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MS6 Baseline Evaluation Report

Baseline Knowledge and Competency Assessment of Participants in the Comprehensive Geriatric Assessment (CGA) Education Programme

Project: *Can You See the Big Picture?*
Work Package: WP4_Pilot I
Milestone: MS6 Baseline Evaluation Report
Lead Partner: Riga Stradiņš University (RSU)

1. Introduction

The *Can You See the Big Picture?* project aims to strengthen nurses' and nursing students' competencies in Comprehensive Geriatric Assessment (CGA) through a structured international education programme. Prior to participation in the educational intervention, a baseline assessment was conducted to evaluate participants' existing knowledge related to CGA and geriatric nursing care. The assessment forms the basis for measuring learning outcomes and educational impact throughout programme implementation.

The baseline assessment utilised the CGA Knowledge Test developed within WP2. The instrument serves as the consortium-wide standardised tool for evaluating knowledge acquisition across all participating countries and pilot cohorts.

2. Objectives of the Baseline Assessment

The baseline assessment was conducted to:

- evaluate participants' existing knowledge and understanding of Comprehensive Geriatric Assessment prior to programme participation;

- establish a common baseline across consortium countries;
- identify knowledge strengths and gaps in key geriatric nursing competency areas;
- provide evidence for educational planning and curriculum implementation;
- enable comparison of pre- and post-intervention learning outcomes;
- assess the effectiveness of the educational programme during WP4 implementation.

3. Participants and Country Distribution

A total of **139 participants** completed the baseline knowledge assessment before starting the CGA education programme. Participants included registered nurses and nursing students from all consortium countries.

Baseline Participants by Country

Country	Participants
Latvia	56
Iceland	16
Finland	15
Estonia	13
Greece	12
Åland	27
Total	**139**

Participant numbers are based on the baseline knowledge assessment dataset.

The multinational composition of the sample provided an opportunity to evaluate participants with diverse educational and professional backgrounds and establish a common starting point for subsequent learning activities.

4. Methodology and Data Collection Process

Assessment Instrument

Baseline knowledge was assessed using the CGA Knowledge Test (LONGSTREET Quiz) developed within WP2. The final instrument was specifically designed to evaluate knowledge acquisition within the project and aligned with the educational curriculum.

The test was developed through a structured international expert-review process and expanded from the original UTH-developed CGA Meter into a curriculum-based assessment covering all educational topics included in the programme.

The final version contained approximately 40 questions representing 21 educational topics organised into five competency domains:

1. Foundations of Comprehensive Geriatric Assessment
2. Clinical Assessment and Diagnostic Competencies
3. Clinical Care Competencies
4. Care Planning and Coordination
5. Professional and Interpersonal Competencies

Knowledge Domains Assessed

The instrument evaluated knowledge related to:

- CGA principles and multidimensional assessment;
- frailty;
- falls prevention;
- cognitive assessment;
- mental health assessment;
- nutritional assessment;
- rehabilitation;
- medication management;
- communication;
- evidence-based practice;
- reflective practice;
- ethical advocacy;
- person-centred care.

Data Collection

Participants completed the baseline assessment electronically before beginning the educational programme. The assessment served as the pre-intervention measure and was later compared with post-intervention results to evaluate learning gains and programme effectiveness.

Participants completed the baseline assessment electronically using Microsoft Forms prior to commencing the CGA education programme. A standardised online survey link was distributed by consortium partners to registered participants in all participating countries. Responses were automatically collected and stored in a centralised database, ensuring consistency of data collection procedures across the consortium.

The baseline assessment served as the pre-intervention measure and provided the reference point for subsequent evaluation of learning outcomes and educational impact. The same assessment instrument was later administered following programme completion to enable comparison of baseline and post-intervention knowledge levels.

Data collection was conducted using Microsoft Forms, which enabled uniform administration of the knowledge assessment across all consortium countries and facilitated secure electronic data collection and export for analysis.

5. Baseline Knowledge Results

Overall Performance

The baseline assessment demonstrated considerable variability in participants' existing knowledge and competencies. A total of 139 baseline responses were analysed.

Descriptive Statistics

Indicator	Value
Number of participants	139
Minimum score	5
Maximum score	42
Score range	37

The broad distribution of scores indicates substantial heterogeneity in participants' prior knowledge and professional experience. While some participants entered the programme with relatively advanced understanding of CGA principles, others demonstrated more limited familiarity with specialised geriatric nursing concepts.

Identified Knowledge Gaps

Analysis of baseline responses revealed several areas requiring further educational development. The most frequently observed knowledge gaps included:

- orthostatic blood pressure assessment;
- evidence-based practice;
- frailty concepts;
- cognitive assessment methods;
- nutritional screening tools;
- prescribing cascade;
- ethical advocacy;
- person-centred care.

These findings indicate that although participants possessed foundational knowledge in geriatric nursing, important competency gaps existed in several advanced CGA-related domains that are critical for contemporary gerontological practice.

6. Key Findings

The baseline assessment generated several important findings:

1. Variable Existing Knowledge Levels

Participants entered the programme with markedly different levels of knowledge and experience related to Comprehensive Geriatric Assessment.

2. Need for Strengthening Core CGA Competencies

Knowledge deficits were identified in several essential CGA domains, including frailty assessment, cognitive assessment, medication management, evidence-based practice, and person-centred care.

3. Requirement for Standardised Education

The large variation in baseline scores highlighted the importance of a structured international educational programme capable of providing a common competency framework across participating countries.

4. Educational Priorities Identified

The baseline findings confirmed the relevance of programme content focused on:

- multidimensional assessment;
- falls prevention;
- frailty identification;
- medication management;
- ethical decision-making;
- interdisciplinary collaboration;
- communication;
- person-centred care.

7. Conclusions and Implications for the CGA Education Programme

The baseline assessment demonstrates that participants entered the programme with diverse levels of knowledge and competence related to Comprehensive Geriatric Assessment. Although foundational geriatric nursing knowledge was evident among many participants, substantial variation and several important knowledge gaps were identified.

The results support the need for a comprehensive educational intervention addressing key competency areas such as multidimensional assessment, frailty management, cognitive assessment, medication safety, evidence-based practice, ethical advocacy, and person-centred care.

The baseline findings also confirm the appropriateness of the CGA curriculum developed within the project, as the identified learning needs correspond closely with the educational topics included in the programme. The assessment therefore provides

a robust starting point for evaluating educational effectiveness and measuring knowledge acquisition following programme completion.

In conclusion, the baseline evaluation successfully established the initial knowledge profile of programme participants and provides an essential reference point for subsequent assessment of learning outcomes, competence development, and programme impact during WP4 implementation.

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October 2026