|  |  |
| --- | --- |
|  | **Professional Regulation Commission** |
| TEMPLATE FOR INSTRUCTIONAL DESIGN FOR RT CPD PROGRAMS |

CPD Council of RESPIRATORY THERAPY

1. **Course/Program Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **Course/Program Description:**
* what the c/p encompasses or covers
* justify or provide reasons why the c/p is offered
* why is there a need for this c/p
* what core competencies or learnings are addressed by this c/p
1. **Major Course/Program Objectives:**
* what is expected from the course/program
1. **Participants Description** (characteristics, entry competency level/prerequisite/s):
* entry competency level/prerequisites: For example, Advance Critical Respiratory Care course cannot be offered to new RT graduates since Advance Critical Respiratory Care requires experience and a certain competency level.
* NOT IN NUMBER OF YEARS but on competencies already demonstrated by the participant.

1. **Instructional Design** (these are the minimum contents/columns required, Provider may add more columns as needed):

| Learning Outcomes | Time allotted for each topic | Topics to be discussed | Specific Objectives for the topics or subtopics | Instructional Delivery Methods(learning strategies/activities) | Evaluation Method |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

EVALUATION by the CPD PROVIDER:

* If c/p offered requires **skills training,** a checklist of steps of the procedure is expected listing the steps, columns for done or not done; passing rate (If the participant achieves \_\_\_\_% minimum of crucial steps in procedure, is this considered passing?)
* Provider will determine how much percentage will be considered passing. Will remedial course be offered so that the participant who fails can eventually complete and pass the evaluation and thereby receive a certificate of completion for course offering? When and how many chances will the participant be given the chance?

PURPOSE OF EVALUATION BY THE CPD PROVIDER:

* Is to check if the participants achieved the learning outcomes intended. CPD Provider has to ensure confidence in the program that it designed.
* If the evaluation of the outcomes is not properly done, then the CPD program is considered weak or poor.
* It is the responsibility of the CPD provider to ensure that the participant achieved learning outcomes through the use of proper evaluation tools.
* Self-evaluation by the participant is not sufficient proof of having achieved learning outcomes.

Outline on how you will measure the effectiveness of your training using Kirkpatrick’s 4 levels of evaluation:

How to Apply the Model

Level 1: Reaction

Start by identifying how you'll measure reaction. Consider addressing these questions:

 • Did the trainees feel that the training was worth their time?

 • Did they think that it was successful?

 • What were the biggest strengths of the training, and the biggest weaknesses?

 • Did they like the venue and presentation style?

 • Did the training session accommodate their personal [learning styles](https://www.mindtools.com/mnemlsty.html)?

Next, identify how you want to measure these reactions. To do this you'll typically use participant’s satisfaction survey, focus group or questionnaires; however you can also watch trainees' body language during the training, and get verbal feedback by asking trainees directly about their experience.

**Level 2: Learning**

To measure learning, start by identifying what you want to evaluate. (These things could be changes in knowledge, skills, or attitudes.)

It's often helpful to measure these areas both before (pre) and after (post) training. So, before training commences, test your trainees to determine their knowledge, skill levels, and attitudes.

Once training is finished, test your trainees a second time to measure what they have learned, or measure learning with interviews or verbal assessments.

**Level 3: Behavior**

It can be challenging to measure behavior effectively. This is a longer-term activity that should take place weeks or months after the initial training.

Consider these questions:

 • Did the trainees put any of their learning to use?

 • Are trainees able to teach their new knowledge, skills, or attitudes to other people?

 • Are trainees aware that they've changed their behavior?

One of the best ways to measure behavior is to conduct observations and interviews over time.

**Level 4: Results**

Of all the levels, measuring the final results of the training is likely to be the most costly and time consuming. The biggest challenges are identifying which outcomes, benefits, or final results are most closely linked to the training and coming up with an effective way to measure these outcomes over the long term.

Here are some outcomes to consider, depending on the objectives of your training:

 • Increased employee retention.

 • Increased production.

 • Higher morale.

 • Reduced waste.

 • Increased sales.

 • Higher quality ratings.

 • Increased customer/patient satisfaction.

 • Fewer staff complaints.