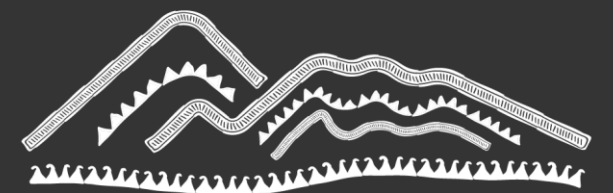




Application for Field
Epidemiology Training
Programs

Kirkpatrick's Four Levels of Evaluation

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Field Epidemiology
In Action

Kirkpatrick's Four Levels of Evaluation



Training effectiveness



Level 4: Results

Leading indicators
/ desired results



Level 3: Behaviour

Reinforce,
Rewards,
Encourage,
Monitor

Training function



Level 2: Learning

Knowledge, Skills,
Attitude,
Confidence,
Commitment



Level 1: Reaction

Engagement,
Relevance,
Satisfaction

Level 4: Results

Degree to which targeted outcomes occur as a result of the training, support and accountability.

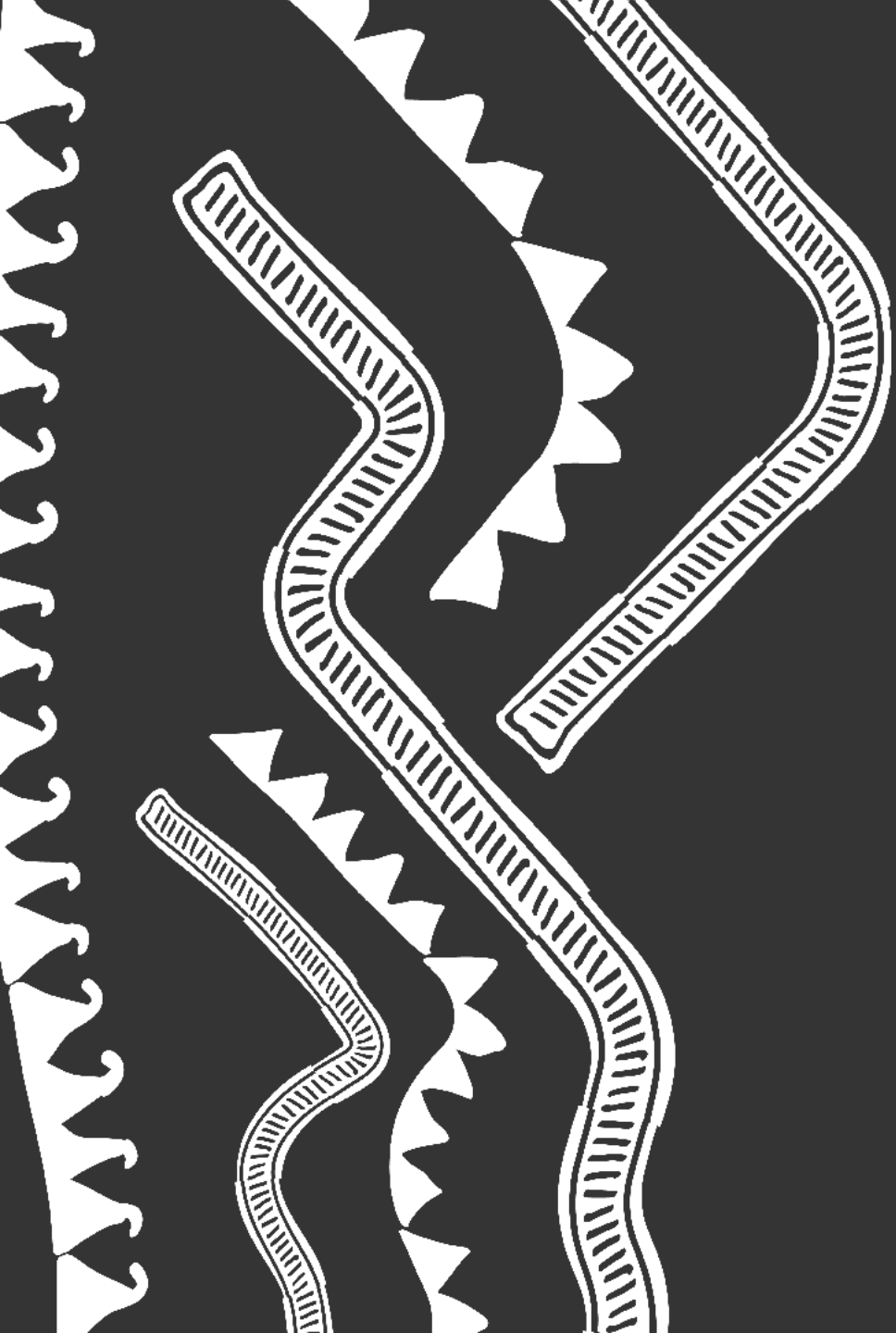
Starts at the end – the impact statement

Increase capacity in applied epidemiology to prepare, protect, and respond to population health priorities in Australia and our region, and to inform policy and practice. (Australian MAE Theory of Change, 2019)

National, provincial, and facility level decision makers use evidence to make decisions related to public health, including outbreak response (Solomon Islands Theory of Change, 2021)

Leading indicators: short-term/long-term observations and measurements that suggest the critical behaviors are on track to create a positive impact on the desired results.



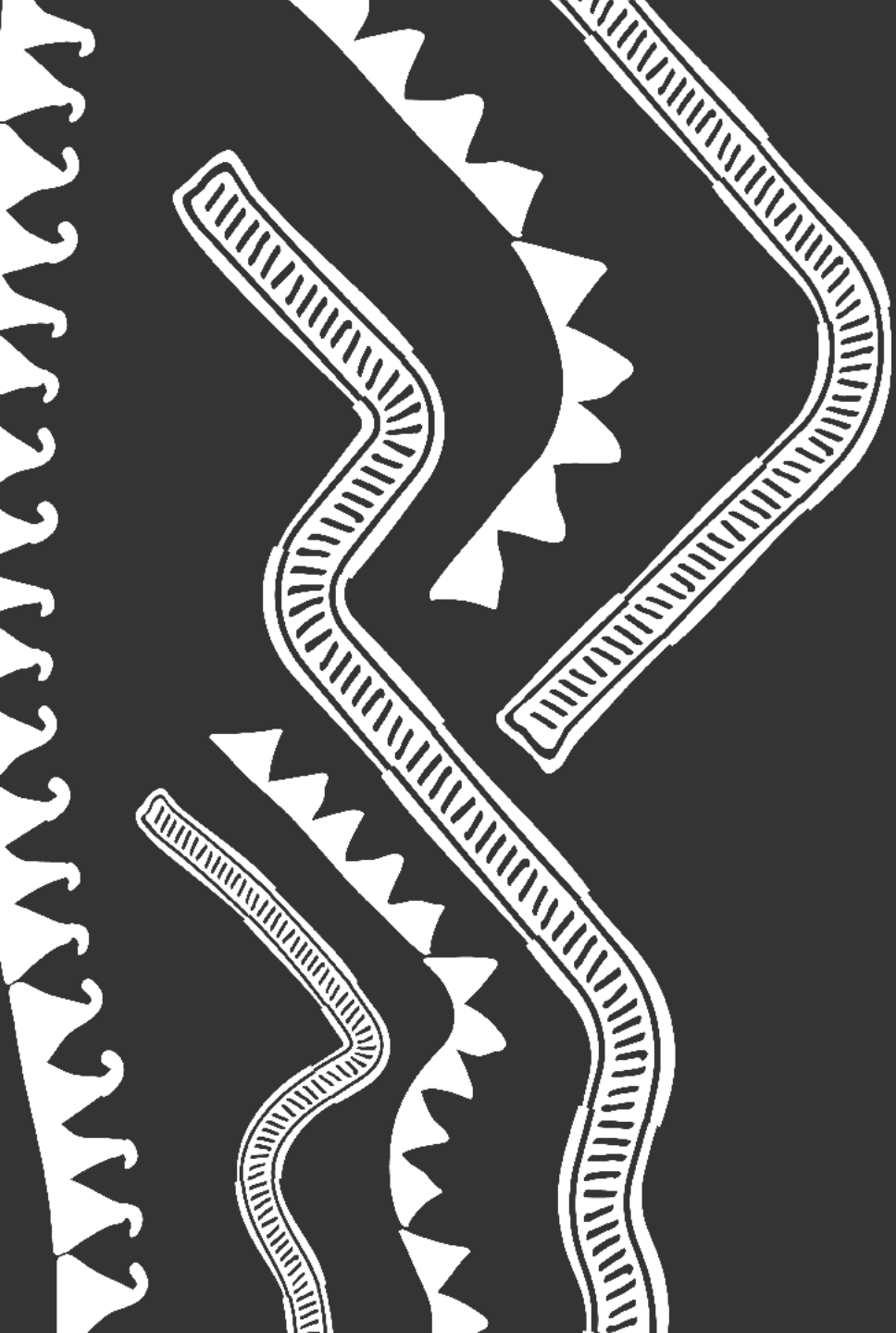


Example questions:

I have seen a positive impact in the following areas as a result of applying what I have learned (check all that apply)

- Increased data quality
- Improved timeliness of reporting
- Improved response to alerts
- Increased personal confidence in my role
- Stronger relationships with my team
- Other (please explain)

Please give an example of a positive outcome you have experienced since attending this training.



Examples of impact from FETP training:

1. Fellow's projects leading to changes in policy or practice
2. Strengthened surveillance systems – increased timeliness of reporting
3. Early detection and response to a public health issue of concern
4. Quantification of impacts of specific projects
Eg. Reduced LTFU in TB programs, increased uptake of PEP
5. Promotion of graduates to senior positions

Level 3: Behaviour

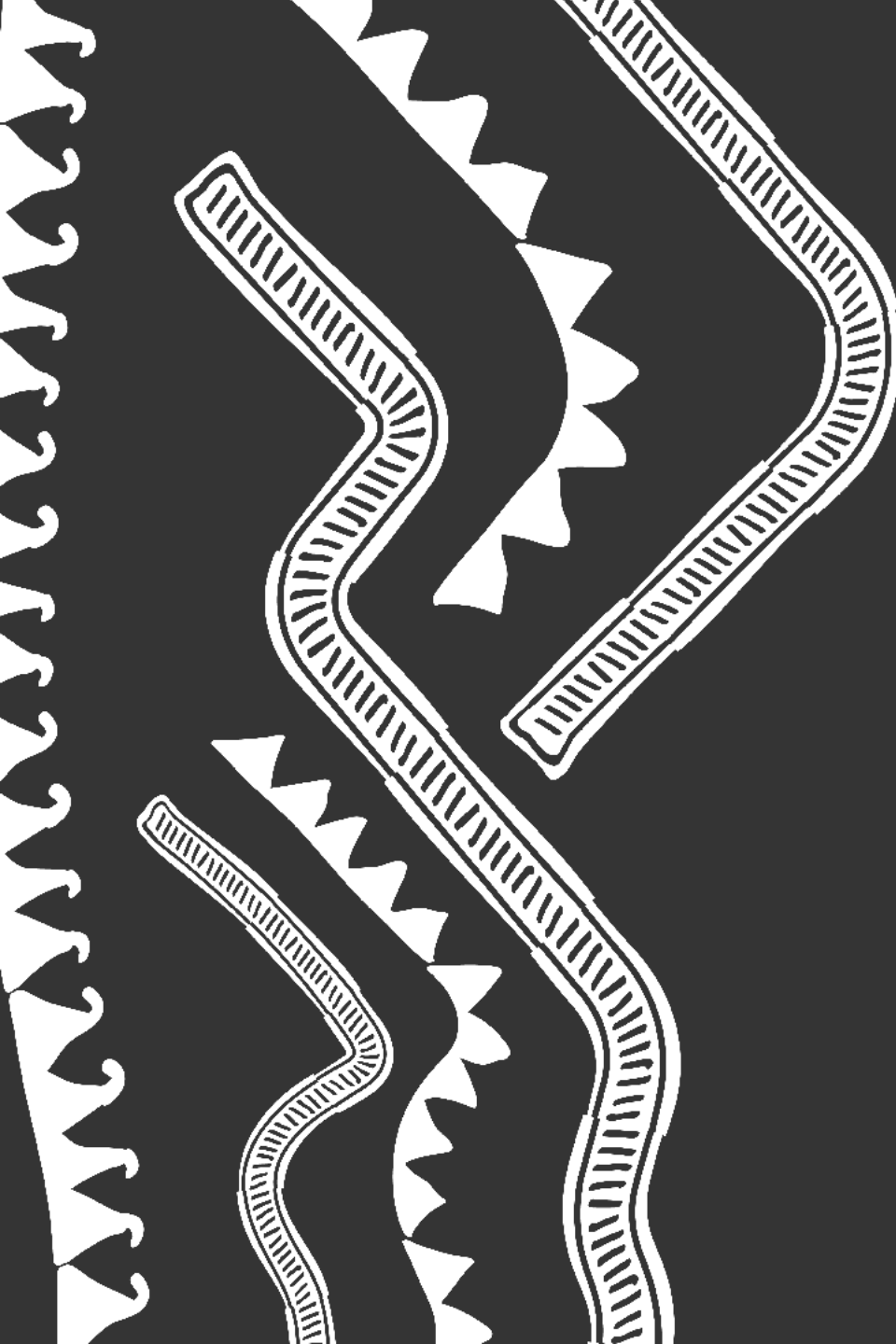
Degree to which fellows apply what they have learnt in their workplace

Critical behaviors: specific actions, which, if performed consistently on the job, will have the biggest impact on the desired results

Required drivers: processes and systems that reinforce, monitor, encourage, and reward performance of critical behaviours in the workplace

On the job learning: personal responsibility and motivation complimentary to required drivers





Example questions:

Behaviour rating scale

1 – I did not apply learnings

2 – applied learnings at least once

3 – applied learnings multiple times

4 – applied learnings and I am teaching others to do the same

Learnings	1	2	3	4
Descriptive analysis of data				
Review of timeliness of surveillance data				
Response to an alert				



Example questions:

If you answered '1' [did not apply learnings] in the previous question, please provide a reason (check all that apply)

- I do not have the necessary knowledge and skills
- I do not have a clear picture of what is expected from me
- I have other, higher priorities
- I do not have the necessary resources to apply what I learned
- I do not have the support to apply what I learned
- Other (provide reason)

Level 2: Learning

Degree to which fellows acquire the intended knowledge, skills, attitudes, confidence, and commitment based on their participation in the training.

Knowledge: know certain information

Skill: know how to apply knowledge to perform a task

Attitude: believe the learnings are of value

Confidence: perception of ability to apply learnings in practice

Commitment: intention to apply learnings in the workplace





Example questions:

Please indicate how confident you were in the knowledge/skills mentioned – before and after the training

Confidence in application of knowledge rating scale

1 – no confidence

2 – a little confidence

3 – confident

4 – very confident

Before training					After training			
1	2	3	4	Learnings from Data Analysis Module	1	2	3	4
				Ability to conduct a descriptive analysis of data				
				Ability to critically interpret results of analysis				
				Ability to identify limitations in the data analysis				
				Recognition of potential sources of bias in data				

Level 1: Reaction

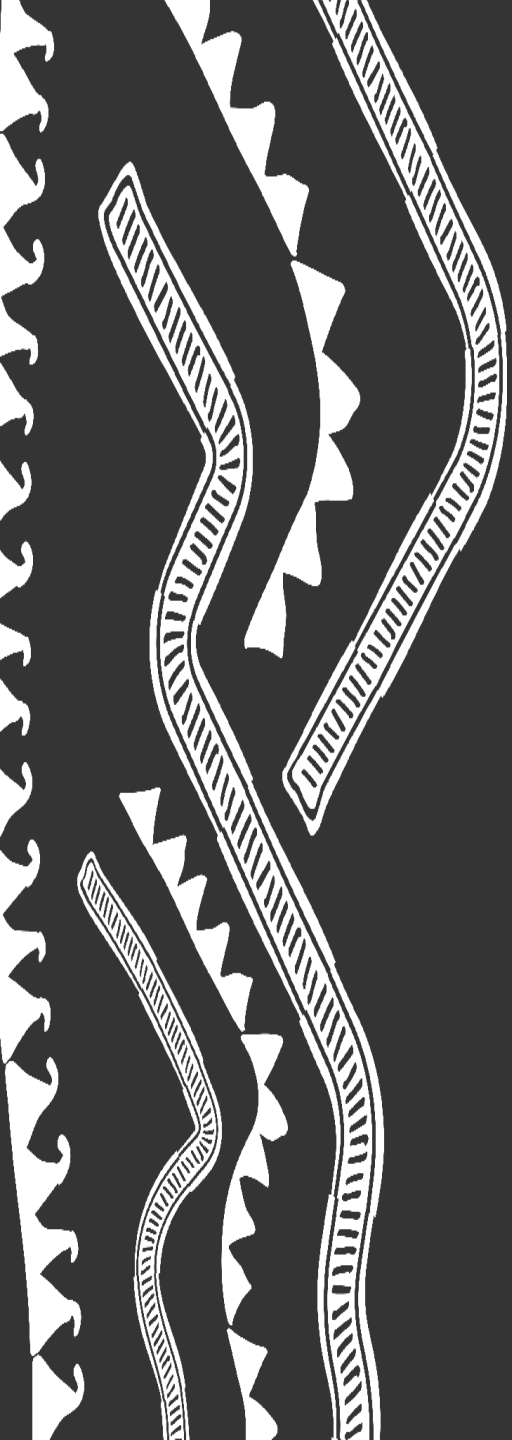
The degree to which fellows find the training favorable, engaging and relevant to their job.

Satisfaction: fellow satisfaction in the delivery

Engagement: actively engaged in and contribute to their learning

Relevance: opportunity to apply learnings in the workplace





Example questions:

	Strongly disagree	Disagree	Agree	Strongly Agree
Relevance	1	2	3	4
The course is relevant to my current role				
The delivery of the training helped my learning experience				
Engagement	1	2	3	4
I had the opportunity to practice and apply learnings				
I had the opportunity to question and discuss				
I was motivated to learn during the training				



Break-out:

How is your
program
measuring up?

Level 4: Results - targeted outcomes occur as a result of the training, support and accountability.

Level 3: Behavior – fellows apply what they have learnt in their workplace.

Level 2: Learning – fellows acquire the intended knowledge, skills, attitudes, confidence, and commitment based on their participation in the training.

Level 1: Reaction – fellows find the training favorable, engaging and relevant to their job.