

Beyond Kirkpatrick

Paul Stevenson

Background

- Skills & Knowledge increased, but little change in behaviour.
- Change training to increase effectiveness
- Local evaluation did not generate information to aid the development of future courses.

Purpose of Evaluation

- Identify if teaching is meeting learners needs
- Identify if current training is effective
- **Identify areas where teaching can be improved**
- Inform the allocation of resources

Kirkpatrick Model

Evaluation used Kirkpatrick model for basis of evaluation educational interventions

Level 1 – Learner reaction

Level 2a – Modification of learner attitudes & perceptions

Level 2b – Learner acquisition of knowledge & skills

Level 3 - Change in learner behaviour

Level 4 - Benefits to the organisation/patient resulting from learner performance

Kirkpatrick Model

Tendency for declarative outcome measures

Shows *if* the intervention has been effective...

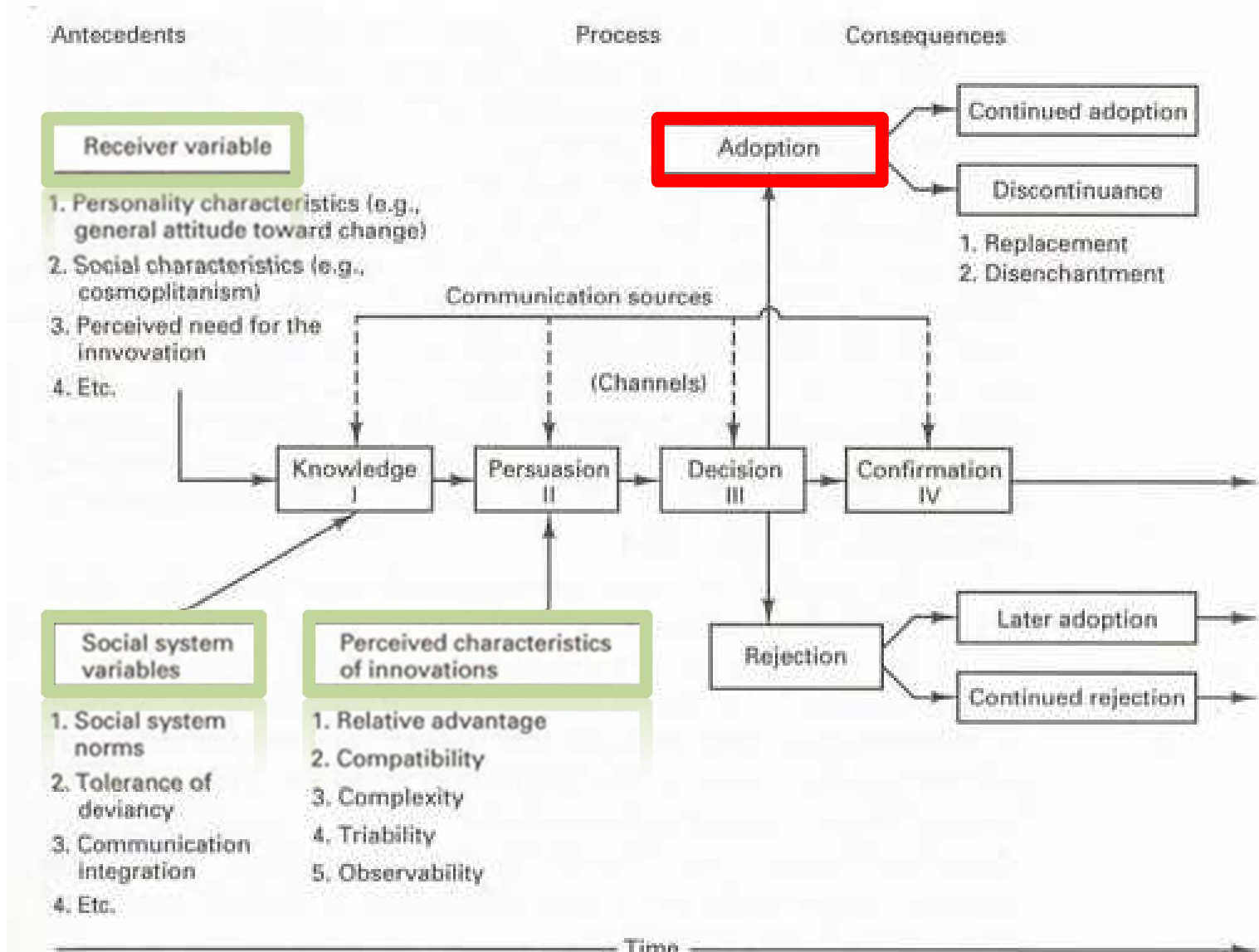
...but provides little information about *why*

Learner Focused

Fails to consider contextual/environmental variables

View that training is solely responsible for any outcome

What should be Evaluated?



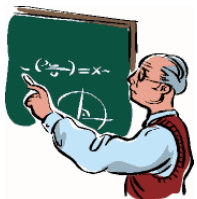
Diffusion of innovation model, Rogers (1995)

Transfer of Learning

Baldwin & Ford ⁽¹⁹⁸⁸⁾ transfer of training into practice.

Three areas of influence on transfer :

1. Aspects of the course
2. Characteristics of the learner
3. Features of the work environment



Common Barriers

- The most commonly mentioned barriers to EBP are:

Learner

- Personal lack of interest
- Lack of skills
- Low self-efficacy
- Previous experience



Training

- Appropriate content
- Delivery method



Environment

- Organisational culture
- Insufficient time
- Lack of resources
- Lack of support from colleagues and management



LET evaluation

Rather than focus solely on the impact of the learner on the environment,
we also measure the impact of the environment on the learner.

Adapting this to evaluate the impact of an educational intervention we get: $B = f(L, E, T)$

Behavior is a function of:

- L - Learner
- E - Environment
- T- Training

Advantages

By evaluating the three areas which influence the transferral of learning we:

Truly understand the impact of the training

Identify and have a better understanding of the barriers which exist and can start to resolve them.

Local Results

- Declarative to Procedural knowledge.
- Self-efficacy
 - monthly on-line opportunity for practice.
- Job Autonomy
 - whole team training events

Further Information

paul.stevenson@bradford.nhs.uk