

evaluation guide



evaluation guide

• Context

In the framework of the Victoria project, VIC-Tims of violence Overstep Reluctance and Isolation through Adult education, professionals from San Juan de Dios centers, coming from four different countries, design in a collaborative and multidimensional way, an evaluation tool to measure and monitor the learning process and social insertion of people who have suffered violence in the past.

This qualitative instrument is the third leg of a project whose final results include a protocol for the care of people who have suffered violence and a training course in digital format, aimed at professionals in formal or informal education, where they may meet people who have suffered violence in the past.

The matrix or scale presented is a resource that helps to evaluate and describe the degree of development achieved in different dimensions or areas. Measuring the impact of trauma on the development and integral

wellbeing of the person is one of the keys to offering an educational/social response that favors the person's recovery and social reintegration.

• Tool design and internal structure

Professionals from the fields of psychology, psychiatry, neurology, social work and education have participated in the design of this tool, aimed at educational and social personnel.

The tool is structured around four areas:

- Occupational Development,
- Social Inclusion,
- Psychological Well-being and
- Learning Experience.

Within each area, different evaluation criteria have been identified, from which a set of measurable and observable indicators are derived.

• How to apply the tool

The process for interpreting the data collected with the assessment tool is described below.

First, it is important to note that the analysis of the data obtained is done using a qualitative approach (not based on numerical analysis). With the analysis, a comprehensive summary of the person's functioning in the areas collected is obtained. This summary should enable the evaluator to gain a good understanding of the level of psychosocial adaptation of the evaluatee.

The fact that the analysis is performed using a qualitative approach does not imply that a methodology should not be followed. Below, we explain the steps to follow to interpret the data collected with the tool and thus obtain an optimal result that provides us with valuable information about the person being evaluated.

The interpretation is carried out in two phases:

First phase: the items/indicators selected in

each of the evaluated criteria are extracted and grouped by areas (this task is performed automatically by the tool when it is filled in using the Excel document). In this way a synthetic description of the person's functioning in each area of interest is obtained.

Second phase: the evaluator makes a brief qualitative description of each of the areas, based on the items extracted in the previous phase.

The scale can be used at different moments of the intervention process, being able to pass it for the first time at the beginning, again as an intermediate control and finally in the final stage.

Finally, it should be remembered that this tool is not oriented to diagnosis; it is an instrument that facilitates the collection of specific information and the compilation of observations. It is a useful tool to know the level of psychosocial adaptation of the person allowing professionals to make decisions that improve the quality of their response.

area

-  occupational development
-  social inclusion
-  psychological well being
-  learning experiences

occupational development

CRITERIA TO BE ASSESSED	CONDUCTS DESCRIPTION AND DEGREE OF ACHIVEMENTS	OBSERVATIONS
OCC. ACTIVITY INSIDE CENTER	Having the opportunity the person does not join within any occupational activity proposed by professionals	
	Having the opportunity the person only joins daily routines activities but not occupational activities	
	Having the opportunity the person joins in the occupational activities proposed by professionals	
	Having the opportunity the person joins in the occupational activities proposed by professionals and ask for more or new activities	
	Having the opportunity the person collaborates in the design of occupational activities within the center	
OCC. ACTIVITY OUTSIDE ENTER	Having the opportunity the person does not join any occupational activity outside the center provided by other organization or by the community	
	Having the opportunity the person joins only one activity outside the center provided by other organization or by the community	
	Having the opportunity the person joins more than one activity outside the center provided by other organization or by the community	
	Having the opportunity the person joins more than one occupational activities proposed by the community outside the center and ask for more or new activities	
	Having the opportunity the person joins more than one occupational activities proposed by the community outside the center, the person colaborates in the design of occupational activities outside the center	
N. OF HOURS SPENT IN OCCUPATIONAL ACTIVITIES	Less than one hour/day	
	Between one and 4 hours/day	
	More than 4 hours/day	
	8 hours per day	
OCCUPATIONAL HISTORY	<p>“Details of the milestone that the persons has achived during the intervention process. Deeply analyse the user espectations to evaluate if they are realistic.”</p>	

social inclusion

CRITERIA TO BE ASSESSED	CONDUCTS DESCRIPTION AND DEGREE OF ACHIEVEMENTS	OBSERVATIONS
INTERACTION WITH OTHERS (please describe the quality in the observations cell)	This indicator is not applicable to the user or it can not be assessed	
	The person rejects actively the interactions with others	
	The person has interaction with others but only when he is prompted	
	Having the opportunity the person seeks interactions with peers and professional actively	
	Having the opportunity the person has interactions with others outside the center Having the opportunity the person seeks interactions with others outside the center	
INTERACTION WITH RELATIVES (please describe the quality in the observations cell)	This indicator is not applicable to the user or it can not be assessed	
	Having the opportunity the person rejects actively the interactions with relatives	
	Having the opportunity the person has interaction with relatives but only when he is prompted	
	Having the opportunity the person seeks interactions with relatives occasionally	
	Having the opportunity the person seeks interactions with relatives frequently	
MEANINGFUL RELATIONSHIPS (please describe the quality in the observations cell)	This indicator is not applicable to the user or it can not be assessed	
	The person has not any Meaningful relationships not taking in account relatives	
	The person has few Meaningful relationships not taking in account relatives	
	The person has some Meaningful relationships not taking in account relatives	
	The person has many Meaningful relationships not taking in account relatives	

social inclusion

CRITERIA TO BE ASSESSED	CONDUCTS DESCRIPTION AND DEGREE OF ACHIEVEMENTS	OBSERVATIONS
MEANINGFUL RELATIONSHIPS (please describe the quality in the observations cell)	This indicator is not applicable to the user or it can not be assessed	
	The person has not any Meaningful relationships	
	The person has few Meaningful relationships	
	The person has some Meaningful relationships	
	The person has many Meaningful relationships	
ACCESS TO COMMUNITY SERVICES. SOCIAL GROUP ACTIVITIES (please describe the quality in the observations cell)	This indicator is not applicable to the user or it can not be assessed	
	The person has not initiative to access to any Community Services	
	The person has initiative to access to the Community Services but needs professional support	
	The person has initiative to access to the Community Services and does not need professional support	
ACCESS TO SOCIAL GROUP ACTIVITIES (please describe the quality in the observations cell)	This indicator is not applicable to the user or it can not be assessed	
	The person has not initiative to access to any Social Group Activities	
	The person accesses to Social Group Activities but needs professional support	
	The person accesses to Social Group Activities without professional support	

social inclusion

CRITERIA TO BE ASSESSED	CONDUCTS DESCRIPTION AND DEGREE OF ACHIEVEMENTS	OBSERVATIONS
CULTURAL PARTICIPATION (please describe the quality in the observations cell)	This indicator is not applicable to the user or it can not be assessed	
	The person has not initiative to be involved in any cultural activity	
	The person has initiative to join in cultural events but needs professional support	
	The person has initiative to join in cultural events without any professional support	
	The person is a creator of cultural products for the community	
POLITICAL PARTICIPATION (please describe the quality in the observations cell)	This indicator is not applicable to the user or it can not be assessed	
	The person has not initiative to be involved in any political issues	
	The person has initiative to join in political events but needs professional support	
	The person has initiative to join in political events without any professional support	
	The person actively participates in political events	
RELIGIOUS PARTICIPATION (please describe the quality in the observations cell)	This indicator is not applicable to the user or it can not be assessed	
	The person has not initiative to be involved in any religious event	
	The person has initiative to join in religious events but needs professional support	
	The person has initiative to join in religious events without any professional support	
	The person actively participates in religious events	
MASTERING OF THE CONTEXT	There are always physical, cultural or social barriers that limit the social inclusion of the person	
	There are often physical, cultural or social barriers that limit the social inclusion of the person	
	There are sometimes physical, cultural or social barriers that limit the social inclusion of the person	
	There are never physical, cultural or social barriers that limit the social inclusion of the person	

psychological well being

CRITERIA TO BE ASSESSED	CONDUCTS DESCRIPTION AND DEGREE OF ACHIEVEMENTS	OBSERVATIONS
PERSONAL GROWTH	The person does not participate in any activities that promotes personal growth and development of new skills	
	The person participates in few activities that promote personal growth and development of new skills	
	The person participates in some activities that promote personal growth and development of new skills	
	The person participates in many activities that promote personal growth and development of new skills	
HAVING A PURPOSE IN LIFE	The person does not have any personal interests, objectives and goals	
	The person has few personal interests, objectives and goals	
	The person has some personal interests, objectives and goals	
	The person has many personal interests, objectives and goals	
SELF ACCEPTANCE	The person refers to be unsatisfied with himself/herself	
	The person refers to be slightly satisfied with himself/herself	
	The person refers to be sufficiently satisfied with himself/herself	
	The person refers to be fully satisfied with himself/herself	
POSITIVE RELATIONSHIPS WITH OTHERS	The person never sees his/her relationships in a positive way	
	The person sometimes sees his/her relationships in a positive way	
	The person often sees his/her relationships in a positive way	
	The person always sees his/her relationships in a positive way	

psychological well being

CRITERIA TO BE ASSESSED	CONDUCTS DESCRIPTION AND DEGREE OF ACHIEVEMENTS	OBSERVATIONS
AUTONOMY (BDA)	The person is not able to do any basic daily activities independently	
	The person is able to do basic daily activities with lot of support	
	The person is able to do basic daily activities with some of support	
	The person is able to do basic daily activities with little support	
	The person is able to do basic daily activities without any support	
AUTONOMY (IDA)	The person is able to do instrumental daily activities with lot of support	
	The person is able to do instrumental daily activities with some of support	
	The person is able to do instrumental daily activities with little support	
	The person is able to do instrumental daily activities without any support	
COPING STRATEGIES (Strategies to manage stressfull events)	This indicator is not applicable to the user or it can not be assessed	
	The person does not have any strategies to deal with stressful events	
	The person can deal with stressfull events but needs professional support	
	The person can deal with stressfull events but needs peer support	
	The person has skills to deal with a stressfull event by his/her own	

learning experiences

CRITERIA TO BE ASSESSED	CONDUCTS DESCRIPTION AND DEGREE OF ACHIEVEMENTS	OBSERVATIONS
PARTICIPATION IN THE EDUCATIONAL PROCESS PARTICIPATION IN THE EDUCATIONAL PATHWAY DESIGN	This indicator is not applicable to the user or it can not be assessed	
	The person rejects to participate in educational pathway design	
	The person has not initiative to participate in educational pathway design but does when prompted	
	The person actively participates in educational pathway design	
PARTICIPATION IN THE EDUCATIONAL PROCESS PARTICIPATION IN THE EVALUATION OF THEIR OWN PROCESS	This indicator is not applicable to the user or it can not be assessed	
	The person rejects to participate in the evaluation process	
	The person has not initiative to participate in the evaluation process but does when prompted	
	The person actively participates in the evaluation process	
PARTICIPATION IN OTHERS USERS LEARNING PROGRAM (Tutoring experience)	This indicator is not applicable to the user or it can not be assessed	
	The person does not participate in others persons learning process	
	The person participates in others persons learning process if is asked to	
	The person participates in others persons learning process spontaneously	

VICTORIA PROJECT

VICTims of violence Overstep Reluctance and Isolation through Adult education



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