

SCCW4. “TRAIN-THE-TRAINER” - TRAINING EFFECTIVENESS QUESTIONNAIRE

USE WHEN YOU WANT TO EVALUATE:

Outcomes :

- ✓ Improved capacity of service providers and volunteers (peer educators)

Intervention types:

- ✓ Training and skill building sessions to increase the capacity of service providers and volunteers
- ✓ Activities to improve collaboration, coordination and networking

Worked well with these populations:

- ✓ Peer-trained workers (educators, support workers)

Interventions for:

- ✓ HIV
- ✓ STIs
- ✓ Could be adapted to use for hepatitis C

DESCRIPTION

Questionnaire to be used by peer-trained workers once they have had the opportunity to carry out some prevention, health promotion and support on their own.

WHY THIS TOOL MIGHT BE USEFUL FOR COMMUNITY-BASED INTERVENTIONS

- ✓ Could be used to assess the effectiveness of training or peer support in developing competencies of people engaged in supporting people living with or at risk for HIV, STIs or hepatitis C
- ✓ Easily completed and analysed
- ✓ Could easily be programmed to be given electronically

Available in:

- ✓ English

ADMINISTRATION, DESIGN, SCORING and ANALYSIS CONSIDERATIONS

ADMINISTRATION

- This questionnaire should take less than 10 minutes to fill out each time.
- Tell peer trained workers 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 questionnaire 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.
- If appropriate you may want to replace question 1 with “Help a client reduce the harm of drug use”.



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DESIGN OPTIONS

Measuring before and after intervention (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 confidentiality, for example using a [password](#) or unique identifier that respondents generate and remember
3. **SCORING:** Create each person's total Training Effectiveness Score by calculating his or her [average](#) of the 13 questions. Average scores can range from 1 to 3.
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: *"As a result of this training, how confident do you feel about helping a client decide to reduce their drug use?"* AND *"Before the training, how confident did you feel about helping a client decide to reduce their drug use?"* (see an [example](#))

2. **SCORING:** Create each person's total Training Effectiveness Score by calculating his or her [average](#) of the 13 questions. Average scores can range from 1 to 3.
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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As a result of this training, how confident do you feel about doing each of these?	Still not very confident	The same as before	More confident than before
1. Help a client decide to reduce their drug use	1	2	3
2. Discuss safer sex methods with a client	1	2	3
3. Help a client understand how HIV / hep C medications can improve their health	1	2	3
4. Help a client talk openly with his or her doctor	1	2	3
5. Go with a client to health care or social service appointment	1	2	3
6. Provide emotional support to a client	1	2	3
7. Talk with a client about a behavior change that impacts their health	1	2	3
8. Help a client find HIV /hep C services	1	2	3
9. Help a client find social or support services	1	2	3
10. Provide a client with information about disclosing HIV status	1	2	3
11. Help a client to take HIV /hep C medications correctly	1	2	3
12. Set clear boundaries with clients	1	2	3
13. Help a client understand what confidentiality means	1	2	3

Source: Tobias, C. R., Downes, A., Eddens, S., & Ruiz, J. (Jan 2012). **Building blocks for peer success: Lessons learned from a train-the-trainer program.** AIDS Patient Care and STDs, 26(1), 53-59