



CE Pearls: ACPE Spring Education Conference
May 14-15, 2019

Constructing Questionnaires

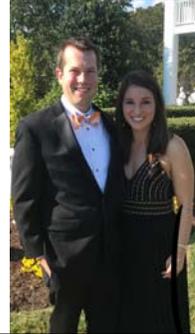
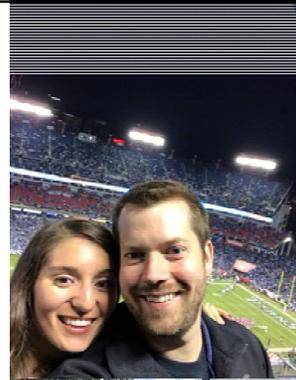


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About Dr. Wheeler

- ▶ Faculty member at the University of Tennessee
- ▶ CPD director for 4 years
- ▶ Live music lover; follows college football. Learning to play golf



About Ann

- ▶ 20-year background in accredited education
- ▶ Avid tennis player (and fan)
- ▶ I enjoy traveling and photography
- ▶ Can't wait to learn from all of you today!



Learning Objectives

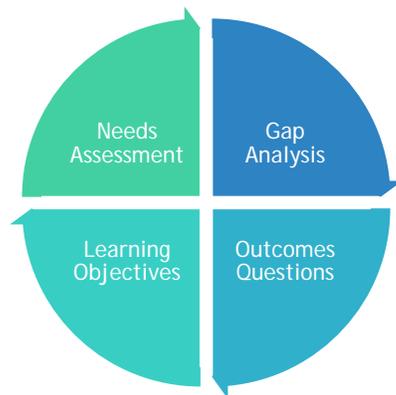
- ▶ At the conclusion of this session, you should be better prepared to:
 - Discuss the purpose of questionnaires/surveys in gathering information from learners.
 - Describe the general rules for writing questionnaire items.
 - Distinguish between well-written and poorly written items and response scales.
 - Identify strategies (including technology) to support development and implementation of survey-based assessment tools.

Audience Response Question

- ▶ Medical Education/Communications Company (MECC)
- ▶ Academic Institution
- ▶ Health System
- ▶ Specialty Society/Clinical Association



Linking Assessment Questions to ACPE's Standards Process



Accreditation Standards

- ▶ **Standard 3:** The provider structures each CPE activity to meet the knowledge, application- and/or practice-based educational needs of pharmacists (or technicians).
- ▶ **Standard 7:** The provider designs and implements learning activities to foster active participation as a component of live(or home study) CPE instructional approaches using a variety of techniques including pre- and post-testing, quizzes, case studies, simulation exercises, problem-solving, group discussion, etc.
- ▶ **Standard 9:** The provider and faculty include learning assessments in each CPE activity for participants to assess the content learned.
- ▶ **Standard 10:** Learner assessment feedback is provided to participants in an appropriate and constructive manner.
- ▶ **Standard 11:** Providers must develop and conduct evaluations which allow pharmacists and technicians to provide feedback on CPE activities.

Standard 11: Evaluation of CPE Activities

Criterion and Evidence	Meets Criterion	Commendable	Needs Improvement
Activity Evaluation Process (Attach a description of the activity evaluation process.)	The provider has an evaluation process for its CPE activities that allows for feedback from learners. The provider periodically examines and revises its activity evaluation process for quality improvement. Meets <input type="checkbox"/>	Not Applicable	The provider does not have an evaluation process for its CPE activities. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Activity Evaluation Elements (Attach CPE activity evaluations.)	Activity evaluations contain elements relevant to the intended outcome of the activity. Meets <input type="checkbox"/>	Not Applicable	Activity evaluations do not contain elements relevant to the intended outcome of the activity. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Separate Evaluations for Pharmacists (Attach pharmacist activity evaluation summary data.)	Feedback from activities is summarized for pharmacists separately from non-pharmacists. Meets <input type="checkbox"/> or N/A (CPE not offered for pharmacists) <input type="checkbox"/>	Not Applicable	When activities are offered to inter-professional audiences, the feedback from pharmacists is not summarized or evaluated separately from that received from non-pharmacists. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Separate Evaluations for Technicians (Attach technician activity evaluation summary data.)	Feedback from activities is summarized for technicians separately from non-technicians. Meets <input type="checkbox"/> or N/A (CPE not offered for technicians) <input type="checkbox"/>	Not Applicable	When activities are offered to inter-professional audiences, the feedback from pharmacy technicians is not summarized or evaluated separately from that received from non-technicians. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>
Evaluation Feedback for Ongoing Improvement (Attach a description of how feedback from activity evaluations is used to improve the CPE program. Include any relevant evidence.)	Feedback is used systematically for ongoing improvement of the overall CPE program. Evaluation results are compiled, interpreted and returned to the faculty to assist in their effectiveness as educators. Meets <input type="checkbox"/>	The provider longitudinally assesses the effect of the educational activity on participants' practice. The provider's organization fosters a culture of research and evaluation to improve learning of activity participants, and also to add to the literature in adult and continuing education. Commend <input type="checkbox"/>	The provider does not collect data on the effectiveness of its educational activities, or use it in a systematic manner for the purpose of improving ongoing activities. Needs Improvement <input type="checkbox"/> or Additional Docs Required <input type="checkbox"/>

www.acpe-accredit.org

Audience Response Question

- ▶ Single Accreditation
- ▶ Joint Accreditation
- ▶ Multiple Accreditations (not via Joint Accreditation)

When is the Right Time to Assess Your Learners?

- ▶ Before your activity begins?
- ▶ During the activity?
- ▶ Immediately following your activity?
- ▶ 30-60 days after the activity ends?
- ▶ Not sure?



High-, Low-,
or No Tech
Approach?

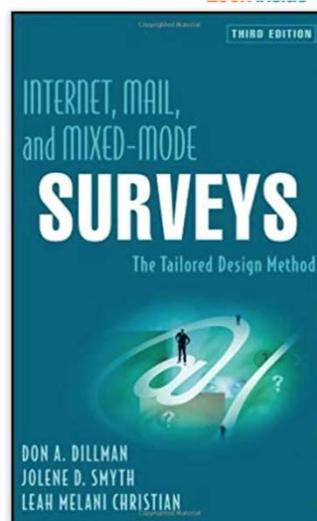
Constructing Assessments

- ▶ What makes a “good” outcomes/polling question?
- ▶ The science (and art) of question writing
- ▶ Preventing unconscious bias
- ▶ Types of assessment scales



An Academic Approach to Surveys

- ▶ The Challenges of Internet Surveys:
 - Email is a very crowded space
 - The age of constant contact devices has created the swipe and delete age;
 - The response from many is just, “get rid of it”.
 - Response rates in the single digits



Tips to Improve Survey Response Rates: Timing is Everything

Example Protocol:

- ▶ Week 1: Postal or email request (can you include an incentive?) with request to respond by web. Give it a deadline and think about the date/time
- ▶ Week 2: A thank you/reminder letter
- ▶ Week 5: Another letter/email request with a mail questionnaire and, in some cases, an additional smaller token cash incentive
- ▶ Week 6: A final thank you/reminder

Dillman, D.A., Smyth, J.D., Christian, L.M. 2014. Internet, Phone, Mail and Mixed-Mode Surveys; The Tailored Design Method 4th edition. (John Wiley Co Hoboken, NJ)

When Constructing Questions - Consider the BRUSO model

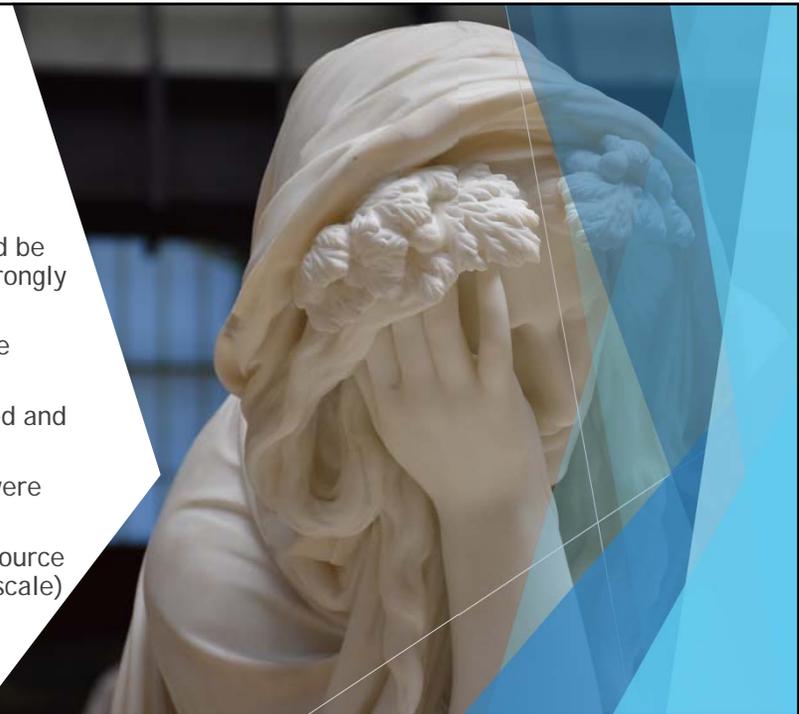
- ▶ Brief
- ▶ Relevant
- ▶ Unambiguous
- ▶ Specific
- ▶ Objective

Gap Analysis...Know Your Audience

- ▶ What is the biggest problem/challenge you face in the care of your patients?
- ▶ Describe an issue at your practice site
- ▶ What topics are you interested in (and WHY)?
- ▶ Please rank the following in order (or which is the BIGGEST challenge):
 - Work flow strategies
 - Time management
 - Dealing with difficult patients
- ▶ Rate your skills in the following area:
 - Novice
 - Proficient
 - Mastery

What's Wrong With These Questions?

- ▶ Do you think the course should be shorter? (Strongly Disagree-Strongly Agree scale)
- ▶ Did you feel the speakers were effective?
- ▶ Was the activity well-organized and appropriate to your level?
- ▶ Do you agree the objectives were met?
- ▶ How often did you use the resource platform? (Rarely-Frequently scale)



How Would You Improve This Question?

4. In your opinion, what areas of the technician examination are NOT important to your daily activities as a pharmacy technician or are of low quality in the exam, itself. Check all that apply.

- Pharmacology
- Sterile compounding
- Non-sterile compounding
- Medication safety
- Quality assurance
- Inventory management
- Billing/Reimbursement
- Math/calculations
- Law
- None (all are important)

When Constructing Questions - Consider the BRUSO model

- ▶ Brief
- ▶ Relevant
- ▶ Unambiguous
- ▶ Specific
- ▶ Objective

How Would You Improve This Question?

What is your primary work setting?

- Independent community pharmacy (fewer than 4 stores under the same ownership)
- Small chain community pharmacy (4 to 10 stores under the same ownership)
- Large chain community pharmacy (more than 10 stores under the same ownership)
- Mass merchandiser (e.g., Costco, Target, Wal-Mart) or supermarket pharmacy
- Clinic-based pharmacy (a licensed pharmacy located in or adjacent to a medical clinic)
- Government hospital/health system
- Non-government hospital/health system
- Home health/infusion
- Pharmacy benefit administration (e.g., PBM, managed care)
- Nursing home/Long-term care
- Mail service pharmacy
- Specialty pharmacy
- Ambulatory care (e.g., medical clinic, office-based practice, not a dispensing pharmacy)
- Pharmacy technician training program (e.g., vocational school, community college, etc.)
- Pharmaceutical Industry
- Other: Please specify

When Constructing Questions - Consider the BRUSO model

- ▶ Brief
- ▶ Relevant
- ▶ Unambiguous
- ▶ Specific
- ▶ Objective

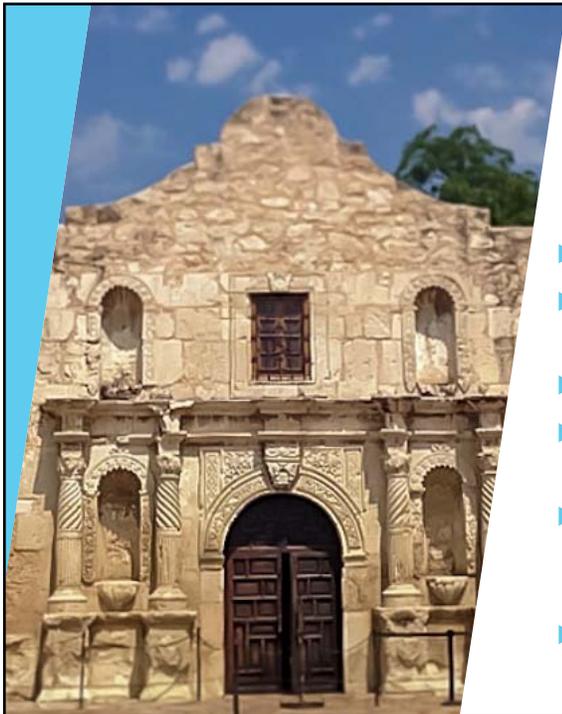
How Would You Improve These Questions?

What was the **MOST** enjoyable and/or relevant portion of the activity?

If any, what was the **LEAST** enjoyable and/or relevant portion of the activity?

When Constructing Questions - Consider the BRUSO model

- ▶ Brief
- ▶ Relevant
- ▶ Unambiguous
- ▶ Specific
- ▶ Objective



Always Remember:

- ▶ BRUSO!
- ▶ Length of surveys matters and knowing your audience
- ▶ Don't be afraid to try (or fail)
- ▶ You don't need a big budget or a big staff
- ▶ Every interaction with your learners is an opportunity to give and get back valuable information
- ▶ Mine your own data

References

- ▶ Accreditation Council for Pharmacy Education (ACPE) - <https://www.acpe-accredit.org/>
- ▶ Alliance for Continuing Education in the Health Professions (ACEhp) - <http://www.acehp.org/>
- ▶ Peterson, R. A. (2000). *Constructing effective questionnaires*. Thousand Oaks, CA: Sage.
- ▶ Dillman, D.A., Smyth, J.D., Christian, L.M. 2014. *Internet, Phone, Mail and Mixed-Mode Surveys; The Tailored Design Method* 4th edition. (John Wiley Co Hoboken, NJ)

Thanks for
Participating!

We welcome your questions

