

# Interactive Workshops

## CHECKLIST FOR CPD - PRESENTERS

To be completed with reference to the [Interactive Workshops Guidelines \(ranzcp.org\)](http://ranzcp.org).  
For more regarding Section 3 definitions, refer to the [CPD Program Guide \(ranzcp.org\)](http://ranzcp.org).

### PSDA CYCLE APPLIED TO THE INTERACTIVE WORKSHOP - CHECKLIST

#### - PRESENTERS -

The following points could be considered to ensure the workshop you are planning meets the criteria for Section 3.1 of the RANZCP CPD program. As a first step, it could be worthwhile to reflect on what has prompted you to run the workshop. What is its purpose? While you may not be the particular subject matter expert for this, and plan to remain a neutral facilitator, what do you expect to be the learning outcomes for participants?

PLAN: WHY? WHAT? HOW? WHEN?	
<p><b>1. Why have you chosen a “workshop”?</b></p> <p>What activities do you expect the participants to undertake and what are the outcomes you hope to achieve? (For example, why not plan a three-hour lecture series if the aim is for an expert to deliver information?)</p>	<input type="checkbox"/>
<p><b>2. Who (ideally) should attend the workshop?</b></p> <p>Will your interactive workshop attract this target group?</p>	<input type="checkbox"/>
<p><b>3. Which level will you “pitch this workshop” at? (e.g. novice versus experienced level)</b></p>	<input type="checkbox"/>
<p><b>4. What do you anticipate will be the characteristics of the typical workshop attendees?</b></p>	<input type="checkbox"/>
<p><b>5. Have you defined the learning objectives for the session and how they apply to attendees?</b></p> <p>Learning objectives should be relevant to the professional practice of the participants.</p>	<input type="checkbox"/>
<p><b>6. How will you encourage and ensure interactivity?</b></p> <p>Consider activities such as case studies and resources (for example butchers paper / e-whiteboard / chat function/s).</p>	<input type="checkbox"/>
<p><b>7. How can your workshop be evaluated?</b> What is the best mode of evaluating your workshop?</p> <p>Has it achieved the goals of the workshop? Any follow up on the workshop outcomes?</p>	<input type="checkbox"/>
<p><b>8. Do you need others to participate in the conduct/delivery of your workshop?</b></p> <p>How many people, performing which roles, will you need to enable the delivery of the workshop? What activities are you expecting other facilitators to undertake? What value will other facilitators bring to the workshop objectives?</p>	<input type="checkbox"/>

<p><b>9. Have you considered venue appropriateness, the timing/duration of the workshop, environment/logistical issues and access to audio-visual/conferencing resources etc?</b></p> <p>What online platform, or location and room layout, best achieves your delivery methods and learning goals? Are acoustics/AV infrastructure appropriate?  For in-person workshops: always have a white board, paper and coloured pens and other stationery available – what do you wish your workshop to look like – i.e. lecture theatre, or a “learning studio”.  For online workshops: Set up the platform and perform a test run, including of invitation links, in advance.</p>	<input type="checkbox"/>
<p><b>10. Have you decided on the regularity of breaks and their timing?</b></p> <p>Will you arrange for snacks and beverages or do you have an event organiser for this?</p>	<input type="checkbox"/>
<p><b>11. Have you created your own workshop checklist to guide your planning using the following categories: Opening, Exploring and Closing?<sup>1</sup></b> As for all meetings of RANZCP, acknowledgement of country is expected.</p>	<input type="checkbox"/>
<b>DO: CARRY OUT THE ACTIVITIES TO MEET PLAN</b>	
<p><b>12. Have you, or your event organiser, identified and listed housekeeping instructions?</b></p> <p>Is the fire escape available to attendees? Is there a backup plan in case of any technical problems?</p>	<input type="checkbox"/>
<p><b>13. Have you defined the purpose of the interactive workshop?</b></p> <p>Provide the participants with a clear rationale for the session; clearly establish what are you hoping to achieve by workshop end.  Outline the learning objectives / outcomes for the session.  Outline the “rules” for the session; including use of any online “chat”, and respect and safety of participants.</p>	<input type="checkbox"/>
<p><b>14. Have you defined the resources for the session?</b></p> <p>Have you thought about a pre-workshop brainstorming session?  What about potential materials such as handouts, or an email with links to reference material – or a microphone to hand around at an in-person event?</p>	<input type="checkbox"/>
<p><b>15. Have you identified the facilitator/s roles?</b></p>	<input type="checkbox"/>
<p><b>16. Decide on the composition of groups if this is a methodology you intend using in the session?</b></p> <p>If using focus groups, how will they be created e.g. split up colleagues to promote a great diversity of participants, have interprofessional group participants, incorporate trainees from various stages of training per group etc.</p>	<input type="checkbox"/>
<p><b>17. Identify the number and type of learning activities and how much time has been allocated to each activity</b></p>	<input type="checkbox"/>

<sup>1</sup> Pavelin K, Pundir S, Cham JA. Ten Simple Rules for Running Interactive workshops. PLOS Computational Biology. 2014, 10(2) e1003485-

Identify a key skill or outcome you expect participants to achieve with each activity.	
<b>STUDY: REVISIT THE LEARNING OBJECTIVES / OUTCOMES:</b>	
<p><b>18. At the end of the session, can you define the new learning as a result of the interactive session?</b></p> <p>Determine and outline new learning achieved as a result of the interactive session. Describe how the workshop's new learning may be related to individuals' previous learning and experiences and define the potential changes resulting from the new learning.</p>	<input type="checkbox"/>
<b>ACT: NEW PRACTICES TESTED AGAINST REAL-LIFE ACTIVITY.</b>	
<p><b>19. Can you describe how new (transformative) learning can be applied to professional practice?</b></p> <p>Concept map / collate participants' descriptions of possible changes to their practices as a result of new learning or changes in perspectives. What barriers to new learning could exist in the workplace or in individuals' lives that need to be addressed to introduce the better, improved (new) practices?</p>	<input type="checkbox"/>
<p><b>20. As the facilitator or group of facilitators, reflect and evaluate the learning process as a result of the interactive workshop.</b></p> <p>This can be done immediately afterward the workshop or after a prescribed period to determine whether practice changes were made and sustained.</p>	<input type="checkbox"/>
<p><b>21. How can you promote learning (and reflection) after the interactive session?</b></p> <p>What options (e.g. e-mails) or resources can the facilitators send to the participants to further facilitate new learning or maintain decisions about practice made as a result of the workshop?</p>	<input type="checkbox"/>

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