Step 3: Design the Evaluation Tool(s)

Designing the Session2 – Template from Step 2: Use an Outcomes-Based Design from the Toolkit for Planning Education Events (discussed in more detail in the Toolkit for Planning Educational Events – accessed online at [www.community-networks.ca](http://www.community-networks.ca); type toolkit name into search box)

|  |  |  |  |
| --- | --- | --- | --- |
| IntendedOutcomes | AssessmentTasks | ProcessSkills | Conceptsand Issues |
| *What do learners need to be able to* ***DO*** *“in their work” that we’re responsible for addressing “in the training session”?**For example, post-session performance.* | *What will learners do in the training to demonstrate* ***evidence*** *of what they can do?**For example, in-session evidence of performance – assessment of tasks.* | *What* ***skills*** *must the learner master to demonstrate what they can do?**For example, specific acts, ability to do tasks – process skills.* | *What must the learner* ***understand*** *to demonstrate what they can do?**For example, specific facts, patterns, values, motivations – concepts and issues.* |
|  |  |  |  |

PWS Sample: Outcomes – PWS Workshop

The following table provides an example of learning outcomes for a session on Prader-Willi syndrome (PWS), a complex genetic condition that affects many parts of the body.

| PWS IntendedOutcomes | PWS AssessmentTasks | PWS ProcessSkills | PWS Conceptsand Issues |
| --- | --- | --- | --- |
| *What do learners need to be able to* ***DO*** *“in their work” that we’re responsible for addressing “in the PWS training session”?**For example, post-session performance.* | *What will learners do in the PWS training to demonstrate* ***evidence*** *of what they can do?**For example, in-session evidence of performance – assessment of tasks.* | *What* ***skills*** *must the learner master to demonstrate what they can do?**For example, specific acts, ability to do tasks – process skills.* | *What must the learner* ***understand*** *about PWS to demonstrate what they can do?**For example, specific facts, patterns, values, motivations – concepts and issues.* |
| 1. Identify the unique characteristics of PWS
 | Answer test questions | * + Discuss how the characteristics of PWS differ from those of other developmental disabilities
 | * + Characteristics of PWS
 |
| 1. Describe the behavioural management strategies that would best support a person with PWS
 | Complete a case study | * + Identify the specific behavioural issues and recommend interventions
	+ Collect data to monitor behavioural issues
 | * + Unique philosophy around supporting an individual with PWS
	+ Strategies to assist the person to manage their food intake
 |
| 1. Identify the health concerns of people with PWS
 | Complete a case study | * + Identify key factors to look for when assessing a person with PWS to identify health concerns
 | * + List the common health concerns of a person with PWS and how they present
 |
| 1. Communicate information to family members about the primary health concerns of a person with PWS
 | Participate in a role-play | * + Demonstrate specific techniques for relaying health concerns to family members in a clear and compassionate manner
 | * + Understanding the issues/concerns that families have
	+ Techniques for effective communication with families
 |

PSW Sample: Evaluation Questions – PWS Workshop

Questions about the in-session and post-session experience (seven components in the previous table) are provided in both quantitative and qualitative formats, related to a sample PWS workshop.

Questions About the In-session Experience

**Questions Regarding the PWS Assessment Tasks**

Quantitative: Circle the number that indicates the extent to which you solicited and used feedback from your instructor as your (PWS) project progressed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1Not at all | 2Very little | 3Somewhat | 4Quite a bit | 5A great deal |

Qualitative: Describe a situation where you solicited and used feedback to make progress on your PWS project.

**Questions Regarding PWS Process Skills**

Quantitative: What do you look for when assessing a person with PWS? (Provide a list of 7 factors.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1Not at all | 2Very little | 3Somewhat | 4Quite a bit | 5A great deal |

Qualitative: Describe how you would relay health concerns related to PWS in a clear and compassionate manner to family members.

**Questions Regarding PWS Concepts and Issues**

Quantitative: Which of the following accurately represents the incidence of PWS at birth?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 11/15 | 21/150 | 31/1,500 | 41/15,000 | 51/150,000 |

Qualitative: Identify three concepts related to PWS. What is one thing you would tell staff in your organization about each of these three concepts that would be most useful in their work?

**Questions Regarding the Educational Event Agenda**

Quantitative: Would you recommend this event to a colleague?

Yes/No

Qualitative: Please explain why or why not?

**Questions Regarding the Educational Event Environment**

Quantitative: Please circle the appropriate numbers to describe your opinion of the education event setting:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Poor1 | Fair2 | Average3 | Very Good4 | Excellent5 |

Qualitative: What else could the facility have provided to enhance your participation in the PWS educational event? (one thing)

Questions About the Post-session Experience

**Questions Regarding Performance of Learning at Work**

Quantitative: Circle the number that best describes how successful you were in realizing the intended PWS learning outcome.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1Not at all | 2Very little | 3Somewhat | 4Quite a bit | 5A great deal |

Qualitative: What are you doing differently at work with individuals with PWS as a result of attending this education event?

**Questions Regarding Employment Matters that Affect At-work Performance**

Quantitative: When “transfer of learning” problems were identified within the organization, how would you rate your organization in addressing those problems quickly and efficiently, so training implementation could continue?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1Poor | 2Fair  | 3Good | 4Very Good | 5Outstanding |

Qualitative: Describe two on-the-job training implementation successes that were recognized and shared in your organization.