Effective evaluation for a human research education program

Sarah Fowler-Dixon  
Washington University School of Medicine in St. Louis

Martha F. Jones  
Washington University School of Medicine in St. Louis

Michael Leary  
Washington University School of Medicine in St. Louis

Carla Pinkston  
Washington University School of Medicine in St. Louis

Jeanne Velders  
Washington University School of Medicine in St. Louis

Follow this and additional works at: http://digitalcommons.wustl.edu/hrpopubs

Recommended Citation

Fowler-Dixon, Sarah; Jones, Martha F.; Leary, Michael; Pinkston, Carla; Velders, Jeanne; and Walsh, Mandi, "Effective evaluation for a human research education program" (2013). HRPO Publications. Paper 7.
http://digitalcommons.wustl.edu/hrpopubs/7
Authors
Sarah Fowler-Dixon, Martha F. Jones, Michael Leary, Carla Pinkston, Jeanne Velders, and Mandi Walsh

This other is available at Digital Commons@Becker: http://digitalcommons.wustl.edu/hrpopubs/7
Effective Evaluation for a Human Research Education Program

Authors: Sarah Fowler-Dixon, PhD, CIP; Martha F. Jones, MA, CIP; Michael Leary, MA, CIP; Carla Pinkston; Jeanne Velders, JD, RN, CIP; and Mandi Walsh, MSW

Problem/Issue Statement: Many Human Research Protection Programs (HRPPs) have responded to the growing complexity of federal requirements, guidance documents and human subjects review processes with educational programs of various sizes and formats. Offering any type of educational program is costly and time-intensive making program evaluation an integral part. Due to the fragmented nature of most HRPP educational efforts, robust program evaluations are not always in place and good national models are not available. Washington University has developed such a model for its large-scale educational program that can be adopted by smaller programs, helping to increase effectiveness while saving time and money.

Description of Program/Research: Using established qualitative and quantitative program evaluation models, the Education Team began to apply these principles to the comprehensive human research protection program in existence. Information garnered helped guide future efforts and assisted in determining which current offerings, most effective in helping reach goals, were to remain.

Program development took the following steps:

1. Identifying Educational Programs: Twenty-seven (27) currently available educational outlets for the HRPP education program were identified. This process enabled us to see potential gaps in our educational programming, and subsequently created additional potential programs. (See Diagram 2)

2. Identifying Goals: The initial assessment structure was completed by identifying intended program goals, based on objectives identified within each of the current 27 educational offerings. (See Diagram 2)

3. Individual educational goals were linked to broader more comprehensive outcomes/aims. (See Diagram 3)

4. Identifying Stakeholders impacted by the programs: Primary stakeholders were identified as: Faculty Investigators, Research Staff, Student Researchers, Students, IRB Members, IRB Staff, St. Louis Community, National, and International Audiences. (See Diagram 4)

To determine if the HRPP education program is meeting its goals and aims, current data collection instruments were evaluated and subsequently enhanced to collect consistent data points across programs. Data points collected include: individuals’ first and last names, type of service, date, department/affiliation, topic. This allows us to track individuals’ involvement in the program, frequently used services, and current issues being raised which can then be shown in generated reports. The Education Team is currently working on correlating use of educational programming to IRB requests related to time to approval, number of contingencies, and issues with non-compliance. Evaluation such as this takes the cooperation of every individual involved in the process and requires dedicated staff time for tracking. The benefits are not only an effective education program tailored to the needs of the audience but also provides a mechanism by which institutional leadership can be apprised of educational needs and efforts being made to meet those needs. This is also a system by which individuals can be held accountable for learning and knowledge related to compliance issues.

Additional Information: This program evaluation is unique in that it is being done on offerings designed for those engaged or interested in human subjects research using adult education learning theory where little information regarding program effectiveness has been disseminated widely. Results of these efforts will be made public via the Washington University Human Research Protection Program Digital Commons Open Access Library found at: http://digitalcommons.wustl.edu/hrpo/