

Training Evaluation in Human Services

Anita P. Barbee, MSSW, Ph.D.

Kent School of Social Work

University of Louisville

anita.barbee@louisville.edu

- I. Creating a chain of evidence
 - a. The goal is to measure all of the key variables that impact training
 - b. Begin with measuring variables that effect a participant's willingness and ability to learn and practice in human services settings (Learning Readiness, Conscientiousness, Perceived Supervisory Support, Perceived Team and Co-Worker Support, Self Efficacy, Sense of Caring)
 - c. If you can, measure the actual support of supervisors, teams and organizational culture around training.
 - d. Then focus on the training event itself. Examine the lesson plans, consistency of trainers in delivering the material across time and place, ability of trainers to train effectively.
 - e. Kirkpatrick's training evaluation measures can come next.
 - i. Participant reactions to the training at the end of the training (need to measure affective ratings about the trainer and training experience as well as utility or usefulness of the training material to the job)
 - ii. Learning (pre-post tests, observations of practice in class)
 - iii. Transfer of Learning (survey training participants, their supervisors 3-6 to a year out for perceptions of learning and use of the material in practice, review of pieces of casework such as assessments and case plans, full review of cases, observation of casework practice)
 - iv. Impact on outcomes (agency outcomes such as retention, promotion and child and family outcomes such as safety, permanency, well-being and self sufficiency)
 - f. Need to measure sequentially and not skip measures otherwise don't know why have results you do.
 - g. Give feedback of findings to trainers, administrators and participants for CQI purposes and to ensure that training improves with the feedback
- II. Challenges in Training Evaluation
 - a. Overcoming the fear of trainers. Establishing a collaborative working relationships
 - b. Costs to pay for the evaluation itself, costs in time to the trainers, costs to the participants and their colleagues in completing measures.
 - c. Coordination of this complicated process
 - d. Getting reliable data
 - e. Creating effective feedback mechanisms
- III. Questions?

Louisville Child Welfare Training Evaluation Model

Anita P. Barbee, MSSW, Ph.D.
Professor and Distinguished University Scholar
Kent School of Social Work
University of Louisville
Louisville, KY 40292

anita.barbee@louisville.edu

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