



Addendum 29: Workshop for Professionals: Self-administered Evaluation Questionnaire 1



EVALUATION – GRPP- SESSION 1 (Information about spinal cord injury and resilience)

The following pages contain a number of statements that relate to the GRPP. Please use the following scale to rate how much you personally agree or disagree with these statements

- 1 **Completely disagree**
- 2 **Disagree somewhat/mostly**
- 3 **Disagree**
- 4 **I don't know/neutral**
- 5 **Agree**
- 6 **Agree somewhat/mostly**
- 7 **Completely agree**

- For each statement, circle the number corresponding to the degree of your agreement or disagreement.
- Note, there is no right or wrong answers. All that is important is that you indicate your professional opinion.

1.1 The GOALS and OBJECTIVES (p. 4 in Training Manual (TM) of session 1 is well defined and feasible:

GOALS & OBJECTIVES	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer: Suggestions:														



1.2 Programme Media: The DVDs (p. 8 in TM) are helpful and adding on to the title of the session: INFORMATION ABOUT SPINAL CORD INJURY AND RESILIENCE

1.2.1 Yolinda Steyns' (Researcher) background on programme	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														
1.2.2 SCIPPs introduction & welcoming	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														
1.2.3 Mary Newsome about SCI	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														



1.2.4 The professional peoples' definition about resilience (Prof Ungar; Dr Truter; Dr Brooks)	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														
1.2.5 Survival Kit 1 (SK-1) (Marcy Newsome; Mareli Pottas; Illse du Preez; Denise van Heerden; Joey van Tonder)	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														



1.3 ICE BREAKER: The “GET-TO-KNOW-EACH-OTHER” ice breaker (p.7 in TM) was appropriate for this session:

Ice breaker: “Get-To-Know- Each-Other”	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														



1.4 PROGRAMME MEDIA: Resilience promoting activity – “STRONG FOOT”-exercise (p. 8-10 in TM) is a helpful resilience promoting tool:

“Strong-Foot” exercise	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

1.5 The example of “CONTRACT WITH SCIPPs” (commitments) (p.5 in TM) has the potential to assist SCIPPs in committing to participate in the GRPP for SCIPPs:

“Contract with SCIPPs” (commitments)	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														



1.6 The reading material regarding RESILIENCE (p. 11-12 in TM) is clear and will be easy to follow for the SCIPPs:

Reading material regarding RESILIENCE	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

1.7 The completed QUESTIONNAIRE 1 (to be completed by SCIPPs between session 1 & 2) (p. 12-13 in TM) will assist the facilitator in getting sufficient feedback from the participants during session 2

Questionnaire 1	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														



1.8 The “**SESSION 1 Cut back ↔ Cut Thru**” magnet (p. 59 in TM) will be a helpful anchor of the RPA with SCIPs:

“Cut back – Cut Thru” card	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

ANY SUGGESTIONS/FURTHER NEEDS THAT WERE NOT ADDRESSED DURING THIS SESSION?





Addendum 30: Workshop for Professionals: Self-administered Evaluation Questionnaire 2



EVALUATION – GRPP- SESSION 2 (Help SCIPPs understand that their reactions/emotions to these big changes are normal)

The following pages contain a number of statements that relate to the GRPP. Please use the following scale to rate how much you personally agree or disagree with these statements

- 1 **Completely disagree**
- 2 **Disagree somewhat/mostly**
- 3 **Disagree**
- 4 **I don't know/neutral**
- 5 **Agree**
- 6 **Agree somewhat/mostly**
- 7 **Completely agree**

- For each statement, circle the number corresponding to the degree of your agreement or disagreement.
- Note, there is no right or wrong answers. All that is important is that you indicate your professional opinion.

2.1 The GOALS and OBJECTIVES of session 2 (p. 13 in TM) are well defined and feasible:

GOALS & OBJECTIVES	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer: Suggestions:														



2.2



Programme Media: The DVDs (p. 16 in TM) is helpful and adding on to the title of the session: HELP SCIPPs TO UNDERSTAND/REALIZE THAT THEIR REACTIONS/EMOTIONS TO THESE BIG CHANGES ARE NORMAL


2.2.1 SCIPPs sharing of their experiences	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														
2.2.2 Professional Person: Yvonne Retief (TRAUMA)	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														
2.2.3 Survival Kit 2 (SK-2): Alexander McFarlane; Roby Walser; Monica Dube; Eric Brown)	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														




2.3 ICE BREAKER: The “Picture” ice breaker (p.14-16 in TM) was appropriate for this session:

Ice breaker: “Picture”	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

2.4 PROGRAMME MEDIA: The Resilience promoting activities (p. 18-21 in TM) are helpful resilience promoting tools:

2.4.1 “PNI Goal” exercise	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
 <p>Motivate your answer:</p> <p>Suggestions:</p>														

2.4.2 “Powerful arm”	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
 <p>Motivate your answer:</p> <p>Suggestions:</p>														



2.5 The completed QUESTIONNAIRE2 (to be completed by SCIPPs between session 2 & 3, p. 21-23 in TM) will assist the facilitator in getting sufficient feedback from the participants during session 3

Questionnaire 2	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

2.6 The “SESSION 2 Cut back ↔ Cut Thru” magnet (p. 59 in TM) will be a helpful anchor of the RPA with SCIPPs:

The “Cut back-Cut Thru” card	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

ANY SUGGESTIONS/FURTHER NEEDS THAT WERE NOT ADDRESSED DURING THIS SESSION?





Addendum 31: Workshop for Professionals: Self-administered Evaluation Questionnaire 3



EVALUATION – GRPP- SESSION 3 (Care taking and support)

The following pages contain a number of statements that relate to the GRPP. Please use the following scale to rate how much you personally agree or disagree with these statements

- 1 **Completely disagree**
- 2 **Disagree somewhat/mostly**
- 3 **Disagree**
- 4 **I don't know/neutral**
- 5 **Agree**
- 6 **Agree somewhat/mostly**
- 7 **Completely agree**

- For each statement, circle the number corresponding to the degree of your agreement or disagreement.
- Note, there is no right or wrong answer. All that is important is that you indicate your professional opinion.

3.1 The GOALS and OBJECTIVES of session 3 (p. 23 in TM) are well defined and feasible:

GOALS & OBJECTIVES	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer: Suggestions:														



3.2 Programme Media: The DVDs (p. 25 in TM) are helpful and adding on to the title of the session: **CARE TAKING AND SUPPORT**

3.2.1 SCIPPs sharing of their experiences	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer:														
Suggestions:														
3.2.2 Academic: Prof. Herman Strydom	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer:														
Suggestions:														
3.2.3 Social Worker: Ms Monica Dube	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer:														
Suggestions:														
3.2.4 Physiotherapist: Ms Rita Henn	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer:														
Suggestions:														



3.2.5 Occupational Therapists: Ms Denise Van Heerden & Ms Illse Du Preez	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:

3.2.6 Survival Kit 3 (Sk-3)	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:



3.3

TM) was appropriate for this session:



ICE BREAKER: The chosen ice breaker “MONEY vs SECONDS” ice breaker (p. 24-25 in

Ice breaker: “Money vs Seconds”	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:

3.4 Programme Media: The Resilience promoting activities (p. 25-27 in TM) are helpful resilience promoting tools:

3.4.1 “Finding your heart”	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
 Motivate your answer: Suggestions:														
3.4.2 “Freeze Frame”	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
 Motivate your answer: Suggestions:														

3.5 The completed QUESTIONNAIRE3 (to be completed by SCIPPs between session 3 & 4, p. 32-34 in TM) will assist the facilitator in getting sufficient feedback from the participants during session 4

Questionnaire 3	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer: Suggestions:														



3.6 The “SESSION 3 Cut back ↔ Cut Thru (86 400,00 seconds per day)” magnet (p. 59 in TM) will be a helpful resilience-promoting-anchor for SCIPPs:

“Cut back – Cut Thru” card	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

ANY SUGGESTIONS/FURTHER NEEDS THAT WERE NOT ADDRESSED DURING THIS SESSION?





Addendum 32: Workshop for Professionals: Self-administered Evaluation Questionnaire 4

EVALUATION – GRPP- SESSION 4 (My dual role)



NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
VAAL TRIANGLE CAMPUS

following

The following pages contain a number of statements that relate to the GRPP. Please use the scale to rate how much you personally agree or disagree with these statements

- 1 **Completely disagree**
- 2 **Disagree somewhat/mostly**
- 3 **Disagree**
- 4 **I don't know/neutral**
- 5 **Agree**
- 6 **Agree somewhat/mostly**
- 7 **Completely agree**

- For each statement, circle the number corresponding to the degree of your agreement or disagreement.
- Note, there is no right or wrong answer. All that is important is that you indicate your professional opinion.

4.1 The GOALS and OBJECTIVES of session 4 (p. 34 in TM) are well defined and feasible:

GOALS & OBJECTIVES	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:



4.2



Programme Media: The DVDs (p. 36 in TM) are helpful and adding on to the title of the session: MY DUAL ROLE AS SCIPP

4.2.1 SCIPPs sharing of their experiences	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														
4.2.2 Professional Person: Social Worker(Mareli Pottas)	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														
4.2.3 Professional person: Clinical Psychologist (Dr Richard Holmes)	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														



4.2.4 Professional person: Sexologist (Willem Stiglingh)	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:

4.2.5 Professional person: Author of "The five love languages" (Dr Gary Chapman)	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:

4.2.6 Survival Kit 4 (SK-4) (Willem Stiglingh; Dr Richard Holmes; Five keys of saving your marriage now; Past Royal Farris)	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:



4.3



ICE BREAKER: The “TIE-ME-UP-AND-LET-ME-EAT” ice breaker (p. 35-36 in TM) was appropriate for this session:

Ice Breaker: “Tie-me-up- and-let-me-eat”	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer:														
Suggestions:														

4.4



Programme Media: Resilience promoting activity – “THE 5 LOVE LANGUAGES”-activity (p. 36-38) is a helpful resilience promoting tool:

“The 5 Love Languages”	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer:														
Suggestions:														



4.5 The READING MATERIAL REGARDING “THE FIVE LOVE LANGUGAGES” (p.36-38 in TM) is clear and will be easy to follow for the SCIPPs:

Reading material regarding Resilience	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

4.6 The completed QUESTIONNAIRE4 (completed by SCIPPs between session 4 & 5, p. 39-40 in TM) will assist the facilitator in getting sufficient feedback from the participants during session 5

Questionnaire 1	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														



4.7 The “SESSION 4 Cut back ↔ Cut Thru” magnet (p. 59 of TM) will be a helpful resilience-promoting anchor for SCIPs:

“Cut back – Cut Thru” card	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don’t know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

ANY SUGGESTIONS/FURTHER NEEDS THAT WERE NOT ADDRESSED DURING THIS SESSION?





Addendum 33: Workshop for Professionals: Self-administered Evaluation Questionnaire 5



EVALUATION – GRPP- SESSION 5 (Own caretaking by SCIPPs)

The following pages contain a number of statements that relate to the GRPP. Please use the following scale to rate how much you personally agree or disagree with these statements

- 1 **Completely disagree**
- 2 **Disagree somewhat/mostly**
- 3 **Disagree**
- 4 **I don't know/neutral**
- 5 **Agree**
- 6 **Agree somewhat/mostly**
- 7 **Completely agree**

- For each statement, circle the number corresponding to the degree of your agreement or disagreement.
- Note, there is no right or wrong answer. All that is important is that you indicate your professional opinion.

5.1 The GOALS and OBJECTIVES of session 5 (p. 40 in TM) are well defined and feasible:

GOALS & OBJECTIVES	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer: Suggestions:														




5.2



Programme Media: The DVDs (p. 34 in TM) are helpful and adding on to the title of the session: OWN CARETAKING BY SCIPPs

5.2.1 Professional person: Prof Herman Strydom	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														
5.2.2 SCIPPs sharing of their experiences	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														
5.2.3 Survival Kit 5 (SK-5): Overcoming depression; why you should care about emotional resilience; SCIPPs (Elna de Waal & Mpho Dladla)	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														



5.3  **ICE BREAKER: The “Hour glass vs Faces” ice breaker (p. 41 – 43 in TM) was appropriate for this session:**

Icebreaker: “Hour glass vs Faces”	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:

5.4 PROGRAMME MEDIA: The Resilience promoting activities (p. 44 – 46 in TM) are helpful resilience promoting tools:

5.4.1 “Energy investment” exercise	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:

5.4.2 “PNI-Awareness” exercise	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:



5.5 PROGRAMME MEDIA: The “example of an invitation for SCIPPs partners to attend session 6” (p. 47 in TM) will be a good persuader for the SCIPPs’ partners to attend session 6:

Example of an invitation for SCIPPs partners to attend session 6	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

5.6 The READING MATERIAL REGARDING STRESS; BURNOUT & BALANCE (p. 48 – 50 in TM) is clear and will be easy to follow for the SCIPPs and will enhance their knowledge regarding the topic:

Reading material: Stress; burnout & balance	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														



5.7 The completed QUESTIONNAIRE 5 (to be completed by SCIPPs between session 5 & 6, p. 51 – 52 in TM) will assist the facilitator in getting sufficient feedback from the participants during session 6

Questionnaire 5	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

5.8 The “SESSION 5 (Cut back↔Cut Thru)” magnet (p. 59 in TM) will be a helpful resilience-promoting-anchor for SCIPPs:

“Cut back – Cut Thru” card	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

ANY SUGGESTIONS/FURTHER NEEDS THAT WERE NOT ADDRESSED DURING THIS SESSION?





Addendum 34: Workshop for Professionals: Self-administered Evaluation Questionnaire 6



EVALUATION – GRPP- SESSION 6 (Termination and way forward)

The following pages contain a number of statements that relate to the GRPP. Please use the following scale to rate how much you personally agree or disagree with these statements

- 1 **Completely disagree**
- 2 **Disagree somewhat/mostly**
- 3 **Disagree**
- 4 **I don't know/neutral**
- 5 **Agree**
- 6 **Agree somewhat/mostly**
- 7 **Completely agree**

- For each statement, circle the number corresponding to the degree of your agreement or disagreement.
- Note, there is no right or wrong answer. All that is important is that you indicate your professional opinion.

6.1 Programme Media: The DVD's is a helpful resilience promoting activity:

6.1.1 Survivors of spinal cord injury:

6.1.1.1 Johan de Waal	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:



6.1.1.2 Jakkie Pieters	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														
6.1.1.3 Pieter du Preez	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														
6.1.1.4 Robert Dladla	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														
6.1.1.5 Dr Richard Holmes	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														



6.1.1.6 Mathys Roets	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:

6.1.1.7 Johan Steyn	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:

6.1.2 Closure by Researcher: Yolinda Steyn

DVD: Yolinda Steyn	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
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Motivate your answer:

Suggestions:



6.1.3 Survival Kit DVD 6:

Survival Kit 6 (SK-6): Mathys Roets; Pieter du Preez; Dr Richard Holmes	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer:														
Suggestions:														

6.2 ICE BREAKER: The chosen ice breaker (FAIRYTALE) was appropriate for this session:

Ice Breaker: Fairytale	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
Motivate your answer:														
Suggestions:														



6.3 Programme media: “Letter-to-myself”-exercise is a helpful resilience promoting tool to use during session 6:

“Letter-to-myself”-exercise	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

6.4 Questionnaire 6 (To be completed by SCIPPs before they departure after the last session) will give the facilitator a good indication whether the DVD's was a sufficient resilience promoting activity:

Questionnaire 6	Completely disagree	1	Disagree somewhat/ mostly	2	Disagree	3	I don't know/ neutral	4	Agree	5	Agree somewhat/ mostly	6	Completely agree	7
<p>Motivate your answer:</p> <p>Suggestions:</p>														

ANY SUGGESTIONS/FURTHER NEEDS THAT WERE NOT ADDRESSED DURING THIS SESSION?

Thank you!

Addendum 35: PowerPoint Presentation at Hospital (14 November 2014)

14 November 2014



A Group Resilience-Promoting Programme (GRPP) for Individuals whose partners have acquired a spinal cord injury

Researcher: Yolinda Steyn (016) 910 3475
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Promoter: Dr Ansie Fouché (016) 910 3428
Ansie.Fouche@nwu.ac.za (School of Behavioural Sciences)

Presentation for the Ethical Committee of **Witrand Hospital**
14 November 2014

BACKGROUND AND MOTIVATION FOR THE STUDY

- * A spinal cord injury (SCI) exposes both the injured person and his or her partner to prolonged risk with possible negative outcomes for the romantic relationship
- The abled-bodied partner of a person with a SCI must often play a dual role as lover and care taker and subsequently the romantic relationship may drastically changes
- These adaptive changes may create harmful situations and conflict, placing the romantic relationship at risk for potential negative outcomes (Kreuter, 2000:2)
- I have first hand experience of this as I am married to a person who have acquired an SCI

14 November 2014

Steyn-family

- We were married for 5 years before my husband acquired a T9 SCI
- Our son was only 16 months old
- It is now nearly 12 years later



My Masters-study 2006 - 2008

- For both my husband and me, there was a lack in the information and skills we received during his rehabilitation in preparation for what was awaiting us after his injury. As a result of the continuous adversity with which we are faced on a daily basis, we have struggled to adapt positively and to successfully reintegrate after the traumatic injury.
- I started wondering about how other couples, in the same situation as us, experienced their new situation, and therefore, I conducted a qualitative study during my master's studies with couples where one had an SCI to find out what the needs and experiences of couples after the injury were.

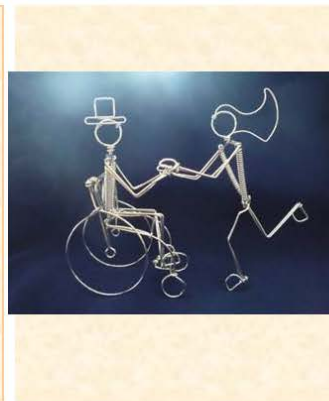
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My Masters-study 2006 – 2008 (continue)

- In this study, it was found that the most important source of social support to the person who had acquired an SCI was the partner (Steyn, 2008:105-106).
- Furthermore, it was suggested that the most important changes in the marriage after the acquired physical disability were the changing of gender roles and the loss of the original relationship.
- Evidently, participants verbalised the need for skills to positively adapt to the adversity that they would face continuously.
- I, therefore, decided to develop a group resilience-promoting programme (GRPP) for SCIPPs (spinal cord injured persons' partners) to assist them with resilience-promoting knowledge and skills.

The able bodied partner needs assistance to positively adjust to their dual role

- When a person adapt effectively to adversity after/during a traumatic incidence, they have resilience
- Partners of the person with the SCI needs to learn and develop skills that are resilience promoting
 - Personal experience, anecdotal reports and a research synthesis confirmed that there is a lack of evidence-based programmes offered during rehabilitation



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Qualitative Approach – Intervention research

PHASE 1:

Problem analysis and
project planning (2012-
2013)



PURPOSE STATEMENT:

- The purpose of this qualitative research inquiry is to develop and explore the usefulness of a group resilience-promoting programme (GRPP) for SCIPPs (partners of a person who has acquired an SCI), so that the SCIPPs learn to use a greater range of resilience-promoting knowledge and skills to help them and their partner to adapt positively to the adversity

Primary Research Question



How will a group resilience-promoting intervention programme (GRPP) encourage SCIPPs to apply the resilience-promoting knowledge and skills being taught to them in order to help them and their partners to adapt positively to adversity?

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Resilience - defined

- **Two core elements:**

(1) The presence of risk, significantly enough that it threatens to disrupt normal development; and

(2) The ability to adjust well to experiencing significant risk (Masten, 2001:228; Schoon & Bynner, 20013:22)



Why focusing on SCIPPs?

- From personal experience and my MA study, I have realized how important the SCIPP is in supporting the injured partner, and therefore I will focus on the SCIPP

- Including only the SCIPPs in the GRPP might be a limitation because the person who has acquired a SCI is also in need of a GRPP. I intend to address this during postdoctoral studies

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Qualitative approach: Continue

Phase 2:

Information gathering and
Research synthesis (August 2013
– March 2014)

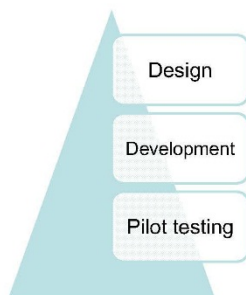


- A research synthesis was applied with inclusion and exclusion criteria
- Systematic review of literature (Ebsco host; Scopus; SAE Publication; Hand searches)
- Quality appraisal
- Data extraction
- Thematic content analysis (Suri, 2011:63)

Qualitative approach: Continue

Phase 3:

3.1 Formulate outline of GRPP
(February – March 2014)

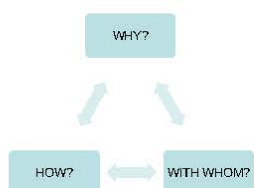


Formulate outline of programme for first consultation with experts/advisory panel (based on synthesis)

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Qualitative approach: Continue

3.2 APM 1 (advisory panel meeting) (March – April 2014)



- **WHY?:** Consultation with experts by means of a research panel to get their input into the programme and research procedures
- **HOW?:** Due to logistical constraints the AP took form of individual interviews, convenient time and place
- **WITH WHOM?:**
 - 2 Social Workers (5 and 22 years experience in working with SCI, respectively)
 - 2 SCIPPs (8 and 10 years respectively)
 - 1 Physiotherapist (30 years experience with SCI)
 - 1 Professor (specializing in Intervention research and resilience)

Advisory Panel Members

Monica Dube (Social Worker)



Mareli Pottas (Social Worker)



Prof. Herman Strydom (Intervention researcher & expert in resilience)



Renet (SCIPP)



Elna (SCIPP)



Rita Henn (Physiotherapist)



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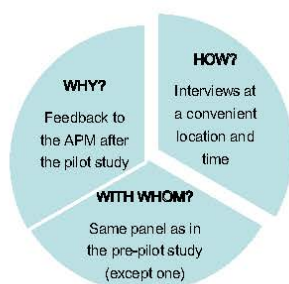
3.3 Early development (May – July 2014)

(The pilot was tape recorded; transcribed; analyzed; evaluated and the necessary changes were made and incorporated into the GRPP for SCIPPS)

WHY?	HOW?	WITH WHOM?	
<ul style="list-style-type: none"> * Newly development intervention is implemented; * On a trial basis; * Refined and redesigned (de Vos and Strydom, 2011:473-489) 	<ul style="list-style-type: none"> * 1 Group facilitator (researcher) * 1 Observer (Social worker) * 2 Participants * Facilitators and observers' protocols * Field notes * Audio-recorded sessions * Transcriptions 	Who?	2 SCIPPs
		Race:	African & White
		Sex:	Female
		Age:	26 & 38
		Period that Partner has SCI:	12 & 8 years respectively



3.4 APM 2: Post-pilot study (July – August 2014)



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Outline of GRPP for SCIPPs

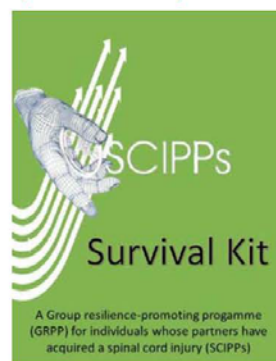
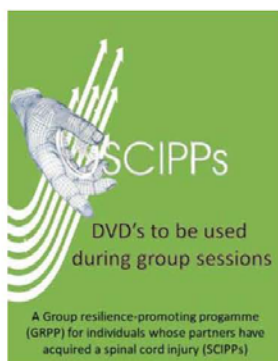
Seven Sessions

- **Session 1:** Information about SCI and resilience
- **Session 2:** Help SCIPPs to understand that/realize that their reactions to/emotions to these big changes are normal
- **Session 3:** Care taking and support
- **Session 4:** My dual role as SCIPP
- **Session 5:** Own caretaking by SCIPP
- **Session 6:** Termination and giving hope
- **Session 7:** Post-test and way forward

Please see the **handouts** in your file regarding the **objectives; programme media and activities** during the seven sessions



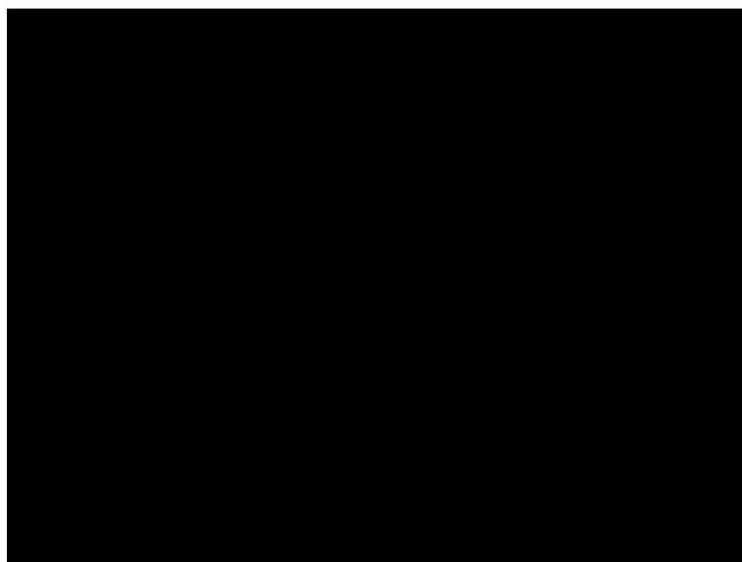
DVD's to be used during GRPP as well as between sessions (Survival Kit)



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A glimpse on what is on the DVDs

Please enjoy the short slide-show regarding some content on the DVDs



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Phase 4: The way forward
Evaluation of the GRPP for SCIPPs

4.1 Experimental design:


- Quasi-experimental one-group pre-test post-test time delay
- Pre-test (Q1) (will be done during session 1)

Quantitative and qualitative methods will be used:

Intervention: GRPP for SCIPPs (X)


- Post-test (Q2) qualitative and quantitative methods
- 3 months" time delay Post-test (Q3)

I have a dual role:
Researcher & Facilitator



4.1 (Continue)

OBSERVER



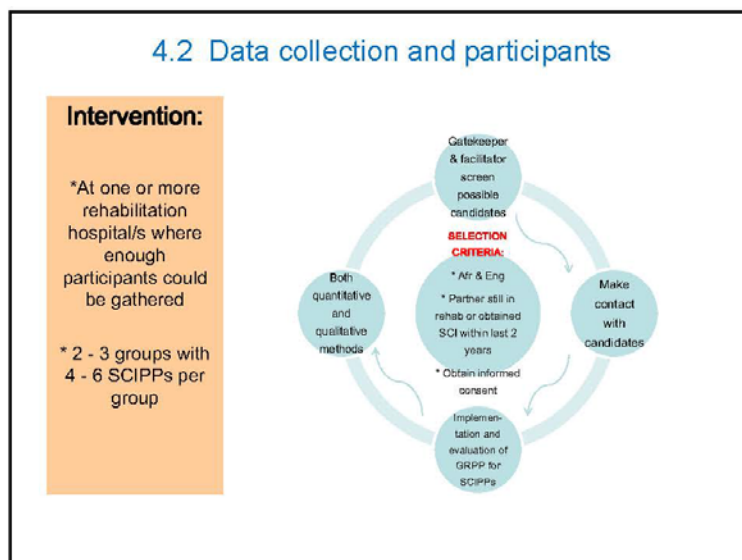
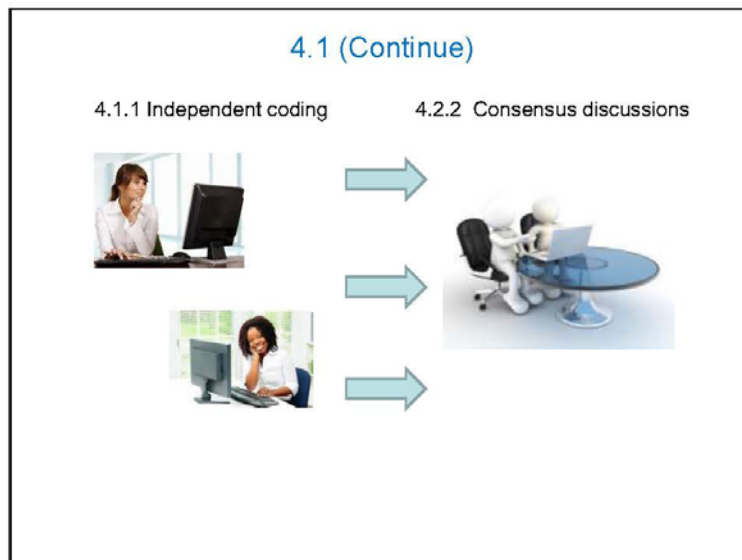
TRACY MKWANAZI
Registered Social Worker

- An observer (social worker) will be present during group sessions

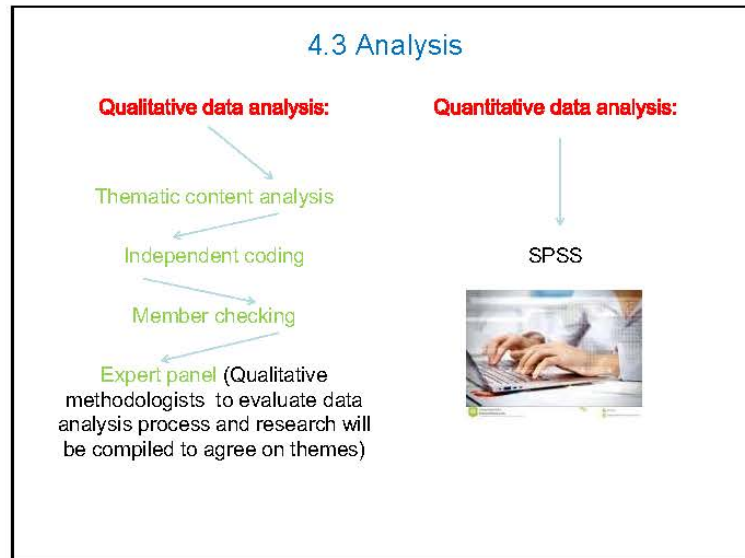
The tasks of the observer:

- She will complete a protocol during the a GRPP for SCIPPs to ensure quality during sessions
- She will be available to give immediate attention to possible emotions that participants might experience during/after the sessions

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Questions?



Thank you

