

Activity 4.3: Needs Assessment Mini-Activities

Needs Assessment Components for PC/PB Implementation

TIPS FOR TRAINERS



Suggested Use

Use these mini-activities as part of your presentation on *Needs Assessment Components for PC/PB Implementation* to allow participants to apply what they have learned.



Time

Use of all four mini-activities will add about 1 hour and 20 minutes 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 the Needs Assessment Components for PC/PB Implementation 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 Components for PC/PB Implementation

Time will be taken at intervals throughout the presentation on *Needs Assessment Components for PC/PB Implementation* to discuss one or more of the short scenarios and questions shown below.

Mini-Activity 1: Assessing Service Needs and Barriers

It has been 4 years since your PC/PB's last PLWH survey. Last year you did 5 focus groups, with young African American MSM, Latino immigrants (in Spanish), transgender women, heterosexual men, and PLWH who are over 55. You heard a lot about service needs and barriers, but groups had only 5-10 participants each and most lived in the central city. Your committee feels it is time to do another large-scale PLWH survey.

1. What are the likely benefits of such a survey?
2. What are 3-4 things you might do to make the survey as valuable as possible in understanding service needs and barriers?

Mini-Activity 2: Assessing Service Needs and Barriers of PLWH Out of Care

As part of its assessment of service needs and barriers, your committee wants to learn about the needs of PLWH who are out of care so you can find ways to reduce unmet need. You want to interview PLWH who have not received HIV-related medical services (or a viral load test or CD4 count) for at least a year or who have re-entered care in the past 6 months.

1. What are the 4-5 most important things you need to learn about these out-of-care PLWH? Why?

Mini-Activity 3: Planning for a Resource Inventory

Your jurisdiction has an online listing of Part A-funded services and a hard-copy Resource Guide for providers and clients, developed by the recipient but last updated 5 years ago. This year you plan to develop a comprehensive HIV Resource Inventory.

1. What is some of the most important information to obtain?
2. How might you gather the information needed for the Resource Inventory?
3. Should you use the results to prepare an online or hard-copy Inventory for use beyond the PC/PB? Why or why not?

Mini-Activity 4: Understanding the System of Care

Last year your PC/PB did a PLWH survey of 510 people from diverse backgrounds and all parts of your EMA/TGA. It found that PLWH views about their ability to access needed services varied a lot by geographic area, race/ethnicity, gender/gender identity, and age. This year you are planning a survey of RWHAP-funded and non-funded service providers to better understand the current system of care.

1. What is some of the most important information to obtain?
2. You will use your Resource Inventory in planning the survey. Should you survey all the providers in the Inventory? Why or why not?