

NOTE TO FILE

October 29, 1993

Nicola Valley Tribal Council unable to complete project/written brief. NVTC has returned unused portion of funds and work done to date. See attached.

COMMUNITY HEALTH ASSESSMENT

MANUAL

DRAFT

NICOLA VALLEY TRIBAL COUNCIL

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SECTION I

INSTRUCTIONS FOR CONDUCTING

A HEALTH NEEDS ASSESSMENT

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INTRODUCTION

The World Health Organization has described health as a "state of complete physical, mental, and social well being and not merely the absence of disease or infirmity". (W.H.O. 1948)

A dictionary definition of health conveys completeness: health means nothing is missing from the person. The Oxford English Dictionary (1961) introduces us to the concepts of physical and mental health, thereby identifying at least two major components of health. Traditional Indian medicine expands on that to include physical, mental, spiritual and communal well being.

"The few Indian communities that have succeeded in the struggle to regain control of their own affairs have demonstrated a remarkable increase in community spirit, and a corresponding decrease in problems with social disease and violence . . . the main barriers to improved health are both social and political, not simply medical."

It is obvious from the above comments and from a knowledge of the present development of Indian communities that in order to identify the health needs at the reserve level, it is necessary to go beyond any comparative studies conducted in non-Native communities including the Canada Health Survey published in 1981.

What then are the indicators which need to be identified in assessing health needs at the band level? In our opinion, they would fall in three broad categories.

1. PHYSICAL WELL-BEING - examining such areas as: how is the physical health of the individual in the community?; are there any particular illnesses or physical impairments which are prevalent in the community?; what are the causes of these illnesses or impairments?
2. MENTAL WELL-BEING - examining such areas as: how does the individual feel about him/herself?; are there particular problems which affect feelings of depression, lack of confidence, self-esteem, etc.?; is there a particular problem with suicides or violent behaviour?
3. COMMUNAL AND SPIRITUAL WELL-BEING -examining such areas as: does the individual participate in community activities?; is he/she involved in planning activities or in helping set direction for organizations and the community?; do the children receive encouragement to participate in activities which develop their confidence and sense of belonging?; are there particular environmental problems related to community health?

PURPOSE OF THE MANUAL

As bands begin to take on more responsibilities for and control of their own administrations and program development, it is necessary for them to have methods in place for proper planning and for decision-making.

These methods, if they are to be effective, must reflect the needs which exist in the communities that the bands administer.

Band councils, in the past, under a system administered by the Department of Indian Affairs, have been more accountable to the government for funds received than to their own communities for providing services and programs.

This trend is changing, and in some cases is changing very quickly. Band councils are increasingly placed in a position where they must make decisions and develop plans which will affect their communities for years to come. Too often these decisions and plans must be made without having the information necessary to assist the Band Council members or committee members.

In the area of health services, this is especially true. The health field is extremely complicated and diversified. As a community attempts to set up methods for taking on responsibilities for placing priorities and making plans for the development of health services, it is face with many possibilities. At the same time, that community comes into contact with such a variety of very specialized professionals such as psychologists, psychiatrists, dentists, obstetricians, pediatricians, nutritionists, etc . . .

It is our belief, that as much as possible, communities should be able to undertake their own assessments of needs for health services. By outlining a step by step approach for carrying this out, it is our hope that bands will be able to undertake these assessments on their own with minimal help from outside expertise.

Therefore, the purpose of the manual is:

- . To define what is a Health Needs Assessment
- . To identify the reasons why a band would undertake a needs assessment
- . To outline how a band can ensure community control of survey research
- . To outline a step by step process for conducting a Health Needs Assessment
- . To develop survey questionnaires and training material necessary for conducting a community based Health Needs Assessment

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WHAT IS A HEALTH NEEDS ASSESSMENT

*"A human service agency collects information about its potential 'customers' and then uses that information to revise existing programs and develop new ones."**

A health needs assessment is simply a tool for gathering information from a community. The information, once collected and analyzed, will tell you what health needs exist in your community - it will tell you those needs in a priority order. Once you know that, then you can look at your existing services and see if you are making the best use of your resources. In other words, given what you have found out to be the community health needs and comparing those needs against what your staff is actually spending its time working on in the health area, you can determine if the staff is spending the proportionate amount of time working on meeting the needs or is it being 'sidetracked' into other work.

The data from the health needs assessment will also help you plan and develop a health services strategy for your community. The data will tell you the areas you should be concentrating on, and knowing you can develop short and long range plans of how to meet the determined health needs.

THE OBJECTIVES OF THIS HEALTH NEEDS ASSESSMENT ARE:

- . To determine the health status of individuals in the community and determine any problems which may exist
- . To identify possible causes of the problems; eg. lack of information, access to services, environment etc . . .
- . To identify the services which exist to address the problems and determine how well they are meeting the needs
- . To identify areas of need where no services are available or accessible
- . To make recommendations on how these needs can be met

* Bell, Sundel, Aponte, Murrell, Lin, Assessing Health and Human Service Needs, Human Sciences Press, 1983.

THE FOLLOWING METHODS WILL BE UTILIZED TO GATHER THE INFORMATION:

1. Review of existing literature and statistics related to its health needs and services
2. Person-to-person interview with:
 - i. Selected individuals who are knowledgeable about the community and about health issues (key informants)
 - ii. A representative number of community members determined through random selection (random sample)
3. Scheduling community meetings to review the findings and to talk about possible actions to take as a follow-up to the assessment.

WHY CONDUCT A HEALTH NEEDS ASSESSMENT

Without having the type of information which is collected in a health needs assessment, a band council, a health committee or a Community Health Representative can only react to crisis as it comes along.

The type of information collected in a health needs assessment is vital for the band, committees and workers to have. Once obtained, the information allows the band to be able to identify the needs and then plan their services accordingly. Once the services are planned such a way, everyone involved in the health field will have a direction established for him/her - all will be working in the same direction. A band will be able to establish a better control over Community Health Representatives through the setting of their work objectives and activities.

A needs assessment is the first step in the band taking control over planning for programs and services in the community.

COMMUNITY CONTROL OF THE SURVEY RESEARCH

It is important that, from the beginning, all aspects of the needs assessment have community input and control.

This survey is designed in such a way as to ensure that community control is maintained.

Too often, surveys conducted without community input and participation gather information which is no relevant and (*illegible*) not seen again by the community, leads to the community's reluctance to participate in future surveys.

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THE T P BY TEP PROCESS OF CONDUCTING A HEALTH NEEDS ASSESSMENT

Preface

This section will outline each step in the process of conducting a Health Needs Assessment on a reserve. These steps will be contained in two phases:

PHASE I - Work which needs to be done before the assessment is started

PHASE II - Work which needs to be done during the needs assessment

PHASE I - BEFORE THE ACTUAL NEEDS ASSESSMENT IS STARTED

STEP 1 - BAND COUNCIL APPROVAL

- the first step requires the band council to pass a Band Council Resolution which will state that the band council has agreed to proceed with the assessment.

STEP 2 - SETTING UP OF THE MONITORING COMMITTEE

- the band council should authorize or appoint a committee which would be responsible for overseeing the research team and the undertaking of the Health Needs Assessment. If the band has a health committee, then it should delegate this task to that committee. If it does not have a health committee, it can either delegate this task to another committee or set up a special committee.
- it is strongly recommended that the committee in charge of this study be composed of:
 - a. one representative from the each band council
 - b. a health professional such as a nurse, doctor, etc.
 - c. one Community Health Representative
 - d. one interested community member
- the committee should not have more than eight members, as too large a number of members would render the committee cumbersome and unwieldy.

TERMS OF REFERENCE FOR THE COMMITTEE

- a. To review, revise if necessary, and approve the needs assessment work plan (see suggested work plan attached)
- b. To review the survey questions (see suggested questionnaire attached), offer suggestions for improvement, and approve the final questionnaire to be employed

- c. To suggest methods for selecting key informants (definition in next section) and random sampling of band members (see next section)
- d. To hire the members of the Needs Assessment Team (the Coordinator of the team must have some previous experience with survey research)
- e. To supervise the work of the Needs Assessment Team
- f. Attend community meetings which will be part of the Needs Assessment
- g. Review the findings of the Needs Assessment and make recommendations for the final report
- h. Review the final report and make recommendations to band council regarding the acceptance of the report.

STEP 3 - BAND COUNCIL TO PASS BAND COUNCIL RESOLUTION

- the band council needs to pass a Band Council Resolution which would authorize the formation of the Needs Assessment Committee or authorize an existing committee to do this work. The B.C.R. should also approve the Terms of Reference (with the ones suggested above or others drawn up) for this committee. The B.C.R. should outline specific points in time when the committee has to report to council eg. after every phase is completed, once a month . . . with a progress report to be presented to council verbally every time except at the end of each phase a written report has to be presented, etc.

STEP 4 - THE NEEDS ASSESSMENT COMMITTEE TO HIRE THE RESEARCH TEAM

- the needs assessment committee is responsible for hiring the research team. The committee has four choices in how to proceed in this:
 1. hire the team from within the reserve
 2. hire an outside coordinator with research expertise, and, with the help of the coordinator hire the rest of the team from the reserve
 3. bring in an outside team (possibly a team which has done a similar study)
 4. bring in an outside team which could be put together by Nicola Valley Tribal Council.
- the size of the team will depend on the size of the reserve (the size of the team to be determined from the information contained in Phase II)
- no matter who is hired, it is essential that at least the coordinator of the project has some skills, knowledge and previous experience in survey research. This is much too complicated an area to work in without someone with experience guiding the Needs Assessment along.

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STEP 5 - MEETING WITH THE RESEARCH TEAM

- once the research team has been hired, the team, with its coordinator, reviews this manual and prepares a plan of action. Once the plan of action is prepared, the committee will meet with the research team to review the plan, revise it, if necessary, and approve it (sample work plan is attached)
- the research team should use this opportunity to explain to the committee all the steps which need to be taken, go over any areas not understood by the committees, the meaning of various research tools such as key informants should be explained thoroughly, etc.
- This step assumes that the research team has briefed its own members first on all that needs to be done. Any members not familiar with certain aspects of the survey will have been familiarized, etc.
- in this meeting, the committee will also help the research team by naming possible sources for the literature review (see Phase II - Step 1)

STEP 6 - HIRING OF THE INTERVIEWERS

Since some communities might be sensitive to having local interviewers asking for personal information from community members, we recommend two options:

- Option # 1 - that the interviewers should, as much as possible, be hired from the community where the survey is being conducted.
- Option # 2 - that the interviewers be hired from outside the community. It will be up to the committee to determine which option will be utilized.
- the interviewers will report directly to and be under the supervision of the person coordinating the needs assessment (coordinator of the project)
- first, the coordinator should be hired by the committee. The coordinator of the project must be familiar with or have previous experience in survey research
- second, the coordinator, once hired or the coordinator with some members of the committee should be hiring the rest of the interviewers
- to know how many interviewers you should be hiring, consider the following:
 1. The interviewers should be able to do two interviews per

- person per day (average)
2. The number of interviewers hired will depend on the number of surveys which need to be completed and the time available to complete all the surveys .

For example, you wish to carry out 120 interviews and you have four (4) weeks in which to do this; therefore, one interviewer carrying out 2 interviews per day will be able to conduct 10 interviews in a week and 40 interviews in 4 weeks.

Therefore, 3 interviewers will be required for a four week period for doing the interviews. Add on one week for training and organizing and one more week following the interviews to ensure completion

Therefore, to complete 120 interviews in a four week period, 3 interviewers (1 of them should be the coordinator) will be required for a 6 week period

- the interviewers should be reporting to the coordinator and the coordinator should be reporting to the committee.

STEP 7 - TRAINING OF THE INTERVIEWERS

- if the coordinator is at all hesitant about training the interviewers, bring in outside help to train the research team; the training stage is a crucial stage of this process and should be done well
- the training should take a minimum of three days and could take up to a week
- an interviewer's manual has been prepared for the purpose of training and familiarizing the interviewers about the survey, questioning techniques, etc. A copy of the manual will be given to each interviewer to refer to while he/she is undertaking the interviews.

PHASE II - IMPLEMENTING THE NEEDS ASSESSMENT

The Needs Assessment will be carried out in a specific and chronological order. Some of these steps will overlap, while others will have to be carried out once the previous steps are completed. A sample work plan is attached at the end of these sections.

LITERATURE REVIEW - DESCRIPTION AND PURPOSE

- a literature review is normally the first step one takes when implementing a survey. The purpose of a literature review is to avoid duplicating work by looking for any material which may exist on the subject matter. If any relevant material, which could be applied to the survey, is found, then there would be no sense in proceeding with the part of the survey

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for which the information has been found.

- in the case of this Health Assessment, we know that very little material exist. It is, therefore, unlikely that enough material will be uncovered as to render any of the survey not necessary.

STEP 1 - LITERATURE REVIEW

- the first task of the research team, in carrying out the survey, will be to go through all the existing files they can think of where related material could be found. This means the files in the band office, Community Health Worker's files, the district offices of health, Ministry of Health and Welfare, Department of Indian Affairs, files of doctors and nurses which work on reserve, etc.
- the information which is being sought is any information which relates to the health status of the reserve. Past studies, data collected charts, articles
- anything which would deal with the areas to be covered in the survey
- of particular importance, would be information which would describe either for the reserve or for the native population in the area the following:

| mortality rates and causes of mortality for the band (available from Health and Welfare - Medical Services branch)

| morbidity (illness) rates through hospitalization for the reserve population (available from the provincial government, Ministry of Health, through O.H.I.P. statistics)

| surveys or studies which have been undertaken in your research, for example, the Southwest Middlesex Health Centre has conducted two studies in the past; one on the morbidity in Canadian Indian children and another on the Diabetes in Indian and non-Indian adults

| previous community surveys which may have been undertaken by your band, such as, those related to the Comprehensive Community Planning Process

| statistics related to automobile accidents; these can be obtained from the O.P.P. or the reserve police (where reserve police exists)

SELECTING THE PEOPLE IN THE COMMUNITY TO BE INTERVIEWED (RANDOM SAMPLING)

DESCRIPTION AND PURPOSE OF RANDOM SAMPLING

- random sampling means to pick a sample (of people in this

case) at random (but with some order attached to the picking)

- in research what this means, is that people are picked in some order eg. every third person or every fifth person, etc. Ideally when one is doing a survey, every person should be interviewed. However, to interview every person would cost too much money and would take too long. Therefore, in research we have compromised - we pick a person every so often (eg. every 5th, 10th, 12th, etc.) instead. As long as the number of people who are being interviewed are large enough to be representative of the total population, we can say that our people picked in a random order will also be representative of the total population
- therefore, the key is to ensure that you interview a large enough sample of the community to ensure that the sample is representative of the community
- when we are trying to decide what random order to choose, we have to do it in such a way as to:
 1. ensure that each person in the community has a chance at being selected and
 2. that our sample will be large enough.

STEP 3 - SELECTING THE PEOPLE TO BE INTERVIEWED

- we recommend that you conduct a survey which would interview one third of the people living on the reserve who are fifteen years of age and older
- the selection would be made by going over the band list and selecting every third person who is 15 years of age and over
- once the selection has been made, it should not be changed even though some of the people selected will not want to be interviewed
- to give an example of how this would work with bands:

BAND	RESERVE POPULATION OF 15 YEARS AND OVER		NO. OF PEOPLE TO BE INTER- VIEWED
1. Lower Nicola	563	x	1/3 = 186
2. Upper Nicola	547	x	1/3 = 181
3. Coldwater	408	x	1/3 = 135
4. Nooaitch	118	x	1/3 = 39
5. Shackan	93	x	1/3 = 31
TOTAL	1,729		572

STEP 4 - APPROVING THE QUESTIONNAIRE

- as mentioned before, the committee has to review, revise, if necessary and approve the questionnaire to be used

PRE-TESTING THE QUESTIONNAIRE

DESCRIPTION AND PURPOSE

- to avoid problems and delays once the surveying is underway and/or to avoid problems when the data is being analyzed (when it is too late to do anything about it), one normally pre-tests the survey instruments (in this case they are questionnaires)
- one pre-tests questionnaires to ensure that:
 - . all important phases of the survey have been covered
 - . the questionnaire does encourage the respondents to cooperate
 - . the questions flow smoothly
 - . the questions are completely understood by the respondents
 - . the questions elicit responses that are in line with the objective of the survey

STEP 5 - PRE-TESTING THE QUESTIONNAIRES

- you should pre-test the questionnaires
- each interviewer should pre-test two questionnaires (minimum of 6 should be done) and then the interviewers should meet to discuss their experiences. From these observations, a final questionnaire should be prepared

STEP 6 - PRACTICE INTERVIEWS

- interviewers, who will be doing the interviews, should take a "practice" interview with someone they do not know. This should be done before the survey's starting date. This interview will be a training session for the interviewer; it will make sure that the interviewer understands the objectives of the questions and enables the 'clearing up' of any questions, misunderstandings or problems which were missed in pre-testing

STEP 7 - INTERVIEWING

- attached is an Interviewer's Manual which explains the techniques of interviewing and goes into detail on how to properly ask questions and what to avoid and how to record answers
- a master sample book will be maintained for each study. The book will contain a complete list of all the people who have been selected for interviewing

- as each interview arrives in the office, it is checked off in the master sample book
- the study is not considered complete until every sample listing is accounted for
- confidentiality is maintained by removing or separating from the interview anything which reveals the identity or address of the person interviewed

STEP 8 - TABULATING AND ANALYZING THE RESULTS

DO NOT ATTEMPT TO TABULATE AND ANALYZE THE RESULTS. ARRANGEMENTS WILL BE MADE NICOLA VALLEY TRIBAL COUNCIL TO ENSURE THAT THIS STEP IS HANDLED BY PEOPLE TRAINED TO DO THIS WORK

STEP 9 - WRITING THE STUDY REPORT

DO NOT ATTEMPT TO WRITE THE STUDY REPORT. ARRANGEMENTS WILL BE MADE BY NICOLA VALLEY TRIBAL COUNCIL TO ENSURE THAT THIS STEP IS HANDLED BY PEOPLE TRAINED TO DO THIS WORK.

STEP 10 - FIRST COMMUNITY MEETING TO VERIFY THE FINDINGS

- once the draft report is written, a community meeting should be held with as many people for the purposes of:
 - . to allow all those who participated in the survey as well as other interested community members to review the findings
 - . to allow community members to comment on the areas which have not been touched on by way of the survey
 - . to provide an opportunity for community members to make recommendations on how the report can be followed up

STEP 11 - PREPARATION OF THE FINAL REPORT

DO NOT ATTEMPT TO WRITE THE FINAL REPORT. ARRANGEMENTS WILL BE MADE BY NICOLA VALLEY TRIBAL COUNCIL TO ENSURE THAT THIS STEP IS HANDLED BY PEOPLE TRAINED TO DO THIS WORK

STEP 12 - COMMITTEE

- the committee will review the report and make its recommendations to the band council
- the committee will present the report to the band council

STEP 13 - BAND COUNCIL

- the band council receives the report and with the committee's recommendations
- the band council takes any action deemed appropriate based on

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the finding and recommendations

STEP 14 - SECOND COMMUNITY MEETING

- if as a result of the final report, the band council is prepared to consider making significant changes, it is recommended that a second community meeting be held to inform the community of the proposed changes. This will allow for community input into the proposed changes. It will allow the community to participate in this decision making process.

SAMPLE NEEDS ASSESSMENT WORK PLAN

Wk 1 Wk 3 Wk 5 Wk 7 Wk 9 Wk11 Wk13 Wk15 Wk17 Wk19 Wk21 Wk23 Wk25 Wk27 Wk29 Wk31 Wk33 Wk35 Wk37

Band Council
Approval BCR
for needs
Assessment

Pre-test
Questionnaire

Conduct Survey interviews.....

Committee
composition
terms/time

tabulating and analyzing of responses... Prepare preliminary
report

Committee meets
reviews draft
survey
questionnaire

undertakes
literature
review

Committee meets
and reviews progress

Finalize report

Committee
Approval
questionnaire

undertakes
key informant
study

Committee presents
progress report to
band councils

Committee
presents report
to band councils

Hire/train
interviewers

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SECTION II

KEY INFORMANT

QUESTIONNAIRE

COMMUNITY HEALTH NEEDS STUDY

KEY INFORMANT QUESTIONNAIRE

NICOLA VALLEY TRIBAL COUNCIL

INTERVIEWER I.D. _____

INTERVIEW DATE _____

COMMUNITY HEALTH NEEDS STUDY

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KEY INFORMANT QUESTIONNAIRE

1. What, in your opinion are the three most serious health related problems on the reserve? List them in order of importance (1-1st most serious problem, 2-2nd most serious problem, 3-3rd most serious problem)

- Physical impairments (handicaps) _____
- Poor nutrition _____
- Problems with health due to alcohol or drug abuse _____
- Problems related to childbirth _____
- Problems related to postnatal care _____
- Family planning and birth control _____
- Physical sickness, ailment or illness _____
- Emotional sickness, ailment or illness _____
- Unsanitary conditions on the reserve _____
- Poor housing conditions _____
- Accidents and injuries _____
- Incidences of violence _____
- Chronic illness due to old age _____
- Personal hygiene _____

2. For each of the three areas you mentioned above, can you explain in more detail what types of problems exist?

TYPE OF PROBLEMS

- 1. _____
1st most important _____
- 2. _____
2nd most important _____
- 3. _____
3rd most important _____

3. Are you aware of any existing programs or services to meet the needs in the problem areas mentioned above?

	YES	NO	DON'T KNOW
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

4. Of the programs and services you are aware of , how well are they meeting the needs?

Program/Services	Very Well	Satisfactory	Poorly	Not at all
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____

5. Are there any areas where you think more information is needed for individuals on the reserve? (list in order of importance; i.e. 1=1st most important, 2=2nd most important, 3=3rd most important)

- Nutrition _____
- Family Planning & Birth Control _____
- Dental Hygiene _____
- Effects of Drug and/or Alcohol _____
- Childbirth _____
- Child Care (postnatal) _____
- Diabetes _____
- Personal Hygiene _____
- General Concerns about health _____

Environmental Health _____
 Traditional Medicine _____
 Other (specify) _____

6. a) Are there any health needs on the reserve that are not being met in some way?

Yes _____ No _____ Don't know _____

b) Which ones are they? List in order of importance.

1. _____
2. _____
3. _____
4. _____
5. _____

7. For each of the three most important unmet needs mentioned, why do you think they are important?

NEED	REASON
1. _____ 1st most important	_____ _____ _____
2. _____ 2nd most important	_____ _____ _____
3. _____ 3rd most important	_____ _____ _____

8. Should the above three important unmet needs be met by:

- | | |
|----------|---------------------------|
| 1. _____ | 1. Existing Program _____ |
| | 2. New Service _____ |
| | 3. Some other way _____ |
| | 4. No opinion _____ |

2. _____

- 1. Existing Program _____
- 2. New Service _____
- 3. Some other way _____
- 4. No opinion _____

3. _____

- 1. Existing Program _____
- 2. New Service _____
- 3. Some other way _____
- 4. No opinion _____

9. What specific health agency or community organization should be responsible for providing the services to meet the above unmet needs?

NEED

AGENCY/ORGANIZATION

1. _____
 1st most important
 No opinion _____

2. _____
 2nd most important
 No opinion _____

3. _____
 3rd most important
 No opinion _____

10. a) Are there any health programs or services provided to Indian people on the reserve which are not provided by the most appropriate agency or organization?

Yes _____ No _____ No opinion _____

b) If yes which one(s) and why are the agencies no appropriate?

1. Program/Service _____
 Why not appropriate _____

2. Program/Service _____
 Why not appropriate _____

11. Considering all the programs or services, which one needs the most improvement to make it more helpful?

Name of Program/Service _____

What improvements are needed _____

12. a) Which program or service do you feel is the most effective in meeting the needs of people on the reserve?

Name of program/service _____

b) Why do you feel it is the most effective? _____

13. Which health related program or service has shown the most improvement over the past year?

Name of program or service _____

No Opinion _____

Why do you feel it has shown the most improvement? _____

14. Are there any health services for reserve residents which are being unnecessarily provided by more than some source?

Yes _____ No _____ Don't know _____

If yes please write down a) the name of the program or service, b) the organization offering the service, c) the service being duplicated.

a) Name of Program	b) Organization	c) Service duplicated
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

15. a) In your opinion are there any service/programs for reserve residents that can be reduced in some way?

Yes _____ No _____ Not Sure _____

b) If yes, a) which ones, and b) how can they be reduced in service?

a) Name of Program	b) Reduction in service
1. _____	_____
2. _____	_____

16. a) In general terms, what kinds of improvements are needed in health service delivery on the reserve? (List these necessary improvements in order of priority for change).

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

b) Why are each one of these improvements necessary?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

c) Are there factors you feel will prevent these improvements from being made?

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

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COMMUNITY HEALTH NEEDS STUDY

COMMUNITY MEMBER'S QUESTIONNAIRE

NICOLA VALLEY TRIBAL COUNCIL

Interviewer's I.D. _____

Interview Date _____

SECTION III

COMMUNITY MEMBER'S

QUESTIONNAIRE

COMMUNITY HEALTH NEEDS STUDY
NICOLA VALLEY TRIBAL COUNCIL

Interviewer I.D. _____
Interview Date _____

SECTION I

We would first of all ask you for your opinions about the kinds of Health Services that are needed on the reserve?

1. What, in your opinion are the three most serious health related problems on the reserve? List them in order of importance (1=1st most important, 2=2nd most important, 3=3rd most important).

- Physical impairments (handicap) _____
- Poor Nutrition _____
- Problems with health due to alcohol or drug abuse _____
- Problems related to childbirth or postnatal care _____
- Family planning and birth control _____
- Physical sickness, ailment or illness _____
- Emotional sickness, ailment or illness _____
- Unsanitary condition on reserve _____
- Poor housing conditions _____
- Accidents and injuries _____
- Incidences of violence _____
- Chronic illness due to old age _____
- Personal Hygiene _____
- Other (specify) _____

2. For each of the three areas you mentioned above, can you explain in more detail what types of problems exist?

TYPE OF PROBLEM

1. _____
1st most important _____

2. _____
2nd most important _____

3. _____
 3rd most important _____

3. Are you aware of any existing programs or services to meet the needs in the problem areas mentioned previously?

	Yes	No	Don't know
1. _____ 1st most important	_____	_____	_____
2. _____ 2nd most important	_____	_____	_____
3. _____ 3rd most important	_____	_____	_____

4. Of the programs and services that you are aware of, how well are they meeting the needs?

PROGRAM/SERVICE	VERY WELL	SATISFACTORY	POORLY	NOT AT ALL
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____

5. Have you had professional contact with any of the following health workers?

	YES	NO	DON'T KNOW
1. Public Health Nurse	_____	_____	_____
2. Victorian Order Nurse	_____	_____	_____
3. Visiting Order Nurse	_____	_____	_____
4. Chiropractor	_____	_____	_____
5. Community Health Representative	_____	_____	_____
6. Social Worker	_____	_____	_____
7. Nutritionist	_____	_____	_____
8. Drug and Alcohol Worker	_____	_____	_____
9. Traditional Medicine People	_____	_____	_____
10. Other (specify) _____	_____	_____	_____

What was the reason for the contact(s) _____

6. How did you come into contact?

- 1. Doctor's referral _____
- 2. Approached by agency _____
- 3. Called agency myself _____
- 4. Friend suggested it _____
- 5. Referred by a social worker _____
- 6. Other (specify) _____
- 7. No answer _____

7. Have you been satisfied with the help you received?

- 1. Very satisfied
- 2. Moderately satisfied
- 3. Uncertain
- 4. Moderately dissatisfied
- 5. Very dissatisfied
- 6. Don't know
- 7. No answer

HEALTH WORKER	SATISFACTION
1. Public Health Nurse	
2. Victorian Order Nurse	
3. Visiting Order Nurse	
4. Chiropractor	
5. Community Health Representative	
6. Social Worker	
7. Nutritionist	
8. Drug and Alcohol Worker	
9. Traditional Medicine People	
10. Other (specify) _____	

If respondent has been dissatisfied with any service, ask why.

8. Have you in the past year needed information on:

	YES	NO	DON'T KNOW
1. Nutrition	_____	_____	_____
2. Family Planning & Birth Control	_____	_____	_____
3. Dental Hygiene	_____	_____	_____
4. Effects of drug and/or alcohol	_____	_____	_____
5. Childbirth	_____	_____	_____
6. Child Care (postnatal)	_____	_____	_____
7. Diabetes	_____	_____	_____
8. General concern about you health	_____	_____	_____
9. Traditional Medicine	_____	_____	_____
10. Other (specify) _____	_____	_____	_____

9. If you answer yes for any for of the above, in each case, who did you talk to in order to obtain the information?

NEEDED INFORMATION ON:

TALKED TO:

10. Were you satisfied with the information you received?

INFORMATION ON:

YES

NO

DON'T KNOW

1. _____

2. _____

3. _____

4. _____

If respondent was dissatisfied, ask why.

11. Generally, are you satisfied with the quality of health care you are your family are able to obtain?

- 1. Very satisfied _____
- 2. Moderately satisfactory _____
- 3. Uncertain _____
- 4. Moderately dissatisfied _____
- 5. Very dissatisfied _____
- 6. Don't know _____
- 7. No answer _____

If dissatisfied, ask why. _____

12. as far as you are concerned, what suggestions would you have for improving health care on the reserve?

SECTION 2

Now I would like to ask you some questions about your health.

POINT A

1. First, compared to other persons your age, would you say your health is excellent, good, fair or poor?

- A. Excellent _____
- B. Good _____
- C. Fair _____
- D. Poor _____
- E. Don't know _____
- F. No response _____

2. What would you say is the main reason your health is _____?
fill in from quest 1

3. In the past two weeks, how many days were you off work or school because you weren't feeling well, for example with a cold or flu, or because you just were having a bad day?

ENTER NUMBER OF DAYS

- 1. None _____
- 2. Not applicable _____
- 3. Don't know _____
- 4. No response _____

POINT B

Now I'd like to ask you some more specific questions about your health, starting with hypertension or high blood pressure.

4. How long ago did you last have your blood pressure checked?

DON'T READ LIST

- A. Within last 6 months _____
- B. 7-12 months ago _____
- C. 1-2 years ago _____
- D. More than 2 years ago _____
- E. Never _____
- F. Don't remember/don't know _____
- G. No response _____

5. Have you ever been told by a doctor, nurse or someone else that you have high blood pressure?

PROBE FOR DOCTOR NURSE OR SOMEONE ELSE IF NECESSARY

- A. No, GO TO POINT C _____
- B. Yes, I have been told by a doctor _____
- C. Yes, I have been told by a nurse _____
- D. Yes, I have been told by someone else _____
- E. Don't remember/Not sure/Don't know _____
- F. No response, GO TO POINT C _____

6. Has any medication ever been prescribed for your high blood pressure?

- A. Yes _____
- B. No, GO TO POINT C _____
- C. Don't remember. Not sure/Don't know _____
- D. No response, GO TO POINT C _____

7. Are you taking that medicine now?

- A. Yes, most of the time, GO TO QUESTION 9 _____
- B. Yes, but only occasionally, GO TO QUESTION 9 _____
- C. No _____
- D. Don't know _____
- E. No response, GO TO QUESTION 9 _____

PROBE FOR "MOST OF THE TIME" OR "ONLY OCCASIONALLY"
IF NECESSARY. IF ANSWER IS "YES" USE "YES, MOST OR THE TIME"

8. Did you stop on the advice of your physician?

- A. Yes _____
- B. No _____
- C. Don't remember/Don't know _____
- D. No response _____

9. As far as you know, is your blood pressure still high?

- A. Yes, still high _____
- B. Normal _____
- C. Don't know for sure _____
- D. No response _____

POINT C

The next few questions refer to certain other health problems. I will ask if you have ever had these health problems, and then I will ask you for a little information about each one.

10. Do you have diabetes?

- A. Yes
- B. No
- C. Don't know
- D. No response

GO TO QUEST.

13. _____

11. At what age were you first diagnosed?

- Age
- At birth
- Never diagnosed
- Don't know
- No response

12. Do you use or take insulin?

- A. Yes
- B. No
- C. Don't know
- D. No response

13. Do you have trouble with your heart (e.g., have you ever had a heart attack, angina, heart failure, or rheumatic heart disease)?

- A. Yes
- B. No
- C. Don't know
- D. No response

GO TO QUEST.

15 _____

14. At what age were you first diagnosed?

- Age
- At birth
- Never diagnosed
- Don't know
- No response

15. Have you ever had asthma?

- A. Yes
- B. No
- C. Don't know
- D. No response

GO TO QUEST.
17

16. At what age were you first diagnosed?

- Age
- At birth
- Never diagnosed
- Don't know
- No response

17. Do you have hay fever or other allergies?

- A. Yes
- B. No
- C. Don't know
- D. No response

GO TO QUEST.
19

18. At what age were you first diagnosed?

- Age
- At birth
- Never diagnosed
- Don't know
- No response

19. Do you have emphysema or chronic bronchitis?

- A. Yes
- B. No
- C. Don't know
- D. No response

GO TO QUEST.
21.

20. At what age were you first diagnosed?

- Age
- At birth
- Never diagnosed
- Don't know
- No response

21 Do you suffer from a persistent cough or from shortness of breath?
A. Yes _____
B. No _____
GO TO QUEST. C. Don't know _____
23. D. No response _____

22. How long have you had this problem?
DON'T READ THE LIST
A. less than 6 months _____
B. 6 months to 1 year _____
C. 1 to 5 years _____
D. 5 years or more _____
E. Don't know _____
F. No response _____

23. Do you have recurring migraine headaches (that is, very serious, recurring headaches which often are accompanied by nausea)?
A. Yes _____
B. No _____
GO TO QUEST. C. Don't know _____
25. D. No response _____

24. At approximately what age did you begin to have migraines?
Age _____
At birth _____
Never diagnosed _____
Don't know _____
No response _____

25. Have you ever had serious trouble with the back or spine (e.g., trouble with your disc, in which movement was severely limited)?
A. Yes _____
B. No _____
C. Don't know _____
D. No response _____

26. Have you ever been diagnosed with cancer?
 _____ A. Yes _____
 B. No _____
 GO TO QUEST. C. Don't know _____
 28. _____ D. No response _____

27. Where was the cancer first found? _____
 Don't know _____
 No answer _____

28. Do you have any difficulties with eyesight?
 _____ A. Yes _____
 B. No _____
 GO TO QUEST. C. Don't know _____
 30. _____ D. No response _____

29. Do you wear glasses or contact lenses?
 A. Yes _____
 B. No _____
 C. No response _____

30. Do you have any difficulties with your hearing?
 _____ A. Yes _____
 B. No _____
 GO TO QUEST. C. Don't know _____
 32. _____ D. No response _____

31. Do you wear a hearing aid?
 A. Yes _____
 B. No _____
 C. No response _____

POINT D

This next section of the interview deals with the use of pills or medicine. First I'll ask you about any medicines or pills you have used in the last 2 years.

32. Yesterday, or the day before, did you take or use any medicine, pills or ointments? DO NOT INCLUDE VITAMINS
 A. Yes _____
 B. No, GO TO POINT E _____
 C. Don't know, GO TO POINT E _____
 D. No response, GO TO POINT E _____

33. What kind of medication did you take or use?

- A. Medicine 1:
- B. Medicine 2:
- C. Medicine 3:
- D. Medicine 4:
- E. Medicine 5:
- F. Medicine 6:
- G. Don't know
- H. No response

34. Was this medication, _____, obtained on the advice of a doctor or medicine person? ASK QUESTION FOR EACH MEDICINE

A. Medicine 1.

- A. Yes
- B. No
- C. Don't know
- D. No response

B. Medicine 2.

- A. Yes
- B. No
- C. Don't know
- D. No response

C. Medicine 3.

- A. Yes
- B. No
- C. Don't know
- D. No response

D. Medicine 4.

- A. Yes
- B. No
- C. Don't know
- D. No response

E. Medicine 5.

- A. Yes
- B. No
- C. Don't know
- D. No response

F. Medicine 6.

- A. Yes
- B. No
- C. Don't know
- D. No response

INTERVIEWER: INDICATE NUMBER OF ADDITIONAL MEDICATIONS BEYOND 6

POINT E

Next, I'd like to ask you some questions about active physical exercise, exercise which makes you sweat or makes your heart beat very fast.

35. How often do you exercise or participate in an active physical sport, such as running, jogging, swimming, bicycling, etc.?

ONLY ONE ANSWER - DON'T READ LIST ENTER NUMBER OF TIMES; PROBE FOR AVERAGE IF NECESSARY

- A. Number of times week
- or
- B. Number of time month
- or
- C. Less than once month
- D. Never, GO TO QUESTION 38
- E. Don't know, GO TO QUESTION 36

36. When you exercise or participate in a physical sport, how long do you usually keep at it? IF IT VARIES PROBE FOR AVERAGE

READ LIST

- A. 1 hour or more
- B. 45 minutes
- C. 30 minutes
- D. 15 minutes or less
- E. Don't know
- F. No response

37. What is your primary form of active physical exercise?

DON'T READ LIST

ONE ANSWER ONLY, IF TWO OR MORE MENTIONED CODE MOST FREQUENT: IF EQUALLY FREQUENT CODE MOST ACTIVE

- A. Running, jogging/fast walking _____
- B. Calisthenics _____
- C. Swimming _____
- D. Bicycling _____
- E. Hiking _____
- F. Racquet sport (tennis, squash, etc) _____
- G. Team sport (soccer, basketball, football
lacrosse, hockey, football) _____
- H. Other (specify) _____
- I. Don't know _____
- J. No response _____

38. How often do you participate in light physical recreation or hobbies such as dancing, gardening, golfing, bowling, etc.? DON'T READ LIST
ONLY ONE ANSWER - NUMBER OF TIMES: PROBE FOR AVERAGE IF NECESSARY

- A. Number of times/week _____
or
- B. Number of times/month _____
or
- C. Less than once/month _____
- D. Never _____
- E. Don't know _____
- F. No response _____

39. Which of the following best describes the level of physical effort in your work or daily activities? READ LIST

- A. Light - such as office work, driving, sitting _____
- B. Moderate - such as housework, carpentry, walking _____
- C. Heavy - such as pushing or carrying heavy object _____
- D. Don't know _____
- E. No response _____

POINT F

The next few questions refer to any limitations in normal activities that you may experience because of your health.

40. What were you doing for most of the past 12 months? READ LIST
- A. Working _____
 - B. Keeping house GO TO QUESTION 43 _____
 - C. Retired GO TO QUESTION 45 _____
 - D. Going to school GO TO QUESTION 46 _____
 - E. Not working because of health
GO TO QUESTION 46 _____
 - F. Not working for other reasons _____
 - G. Don't know _____
 - H. No response _____
41. Are you limited in the kind of work you can do because of your health?
- A. Yes _____
 - B. No _____
 - C. Don't know _____
 - D. No response _____
42. Are you limited in and amount of work you can do because of your health?
- A. Yes _____
 - B. No _____
 - C. Don't know _____
 - D. No response _____
43. Are you limited in the kind of housework you can do because of our health?
- A. Yes _____
 - B. No _____
 - C. Don't know _____
 - D. No response _____
44. Are you limited in the amount of housework you can do because of your health?
- A. Yes _____
 - B. No _____
 - C. Don't know _____
 - D. No response _____

45. Did you retire because of your health?

- A. Yes
- B. No
- C. Don't know
- D. No response

46. Do you have any trouble or difficulty with routine physical activities such as (READ SLOWLY) walking, using stairs or inclines, standing or sitting for long periods, bending over or stopping, using your fingers to grasp or handle, lifting or carrying something heavy, or with other routine physical activity?

- A. Yes
- B. No, GO TO QUESTION 48
- C. Don't know
- D. No response

47. I will read you the list of activities again, and ask you to tell me whether you have a great deal of trouble, some trouble or no trouble at all with each one.

A. Walking

- A. A great deal of trouble
- B. Some trouble
- C. No trouble
- D. Don't know
- E. No response

B. Using stairs or inclines

- A. A great deal of trouble
- B. Some trouble
- C. No trouble
- D. Don't know
- E. No response

C. Standing or sitting for long periods

- A. A great deal of trouble
- B. Some trouble
- C. No trouble
- D. Don't know
- E. No response

D. Bending over or stooping to pick up something

- A. A great deal of trouble
- B. Some trouble
- C. No trouble
- D. Don't know
- E. No response

E. Using your fingers to grasp or handle

- A. A great deal of trouble
- B. Some trouble
- C. No trouble
- D. Don't know
- E. No response

F. Lifting or carrying something as heavy as 10 pounds

- A. A great deal of trouble
- B. Some trouble
- C. No trouble
- D. Don't know
- E. No response

G. Other (ENTER ANY OTHER ACTIVITY MENTIONED)

- A. A great deal of trouble
- B. Some trouble
- C. No trouble
- D. Don't know
- E. No response

48. Is your activity limited in any (other) way because of a disability or because of your health.

- A. Yes
- B. No
- C. Don't know
- D. No response

POINT G

Now I'd like to ask you a few questions about smoking.

49. Do you smoke any of the following every day? READ LIST

- A. Pipes _____
- B. Cigars _____
- C. Cigarillos _____
- D. Something else (DO NOT INCL. TOBACCO CIGARETTES) _____
- E. None of these _____
- F. Don't know _____
- G. No response _____

50. Have you smoked at least 100 cigarettes in your entire life?

- _____ A. Yes _____
- TOBACCO B. No, GO TO POINT H _____
- CIGARETTES C. Don't know, GO TO POINT H _____
- ONLY D. No response, GO TO POINT H _____

51. About how old were you when you first started smoking cigarettes fairly regularly?

- A. ENTER AGE IN YEARS _____
- B. Never smoked regularly, GO TO POINT H _____
- C. Don't know, GO TO POINT H _____
- D. No response, GO TO POINT H _____

52. Do you smoke cigarettes now?

- A. ENTER AGE IN YEARS _____
- B. Never smoked regularly, GO TO POINT H _____
- C. Don't know, GO TO POINT H _____
- D. No response, GO TO POINT H _____

53. On the average, about how many cigarettes a day do you now smoke?

- 1 PACK = 20 CIGARETTES ENTER NUMBER OF CIGARETTES
- A. Don't know _____
 - B. No response _____

POINT H

DRAFT

Now I'd like to ask you about some of the beverages you drink>

54. On the average day, how much of each of the following beverages do you drink? READ LIST

- A. cups of coffee _____
- B. cups of tea _____
- C. glasses of milk _____
- D. glasses of water _____
- E. cans or bottles of soft drink _____
- F. glasses of fruit or vegetable juice _____
- G. don't know _____
- H. no response _____

55. Do you drink or cook with bottled water or specially-treated water instead of using water straight from the tap?

- A. Yes, bottled water _____
- B. Yes, specially-treated water _____
- C. No, GO TO QUESTION 57 _____
- D. Don't know, GO TO QUESTION 57 _____
- E. No response, GO TO QUESTION 57 _____

56. Is there any particular reason why you don't use tap water for cooking or for drinking? DON'T READ LIST

- A. Don't like taste _____
- B. Concerned about chemicals _____
- C. Other _____ (specify) _____
- D. Don't know _____
- E. No response _____

57. Have you had any alcoholic beverages during the past 12 months?

- A. Yes, (INCLUDES "USED TO DRINK BUT STOPPED WITHIN PAST 12 MONTHS" _____
- B. No alcoholic beverage in past year _____
- C. Don't know, GO TO POINT J _____
- D. No response, GO TO POINT J _____
- E. Refused, GO TO POINT J _____

58. How often did you drink any alcoholic beverage in the past 12 months, on the average? DON'T READ LIST PROBE FOR AVERAGE NUMBER OF TIMES

- A. Number of times/week _____
or
- B. Number of times/month _____
or
- C. Less than once a month _____
- D. Don't know _____
- E. No response _____
- F. Refused to answer _____

59. A drink is 1 can or bottle of beer, 1 glass of wine, or 1 cocktail or shot of liquor. On the days that you did drink, how many drinks do you have per day, on the average? ENTER NUMBER OF DRINKS

- A. Don't know _____
- B. No response _____
- C. Refused _____

60. What alcoholic beverages do you usually drink? READ LIST

- A. Beer _____
- B. Wine _____
- C. Liquor or mixed drinks _____
- D. Other _____
- E. Don't know _____
- F. Refused _____

61. Not counting small sips, at what age did you start drinking alcoholic beverages? ENTER AGE IN YEARS

- A. Don't know _____
- B. No response _____
- C. Refused _____

POINT J

Now I have a few questions about the health care you have received recently.

62. During the past 2 weeks, how many times did you visit a medical doctor?
or medicine person? ENTER NUMBER OF VISITS

- A. None _____
- B. Don't know _____
- C. No response _____

63. During the past 2 weeks, how many telephone calls were made to get
medical advice for you either by yourself or be someone else in your
household? ENTER NUMBER OF CALLS

- A. None _____
- B. Don't know _____
- C. No response _____

64. In the past 12 months, have you been a patient in a hospital--either
over night or as fan outpatient?

- A. Yes _____
- B. No, GO TO QUESTION 67 _____
- C. Don't know, GO TO QUESTION 67 _____
- D. No response, GO TO QUESTION 67 _____

65. How many times in the past 12 months were you in a hospital--either
overnight or as an outpatient? ENTER NUMBER OF TIMES

- A. Don't know _____
- B. No response _____

66. All together, in the past 12 months, how many nights did you spend in
the hospital? ENTER NUMBER OF NIGHTS

- A. Don't know _____
- B. No response _____

67. About how long has it been since you last went to a dentist?

READ LIST

- A. Less than 1 year (less than 12 months) _____
- B. 1-2 years (12 months up to 24 months) _____
- C. 2-4 years (more than 24 months up to 5 years) _____
- D. 5 or more years _____
- E. Never _____

68. How often, if ever, do you use dental floss or a water pick?

DON'T READ LIST

- A. Everyday _____
- B. 3-6 times a week _____
- C. 1-2 times a week _____
- D. Less than once a week _____
- E. Never _____
- F. Don't know _____
- G. No response _____

69. How often do you use seatbelts when you ride in the car? READ LIST

- A. Always _____
- B. Nearly always _____
- C. Sometimes _____
- D. Seldom _____
- E. Never _____
- F. Don't know _____
- G. No response _____
- H. Refused _____

ASK FEMALES ONLY - MALES, GO TO POINT K

70. When was the last time you had a pap smear test for cancer?

- A. Less than 1 year ago (less than 12 months) _____
- B. 1-2 years ago (12 months up to 24 months) _____
- C. 2-4 years ago (more than 24 months up to 5 years) _____
- D. 5 or more years ago _____
- E. Never _____
- F. Don't know _____
- G. No response _____

71. When was the last time you had a breast examination? DON'T READ LIST

- A. Less than 1 year ago (less than 12 months) _____
- B. 1-2 years ago (12 months up to 24 months) _____
- C. 2-4 years ago (more than 24 months up to 5 years) _____

- D. 5 or more years ago
- E. Never
- F. Don't know
- G. No response

72. Do you ever examine your own breasts?

- A. Yes
- B. No, GO TO POINT K
- C. Don't know, GO TO POINT K
- D. No response, GO TO POINT K

73. Now I'd like to ask you about how regularly you examine your own breasts, and how often. First, do you examine your breasts at the same time each month?

- A. Yes
- B. No
- C. Don't know
- D. No response

74. And finally, how often do you examine your breasts. Would that be every month, most months, occasionally, or rarely?

- A. Every month
- B. Most months
- C. Occasionally
- D. Rarely
- E. Don't know
- F. No response

POINT K

Now I have a few questions about how year are feeling lately.

75. How often in the past month have you felt cheerful and lighthearted? Would you say... READ LIST

- A. Very often
- B. Sometimes
- C. Rarely
- D. Never
- E. Don't know
- F. No response
- G. Refused

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SECTION IV

INTERVIEWER'S MANUAL

INTERVIEWER'S MANUAL

FOR A

HEALTH NEEDS ASSESSMENT

ON THE

_____ RESERVE

Name of Interviewer _____

Name of Supervisor _____



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This manual has been prepared to assist you in gaining knowledge about the Health Needs Assessment being conducted in _____

The most important part of the needs assessment is the interviews that you will be conducting with selected community members.

In preparation for this task we will outline for you the reasons for the assessment as well as the reasons for the questions that you will be asking.

In addition, we will attempt to identify any problems you might encounter and suggest ways that you might overcome these.

Most of the points in this manual will be reviewed in the training session. We feel, however, that it is important that you have your own manual to be able to refer back to as you undertake your task.

1. PURPOSE OF THE HEALTH NEEDS ASSESSMENT

- . The band council wishes to encourage more community control over services provided to band members in the area of health.
- . In order to do this, it must gather information from community members about their health as well as their opinions on the services available. How good are these services? Are other services needed?
- . This information will assist the band council in developing long-range programs and set priorities for the development of a healthy community.
- . The information that will be gathered includes:
 1. What is the health status of individual community members?
 2. Are there any particular problems for any segment of the community and what is the probable cause of these problems.
 3. What health services do band members use and how well are these services meeting their needs?
 4. Are there any areas of need where services do not exist?
 5. What should the band do about making sure that services are available to all band members?

2. INTRODUCTION TO THE INTERVIEW

A letter has been sent to all the people to be interviewed informing them that a trained interviewer will call on them at their home.

You are the "trained interviewer" mentioned in the letter. You must explain the nature of the study, the purpose of survey research and the reason why you are standing at their door.

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2. Introduction to the Interview (Cont'd)

At the end of the manual is a copy of the letter that was sent out, as well as a brief introduction that you can utilize when introducing yourself. You should not read this introduction out. Use this sample to help you give an introduction in your own words.

INITIAL CONTACT

There are two stages in an introductory situation. The first one occurs at the door when you make contact with the people living in the household; the second stage occurs when you are inside the house and can talk more freely.

The doorway is not a very convenient place to carry on a conversation and the doorstep introduction should be just long enough to get you inside the house.

Once you are inside you will be in a better position to convince the person of the value of his/her cooperation. It is easier for the person to say "No, thank you" at the door than it is in the living room.

At the doorstep:

- State what you want to do rather than ask permission for the interview.

DON'T SAY:

"May I come in"-to which he/she can easily say no.

SAY:

"I would like to come in and talk to you about this."

DON'T ASK:

"Are you busy now"

or

"Could I take this interview now."

or

"Should I come back."

Assume the person is not busy and approach the meeting as though the interview were going to take place right then.

If the person is unavailable for an interview, make arrangements to return at a more convenient time.

The first few contacts should be made in person and not by telephone. It is much easier for a person to say "no" and hang up the phone than it is to say "no" when you are standing in front of him/her.

SECURING THE INTERVIEW

Approach each person who answers the door as if he were friendly and interested.

Some people will be quite willing to be interviewed with only a brief explanation of your purpose; for others you will need to go into some detail.

Do not be too specific about the interview in introducing yourself and the survey to the person. It is important that you avoid introducing a bias into the interview which might lead the person to answer in a particular way.

Use general statements such as: "We are interested in your opinions on health services" or "We are talking to people all over the reserve to see how they feel about health services."

People have various kinds of concerns and questions, and you must be prepared to give correct and polite answer, phrased so that they seem to be a natural part of your introductory conversation.

here are some questions people are likely to ask, along with some suggested answers:

QUESTION: How did you pick me?
Who gave you our name?

ANSWER: In trying to find out what people on the reserve think, we cannot talk with everyone, but we try to talk with people of all ages. We have selected people through going over the band list and picking names by chance. You can be sure that all the answers you give will be kept confidential and your name will not appear on the questionnaire.

QUESTION: I really don't know anything about this.

ANSWER: We are interested in your opinions. I really think you will find the interview interesting. In a study like this there are no right or wrong answers; we are simply interested in learning about your experiences and how you feel about things.

QUESTION: Why don't you go next door?

ANSWER: It would be nice if we could just interview the people we catch at home when we call, but we want a cross-section of the population. We would probably have too many housewives, or older married people and not enough single people and working men.

Securing the Interview (Con't)

QUESTION: What is this all about anyway?

ANSWER: We'll be talking about several things of interest including the level of medical services on the reserve, certain conditions that might be affecting people's health as well as your own health.

QUESTION: What good will this do?

ANSWER: In order for the band council to better plan what they should be concentrating their efforts on, they need the kind of information that can be obtained only by talking to people and finding out how they feel.

Remember:

Your own feelings are often reflected in the person's reaction to the request for an interview. If you are uncertain or uneasy, if you cannot answer the question that person asks and seem vague about the work and its purposes, this feeling will be communicated.

If, on the other hand, you have a positive, pleasant, and well-informed approach this will also be reflected by the person interviewed.

You have a right to ask a person for information, just as the respondent has a right to refuse to answer.

Most people enjoy being interviewed.

3. USING THE QUESTIONNAIRE

The research coordinator needs to combine and to analyze statistically the data collected in the interviews. This means that the information must be collected in the same way from all the people interviewed. They have to be asked the same questions in the same way.

ASKING THE QUESTIONS:

Avoid creating the impression that the interview is a quiz or cross-examination; make sure that nothing in your words or manner implies criticism, surprise, approval or disapproval either of the question you ask or of the person's answers.

If you have a normal tone of voice, an attentive way of listening, and a non-judgemental manner, you will maintain and increase the person's interest. Know the question so well that you can read each one smoothly and move on to the next without hesitating. Study the questionnaire carefully and practice reading the

questions aloud. ASK THE QUESTIONS EXACTLY AS THEY ARE WORDED IN THE QUESTIONNAIRE. Exactly the same questions must be asked of each person. You should not make changes in their phrasing.

The person's answer is prompted by the words in the question, and a change in wording can very easily produce a change in response.

READ EACH QUESTION VERY SLOWLY. Even if you read a question correctly, it does not do much good if the words are all pushed together in a rush or lost in a mumble. A slow and deliberate pace gives the person time to understand the full scope of the question and to prepare a careful reply.

If the interviewer seems to hurry through the questions, there is a tendency for the respondent to hurry too.

Although you will become very familiar with the questionnaire during the course of a study, you have to remember that it is all new to each person you interview, and each should be given an equal chance to understand and respond to all of the questions.

ASK THE QUESTIONS IN THE ORDER IN WHICH THEY ARE PRESENTED IN THE QUESTIONNAIRE. The question order is designed to create a sense of continuity and to ensure that early questions will not have a harmful effect on the respondent's answer to later questions. In addition, question order needs to be standardized from respondent to respondent if the interviews are to be comparable.

ASK EVERY QUESTION SPECIFIED IN THE QUESTIONNAIRE. In answering one question, a respondent will sometimes also answer another question which appears later in the interview. In these cases you may wonder whether you should skip the questions which are apparently answered. You should not. It is your responsibility to make certain, wherever possible, that the respondent is full exposed to each question specified in the questionnaire.

In the situation described above, you can use the following procedures: Write down the initial answer under the question when it occurs. Then ask the partially answered question when you get to it, but begin it with some remark which will show the respondent that you have not forgotten what he said earlier and have not rejected his earlier answer.

You might say for example:

"We have already touched on this but let me ask you..."

or

"We're asking people on the survey about each one of these, and I'd just like to make sure how you feel about each one separately."

Assuming the respondent has already answered a question is a dangerous practice. Whenever possible, ask every question, even when

it has been answered previously. Do this by letting the respondent know that you are aware of the earlier response, and asking the respondent's cooperation in answering again.

REPEAT QUESTIONS WHICH ARE MISUNDERSTOOD OR MISINTERPRETED. Occasionally a respondent may misunderstand or misinterpret what is asked. When this happens, the best technique is to repeat the question just as it is written in the questionnaire. If you think that the respondent merely needs time to think it over, simply wait and do not press for an immediate answer. If you think the respondent just needs to be reassured, you may want to make a neutral conversational remark, such as:

"We're just trying to get people's ideas on this."

or

"There are no right or wrong answers, just your ideas on it."

If the respondent asks for an explanation of a word or phrase, you should refrain from offering help and return the responsibility for the definition to respondent.

(Give an example once the questionnaire is drafted) (Refer to page 7 of interviewer's Manual)

KEEP TRACK OF CHANGES YOU MAKE IN THE QUESTIONNAIRE. Any changes - even inadvertent ones - that you make in the wording, phrases or order of questions in the interview should be noted in the questionnaire. This is necessary because study directors must know what was asked in order to decide whether these altered questions can be used and how they should be coded.

CLARIFYING THE RESPONDENT'S ROLE BY USING POSITIVE FEEDBACK. Through a variety of signals you can indicate to the respondent that he is doing a good job of answering the questions. This does not mean that you agree or disagree with his/her answers or attitudes, but rather that you agree with his/her behaviour in his role as a respondent.

Interviewers might think of a good respondent as one who is interesting and articulate, but for our purposes, a good respondent is one who learns and follows the conventions of the questionnaire.

It is discouraging for an interviewer to follow the correct interviewing techniques and still have the respondent say, "I just don't know anything about that at all," through a whole series of questions, or worse still, "I dunno" through a whole questionnaire.

In the few cases in which this happens, interviewers feel they have failed in some way and wonder if the questionnaire can be used since it contains so little information. Of course, the interview can be used. The interviewer used proper techniques and the respondent was given the same stimulus as more knowledgeable respondents.

The fact that the respondent "didn't know" is valid information, even if it is not interesting for the interviewer.

Reinforce the respondent by giving him/her positive feedback in the form of neutral comments such as, "Yea", "OK", "I see", "Uh-huh", or just a nod of the head, which indicates that you have heard and understood the response.

At the same time, you must be careful not to give leading or unacceptable feedback, or reinforce bad behaviour. Your social instincts may urge you to try to make the respondent feel comfortable in his/her role. This can backfire if it is used to reinforce bad or sulky behaviour. If the respondent says, "Nobody can answer that question - how should I know what the answer is?:" and you, in an effort to smooth things over, say "Oh, that's all right, we'll just go on to the next question", you will encourage bad behaviour by accepting it. Instead repeat the question preceded by a neutral comment such as, "Of course no one knows for sure, but we're interested in people's behaviour".

Once the respondent realizes that it is your job to ask each question and his/her job to answer each one, the interview should proceed smoothly.

4. PROBING AND OTHER INTERVIEWING TECHNIQUES

One of the most challenging and important aspects of the interviewer's work is getting the respondent to answer the question which is asked. If the respondent gives you an incomplete or irrelevant answer, misunderstands the question, if you do not understand his answer, or if he loses track of the question and gets on another topic, it is your responsibility to get him back on track through careful, neutral techniques. The quality of the interview depends a great deal on the interviewer's ability to probe and use these techniques successfully.

Probing has two major functions:

- . It motivates the respondent to communicate more fully so that he enlarges, or explains the reason behind what he has said.
- . It helps the respondent focus on the specific content of the interview so that irrelevant and unnecessary information can be avoided.

Probes must perform these two functions without introducing bias.

KINDS OF PROBES

1. REPEATING THE QUESTION: When the respondent does not seem to understand the question, when he misinterprets it, when he seems unable to make up his mind, or when he strays from the

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subject, the most useful technique is to repeat the question just as it is written in the questionnaire. Many respondents, hearing it for a second time, realize what answer is needed.

2. AN EXPECTANT PAUSE: The simplest way to convey to a respondent that you know he has begun to answer the question, but that you feel he has more to say, is to be silent. The pause - often accompanied by an expectant look or a nod of the head - gives the respondent time to gather his/her thoughts.

Pauses are useful in encouraging communication, and they should become a neutral part of your interviewing technique.

You must, however, be sensitive to each individual respondent in using pauses. Some respondents may actually be out of ideas, and a pause can become too long rather than encouragement to further thought.

3. REPEATING THE RESPONDENTS'S REPLY: Simply repeating what the respondent has said as soon as he/she has stopped talking is often an excellent probe.

This should be done as you are writing, so that you are actually repeating the respondent's reply and recording it at the same time. Hearing his idea repeated often stimulates the respondent to further thought.

4. NEUTRAL QUESTIONS OR COMMENTS: The following are examples of the most commonly used probes:

- Repeat question
- Anything else?
- Any other reason?
- Any others?
- How do you mean?
- Could you tell me more about your thinking on that?
- Would you tell me what you have in mind?
- What do you mean?
- Why do you feel that way?
- Which would be closer to the way you feel?

Successful probing requires that you recognize immediately just how the respondent's answer has failed to meet the objectives of the question and then be able to formulate a neutral probe to elicit the information needed. You know the question objectives; the respondent does not. It is your responsibility to study the instruction book thoroughly before starting to use the questionnaire.

Instructions for a particular question or set of questions may indicate how forcefully the interviewer should probe. In these cases remember that a longer sentence is likely to encourage more

information that a short phrase. Are there any other reasons why you feel that way?" gives the respondent time to think and lends importance to the request. "Any other?" is much more likely to elicit a "no" response.

5. ASKING FOR FURTHER CLARIFICATION

In probing it will sometimes be useful for you to appear slightly bewildered by the respondent's answer and suggest, with your probe that it might be you who failed to understand. For example: "I'm not quite sure what you mean by that - could you tell me a little more?"

This can increase the respondent's willingness to cooperate with someone who he/she thinks is trying to do a good job. It should not be overplayed, however, or the respondent will get the feeling that you do not know when a question is properly answered.

SUMMARY

Probing is a technique that helps a respondent to communicate more fully and that focuses his attention on specific topics. But probing must be done without introducing bias. There are numerous methods of probing but it is important when utilizing any of these methods not to change the content of the question. The most suitable method utilized for probing will depend to a large degree on the objective of the question. Interviewers must be totally familiar with these objectives of each question asked before undertaking any interviews.

5. RECORDING AND EDITING THE INTERVIEW

Even though you may do a good job of asking the questions and probing in order to meet the study objectives, the information which you gather will be lost if you cannot convey it to the coders in a full and unbiased form. Each interviewer must use the same format and conventions in transcribing the interview while it is being conducted and in editing each interview after it has been completed.

RULES FOR RECORDING RESPONSES:

1. RECORD RESPONSES DURING THE INTERVIEWS

In order to reproduce the responses accurately, you must write them down immediately during the interview. Relevant information will be lost or distorted if you try to remember what the respondent has said and write it up later.

2. USE THE RESPONDENT'S OWN WORDS

You must learn to record the respondent's replies in the very words which he/she uses.

3. DO NOT SUMMARIZE OR PARAPHRASE THE RESPONDENT'S ANSWERS

Summarizing or paraphrasing a response creates an artificial and dangerous communication gap between the respondent and the data analyst, and often results in distortion.

4. INCLUDE EVERYTHING THAT PERTAINS TO THE QUESTION OBJECTIVES

The recorded response should include everything that the respondent said that pertains to the objectives of the question, regardless of length. Long irrelevant discourses may be omitted from the recorded interview IF:

- . You are certain what is being said has no bearing on or use in fulfilling the aims of the study.
- . You make marginal notes to indicate that a digression took place. (eg: here R. talked about his war experiences)

5. INCLUDE ALL OF YOUR PROBES

All comments, probes and explanations which you make during the course of the interview should appear in the questionnaire at the location which corresponds to the point at which they were made during the interview. By examine these, the coders and analyst can determine what influenced the respondent to reply as he/she did. Always enter probes and comments in parentheses.

6. HOLD THE RESPONDENT'S INTEREST

Try to keep your attention focuses on the respondent, and not to become overly absorbed in the questionnaire. A good technique for holding the respondent's interest and taking verbatim notes is to start repeating the response as you are writing it down. This lets the respondent know you are listening to every word - and, in fact, recording each one.

It will help you to start recording as soon as the respondent starts talking rather than to look at the respondent all the

time he/she is replying. Occasional eye contact is important, however, and you should glance up now and then especially when you are asking the questions.

TIPS ON NOTE TAKING

With practice you will be able to record your interviews with little difficulty. The following tips can help you become adept at speedy recording.

1. FIND A PLACE WHERE YOU CAN WRITE COMFORTABLY:

A kitchen table is ideal, but just in case a table is not available, always carry a folder or pad that you can use for a hard writing surface. Try to sit so that you are facing the respondent and avoid being in a position which allows the respondent to look over your shoulder as you write.

2. WHEN THE RESPONDENT'S STARTS TO TALK, BEGIN TO WRITE IMMEDIATELY:

This will help you record the responses verbatim and minimize the time the respondent has to wait for the next question. Always carry a pad with you in case you need extra writing space. A lengthy answer may be recorded on a separate sheet of paper as long as the paper is properly identified as belonging to a particular interview and a particular question.

Use the following abbreviations to help you record faster:

R	respondent
I'er	interviewer
I'w	interview
I'ing	interviewing
DK	don't know
(RQ)	repeated (survey) question
Q'nair	questionnaire
N/A	Question is not appropriate by study definition

ADMINISTRATION

This section of the interviewer's manual will vary from project to project and will have to be completed at the beginning of each project. The information contained will include:

- A list of interviews to be conducted
- Time frame required to complete all interviews
- The name of the survey coordinator who will be supervising the interviews
- Special instructions related to completion of questionnaire, who to turn them into and by when
- Details related to expense claims
- Detailed objectives of each set of questions

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SAMPLE LETTER OF INTRODUCTION

Dear _____ :

The Nicola Valley Tribal Council and the Band Council is undertaking a survey of the health needs of the community.

As part of the study, a trained interviewer will be calling on you in the next few weeks.

We sincerely hope that you will cooperate with the interviewer since the information that you will provide will help us in developing plans for health services in our community.

If you have any questions, you can contact _____ at _____ .

Sincerely,

Chief _____

SAMPLE INTRODUCTION TO THE INTERVIEW

Hello, my name is _____ .

The band council, through the Nicola Valley Tribal Council is conducting a health needs study of the community.

As part of the study we are interviewing many people on the reserve to find out their opinions about the health services in the community as well as questions about people's health.

I would like to come in and talk to you more about this.

ONCE INSIDE YOU COULD SAY:

We have selected the name of every third person over the age of 15 on the reserve in order to interview them. Your name was one of those selected.

The information you give us will help the band to develop plans for better health services to the reserve.

This interview is confidential. Your name will not appear on the questionnaire.

SAMPLE COMMENTS AFTER COMPLETING THE INTERVIEW

Thank you very much for participating in this interview. I am sure that the information you have given us will help the band in planning future programs and services.

We would like to make sure that all the people who helped us by being interviewed get a chance to be the first ones to see the results of the survey. No information on individuals will appear in the report but the various comments will be added up in order to see what most people think.

There will be a community meeting held once the survey is completed and would like to invite you to attend that meeting to be one of the first ones to see the results.

We will send you a notice once the date is set.

SAMPLE RESPONDENT EVALUATION LETTER

Dear Respondent:

A short time ago you were kind enough to give us an interview in connection with our recent study.

The success of these surveys depends largely upon how people feel about the interview and how well it is conducted. Therefore, we would like you to have your comments in order to make interviews as interesting and pleasant as possible. It would be appreciated if you could fill out the questionnaire on the back of this letter and return it to us in the stamped self-addressed envelope.

We want to thank you gain for participating in our study.

Sincerely,