

3. Context (Target Population)

- ◆ **Number of Subjects/Size of Group:**
- ◆ **Country/Location of Study:**
- ◆ **Total Duration of Exposure:** (Please specify number of hours/activity and frequency of exposures.)
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◆ **Level/Stage:** (Faculty Development activities primarily fall under CPD/CME. Please specify if the activity targets a particular group, e.g. community preceptors.)

- Pre-College/University
- Undergraduate other than healthcare professional
- Undergraduate healthcare professional school
- Postgraduate/residency training
- CPD/CME:
- Other:

◆ **Profession**

- Health Sciences
 - Clinical Medicine Specialty:
 - Basic Sciences
 - Dentistry
 - Nursing
 - Other Health Care Professions Discipline:.....
 - Other
- Non-Health Sciences

4. Aim / Goal of the Study

- ◆ **Objective / Purpose of the Study** Stated Not Available

Specify the objective/purpose:
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- ◆ **Tied to theoretical/conceptual framework** Stated Not Available

Specify the theoretical/conceptual framework used:.....
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- ◆ **Based on relevant literature** Stated Not Available

Specify whether the author demonstrates awareness of the literature:.....
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.....

5. Stated Intervention

◆ **Program Type** (This refers to overall design/format of the program.) **Please use descriptors used by the author(s).**

- Workshop (Specify duration):
- Short Course (Specify duration):
- Seminar Series (Specify duration):
- Longitudinal Program (e.g. Teaching Scholars Program):
- Fellowship (Specify if "part-time" or "full-time"):
- Masters Program:
- Certificate / Diploma Course:
- Computer-Based Program (e.g. Online; Distance Education):
- Mentorship Program:
- Other (Please specify):
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◆ **Instructional Methods** (This refers to the instructional methods used within a particular program type.) **Please check all that apply and describe carefully.**

- Needs Assessment (i.e. Was a needs assessment conducted prior to the intervention?).....
- Didactic Teaching (e.g. Lecture).....
- Small Group Discussions.....
- Case-Based Teaching.....
- Problem-Based Learning.....
- Experiential Learning (i.e. Learning through practice opportunities).....
- Micro-Teaching (e.g. Practical teaching experience with immediate feedback).....
- Interactive Exercises.....
- Role Plays and Simulations.....
- Films, Videotapes and Audiotapes
- Independent Learning / Projects.....
- Written Materials and Readings.....
- Computer-Based Materials.....
- Coaching.....
- Other (Please specify):
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6. Impact of Intervention Studied

Code the level of impact studied in the item **and summarize the results** of the intervention at the appropriate level. **Note:** Include both predetermined and unintended outcomes. **Please check all that apply.** Use reverse side if necessary.

◆ Kirkpatrick Hierarchy

Level 1 **Reaction** – covers participants' views on the learning experience, its organization, presentation, content, teaching methods, and aspects of the instructional organization, materials, quality of instruction (i.e. "happiness data")

Reaction **Results:**
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Level 2a **Change in attitudes** – outcomes here relate to changes in the attitudes or perceptions among participant groups towards teaching and learning.

Learning **Results:**
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Level 2b **Modification of knowledge or skills** – for *knowledge*, this relates to the acquisition of concepts, procedures and principles; for *skills* this relates to the acquisition of thinking/problem-solving, psychomotor and social skills.

Learning **Results:**
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Level 3 **Behavioral change** – documents the transfer of learning to the workplace or willingness of learners to apply new knowledge & skills.

Behavior **Results:**
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Level 4a **Change in the system/organizational practice** – refers to wider changes in the organization, attributable to the educational program.

Results **Results:**
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Level 4b **Change among the participants' students, residents and colleagues** – refers to improvement in student or resident learning/performance as a direct result of the educational intervention.

Results **Results:**
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7. Evaluation Methods

A. Study Design (Definitions are provided in Appendix A.) **Please provide as much information as possible.**

Experimental Designs

Randomized controlled trial

Pretest – Post-test

Post-test only

Delayed post-test(s)

Cross-over series

Other and/or Comments:.....
.....

Quasi-Experimental Designs

Single group, no comparison

Pretest – Post-test

Post-test only

Delayed post-test(s)

Time series design

Interrupted

Equivalent

Repeated measures

Non-equivalent control group

Matched on key variables

External controls

Historical controls

Other and/or Comments:.....
.....

Observational Studies

Case study/case series

Cross-sectional study

Longitudinal / cohort study

Correlational study

Other and/or Comments:.....
.....

Qualitative Studies

Grounded theory

Ethnography

Narrative

Other and/or Comments:.....
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Mixed Methods: (uses both qualitative and quantitative approaches)

Please describe:
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Literature Review

Please describe:
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.....

Meta-Analytic Studies

Please describe:
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.....

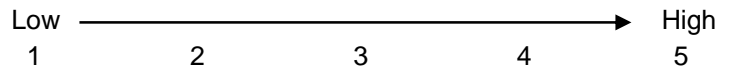
B. Data Collection Methods (If possible, please describe method and specify reliability & validity of measures used.)

- Questionnaire:
- Interview:
- Focus group:
- Observation
 - Videotape
 - Live
 - Other
- Expert opinion.....
- CV search.....
- Student / Learner outcomes (e.g. MCQ exam)
- Other (Please specify):.....
.....
.....

C. Data Sources (Please indicate **response rate**.)

- Program participants
- Program coordinators / Faculty developers
- Colleagues & peers
- Students & residents
- Other (e.g. Blinded observer):

8. Study Quality



A. Please rate **overall** study quality 1 2 3 4 5

B. Please describe strengths and weaknesses of the study design, evaluation methods, study implementation and data analysis.

Strengths:

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Weaknesses:

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9. Strength of Findings

Low  High

1 2 3 4 5

A. Please rate **strength of findings** using the following scale:

- 1 No clear conclusions can be drawn. Not significant.
- 2 Results weak/ambiguous, but there appears to be a trend.
- 3 Conclusions can probably be based on the results.
- 4 Results are clear and very likely to be true.
- 5 Results are unequivocal.

B. Comments (Please include comments regarding generalizability, educational significance, etc.):

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10. Avenues for Further Research (Highlighted by the article):

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11. New “Insights”/Implications for Faculty Development (Highlighted by the article):

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12. Based on this article, does Faculty Development make a difference?

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13. Articles for further study. (Please identify articles not in database.)

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Appendix A

Classification of Study Designs

Experimental Designs.

Randomized Controlled Trials:

Subjects are randomly assigned to the treatment or control group. Treatment of the two groups is identical, except for the intervention.

Cross-over Series:

Trials with self controls. Subjects are given one treatment or the control treatment. After a period of time (a “washout” period in a clinical trial), the groups are given the other treatment. This is a **crossover** study.

Quasi-Experimental Designs.

Time series:

This is a study of one group, over time. Multiple pretest and posttest measures are taken. In the **interrupted time series**, one group is studied, multiple pretest measures are administered over a period of time, followed by an intervention, and then multiple measures or posttests are taken over a period of time. In the **equivalent time series**, a single group is studied, but the investigator alternates a treatment with a post-test measure, several times.

Repeated measures:

All participants in a single group participate in all experiments with each group becoming its own control. All treatments are administered in sequence to the entire group, one at a time, with a measure or post-test, following each treatment.

Non-equivalent control group:

Matched on key variables. Matching occurs when the investigator believes that such characteristics as age, sex, years of schooling, etc., are so important that an imbalance between the groups would affect conclusions. Both groups are matched to be similar with

respect to important characteristics that may otherwise cloud or confound the conclusions.

Trials with external controls. Sometimes controls outside the study are used. These might be the results of another investigator's work, or subjects whom the investigator has treated in a different way previously. The latter are **historical controls**.

Observational Studies.

Case study/case series:

A set of case reports that describe some observations in a small number of patients (persons). These frequently lead to the generation of hypotheses investigated in the other three designs.

Cross-sectional:

These are also called surveys. These look at data collected on a group of subjects at one time. They ask "what is happening now?" Surveys are generally cross sectional studies, although they can also be part of a cohort study.

Cohort or longitudinal studies:

Cohorts are groups of people who have something in common and who stay together over a period of time (e.g. a medical school class). Cohort studies ask "what will happen?" and look **forward** in time. Surveys may be used at follow-up points in these studies.

Historical cohort studies may study events that occurred before the study occurred, but the direction of study is still forward.

Correlational studies:

These studies are procedures in quantitative research in which techniques are used to describe the relationship or degree of association between or among sets of data. In these studies, there is no intervention applied.

Qualitative Studies.

Grounded theory:

The common experiences of individuals are explored to build a theory.

Ethnography:

Explores the shared culture of groups of people, to understand the processes, and interactions.

Narrative:

Explores individual stories to describe phenomena.

Mixed methods.

These studies use both qualitative and quantitative approaches.

Sources:

The coding sheet and the accompanying definitions have been adapted from:

Dawson, B. and Trapp, R.G. Basic and Clinical Biostatistics (3rd.ed.) New York: Lange Medical Books, 2001

Creswell, J. Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research Upper Saddle River NJ: Merrill Prentice Hall, 2002.