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How can we ensure the quality of training and support the use of outcome measurement in mental health?

Without outcome measurement and the evaluation that goes with it we cannot demonstrate to others that what we have done has value...for the individual, sponsor, the nation.

Repeatedly shown that funders will not provide continued funding without outcome data...even though they themselves may be reluctant to fund the necessary evaluation/outcome research.

Outcomes enhance our sense that what we have done has value and may lead to other opportunities for program development and/or research.

Outcome measurement takes time, expertise, money and commitment.

Is it worthwhile?

To be involved with outcomes research does not require one to be an expert but to know how to engage needed consultation.
The processes, such as, logic model and the selection of appropriate measures both quantitative and qualitative may seem difficult at first but with time they become welcome as useful benchmarks for performance at the program level, the team level and the individual level.

Governments and international organizations recognize the importance of evaluation / outcome research.

WHO Assessment Instrument for Mental Health Systems

Seeing the “forest for the trees”

• In the absence of outcomes research it is often difficult to appreciate the accomplishments of any program. Participants and observers may only see a small fraction of the intervention and not recognize success or negative unintended consequences.
• Mixed methods (qualitative as well as quantitative assessment) provide the tools to allow us to understand the context of interventions and add meaning to quantitative data.

In an era of scarce financial resources having outcome data can protect a program, aid in the developing of a constituency (consumer and professional) and in fostering the development of policy.
Need Systematic Data Gathering

• Previous presentation has outlined the tasks in gathering data.
• There is no short-cut or unimportant data.
• Comprehensive data gathering will allow for the meaningful evaluation of the effort to train and lay the groundwork for possible revisions.
• Without data subjective notions of value can lead to poor training and lack of sustainability.

Findings

• Need many data points to determine program/training effectiveness.
• Stakeholders must be able to have input into determining effectiveness.
• Must prioritize importance of outcomes: may not see financial savings, but improve quality, may not see more efficient training, but improved quality of intervention.
• Concern with “fidelity drift”.
• Reduced “silos”.
• Fostered innovation in programs and training.
Training “Outcomes” Research

- Critically important to ensure that the training is effective.
- Need for data on long term “uptake” of the training.
- Need to ensure the “fidelity” of the training after the first round of training.
- Need to understand who makes the best trainers.
- Need to understand what criteria should be employed in recruiting trainees.
- Need to understand the barriers to training as it is implemented.

**ALL OF THESE QUESTIONS AND CONCERNS CAN BE ADDRESSED THROUGH OUTCOMES RESEARCH**

Dimensions of Training

- Logical flow to training.
- Content understandable.
- Content teachable...exercises, didactic...what works.
- Not too long or too short.
- Ability to get feedback during development and during implementation.
- Determine uptake of training both through process and outcome.
- Monitor trainers and trainees...charisma not enough!
- Adequate follow-up to see what has worked.

Critical Factors

- Trainers and trainees need to have an interest in training...payments and coercion do not work.
- Need to see skills and knowledge gained to be useful and have meaning to the individual.
- Need for trainers and trainees to make a long-term commitment to increasing capability and capacity...a problem when use conscripts or short-term volunteers.
- Is there a reward for the trainer and trainee...recognition, promotion, monetary.

Results

- Need long-term follow-up of the training effort...too short follow-up leads to false positive findings.
- Need feedback from trainers and trainees about the experience.
- Need to document the training experience...process as well as outcome findings.
To implement and sustain a training effort and to increase the capability and capacity for services need political and stakeholder support.

**Conclusions**

- The inclusion of “outcome/evaluation” research in training is essential: 1) for improving the training experience for all, 2) ensuring sustainability, 3) allowing for replication.
- The skills needed to include “outcomes/evaluation” in capacity building programs are feasible to learn and bolster overall professional development.
- The key to the effectiveness and sustainability of training efforts and capacity building is the implementation of “outcomes” research.

**Breakout Activity**

In your groups:
- Discuss Case Study
- Use Flipcharts & Materials to brainstorm
- Work with your Facilitator

**Presentation**

Make 10 minutes presentation to Ministry of Health (the Panel):
- 2 perspectives:
  - Service Providers & Service Users
  - More than 1 presenter is encouraged
  - Present in your native language if preferred, and request for English translation
Thank You