



What is the chapter about?

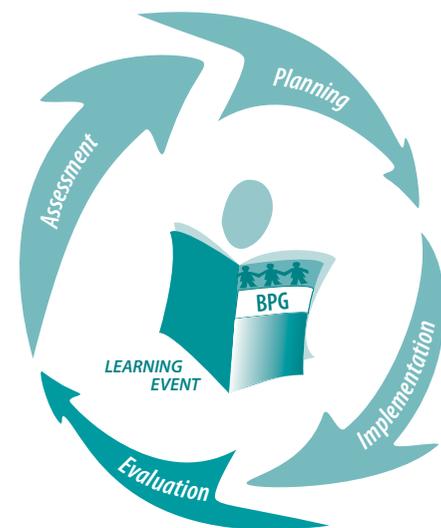
To determine the success of the learning event, there must be an evaluation. The steps you will take to evaluate the learning event are:

- 1 Review your goal, outcome, endpoint, objective or competency (“Have you arrived?”);
- 2 Evaluate the process of the learning event including an evaluation of the educator and the event itself;
- 3 Evaluate the learner; and
- 4 Review the results and implement the desired changes.

Evaluation strategies need to be incorporated throughout assessment, planning and implementation of the learning event. By engaging in ongoing evaluation you will be able to determine if the strategies you chose from the previous chapters have been successful in achieving the objectives of the learning event.

Two questions that need to be addressed are:

- ▶ How will I know the learning event has been successful?
- ▶ How will I know learning has occurred?



Organizational outcomes will not be covered in this chapter. For strategies to evaluate the outcomes of implementing specific BPG, please refer to the RNAO *Toolkit: Implementation of Clinical Practice Guidelines*; Chapter 5: *Evaluating your success*.



**Learner Evaluation of the Educator
(End-of-course Evaluation), p. 83**

Step 1: Review your Endpoint

In *Chapter 2* you established the goal of your learning event by answering the question “where do you want to go?” The evaluation strategies you employ need to be structured to determine whether or not your goals have been met.

Step 2: Evaluate the Learning Event

Evaluation of the learning event involves evaluation of the:

- ▶ Educator
- ▶ Event

Educator Evaluation

There are several methods used to evaluate the educator. These include:

- ▶ evaluation by the learners at the end of the learning event;
- ▶ self-evaluation; and
- ▶ peer evaluation.

Evaluation by the Learner

Learners should always be invited to provide feedback on the teaching strategies employed during the learning event. This information can be obtained through end-of-workshop evaluation forms or end-of-course evaluations. See *Tips, Tools, and Templates for Learner Evaluation of the Educator (End-of-course Evaluation)* (p. 83).

Educator Self-Evaluation

You should perform a self-evaluation of your teaching strategies at the end of all learning events. The main question to ask is, “Did the strategies I used help me obtain my desired endpoint?”

Examples of self-evaluation questions for educators may include:

- 1 Am I teaching and modeling skills of evidence-based practice?
- 2 Did my teaching strategies help to integrate BPG into curriculum/ educational programs and experiences?
- 3 Have I clearly identified and communicated the desired “outcomes” of learning?
- 4 Can I “see” the effects of the teaching strategies on my learners (short-term, mid-term, and long-term)?
- 5 Do I routinely evaluate the effectiveness of my teaching strategies?
- 6 What have I learned from the experience?
- 7 What successful elements will I incorporate into future learning events?
- 8 What will I do differently next time?

A *Self-Assessment for the Educator* is located in *Tips, Tools and Templates* (p. 81).

Peer Evaluation

Finally, a peer evaluation can provide the educator with objective feedback. Invite a peer to sit in on your educational event and provide you with feedback. See *Tips, Tools, and Templates* for a *Peer Assessment of the Educator* (p. 82).

Evaluation of the Learning Event

There are several levels of evaluation strategies that can be employed to evaluate the learning event. In order to select the most appropriate strategy you need to know what you want to measure. When evaluating the event, you can choose to evaluate the content, and/or the teaching strategies.

Originally devised for use in the training and development field, Kirkpatrick's (1994) model consists of four levels of evaluation. *Table 13* provides a description of each of Kirkpatrick's levels and also includes "intangible areas" for evaluation. Specific strategies for each level are also provided.

Table 13: Levels of Evaluation and Strategies for Measurement

Level of Evaluation	Description	Strategies for Measurement
1 Reaction	Participant satisfaction with the program and associated processes	<ul style="list-style-type: none"> ▶ Standard feedback questionnaires such as <i>Learner Evaluation of the Educator: (End-of-course Evaluation)</i> (p. 83) ▶ Participation/attendance records
2 Learning	Focus is on measuring the change in knowledge, skills, and attitudes. Directly related to learning goals.	<ul style="list-style-type: none"> ▶ Pre-post tests ▶ Formal exams ▶ Written assignments ▶ Demonstration of required skills ▶ <i>Self-Assessment for the Learner</i> (p. 84) ▶ <i>Learner Evaluation of the Educator (End-of-course Evaluation)</i> (p. 83) ▶ <i>Peer Assessment of the Learner</i> (p. 85)
3 Application	Focus is on the degree of application into practice; change in practice in the actual practice setting; sustainability measured over time.	<ul style="list-style-type: none"> ▶ Direct observation ▶ Clinical decision-making ▶ Clinical pre-conference – degree of care planning ▶ Clinical post-conference discussion regarding patient care and related decision making ▶ Clinical functioning – ability to apply learning to various scenarios ▶ Follow-up surveys of the learning event (usually at 3, 6, and 12 months post)



Self-Assessment for the Educator, p. 81
Peer Assessment of the Educator, p. 82
Learner Evaluation of the Educator, (End-of-course Evaluation), p. 83
Self-Assessment for the Learner, p. 84
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Level of Evaluation	Description	Strategies for Measurement
4 Business impact	Focus is on measuring the outcomes (positive and negative) on the overall program and/or organization.	<ul style="list-style-type: none"> ▶ Canadian Council Health Services Accreditation Standards (CCHSA) ▶ Canadian Association Schools of Nursing (CASN) Accreditation Standards ▶ Pre-post test/survey results
5 Intangible	<p>Focus is on the outcomes that can not be easily converted into quantitative figures – although some can still be “measured” and monitored.</p> <p>Intangible outcomes can be used to support the benefits of the program/initiative.</p>	<p>Examples of intangible outcomes include:</p> <ul style="list-style-type: none"> ▶ Supportive work climate ▶ Innovation ▶ Teamwork ▶ Improved communication ▶ Commitment ▶ Satisfaction ▶ Decreased complaints/grievances ▶ Decisiveness

Reference: Kirkpatrick, D. L. (1994). *Evaluating training programs: The four levels*. San Francisco, CA: Benett-Koehler.
 Phillips, J., & Phillips, P. (2003). Using action plans to measure ROI. *Performance Improvement*, 42(1), 24-33.

Step 3: Evaluate the Learner

When evaluating learners, you can evaluate their knowledge, skills and attitudes. These can be achieved through three methods: evaluation by the educator, self-evaluation, and/or peer evaluation.

Evaluation by the Educator

Educator evaluation of the performance of the learner is based on the desired outcomes identified through prior assessment of the learners (*Chapter 2*) and the goal, outcome, end-in-view, objective or competency identified for the learning event (*Chapter 3*). You can evaluate performance through written testing (knowledge) or direct observation of skills and/or behaviours indicating attitudes.

Evaluation of Performance

Performance is an outcome of learning whether cognitive, behavioural or attitudinal. The desired outcomes need to be identified prior to implementing the learning event. Rubrics are guidelines for rating learner performance. They specify the expected outcomes for the level of the learner (i.e., novice to expert). See *Tips, Tools, and Templates* for templates of rubrics that evaluate written assignments and performance. (p. 86-87).

Chapter 6: Enrichment Materials contains the following for evaluating the outcomes of learning:

- ▶ Reflective journal scoring guideline (*Table 23, p. 116*)



Rubrics, p. 86-87

- ▶ Evaluation of desired competencies (*Table 24, p. 117*)
- ▶ Rubric for grading of written work (*Table 25, p. 118*)
- ▶ Rubric for grading performance specific skills (*Table 26, p. 118*)

Self-Evaluation

Learners should perform a self-evaluation of their knowledge of BPG at the end of the learning event. The main question learners should ask themselves is “Did this learning event help me achieve my personal learning goal?”

Examples of self-assessment questions specific to BPG may include:

- 1 Was this BPG learning event applicable to the clients in my practice?
- 2 Am I using evidence-based practice?
- 3 Did this learning event help to integrate BPG into my client care?
- 4 Did I achieve the desired outcomes of the learning event?
- 5 What have I learned from the experience?
- 6 What was successful that I will incorporate into my future practice?
- 7 What are the gaps in my knowledge, skills and attitudes as they relate to BPG?

See *Tips, Tools, and Templates for a Self-Assessment for the Learner* (p. 84).

Peer Feedback

Finally, a peer evaluation can provide the learner with objective feedback. Invite fellow learners to observe each other in order to provide you with feedback. See *Tips, Tools, and Templates for a Peer Assessment of the Learner* (p. 85).

Step 4: Review and Implementation of Evaluation

Now that you have completed the first three steps, it is time to review the results of your implementation. These results will determine the level of change the educator must make to subsequent learning events to achieve even greater success.

Key Points

- ▶ Evaluation is an ongoing part of the learning event and must be considered from the outset.
- ▶ Evaluation measures outcomes to determine the impact of the learning event.
- ▶ Evaluation can lead you through a cyclical process of information gathering and bring you back to where you first began!



Reflective Journal Scoring Guideline,
p. 116
Desired Competencies, p. 117
Rubric for Grading Written Work, p. 118
Rubric for Grading Performance, p. 118



Self-Assessment for the Learner, p. 84
Peer assessment of the learner, p. 85



Academic Setting

Cynthia conducted a self-evaluation at the beginning of the year. She used the L.E.A.R.N. guide (p. 71) for self-reflection and made the decision on how she would make adjustments to the teaching style that she normally used. Cynthia used both informal responses from students and formal feedback from the year-end course evaluations (p. 83) to determine how the students had responded to her new strategies. She added several questions to the standardized School of Nursing evaluation in order to obtain feedback on the BPG component of the course.

To evaluate students, Cynthia used a combination of assignments and exam questions. She used the sample *Rubric for Grading Written Work/Assignments* provided in *Tips, Tools and Templates* (p. 86) to develop a marking scheme for the fourth-year student BPG assignments.

Cynthia's overall goal was to integrate best practice guidelines into the curriculum at the School of Nursing. She felt confident that valuable progress had occurred during the first year based on her interaction with colleagues and the feedback she received. She noted an increased number of emails, phone calls and informal conversations with her colleagues who had questions or comments concerning the integration of the guidelines.



L.E.A.R.N. guide, p. 71
Learner Evaluation of the Educator
(End-of-Course Evaluation), p. 83
Rubric for Grading Written
Work/Assignments, p. 86



Practice Setting

John planned for three types of evaluation: self-assessment as the educator, peer evaluation from Cynthia and learner evaluation of the workshop. (p. 81, 82, 83).

John also used three methods to evaluate the Resource Nurses. Self-assessment, peer evaluation, and educator evaluation were used following the workshop. (p. 84, 85, 86-87). These tools would also be used during the monthly follow-up meetings for ongoing evaluation of the Resource Nurses and their effectiveness based on their new knowledge.

As planned, John and Cynthia will also be conducting a formal evaluation of the learning event and preparing a research proposal to study changes in staff behaviour and patient outcomes.



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Rubrics, p. 86-87

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Phillips, J., & Phillips, P. (2003). Using action plans to measure ROI. *Performance improvement*, 42(1), 24-33.

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Self-Assessment for the Educator

SELF ASSESSMENT STATEMENTS	ALWAYS	MOSTLY	SOMETIMES	NEVER
I am teaching and modeling evidence-based practice				
My teaching strategies help to integrate BPG into curriculum/educational programs and experiences				
I have clearly identified and communicated desired "outcomes" of learning				
I can "see" the effects of teaching strategies on my learners (short-term, mid-term, long-term)				
I routinely evaluate the effectiveness of my teaching strategies				
I routinely evaluate the effectiveness of the learning event				
I have increased my knowledge of BPG from this experience				
I have incorporated successful strategies from previous experiences into this learning event				



Peer Assessment of the Educator

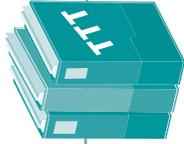
PEER ASSESSMENT STATEMENTS	ALWAYS	MOSTLY	SOMETIMES	NEVER
Teaches and models evidence-based practice? Comments				
Teaching strategies helped to integrate BPG into curriculum/educational programs and experiences Comments				
Clearly identifies and communicates the desired outcomes of learning Comments				
Effects of teaching strategies on learners can be seen (short-term, mid-term, long-term) Comments				
Routinely evaluates the outcomes of teaching strategies Comments				
Routinely evaluates the outcomes of learning events Comments				
Incorporates successful strategies from previous experiences into learning events Comments				



Learner Evaluation of the Educator (End-of-course Evaluation)

Description	Outstanding	Very good	Satisfactory	Unsatisfactory	Not applicable
Displays enthusiasm and energy in conducting learning events					
Conducts learning events in an organized, well planned manner					
Demonstrates and role models evidence-based practice					
Explains concepts clearly and understandably					
Encourages student participation and independent thinking through learning activities					
Responds to students questions clearly and thoroughly					
Presents learning materials in an interesting way					
Shows concern for student progress and offers assistance with problems					
Available for individual consultation (considering class size)					
Close agreement between course objectives and what is actually taught					
Uses methods of evaluation that reflect important aspects of the subject matter and provides for fair evaluation of student learning					
Has motivated me to increase my knowledge and competence in this area					
Overall, how would you rate this course as a learning experience?					

Source: University of Western Ontario. (2003). 2003-4 Undergraduate course and instructor evaluation questionnaire. London, Ontario: Author. Adapted with permission.



Self-Assessment for the Learner

SELF ASSESSMENT STATEMENTS	ALWAYS	MOSTLY	SOMETIMES	NEVER
I am able to choose BPG to fit my practice				
I am able to choose recommendations that fit my clients				
I am able to give rationale for the BPG and the recommendations I choose				
I am using evidence-based practice				
I am integrating BPG into my client care				
I achieved the desired "outcomes" of the learning event				
I have increased my knowledge of BPG from this experience				
I routinely evaluate my learning to address gaps in my knowledge, skills and attitudes as they relate to BPG				



Peer Assessment of the Learner

PEER ASSESSMENT STATEMENTS	ALWAYS	MOSTLY	SOMETIMES	NEVER
Chooses appropriate BPG for practice				
Chooses appropriate recommendations for clients				
Gives sound rationale for choices				
Uses evidence-based practice				
Integrates BPG into client care				
Achieved the desired "outcomes" of the learning event				
Has increased knowledge of BPG from this experience				
Routinely evaluates learning to address gaps in knowledge, skills and attitudes as they relate to BPG				



Educator Evaluation of the Learner – Rubric for Grading Written Work/Assignments

Grade	Topic / Issue / Question	Use of evidence	Degree of analysis	Application to practice
Superior (A+ / A)	Applicable, plausible, sophisticated insight into concepts within current and future trends Comments:	Examples of primary sources evident; excellent integration of quoted material into paper Comments:	Analysis is fresh and exciting, poses new ways to view material and concepts Comments:	Makes clear and definitive links to patient, contextual and professional implications Comments:
Very Good (B+ / B)	Promising, but slightly unclear or lacking insight and originality Comments:	Examples used to support most points; some evidence does not support main points, quotes well integrated Comments:	Evidence related, although points may not be clear Comments:	Application to practice described; fair degree of breadth/depth of argument Comments:
Acceptable / Average (C+ / C)	Uses familiar concepts; offers relatively few new concepts for consideration; may be unclear Comments:	Examples used to support some points; quotes poorly integrated into sentences Comments:	Analysis offers nothing new; quotes do not relate to analysis Comments:	Surface level degree of application; does not demonstrate application beyond status quo; logic often fails Comments:
Needs help / Below average (D+ / D)	Difficult to identify; no originality; restatement of obvious/well identified position Comments:	Very few or weak examples; general failure to support arguments; quotes "plopped in" – not integrated into sentences in meaningful way Comments:	Very little, weak or no attempt to link evidence to argument Comments:	Application does not flow; no connections made Comments:
Does not meet Requirements / Failing paper (F grade)	Lack of comprehensive thought or structure Comments:	No evidence identified or referred to Comments:	No analysis evident Comments:	No application to practice included; inappropriate application Comments:



Educator Evaluation of the Learner - Rubric for Rating of Performance (specific skills)

PERFORMANCE LEVELS	CRITERIA				
	Questioning Skills	Search Skills	Critical Appraisal Skills	Clinical Decision -Making	Sharing Information with Others
EXCEPTIONAL	Continually asks questions, raises different points of view Comments:	Readily accesses internal & external resources; able to conduct search independently Comments:	Integrates critical appraisal skills into practice Comments:	Synthesizes information to facilitate problem-based learning and decision-making with self and others Comments:	Freely shares information and resources with others Comments:
GOOD	Contributes to discussion in a meaningful way Comments:	Accesses available resources; able to conduct search with assistance Comments:	Critically appraises information used for practice Comments:	Can confidently articulate evidence base for clinical practice and decision-making Comments:	Provides meaningful contributions to discussions Comments:
FAIR	Expresses own thoughts & questions Comments:	Aware of resources but does not access Comments:	Demonstrates critical appraisal skills inconsistently Comments:	Attempts to explain rationale for clinical decisions Comments:	Shares superficial information in discussions Comments:
NOT EVIDENT	Does not ask questions Comments:	Does not access available resources Comments:	Does not critically appraise at all Comments:	Can not provide rationale for clinical decisions beyond 'traditional routine' Comments:	Does not contribute to discussions Comments:

Educator's Resource: Integration of Best Practice Guidelines