

Activity 10.2: Quick Discussions to Apply Knowledge—Data Types and Sources

TIPS FOR TRAINERS



Suggested Use

Use these Quick Discussions as part of your presentation on *Understanding Data Types and Sources*, to break up the presentation and provide opportunities for participants to apply knowledge.



Time

The *Understanding Data Types and Sources* slide deck provides six slides that each provide 1-3 questions for participant discussions. The length of the discussion depends upon how each slide is used, but varies from about 5 to 15 minutes.

If you have a small group of participants (8 or fewer), you may want to have most of the discussion in the full group. If you are training a larger group, you may want to have initial discussion for a few minutes in pairs or small groups. This will add about 5-10 minutes to the time required. You can choose to use one or all the Quick Discussions slides.



Materials

- PowerPoint slide for each Quick Discussion (included in the *Understanding Data Types and Sources* slide deck)
- Handout for Participants: Quick Discussions of Using Data (Optional to distribute to participants at the beginning of your presentation)



Knowledge or Skill Development

Participant understanding of various types of data used by PC/PBs in decision making, including their source, content, and ways they can be used by the PC/PB.

Activity Steps

1. Review the Quick Discussions as provided and decide which ones you want to use. If you decide not to use certain ones, remove those slides from your slide deck.
2. During the training, when you reach a Quick Discussions slide, provide instructions to participants. Project the most relevant data or narrative slide from the PowerPoint so it is visible to the group for reference.

If the group is small (up to 8 people):

- Ask the group to think individually about the questions provided for 2-3 minutes or to discuss them with one other person for 5-7 minutes, depending on the number and complexity of the questions.
- Then begin discussion among the full group. Encourage as many participants as possible to provide input to the discussion.

If the group is larger:

- If everyone is sitting around one big table, ask participants to work with 1-2 other people next to them. If participants are seated at small tables, have them work with the other people at their table.
 - Ask the groups to select a **recorder/reporter** to take notes summarizing the discussion and present the small group's approach to the full group.
 - Have one reporter present first, then ask the others to agree, add, or offer alternative responses or approaches. If there are multiple questions, have a different reporter present first for each question.
 - Invite discussion from the full group.
3. Address any questions or issues raised by the discussion.
 4. Summarize the main lessons from the Quick Discussion, and continue with your presentation.



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HANDOUT FOR PARTICIPANTS

Time will be taken at intervals throughout the presentation on *Understanding Data Types and Sources* for one of more of the quick discussions shown below.

Quick Discussion A: Challenges in Using Data

1. How do you use data and research in your job or everyday activities?
2. What do you find most challenging about understanding and using data in HIV planning (or if you've been a PC/PB member for a while, what was most challenging when you first became involved with the PC/PB)?
3. If you are a "veteran" PC/PB member, what helped you become comfortable using data? What made it harder?

Quick Discussion B: Unmet Need

1. Why is it important for your PC/PB to understand the concept of unmet need and to estimate, assess, and address it?
2. What might your PC/PB do to ensure careful consideration of the needs of PLWH who are out of care?

Quick Discussion C: Using HIV Care Continuum

1. Which of type of HIV care continuum do you think is most useful for your PC/PB—prevalence-based or diagnosis-based? Why?
2. Many jurisdictions now receive both an HIV care continuum for all PLWH, and a continuum including only RWHAP clients. In addition, separate continuum data are often provided for major PLWH subpopulations. What are the benefits of these multiple continuums—how might the PC/PB use them?

Quick Discussion D: Using Expenditures Data

1. What percent of funding would you expect to see expended as of the end of the 10th month of the program year?
2. What concerns does this report raise for the PC/PB?
3. How might the PC/PB use this information?

Quick Discussion E: Using CQM and Monitoring Findings

1. If your PC/PB received information like that shown in the previous slide, what committee(s) would review it?
2. How might such information be used by the PC/PB?
3. What other information might you want to obtain to better understand the situation?

Quick Discussion F: “Heat Map” Showing Retention in Care by Zip Code

The “heat map” uses different colors to show zip codes in the EMA with retention rates below and above a certain level (in this case 68%).

1. If this kind of map were available to your PC/PB, how might you use the information in decision making?
2. What other data would you most like to review along with this map?