

MCH Training Program Evaluation

FACULTY INTERVIEW SCHEDULE

Introduction

Thank you for meeting with us today. Although we have some understanding of the *[insert priority name, e.g., adolescent health]*, we know that we don't have a full picture. We'd like to begin with a discussion of the educational program for the students, the continuing education that the program provides, and consultation/technical assistance.

General and Educational Program

Let's begin with the educational program.

- G2. What do you consider to be the greatest strengths of your program? Why? Are there any aspects of your project that are becoming sources of strength?

- G3. Do you foresee any challenges to your ability to retain or build on your accomplishments in the future?

- G4. What do you consider to be the main weakness(es) of your project? Why? What steps do you think will need to be taken to address those weaknesses?

- A2. Has MCH or interdisciplinary content been integrated into courses, clinical experiences, etc. in other departments within the university? If yes, through what means and into which departments?

- A3. In what other ways do you believe that the MCH grant has affected the educational program here in your university? For example, through the development of new curricula, new clinical services, promulgation of an interdisciplinary model, etc.?

Consultation and Technical Assistance

We'd like to discuss consultation and technical assistance now. Again, different people define these terms in different ways. For purposes of this evaluation, we'd like to define these terms as follows: "The provision of technical advice in a range of issues including program development, clinical services, program evaluation, and policy and guidelines formulation." For example, your project may have provided technical advice to state or local health, education, or social service agencies. Or, faculty may serve on advisory boards to formulate new guidelines at the state or national level.

- A9. Can you describe what you consider to be the most significant consultation and/or technical assistance activity of your MCH training project last year? (What was the activity? Was there a clear outcome? Did it lead to any changes in policy or practice? Who provided it? How is it related to the MCH grant—i.e., did the grant fund it? Require it?)
- A10. What would you say are the strengths and weaknesses of your efforts in technical assistance/consultation?
- A11. Can you identify any policy changes in children's services or systems that you can attribute to consultative activities of this program? Describe.

Impact on Trainees

Now we'd like to talk a bit more about the trainees of the program and how you perceive the impact of the program on them.

- I1. (Ask one of the following two questions:)

What do you see as the most significant impact of your training project on trainees? (Ask about knowledge, attitudes or values, application of skills on the job.)

OR

For interdisciplinary (LEND, LEAH, PPC) projects:

Within your project, you support a range of trainees and fellows, some long term and some intermediate or short term. What do you consider to be the most significant impact of the training project on your long-term trainees/fellows? (Ask about knowledge, attitudes or values, application of skills on the job.) How about on trainees/fellows with a shorter experience with your project?

- I6. Do faculty continue to mentor students after they leave the project? If yes, how?
- I7. How has your project responded to the requirement to train for leadership? How do you measure your success in training for leadership? For example, have students increased their skills on topics useful for leaders such as public speaking, proposal development, research, etc.?

Other Group Impact

We'd like to turn now to a discussion of other groups who may have benefited from the MCH training project.

- O1. Do you believe that faculty have benefited from the project, and if so, how? For example, have training grant dollars supported faculty development, has the program influenced the type of research conducted or publications produced?
- O3. Do you believe that your training project has helped to improve the system of health care for children in any way? This might include new service delivery models, standards of care, legislation, etc. Please explain.
- O4. Do you believe that other groups, such as professional associations, have been affected by the MCH Training Program in (*insert priority, e.g., adolescent health*)? Please explain.

University Impact

We'd like to discuss the role of your MCH training project within (*name of university*).

- U1. What do you believe would happen if the MCH funding disappeared?

- U3. To what extent do you believe that your training project is fully integrated into the university, through shared courses, positions of leadership within the university, etc.?