

# Activity 10.4: Quick Questions to Apply Knowledge—Assessing Data Quality

## TIPS FOR TRAINERS



### Suggested Use

Use these Quick Questions as part of your presentation on *Assessing Data Quality and Usefulness* to break up the presentation and provide opportunities for participants to apply what they have learned.



### Time

The *Assessing Data Quality and Usefulness* slide deck includes four slides with questions for participant discussions. The length of the discussion depends upon how each slide is used but varies from about 10 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 them to have initial discussion for a few minutes in pairs or small groups. This will add 5-10 minutes to the time required. You can choose to use one or all the Quick Questions slides.



### Materials

- PowerPoint slides for each Quick Questions (included in the *Assessing Data Quality and Usefulness* slide deck).
- Handout for Participants: Quick Questions to Apply Knowledge (Optional to distribute to participants at the beginning of your presentation).



### Knowledge or Skill Development

Participant understanding of approaches for reviewing data and assessing data quality, and for presenting data effectively to maximize its usefulness for PC/PB decision-making.

## Activity Steps

1. Review the Quick Questions slides as provided. Decide which ones you want to use and revise or “localize” them. Remove slides for any questions that you are not using from your slide deck.

Note: Quick Questions A and B provide two different situations related to assessing surveys and studies, one most appropriate for a smaller EMA or a TGA with limited staff research capacity, the other likely to be most relevant to a larger jurisdiction. Pick the one most appropriate for your EMA or TGA.

2. During the training, when you reach a Quick Questions slide, provide instructions to participants.

### **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 or in a large square or similar arrangement, ask participants to work with 1-2 other people next to them.
- If participants are seated at small tables, have each table work as a small group to discuss the situation and questions provided.
- 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. Where possible help the group reach consensus on their answers.

3. Address any questions or issues raised by the discussion.
4. Summarize the main lessons from discussion of the Quick Questions, and continue with your presentation.



## Activity 10.4: Quick Questions to Apply Knowledge—Assessing Data Quality

### HANDOUT FOR PARTICIPANTS

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Time will be taken at intervals throughout the presentation on *Assessing Data Quality and Usefulness* for discussions of one or more of the quick questions shown below.

#### Quick Questions A: Assessing Surveys and Studies

Your PC/PB had problems with data reliability in its last PLWH survey in 2016 – a lot of questions seem to have been misunderstood, and findings were inconsistent with epi data and HIV care continuum data. The survey was done in a hurry, so that findings could be used in preparing your Integrated HIV Prevention and Care Plan. PC/PB staff and members have limited expertise with large-scale surveys, but you want to do a new survey next year.

1. What are some practical things you can do to improve data quality?
2. Who within the PC/PB should lead this effort?

#### Quick Questions B: Assessing Surveys and Studies

Your EMA/TGA has several large subrecipients (service providers) including a federally qualified health center (FQHC) and a clinic associated with a large teaching hospital. These subrecipients all receive research grants and seem to do a lot of internal assessment of client needs and service quality. You want to encourage them to share research findings with the PC/PB, but you also want to be able to review and assess the quality of their data, as you do for other data.

1. What might be a good process for inviting, receiving, and reviewing studies and findings from these subrecipients?
2. What are some possible concerns?
3. Who within the PC/PB should lead this effort?

#### Quick Questions C: Data Reliability and Validity Issues

The PC/PB wants to better understand issues facing recently incarcerated PLWH, who appear to have low rates of retention, medication adherence, and viral suppression. When you look closely at RWHAP HIV care continuum data, PLWH survey data, and focus group data, you find that each one used a different definition of “recently” and “incarcerated.” You like the focus group definition best (“continuously in jail or prison for at least 6 months during the past 3 years”), but it included only nine people, so you aren’t sure what weight to give the findings.

1. What kinds of data problems are these?
2. What might you do to avoid them?

## **Quick Questions D: Different Ways of Presenting Data**

Review the two slides shown, which present the same survey data in two different formats: as a data table and as a data bar chart.

1. Which one do you find easier to understand quickly? Why?
2. How much of the difference involves the presentation format (table or bar chart), and how much involves other factors?
3. To what extent does your answer to the first question involve personal preferences? To what extent does it involve the level of data training you have had?