

# Activity 10.5: Using Triangulation

## TIPS FOR TRAINERS

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### Suggested Use

Use after the part of your presentation that covers triangulation of data, so participants can apply what they have learned. Triangulation of data is one of the key topics covered in the PowerPoint slides on *Assessing Data Quality and Usefulness*.



### Time

About 40 minutes:

- 5 minutes to establish small groups and explain the activity
- 15 minutes for small group discussion
- 15 minutes for presentation and discussion in the full group
- 5 minutes for the trainer/facilitator to summarize lessons and implications



### Materials

- Handout for Participants: Using Triangulation
- Easel pad paper, markers and tape



### Knowledge or Skill Development

Knowledge about the use of data triangulation to cross-validate findings across data types and sources, and skills in applying the process of triangulation to support the PC/PB's data-based decision making.

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## Activity Steps

1. Before the training, review the Handout for Participants and revise "The Situation/Triangulation Findings" as needed to ensure that it is relevant to your PC/PB and EMA/TGA. Add or substitute another situation if desired.
2. Have participants "count off" to form small groups of 4-6 participants each.
3. Pass out the Handout for Participants and describe the activity. Explain that you want them to assume they are members of a PC/PB committee assigned to review data about mental health services in the EMA or TGA, and they have just received key findings from the triangulation effort. Let them know they are free to make any needed additional assumptions about the situation. If you wish, you can project a slide with the activity instructions (slide provided within the *Assessing Data Quality and Usefulness* PowerPoint presentation).

4. Ask each group to select a **facilitator** to coordinate discussion, a **recorder** to take notes and then summarize the work on easel pad paper, and a **reporter** to present the small group's work to the full group. The same person may serve as recorder and reporter if that is the group's preference.
5. Tell the groups they have 15 minutes to review the findings on mental health services and answer the four questions provided.
6. Give groups a 3-minute warning to review their work when the time is almost up.
7. At the end of 15 minutes bring the full group back together and ask reporters to present their small group's responses, dealing with one question at a time. Call on a different reporter to present briefly (up to 3 minutes) for each question. Ask other reporters and the full group to comment. Then move on to the next question.
8. Once all presentations have been made and discussed, ask the group what they learned from the activity and how it is likely to affect their work in the PC/PB.
9. Summarize key points or lessons from the activity.



# Activity 10.5: Using Triangulation

## HANDOUT FOR PARTICIPANTS

### Instructions

1. Work in your small group, choosing a facilitator to coordinate discussion, a recorder to take notes and then summarize the group's work on easel pad paper, and a reporter to present the group's work to the full group. The same person may serve as recorder and reporter if that is the group's preference.
2. Individually, review "The Situation/Triangulation Findings" and the discussion questions that follow.
3. Now as a group, discuss and answer the "Discussion Questions." In answering these questions, feel free to make any needed assumptions about the situation and the different data sources. If you do make additional assumption, have the recorder write them down to share with the full group.
4. Prepare your reporter to present your work to the full group.
5. You have 15 minutes.

### The Situation/Triangulation Findings

Access to mental health services has been raised as a concern in your EMA/TGA for more than a year. This issue received extra attention a few months ago, based on initial review of findings from the new PLWH survey. Service needs, barriers, and data gaps were discussed with the PC/PB's consumer committee, and they highlighted the identified gap between mental health service needs, and services provided:

- 43% of 603 PLWH responding to a consumer survey reported current mental health service needs, while only 27% reported receiving services.
- When asked to identify three types of services most difficult to obtain, PLWH identified mental health services as #2, after oral health services.

These survey findings were reported at the PC/PB meeting two months ago, and the Co-Chairs asked the Needs Assessment and Planning Committee and PC/PB staff to work with the recipient to obtain and review all current and recent data that might provide a better understanding of mental health needs and services. Below are some of the readily available findings:

- CQM data indicate that 73% of new RWHAP Part A clients had a mental health assessment last year, down from 82% the prior year—even though service standards require that every new Part A client receive a mental health assessment.
- The PC/PB held four focus groups in the winter as part of its needs assessment cycle, one each with PLWH aged 60 and older, substance users, Latina women, and African immigrants. A total of 35 PLWH participated. In every focus group, participant identified mental health services among the top three service gaps—meaning needs for mental health services are frequently not being met.

- Service expenditure data indicate only 73% of funds allocated for mental health last year were spent. The recipient reviewed monitoring data and indicated that the two subrecipients providing mental health services have both had long-term clinical staff vacancies that limit their service capacity, and that one responded by hiring part-time contract clinicians. Neither subrecipient met service goals last year, and both are below projections for this year.
- Service utilization data for last year indicate that PLWH from outside the EMA/TGA's central city are underrepresented among mental health services clients, as are people born outside the United States, who may have limited English proficiency.

## **Discussion Questions**

1. What do you see as the key findings and implications from this data triangulation (review of data on a particular topic from multiple data sources)?
2. How much "weight" would you give the information from each source? Why?
3. What, if any, additional data might you want to review or collect before deciding on possible action?
4. How might you eventually use these data in planning and decision making?