

Does training improve perceived comprehensibility, difficulty and content validity of the Portuguese Scored PG-SGA?

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Aim

We aimed to study whether training in the Patient-Generated Subjective Global Assessment (PG-SGA) improves comprehensibility, difficulty (knowledge), and content validity (relevance) of the Portuguese PG-SGA, as perceived by Portuguese healthcare professionals and students in Nutrition and Food Science.

Background

The PG-SGA (©FD Ottery 2005, 2006, 2015) is a validated instrument to assess malnutrition and its risk factors.^{1,2}

Untrained professionals may experience some difficulties in using the physical exam component of the PG-SGA.

References

1. Ottery FD. Definition of standardized nutritional assessment and interventional pathways in oncology. *Nutrition* 1996;12(1 Suppl):S15-9
2. www.pt-global.org

Results

Scores on comprehensibility (S-CI: 0.970) were excellent pre-training and even higher post-training (S-CI: 0.999, $p < 0.001$).

Acceptable difficulty (S-DI: 0.890) improved to excellent (S-DI: 1.000, $p < 0.001$), in which items related to the physical examination were best improved (maximum difference in I-DI: 0.258).

Scores on content validity were excellent both pre- and post-training (S-CVI > 0.999 ; $p = 0.248$) (Figure 1).

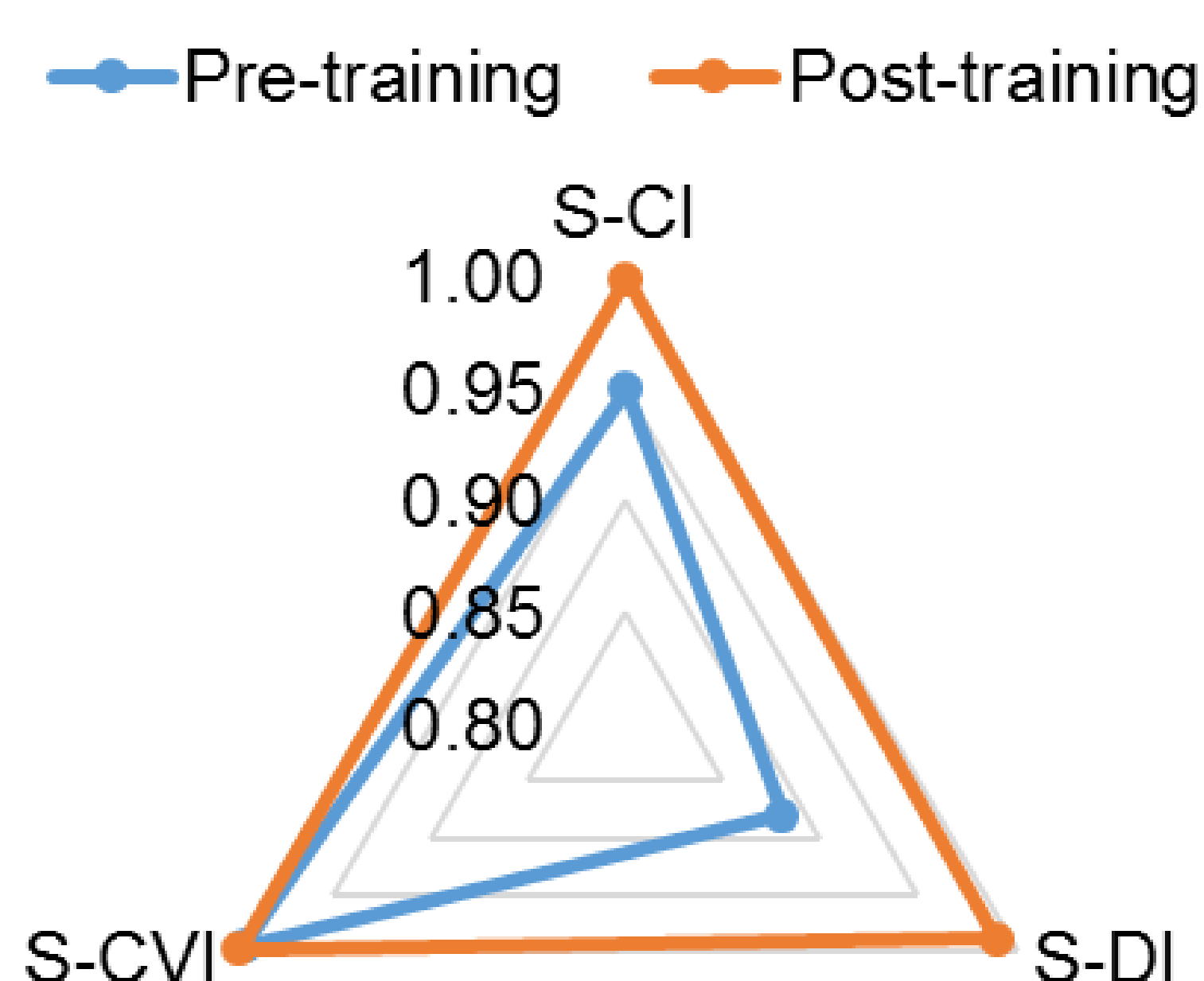


Figure 1. Comparison of S-CI, S-DI and S-CVI, pre- and post-training

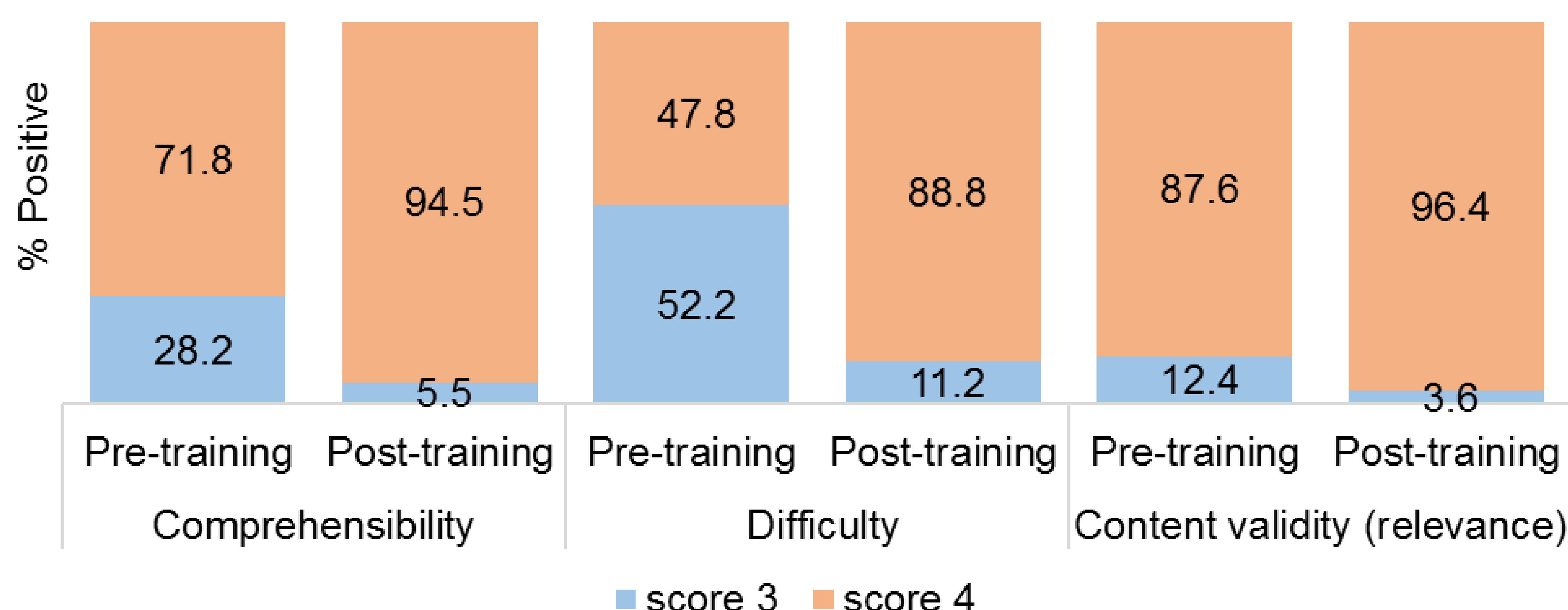


Figure 2. Percentage of items scoring 'positive' (3 and 4), pre- and post-training

Conclusion

The PG-SGA was perceived as very comprehensible and relevant, both before and after training in the PG-SGA.

Training in the PG-SGA helped Portuguese healthcare professionals and final year students in Nutrition and Food Science to further improve their knowledge on the PG-SGA.

Methods

- 26 healthcare professionals (24 dietitians and 2 nurses) and 5 final year students in Nutrition and Food Science
- Questionnaire completed before and after training in the use of the Portuguese PG-SGA (15-003 v07.17.15, based on the original English PG-SGA ©FD Ottery, 2005, 2006, 2015)
- Questionnaire: 70 items on comprehensibility, 35 on difficulty, 65 on content validity; 4-point Likert scale (scores 1 and 2 = 'negative'; scores 3 and 4 = 'positive')
- Item and Scale Indices were calculated for comprehensibility (I-CI, S-CI), difficulty (I-DI, S-DI) and content validity (I-CVI, S-CVI)
- Scores ≥ 0.80 = acceptable and ≥ 0.90 = excellent
- Wilcoxon signed rank test was used to test differences in S-CI, S-DI and S-CVI pre- and post-training.