

AK13. HCV KNOWLEDGE AND CAPACITY QUESTIONNAIRE #2

USE WHEN YOU WANT TO EVALUATE:

Outcomes :

- ✓ Awareness and knowledge
- ✓ Skills / competency and capacity of individuals

Intervention types:

- ✓ Targeted education activities for priority population
- ✓ Targeted awareness activities for priority population
- ✓ Skill building sessions to increase capacity to engage in risk mitigation behaviors
- ✓ Outreach to priority populations for awareness and education

Worked well with these populations:

- ✓ Youth
- ✓ People living with or affected by HCV
- ✓ People who inject drugs

Interventions for:

- ✓ HCV

DESCRIPTION

Description:

This 6-item measure has been used in an evaluation of a set of HCV education tools for patients and service providers.

WHY THIS TOOL MIGHT BE USEFUL FOR COMMUNITY-BASED INTERVENTIONS

- ✓ Suitable for before and after testing of a program's effects.
- ✓ Easily completed and analysed
- ✓ Could easily be programmed to be given electronically

Developed in:

- ✓ English

ADMINISTRATION, DESIGN, SCORING and ANALYSIS CONSIDERATIONS

ADMINISTRATION

- These questions will take about 5 minutes to fill out each time.
- Tell participants why you are using the questionnaire, being clear that it is to evaluate the intervention, to help make it better and not them.
- Participation should be voluntary, so tell participants that it is ok if they do not complete the questionnaire, and assure participants that there are no negative consequences if they don't want to complete it. Give them a way to do something else at the same time that is similar to completing the survey so that confidentiality of this decision is protected (For further information on ethical considerations in carrying out evaluations, see [Ethics Resources](#))
- If used in a group setting, ensure that people feel safe and that the space is confidential; no one can see their answers (can see their screen or papers), and put completed questionnaires into a sealed envelope.

Measuring before and after change (this is the best option because it measures real change)

1. **WHEN TO USE:** Have the questionnaires filled out before the intervention or at the very beginning of it, and again after, as close to the end as possible (often the very last session is not suitable because it may be a celebration, or have low attendance).
2. **LINKING RESULTS:** Include a way to match the same person's pre and post questionnaires while protecting

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confidentiality, for example using a password or unique identifier that respondents generate and remember (see [Tips for passwords](#)).

3. **SCORING:** Create each person's total pre-program and post-program HCV Knowledge Scores by calculating their total number of correct answers, with a score of zero for wrong and a score of 1 for correct. Correct answers are:

- #1 No
- #2 By blood-to-blood contact
- #3 No
- #4 Both of the tests are needed
- #5 Speed up liver damage

4. **ANALYSIS:** Compare the pre and post scores for each individual, noting how many people improve, how many stay the same, and how many get worse.

Measuring change only after the end of an intervention: (this is the second best option, because people often think the intervention has had more effect than it really did)

1. Adapt all the questions so that they ask people what their answer is now and what it was before the intervention

For example, for question 1, ask: "*Now I think there is a vaccine to prevent hepatitis C*" AND "*Before the workshop, I thought there is a vaccine to prevent hepatitis C*" (See an [example](#) of a questionnaire with before and after versions)

2. **SCORING:** Create each person's total pre-program and post-program HCV Knowledge Scores by calculating their total number of correct answers, with a score of zero for wrong and a score of 1 for correct. Correct answers are:

- #1 No
- #2 By blood-to-blood contact
- #3 No
- #4 Both of the tests are needed
- #5 Speed up liver damage

3. **ANALYSIS:** Compare the pre and post scores for each individual, noting how many people say they improve, how many stay the same, and how many get worse.

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<p>1. Is there a vaccine to prevent hepatitis C?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> I don't know</p>
<p>2. How is hepatitis C passed?</p> <p><input type="checkbox"/> Through sweat, saliva or urine</p> <p><input type="checkbox"/> By blood-to-blood contact</p> <p><input type="checkbox"/> By air (e.g., coughing, sneezing)</p> <p><input type="checkbox"/> I don't know</p>
<p>3. Do most people have symptoms when they first get hepatitis C?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> I don't know</p>
<p>4. What type(s) of blood test(s) is/are needed to diagnose a current hepatitis C infection?</p> <p><input type="checkbox"/> Hepatitis C antibody test</p> <p><input type="checkbox"/> Hepatitis C virus test (PCR, RNA)</p> <p><input type="checkbox"/> Both of the above tests are needed</p> <p><input type="checkbox"/> I don't know</p>
<p>5. What can alcohol do to the liver?</p> <p><input type="checkbox"/> Nothing</p> <p><input type="checkbox"/> Clean the liver</p> <p><input type="checkbox"/> Speed up liver damage</p> <p><input type="checkbox"/> I don't know</p>

Source:

Buller-Taylor T, McGuinness L, Yan M & Janjua N (2016). **Hepatitis C: The Basics - An Online Course to Address Hepatitis C Knowledge Gaps and Encourage Engagement in Hepatitis C Care.** Poster session presented at BC Centre for Disease Control Research Week, Vancouver, BC. <http://hepatitiseducation.med.ubc.ca/research-and-evaluation/project-reports/>