

Feedback

(Daily for multiple day workshops)
Date

Name: (optional)

Organization (optional)

Date:

1. What were the highlights of today's session?

2. Were there any topics discussed today that you have additional questions about or would like to have clarified?

3. Indicate whether the balance between presentations, discussion and activities fit your style of learning.

4. Do you have any advice for the facilitator/s?

5. Other comments or suggestions?

based on a form developed by the Institute for Healthcare Improvement

Feedback

(One Day Workshops or Final Day of Multiple Day Workshops)
 8 Feb 2015

Name: (optional)

Organization (optional)

Date:

1. What were the highlights of today's session?

2. Were there any topics discussed today that you have additional questions about or would like to have clarified?

3. Indicate whether the balance between presentations, discussion and activities fit your style of learning.

4. Do you have any advice for the facilitator/s?

5. Other comments or suggestions?

6. How confident are you that you can use the skills from this workshop?

Not at all											Very
Confident											Confident
0	1	2	3	4	5	6	7	8	9	10	

7. How likely are you to recommend this workshop to your colleagues?

Not											Very
Likely											Likely
0	1	2	3	4	5	6	7	8	9	10	

8. How much do you agree or disagree with this statement?
 I intend to use the skills I learned in this workshop in my practice.

Strongly									Strongly
Disagree									Agree
0	1	2	3	4	5	6	7		

based on a form developed by the Institute for Healthcare Improvement

Brief Action Planning Practice and Feedback Instructions and Schedule

26 September 2016

As a part of your training, you are invited to attend group Brief Action Planning (BAP) practice and feedback teleconference calls to focus on the knowledge and skills that you need to apply what you have learned. During your practice and feedback calls, we will focus on the knowledge and skills you need to apply what you have learned.



What to expect

Role play: The CCMI trainer will play the role of a person who is ready and wants to make an action plan. Each trainee on the call will have an opportunity to work through the questions and steps with the trainer, using the “BAP Flow Chart” and/or “BAP Guide,” while the other trainees on the call listen along and take notes using the “BAP Skills Checklist” to provide helpful feedback. Following each role-play, the trainer will facilitate group feedback, prompting group members to highlight what went well and what might be changed or done differently

Some other ways that you might use your time as a group include:

Clarification of a topic: Learn additional information covered in your workshop or online course. You will receive a short description or demonstration, have an opportunity to briefly discuss the topic, practice and get feedback of skills as needed.

Case study: Bring a situation with a patient or client that you would like to discuss. This would be a situation where you might be “stuck” or would benefit from a new perspective and how to apply what you learned from your workshop or online course. Be prepared to describe the situation, and the group will discuss the situation and the principles or skills that might apply and practice and get feedback of skills as needed.

Your idea. You may have an additional way you would like to spend your time working with a knowledgeable trainer.

Brief Action Planning Skills Checklist

14 July 2016

Name: _____

Date: _____

Assume rapport was established before the interaction started.

A = Achieved; **D** = Developing; **NA** = Not

Applicable

Item	Description	A	D	NA
Question 1	"Is there anything you would like to do . . . in the next week or two?" is asked clearly and respects the person.			
Skill 1: Behavioural Menu	Behavioural menu is used when the person doesn't have any ideas, doesn't know where to start, or requests ideas.			
	1. The helper asked permission to offer a Behavioural menu.			
	2. The helper offers two or three brief, but not too specific ideas together in a list without pauses The list has variety (i.e., not all are scheduled programs, only diet if it is a weight loss concern, or only abstinence related, etc.)			
	3. The helper asked the person if they had any ideas of their own as the last item on the list.			
Skill 2: SMART plan	The helper completed SMART planning (What, When, Where, How often, How much, How long, Start date) IF the person was willing.			
Skill 3: Commitment Statement	The helper asked the client to say back their plan.			
Question 2	The helper asked confidence (how sure) level clearly with a description of what confidence and the numbers mean or provided a culturally appropriate alternative.			
	The helper responded positively to the person's confidence level and if the confidence level was below 7, explained the reason for a confidence level of 7 or above.			
Skill 4: Problem solving for low confidence	The helper assisted using problem solving if confidence was less than 7.			
	The helper asked for the person's own ideas first.			
	If the person didn't have their own ideas, a three-part behavioural menu (see above) was offered.			
	The helper asked for the commitment statement and confidence level again after the plan if the plan was altered. (the commitment statement is not required, but recommended)			
	A check on the progress or accountability plan was made.			
Question 3	The plan was clear, specific and determined by the person. (with whom, how, when)			

Checking on the Plan:

Item	Description	A	D	NA
Skill 5: Check on progress	The check on the progress of the plan began with an open-ended question.			
	The helper responded positively, no matter what the results were.			
	The helper asks an open-ended question to determine what the client wants to do next, and their preference is honoured.			

Overall Items:

Item	Description	A	D
Warmth and Tone¹	The tone is warm and encouraging, and the person does most of the talking. There may be statements of encouragement such as “that sounds like a plan that will work for you,” and the helper does not use language or statements that reinforce an ‘expert’ role.		
Structure	The items occurred in the order that they appear on the checklist.		

¹ The Spirit of MI (compassion, acceptance, partnership, and evocation) is built into the BAP skills. But words are not enough. The tone of the interaction indicates how well the support person demonstrates caring and genuine interest.