

THE EuTEACH CURRICULUM : NEEDS ASSESSEMENT

The curriculum's users are strongly encouraged to perform an assessment of the needs of those professionals who will be taking the course. This will allow for a better assessment of the potential audiences needs and expectations. It will also help the teacher to both select the appropriate *training objectives* (to how to plan session) and to design an *evaluation of the course* (to how to evaluate the course) which fits these objectives.

I. Selecting the target audience

Your target audience will need to be selected on a number of different factors - the setting in which you work, the training priorities established in your region/country, and finally the specific requests you receive from professional groups. Obviously, the needs will be different depending on whose needs you are addressing ie. the needs of child psychiatrists, gynaecologists, general practitioner, or more broadly, of medical students, nurses, psychologists, social workers or teachers. Some teachers prefer to select participants with similar practices in order to provide a highly focused, whilst others may prefer to broaden the scope of their intervention and mix professionals with various background, so as to bring together as many different points of view as possible. Both approaches have their own advantages and disadvantages.

An evaluation of the needs of the target audience is a prerequisite for fulfilling your own teaching objectives as well as ensuring your audience's satisfaction. Ideally, this assessment should be performed prior to the organisation of the course, so that you will be able to select the appropriate modules, place them in a suitable order within the course and choose the appropriate training strategies and tools. It is however not always possible to conduct such a survey (see annex) before the course is set-up. A more expeditious way to solve this problem is to circulate a short form outlining the main issues to be included in the course and their relative importance to the participants, once they have registered. Finally, an alternative is to begin the session with a quick discussion during which every participant introduces himself and explains his expectations.

II. General concept of the 'needs' assessment

You should first have an idea of the professional background of the audience :

- socio-demographic characteristics (gender, age, married, children, etc.)
- type of training, year of graduation, specialisation, etc.
- current activities (setting, clinical/research/prevention, etc)
- involvement with adolescents (percent of their total time spent with adolescents)
- orientation, network, multidisciplinary approach, etc.
- type of supervision

Second, you should set about targeting the needs they identify in their current practice

- areas in which they feel that have difficulties and thus want to improve their performance
- whether they feel they wish to emphasise learning about 'knowledge', 'attitudes' or 'skills'

Finally it is a good idea if you can also assess their availability to attend the course and their preferred mode of intervention i.e. :

- over several short sessions
- over less numerous but longer sessions

III. Organisation

First identify your target population and how you going to attempt to reach it

Fix your objectives and your time schedule

Select an appropriate mode of communication with your target audience (email, letter etc)

Design your questionnaire

Collect the data

Analyse the data, disseminate the content

You will then be able to:

- ***Plan your session*** (to plan the session)
- ***Plan your evaluation*** (to evaluate the session)

We provide an example of the type of questionnaire you can use for such an assessment

- ***Download the questionnaire (training needs assessment sheet)***

Annex

TRAINING NEEDS ASSESSMENT SHEET (EXAMPLE)

A. Personal data

When did you get your MD (medical) degree ?

- 5 years ago or less
- between 6 and ten years ago
- between 11 and 20 years ago
- more than 20 years ago

If you have subsequently had any specialist training or specialist certification, please specify the matter :

.....

If you are still in training, please specify in which area :

.....

Gender

- female
- male

B. Practice

Where do you practice ?

- large city (over 100'000 inhabitants)
- small city (10.000 - 99.000 inhab.)
- village (1000-9900 inh.)
- rural area

- Public sector primary care
- Public sector secondary care
- Public sector tertiary care
- private sector alone in primary care
- private sector in a team or joint practice in primary care
- private hospital secondary care
- private hospital tertiary care

academic hospital

Looking at the total population of patients you care for, what percentage do adolescents represent ?

- > 50%
- 26-50%
- 11-25%
- 5-10%
- < 5%

How many adolescents do you see in an average week ?

- 1 - 5
- 6 - 15
- > 15

What reasons would you give for liking taking on the care of adolescents ?

- I like communicating with adolescents
- working with adolescents is a challenge
- I like the association of physical and psychosocial problems one finds in adolescent medicine
- I like interdisciplinary approaches

What are the main reasons do adolescents attending your office/practice ?

	frequently	sometimes	rarely	never
acute disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
chronic disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
injuries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
check-ups, prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
eating disorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
psychosocial & behavioural problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gynaecological problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In the following list, how would you rate your interest and needs ?

	Low				crucial	
sports medicine	<input type="checkbox"/>					
acne	<input type="checkbox"/>					
management of chronic conditions	<input type="checkbox"/>					
compliance and adolescence	<input type="checkbox"/>					
growth and puberty	<input type="checkbox"/>					
nutrition	<input type="checkbox"/>					
injury prevention	<input type="checkbox"/>					
vaccination	<input type="checkbox"/>					
learning disabilities incl. ADHD	<input type="checkbox"/>					
vocational problems	<input type="checkbox"/>					

In the following list of gynaecological problems, how would you rate your interest and needs ?

	Low				crucial	
amenorrhea / dysmenorrhea	<input type="checkbox"/>					
contraception	<input type="checkbox"/>					
sexual education	<input type="checkbox"/>					
counselling on unstable sex identity	<input type="checkbox"/>					
STD's	<input type="checkbox"/>					
pregnancy and abortion	<input type="checkbox"/>					
aids and HIV testing	<input type="checkbox"/>					
sexual abuse	<input type="checkbox"/>					

In the following list of psychosocial problems, how would you rate your interest and needs :

	Low				crucial	
eating disorders	<input type="checkbox"/>					
depression & anxiety	<input type="checkbox"/>					
suicidal beaviour	<input type="checkbox"/>					
substance use & abuse	<input type="checkbox"/>					
counselling in the field of tobacco use	<input type="checkbox"/>					
violence and abuse	<input type="checkbox"/>					
psychosomatic diseases	<input type="checkbox"/>					

In the following list of communication challenges, how would you rate your interest and needs :

	Low					crucial
communication with adolescents	<input type="checkbox"/>					
dealing with the adolescent's family	<input type="checkbox"/>					
appraisal of risk-taking/resources	<input type="checkbox"/>					
ethics and confidentiality	<input type="checkbox"/>					
family conflicts	<input type="checkbox"/>					
the adolescent who doesn't want to be helped	<input type="checkbox"/>					

C. Type of training you would favour

Would you like a training course which is attended by only those people who are interested in your speciality area, or those who come from other disciplines?

- rather a course with professionals from the same speciality
- rather a course with a multidisciplinary audience
- mixed (some course within the speciality and some with other professionals)

How much time, over a one-year period, do you think you could devote to a training course in adolescent medicine and health ?

- half a day
- a whole day
- three days
- one week
- two weeks

Which kind of organisation would you favour for training sessions ?

- evening sessions
- half-day session
- whole-day session
- two-days session
- three-days sessions
- weekly session (5 days)

Many thanks for your help. Do you have any further comment or suggestion ?