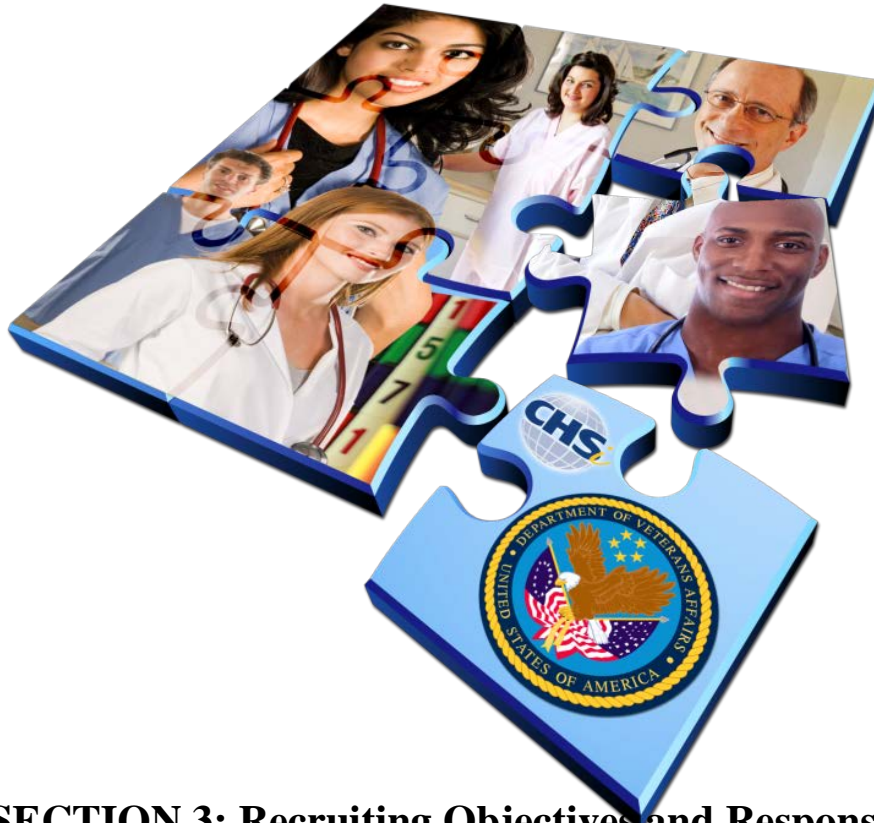


(CHSi)

Healthcare Provider (HCP) Network Recruiter Training



SECTION 3: Recruiting Objectives and Responsibilities

SECTION 4: How the CHSi Recruiting Process Works

for

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Mercer University/TCO 665/Instructional Design

presented by

May 4, 2013

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1.0 TRAINING BACKGROUND AND OVERVIEW

(CHSi) is a government contractor who performs under the Veterans Health Administration (VHA) in support of the Disability Management Assessment (DMA) Program.

The DMA performance work statement states that CHSi will:

- Provide a full range of medical disability evaluation examinations
- Train medical staff to perform examinations in accordance with Veterans Administration (VA) standards
- Perform required examination/ancillary procedures with trained medical staff
- Document all clinical findings using VA-approved templates

CHSi employs recruiters to solicit healthcare providers (HCPs) in support of the Veterans Administration (VA) DMA Program. All recruiters must complete a series of required training prior to initiating “Boots-on-the Ground” recruiting activities. Because the VHA mandates that HCPs are accessible to a veteran within a 50-mile radius of their home, targeted medical specialties are identified by the VA, and CHSi must then enlist network providers in a specified geographic area to enroll in their HCP provider network.

2.0 INSTRUCTIONAL TRAINING NEED – ASSIGNMENT 2

2.1 INSTRUCTIONAL NEED

Because recruiters are geographically dispersed, a standardized training approach is necessary. Although each recruiter is assigned to a CHSi point-of-contact (POC), training media, forms, and program resources must be readily accessible to each student recruiter. The training and program support information will be housed on a password-protected Sharepoint site.

2.2 GOAL STATEMENT

Recruiters will learn how to:

- Identify high caliber, fully qualified HCP candidates
- Acquire HCP candidate(s) credentialing data
- Confirm HCP candidate(s) quality assurance and references
- Enroll new HCPs into the CHSi provider network

3.0 INSTRUCTIONAL TRAINING STRATEGY – ASSIGNMENT 3

Qualified HCPs in specialty areas are required by the VHA to assist in making disability determinations. The purpose of this training is to guide the CHSi recruiter in the HCP qualification process and to educate them in VHA protocol and completing medical disability assessment documentation. These training materials will provide a learning environment whereby DMA program knowledge is gained and resources are available to new CHSi recruiters.

4.0 DRAFT INSTRUCTIONAL MATERIALS – ASSIGNMENT 4

Introduction

The HCP Network Recruiter Training is composed of two combined areas of instruction –

SECTION 3: Recruiting Objectives and Responsibilities

SECTION 4: How the CHSi Recruiting Process Works

This training module is only a small portion of a much larger series of training requirements mandated by the VHA for HCPs entering the DMA Program. The desired outcome from all associated training is that it will explain, in detail, the inter-related requirements for documentation that aid the VHA in qualifying veterans for disability benefits. The topics covered in the complete training series include:

- CHSi Description
- DMA Program Overview
- **HCP Recruiting Objectives and Responsibilities** *(the subject of this Instructional Design Plan)*
- **Recruiting Process** *(the subject of this Instructional Design Plan)*
- Provider Access System (PAS)
- HCP Staff VA Training/Certification
- Frequently Asked Questions
- Conducting Disability Examinations
- Completing Disability Benefits Questionnaires (DBQs)
- Health Insurance Portability and Accountability Act (HIPAA) Training
- Rules of Behavior Training
- Medical Compensation and Pension Examination Program (CPEP) Training

For the purpose of **Assignment 4**, the highlighted segment of the aforementioned training series was carefully dissected into individual components to analyze, evaluate, plan, and develop more effective and efficient instructional materials for recruiter training.

The feedback from the one-to-one formative evaluations and expert reviews is outlined in this report. It is an assessment of the draft instructional training material and the post-testing instrument for HCP Network Recruiter Training. This evaluation was conducted to validate the effectiveness of the following instructional components:

- Content
- Presentation
- Visual Communication
- Clarity
- Usefulness

4.1 ONE-TO-ONE FORMATIVE EVALUATION

The objective of the one-to-one evaluation is to assess the effectiveness of the instructional material from the learner's perspective. To evaluate the content, methodology, and delivery of this training, learner types were defined in the context of skill level, knowledge, and experience as follows:

1. **Low Context:** A learner who is a CHSi employee and is familiar with the VA. This learner needs further explanation into VA programs and how they are associated with the VHA. They also need additional information into how contractors [CHSi] work with the VHA to assist in veteran disability assessment determinations.
2. **Medium Context:** A learner who is a CHSi employee who works in an administrative support role. They have working knowledge of CHSi's role with the VHA. They understand the requirement to expand the CHSi provider network with qualified HCP resources in specialty areas.
3. **High Context:** A learner who is a CHSi employee and works in a supervisory role on the DMA Contract. This learner is tasked with internal training initiatives for employees in support of the DMA Contract.

4.1.1 Participant Learners

The pre-qualifying criteria included training and experience in roles such as personnel recruitment, military service, medical or healthcare professions, sales and business management, or VA employment. This learner participant role was not gender-specific. However, it did require that the learner was an adult, 25 years of age and older. Based on this criterion, three (3) CHSi employees were selected for the formative evaluation. and each candidate agreed to participate in the one-to-one test assessment. The learner participant information is outlined in **Table 1** below.

Table 1. Learner Types, Roles, and Selection Criteria for the Test Participants.

Participants	Learner 1	Learner 2	Learner 3
Learner Type	Low	Medium	High
Contract Role	CHSi Employee	CHSi Employee; Familiar with DMA Contract scope of work	DMA Contract Employee
Selection Criteria	Familiar with the DMA Program	Provides administrative support to the DMA Program	Supervisor of training initiatives with the DMA Program

4.1.2 Assessment Materials

The performance context for this DMA Recruiter Training was established using CHSi guidelines for vetting and recruiting HCPs into their national provider network. In addition to the recruiting process, the primary focus of this training is to educate new recruiters about VA protocol and requirements for healthcare providers who conduct disability evaluation

examinations. For convenience and accessibility, this training was designed as a self-running Powerpoint Show. However, this draft version contains no active automation, animation, narration, or links; the pages must be advanced manually. The draft training materials are shown with the companion voiceover script for each slide in **Appendix A**.

Once the training session was completed, the learner was prompted to answer a total of 20 carefully worded multiple-choice and True or False post-test questions. (See **Appendix A**).

Following all testing, the learner was asked to complete the content and post-testing forms (**Appendix B** and **Appendix C**). The data findings from these forms were based on the Likert Scale and were identified using a 1 through 5 rating system. The purpose of this scale was to assign a value to rate the following areas for learner motivation:

- Engaging
- Clarity
- Usefulness

The rating responses were defined as follows:

- 1** = Not at all effective
- 2** = Somewhat effective
- 3** = Mostly effective
- 4** = Very effective
- 5** = Spot-on for target audience

4.1.3 Testing Introduction

The one-to-one formative evaluation was conducted in individual sessions to identify specific learner needs. The test session was introduced and its purpose explained prior to initiating the assessment. Learners were asked to evaluate the recruiter training module as it related to the steps illustrated in **Figure 1**.

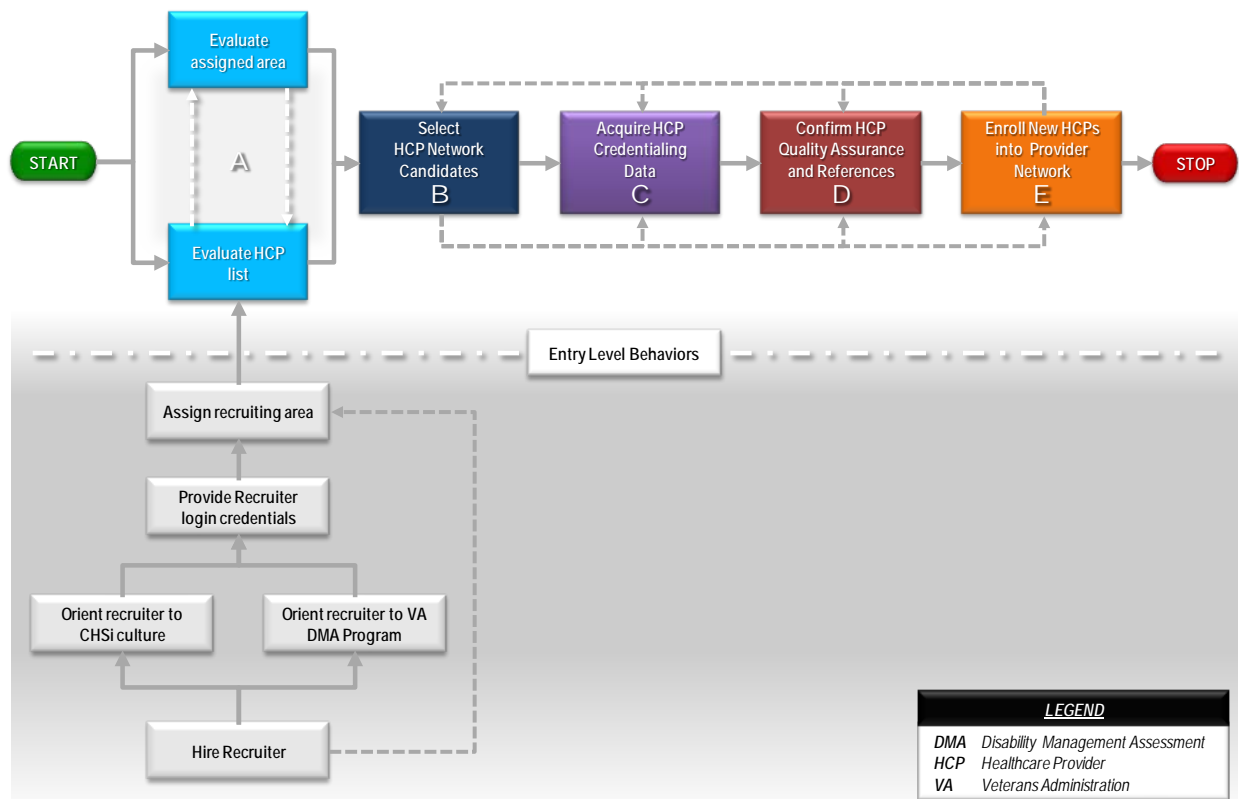


Figure 1. The Instructional Goal of HCP Recruiter Training.

4.1.4 Testing Procedure

The learner was instructed to silently read the instructional material, answer the test questions, and comment on both material types during the process. The moderator was to observe and take notes while seated beside them. I also emphasized to the learner that the evaluation was designed to assess only the instructional materials and testing instrument, not their performance. Therefore, the learner was to assume that any errors, omissions or lack of clarity was due to instructional or testing design flaws.

Once the learner reviewed the instructional materials and test, they were asked to also complete a content evaluation form (**Appendix B**) and a post-testing evaluation form (**Appendix C**). All learner comments, criticisms, and suggestions were highly encouraged as a part of the formative evaluation.

This assessment was not time-limited. However, the amount of time that it took for the learner to complete the entire exercise was noted. This data was used to compare against the completion time projected for both instruction and testing in my instructional design plan. The actual time taken for each learner to complete the exercise is recorded in the table header on **Tables 1, 2, and 3** respectively.

4.1.5 Testing Results

The initial one-to-one formative evaluation by Learner 1 revealed some feedback critical to testing instructions and content clarity and understanding. On the remaining test sessions with Learner 2 and Learner 3 revealed different issues related to successful execution of the material. Data for Learners 2 and 3 is outlined in **Table 2** and **Table 3**, respectively. However, because Learner 1's findings affected participant understanding, these recommended revisions were implemented prior to testing the remaining participants. Feedback from Learner 1 is noted in **Table 4** and is identified as Revision 1.

Table 2. Feedback Acquired From Learner 2.

LEARNER 2 FEEDBACK		Average Time to Complete Training: <u>55 minutes</u>		
Materials	Instructional Material Content	Likert Rating	Testing Instrument	Likert Rating
Pre-Test	<i>There was no pre-test for entry-level behaviors. Student recruiters will be hired based on their experience in similar business roles.</i>			
Practice Test	<i>There is no practice test. Student recruiters will have access to all the required forms referenced in the pre-instructional overview via web links on the Sharepoint site. They are encouraged to make notes during the presentation and download these forms at the end of each module.</i>			
Cover page	<i>No comment.</i>			
2.1	Contact HCP Candidate(s) <i>Clear as to what contacting the HCP entails.</i>	<i>E = 4 C = 4 U = 3</i>	<i>Clarify acronyms. Question 2 - Is this referring to before or after a HCP is signed up? Question 3 - Confusing after reading slide #22. Slide #22 states that information will be "sent" to them. How? Mail, email, personally delivered. Also says that there will be "email" communication. Therefore, I chose (B) as my answer – emailing and introducing But... (A) is also correct considering you use a script when calling and inviting.</i>	<i>E = 4 C = 3 U = 3</i>
2.2	Explain Reason for Contact <i>Before speaking with HCP, as a recruiter I would want more training on the program.</i>	<i>E = 4 C = 5 U = 4</i>	<i>Very Clear throughout training.</i>	<i>E = 4 C = 5 U = 4</i>
2.3	Describe the DMA Program <i>No comment.</i>	<i>E = 3 C = 3 U = 3</i>	<i>No comment.</i>	<i>E = 4 C = 4 U = 3</i>
2.4	Describe CHSi's Credentialing Process <i>I had to read this two separate times in order to understand the process. Visuals would benefit.</i>	<i>E = 4 C = 5 U = 4</i>	<i>Very informative.</i>	<i>E = 4 C = 4 U = 5</i>
2.5	Explain Why Site Visits Are Conducted <i>Very engaging. Clear and useful. Examples of the checklist and summary sheet are great.</i>	<i>E = 5 C = 5 U = 5</i>	<i>Question 1 - The visual images of the checklist and summary sheets are great during a training module like</i>	<i>E = 4 C = 5 U = 5</i>

Table 2. Feedback Acquired From Learner 2.

LEARNER 2 FEEDBACK		Average Time to Complete Training: <u>55 minutes</u>			
Materials	Instructional Material Content	Likert Rating	Testing Instrument	Likert Rating	
			<i>this. Visuals help the recruiter understand the type of task.</i>		
2.6	Determine HCP's Interest	<i>Very limited information.</i>	<i>E = 2 C = 2 U = 2</i>	<i>Question #2 – Assist in what way? Answered True because the recruiter will assist the HCPs in walking them through the registration process.</i>	<i>E = 4 C = 3 U = 3</i>
2.7	Schedule Meeting With HCP	<i>No comment.</i>	<i>E = 3 C = 4 U = 4</i>	<i>No comment.</i>	<i>E = 4 C = 4 U = 4</i>
Post-Test		<i>Each instructional module will conclude with a post-test. At the completion of the post-test, the student is prompted to select an option that will record an electronic signature to verify that they have completed the training module. The student will also have the ability to print a certificate of completion.</i>			
Signature Page		<i>No comment.</i>			

LEGEND Engage = E Clear = C Useful = U

Table 3. Feedback Acquired From Learner 3.

LEARNER 3 FEEDBACK		Average Time to Complete Training: <u>30 minutes</u>		
Materials	Instructional Material Content	Likert Rating	Testing Instrument	Likert Rating
Pre-Test		<i>There was no pre-test for entry-level behaviors. Student recruiters will be hired based on their experience in similar business roles.</i>		
Practice Test		<i>There is no practice test. Student recruiters will have access to all the required forms referenced in the pre-instructional overview via web links on the Sharepoint site. They are encouraged to make notes during the presentation and download these forms at the end of each module.</i>		
Cover page		<i>No comment.</i>		
2.1	Contact HCP Candidate(s)	<i>No comment.</i>	<i>E = 5 C = 5 U = 5</i>	
2.2	Explain Reason for Contact	<i>Spell out DMA.....even though it is probably spelled out in a previous module.</i>	<i>E = 5 C = 5 U = 5</i>	
2.3	Describe the DMA Program	<i>Slide #14 - Make this into 2 slides.</i>	<i>E = 5 C = 4 U = 5</i>	<i>Like the testing and immediate feedback – it will be great! Are you going to lock the answers?</i>
2.4	Describe CHSi's Credentialing Process	<i>Spell out CAQH.</i>	<i>E = 5 C = 4 U = 5</i>	<i>How many times will they be able to attempt?</i>
2.5	Explain Why Site Visits Are Conducted	<i>No comment.</i>	<i>E = 5 C = 5 U = 5</i>	<i>E = 5 C = 5 U = 5</i>

Table 3. Feedback Acquired From Learner 3.

LEARNER 3 FEEDBACK		Average Time to Complete Training: <u>30 minutes</u>		
Materials	Instructional Material Content	Likert Rating	Testing Instrument	Likert Rating
2.6	Determine HCP's Interest	No comment.	E = 5 C = 5 U = 5	
2.7	Schedule Meeting With HCP	No comment.	E = 5 C = 5 U = 5	
Overall comment		Good design of program. Very detailed. Very effective and spot-on for target audience.		
Post-Test		Each instructional module will conclude with a post-test. At the completion of the post-test, the student is prompted to select an option that will record an electronic signature to verify that they have completed the training module. The student will also have the ability to print a certificate of completion.		
Signature Page		No comment.		

LEGEND Engage = E Clear = C Useful = U

4.1.6 Recommended Revisions

As noted above, recommendations from Learner 1 provided a value-added aspect for further testing objectives. These areas of concern were un-noticed by Learner 2 and Learner 3 which validated my purpose for implementing the changes after Learner 1 testing. Instead, the revisions added much needed clarity and guidance to other learners as well as to the expert reviewers about testing expectations, scoring guidelines, and resultant test feedback.

Table 4. Revision 1. Comments and suggestions from Learner 1.

LEARNER 1 FEEDBACK		Average Time to Complete Training: <u>60 minutes</u>		
Materials	Instructional Material Content	Likert Rating	Testing Instrument	Likert Rating
Pre-Test		There was no pre-test for entry-level behaviors. Student recruiters will be hired based on their experience in similar business roles.		
Practice Test		There is no practice test. Student recruiters will have access to all the required forms referenced in the pre-instructional overview via web links on the Sharepoint site. They are encouraged to make notes during the presentation and download these forms at the end of each module.		
Cover page		Add an explanation on the first page to explain the testing at the end. Define the expectation for a passing grade – What is passing? What is failing? Explain that if they do not score a passing grade they must repeat the training module.		
2.1	Contact HCP Candidate(s)	No comment.	E = 4 C = 4 U = 4	No comment. E = 4 C = 4 U = 4
2.2	Explain Reason for Contact	Do you get alot of doctors?	E = 5 C = 5 U = 5	No comment. E = 4 C = 4 U = 4

Table 4. Revision 1. Comments and suggestions from Learner 1.

LEARNER 1 FEEDBACK		Average Time to Complete Training: <u>60 minutes</u>			
Materials	Instructional Material Content	Likert Rating	Testing Instrument	Likert Rating	
2.3	Describe the DMA Program	<i>Is the VBA a sub to the VHA?</i>	<i>E = 5 C = 5 U = 5</i>	<i>No comment.</i>	<i>E = 4 C = 4 U = 4</i>
2.4	Describe CHSi's Credentialing Process	<i>CAQH – you can check on anyone [provider]. They can screen them too, right? Maybe make it clearer that HCP must register with CAQH in order to be accessible to contractors who want to evaluate their qualifications.</i>	<i>E = 5 C = 5 U = 5</i>	<i>No comment.</i>	<i>E = 5 C = 5 U = 5</i>
2.5	Explain Why Site Visits Are Conducted	<i>Does the recruiter do the visits? Oh yeah, they have a checklist.</i>	<i>E = 5 C = 5 U = 5</i>	<i>No comment.</i>	<i>E = 5 C = 5 U = 5</i>
2.6	Determine HCP's Interest	<i>No comment.</i>	<i>E = 5 C = 5 U = 5</i>	<i>No comment.</i>	<i>E = 5 C = 5 U = 5</i>
2.7	Schedule Meeting With HCP	<i>No comment.</i>	<i>E = 5 C = 5 U = 5</i>	<i>No comment.</i>	<i>E = 5 C = 5 U = 5</i>
Post-Test		<i>Each instructional module will conclude with a post-test. At the completion of the post-test, the student is prompted to select an option that will record an electronic signature to verify that they have completed the training module. The student will also have the ability to print a certificate of completion.</i>			
Signature Page		<i>What is the electronic signature? You provided them with a username and password – use "(password required)" under the electronic signature line. What is this – a certificate? Add a page before this one that shows their final score on the testing. Put the certificate there and tell them what it is and what to do with it.</i>			

LEGEND Engage = E Clear = C Useful = U

4.2 EXPERT REVIEW

The expert reviewer played a significant role in assessing context, clarity, and delivery of this instructional material. As well, they provided constructive insight into the effectiveness of the testing instrument and suggestions for its improvement. Given that the expert reviewers selected were closely involved in the facilitation of VA recruiter processes, each of them were excellent candidates for this evaluation.

4.2.1 Expert Reviewer Participants

Expert reviewers were selected first, based on their employment with CHSi; second, on their involvement with the DMA Contract at a mid-management level or higher. To qualify, each reviewer were required to have experience in training, recruiting, or management in similar environments; experience as an educator was a plus. This role was not age- or gender-specific, nor was it contingent on education or work type.

Based on this criterion, three (3) management-level CHSi employees and one (1) independent contractor was selected for this review. The qualifications met by these expert reviewers are outlined in **Table 5**.

Table 5. Learner Types, Roles, and Selection Criteria for the Expert Reviewers.

Participants	Expert Reviewer 1	Expert Reviewer 2	Expert Reviewer 3	Expert Reviewer 4
Area of Expertise	Retired Army Medical Doctor	Master Instructor - Air Force; Physician Assistant	Manager on DMA Contract Employee	Manager on DMA Contract Employee
Contract Role	Qualifying and credentialing network providers	Familiar with the DMA program requirements for qualifying and credentialing network providers	POC for new recruiters	POC for new recruiters
Selection Criteria	Medical Reviewer on DMA Contract	A.S Degree in Instructional Design	Enrolls and mentors new recruiters	Enrolls and mentors new recruiters

4.2.2 Assessment Materials

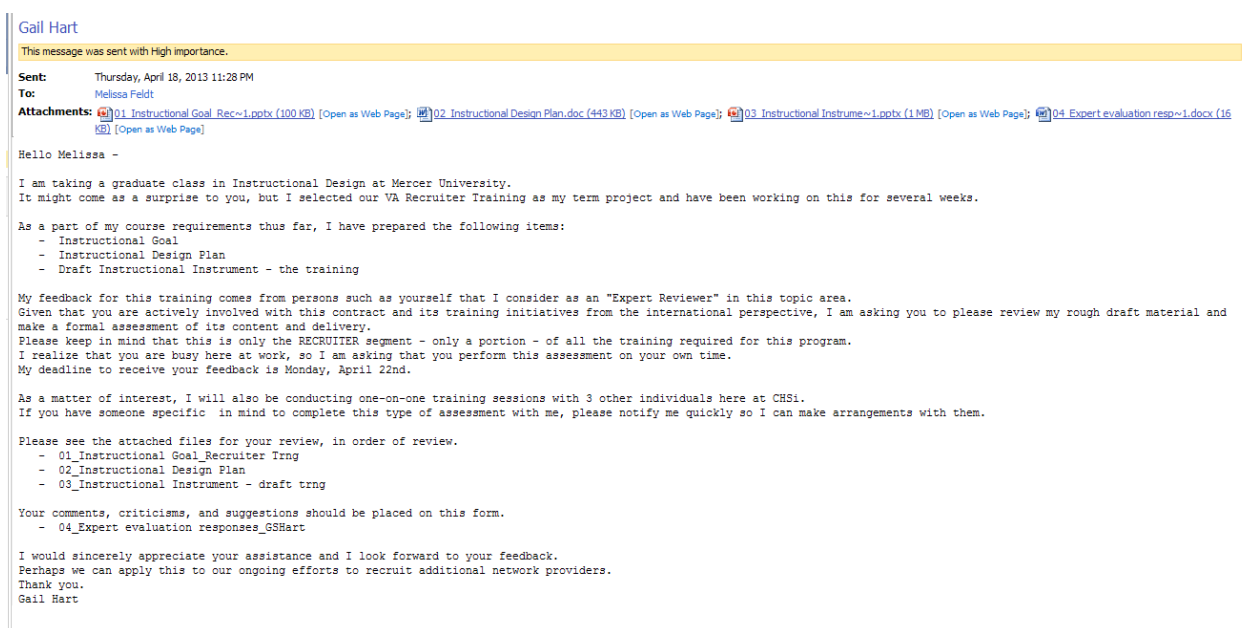
The following files and forms were sent to each reviewer via email as a reference to how the training materials were planned and developed. For the purpose of this review, the files were numbered and named to reflect the order of their review.

- 01_Instructional Goal_Recruiter Training
- 02_Instructional Design Plan
- 03_Instructional Instrument - draft trng
- 04_Expert evaluation responses_GSHart

The performance context for this DMA Recruiter Training was established using CHSi guidelines for vetting and recruiting HCPs into their national provider network. In addition to the recruiting process, the primary focus of this training is to educate new recruiters about VA protocol and requirements for healthcare providers who conduct disability evaluation examinations. The draft training materials prepared for use in these expert reviews are shown with the companion voiceover script in **Appendix A** followed by 20 carefully worded multiple-choice and True or False post-test questions.

4.2.3 Request for Review and Assessment

The screenshot shown in **Figure 1** is a sample of the email message that was sent to each expert reviewer to request assistance in this evaluation process. Each of them were management level or above and all currently have active roles and responsibilities associated with the DMA Contract. (Reference **Table 5**).



Due to the time-sensitive nature of DMA contract requirements and impending deadlines, only three (3) expert reviewers were able to provide feedback for inclusion in this report. Those expert reviewers who did participate provided very insightful and meaningful feedback.

4.2.4 Reviewer Procedures

Each reviewer was asked to critically review the resource files provided prior to reviewing the instructional material itself. They were requested to provide comments, suggestions and criticisms on content effectiveness, clarity and delivery of the instructional materials and the test instrument. (See **Appendix A**). Upon finalizing the review – the instructional plan, the instructional instrument and test instrument - the reviewer responded using the content evaluation form provided to them (**Appendix D**). In addition, all three (3) reviewers provided comments in a separate attachment.

4.2.5 Review Results

Expert Reviewer 1

Expert Reviewer 1 was unable to complete the evaluation form, but submitted a general statement for inclusion in this report:

“.....I did look at it and it seems very good to me. It is a very difficult thing to outline but I believe you get your message across.”

Expert Reviewer 2

The content feedback evaluation form below was provided to me in response to this evaluation by Expert Reviewer 2. Because the reviewer provided such extensive feedback – positive, negative, and constructive – the response appears in this report in its entirety.

Questionnaire Results

CONTENT FEEDBACK: Please respond below to comment on how to improve each segment of the instruction.
2.1 Contact HCP Candidate(s)
<p>Objective Statements: <i>Very Good</i>. See notes on ISD Plan Review*</p> <p>Instructional Analysis: <i>Excellent</i></p> <p>Accuracy and Currency of Content: <i>Excellent</i></p> <p>Appropriateness of Instructional Material: <i>Excellent</i> <i>(vocabulary, interest, value, sequence, chunk size, learner participation activities)</i></p> <p>Clarity and Appropriateness: <i>Excellent</i> <i>(test items and assessment situation)</i></p> <p>Placement: <i>Very Good</i> <i>(relative to prior and subsequent instruction)</i> Tests and Other Assessment Instruments: This ISD Plan is good. It shows several different types of training called “blended” training which has shown to be at least 65% more effective than single method training.</p>
2.2 Explain Reason for Contact
<p>Objective Statements: Well defined. I personally like the WILL be able to XXX (knowledge, task, or knowledge based performance)</p> <p>Instructional Analysis: <i>Excellent</i></p> <p>Accuracy and Currency of Content: <i>Very accurate</i></p> <p>Appropriateness of Instructional Material: Insure any term that has multiple meanings is defined for that area of instruction. Example the HCPs area – Is that geographic area or medical specialty area? Instructional plan is solid (read the information, have it lectured to you in webinar, group participation, knowledge based testing) – reinforced learning <i>(vocabulary, interest, value, sequence, chunk size, learner participation activities)</i></p> <p>Clarity and Appropriateness: <i>Very good</i> <i>(test items and assessment situation)</i></p> <p>Placement: <i>Very good</i>. You’re utilizing a three level blended approach (Written, performance and performance knowledge) which increases retainability in the candidate/student <i>(relative to prior and subsequent instruction)</i></p> <p>Tests and Other Assessment Instruments: knowledge and performance testing is spot on. If the candidate doesn’t know anything about the program when contacting medical professionals the individual and the company look ill prepared, uninformed or unprofessional in their business practices.</p>

2.3 Describe the DMA Program
<p>Objective Statements: Excellent</p> <p>Instructional Analysis: Correct methods</p> <p>Accuracy and Currency of Content: Accurate</p> <p>Appropriateness of Instructional Material: Appropriate <i>(vocabulary, interest, value, sequence, chunk size, learner participation activities)</i></p> <p>Clarity and Appropriateness: Clear and appropriate <i>(test items and assessment situation)</i></p> <p>Placement: Correct sequence <i>(relative to prior and subsequent instruction)</i></p> <p>Tests and Other Assessment Instruments: Appropriate for this type of learning. Independent research, knowledge performance are appropriate tools</p>
2.4 Describe CHS's Credentialing Process
<p>Objective Statements: Objective is defined</p> <p>Instructional Analysis: Appropriate</p> <p>Accuracy and Currency of Content: Accurate</p> <p>Appropriateness of Instructional Material: <i>(vocabulary, interest, value, sequence, chunk size, learner participation activities)</i> Appropriate for distance type learning</p> <p>Clarity and Appropriateness: <i>(test items and assessment situation)</i> Clear and appropriate. I assume mentoring or instructor clarification is available to assist in the event someone is confused"</p> <p>Placement: correct <i>(relative to prior and subsequent instruction)</i></p> <p>Tests and Other Assessment Instruments: Appropriate for this type of setting</p>
2.5 Explain Why Site Visits Are Conducted
<p>Objective Statements: Clear and concise</p> <p>Instructional Analysis: Appropriate</p> <p>Accuracy and Currency of Content: Current and accurate</p> <p>Appropriateness of Instructional Material: Appropriate <i>(vocabulary, interest, value, sequence, chunk size, learner participation activities)</i></p> <p>Clarity and Appropriateness: Clear and appropriate <i>(test items and assessment situation)</i></p> <p>Placement: Correct <i>(relative to prior and subsequent instruction)</i></p> <p>Tests and Other Assessment Instruments: Appropriate</p>
2.6 Determine HCP's Interest
<p>Objective Statements: Clear</p> <p>Instructional Analysis: Appropriate</p> <p>Accuracy and Currency of Content: Accurate and current</p> <p>Appropriateness of Instructional Material: Appropriate <i>(vocabulary, interest, value, sequence, chunk size, learner participation activities)</i></p> <p>Clarity and Appropriateness: Clear and concise. <i>(test items and assessment situation)</i></p> <p>Placement: Appropriate <i>(relative to prior and subsequent instruction)</i></p>

Tests and Other Assessment Instruments: <i>Appropriate</i>
2.7 Schedule Meeting With HCP
Objective Statements: <i>Clear</i>
Instructional Analysis: <i>Appropriate</i>
Accuracy and Currency of Content: <i>Accurate and current</i>
Appropriateness of Instructional Material: <i>Appropriate</i> <i>(vocabulary, interest, value, sequence, chunk size, learner participation activities)</i>
Clarity and Appropriateness: <i>Clear and appropriate</i> <i>(test items and assessment situation)</i>
Placement: <i>Correct</i> <i>(relative to prior and subsequent instruction)</i>
Tests and Other Assessment Instruments: <i>Appropriate for tasks/objectives</i>

Feedback and Recommended Revisions

Recommendation from Expert Reviewer 2

** Notes on the Instructional Design Plan Review Provided by Expert Reviewer 2*

1. Under Instructional goal should it be 1.0?
2. Performance Objective - Under Instructional goals – specify what areas of need are. Could be geographic, or it could be medical specialty or both.
3. Terminal Objective - “At the end of this training, recruiter candidates WILL be able to XX, XX and XX.
4. Under 2.0 – specify what the materials/tools are to begin the solicitation process – “Student recruiters”
5. 2.1 Specify what a phone script is – Is it a set of questions or an algorithm of questions to be used?
6. This ISD Plan is good. It shows several different types of training called “blended” training which has shown to be at least 65% more effective than single method training.
7. Read – quiz it – Knowledge base
8. Performance demonstration – performance (Task steps only)
9. Knowledge and performance – Knows how to complete the task and knows why (performance knowledge)

Recommendations from Expert Reviewer 3

This feedback was especially important because it provided a real-world perspective from the viewpoint of a recruiter POC. Interestingly, they chose to provide comments in this manner rather than on the content evaluation form. This response format was due in part to a lack of understanding in instructional design (ISD) terminology, how it applies to training, and how to assess the ISD elements. Because training is an integral part of the DMA Contract scope of work, this lack of knowledge signals a serious disconnect with instructional materials and practical task application. The statements that follow outline Expert Reviewer 3’s evaluation and assessment.

“Your presentation looks good, however it's a theoretical presentation and leaves out the real world anomalies, such as how to handle providers who don't respond to recruitment efforts in a timely manner, or don't respond at all. Then there are providers that are willing to sign to the pricing agreement but refuse to do the training courses, or providers who sign the agreement and complete the training courses but then their DBQ completion is found to be substandard and they can't be used. Also, what happens when you exhaust all possibilities in an area and don't redeem enough quality providers to cover the needs?”

On the credentialing portion, CAQH is a great tool but unfortunately it is not the ultimate fix. There are providers who absolutely will not use CAQH. And of the providers who do use CAQH, some don't do their re-attestations timely, or forget to update certain portions such as insurance coverage expiration dates, requiring you to reach out to them directly. Also, CAQH does not require that providers scan in certain documents such as diplomas or degrees, and some certifications, which we need to have on hand in case of an audit. CAQH is only a database for providers to store their information. It does not do any verification of information. To cover for the providers who are reluctant to use CAQH, there needs to be a back-up credentialing form for them to complete and send us the required information & documentation. Then the verification of that information begins.

The layout of your presentation flows well but I think it could possibly leave an inexperienced recruiter with some unanswered questions.”

4.3 PLAN FOR REVISING INSTRUCTIONAL MATERIALS

Based on the excellent feedback received from both the one-to-one evaluations and the expert reviewers, plans are to implement change in the areas as is noted throughout the findings. These changes will include specific modification to instructional content and clarity as well as testing delivery. Key recruiter POCs will be consulted to ensure that the learning objectives are revised appropriately. As shown in **Table 6**, the planned revisions include the changes outlined below.

4.3.1 Revision Plan

Table 6. Revision Plan. Specific areas of modification for instructional or testing materials design.

FEEDBACK FROM LEARNERS 1, 2, and 3		
Materials	Revision Plan Combined Instructional Material Content and Testing Instrument	Median Likert Rating
2.0	Cover Page <i>Add an explanation on the first page to explain the testing at the end. Define the expectation for a passing grade – What is passing? What is failing? Explain that if they do not score a passing grade they must repeat the training module.</i>	4.3
2.1	Contact HCP Candidate(s) <i>Clarify acronyms. Question 2 - Clarify HCP involvement? Question 3 - Clarify how information will be "sent" to HCPs.</i>	4.2
2.2	Explain Reason for Contact <i>Spell-out all acronyms in this module.</i>	4.6
2.3	Describe the DMA Program <i>Slide #14 - Make this into 2 slides (or more) for clear definition and understanding.</i>	4.3
2.4	Describe CHSi's Credentialing Process <i>Spell-out all acronyms in this module (i.e., CAQH).</i>	4.7
2.5	Explain Why Site Visits Are Conducted <i>Use more visuals to help explain the type of task required.</i>	4.7
2.6	Determine HCP's Interest <i>Explain how the recruiter is expected to assist the HCP and when. Identify tasks specific to recruiter; identify tasks specific to recruiter.</i>	4.2
2.7	Schedule Meeting With HCP <i>No comment.</i>	4.6
	Post-Test <i>Number ALL test questions sequentially 1-20. Lock the answers – Disable the "back" button. The learner will only be able to advance the pages forward; the back button will be disabled. If learner achieves a score of 80% or above, the system will allow them to complete the test module by electronically signing the last page. If learner scores below 80%, they must reinitiate the training. Learners will have a total of 3 attempts to pass within the prescribed scoring range.</i>	

Table 6. Revision Plan. Specific areas of modification for instructional or testing materials design.

FEEDBACK FROM LEARNERS 1, 2, and 3		
Materials	Revision Plan Combined Instructional Material Content and Testing Instrument	Median Likert Rating
	<i>All attempts and scores will be automatically sent to the assigned POC. Further correspondence with the student recruiter will be initiated by the POC.</i>	
Signature Page	<i>Define the electronic signature. Direct learner to use the assigned password as the electronic signature. Explain the certificate of completion icon. Add a page before signature page to reveal final testing score.</i>	










4.3.2 Training Objectives

Using **Gagne's Nine Events of Instruction** (<http://citt.ufl.edu/tools/gagnes-9-events-of-instruction/>) as a checklist, the instructional events were validated against the data and analysis gathered from:

- Three (3) One-to-one formative evaluation
- Two (2) Expert Reviewers

Table 7 outlines the success or failure of the learning objectives for the CHSi HCP Network Recruiter Training.

Table 7. Checklist of Gagne's Nine Events of Instruction.

No.	Events	Successful	Unsuccessful
1.	Gain attention		
2.	Inform learners of objectives		
3.	Stimulate recall of prior learning		
4.	Present the content		
5.	Provide "learning guidance"		
6.	Elicit performance (practice)		
7.	Provide feedback		
8.	Assess performance		
9.	Enhance retention and transfer to the job		

5.0 CONCLUSION

The data gathered as a result of conducting this testing and evaluation provided insight into how the learner receives and process information. By the same token, it clearly defines distinct learner levels within the target audience.

As noted in **Table 1**, there were three (3) learner types used for this testing. Learner 1 immediately identified some areas that required further definition. Because of its relevance to understanding for other learners, those changes were implemented prior to testing Learner 2 and Learner 3. The feedback that resulted from Learner 2 and Learner 3 testing exposed some content areas vulnerable to different learner types. The comments and suggestions from those learners detail very different perspectives from their viewpoint as the target audience. These revisions will be easy to incorporate by editing for content or further defining the lesson construction.

In one instance the learner suggested that the content should be broken out into additional slides. The training was originally designed for the individual learner, not as group training. It was presumed that learners would be motivated to process larger amounts of information from interacting with a single page, especially when compared to instructional media taught in a group setting. However, the complexity of certain topic areas requires more in-depth explanation and additional time for the average learner to process. Therefore, by introducing fewer elements on each slide, the learner will be able to better formulate an understanding of the context and thus build on each lesson across a series of slides.

Both learners and reviewers cited good use of visuals or encouraged more use of this same. These and other specific comments demonstrated that regardless of the learner level, students benefit from visual communication provided that the terminal objective is met, the message is correctly processed, and it formulates a mental picture for reference and recall.

In summary, one-to-one formative evaluations showed a disparity in learner levels that directly effects how instructional content should be presented. Expert reviewer comments appear to be based on a level of understanding for their role in the DMA program. Their feedback suggests that individual roles within the program are concerned with attaining different and perhaps conflicting goals due to a lack of understanding in how to effectively assess instructional material. Therefore, it is apparent that this training should be further evaluated and modified to meet objectives that are much more congruent with the instructional goal and the desired outcome.


APPENDIX A

Recruiter Training

U/N:

P/W:

Assigned POC:



At the end of this training module you will be guided to a series of post-training questions. The required score is 80% to complete this portion of recruiter training. Skipping a question counts as an incorrect answer. All testing material is automatically sent to your assigned POC. Scores that fall below the required percentile require that the learner re-complete the training. If you have specific questions regarding this training, please contact your POC.



VOICE OVER:

The following slides will explain your objectives and responsibilities as a recruiter.

Recruiting Objective



To expand the CHSi network with high caliber, fully qualified HCPs in areas of need identified by CHSi, specifically for the Veterans Administration (VA) Disability Management Assessment (DMA) Program



VOICE OVER:

Your objective as a recruiter is to help CHSi expand their healthcare provider network with high caliber, fully qualified HCPs willing to perform disability exams for the VA DMA Program. CHSi is assigned certain regions to conduct these exams and your job is to help us recruit in the areas where we most need HCPs.

Recruiting Process

- Evaluate assigned area and HCP list
- Contact HCPs to explain CHSi and VA DMA Program
- Describe credentialing process to HCPs
- Describe Provider Access System (PAS)
- Describe VA Training
- Use Frequently Asked Questions as needed



VOICE OVER:

Here's the process you will use to achieve your objective. First, you will evaluate your assigned area and the HCP list provided.

You will then contact potential HCPs by phone to provide information about CHSi and to explain the VA DMA Program. You will also visit the clinic and conduct a site survey for the HCPs interested in participating in the VA program.

CHSi will only use properly credentialed HCPs – a CHSi **and** VA requirement. One of your responsibilities is to explain our credentialing process, which includes using HCP information from the Council for Affordable Quality Healthcare (CAQH) database. We will provide you with more information about CAQH when we discuss the details of the recruiting process. CHSi will verify the information received from CAQH and, once approved, will notify the HCP that their credentialing is complete.

You will need to describe the CHSi-developed Provider Access System that the HCPs will use to access and complete the disability exam questionnaire.

Also explain that before performing disability exams, the HCPs and their staff must complete specific VA training.

Finally, we have anticipated questions that the HCP may ask and have provided you with those questions and answers at the end of this training.

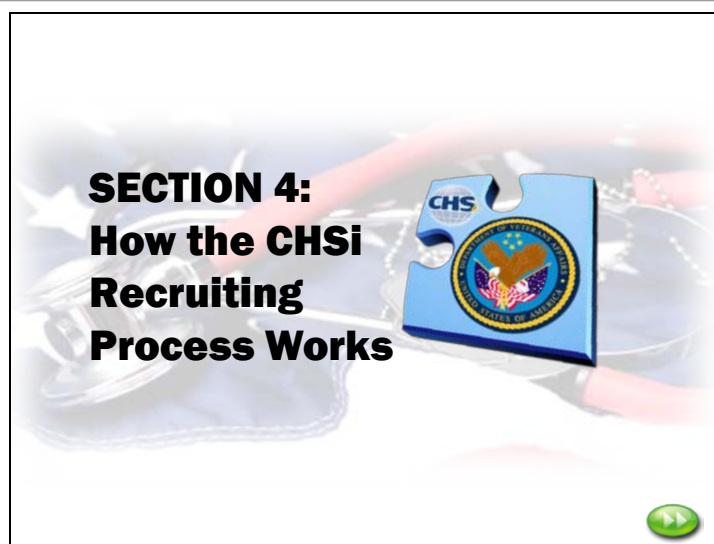
The Recruiter's Desired Results

- **Develop an active list of HCPs, including their CAQH ID number**
- **Secure a Provider Service Agreement (PSA) with qualified HCPs**
- **Send PSAs to CHSi Corporate for processing**



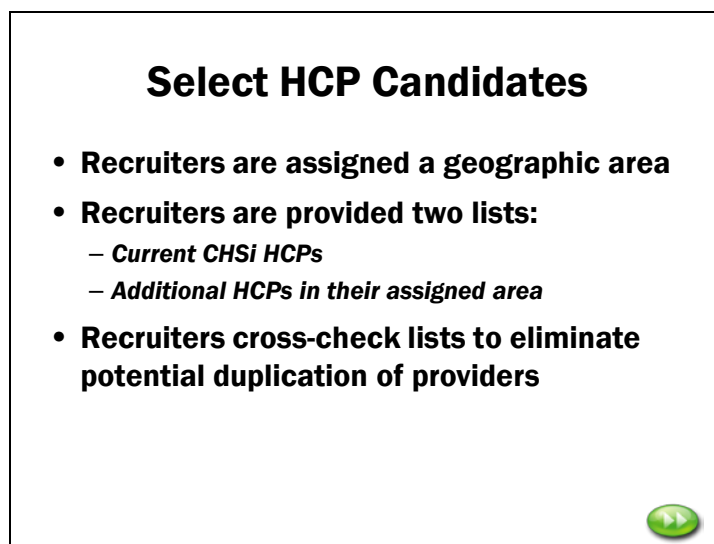
VOICE OVER:

After following the Recruiter process, your desired result as a recruiter is to secure a Provider Service Agreement with a list of all HCPs in the facility including their CAQH identification number. You then will send the agreement to CHSi Corporate, where other departments will take over and complete the credentialing and onboarding process.



VOICE OVER:

The following slides will explain more details about how the CHSi DMA Recruiting Process Works.



VOICE OVER:

Each recruiter will be assigned a certain geographic area or territory to work within.

They will be provided with a list of current CHSi HCPs in that area as well as a list of other HCPs in that area that are potential CHSi HCPs. Your job as a recruiter is to contact new HCPs, not current CHSi HCPs.

Contact HCP Candidate(s)

- **Recruiters contact HCP and**
 - Explain reason for contact
 - Describe the DMA Program
 - Describe the CHSi credentialing process
 - Explain why we conduct site visits
 - Determine if HCP is interested in becoming a network provider
 - Schedule a meeting with the HCP



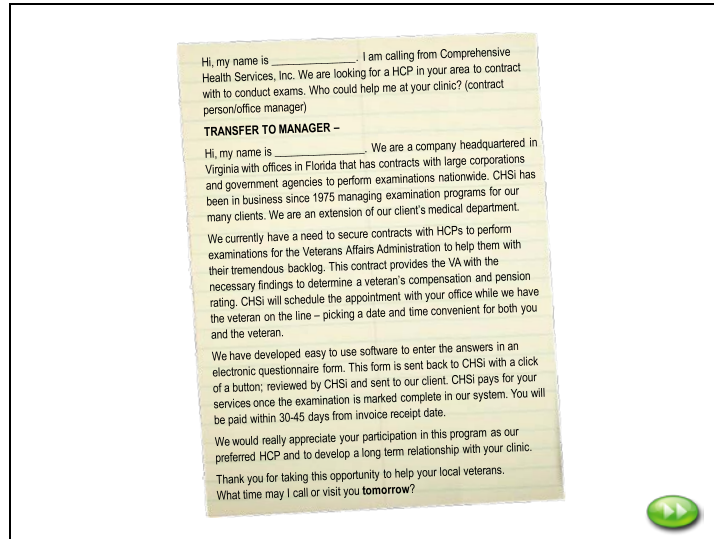
VOICE OVER:

It is time to contact the HCPs that you have identified as potential candidates from your lists.

To assist you in this process, a contact script will be provided as a reference tool.

You will explain the purpose of your contact and describe the DMA Program, the CHSi credentialing process, and the requirement to conduct a site visit.

During the course of your conversation, you will determine if the HCP is interested in becoming a network provider and participating in the program.



VOICE OVER:

Explain the Reason for Your Contact.

This is a sample of an initial contact script to use as a starting point. Use your own words and presentation style to present the message.



VOICE OVER:

The Department of Veterans Affairs (VA) is made up of three main components

- **Veterans Health Administration (VHA)**
- **Veterans Benefits Administration (VBA)**
- **National Cemetery Administration - Memorial Affairs**

The DMA Program Overview

- **Two of the Administrations, the VHA and VBA, collaborate to make disability determinations for the VA Compensation and Pension Program**
- **Determinations are made for:**
 - *Veterans benefits*
 - *Benefits for veteran's dependents and survivors*
 - *Veterans health*



VOICE OVER:

Two of the Administrations, Veterans Benefits and Veterans Health, collaborate to make disability determinations for the VA Compensation and Pension Program concerning

- Benefits for the veteran
- Benefits for the veteran's dependents and survivors
- And the veterans health

DMA Program Overview (cont.)

- **The VA Compensation and Pension Program provides monetary assistance to veterans with service-related disabilities**
- **How the C&P program works:**
 - *Veterans apply for Compensation through the VBA*
 - *VBA sends requests to VHA to schedule a disability evaluation examination*
 - **Exams are conducted:**
 - *Internally within the VA, or*
 - *Contracted with private firms, such as CHSi*



VOICE OVER:


The VA Compensation and Pension Program is designed to provide monetary assistance to veterans who have disabilities related to their military service.

Here's how the process works:

- First, Veterans apply for their compensation benefits through the VBA. The VBA develops the benefits claims and provides assistance to veterans in obtaining evidence that will substantiate their claims.
- If the veteran has a disability or disabilities that appear to be related to the veteran's military service, the VBA sends a request to VHA to conduct a disability evaluation examination.
- VHA conducts many of these exams internally; however, due to a backlog of examinations, they also contract with private firms to conduct exams. CHSi is one of the firms that conducts disability evaluation exams for VHA.

DMA Program Overview (cont.)

- **The VA attempts to schedule the disability evaluation exams near the veteran's home**
 - **152 medical centers**
 - **Over 1,400**
 - **Community Based Outpatient Clinics**
 - **Veteran Centers**
 - **Domiciliaries (i.e., nursing homes) around the country**
 - **Private contracting firms**
 - **HCPs outside the US, as required**



VOICE OVER:

The VA attempts to schedule the disability evaluation exams near the veteran's home. VHA has 152 medical centers and over 1,400 Community Based Outpatient Clinics, Vet Centers and Domiciliaries, or nursing homes, around the country, therefore, exams have traditionally been scheduled at the nearest facility to the veteran. By using private contracting firms like CHSi, the VHA has expanded that capacity even further.

If the veteran resides outside the US, the VA also attempts to find HCPs near them to conduct the exams.

HCP Credentialing

- **The Council for Affordable Quality Healthcare (CAQH) is a central source for HCP information created by a nonprofit alliance of health plans and trade associations.**
- **CAQH works to simplify healthcare administration through collaboration on industry initiatives, such as:**
 - *Reducing healthcare administration cost and frustrations*
 - *Encouraging integration of administrative and clinical data*
- **CAQH created a universal credentialing data source to make the HCP credentialing process more efficient for HCPs and healthcare organizations. It helps to**
 - *Provide a single source for HCP information and its available to potential clients without repetitively having to fill out forms*
 - *Increase data accuracy and timeliness with quarterly confirmations of each HCP's data*



VOICE OVER:

As previously stated, HCP credentialing is important to the qualification process for the CHSi network and for being able to conduct VA disability exams. As a Recruiter, your job is to make sure the HCP understands this fact and how the CHSi credentialing process works.

Each HCP must be registered with CAQH to join the CHSi provider network. If the HCP is unaware of CAQH, provide them with this information:

- CAQH is a central source for HCP information that was created by a nonprofit alliance of health plans and trade associations. Their vision is a healthcare system in which administrative processes are efficient, predictable, and easily understood by patients, caregivers and HCPs.
- CAQH works to simplify healthcare administration through collaboration on industry initiatives, for example, by consolidating repetitive, time-consuming tasks CAQH reduces healthcare administration cost and frustrations and encourages integration of administrative and clinical data
- CAQH created a universal credentialing data source to make the HCP credentialing process more efficient for HCPs and healthcare organizations. They do this by providing a single source for HCPs to have their information available to potential clients without repetitively having to fill out forms and they conduct quarterly confirmations of each HCP's data, thus increasing the likelihood of data accuracy and timeliness.

Universal Provider Datasource

- CAQH launched the Universal Provider Datasource (UPD) in 2002.
- UPD is the industry standard for collecting HCP credentialing data and it:
 - Is built around a single, uniform online application and secure database
 - Enables HCPs to submit, store, update and access their information free of charge
 - Is used by more than a million HCPs in all 50 states and the District of Columbia as well as over 650 health plans, hospitals and networks nationwide
 - Streamlines the initial application and re-credentialing process and offers health plans and networks real-time access to reliable HCP information for quality assurance and referrals



VOICE OVER:

In 2002, CAQH launched the Universal Provider Datasource, UPD, which is the industry standard for collecting HCP credentialing data.

The UPD is built around a single, uniform online application and secure database. It enables HCPs to submit, store, update and access their most critical information for credentialing, claims processing, quality assurance and member services, such as directories and referrals, and the service is free. Once authorized by the HCP, health plans can electronically download the information into their systems. This standard form meets the data-collection needs of health plans, hospitals and other healthcare organizations.

More than a million HCPs in all 50 states and the District of Columbia and over 650 health plans, hospitals and other healthcare organizations currently use the service to streamline data-collection processes.

How Do We Use CAQH?

- Determine if the HCP is already in CAQH
- If yes, ask the HCP for their CAQH ID Number
- If the HCP is not registered with CAQH, describe CAQH to HCP, and
 - Ask if the HCP will register in CAQH
 - Register at www.caqh.org/, to submit information online



VOICE OVER:

CHSi uses CAQH to assist in the credentialing process, thus you must determine if the HCP is already registered in CAQH.

If the HCP is registered, then ask for their CAQH Identification Number, which will help us to retrieve their information.

If the HCP is not registered, ask if they will register and give them the URL address to access CAQH. The HCP can register online or request a hard copy application to complete and mail back to CAQH. The online registration process takes 1-2 hours to complete in one session, however they can complete the process over the course of several sessions if they prefer.

How Do We Use CAQH? (cont.)

- **After the HCP submits all required information, it is stored in the CAQH database**
- **When Contractors, like CHSi, require HCP(s) in specific areas, they request a list of HCPs in that area from CAQH**
- **The Contractor selects an HCP and requests HCP information from CAQH**
- **CAQH communicates this request to the HCP**
- **HCP authorizes CAQH to provide information to Contractor**



VOICE OVER:

After HCPs submit their application with the required information to CAQH, the information is stored in the CAQH secured database.

Firms such as CHSi are also registered with CAQH so that we may obtain HCP information. But we are only provided HCPs' information after they have given their approval.

For instance, if we are looking for a HCP in a specific geographic area, we request a list of HCPs in that specified area from CAQH. Then after reviewing the list of HCPs, CHSi determines which HCPs they wish to validate. We notify CAQH of our selections, requesting the credentialing information about the HCPs on our list.

CAQH contacts the HCP for permission, and once the HCP agrees, CAQH provides the information to CHSi.

How Do We Use CAQH? (cont.)

- **Once the information is received, the CHSi performs our own internal process to confirm the information and make independent credentialing decisions**
- **CHSi's credentialing committee addresses any issues and makes the decision to add the HCP to our network**
- **No issues = No problems**
 - HCP is added to Contractor network
 - HCP is notified of action



VOICE OVER:

When the Contractor, CHSi in this case, receives the HCP information from CAQH, our credentialing committee then performs an internal process to confirm information and make independent credentialing decisions

If there are issues, the credentialing committee addresses them and decides whether or not to add the HCP to the CHSi network.

If there are no issues or problematic situations, the HCP is added to the CHSi network and is notified of this action.

Why Site Visits Are Conducted

- **Purpose of Site Visit**
 - Verify HCP information
 - Check appearance and accessibility
 - Inspect for safety concerns and handicap accessibility
 - Evaluate customer service
- **Complete Site Visit checklist and summary sheets**

VOICE OVER:

Another aspect of the recruiting process is the Site Visit where you will inspect the premises and verify facility information including correct physical and mailing addresses, phone numbers, hours of operation, services available, names of office and medical staff and any other items identified on the Site Visit checklist.

Check the appearance of the facility. Is it neat and clean, including the restrooms? Is the facility easily accessible by public transportation as well as by car? Is adequate parking available?

Inspect the area to identify any safety concerns or issues, such as tripping/falling hazards. Is the facility ADA compliant? Is it wheelchair accessible?

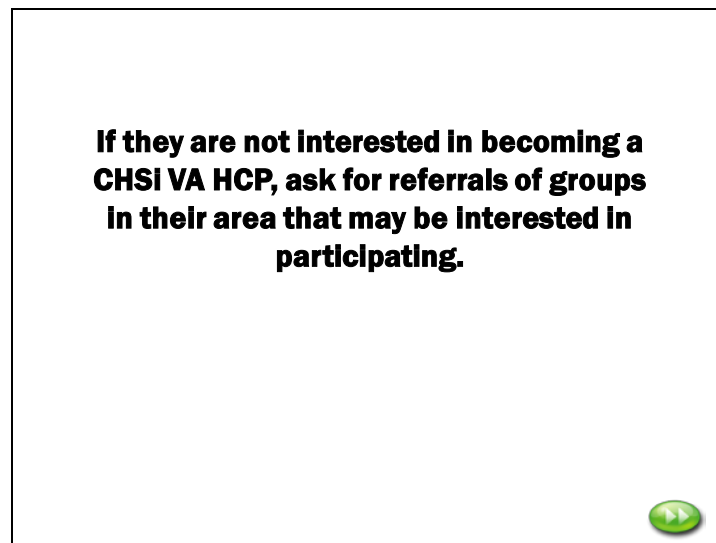
Assess their customer service. Was the staff courteous, knowledgeable, and helpful?

The bottom line --- Would you send a family member to this facility?



VOICE OVER:

CHSi site visit surveys are instrumental in assessing potential network HCP facilities, medical services and business practices.



VOICE OVER:

If the prospective HCP chooses not to become a CHSi network provider, ask them for referrals of groups in their area that may be interested in participating in the program.

ONCE THE CHSi HCP MATERIAL IS SENT
FOLLOW-UP -

Hello _____, this is _____. Could we review the materials I sent you on _____. Do you have any questions? May I walk you through the process?


THE NEXT STEPS -
Thank you for joining our team!!! Please know that you can contact me at anytime during our relationship should you have any questions or suggestions.

I will email you the training links for your staff to complete. Remember these courses count as CEU credits for your staff. The sooner these courses are complete the sooner we can begin servicing our veterans. Please do not be alarmed by the training - it is much easier than it looks. We can also schedule time to walk your team through these courses if needed.

I will contact you on _____ (no more than 2 days) to see if you have additional questions.

Concurrently, we will process your staff through the credentialing process, based on the information provided by you.

**Thank you
for joining
our team!!!**

Advance page to begin testing 

VOICE OVER:

CONGRATULATIONS!

The HCP has agreed to join the team.

Make a follow-up call to welcome the new network HCP to the CHSi network.

Assure the HCP that you will be available to help them throughout the entire on-boarding and training process.

Explain to them that they will receive material from CHSi specific to the teaming agreement as well as additional information about the DMA Program and the VA training requirements for their staff.

How the CHSi Recruiting Works - Post-test

Objective 2.1 Contact HCP Candidate(s)

- A. qualified providers
 - B. duplicate providers
 - C. additional providers
1. Recruiters cross-reference HCP lists to check for _____.
-
- A. VA-required areas
 - B. CHSi identified areas
 - C. needed specialty areas
 - D. all of the above
2. Current and new HCPs provide medical services in _____.
-
- A. calling and inviting
 - B. emailing and introducing
 - C. introducing and enrolling
3. Recruiters prepare scripts to use when _____ and _____ HCPs to the network.

SUBMIT



How the CHSi Recruiting Works - Post-test

Objective 2.1 Contact HCP Candidate(s)

- A. qualified providers
 - B. duplicate providers**
 - C. additional providers
1. Recruiters cross-reference HCP lists to check for _____.
-
- A. VA-required areas
 - B. CHSi identified areas
 - C. needed specialty areas
 - D. all of the above**
2. Current and new HCPs provide medical services in _____.
-
- A. calling and inviting
 - B. emailing and introducing
 - C. introducing and enrolling**
3. Recruiters prepare scripts to use when _____ and _____ HCPs to the network.



How the CHSi Recruiting Works - Post-test

Objective 2.2 Explain Reason for Contact

- | | |
|-------------------------|--|
| A. declining | 1. Recruiters explain to HCPs that the status of Veterans disability examinations are _____. |
| B. backlogged | |
| C. in a holding pattern | |
| A. surgical areas | 2. CHSi identifies needs for network providers in _____ to support the DMA Program. |
| B. military areas | |
| C. specialty areas | |
| A. DMA Program | 3. HCPs can help veterans by participating in the _____. |
| B. Veteran's healthcare | |
| C. medical requirements | |

SUBMIT



How the CHSi Recruiting Works - Post-test

Objective 2.2 Explain Reason for Contact

- | | |
|---------------------------|--|
| A. declining | 1. Recruiters explain to HCPs that the status of Veterans disability examinations are _____. |
| B. backlogged | |
| C. in a holding pattern | |
| A. surgical areas | 2. CHSi identifies needs for network providers in _____ to support the DMA Program. |
| B. military areas | |
| C. specialty areas | |
| A. DMA Program | 3. HCPs can help veterans by participating in the _____. |
| B. Veteran's healthcare | |
| C. medical requirements | |



How the CHSi Recruiting Works - Post-test

Objective 2.3 Describe the DMA Program

- | | |
|-----------------------------------|---|
| A. health assessments | 1. The DMA Program was developed to assist the VA in conducting _____. |
| B. disability assessments | |
| C. mental assessments | |
| A. medical examiners | 2. Veterans benefit from HCP participation because more _____ are available to support the program. |
| B. physician's assistants | |
| C. qualified healthcare providers | |
| A. officers and enlisted persons | 3. VA disability determinations aid veterans, _____, and _____. |
| B. dependents and survivors | |
| C. states and federal government | |

SUBMIT



How the CHSi Recruiting Works - Post-test

Objective 2.3 Describe the DMA Program

- | | |
|--|---|
| A. health assessments | 1. The DMA Program was developed to assist the VA in conducting _____. |
| B. disability assessments | |
| C. mental assessments | |
| A. medical examiners | 2. Veterans benefit from HCP participation because more _____ are available to support the program. |
| B. physician's assistants | |
| C. qualified healthcare providers | |
| A. officers and enlisted persons | 3. VA disability determinations aid veterans, _____, and _____. |
| B. dependents and survivors | |
| C. states and federal government | |



How the CHSi Recruiting Works - Post-test

Objective 2.4 Describe CHSi Credentialing Process

- | | |
|----------------------------|---|
| A. qualifying and keeping | 1. Credentialing is important to _____ and _____ qualified HCPs for the provider network. |
| B. obtaining and retaining | |
| C. seeking and hiring | |
| A. HCP numbers | 2. CAQH is a central source for information related to _____. |
| B. HCP data | |
| C. HCP requests | |
| A. efficient and effective | 3. HCPs register with CAQH to provide _____ and _____ information to requesters. |
| B. recorded and dated | |
| C. accurate and timely | |

SUBMIT



How the CHSi Recruiting Works - Post-test

Objective 2.4 Describe CHSi Credentialing Process

- | | |
|-----------------------------------|---|
| A. qualifying and keeping | 1. Credentialing is important to _____ and _____ qualified HCPs for the provider network. |
| B. obtaining and retaining | |
| C. seeking and hiring | |
| A. HCP numbers | 2. CAQH is a central source for information related to _____. |
| B. HCP data | |
| C. HCP requests | |
| A. efficient and effective | 3. HCPs register with CAQH to provide _____ and _____ information to requesters. |
| B. recorded and dated | |
| C. accurate and timely | |



How the CHSi Recruiting Works - Post-test

Objective 2.5 Explain Why Site Visits Are Conducted

- A. background check and request
B. consent form and inventory sheet
C. checklist and summary sheets
1. Recruiters are required by CHSi to complete a _____ and _____ following a site visit.
- A. validate
B. check
C. inspect
D. evaluate
E. all of the above
2. CHSi conducts site visits to _____ HCP facilities and practices.

SUBMIT



How the CHSi Recruiting Works - Post-test

Objective 2.5 Explain Why Site Visits Are Conducted

- A. Background check and request
B. consent form and inventory sheet
C. checklist and summary sheets
1. Recruiters are required by CHSi to complete a _____ and _____ following a site visit.
- A. validate
B. check
C. inspect
D. evaluate
E. all of the above
2. CHSi conducts site visits to _____ HCP facilities and practices.



How the CHSi Recruiting Works - Post-test

Objective 2.6 Determine HCP Interest

- A. True
 - B. False
1. Participant HCPs will be required to block scheduled time for a specific number of disability exams per month.
- A. True
 - A. False
2. Recruiters must assist HCPs who are interested in participating in the DMA Program.
- A. True
 - B. False
3. If a HCP is not interested in participating in the program, the recruiter should ask for referrals in the area, note the lack of interest on their HCP list, and return the updated list to CHSi.

SUBMIT



How the CHSi Recruiting Works - Post-test

Objective 2.6 Determine HCP Interest

- A. True
 - B. False
1. Participant HCPs will be required to block scheduled time for a specific number of disability exams per month.
- A. True
 - A. False
2. Recruiters must assist HCPs who are interested in participating in the DMA Program.
- A. True
 - B. False
3. If a HCP is not interested in participating in the program, the recruiter should ask for referrals in the area, note the lack of interest on their HCP list, and return the updated list to CHSi.



How the CHSi Recruiting Works - Post-test

Objective 2.7 Schedule Meeting With HCP

- A. True
 - B. False
1. Recruiters should make it a practice to "cold-call" when soliciting HCPs as participants in the DMA Program network.
- A. True
 - B. False
2. HCPs have busy office environments. Recruiters should always call to explain the program and then schedule an appointment.
- A. True
 - B. False
3. When meeting with the HCP candidate, explain that the DMA Program was designed to help facilitate veteran exams for disability management assessments.

SUBMIT



How the CHSi Recruiting Works - Post-test

Objective 2.7 Schedule Meeting With HCP

- A. True
 - B. False
1. Recruiters should make it a practice to "cold-call" when soliciting HCPs as participants in the DMA Program network.
- A. True
 - B. False
2. HCPs have busy office environments. Recruiters should always call to explain the program and then schedule an appointment.
- A. True
 - B. False
3. When meeting with the HCP candidate, explain that the DMA Program was designed to help facilitate veteran exams for disability management assessments.



Recruiter Training Scores

Number of questions answered:

Percentage answered correctly:



Select this button to print a Certificate of Completion for this training

This concludes the training modules for

**SECTION 3:
Recruiting Objectives and Responsibilities**
and

**SECTION 4:
How the CHSi Recruiting Process Works**

*Use your assigned password to submit a electronic signature below.
By doing so you verify that you have participated in this training and have successfully
completed all training and testing requirements.
Your test answers will be automatically forwarded to your assigned CHSi POC.*

Electronic Signature:
(Your assigned password)



APPENDIX B

<u>RATING RESPONSES</u>		<u>FEEDBACK</u>
1 = Not at all effective 4 = Very effective 2 = Somewhat effective 5 = Spot-on for target 3 = Mostly effective audience		Use this column to comment on how to improve this segment of the instruction
Instructional Segment	Please Circle the Quality Level	Criticisms, Ideas, and Suggestions
CONTENT		
2.1 Contact HCP Candidate(s)	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	
2.2 Explain Reason for Contact	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	
2.3 Describe the DMA Program	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	
2.4 Describe CHSI's Credentialing Process	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	
2.5 Explain Why Site Visits Are Conducted	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	
2.6 Determine HCP's Interest	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	
2.7 Schedule Meeting With HCP	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	

Form Learner: _____

APPENDIX C

<u>RATING RESPONSES</u>		<u>FEEDBACK</u>
1 = Not at all effective 4 = Very effective 2 = Somewhat effective 5 = Spot-on for target 3 = Mostly effective audience		Use this column to comment on how to improve this segment of the instruction
Instructional Segment	Please Circle the Quality Level	Criticisms, Ideas, and Suggestions
POST-TESTING		
2.1 Contact HCP Candidate(s)	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	
2.2 Explain Reason for Contact	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	
2.3 Describe the DMA Program	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	
2.4 Describe CHSI's Credentialing Process	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	
2.5 Explain Why Site Visits Are Conducted	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	
2.6 Determine HCP's Interest	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	
2.7 Schedule Meeting With HCP	Engaging: 1 2 3 4 5 Clear: 1 2 3 4 5 Useful: 1 2 3 4 5	

Form Learner: _____

APPENDIX D

CONTENT FEEDBACK: Please comment below on how to improve each segment of the instruction.

2.1 Contact HCP Candidate(s)

Objective Statements:

Instructional Analysis:

Accuracy and Currency of Content:

Appropriateness of Instructional Material:

(vocabulary, interest, value, sequence, chunk size, learner participation activities)

Clarity and Appropriateness:

(test items and assessment situation)

Placement:

(relative to prior and subsequent instruction)

Tests and Other Assessment Instruments:

2.2 Explain Reason for Contact

Objective Statements:

Instructional Analysis:

Accuracy and Currency of Content:

Appropriateness of Instructional Material:

(vocabulary, interest, value, sequence, chunk size, learner participation activities)

Clarity and Appropriateness:

(test items and assessment situation)

Placement:

(relative to prior and subsequent instruction)

Tests and Other Assessment Instruments:

2.3 Describe the DMA Program

Objective Statements:

Instructional Analysis:

Accuracy and Currency of Content:

Appropriateness of Instructional Material:

(vocabulary, interest, value, sequence, chunk size, learner participation activities)

Clarity and Appropriateness:

(test items and assessment situation)

Placement:

(relative to prior and subsequent instruction)

Tests and Other Assessment Instruments:

2.4 Describe CHSI's Credentialing Process

Objective Statements:

Instructional Analysis:

Accuracy and Currency of Content:

Appropriateness of Instructional Material:

(vocabulary, interest, value, sequence, chunk size, learner participation activities)

Clarity and Appropriateness:

(test items and assessment situation)

Placement:

<p><i>(relative to prior and subsequent instruction)</i></p> <p>Tests and Other Assessment Instruments:</p>
<p>2.5 Explain Why Site Visits Are Conducted</p>
<p>Objective Statements:</p> <p>Instructional Analysis:</p> <p>Accuracy and Currency of Content:</p> <p>Appropriateness of Instructional Material: <i>(vocabulary, interest, value, sequence, chunk size, learner participation activities)</i></p> <p>Clarity and Appropriateness: <i>(test items and assessment situation)</i></p> <p>Placement: <i>(relative to prior and subsequent instruction)</i></p> <p>Tests and Other Assessment Instruments:</p>
<p>2.6 Determine HCP's Interest</p>
<p>Objective Statements:</p> <p>Instructional Analysis:</p> <p>Accuracy and Currency of Content:</p> <p>Appropriateness of Instructional Material: <i>(vocabulary, interest, value, sequence, chunk size, learner participation activities)</i></p> <p>Clarity and Appropriateness: <i>(test items and assessment situation)</i></p> <p>Placement: <i>(relative to prior and subsequent instruction)</i></p> <p>Tests and Other Assessment Instruments:</p>
<p>2.7 Schedule Meeting With HCP</p>
<p>Objective Statements:</p> <p>Instructional Analysis:</p> <p>Accuracy and Currency of Content:</p> <p>Appropriateness of Instructional Material: <i>(vocabulary, interest, value, sequence, chunk size, learner participation activities)</i></p> <p>Clarity and Appropriateness: <i>(test items and assessment situation)</i></p> <p>Placement: <i>(relative to prior and subsequent instruction)</i></p> <p>Tests and Other Assessment Instruments:</p>

Expert Evaluator: _____