

Contrasting Approaches to Effective Training Evaluation: Part 2

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Our story: Evaluating a specialized cohort-based training program



- **Practical approach to evaluation**, even in the absence of a formalized framework
- Embrace **qualitative feedback** and **informal data collection opportunities** to enhance learner experience and optimize training program outcomes.

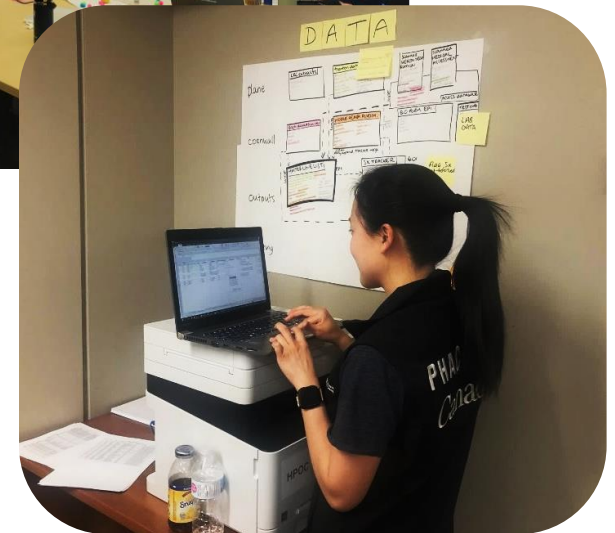
Training and Development Unit (PHAC)

- Multi-disciplinary team of epidemiologists, emergency management experts, and adult and e-learning specialists
- Design, develop, and deliver applied public health and public health emergency management curriculums



Canadian Field Epidemiology Program (CFEP)

- Accredited professional development program founded in 1975
- Placement sites in public health organizations across Canada
- Fellows mobilized to support public health events
- 2-year cohort-based program
- Strong alumni network



2-year cohort-based curriculum

Blended curriculum

- Experiential learning through placement site work and mobilizations
- Online courses (self-directed and facilitated)
- Virtual classroom (tabletop exercises, expert panels)
- In-person training

Variety of advanced topics

- Public health surveillance and outbreaks investigations
- Public health emergency management
- Transversal skills (e.g. plain language, scientific communication)

Quantitative vs. Qualitative data

	Quantitative	Qualitative
Type of data	<ul style="list-style-type: none"> Numerical and statistical 	<ul style="list-style-type: none"> Non-numerical, textual, and visual
Positives	<ul style="list-style-type: none"> Produces precise, quantifiable, and reliable data Enables identification of patterns, trends, and relationships between variables 	<ul style="list-style-type: none"> Captures rich, detailed data Flexible, adaptive, and useful for exploring new topics
Negatives	<ul style="list-style-type: none"> Limited by the predefined variables and structured data collection methods May not capture the complexity and nuances of data 	<ul style="list-style-type: none"> Time-consuming and labour-intensive data collection and analysis Subject to bias and interpretation

Embracing qualitative data

Qualitative data captures **rich, detailed information** that allows for a more in-depth understanding of our training and its impact

- Allows us to go beyond standard quantitative metrics (e.g. How many people attended the training) to the **training impact** (e.g. How fellows applied training in real-life situations)
- **Completes the picture** of what is captured in quantitative evaluations
- **Informs** decision making, follow-up discussions, and future quantitative evaluations

What does this look like in practice?

Data collection

- Reading and reviewing comments
- Listening and taking notes during interviews and meetings

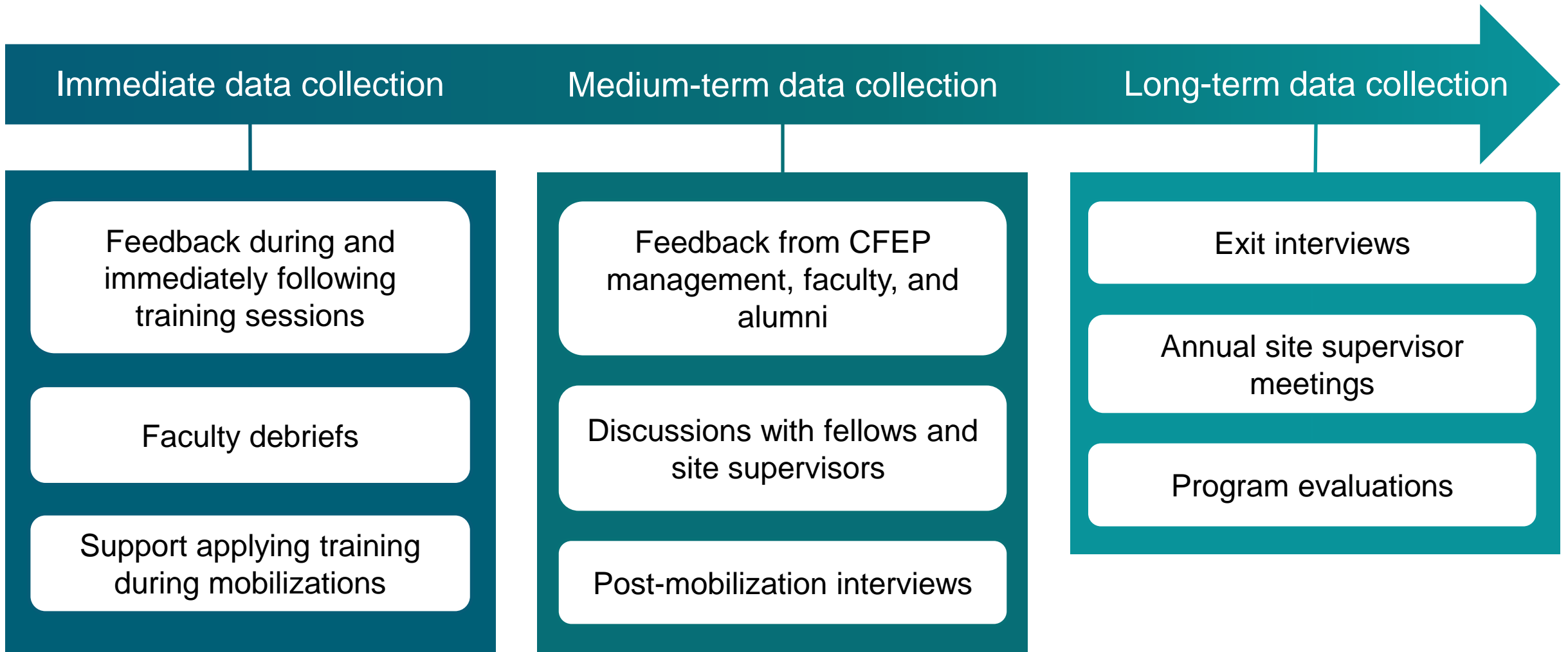
Analysis

- Data cleaning and sorting
- Identifying trends and themes



Encourage informal data collection opportunities

Multiple opportunities for qualitative data collection



Example: Introduction to R for Public Health Investigations

- Open-ended questions in the post-training feedback survey
- Focus group of target audience
- Discussions with alumni and supervisors
- Observations of fellows during mobilizations

Take home messages

- Don't underestimate the value of qualitative data
- Seek feedback whenever, wherever, and however you can
- Qualitative analysis is challenging, but worth the effort

Summary / Learning objectives

Following this presentation and discussion, you will feel better equipped to:

1. Develop **practical approaches to evaluate training**, even in the absence of a formalized framework.
2. Examine how to use **qualitative feedback** to enhance learner experience and optimize training program outcomes.
3. Explore methods to **collaborate on curriculum development** to ensure training programs remain dynamic, relevant, and adaptable to evolving needs.

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Thank you! Merci!

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