

**LEONARDO DA VINCI  
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**Summary**

**Introduction**

**Content Analysis**

**Delphi Questionnaire**



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**Introduction**

“Leonardo da Vinci” is a European Union programme which supports the development and improvement of vocational training in Europe. The countries participating in the project are Italy, Greece, Latvia, the Czech Republic, the Netherlands and Scotland.

The aim of the project is the implementation of a vocational training policy across the European Union. It is hoped to achieve this through the integration of working practices from the partner countries and through promotion of vocational training policies that focus on the lifelong acquisition of skills and competencies.

One of the initial tasks of the project has been to compare and analyse the contexts in which mental health workers carry out their activities across the partner countries. Each country produced a “national report” which outlined the mental health system within their own setting. They then went on to identify the roles undertaken by different workers in the mental health field in their own country, and the qualifications required to access particular jobs.

The team collectively produced a list of skills, knowledge and values for mental health workers based on Guilbert’s approach in *Educational Handbook for Health Personnel* (World Health Organisation 1998).

The next stage in the study is to look in more detail at the training for mental health workers in each of the partner countries. Therefore, two curricula from each country have been cross-matched with a list of skills, knowledge and values required by a mental health worker.

Following on from this work, a Content Analysis was carried out (in order to look at the existing training for mental health workers within each country in more detail) and this was followed by a Delphi Questionnaire (to consider amendments or improvements that could be made to the list of skills, knowledge and values in light of the information gathered during the Content Analysis).

### **Content Analysis**

Two mental health curricula from each country (12 curricula) were cross-matched with the list of skills, knowledge and values produced by the project team so as to ascertain the level of correlation (between the list of skills, knowledge and values and the

mental health curricula) and highlight the areas with the smallest degree of correlation.

### **Methodology**

The research was conducted using the framework of content analysis, which is a tool used to determine the presence of certain words or concepts within texts or sets of texts (Colorado State University 2007).

Each of the partner countries identified two mental health curricula, and these were categorised according to the level of the qualification gained (undergraduate, graduate, postgraduate).

Each curriculum was compared with the list of skills, knowledge and values produced by the project team (based on Guilbert’s “list of functions”) to identify the level of correlation with each function. As well as identifying where there were correlations, each area was also prioritised as “low”, “medium” or “high” priority within the curriculum.

### **Conceptual Analysis**

Once the information was gathered by each of the countries, it was collated and analysed using conceptual analysis (a category of content analysis which involves quantifying and tallying the presence of particular concepts).

Carley’s (1992) model of conceptual analysis was used. This incorporates the following steps:

1. Decide the level of analysis
2. Decide how many concepts to code for
3. Decide whether to code for existence or frequency of a concept
4. Decide on how to distinguish between concepts

5. Decide what to do with “irrelevant” information
6. Code the texts
7. Analyse results

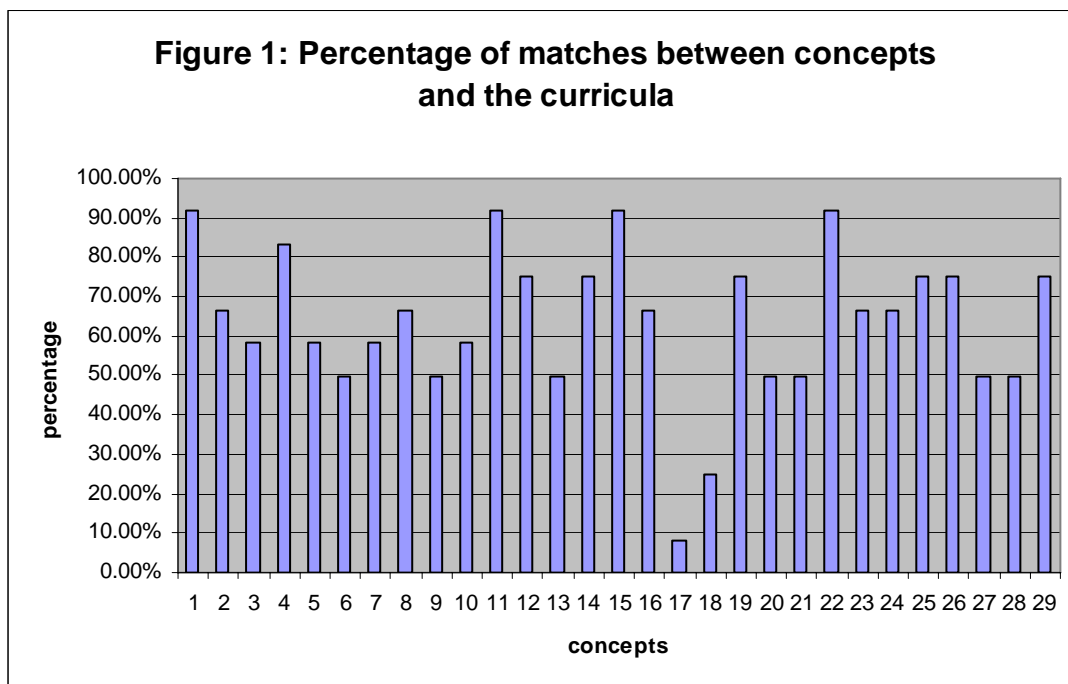
**Summary of findings**

The analysis of the curricula highlighted that there were no gaps (ie. where there were no matches at all between a competency and all 12 curricula).

One competency fell into the category of a low level of match (less than 10%).

One other competency fell into the next category of low level of matches (10-30%).

All of the other competencies were matched with 50% or more of the curricula.



**Priorities**

Where there were matches between each concept and the curricula, the priority of each of these matches was looked at.

This showed that with 19 of the concepts the matches were prioritised only as “medium” or “high”.

Nine of the remaining concepts had their priorities spread across “low”, “medium” and “high”.

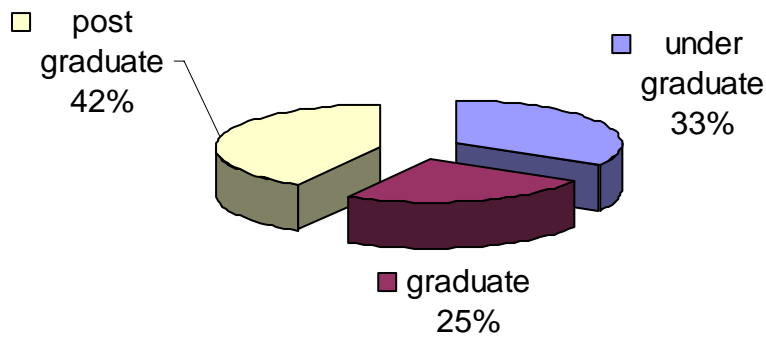
One concept had only one match in the curricula, and this was prioritised as “medium”.

**Level of curricula**

The matches between the concepts and the curricula were then analysed according to whether the curricula were undergraduate, graduate or post-graduate.

The percentages of undergraduate, graduate and post-graduate curricula are shown in figure 2.

**Figure 2: Percentage of undergraduate, graduate and post-graduate curricula**



#### **Undergraduate curricula**

All of the concepts were covered across the undergraduate curricula.

#### **Graduate curricula**

There were some gaps across the graduate curricula, with no matches with six of the concepts.

#### **Post-graduate curricula**

When analysing the post-graduate curricula, there was no match with one concept.

#### **Delphi Questionnaire**

In order to examine the areas with the smallest degree of correlation between the list of skills, knowledge and values produced by the project team and the 12 mental health curricula in more detail, a sub-group of the project team devised a Delphi Questionnaire.

This questionnaire was designed to explore the perceived value of the areas that matched least with the existing curricula, and to consider amendments or improvements that could be made to the list of skills,

knowledge and values in light of the information gathered.

#### **Methodology**

The Delphi method is seen as a way of producing information for decision-making when consulting geographically dispersed experts. It involves anonymity, controlled feedback and statistical responses. Wissema (1982) highlighted that it promotes discussion between experts without some of the social interactive behaviour that can hamper decision-making within normal group discussion.

The Delphi Questionnaire produced by the project team was comprised of three main areas:

- 1) the first section of the questionnaire sought comments, opinions and suggestions about each of the six functions within the list.
- 2) the second section of the questionnaire sought more detailed

information about the competencies that were identified in the Content Analysis as having the smallest degree of correlation with the 12 curricula.

- 3) the final section asked for comments about using the list of skills, knowledge and values produced by the project team as the core knowledge, skills and values of curricula for Community Mental Health Care (CMHC) workers across Europe. The opinion of the experts about the potential impact of this on the education, employability and recruitment of CMHC workers was requested.

The Delphi Questionnaire was distributed to several experts in the mental health field within each partner country. A total of 17 experts were consulted.

### **Summary of findings**

The information gathered from the experts was then statistically analysed.

The results of the Delphi Questionnaire showed that all of the functions were rated by the experts as “very important” in terms of priority.

For the nine individual competencies where there had been the smallest level of correlation with the existing curricula (as identified in the Content Analysis), 8 of them were primarily rated as “very important” and one as “important”. They were all considered to potentially enhance the qualification of a CMHC worker.

For the final section, all of the experts consulted considered that the list of skills, knowledge and values would assist with meeting the aims of the project in terms of impacting on the education, employability and recruitment of CMHC workers.

The comments made by the experts, in addition to the statistical ratings, were then used by the group to adapt and enhance the list of skills, knowledge and values.