

Activity 4.2: Needs Assessment Mini-Activities

Needs Assessment Data Provided by Recipient

TIPS FOR TRAINERS



Suggested Use

Use these mini-activities as part of your presentation on *Needs Assessment Data Provided by Recipient/Surveillance* to allow participants to apply what they have learned.



Time

Use of all 3 mini-activities will add about 1 hour to your presentation and discussion—about 20 minutes each. You can choose to use one or all the mini-activities.

If you have a group of 8 or fewer—the members of a Needs Assessment or similar committee—most of the discussion can be in the full group. If you are training a larger group, you may want to have initial discussion for 7-10 minutes in small groups, which will add a few minutes to the total time required.



Materials

- PowerPoint slide for each mini-activity (included in the Needs Assessment Data Provided by Recipient/Surveillance slide deck).
- Handout for Participants: Needs Assessment Mini-Activities. (*Optional to distribute to participants at the beginning of your presentation*)



Knowledge or Skill Development

Participant understanding of what needs assessment is, its importance to the HIV community planning process, and the content, purpose, and scope of each major component of needs assessment—basic knowledge and skills needed for a new PC/PB member or committee member to become actively involved in the needs assessment process.

Activity Steps

1. Review the mini-activities as provided and revise or “localize” them if needed.
2. During the presentation, when you reach a mini-activity slide, provide instructions to participants.
If the group is small (up to 8 people):
 - Ask the group to think individually about the situation and questions provided or to discuss them with one other person for 4-5 minutes.
 - Then begin discussion among the full group. Encourage as many participants as possible to provide input to the discussion.**If the group is larger:**
 - Ask participants to work with 1-2 other people if everyone is sitting around one big table. If participants are seated at small tables, have them work with the other people at their table.
 - Tell the groups to select a **recorder/reporter** to take notes summarizing the discussion for sharing the full group.
 - Have one reporter present first, then ask the others to agree, add, or offer alternative responses or approaches.
 - Invite discussion from the full group.
3. Address questions or issues raised by the discussion. You may find that some questions are best deferred until after the presentation/training session on Implementing Needs Assessment; if so, place them in a “parking lot” for later discussion.
4. Summarize the main lessons from the mini-activity, and continue with your presentation.



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HANDOUT FOR PARTICIPANTS

Needs Assessment Data Provided by Recipient

Time will be taken at intervals throughout the presentation on *Needs Assessment Data Provided by Recipient/Surveillance* to discuss one or more of the short scenarios and questions shown below.

Mini-Activity 1: Using Epidemiologic Data

You have been working with local surveillance staff to identify special data needs for next year's epi profile. The following have been suggested:

- Subpopulation analysis of linkage to care to learn what groups of PLWH are most likely to delay entry into care after diagnosis, based on race/ethnicity, age, gender, & risk factor
- Data on "late testers" – the percent of individuals with AIDS (Stage 3 HIV) when first diagnosed or within a year after diagnosis

1. How might the PC/PB use such data in decision making?
2. If you had to pick one of these, which would be more useful to your PC/PB? Why?

Mini-Activity 2: Understanding Unmet Need

As part of your assessment of service needs and gaps, your committee needs to locate and interview or survey PLWH with an unmet need for HIV-related primary medical care. The committee is discussing how to find people who are out of care. Your surveillance system just completed an estimate and profile of people with unmet need.

1. What information from surveillance about out-of-care PLWH might be especially helpful to the committee in finding people so you can assess their service needs and barriers?

Mini-Activity 3: Importance of Data on Unaware PLWH

Local surveillance staff just did a special estimate of PLWH who are unaware of their status by race/ethnicity, age, and gender. The results indicated that young African American and Latino men are most likely to be unaware of their status and identified several geographic areas where unaware PLWH are most likely to live.

1. How might you use this information in planning the rest of your needs assessment, especially the assessment of service needs and barriers?
2. How might the PC/PB use this information in decision making about services and allocations?