Res (2017)  
44:304-315  
DOI 10.1007/s11414-016-9548-1





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**Consider your KNOWLEDGE of the following aspects in relation to child maltreatment:**

	<b>How much are you AWARE of the following aspects when dealing with abused and neglected children?</b>	<b>How COMPETENT do you feel in the following aspects when dealing with child abuse and neglect?</b>
	1—Not at all aware 2—Slightly aware 3—Somewhat aware 4—Moderately aware 5—Extremely aware	1—Not at all competent 2—Slightly competent 3—Somewhat competent 4—Moderately competent 5—Very competent

*Assess the following elements (ONLY FOR THOSE PARTICIPANTS ATTENDING MODULE "Child development and consequences of maltreatment")*

Development of the child aged		
Influence of different types of child maltreatment on different periods of development		
Impact of child maltreatment on a person's life		





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**Consider the following SKILLS in relation to child maltreatment**

	<b>How much ARE YOU AWARE</b> of the following aspects when dealing with abused and neglected children?	<b>How COMPETENT</b> do you feel in the following aspects when dealing with child abuse and neglect?
	1— Not at all aware 2— Slightly aware 3— Somewhat aware 4— Moderately aware 5— Extremely aware	1— Not at all competent 2— Slightly competent 3— Somewhat competent 4— Moderately competent 5— Very competent

**Assess the following elements (FOR ALL PARTICIPANTS IN ALL COUNTRIES)**

Communication with children where safeguarding concerns are identified		
Talking with a non-abusive parent to encourage this parent to protect the child		
Talking with an abusive parent to motivate this parent to stop the maltreatment		
Helping the maltreated child, and its family		
Designing intervention protocols/documents		



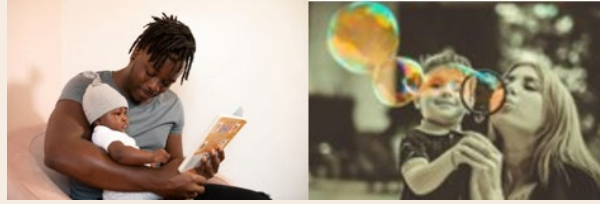
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- Intended Learning Outcomes to be assessed are grouped according to the modules
- Questionnaire can be customised for each country in case they decide not to do a specific module.



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# Method of administration

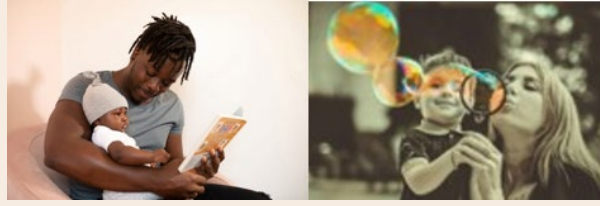
- The outcome evaluation questionnaire will be carried out **BEFORE** and **AFTER** the training. The partners agreed that the trainees will be asked to fill in the questionnaire immediately before the training and immediately after the training.



- **Web-survey methodology** for the data collection. Synergia can implement the online questionnaire once the partners have provided the questionnaire translation. The coordinating partner in each center will be free to use the on-line or the off-line (by printing the questionnaire) version to give out the questionnaire to the trainees according to the IT equipment available at the training venue.
- Those centers that will opt for the off-line version will be asked to upload the data collected in the on-line version.



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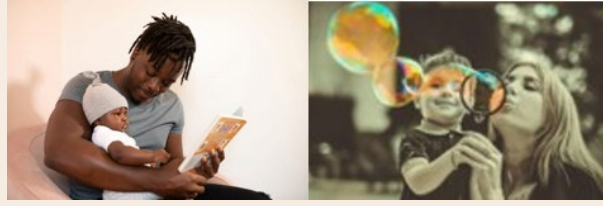


# Data analysis

- Anagraphical (sex, age) and professional (years of experience, professional profile) information will be collected both trainees invited in order to perform some cross-tabulation analysis, analysis of variance, together with some principal component and factor analysis and cluster analysis.
- In the ex-post version, we included some open questions to evaluate the training (strengths, weaknesses, suggestions, etc.).



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# Changes introduced after 6th online meeting

- Number of items reduced in order to reduce time to fill in questionnaire. Questions are now only based on the list of intended learning outcomes.
- ‘Importance’ dimension dropped. In CAMILLE every participant used to rate every skill or knowledge as extremely important both before and after training.
- A final decision on the timing of the ex-post evaluation has been taken: ex-post questionnaires will be distributed immediately after the training.



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