Training and Education Directorate Course Analysis Tool

November 2010

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Course Analysis Tool

Introduction to the Course Analysis Tool (CAT)

The Defense Centers of Excellence for Psychological Health and Traumatic Brain Injury's (DCoE) Training and Education Directorate recognizes that training and education courses are a critical part of providing support and care to service members and their families. To help fulfill its mission, the Training and Education Directorate developed a course analysis tool (CAT) for course and/or curriculum developers, program managers, instructors or training evaluation staff. The CAT can be used to:

- Identify and assess the range of design strategies and techniques that are currently being implemented in courses
- Collect training course and/or training program information
- Identify potential best practices in course design, as well as areas for further development
- Develop a series of questions supporting program effectiveness and/or curriculum review activities
- Create catalogs of training and education programs that can be accessed to share course content

INSTRUCTIONS

The CAT can be completed for each course that you currently teach or offer. For the purposes of this CAT, a training course is defined as one session or many sessions that are designed to achieve a primary instructional goal. A training program is made up of more than one course that is designed to achieve a related set of instructional goals.

Please note that the text boxes located throughout the CAT provide definitions relevant to the various questions, as well as tips and information about potential best practices in course design, training and education. Future developments include a streamlined web-based version of the CAT that can be customized based on the various uses listed above.

Section A. Course Identification Information

> **Description**
>
> This section is designed to gather background information on the training course.

QUESTIONS

COURSE DESCRIPTION

> For the purposes of this CAT, a training course is defined as an instructional event that can consist of one or more sessions. A training program is defined as a set of multiple training courses.

1. What is the title of the course?

2. Is the course part of a larger training program?

   ☐ Yes (If yes, please answer question 2a.)
   ☐ No (If no, please go to question 3.)

   2a. Name of Program: _____

3. Which traumatic brain injury or psychological health conditions are addressed in the course?
   Please check all that apply.

   3a. ☐ Academic Problems

   3b. ☐ Adjustment Disorders

   3c. ☐ Antisocial Behavior

   3d. ☐ Anxiety Disorders

       3.d.1. ☐ Post-traumatic Stress Disorder

       3.d.2. ☐ Acute Stress Disorder

       3.d.3. ☐ Obsessive-Compulsive Disorder

       3.d.4. ☐ Panic Disorder

       3.d.5. ☐ Social Phobia

       3.d.6. ☐ Specific Phobia

       3.d.7. ☐ Other Anxiety Disorders

   3e. ☐ Bereavement

   3f. ☐ Depressive Disorders

       3.f.1. ☐ Major Depressive Disorder

       3.f.2. ☐ Dysthymic Disorder

   3g. ☐ Deployment-Related Conditions

   3h. ☐ Marital and Family Conflict

   3i. ☐ Marital and Family Violence or Abuse

   3j. ☐ Military Sexual Trauma/Sexual Abuse

   3k. ☐ Resilience

   3l. ☐ Substance-Related Disorders: Alcohol

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3m. ☐ Substance-Related Disorders: Drug

3n. ☐ Substance-Related Disorders: Nicotine or Tobacco

3o. ☐ Suicide

3p. ☐ Traumatic Brain Injury

    3.p.1. ☐ Mild/Concussion

    3.p.2. ☐ Moderate

    3.p.3. ☐ Severe

    3.p.4. ☐ Penetrating

    3.p.5. ☐ Blast Injury

    3.p.6. ☐ Comorbid Traumatic Brain Injury and Post-Traumatic Stress Disorder

    3.p.7. ☐ Associated Auditory and Sensory Deficits

3q. ☐ Work-Related Stress

3r. ☐ Sleep Disorders

    3.r.1. ☐ Primary Insomnia

    3.r.2. ☐ Nightmare Disorder

    3.r.3. ☐ Sleep Terror Disorder

    3.r.4. ☐ Sleepwalking Disorder

3s. ☐ Impulse Control Disorders

    3.s.1. ☐ Intermittent Explosive Disorder

    3.s.2. ☐ Kleptomania

    3.s.3. ☐ Pyromania

    3.s.4. ☐ Pathological Gambling

    3.s.5. ☐ Trichotillomania

3t. ☐ Other Conditions
The CAT is interested in courses that are being taught for psychological health conditions or traumatic brain injury. If you would like to continue, please enter the psychological health or traumatic brain injury condition the course content covers.

4. Is the course content material based on or does it include references to published materials such as peer-reviewed research?

☐ Yes ☐ No

5. Are clinical practice guidelines (CPGs) referenced in the course?

☐ Yes ☐ No If yes, list up to 5 CPGs.

_____
_____
_____
_____
_____

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6. Which service branch or center provided funding for the development of this course?
    Please check all that apply.

    ☐ Air Force   ☐ Reserves
    ☐ Army   ☐ Veterans Affairs
    ☐ Marine Corps   ☐ Civilian Agency
    ☐ Navy   ☐ Department of Defense (DoD)
    ☐ National Guard   ☐ Other

    If "other," enter sponsor name: _____

7. Point of Contact Information:

    7a. Rank/Rate: _____
    7b. First Name: _____
    7c. Last Name: _____
    7d. Phone Number/DSN: _____
    7e. E-mail Address: _____
    7f. Street Address 1:   _____
    7g. Street Address 2:   _____
    7h. City: _____
    7i. State: _____
    7j. Zip Code: _____

8. What was the release date of the course?
    ☐ Don't Know or ☐ _____
                        [MM/DD/YYYY]

9. What was the most recent date the course was revised?
    ☐ Don't Know or ☐ _____
                        [MM/DD/YYYY]

10. What is the duration of the course?

    ☐ 1-2 hours   ☐ 2-4 weeks
    ☐ 3-4 hours   ☐ 1-2 months
    ☐ 1 day   ☐ 3-6 months/Semester
    ☐ 2-3 days   ☐ More than 6 months
    ☐ 4-5 days

11. How frequently is the course offered?

    ☐ Weekly   ☐ Semi-Annually
    ☐ Monthly   ☐ Annually
    ☐ Quarterly   ☐ As Needed

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12. How many instructor contact hours are offered in the course?

☐ 1-2 hours   ☐ 8-40 hours
☐ 3-4 hours   ☐ 40+ hours
☐ 5-7 hours

13. What materials are available for the course? Check all that apply.

13a. ☐ Instructor Guide
13b. ☐ Course Outline or Syllabus
       Please attach the course outline or syllabus if available or send as a separate attachment.
13c. ☐ Student Guide (In addition to or other than an outline or syllabus)
13d. ☐ Handouts (e.g., research articles, case studies, charts, job aids)
13e. ☐ End of course evaluation form
13f. ☐ Knowledge acquisition test
13g. ☐ No material is available for the course
13h. ☐ Other (describe): _____

14. Where is the course offered? Check all that apply.

14a. ☐ Online
       If online, please enter URL: http://_____
       If specific URL is unavailable, identify the Web portal:_____
14b. ☐ Conference or Training Facility
       Name of Conference: _____
       Name of Training Facility: _____
14c. ☐ School or Schoolhouse
       Name of School or Schoolhouse _____
14d. ☐ Mobile delivery. The course is delivered at various locations upon request.
14e. ☐ Other: _____

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COURSE DELIVERY

Training courses can be delivered via a variety of modes. Select all the methods and strategies you use and how they are used in the training course.

15. ☐ **Instructor-led training.** An instructor who facilitates learning experiences either in real-time or via off-line interactions.

    15a. ☐ Used as the sole instructional mode in course

    15b. ☐ Combined with technology-based components such as eLearning or webcasts

> Each delivery mode has advantages and disadvantages. Instructor-led training offers the potential for interaction between students and subject matter experts to enhance student learning. Technology-based training can enhance the effectiveness of a training course, as well as address other issues, such as student training access, engagement, sustainment of skills, progress tracking and informal learning opportunities.

16. ☐ **Computer-based training (aka eLearning).** Online learning materials that present information and provide opportunities for practice and testing.

    16a. ☐ Used as the sole instructional mode for the course

    16b. ☐ Used as a component of training delivery solution (along with instructor-led and other components)

> Optimal applications include acquiring knowledge of policies, concepts, and procedures; modes include preparation for instructor-led class or self-study.

17. ☐ **Video Tele-Training.** Live training sessions delivered using videoconferencing technology.

    17a. ☐ Used as the sole instructional mode in course

    17b. ☐ Used for course project work

    17c. ☐ Used for discussions during course delivery

    17d. ☐ Used for course follow-up discussions

    17e. ☐ Used for new process or policy launch

> Optimal applications include interactive distance learning and remote collaboration.

18. ☐ **Webcast.** Web-based presentations that include two-way text chat, participant polling, audio conferencing, computer application-sharing and whiteboarding.

    18a. ☐ Used as the sole instructional mode in course

    18b. ☐ Used for course project work

    18c. ☐ Used for discussions during course delivery

    18d. ☐ Used for course follow-up discussions

    18e. ☐ Used for new process or policy launch

> Optimal applications include group interactive discussions to present updates, gather feedback, facilitate new processes or other group project-based work.

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19. ☐ **Online forum.** Online discussion environments allow participants to track and contribute to various "threads" of ongoing discussions. Often instructors post a question to initiate discussions and moderate the direction of the ensuing discussion.

> Optimal applications include remote collaboration or informal learning between members of a community of practice or a project team.

    19a. ☐ Used as the sole instructional mode in course
    19b. ☐ Used for course project work
    19c. ☐ Used for discussions during course delivery
    19d. ☐ Used for course follow-up discussions

20. ☐ **Computer-mediated games.** A game is a system in which players engage in an artificial conflict, defined by rules, which results in a quantifiable outcome. Games can be used to teach and practice a set of job-related skills. Example: HotZone Crisis Response Game.

> Optimal applications include a broad variety of instructional purposes with a focus on learning complex procedures or systems, such as crisis response, medical terminology or clinical procedures. Games can provide great motivation to learners.

    20a. ☐ Used as the sole instructional mode in course
    20b. ☐ Used to provide practice of job-related skills
    20c. ☐ Used to teach new concepts and ideas
    20d. ☐ Used to provide assessment and feedback on job-related skills
    20e. ☐ Used to provide motivation for further learning in the subject
    20f. ☐ Used to provide access to supplemental information

21. ☐ **Computer-based simulation.** A simulation is a computer-based environment in which the learner interacts with realistic or abstract representations of real-world systems, scenarios, or processes. Example: The Virtual Dental Implant Training Simulation Program.

> Optimal applications include learning complex procedures or systems. Learners can practice their skills in complex clinical procedures without consequences, since they are working in a simulated environment.

    21a. ☐ Used as the sole instructional mode in course
    21b. ☐ Used to provide practice of job-related skills
    21c. ☐ Used to teach new concepts and ideas
    21d. ☐ Used to provide assessment and feedback on job-related skills
    21e. ☐ Used to provide motivation for further learning in the subject
    21f. ☐ Used to provide access to supplemental information

22. ☐ **Social networking.** A social network service focuses on building online communities of people who share interests and/or activities, or who are interested in exploring the interests and activities of others. Most social network services are web-based and provide a variety of ways for

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users to interact, such as e-mail and instant messaging services. Examples of social network services include Twitter and Facebook. Technology examples include wikis and blogs.

22a. ☐ Used to provide course discussions and interaction

22b. ☐ Used to provide access to more expanded instructional content

22c. ☐ Used to allow students to build supplemental course-related content

> Optimal applications include informal learning between members of a community of practice or a project team. Social networking expands learners' access to information for learning on demand.

COURSE AUDIENCE

23. Please identify the primary target audience for this course. Please select all that apply.

> Course designers must take audience characteristics into account when designing courses because each group of learners has different set of characteristics that influence the way they learn.

23a. ☐ Service members

    23.a.1. ☐ Enlisted
        ☐ E1 – E3
        ☐ E4 – E6
        ☐ E7 – E9

    23.a.2. ☐ Warrant Officers

    23.a.3. ☐ Officers
        ☐ 01 – 03
        ☐ 04 – 05
        ☐ 06 and above

23b. ☐ Military Clinicians and Independent Licensed Practitioners
    23.b.1. ☐ Mental Health Clinician
    23.b.2. ☐ Primary Care Clinician
    23.b.3. ☐ Other: _____

23c. ☐ Non-Military Clinicians and Independent Licensed Practitioners
    23.c.1. ☐ Mental Health Clinician
    23.c.2. ☐ Primary Care Clinician
    23.c.3. ☐ Other: _____

23d. ☐ Veterans
    23.d.1. ☐ Enrolled in VA Healthcare
    23.d.2. ☐ Not Enrolled in VA Healthcare

23e. ☐ Community Leaders

23f. ☐ Employers

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23g. ☐ Family

    23.g.1. ☐ Spouse/ Significant Other

    23.g.2. ☐ Parents/Grandparents

    23.g.3. ☐ Children/ Adolescents — The CAT educational information and course profile information is only applicable for adults. Please note that the CAT will not provide appropriate educational information and course profile information for courses for children and adolescents.

23h. ☐ Others

24. What is the educational background of the primary target audience for this course? Please check all that apply.

    24a. ☐ High School Diploma/GED

    24b. ☐ Associate's Degree

    24c. ☐ Bachelor's Degree

    24d. ☐ Post Graduate Degree

    24e. ☐ Unknown or Varies

COURSE ACCREDITATION

25. Is this course accredited by an external professional organization?

    ☐ Yes   ☐ No

    25a. Which accrediting body approved this course?

        25.a.1. ☐ USUHS

        25.a.2. ☐ Other _____

        25.a.3. ☐ Other _____

26. Does this course award continuing education units?

    ☐ Yes   ☐ No

    26a. ☐ Continuing Medical or Nursing Education
Please check all professionals who would be eligible.

        26.a.1. ☐ Physician

        26.a.2. ☐ Nurse

        26.a.3. ☐ Other _____

    26b. ☐ Continuing Education Units non-medical
Please check all professionals who would be eligible.

        26.b.1. ☐ Psychologist

        26.b.2. ☐ Social Worker

        26.b.3. ☐ Case Manager

        26.b.4. ☐ Other _____

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Section B. Course Instructional Goals

Description

Designers of training courses define specific instructional goals they would like students to achieve upon completion of the course. Instructional goals are general statements of learning outcomes, such as *apply clinical practice guidelines to the clinical treatment of service members with traumatic brain injuries*. This section assesses which instructional goals your course is designed to help students achieve.

QUESTIONS

COURSE INSTRUCTIONAL GOALS

Categories of Course Instructional Goals. Cognitive or attitudinal instructional goals can be grouped into seven categories: knowledge acquisition, knowledge comprehension, skill application, analysis, synthesis, value and internalization. A training course can be designed to help students achieve any or all of these seven goal categories. Please select from the list below the categories of instructional goals the course is designed to help learners achieve.

> Highly effective training courses are designed to help students reach a set of specific instructional goals. It is important to align the course goals with the appropriate instructional strategies to ensure students reach these goals.

27. ☐ **Knowledge acquisition goals**. At the completion of the course, students are expected to be able to state, describe or list new information presented in the course. For example, students will be able to state the primary symptoms of traumatic brain injury.

28. ☐ **Knowledge comprehension goals.** At the completion of the course, students are expected to be able to explain, discuss, distinguish, restate or compare new information presented in the course. For example, students will be able to distinguish the symptoms of traumatic brain injury from the symptoms of other mental disorders.

29. ☐ **Skill application goals.** At the completion of the course, students are expected to be able to demonstrate one or more of the following skills: perform, apply, compute, construct, predict, solve, complete or examine materials when presented with a new task. For example, students will be able to perform a clinical test of a patient who exhibits symptoms of traumatic brain injury.

30. ☐ **Analysis goals.** At the completion of the course, students are expected to be able to demonstrate one or more of the following skills: analyze, break-down, deconstruct, infer or separate course-related content in a given scenario and identify how the course content may cause an effect. For example, students will be able to evaluate the results of a clinical test of a patient who exhibits symptoms of traumatic brain injury.

31. ☐ **Synthesis goals.** At the completion of the course, students are expected to be able to demonstrate one or more of the following skills: apply the course material to compose, create, devise, design or generate material that was not part of the course content. For example, students will be able to develop a clinical test for detecting traumatic brain injury in patients.

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32. ☐ **Value assignment goals.** At the completion of the course, students are expected to be able to demonstrate the following: assign a value to a concept or principle from the course content. For example, students identify the importance of psychological readiness to maintaining a mission-ready force.

33. ☐ **Value internalization goals.** At the completion of the course, students are expected to be able to demonstrate the following: identify with a value or principle such that the student internalizes it as a personal value or principle. For example, students believe that psychological health is their priority for service members in their unit.

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Section C. Course Design

Description

Course design includes a variety of decisions made by the course developer about employing the optimum instructional strategies to enhance the student's learning. This section assesses the four main areas of course design: adult learning design principles, information layout, learning styles and applying knowledge and skills.

QUESTIONS

Adult learners have a unique set of motivations for learning. Adults are typically self-directed in their activities, are focused on activities that can help them in their work environment or personal lives, have a large reservoir of experience that they bring to the classroom and look for the immediate relevancy of the learning activities in which they are asked to participate. Trainers for adults must take these motivations into account to design training courses that capture the attention of and motivate adults to learn**.**

ADULT LEARNING DESIGN PRINCIPLES

34.   **Preview course learning goals.** Does the course present the course learning goals to the student before each unit of instruction?

☐ Yes   ☐ No

35.   **Review course learning goals.** Does the course summarize and review the course learning goals at the end of each unit of instruction?

☐ Yes   ☐ No

36.   **Relevance.** Does the course use real-world examples and situations when teaching new concepts?

> For example, the examples used in a course for clinical practitioners should be targeted to that job role.

☐ Yes   ☐ No
If yes, please select how often real world examples are used.

36a.   ☐   Very rarely uses real-world examples
36b.   ☐   Rarely uses real-world examples
36c.   ☐   Occasionally uses real world examples
36d.   ☐   Frequently uses real-world examples
36e.   ☐   Very frequently uses real-world examples

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37. **Existing knowledge and attitudes.** Does the course relate new information to the learner's existing knowledge and attitudes about the subject matter?

☐ Yes ☐ No

For example, the course materials could explain how a current procedure relates to the new procedure being taught.

If yes, please select how often the course relates new information to the learner's existing knowledge.

37a. ☐ Very rarely relates old information to new information
37b. ☐ Rarely relates old information to new information
37c. ☐ Occasionally relates old information to new information
37d. ☐ Frequently relates old information to new information
37e. ☐ Very frequently relates old information to new information

38. **Knowledge checks with feedback.** Are students asked questions throughout the course at frequent intervals **and also** provided meaningful feedback based on their responses?

☐ Yes ☐ No

Knowledge checks are questions posed at frequent intervals in the course that help ensure the participant understands and is able to retain the new concept or skill. Feedback to incorrect answers helps to clarify any misunderstandings. If the answer is correct, the feedback helps to reinforce the concept or skill.

If yes, please select how often knowledge checks with feedback are used.

38a. ☐ Very rarely provides knowledge checks with feedback
38b. ☐ Rarely provides knowledge checks with feedback
38c. ☐ Occasionally provides knowledge checks with feedback
38d. ☐ Frequently provides knowledge checks with feedback
38e. ☐ Very frequently provides knowledge checks with feedback

39. **Student question opportunities.** Do students have the opportunity to ask questions of the instructor, or a subject matter expert, during or after the course?

☐ Yes ☐ No

Questions to an expert instructor help the students ensure they understand the new concept or skill. Discussion with the instructor helps the students correct any misunderstandings and reinforces correct understandings.

If yes, please select how often student question opportunities are used.

39a. ☐ Very rarely provides question opportunities
39b. ☐ Rarely provides question opportunities
39c. ☐ Occasionally provides question opportunities
39d. ☐ Frequently provides question opportunities
39e. ☐ Very frequently provides question opportunities

40. **Practice exercises.** Are the students provided with a variety of practice exercises (e.g., identifying the symptoms of post-traumatic stress disorder in realistic examples) that are related to the knowledge and skills they are expected to perform in the workplace?

    ☐ Yes ☐ No

    If yes, please select how often practice exercises are used.

    40a. ☐ Very rarely offers practice exercises

    40b. ☐ Rarely offers practice exercises

    40c. ☐ Occasionally offers practice exercises

    40d. ☐ Frequently offers practice exercises

    40e. ☐ Very frequently offers practice exercises

    > Exercises help the learners to develop flexibility and adaptability in applying their new skills and knowledge.

41. **Course mastery.** Does the course or instructor provide opportunities for assessment to the students during the course showing how well they are doing in mastering the content?

    > Courses can present a score for knowledge checks and quizzes and make that score available to students while studying the course.

    41a. ☐ Yes ☐ No

INFORMATION LAYOUT

> The layout of the information presented in course materials can help or hinder the students' processing and retention of the information.

Select each of the following methods and strategies that are used to lay out and arrange information and identify how often they are used.

42. **Advance organizers.** Is new material first presented in an outline or summary that helps to process and retain the information?

    > For example, a course using advance organizers would provide the following:
    >
    > The course first lists the changes to a policy. Next, it provides a detailed discussion of each of each policy change.

    ☐ Yes ☐ No

    If yes, please select how often.

    42a. ☐ Very rarely uses advance organizers

    42b. ☐ Rarely uses advance organizers

    42c. ☐ Occasionally uses advance organizers

    42d. ☐ Frequently uses advance organizers

    42e. ☐ Very frequently uses advance organizers

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43. **Summary.** Are the main points summarized at the end of each unit of instruction?

☐ Yes ☐ No

If yes, please select how often.

43a. ☐ Very rarely provides summaries

43b. ☐ Rarely provides summaries

43c. ☐ Occasionally provides summaries

43d. ☐ Frequently provides summaries

43e. ☐ Very frequently provides summaries

> Summarizing course content helps the learners review the material and provides an opportunity for the learners to ensure they have met the course learning goals.

44. **Mnemonics.** Are devices or prompts used to help learners recall longer series of information?

☐ Yes ☐ No

If yes, please select how often.

44a. ☐ Very rarely uses mnemonics

44b. ☐ Rarely uses mnemonics

44c. ☐ Occasionally uses mnemonics

44d. ☐ Frequently uses mnemonics

44e. ☐ Very frequently uses mnemonics

> For example, a mnemonic to remember the seven conjunctions is the word FANBOYS. Each letter represents a conjunction: for, and, nor, but, or, yet and so, which spells the word FANBOYS.

45. **Information chunking.** Are large amounts of information presented in incremental segments?

☐ Yes ☐ No

If yes, please select how often.

45a. ☐ Very rarely uses information chunking

45b. ☐ Rarely uses information chunking

45c. ☐ Occasionally uses information chunking

45d. ☐ Frequently uses information chunking

45e. ☐ Very frequently uses information chunking

> Cognitive science research has shown that people can best memorize and recall a list of five to seven items (Miller, 1956; Schacter, Gilbert, & Wegner, 2008). This rule applies to the number of bullets on a slide or steps in a process. Best practices in information layout indicate it is most effective to group longer lists into subgroups of five to seven items.

46. **Orientation.** Do course learning materials show students both where they are in the course materials and how much more they have yet to complete?

☐ Yes ☐ No

If yes, please select how often.

46a. ☐ Very rarely provides orientation information

46b. ☐ Rarely provides orientation information

46c. ☐ Occasionally provides orientation information

46d. ☐ Frequently provides orientation information

46e. ☐ Very frequently provides orientation information

> For example, courses can present the number of pages viewed and the total number of pages in the lesson. (e.g., page 23/40).

LEARNING STYLES

Learning styles refer to the way a person takes in, understands, expresses and remembers information; it is the mode in which a person learns best. Learning styles include visual, auditory and kinesthetic.

Select each of the methods and strategies that are used to address learning styles.

47. **Visual displays** of information are used such as charts, tables, graphs, diagrams and other illustrations. For example, a flow chart used to describe a process.

    ☐ Yes ☐ No
    If yes, please select how often.
    47a. ☐ Very rarely uses visual displays
    47b. ☐ Rarely uses visual displays
    47c. ☐ Occasionally uses visual displays
    47d. ☐ Frequently uses visual displays
    47e. ☐ Very frequently uses visual displays

> **Visual learners** absorb and retain information more easily when their attention is directed to key points with highlighting or color coding on visual displays and when written instructions or directions are provided.

48. **Color coding** is used to focus the learner's attention, such as directing attention to the most important points in visual displays.

    ☐ Yes ☐ No
    If yes, please select how often.
    48a. ☐ Very rarely uses color coding
    48b. ☐ Rarely uses color coding
    48c. ☐ Occasionally uses color coding
    48d. ☐ Frequently uses color coding
    48e. ☐ Very frequently uses color coding

49. **Written instructions** are provided to inform students how to complete course assignments, such as exercises or reading assignments.

    ☐ Yes ☐ No
    If yes, please select how often.
    49a. ☐ Very rarely uses written instructions
    49b. ☐ Rarely uses written instructions
    49c. ☐ Occasionally uses written instructions
    49d. ☐ Frequently uses written instructions
    49e. ☐ Very frequently uses written instructions

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> **Auditory** learners process and retain information more easily if they can listen to explanations or discuss the subject matter with others.

50. **Discussions** of the course content are provided through opportunities such as interviews, debates, role-plays or question and answer sessions.

☐ Yes ☐ No

If yes, please select how often.

50a. ☐ Very rarely provides discussions

50b. ☐ Rarely provides discussions

50c. ☐ Occasionally provides discussions

50d. ☐ Frequently provides discussions

50e. ☐ Very frequently provides discussions

> **Kinesthetic learners** absorb and retain information more easily if:
>
> - They can move around the classroom while learning
> - There are frequent breaks from work sessions
> - Concrete learning materials are provided such as models, games or computer programs
> - They write information out more than once

51. **Mobility** opportunities are provided so students can move around the classroom during instruction as needed.

☐ Yes ☐ No

If yes, please select how often.

51a. ☐ Very rarely provides mobility opportunities

51b. ☐ Rarely provides mobility opportunities

51c. ☐ Occasionally provides mobility opportunities

51d. ☐ Frequently provides mobility opportunities

51e. ☐ Very frequently provides mobility opportunities

52. **Breaks are provided every 45 minutes** so students stay alert and ready to learn.

☐ Yes ☐ No

If yes, please select how often.

52a. ☐ Very rarely provides breaks

52b. ☐ Rarely provides breaks

52c. ☐ Occasionally provides breaks

52d. ☐ Frequently provides breaks

52e. ☐ Very frequently provides breaks

53. **Concrete (hands-on) learning materials** such as models, games or computer programs are used.

☐ Yes ☐ No

If yes, please select how often.

53a. ☐ Very rarely uses concrete learning materials
53b. ☐ Rarely uses concrete learning materials
53c. ☐ Occasionally uses concrete learning materials
53d. ☐ Frequently uses concrete learning materials
53e. ☐ Very frequently uses concrete learning materials

54. **Drill repetition** is used to provide students the opportunity to memorize material through writing the information repeatedly.

☐ Yes ☐ No

If yes, please select how often.

54a. ☐ Very rarely uses drill repetition
54b. ☐ Rarely uses drill repetition
54c. ☐ Occasionally uses drill repetition
54d. ☐ Frequently uses drill repetition
54e. ☐ Very frequently uses drill repetition

APPLYING KNOWLEDGE AND SKILLS

Knowledge Application

Select each of the following methods and strategies that are used to provide opportunities for learners to apply what they have learned and to master the new knowledge or skills.

55. **Practice exercises**.

☐ Yes ☐ No

If yes, please select how often.

55a. ☐ Very rarely offers practice exercises
55b. ☐ Rarely offers practice exercises
55c. ☐ Occasionally offers practice exercises
55d. ☐ Frequently offers practice exercises
55e. ☐ Very frequently offers practice exercises

> Learners need opportunities to practice their newly acquired skills and knowledge in real-life situations. Providing a variety of practice situations helps learners to adapt their skills to the situations they will encounter on-the-job.

56. **Peer tutoring**. Practitioners teach job-related skills to their colleagues, or peers.

☐ Yes ☐ No

If yes, please select how often.

56a. ☐ Very rarely offers peer tutoring

56b. ☐ Rarely offers peer tutoring

56c. ☐ Occasionally offers peer tutoring

56d. ☐ Frequently offers peer tutoring

56e. ☐ Very frequently offers peer tutoring

> When practitioners teach job-related skills to their peers they reinforce their own knowledge and skills, as well as provide valuable training to their peers.

57. **Team projects.**

☐ Yes ☐ No

If yes, please select how often.

57a. ☐ Very rarely offers team projects

57b. ☐ Rarely offers team projects

57c. ☐ Occasionally offers team projects

57d. ☐ Frequently offers team projects

57e. ☐ Very frequently offers team projects

> Team projects allow learners to practice their skills and communicate with team members about the course subject matter. Team projects can be made a part of the classroom, or out of classroom portion of the course activities. They provide an opportunity for students to support and learn from other students in the class.

Skill Development

Select how often each of the following methods and strategies are used to provide opportunities for skill development.

> Skill development is primarily accomplished through skill practice and feedback from an expert instructor.

58. **Simulation.** Simulation provides a realistic environment in which students perform job-related tasks and receive accurate feedback from the simulation environment on the actions they have taken.

☐ Yes ☐ No

If yes, please select how often.

58a. ☐ Very rarely offers simulations

58b. ☐ Rarely offers simulations

58c. ☐ Occasionally offers simulations

58d. ☐ Frequently offers simulations

58e. ☐ Very frequently offers simulations

> Simulations can be highly realistic (e.g., flight simulators for pilots) or low in realism (e.g., Monopoly board game). The goal is to learn to make decisions and important judgments in a practice environment to ensure learners are ready to act in the real environment (with real consequences).

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59. **Role play.**

☐ Yes   ☐ No
If yes, please select how often.

59a. ☐ Very rarely offers role play activities
59b. ☐ Rarely offers role play activities
59c. ☐ Occasionally offers role play activities
59d. ☐ Frequently offers role play activities
59e. ☐ Very frequently offers role play activities

> Role play is used to practice human relations skills and to learn to make decisions and important judgments in a practice environment. Role play can be used when students need to experience how others will react in realistic interpersonal situations.

60. **Observation.**

☐ Yes   ☐ No
If yes, please select how often.

60a. ☐ Very rarely conducts observation
60b. ☐ Rarely offer conducts observation
60c. ☐ Occasionally conducts observation
60d. ☐ Frequently conducts observation
60e. ☐ Very frequently conducts observation

> Observations are used to determine a candidate's readiness for independent practice of a job skill. Typically, instructors or examiners observe the performance of a typical procedure, such as drug addiction counseling, looking for key behaviors. The observer may or may not provide feedback to the practitioner.

DEVELOPING NEW ATTITUDES

61. **Credible, persuasive messages.** Instruction presents persuasive messages supporting desired new attitudes in a credible manner from a trusted source of information.

☐ Yes   ☐ No
If yes, please select how often.

61a. ☐ Very rarely offers persuasive messages
61b. ☐ Rarely offers persuasive messages
61c. ☐ Occasionally offers persuasive messages
61d. ☐ Frequently offers persuasive messages
61e. ☐ Very frequently offers persuasive messages

> Persuasive messages present abstract concepts (not details of facts and figures) at a high level, appeal to students at an emotional (not an intellectual) level and come from a trusted source of credible information.

62. Present **demonstrations of desired new behavior** by a respected role model.

☐ Yes   ☐ No
If yes, please select how often.

62a. ☐ Very rarely offers demonstrations of desired new behaviors
62b. ☐ Rarely offers demonstrations of desired new behaviors
62c. ☐ Occasionally offers demonstrations of desired new behaviors
62d. ☐ Frequently offers demonstrations of desired new behaviors
62e. ☐ Very frequently offers demonstrations of desired new behaviors

> Demonstrations of desired new behaviors are most effective when they are portrayed by well-respected role models. Media, such as video, can be a powerful way to deliver these messages.

63. **Role play.** Students practice desired new behaviors by playing a role in an interactive scenario with instructor feedback.

☐ Yes   ☐ No

If yes, please select how often.

63a. ☐ Very rarely offers role play activities

63b. ☐ Rarely offers role play activities

63c. ☐ Occasionally offers role play activities

63d. ☐ Frequently offers role play activities

63e. ☐ Very frequently offers role play activities

> Role play is used to practice human relations skills and behaviors that require a shift in attitude on the part of the student. Role play can be used to show how new behaviors create new reactions in other people in realistic interpersonal situations. Positive reinforcement from instructors is also important to the adoption of new behaviors.

Section D. Evaluation

Description

This section assesses four outcome areas: student satisfaction, knowledge acquisition, behavior change, and organizational benefits. These are all important measures of the effectiveness of a course.

QUESTIONS

STUDENT SATISFACTION

These questions ask about the type of information collected from students at the end of the course. For each item below, please indicate if the information is collected and if this information is available upon request.

> Students' satisfaction with their experience in the training course is an important motivator to their learning. In other words, students learn more when they enjoy the learning experience.

64. Are students asked:

64a. If the course description adequately described the course content?

☐ Yes ☐ No If yes, please answer questions a.1 or a.2

64.a.1. ☐ Information collected but not available

64.a.2. ☐ Information collected and available upon request

64b. If the course schedule was the appropriate length?

☐ Yes ☐ No If yes, please answer questions b.1 or b.2

64.b.1. ☐ Information collected but not available

64.b.2. ☐ Information collected and available upon request

64c. If the course instructor demonstrated expertise in the course material?

☐ Yes ☐ No If yes, please answer questions c.1 or c.2

64.c.1. ☐ Information collected but not available

64.c.2. ☐ Information collected and available upon request

64d. If the course content was taught at the appropriate level to meet learning objectives?

☐ Yes ☐ No If yes, please answer questions d.1 or d.2

64.d.1. ☐ Information collected but not available

64.d.2. ☐ Information collected and available upon request

64e. If the course instructor provided enough opportunities for practice and reinforcement?

☐ Yes ☐ No If yes, please answer question e.1 or e.2

64.e.1. ☐ Information collected but not available

64.e.2. ☐ Information collected and available upon request

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64f. If the course learning environment or training facility was conducive to learning?

☐ Yes ☐ No If yes, please answer question f.1 or f.2

64.f.1. ☐ Information collected but not available

64.f.2. ☐ Information collected and available upon request

64g. If the course lesson materials (handouts, and job aids) were clear and easy to understand?

☐ Yes ☐ No If yes, please answer question g.1 or g.2

64.g.1. ☐ Information collected but not available

64.g.2. ☐ Information collected and available upon request

64h. If the course tests were fair and focused on the main learning objectives?

☐ Yes ☐ No If yes, please answer question h.1 or h.2

64.h.1. ☐ Information collected but not available

64.h.2. ☐ Information collected and available upon request

65. Is the student feedback summarized into a report?

☐ Yes ☐ No If yes, please answer question 65.a.1 or 65.a.2

65.a.1. ☐ Information collected but not available

65.a.2. ☐ Information collected and available upon request

66. How is student feedback information used?

66.a.1. ☐ To advertise the course to new students

66.a.2. ☐ To identify necessary adjustments to various aspects of the course

66.a.3. ☐ To justify continued funding

66.a.4. ☐ Other (describe): _____

67. Do independent observers monitor the course to provide a third-party review of the students' satisfaction with the course and write up their observations?

☐ Yes ☐ No If yes, please answer question 67.a.1 or 67.a.2

67.a.1. ☐ Information collected but not available

67.a.2. ☐ Information collected and available upon request

KNOWLEDGE ACQUISITION

Acquisition of knowledge is an important goal of a training course. Tests and assessments are used to measure students' understanding of the subject matter.

68. Does the course include student assessments to determine if they acquired the desired knowledge?

☐ Yes (Go to question 69)
☐ No (Go to question 72)

69. At what time points in the course do students complete assessments? Please check all that apply.

    ☐ Before the course starts   ☐ During the course   ☐ At the end of the course

70. How are the results of students' knowledge assessments used? Please check all that apply.

    70a. ☐ Not used
    70b. ☐ To advertise the course to new students
    70c. ☐ For score report to students only
    70d. ☐ For score report to students and external certification body
    70e. ☐ To identify necessary adjustments to various aspects of the course
    70f. ☐ To justify continued funding
    70g. ☐ Other (describe): _____

71. If requested, are the following available for review?

    71a. Summary data/report on students' test performance
         ☐ Yes   ☐ No
    71b. Copies of the students' completed tests
         ☐ Yes   ☐ No

BEHAVIOR OR ATTITUDE CHANGE

If the goal of training is to change students' on-the-job behaviors or attitudes, the degree of these changes can be measured through observations, interviews and surveys of employees and their managers.

72. Are evaluations conducted to determine if students' on-the-job behavior or attitude has changed based on what they learned in the course?

    ☐ Yes (Go to question 73)
    ☐ No (Go to question 77)

73. Do independent evaluators observe students' job performance after the course to gather data on changes in the students' on-the-job behavior or attitude?

    ☐ Yes   ☐ No

74. What other sources of input are used to assess changes in students' on-the-job behavior or attitude? Please check all that apply.

    74a. ☐ Student survey or interview
    74b. ☐ Supervisor/Manager survey or interview
    74c. ☐ Co-worker survey or interview
    74d. ☐ Other (describe):

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75. How is the summary data/report of students' on-the-job behavior or attitude used? Please check all that apply.

    75a. ☐ To advertise the course to new students

    75b. ☐ To meet requirements for accountability

    75c. ☐ To identify necessary adjustments to various aspects of the course

    75d. ☐ To justify continued funding for the course

    75e. ☐ Other (describe): _____

76. If requested, are the following available for review?

    76a.   Summary data/report of students' changes in on-the-job behavior or attitude

    ☐ Yes   ☐ No

    76b.   Copies of the completed survey forms or interview protocols

    ☐ Yes   ☐ No

ORGANIZATIONAL BENEFITS

Training can help an organization achieve its missions. Examples of organizational goals can include increases in measures of psychological health, satisfaction with MHS programs, or retention.

> Organizational benefits are measured over time periods such as calendar months or years. The benefits of the training to the organization are measured through estimation of the change in organizational performance measures due to the effects of training. These estimations are validated through interviews of stakeholders, such as students, managers or leadership, to corroborate estimates with data collection on behavior and attitude change.

77. Are data collected on the benefits of the course **to the organization (e.g., decrease cost)**?

    ☐ Yes (Go to question 78)
    ☐ No (Go to question 81)

78. What sources of input are used to assess the benefits of the course **to the organization**? Please check all that apply.

    78a. ☐ Student survey or interview

    78b. ☐ Supervisor/Manager survey or interview

    78c. ☐ Measurement of return on investment in the course

    78d. ☐ Other (describe): _____

79. How is the summary data/report of benefits **to the organization** used?

    79a. ☐ To advertise the course to new students

    79b. ☐ To identify impact on organizational goals

    79c. ☐ To justify continued funding for the course – highlighting return on investment

    79d. ☐ Other (describe): _____

80. If requested, are the following available for review?

    80a. Summary data/report of benefits **to the organization** from the course including return on investment

    ☐ Yes   ☐ No

    80b. Copies of the completed evaluation forms:

    ☐ Yes   ☐ No

Section E. Follow-up

Description

This section focuses on the use of strategies to help students retain new knowledge, skills and attitudes after the course. Follow-up activities are critical in sustaining the desired effects of training.

QUESTIONS

These questions ask about the type of follow-up activities that occur after the course is completed. For each item below, please indicate how often the follow-up activity occurs.

81.   Select how often each of the following follow-up activities is used.

81a. **Supervisors discuss goals and expectations related to training,** explaining expectations for student performance after training.

81.a.1. ☐ Never discuss training

81.a.2. ☐ Very rarely discuss training

81.a.3. ☐ Rarely discuss training

81.a.4. ☐ Occasionally discuss training

81.a.5. ☐ Frequently discuss training

81.a.6. ☐ Very frequently discuss training

> Supervisor involvement in training through explaining expectations and the relevance of training to the job role helps to motivate and focus students on course learning goals and performance expectations.

81b. **Supervisors follow up** with students after training to ensure teams are applying their new skills, knowledge, behaviors or attitudes.

81.b.1. ☐ Never follow up with students

81.b.2. ☐ Very rarely follow up with students

81.b.3. ☐ Rarely follow up with students

81.b.4. ☐ Occasionally follow up with students

81.b.5. ☐ Frequently follow up with students

81.b.6. ☐ Very frequently follow up with students

> Supervisor follow-up after training helps to focus students on applying new knowledge, skills and attitudes to meet performance expectations. Supervisors also can address barriers to on-the-job performance.

81c. **Trainers schedule follow-up** meetings with trainees to answer questions and help them apply their new skills, knowledge, behaviors or attitudes.

81.c.1. ☐ Never follow up with students

81.c.2. ☐ Very rarely follow up with students

81.c.3. ☐ Rarely follow up with students

81.c.4. ☐ Occasionally follow up with students

81.c.5. ☐ Frequently follow up with students

> Trainer follow-up with students after training helps to support their learning and address any issues or concerns.

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81.c.6. ☐ Very frequently follow up with students

81d. **Refresher sessions** are scheduled and conducted by training delivery teams.

81.d.1. ☐ Never conduct follow-up sessions
81.d.2. ☐ Very rarely conduct follow-up sessions
81.d.3. ☐ Rarely conduct follow-up sessions
81.d.4. ☐ Occasionally conduct follow-up sessions
81.d.5. ☐ Frequently conduct follow-up sessions
81.d.6. ☐ Very frequently conduct follow-up sessions

81e. **Mentoring** is provided by a senior colleague.

81.e.1. ☐ Never provide mentoring
81.e.2. ☐ Very rarely provide mentoring
81.e.3. ☐ Rarely provide mentoring
81.e.4. ☐ Occasionally provide mentoring
81.e.5. ☐ Frequently provide mentoring
81.e.6. ☐ Very frequently provide mentoring

> Mentors are senior colleagues who help students identify and overcome barriers to expected performance. This technique helps students learn to apply complex skills and overcome barriers to expected performance.

81f. **Shadowing** of subject matter experts is scheduled.

81.f.1. ☐ Never provide shadowing
81.f.2. ☐ Very rarely provide shadowing
81.f.3. ☐ Rarely provide shadowing
81.f.4. ☐ Occasionally provide shadowing
81.f.5. ☐ Frequently provide shadowing
81.f.6. ☐ Very frequently provide shadowing

> This technique is related to mentoring. In this technique the expert does not explicitly teach but allows the student to observe the expert's on-the-job performance.

81g. **Other** (describe): _____

81.g.1. ☐ Very rarely
81.g.2. ☐ Rarely
81.g.3. ☐ Occasionally
81.g.4. ☐ Frequently
81.g.5. ☐ Very frequently

82. When do the follow-up activities usually begin?

82a. ☐ There are no follow-up activities
82b. ☐ Same day to 1 month from course completion
82c. ☐ 2-3 months from course completion
82d. ☐ 4-6 months from course completion
82e. ☐ As needed

83. Who selects students for follow-up? Please check all that apply.

83a. ☐ Participation is required
83b. ☐ Self-selection
83c. ☐ Instructor
83d. ☐ Student's supervisor
83e. ☐ Other (describe): _____

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