

Seed-team Training Evaluation Structure

Seed Team training: The training where Master RPCA trainers teach experienced FSI-R interventionists how to train future FSI-R interventionists (FSI-R trainees).

Training concepts are being assessed:

	Definition	Focus	Measurement
Competency	The ability of an individual to perform a task or skill effectively based on training	Individual skills and knowledge	Assessed through tests, observations, or performance evaluations
Fidelity	The degree to which a program, intervention, or training is delivered as intended.	Adherence to manual protocols and guideline	Measured through checklists, observations, or audits

Key Differences:

- Competency focuses on how well an individual learns and applies skills.
- Fidelity focuses on how closely the training adheres to the intended design/scope.

In training evaluation, competency ensures trainees gain the necessary skills, while fidelity ensures trainers and facilitators deliver the training correctly.

Ways of Measuring Competence and Fidelity

	Direct	Indirect
Competency	1) Role play/Behavioral Rehearsal 2) Tapes 3) Live observation based on training	1) Trainee self-report of competence.
Fidelity	1) Tapes 2) Live observation	1) Detailed case discussion 2) Trainer checklists/progress notes 3) Trainee checklists/surveys

Seed-team Training Evaluation Structure

A. The first round of evaluation

Purpose: To assess the baseline level of competency of the experienced FSI-R interventionists

When to administer: Before the beginning of the seed-team training

Who can administer: Master RPCA Trainers or Seed Team Trainer

Who is it administered to: An FSI-R interventionist (A professional who can deliver the FSI-R to enrolled refugee families in their community after completing FSI-R training)

Competency assessment

1. **Pre-training self-report:** Knowledge of FSI-R, interpersonal skills (Nonverbal and verbal communication, rapport building, empathy/warmth), ability to be inclusive, group participation, behavioral management, teaching and training skills

B. The second round of evaluation:

Purpose: To assess the **change** in competency of the experienced FSI-R interventionists

When to administer: During and after the seed-team training process

Who is it administered to: An FSI-R interventionist (A professional who can deliver the FSI-R to enrolled refugee families in their community after completing FSI-R training) AND Master RPCA Trainers or Seed Team Trainer

Competency assessment:

1. **Role play + live observational:** Interpersonal skills (Nonverbal and verbal communication, rapport building, empathy/warmth), group participation, time management: appropriate breaks and pacing, training leadership skills
2. **Post-training self-report** - Knowledge of FSI-R, interpersonal skills (Nonverbal and verbal communication, rapport building, empathy/warmth), ability to be inclusive, group participation, behavioral management, teaching and training skills

Fidelity assessment:

3. **Trainee self-report:** Satisfaction, confidence, and intent
4. **Trainer self-report:** training delivery, training planning, training evaluation (barriers and facilitators), overall rating of the training and key takeaway
5. **Live observational** (where the trainee rates the seed-team trainer): skills demonstrated as a Master RPCA trainer/seed-team trainer

Sources used:

- Bond, L., Simmons, E., & Sabbath, E. L. (2022). Measurement and assessment of fidelity and competence in nonspecialist-delivered, evidence-based behavioral and mental health interventions: a systematic review. *SSM-Population Health*, 19, 101249

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- Dorsey, S., Sedlar, G., & Jungbluth, N. Everyday Competence and Fidelity for EBP Organizations: Practical Guide
- World Health Organization & United Nations High Commissioner for Refugees. (2015). Ensuring quality in psychological support (EQUIP): Facilitator's manual. World Health Organization. <https://www.who.int/publications/i/item/9789241549532>