

Guide to Planning Cancer Professional Development

PART 3

A Cancer Network Train the Trainer
Initiative from Cancer Australia

Welcome to PART 3 of the Guide to Planning Cancer Professional Development, a Cancer Australia initiative to support Cancer Networks.

Presentation Structure

PART 1:

Using the Cancer Learning Website

PART 2:

Drafting a Cancer Professional Development Plan

PART 3:

Planning and Carrying Out an Evaluation

PART 4:

Delivering a Professional Development Program

The complete presentation is divided into 4 parts, each guiding you to explore key documents, templates and resources through the Cancer Learning website. The aim is that by the end of PART 4 you will have a first draft Cancer Professional Development Plan that you can refine after your online discussions with colleagues and planning experts.

PART 3: Planning and Carrying Out an Evaluation

Find
Learning Activities
Find information and learning activities in key themes of cancer care.

Build
Educational Programs
Build educational programs, activities, and resources.

Plan
Professional Development
Plan individual and network professional development and learn about work/life balance.

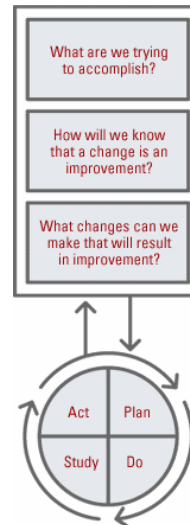
<http://www.cancerlearning.gov.au>

PART 3 will help you to consider the most effective way to carry out an evaluation of your professional development plan. An effective evaluation should be planned in advance of program delivery so that you can be confident you can answer the following kinds of questions.

- What outcomes am I expecting from my CPD plan?
- Who should be involved for my plan to succeed?
- How will I measure its success?
- How will I follow up on its outcomes?

To help with these questions Cancer Learning has some very useful resources covering these issues in the BUILD and PLAN sections.

Clinical Practice Improvement (CPI)



[Home](#) > [Build](#) > Guide to Clinical Practice Improvement (CPI)

Clinical Practice Improvement, or CPI, is a form of evaluation that is familiar to most in the health improvement movement. Using the Plan, Do, Study, Act, cycle is really just one form of evaluation planning. The important evaluation principle demonstrated by this cycle is that each time Planning comes first, before the Doing. Study represents the evaluation of outcomes while Act ensures the impact of the whole evaluation cycle is captured and acted on. There may be a number of these evaluation cycles involved if the change to practice is a large or complex one.

If you want to follow the CPI form of evaluation for your professional development plan you will find a brief summary elaborating on these steps plus links to the Institute of Health Improvement's extensive website in "Guide to CPI" in the BUILD menu.

The evaluation planning sequence



[Home](#) > [Build](#) > Build Educational Programs

While CPI methodologies are often associated with clinical best practice change on a system wide basis, a simpler evaluation sequence is also outlined in the “Getting Started” section of BUILD: http://www.cancerlearning.gov.au/build/getting_started.php

It is the forward planning of evaluation, before program delivery, before collecting data, that is the key to arriving at reportable conclusions.

Following these three main stages of planning, collecting data and reporting findings makes evaluation a project in its own right. It will have its own implementation issues, quite separate from CPD program itself. These issues will include resources and time as well as ethics, privacy, communication etc. So it will need its own project timelines.

Evaluation questions

1. What is the rationale for the evaluation?
(What do you want it to achieve?)
2. Who are the key stakeholders?
3. What are the relevant evaluation questions?
4. How will data be collected?
5. How will the findings be reported to stakeholders and followed up?

The three evaluation stages pose a series of simple questions that are inextricably linked.

The first question about rationale is the key to the usefulness of the evaluation as a whole. How it's answered will lead you directly to your stakeholders, Question 2, and then what questions you should be asking them, Question 3.

The detail of the questions, as in any evaluation or research, will be vital. They should be a carefully refined version of the rationale. Only when the detail of these questions is settled can a satisfactory answer to Question 4 be obtained. Otherwise you may find yourself conducting a survey or collecting quantitative data which may become unusable for reporting or acting on.

An answer to Question 5 is frequently left out completely and is why so many well intentioned evaluations lie dormant in filing systems.

An Evaluation Planning Example

PLANNING	DATA COLLECTION	REPORTING FINDINGS
<p>What is the Rationale:? To evaluate the effect of CPD on the running of a Multidisciplinary Team</p> <p>Who are the Stakeholders? Team members; team chairs; patients; support staff, local organisation</p> <p>What questions will I ask? Questions around stakeholder satisfaction with team process and team meeting metrics (questions to be finalised)</p>	<p>What data will be collected and how?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting attendance rates <input type="checkbox"/> Meeting participation frequencies <input type="checkbox"/> Care plan completion standards <input type="checkbox"/> Team member satisfaction survey (Collection tools to be finalised) 	<p>How will it be reported?</p> <ul style="list-style-type: none"> ▪ Cross reporting of results from patients to team members and vice versa ▪ Data available to existing and potential team members and local MDC sponsors ▪ Final report to organisation management ▪ Identifying gaps or areas for further improvement for future PD or service improvement activity

Let's look at some example answers to these questions. If the planned cancer PD is around improving the operation of multidisciplinary teams your rationale might be to evaluate the effect of CPD on team operation. Your stakeholders could include team members, in various roles, with possible feedback from patients as well reporting to organisational managers.

In terms of evaluation questions and data collection you may be looking at straight metrics data collection to measure changes in team meeting attendance rates and perhaps changes in MBS claiming rates. You could also use qualitative surveys to measure team member satisfaction with team processes. Reporting and follow-up may be at a number of levels, including organisational sponsors, once the data is collated.

Data Collection and Review

MDC Toolkit

This section provides information about approaches to data collection and review, as well as providing some suggestions about how to approach change management within a team.

Data Collection & Review

- Data Collection
- Audit & Review
- Research in MDTs
- Change Management

For references to current CPI data collection tools

For references to MDT criteria and care standards
(NB these are given as a guide only)

[Home](#) > [Running a Team](#) > Data Collection & Review

NB. You will need "Flash" to play videos in this toolkit

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The practical steps to investigate these questions involve 'data collection and review'. If you are using a CPI approach then there are a number of data collection tools and audit protocols are referenced on Cancer Learning in the MDC Toolkit.

Data Collection and Review

MDC Toolkit

CANCER LEARNING
Australian Government
Cancer Australia

Exit this survey >>

Evaluation of MDC Toolkit

Please fill out the form below to submit your evaluation of the multidisciplinary care toolkit

* 1. What is your health profession?

Other (please specify)

* 2. In which area do you work?

* 3. In which state/territory do you practice?

* 4. How were you directed to the online Multidisciplinary Care Toolkit?
 CanNet or other CPD information mail out
 CancerLearning Hub website
 Google search
 Through a colleague
Other (please specify)

* 5. From which part of the Multidisciplinary Care Toolkit did you complete online activities?
 MDC Fundamentals
 Setting up a Team
 Running a Team

Home > Getting started > Toolkit Evaluation

If you are following a straight program evaluation method then you may opt for the collection of existing quantitative data (eg MDT attendance records) or you may want to use a simple qualitative survey like this one used for evaluating the MDC Toolkit

Let's look at a couple of both the qualitative and quantitative questions from this survey.

Data Collection and Review

MDC Toolkit

9. Which of the following (taken from the Cancer PD Framework) do you feel that this toolkit has helped you to consider as part of your own professional practice (you may answer more than one):

- 1.Explaining to patients about MDC and how a team works
- 2.Obtaining “informed consent” from patients for their case to be discussed by the MDT
- 3.Meeting the attendance and case selection criteria for membership of an MDT
- 4.Attending and contributing to MDT meetings either in person or via tele or video conference
- 5.Taking the role of “treating clinician” and giving a comprehensive patient presentation
- 6.Coordinating or chairing an MDT meeting as the lead clinician
- 7.Contributing to a detailed MDT care plan
- 8.Claiming relevant MBS items for MDC involvement
- 9.Contributing to the audit or review of MDC processes and outcomes
- 10.None of the above

[Home](#) > [Getting started](#) > Toolkit Evaluation

Question 9 is a guided qualitative question. It is asking how the MDC Toolkit might assist in the adoption of specific CPD Framework professional performance outcomes as part of the individual’s professional practice. It’s not measuring outcomes per se but intention to change professional practice.

Data Collection and Review

MDC Toolkit

10. Which of the following best describes your response to the toolkit as a professional development activity?

- 1.It has shown me potential ways to change my approach to multidisciplinary care as part of my practice
- 2.I will use it as the basis for actually initiating or reviewing my involvement in a multidisciplinary team
- 3.I will use it as a basis for better informing my patients about the role and function of multidisciplinary care in their treatment
- 4.Other (please describe)

[Home](#) > [Getting started](#) > Toolkit Evaluation

Question 10 is a follow-up to Question 9 but probing in a qualitative way for the degree of professional practice change that might result from using the MDC Toolkit.

Data Collection and Review

MDC Toolkit

4. How were you directed to the online Multidisciplinary Care Toolkit?

- CanNet or other CPD information mail out
- CancerLearning Hub website
- Google search
- Through a colleague
- Other (please specify)

5. From which part of the Multidisciplinary Care Toolkit did you complete online activities?

- MDC Fundamentals
- Setting up a Team
- Running a Team

12. Approximately how long would you have spent completing activities from the toolkit?


- Less than 1 hour
- One to two hours
- Two to three hours
- More than three hours

[Home](#) > [Getting started](#) > Toolkit Evaluation

Other survey questions are quantitative in nature, gathering data about the Toolkit usage patterns.

...ted to the online Multidisciplinary Care Toolkit?

Data Collection and Review



MDC Toolkit

[Home](#) > [Getting started](#) > Toolkit Evaluation

Frontline Psychosocial Support

[Home](#) > [Getting started](#) > Toolkit Evaluation

To have a closer look at this type of survey tool, or to adapt questions for your own evaluation purposes visit both the above survey links:

MDC Toolkit: <http://www.cancerlearning.gov.au/mdc.htm>

Frontline Psychosocial Support Module:

<http://www.cancerlearning.gov.au/frontline/index.htm>

However please remember to construct your tools in advance of delivery, based on your evaluation rationale and using your chosen evaluation questions.

Your Draft Evaluation



1. What is the rationale for the evaluation?
(What do you want it to achieve?)
2. Who are the key stakeholders?
3. What are the relevant evaluation questions?
4. How will data be collected?
5. How will the findings be reported to stakeholders and followed up?

Before moving on to PART 4 take a few minutes to revisit your Draft Cancer Professional Development Plan and use the evaluation planning question sequence to sketch in your responses with respect to what you hope to achieve in the evaluation of your professional development planning.