

FOCUS GROUP DISCUSSION GUIDE (Krueger, 2002)

TITLE OF FOCUS GROUP STUDY: EXPLORING THE CURRICULUM NEEDS AND EXPECTATIONS OF SCHOOL HEALTH NURSES (SHNS) AS DISABILITY EDUCATORS IN GHANA: A FOCUS GROUP STUDY

Welcome

- Introduce moderator and assistant...

Our topic is

- The results will be used for ...
- You were selected because ...

Guidelines

- No right or wrong answers, only differing points of view.
- We're video and audio recording, one person speaking at a time.
- Please avoid calling each participant by their name to protect confidentiality. You have been given batches with identification (ID) numbers with badges, so do call participants by their ID number.
- You don't need to agree with others in this discussion but must listen respectfully as others share their views. No interjections from anyone except from the Moderator.
- Rules for mobile phones. For example, we ask that you turn off your mobile phones or pagers. If you cannot and must respond to a call, please do so as quietly as possible and rejoin us as quickly as possible.
- My role as moderator will be to guide the discussion
- Talk to each other /Introductions (**Opening question for introduction and breaking the ice**)

First question – (*Question and Prompts in relation to learning outcomes/objectives*)

1. **I want you all to imagine yourselves in front of classrooms with students/pupils, teaching on the topic of disability. What areas in the field of disability do you feel it is essential for you to learn to perform this role as SHN?**

Probe /Prompts– (Use Bloom's taxonomy of learning) – What knowledge, skills, and attitudes do you think are essential to gain after completing the course? Ask them to imagine the possible questions children will ask from their experience.

Second question— (*Question and Prompts related to learning environment*)—*I will have to provide a clear definition of the learning environment:*

2. **I want you all to think back to when you first trained as community health nurses and consider the learning environment you had then. Imagine your current work and consider attributes of the learning environment that would best enable you to participate fully in this course.**

Probe /Prompts– Challenges, Successes, Work-schedules

Third question – (Question and Prompts concerning educational resources for learning) – I will have to define “educational resources clearly” -

- 3. Think back on past trainings and courses you may have attended and consider your current state. What are your expectations of the educational resources to use in this course?**

Prompts – Online reading lists, Blogs (for reading), Video platforms (e.g., YouTube, Vimeo), Podcasts/webcasts libraries etc

Fourth question – (Question and Prompts concerning teaching strategies)

- 4. How do you feel about the kind of teaching strategies that would be needed in this training course?**

Prompts – Andragogy (adult – which is student-centred, provides scaffold to do independent work) vs pedagogy (explain to them – give out information directly), combination of both they should open ways and share ways they would like to be taught, address strategy options - seminars, lectures, reflections, group discussion/work, case presentations, simulations-example and prompt for challenges and benefits

Fifth question – (Question and Prompts concerning timing, scheduling and duration)

- 5. Imagine the timing, scheduling and the duration of the course. What do you feel should be the expectations about the course's timing, scheduling, and duration?**

Prompts – How many times per week and why, what time of the day and rationale, duration and rationale behind choice, need for a refresher or not, span of the year, time of the year, any reason for choices

Sixth question – (Question or Prompt concerning Regarding Assessment types/strategies)

- 6. How do you feel about being assessed about the disability course? What kind of attributes do you think the assessment strategy should have?**

Prompts – Describe examples between formative and summative assessment and give examples. They should offer assessment types with rationale, scoring vs non-scoring. Try to explain assessment of learning vs assessment for learning- thoughts, expectations and need

Ending Questions

- 7. Of all the things we discussed, which one do you feel is the most important?**
- 8. After oral summary – Is this summary adequate or are we missing something?**
- 9. Are we missing any other information that we may need to share?**

REFERENCE

KRUEGER, R. (2002) Designing and Conducting Focus Group Interviews. Available on: <https://www.eiu.edu/ihec/Krueger-FocusGroupInterviews.pdf> [Accessed 10 August 2024].