

Evaluation Handbook

Jane Tipping MAEd MCC
Educational Consultant
Continuing Professional Development

Introduction

Evaluation is a crucial part of a systematic and cyclical approach to educational planning for Continuing Professional Development (CPD). It is a complex field. The goal of this handbook is to simplify the process of designing the most effective evaluation methods that are relevant to your practice reality.

Evaluation data is mainly used to provide evidence of the value of educational activities. It can be used in:

1. Determining what learners gained from the experience
2. Measuring changes in knowledge, skills, attitude, or performance (learning outcomes)
3. Providing feedback for continuous improvement in educational planning
4. Providing feedback to faculty on instructional skills
5. Ensuring effectiveness and continuing quality of future programming
6. Collecting evidence to justify the time and cost invested in the program
7. Creating and maintaining credibility
8. Demonstrating delivery of what was promised to potential learners
9. Inform decision making
10. Initiating research

Traditionally, educational program evaluation has focused on the numbers and backgrounds of people participating and their satisfaction with the educational event. As the field of continuing professional development has evolved, so has the level of sophistication in evaluation methodology.

As the Diagram 1 illustrates, Donald Moore (2009*) has written extensively on differing levels of evaluation that go far beyond participation and satisfaction.



- Diagram 1: Moore Jr, D.E., Green, J.S., & Gallis, H.A. (2009). Achieving desired results and improved outcomes: integrating planning and assessment throughout learning activities. *JCHEP*, 29(1), 1-15.

While there is considerable emphasis in CPD literature on the higher levels in this diagram, it is often challenging for many educators to consider conducting evaluation to these extents. This is often because there are many variables involved in determining the potential outcomes, practice changes and/or impact on patient and community health. For instance, how much can be attributed to a single educational event vs. changes in public health policies, general increase in awareness and public health campaigns that may be occurring simultaneously? The availability of expertise and increased funding required to conduct higher level evaluation can also be a challenge. To see change on a large scale requires concentrated collaboration between many factors.

At the same time, there are practical steps that can be incorporated in most programs without incurring high costs. The ADVAC program is a good example. Keeping in mind that evaluation needs to be considered at the beginning of the planning phases of an educational program, several components have been built into the educational experience that address higher levels of evaluation. These include:

1. Pre assessment of knowledge and skills – level 3
2. Post assessment of knowledge and skills – level 3
3. General evaluation – satisfaction level 1 and 2

- 4. Perception of change in confidence – levels 3 and 4
- 5. Commitment to change level 5

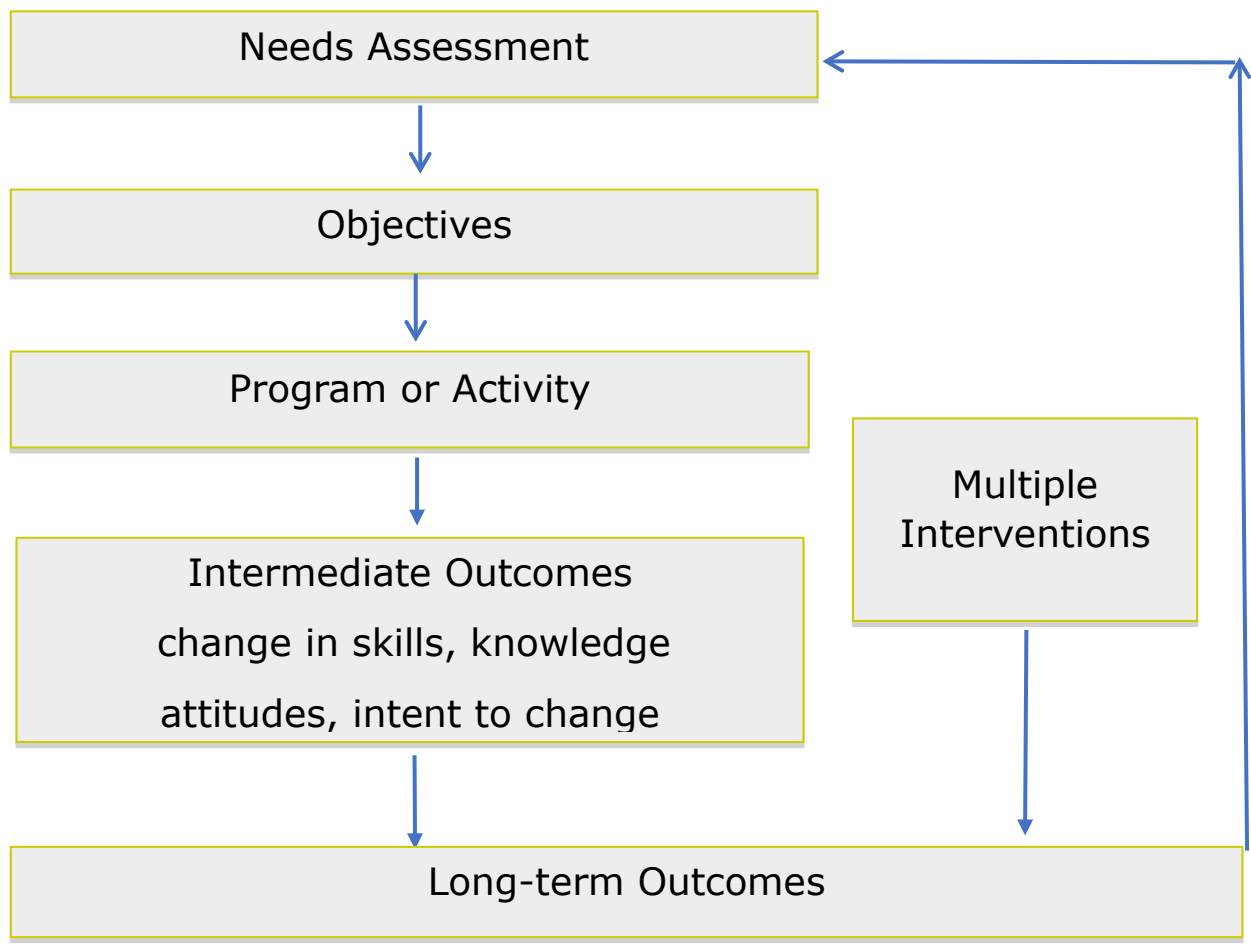


Diagram 2: It takes multiple interventions to achieve levels 6 and 7 in Moore’s Framework.

There is a tendency to claim higher levels of evaluation are more valuable than the lower. This is a mistake and does not consider the importance of adult learning principles. There will always be the need to create programs that are of relevance to learners and their perceived learning needs (when attendance is voluntary).

Evaluation is an integral part of program planning

Program evaluation is an important and integral part of the complete program planning cycle. As a quick reminder, the various steps in designing effective educational programs include:

- Conducting an environmental scan or gap analysis; *what are the precise issues that must be addressed to improve public health?*
- Identifying the target audience; *to which professions should the program be directed?*
- Establishing a planning committee, the membership of which represents the roles and responsibilities of the identified target audience.
- Conducting learning needs analysis of the specific target audience; *what do they want to learn?* (Perceived needs), *What do they need to learn?* (Unperceived and misperceived needs), *What are the outcomes we want to achieve?*
- Creating learning goals and objectives for the program – *what are the specific changes in knowledge, skills and attitudes learners can expect to gain?*
- Determining evidence-based program content
- Choosing methods that guarantee achievement of stated learning objectives and,
- Designing evaluation methods that will measure effectiveness – *did the participants gain what they wanted to learn? Was there a change in their competence - what they needed to learn? What is the likelihood of practice change? What needs emerged that can inform the next iteration of the program?*

Evaluation is not an after thought, it starts at the beginning of the educational planning process. Make sure your chosen evaluation methods and questions reflect the outcomes your program is designed to achieve.

As Stephen Covey is famous for saying, "start with the end in mind"



Diagram 3: Program planning cycle

Program evaluation asks:

- What needs to be measured?
- Which methods or tools are you using to measure the above?
-

And typically focuses on:

- Content
- Methods
- Logistics
- Teaching effectiveness
- Future learning needs

The first four areas ask questions that help organizers determine whether the program met its goals and objectives. Questions are designed to provide data on how aspects of the educational event either enhance or detract from participants' satisfaction and learning.

As evaluation is part of the complete program design cycle, building in questions to identify future learning needs is a means of providing data for needs assessment of future programming.

Where to start?

Step 1: Before you even start thinking about methods of evaluation, consider answering the following questions:

- What is it you want to evaluate?
- What is the purpose of the evaluation?
- Who are the people most interested in the results of this evaluation? Who are the stakeholders?
- How will the results be used?

It is also helpful to consider the information you want to collect:

- What information would be useful to us?
- From whom?
- How will we collect it?
- When will we collect it?

Step 2: Determining what your stakeholders want to know.

- Who are your stakeholders?
- What information is important for them?
- What would determine the value of stakeholders' investment in your program?

Step 3: Deciding which levels of evaluation are realistic to address based on resources available.

- How long is your program?
- Is it a recurring event or “one off”?
- What is important for you to measure?
 - Participation
 - Satisfaction?
 - Learning?
 - Competence?
 - Performance?
 - Outcomes?
- What funds are available?
- Which levels are desirable and realistic?

Step 4: Choosing methods according to level.

The following chart outlines Moore’s levels of evaluation. It provides some sample questions you may want to consider using as you develop an evaluation plan, and details various possible methods for measuring results.

Evaluation level	Questions	Evaluation methods
Participation - Level 1 <i>Who and how many attended?</i>	Who participated in the activity? Was the target audience met ? (in terms of discipline, geographic location, etc.)	Questionnaire / surveys. Registration data analysis. Inclusive Scientific Planning Committees. (Note: an inclusive planning committee is one in which key members of the target audience are represented.)
Satisfaction - Level 2 <i>Was the program relevant, credible, worth their time</i>	What did the participants think and feel about the program? Would they recommend this program to others? Would they return? Were there any logistical issues that detracted from their experience? Was the information current and clinically relevant? Were the goals and objectives of the program met (from the perspective of the learners)? Will it benefit their practice? Were the learning methods appropriate? How did faculty do? (Including speakers, instructors, facilitators, moderators.)	Questionnaire / surveys. Focus groups. Interviews. Feedback from representative planning committee.

	Examples of questions that provide specific feedback can be found on page 21.	
<p>Learning and Competence – Levels 3 and 4</p> <p><i>What knowledge, skills and/or attitudes changed?</i></p>	<ul style="list-style-type: none"> • Could the participants identify what they were supposed to have learned in the activity? • Did they know what to do? • Did they acquire or reinforce their knowledge? • Did the participants learn the knowledge, skills or attitudes you intended to teach? <p>Were the participants able to demonstrate their newly learned knowledge, skills or attitudes? Could they show how?</p>	<ul style="list-style-type: none"> • Questionnaires/surveys • Analysis of pre- and post-tests of knowledge, and attitudes • Analysis of self-reports of learning • Case studies • Analysis of data collected during the program (for example, observational data, assessment data) • Analysis of reflections (For example, participants' responses to questions such as: <i>Highlights of what I learned... These highlights are important because... I will apply to my practice by....</i> • Incorporating questions to measure readiness to change: <i>I am contemplating change in practice.</i> <i>I intend to change my practice.</i> <i>I have changed my practice.</i> <ul style="list-style-type: none"> • Observation in practice
<p>Performance – Level 5 (<i>Note: To determine Levels 5 and 6 all variables in potential changes in performance and patient health must be considered. </i>)</p>	<ul style="list-style-type: none"> • Is any change in actual practice behaviour evident because of attending this program? • What do they do differently in practice? • Are the practice behaviors appropriate? 	<p>Analysis of patient health records, testing orders, laboratory data, or administrative data)</p> <p>In practice observations Video</p> <p><i>Alternative if resources are not available to perform the above: Incorporate commitment to change in end of program evaluation and follow up 3- and 6-months post program. This is a subjective self-reported method but nonetheless holds value in</i></p>

		<i>determining if changes have been made.</i>
Patient health - Level 6	<ul style="list-style-type: none"> • Did the program, through changes in participants' knowledge, skill, attitudes, or behaviour positively affect patient care? 	<ul style="list-style-type: none"> • Patient health record reviews. • Administrative data reviews • Questionnaires/surveys of patients and/or physicians. • Patient Focus groups. • Patient Interviews.
Community Health - Level 7	<ul style="list-style-type: none"> • Did the program, through changes in participants' knowledge, skill, attitudes, or behaviour positively affect community health? 	<ul style="list-style-type: none"> • Analysis of morbidity rates. • Analysis of mortality rates. • Analysis of prescribing patterns. • Analysis of referral patterns. • Analysis of public health status.

Perception or reaction

So far, the information has provided you with a conceptual framework on which to base decisions about the purpose of your evaluation and provided ideas for methods that can be implemented. The [appendices](#) contain examples for each of the levels of evaluation. There are a few more techniques and factors to consider that may contribute to program effectiveness as well as provide useful feedback for continuous improvement. Using more than one method in collecting evaluation data is highly recommended. While quantitative data is easy to interpret, qualitative data often provides deeper insights and practical suggestions.

Other techniques to enhance data from program evaluation:

1. Include formative evaluation to your evaluation strategy, what is it?

Formative evaluation provides information while the program or educational event is still in progress. Formative evaluation techniques can provide data related to levels 1 and 2 with minimal time and effort. It can also provide valuable information on minor adjustments that can be made to make the program more effective or reduce barriers to learning in real time.

Examples:

One minute "paper" for an event lasting 2+ days

Ask participants to take a moment and a sheet of paper (or type into app on phone or tablet) and simply write their impressions of the event so far. Comments can

include what they are learning, what they are enjoying, what they would like the program organizers or faculty to STOP, START and CONTINUE.

Gather the information, read and decide on feasible changes. Provide a "summary of participants" comments at the beginning of the following day as well as changes you can make, those you cannot make and the reasons why.

Reporting back the results of comments builds rapport with the participants. It reinforces trust that opinions are heard and has a positive impact on response rates for summative (end of course) evaluation.

Mini focus group

Ask the audience for 5-7 volunteers to participate in a 15-30-minute discussion on the program at the end of day one or two. Ask similar questions to those listed above in the one-minute paper. Although a small number, the responses are still representative of the larger group. A different group of volunteers can be used at the end of each day.

2. Include change of attitude as a measurement of change.

Although new knowledge and skills definitely contribute to change in competence, change in performance will not be sustained if participants' attitudes towards the change are negative. All behaviour is a result of beliefs or attitudes we hold – we cannot expect change in behaviour without change in attitude. Questions on shifts in attitude are rarely asked in evaluation and yet are strong indication of the impact of an educational event.

An attitude is defined as:

"A learned disposition to respond in a consistently favourable or unfavourable manner with respect to a given object"

Examples of ways in which to determine attitude change:

- Ask participants to complete a question at the outset of a program and again at the end of program. For example, *"people who are against vaccination of children are..."*
- Create questions to which the response is agree or disagree: *"All patients should be screened for hypertension no matter what the presenting complaint" or*
- Create similar questions and provide a Likert scale on degree to which participants agree/disagree.

3. Measure participants' shifts in stages of change.

The Prochaska model of change that represents progress in stages of change. By adding questions to your evaluation, you can determine whether your program has helped shift participants from one stage to another.

Pre contemplation: Unaware or under aware of need for change. There will be no change because there is no perceived problem.

Contemplation: Aware of the need to change but there is no commitment to make that change. The person is "not quite ready".

Preparation: Willing to take action and experiment with new behaviour.

Action: Person commits to making change

Maintenance: Change in behaviour is maintained through reinforcement.

Examples:

Do you intend to make changes or apply learning to your practice as a result of this program?

- Yes, I plan to make changes (action)
- I am not sure, but I am considering changes (contemplation)
- No, I already practice these recommendations (maintenance)
- No, I don't think this applies to my practice (possible precontemplation)
- If 'yes', please describe two things you intend to try or do differently as a result(preparation)

4. Add personal reflection data.

Through encouraging reflection on learning and application to practice that into their practice we are deepening participants' learning, encouraging a commitment to change and taking steps towards gathering data at levels 5 and 6 of Moore's framework. The data is subjective but nonetheless important.

Consider incorporating a means of determining impact of your educational event to change in practice. Commitment to change documents have been proven to impact change by creating a sense of accountability.

The method is simple (examples provided in appendices). Immediately following the educational event, ask participants to write one to three changes that they plan on making as a result of the activity.

Ask them to indicate their level of commitment utilizing a Likert scale ranging from 1-5.

Approximately 30-60 days after the CPD activity, follow up with them by sending the participants a list of the changes they had committed to make. Ask if they have implemented those changes fully, partially or not at all, and why.

Other examples of reflective questions you might consider asking at this time include:

- What impact has this process had on your practice generally?
- How do you feel now about the decision(s) you made?
- How successful have you been in incorporating these changes into your practice?
- What barriers have you encountered?
- What are you doing now that you didn't do before?
- What has happened to your confidence in this area?
- What kind of feedback have you received from your patients, staff or colleagues?
- What new information have you seen?
- How has this further modified your approach?
- What further changes do you intend to make?
- What further areas of practice change, reassessment an/or intervention have you identified?

5. Help your faculty.

Everyone wants to do the best job possible when they are presenting or facilitating and not everyone has been provided with the information or training required to accomplish this. By adding questions that provide specific behavioral feedback to faculty evaluation can become a process that helps further develop and refine teaching skills. An example is provided on page 21.

Issue:

Evaluation fatigue

Often program organizers are disappointed by the number of responses they receive on end of event evaluations. Data is depended on to determine satisfaction and to provide information on changes needed. The first question to answer is 'how many responses are enough?'

What is a good response rate?

Nulty (2008), in a study of response rates on teaching effectiveness by university students suggested there are minimum response rates to establish validity. These are based on class sizes.

For a class of 10 a 75% response rate is required.

Class of 30	48%
Class of 50	35%
Class of 70	28%
Class of 100	21%
Class of 200	12%
Class of 300	8%
Class of 500	5%

Many have noticed a decrease in response rates since evaluations have shifted from paper to online format. This could be occurring because participants do not believe their contributions, and the evaluation is seen as needless "paperwork" that means nothing.

If your participants feel they have a relationship with you, they are far more likely to respond. Gaillard et al (2011) found raising online responses depended on engagement and buy of both students and faculty. Wode and Keiser (2011) found when organizers took the time to communicate and explain the process, how response will be used to improve outcomes, response rates increased.

What are some simple things you can do?

- Be enthusiastic.
- Encourage your faculty to be enthusiastic.
- Explain the process and the importance of their response.
- Demonstrate how feedback from past events have influenced your current program.
- Do not leave your evaluation to the very end.
- Consider some alternatives such as using a small representative group either to answer the survey or to sit in a brief focus group.

In addition, ask yourself:

- Are all questions needed? Perhaps there are too many and patience runs out.
- Are the questions really relevant to the program, participants, or the purpose of the evaluation?
- Am I giving participants time within the event to complete the evaluation?
- Have I considered completing the evaluation before the end?

Summary:

As mentioned in the introduction, educational evaluation is a complex area. It is easy to get overwhelmed with possibilities. Hopefully, this handbook will serve as a resource in making decisions and choosing options and providing options and ideas from which you can pick and choose. The dos and don't s that follow should simplify the main points covered in this document.

Tips on do's and don't s:

Program evaluation
Do's
Include stakeholders in determining data that is needed
Connect evaluation to total planning cycle
Know the purpose of your evaluation
Start with the end in mind
Be realistic about the results you need
Use more than one method of gathering data
Combine quantitative and qualitative data
Communicate with learners – let them know how the results are being used
Provide incentives for completion and engagement
Keep questions simple
Address program objectives
Include questions on future learning needs
Don't s
Use only one source of data
Use questions that don't connect
Administer at the very end of an event or a presentation or event. Instead provide 5 minutes before the summary and close.
Include questions that have no relevance to the learner
Think about evaluation after the program has been planned
Rely on the same old same old surveys
Forget to communicate with your learners – how do you use the information; how will they know their opinion makes a difference?

References:

- Fike, D. S., Doyle, D. J., & Connelly, R. J. (2010). Online vs. paper evaluations of faculty: When less is just as good. *Journal of Effective Teaching*, 10(2), 42-54.
- Gaillard, F., Mitchell, S., & Kavota, V. (2006)
- Gaillard, F.D., Mitchell, S.P. and Kavota, V. (2011), "*Students, faculty, and administrator's perception of students evaluations of faculty in higher education business schools*", *Journal of College Teaching & Learning* , Vol. 3 No. 8.
- Moore Jr, D.E., Green, J.S., & Gallis, H.A. (2009). Achieving desired results and improved outcomes: integrating planning and assessment throughout learning activities. *JCHEP*, 29(1), 1-15.
- Moore DE, Chappell K, Sherman L, Vinayaga-Pavan M. A conceptual framework for planning and assessing learning in continuing education activities designed for clinicians in one profession and/or clinical teams. *Medical teacher* 2018
- Nulty, D. D. (2008). The adequacy of response rates to online and paper surveys: What can be done? *Assessment & Evaluation in Higher Education*, 33(3), 301-314.
- Pounder, J. S. (2007).
- Prochaska J, DiClemente C, Norcross J. (1992) In search of how people change. *Am Psychologist.*; 47(9);1102-14
- Prochaska JO, Wright JA, Veliver WF. Evaluating theories of health behaviour change: a hierarchy of criteria applied to the Trans theoretical model. *Appl. Psychol. Int. Rev.* 2008;
- Wode, J. and Keiser, J. (2011), "*Online course evaluation literature review and findings*". A Report from Academic Affairs, Columbia University, Chicago.
- Trans theoretical Model: Stages of Change Norcross, J.C., Krebs, P.M., & Prochaska, J.O. Stages of Change. (2012). *Journal of Clinical Psychology*, 67(2), 143-15

Appendices

The following are examples of evaluation surveys and questions others have put together. They are presented in order of evaluation level. We suggest you choose the questions that are of most relevance to you and modify the surveys to apply to your own practice.

Level 2 satisfaction Standard program

OVERALL MEETING EVALUATION / ÉVALUATION GLOBALE DU CONGRÈS

I am a (create list that is relevant to your program attendees)

- Medical Specialist
- Family Practitioner
- Resident
- Other, Physician
- All Other Nurses
- Researcher
- Other

I practice in a

- Teaching Hospital
- Community Hospital
- Other
- Not applicable

I have practiced in (field)for:

- Less than 5 years
- 5-10 years
- 11-20 years
- 21-30 years
- More than 30 years
- Not applicable

I practice in:

Please rate your experience with the following:

- Excellent
- Very Good
- Good
- Fair
- Poor
- Not applicable

Meeting Preregistration Brochure:

- Meeting information on website
- Meeting information on mobile app
- Preregistration process
- Onsite registration process (material/badge pick-up)
- Size and set-up of session rooms
- Acoustics
- Facilities
- Hotel facilities
- Food quality
- Evaluation forms
- Opportunities to network with colleagues

- My personal learning objectives for this event were met

Yes / No

- Did you perceive bias during this meeting?

Yes / No

(If applicable, please explain).

Comments :

- The most important points I will take away from this meeting
- I plan to make the following changes to my practice
- What challenges do you currently encounter in your practice?
- Were these addressed during this event?

Yes / No

(general comments)

What themes or topics should this event consider for the future?

How did you learn about the conference?

- Newsletter
- Emails
- Website
- From my colleagues
- From my supervisor/head of department
- Other

What is your main reason for attending the event?

- I was a speaker/moderator
- Educational

- Professional
- Networking
- To gain professional development credits
- Other

What social media are you most active on?

- Facebook
- Twitter
- LinkedIn
- Google Plus
- Instagram

Level 2- sample session evaluation

Sample evaluation for Session Evaluation

This evaluation applies to: symposia, refresher courses, and case discussions

Session Title:
Session Date:
Session Time:

Objectives:
List learning objectives for the session:

- 1.
- 2.
- 3.
- 4.

SESSION EVALUATION

1. Strongly Agree
2. Agree
3. Somewhat Agree
4. Disagree
5. Strongly Disagree

The objectives were clearly stated: 1 / 2 / 3 / 4 / 5

The stated objectives were met.

I acquired new knowledge.

I was introduced to a new perspective.

The session content was relevant to my learning needs.

The topic should be repeated at future meetings.

25% was used in active participation: e.g. polling, discussion.

I enjoyed this learning format.

The session will encourage me to consider changes in my current practice

YES: The changes I am considering are: (text box)

NO: because:

- The information affirmed my current practice
- The information was not relevant to me
- I do not have the required resources to implement these changes

Suggestions for future topics:

Other comments:

Thank you for completing this evaluation. Your feedback will be used for continuous program improvement.

Level 2 Sample feedback questions for instructors/speakers

Instructor/Speaker 1: [insert speaker name, repeat for however many speakers there are]

1. Strongly Agree/Agree
2. Somewhat Agree
3. Disagree
4. Strongly Disagree

The presenter communicated ideas clearly and effectively 1 / 2 / 3 / 4 / 5

The presenter was knowledgeable about the topic:

The presenter provided sufficient time for discussion:

The presenter's slides were clear with not too much text:

Diagrams were easy to read:

Audio visual aids enhanced the presentation:

If polling was used in this session, did it enhance the experience?

If polling was used in this session, did it detract from the experience?

The session was balanced and free from commercial bias: yes/no

If NO please explain:

Comments:

Level 2 Sample Evaluation questions for MODERATORS

Name:

Session:

1. Strongly Agree
2. Agree
3. Somewhat Agree
4. Disagree
5. Strongly Disagree

Choose 1 / 2/ 3 / 4 / 5

The moderator organized and managed the discussion well:

The moderator was knowledgeable about the topic:

The moderator played an important role in stimulating discussion:

The moderator kept the session on time:

There was sufficient time for discussion:

Level 2 Sample Workshop Session Evaluation Form level 2

Session Title:

Session Date:

Session Time:

Objectives:

List objectives for the session

SESSION EVALUATION

1. Strongly Agree
2. Agree
3. Somewhat Agree
4. Disagree
5. Strongly Disagree

Choose: 1 / 2 / 3/ 4/ 5

The objectives were clearly stated:

The stated objectives were met:

I acquired a new perspective on my current practice:

The problem or case discussed was relevant to my learning needs:

This topic should be repeated at future meetings:

Most of the session was interactive and allowed participants to come to their own conclusions:

I enjoyed this learning format:

This session encouraged me to consider changes in my current practice

Yes:

The changes I am considering are:

NO, because:

- The information affirmed my current practice
- The information was not relevant to me
- I do not have the required resources to implement these changes

The session was balanced and free from commercial bias: Yes / No

If NO please explain:

Sample questions: Evaluation of workshop FACILITATOR:

[insert speaker name, repeat for however many speakers there are]

1. Strongly Agree
2. Agree
3. Somewhat Agree
4. Disagree
5. Strongly Disagree

Choose: 1 / 2 / 3 / 4 / 5

The facilitator organized and managed the discussion well:

The problem(s) discussed was thought-provoking and relevant to my practice:

The facilitator stepped back and allowed the group to explore the problem:

The facilitator was helpful in guiding the group in coming to useful conclusions:

Comment:

Thank you for completing the evaluation!

Level 2 Sample questions for web-based learning module

Program title:

Your profession:

Years in practice: 0-10 11-20 20-30 >30

Practice setting:

Practice location:

Have you completed an online module in the past? Yes / No

About this module:

	Strongly disagree	Disagree	Agree	Strongly agree
The stated objectives of the module were met				
The reading material was relevant				
The reading material was thorough				
The case scenario was realistic				
The questions evaluated my knowledge				
The feedback on my answers was useful				
This program will have an impact on my practice				

There was no commercial or other bias				
I enjoyed this form of web-based activity				

In terms of impact on my practice, I would say that this module:

1. does not really apply to my practice
2. has encouraged me to think about making changes in my practice
3. has encouraged me to gain further information on the issue
4. has confirmed my current practice

Which topics would you like these modules to cover in the future?

Level 2 Sample questions on attitude

If yes, please explain

	Strongly disagree	Disagree	Agree	Strongly agree
How would you have completed this sentence Prior to attending the "Speak Up" session... In situations where I felt there was a need to "Speak Up" I would have had the confidence to do so				
How would you complete this sentence now? In situations where I felt there was a need to "Speak Up" I would now have greater confidence to so				

Level 3: Sample competence

Evidence of completion and feedback on performance

Name of workshop:

Date:

Duration:

Evaluation of the participant will be completed as follows:

Should have one column for self- assessment and one for faculty assessment

Station 1				
Knowledge: The individual should be able to address the degree of LV dysfunction and assess and quantify ejection fraction:	1. Consistently grades LV function accurately	2. Able to grade LV dysfunction adequately	3. Poor assessment skills	4. Unable to assess LV function
Skill: Able to consistently generate a four-chamber view demonstrating wall motion in all 6 zones in a reasonable amount of time.	1. Consistently	2. Frequently	3. Infrequently	4. Unable to demonstrate.

Comments:

Strengths:

Areas requiring further practise:

Participant's signature; _____ Faculty signature: _____

Station 2				
Knowledge: participant should be able to identify the pericardium and determine the presence or absence of pericardial fluid RA/RV collapse as a sign of tamponade	1 consistently	2 frequently	4. poorly	4 unable
Skill: Able to consistently visualize the pericardium from a long axis view	1-consistently	2- frequently	3-infrequently	4-unable

Comments:

Strengths:

Areas requiring further practise:

Participant's signature: _____

Faculty signature: _____

Station 3:..... etc.

Additional information is available from the following sources :

Add references for each station or for complete workshop here:

Level 3 Sample pre and post test of knowledge

1. The panel moderator should do which of the following tasks?

- a) Send 3 questions to the panelists to facilitate authentic discussions
- b) Coordinate questions with the panelists beforehand
- c) Arrange a time signal with panelists to keep the panel on time
- d) Summarize key ideas between questions
- e) All of the above

These are all recommended actions for the moderator. As with most educational roles, 2/3 of the work is in preparation and 1/3 in presentation. The most neglected of these 4 tasks is a) having authentic and thought-provoking questions for the panelists demonstrates respect, true interest and sets the tone for the audience. Some experts on panels disagree and suggest it is more effective to set a relaxed, informal tone. Refer to the references provided below.

2. One of the panelists takes more than their share of the time when they are answering questions. Do you:

- a) Interrupt and ask them to be conscious of the other panelists need to speak?
- b) Maintain eye contact and non-verbally communicate the need to stop talking
- c) Wait until there is a timely pause and ask the other panelists for their opinion
- d) None of the above

This is a very challenging situation and requires tact, sensitivity and a confident firm hand. Acknowledge the panelist for what they are saying and add "I would also like to hear what the other panelists have to say about this ... Dr x what are your thoughts' trouble shooting Section of the training module.

3. Which of the following are NOT true in preparation as your role as moderator?

- a) Offering a biographical sketch and email contact information so the panelists can communicate with each other before the panel
- b) Deciding how you will structure the session
- c) Assuming panelists have done this before
- d) Getting the panelists to collaborate on questions
- e) Researching the panelists and develop a set of questions to get the point of view of both sides.

C is correct. Most panelists are chosen because they are experts in their field and have strong or controversial views on a subject. It is rare that any form of orientation or training is offered to anyone stepping into this role for the first time. Checking to see if it is the speakers' first experience of being a panelist and providing information on expectations of the role can further the success of the session.

4. The goal of a panel session is to impart information to the audience. True/False

Although a panel discussion is going to provide new information or perspectives on a defined topic and participants are in attendance to learn, the main purpose of a panel is to provide differing views that will stimulate the audience to think, to interact with the panel and apply what they are learning to their own practice

See : [How to Be a Rock Star panel Moderator](https://www.youtube.com/watch?v=j1ZfMJCCA9Y)
<https://www.youtube.com/watch?v=j1ZfMJCCA9Y>

5. The purpose of a panel is for the audience and to help answer the audiences' questions. True/False

6. As a moderator, it is important to:

- a) Involve the audience within the first 5 minutes
- b) Establish that this is safe space to agree or disagree
- c) Encourage peer-to-peer discussions – ask a peer their reaction to a panelist's answer
- d) All of the above

All these activities have the same goal: to encourage the audience to take an active role in a lively discussion. The sooner the audience gets involved, even through a simple polling question, the higher the general level of interaction throughout the session will be. Knowing the ground rule sand expectations helps people relax so knowing they are being encouraged to share their opinions in favour or not is helpful to participants. I

7. Ten minutes before the session ends what should not happen?

- a) Start wrapping things up.
- b) Give each panelist 60seconds to answer:
 - i. What trends do you see in this area in the next year?
 - ii. What is your prediction about where this will be in the next 5 years?
- c) End panel on a high note
- d) Ask for final thoughts
- e) Stop 5 min before the end to complete electronic survey!

Levels 3 and 5 Sample commitment to change

Three Stages

- Participant asked to **write 1 – 5 changes** they plan to make a change as a result of activity
- Asked to indicate a **level of commitment** utilizing a Likert scale ranging from 1-5.
- 30 – 45 days participant is sent a list of these changes and asked to indicate if a change occurred, partially occurred or did not occur & why

Sample Commitment to change questions

1. Highlights of what I learned during the ADVAC program include: -

-

-

2. These were significant to me because:

-

-

As a result of my participation in the ADVAC program I intend to make the following changes within the next 3 months:

1.

2.

3.

Name _____

Email address: _____

Date: _____

(A copy of this document will be mailed to you in 3 months time)

Commitment to change – follow up

Below you will find your commitment to change statement(s) you listed at the end of the "ADVAC" program

For each statement please rate the following on a scale of 1 - 5:

Commitment to change statement	How Successful was this change? - Not at all - Very Rate: 1/2/3/4/5	How likely is it that this change will be sustained? - Not at all - Very Rate: 1/2/3/4/5
1.		
2.		
3.		

For each of these statements please indicate:

1. Why did you make this change?

2. What facilitated or enabled you to make this change?

3. What barriers did you encounter?

4. What were the pivotal elements of the program that facilitated the change?

If not successful:

a. What insights did you gain from the process of attempting to implement the change?

b. What would you do differently?

Level 3 Competence

Instructions to participant

The attached form is designed as a “passport” that itemizes the skill training stations you will visit. For each station, assess yourself on your knowledge and skills using the Yes/No boxes and then ask faculty to confirm your assessment. Take a moment to itemize the competencies you believe you gained or reinforced, the areas in which you need improvement and the action you will take to address gaps in knowledge or skill. As a participant, you will receive specific feedback, suggestions and resources regarding areas for further development and related action plan.

Your signature and that of the faculty member will serve as a “passport stamp”.

EVIDENCE OF COMPLETION AND FEEDBACK SHEET

ORGANIZER	EMAIL

WORKSHOP IDENTIFICATION

SESSION:
TITLE:
DATE:
DURATION: 10:15-12:00 - 1:45 HR (105 min)
General Objectives of the Workshop:
<i>Fill in general objectives here:</i>
STATION 1
FACULTY:
ENTER HERE STATION 1 LEARNING OBJECTIVES TAKING INTO CONSIDERATION THE RATING SCALE:

<p>Knowledge Example – fill in objectives of relevance to your program) Participant is able to describe the ultrasound anatomy of the lumbar epidural space. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>Knowledge: Participant is able to describe the equipment and machine settings required to utilize ultrasound in the visualization of the epidural space. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>Skill: Participant is able to consistently manipulate the ultrasound machine to utilize the para- median longitudinal view: objectives to identify landmarks in the para median view, identify a given inter space, count inter spaces. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
<p>Station 1 references: additional information is available from the following sources:</p>		
Competencies	Areas for further development	Action Plan

Signature of participant: _____

Signature of faculty: _____

Date: _____