PERLC
Preparedness and Emergency Response Learning Centers

Kirkpatrick Level 2 (Learning)

Evaluation Tool Matrix

- Evaluators within the Preparedness and Emergency Response Learning Centers (PERLC) network are expected to use the evaluation matrix to develop appropriate tools to assess learning (Level 2) for each program delivery.

- As appropriate for the knowledge, skills, and attitudes (KSA) Domain levels addressed and included in the objectives of the learning project, evaluators should determine how best to measure learning (Level 2).

- Evaluators are encouraged to utilize items (tests, exercises); format (multiple choice, simulation); and modes of delivery (in person, online) that best suit their Learning Projects' purposes in order for assessment tools to best measure the purpose of the trainings and learning objectives across domain levels.

- Utilizing the matrix as a guide, evaluators can tailor assessments to most effectively and efficiently measure learning across KSA Domain levels.

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EVALUATION TOOL MATRIX

EVALUATION TOOL	EXAMPLES	MODES OF DELIVERY	WHEN DOES EVALUATION OCCUR	APPLICABLE CATEGORY	KSA
QUIZZES and TESTS	Multiple Choice, True/False, Open-Ended Response, Matching, Short Answer, Essay	Paper-Based, Online/Web-Based, Verbal, Audience Response System (ARS)	Pre-/Post-Training, Incrementally during training (ideal for ARS)	K	DOMAIN 1 DOMAIN 2 DOMAIN 3 DOMAIN 4
PERCEPTIONS and FEEDBACK	Surveys, Polls, Questionnaires, Essay	Paper-Based, Online/Web-Based, Verbal, Audience Response System (ARS)	Pre-/Post-Training, Incrementally during training (ideal for ARS)	A	DOMAIN 1 DOMAIN 2 DOMAIN 3 DOMAIN 4
PROBLEM-/SITUATION-BASED EXERCISES	Table Top Exercises, Case Scenarios, Case Studies	Paper-Based, Online/Web-Based, Verbal, Audience Response System (ARS), PPT, Videos	Pre-/Post-Training	KSA	DOMAIN 1 DOMAIN 2 DOMAIN 3 DOMAIN 4
PERFORMANCE-BASED ACTIVITIES	Workbooks/Activity Sheets, Templates, Role-Playing, Checklists	Paper-Based, Online/Web-Based	Pre-/Post-Training, Incrementally during training	KS	DOMAIN 1 DOMAIN 2 DOMAIN 3 DOMAIN 4
GAME-BASED ACTIVITIES	Trivia, Simulations	Paper-Based, Online/Web-Based, Verbal, Audience Response System (ARS), PPT, Videos	Pre-/Post-Training, Incrementally during training	K	DOMAIN 1 DOMAIN 2 DOMAIN 3 DOMAIN 4
PROJECT-BASED ACTIVITIES	Mock/Real • MODEL Analysis/Development • POLICY Analysis/Development • PLAN Analysis/Development	Paper-Based, Online/Web-Based	Pre-/Post-Training	KSA	DOMAIN 1 DOMAIN 2 DOMAIN 3 DOMAIN 4

Public Health Preparedness and Response Knowledge, Skills, and Attitudes (KSAs)
By Core Competencies

DOMAIN 1: MODEL LEADERSHIP	KNOWLEDGE	SKILL	ATTITUDE
1.1 Solve problems under emergency conditions.			
Recognize emergency conditions and the resulting problems.	X		
Summarize the means, methods, and processes for solving the problem.	X		
Explain how different personality types impact performance during emergency situations.	X		
Recognize the ethical and moral implications of decisions made through a chain of command.	X		
Evaluate the level of hazard or risk.		X	
Prioritize problems based on level of hazard and degree of risk.		X	
Analyze dysfunctions within a public health emergency response system.		X	
Prioritize problems based on severity, urgency, and solubility.		X	
Assess information, resources and procedures necessary to address the problems in emergency situations.		X	
Implement action to solve the problem(s) in a timely fashion.		X	
Differentiate the consequences of specific decisions.		X	
Refer problems that fall outside his or her scope of authority to the appropriate person in the chain of command.		X	
Assure responsibility for responding when needed in the event of a public health emergency.			X
Assume responsibility for taking specific actions that further organizational mission or population health in the presence of a public health emergency.			X
Maintain awareness of one's own tolerance for risk.			X
1.2 Manage behaviors associated with emotional responses in self and others.			
Distinguish between the possible signs of personal stress, burn-out and vicarious trauma.	X		
Describe the importance of mitigating acute distress and fostering adaptive functioning and coping.	X		
Discuss the elements of self-care principles and practices.	X		
Describe mechanisms of liaison and advocacy and knowledge of referral resources.	X		
Apply techniques for maintaining awareness of possible signs of personal stress, burn-out, and vicarious trauma.		X	
Apply intervention techniques to support emotional health needs.		X	
Demonstrate personal behavioral techniques for mitigating acute distress and fostering adaptive functioning and coping.		X	
Use self-care principles and practices to mitigate potential adverse effects.		X	
Evaluate the emotional support needs of others.		X	
Assess individuals requiring immediate care.		X	
Distinguish between well-functioning, distress and dysfunctional emotional responses.			X

	KNOWLEDGE	SKILL	ATTITUDE
Distinguish between the types of referrals needed for intensive care.		✓	
Act as a liaison and advocate.		✓	
Develop a willingness to support the emotional health of others.			✓
Maintain willingness to be an active listener.			✓
Maintain a non-judgmental and respectful manner.			✓

1.3 Facilitate collaboration with internal and external emergency response partners.

	KNOWLEDGE	SKILL	ATTITUDE
Compare the roles of relevant internal and external emergency response partners (including, but not limited to, agencies, organizations, authorities, elected leaders and stakeholders).	✓		
Develop partnerships among internal and external emergency response partners.		✓	
Develop collaborative emergency response plans and/or policies with appropriate internal and external emergency response partners.		✓	
Apply communication strategies to effectively communicate with internal and external response partners.		✓	
Maintain agreements (e.g., Mutual Aid Agreements [MAA]s, Emergency Management Assistance Compacts [EMACs], Memorandum of Understanding [MOUs) with external emergency response partners to secure and provide assistance and resources in all phases of emergency preparedness and response.)		✓	

1.4 Maintain situational awareness.

	KNOWLEDGE	SKILL	ATTITUDE
Explain the importance of a shared mental model in the development of a coordinated response to an emergency.	✓		
Analyze information regarding the status, attributes, and dynamics of relevant factors impacting response activities.	✓		
Classify key resources used for problem solving in the specific type of incident and the immediate needs of victims.	✓		
Recognize critical elements impacting situational awareness.	✓		
Distinguish between critical and non-critical elements of the emergency.	✓		
Prioritize actions to recover situational awareness.	✓		
Use information and resources that identify changes in the situation and/or response.		✓	
Detect cues that the situation may be rapidly changing.		✓	
Create steps for evaluating the success of actions taken during an emergency situation.		✓	
Develop a method for realigning response actions as crisis events evolve.		✓	
Communicate methods for aligning response actions to leaders and team.		✓	
Cooperate with others to resolve discrepancies or misperceptions regarding elements impacting situational awareness.		✓	
Detect loss of situational awareness.		✓	
Develop strategies to minimize distracters impacting situational awareness.		✓	
Apply techniques that aid in recovery of situational awareness.		✓	
Distinguish between existing and future needs in response environments.		✓	
Demonstrate the ability to communicate oral and written information impacting situational awareness in a clear, concise, and accurate manner.		✓	

	KNOWLEDGE	SKILL	ATTITUDE
1.5 Demonstrate respect for all persons and cultures.			
Describe cultural differences that might impact all phases of emergency preparedness and response.	▨		
Demonstrate the ability to incorporate factors of diversity in all phases of emergency preparedness and response.		▨	
Apply principles of cross-cultural communication, equity, social justice, and respect for persons.		▨	
Develop partnerships with key stakeholders from diverse populations.		▨	
Develop cross cultural strategies to address emergency situations and disseminate information.		▨	
Assess the needs of vulnerable populations into all levels of emergency preparedness and response.		▨	
Recognize the benefits of diverse perspectives within the public health workforce.			▨
1.6 Act within the scope of one's legal authority.			
Identify the legal powers, duties and restraints associated with the scope of one's legal authority.	▨		
Apply appropriate public health authority to minimize adverse outcomes (e.g., persons, property, etc.).		▨	
Access the emergency preparedness and response policies and procedures of one's own organization.		▨	
Respond legally and consistently within the values and mission of the public health organization.		▨	
Document appropriate information relative to the application of the law.		▨	
DOMAIN 2: COMMUNICATE AND MANAGE INFORMATION			
2.1 Manage information related to an emergency			
Interpret procedures in emergency operations plan related to information management	▨		
Distinguish the roles of staff involved in collecting and disseminating information for audiences (e.g., self, coordinator, public information officer, technology/IT departments)	▨		
Compare the different types of routine and urgent information management	▨		
Verify information sources are credible	▨		
Classify information for internal and external audiences	▨		
Demonstrate composure when dealing with managing information			▨
2.2 Use principles of crisis and risk communication			
Differentiate between the responsibilities of a receiver, transmitter and translator during events (before, during and after)	▨		
Differentiate between crisis communication and emergency risk communication.	▨		
Deliver messages using the guidelines for crisis and risk communication.	▨		
Classify the general tenets in crisis and emergency risk communication principles.	▨		
Summarize CDC recommended guidelines on crisis and risk communication regarding the development and of delivery messages.	▨		
Differentiate between the mental and emotional factors that might create barriers to communication (e.g., reception & interpretation).	▨		
Distinguish between the needs of the diverse audiences within the community.	▨		

	KNOWLEDGE	SKILL	ATTITUDE
Identify subject matter experts within the community who can help with delivering messages.	▨		
Employ communication responsibilities for an event (before, during and after).		▨	
Utilize credible sources in relaying risk messages.		▨	
Use consistent names, acronyms and pronunciation in oral and written communications.		▨	
Encourage inclusion of diverse populations in planning messages.		▨	
Maintain diverse community partners to assist with communicating preparedness planning and population specific messages.		▨	
Participate in multi-agency coordination activities to identify pre-event and event Crisis and Emergency Risk Communication (CERC) materials, related to one's subject matter expertise.		▨	
Verify information sources are credible		▨	
Maintain empathy when communicating during a crisis.			▨
Value cultural sensitivity as essential to communicating to diverse populations.			▨

2.3 Report information potentially relevant to the identification and control of an emergency through the chain of command

	KNOWLEDGE	SKILL	ATTITUDE
Interpret the learner's role in emergency identification and control as outlined in relevant Emergency All-Hazards Plans.	▨		
Communicate within the organization's defined command structure (i.e. report up, communicate down).		▨	
Assess relevant emergency situational information coming into the agency.		▨	
Alert appropriate staff to unusual events based on identified trigger points and/or thresholds as outlined in the Communications Annex.		▨	
Communicate relevant information to personnel in a timely fashion.		▨	
Report the roles of team members in an Incidence Command Structure.		▨	

2.4 Collect data according to protocol

	KNOWLEDGE	SKILL	ATTITUDE
Identify key local resources of data.	▨		
Identify the barriers to communicating when interviewing diverse populations.	▨		
Point out the importance of threats to validity including various forms of bias.	▨		
Use standardized protocol to collect data.	▨		
Distinguish among strategies for properly documenting the data collection process.		▨	
Differentiate between primary and secondary data.		▨	
Organize data accurately into database or statistical package.		▨	
Distinguish between different types of electronic information sources.		▨	
Utilize primary and secondary data collection methods to inform preparedness and emergency responses scenarios.		▨	
Value the confidentiality of interviewee information.			▨
Appreciate how strongly held personal beliefs and convictions might impact the validity and acceptance of data collected.			▨

	KNOWLEDGE	SKILL	ATTITUDE
2.5 Manage the recording and/or transcription of data according to protocol			
Compare agency procedures for handling Freedom of Information Act requests.	▉		
Interpret the responsibilities and expectations of data entry personnel.	▉		
Categorize common data and management issues.	▉		
Explain the importance of data for informing scientific, ethical, economic, and political discussion of public health response issues.	▉		
Demonstrate practices for securing and stabilizing data storage.		▉	
Apply data entry quality control procedures that ensure accuracy and reliability.		▉	
Prepare a list of cases of affected individuals (e.g., disease, emergency care, disaster victims and fatalities) with specified variables (line listing).		▉	
Analyze public health threat data.		▉	
Use descriptive techniques to summarize public health data.		▉	
Adhere to relevant ethics guidelines, state and federal laws regarding data collection, management and dissemination.			▉
DOMAIN 3: PLAN FOR AND IMPROVE PRACTICE			
3.1 Contribute expertise to a community hazard vulnerability analysis (HVA).			
Differentiate the major components of a hazard vulnerability analysis.	▉		
Interpret the relevance of subject matter expertise to the HVA development process.		▉	
Distinguish an agency's role in addressing the public health consequences from HVA events.		▉	
Use subject matter expertise in the development of the HVA assessment.		▉	
Justify the importance of using data and information contributed to the HVA development.		▉	
Compare the role of subject matter expertise to HVA external partners and community needs.		▉	
Assess the impact of HVA on an agency's operational functions.		▉	
Value expertise of others in developing an HVA.			▉
Volunteer in community HVA development process.			▉
Endorse the use of HVAs an important tool for community preparedness.			▉
3.2 Contribute expertise to the development of emergency plans.			
Summarize roles and responsibilities of public health mid-level workers during an emergency and ICS.	▉		
Discuss the importance of planning for the psychological needs for a community during a disaster.	▉		
Justify the rationale for using a team approach to emergency planning.	▉		
Differentiate between the stages of an emergency plan.		▉	
Assess the relationship of exercises in emergency planning.		▉	
Categorize local populations at risk for broad-scale health emergencies.		▉	
Select methods for evaluating and improving preparedness and/or response related to your area of expertise.		▉	

	KNOWLEDGE	SKILL	ATTITUDE
Justify the role of Hazard Vulnerability Assessments (HVAs) and Continuity of Operations (COOPs) in emergency planning.			■
Express the importance of routine review of emergency plans.			■
Recognize the value in having an incident command structure during an emergency situation.			■
Value creating preparedness partnerships within community organizations.			■

3.3 Participate in improving the organization's capacities (including, but not limited to programs, plans, policies, laws, and workforce training).

	KNOWLEDGE	SKILL	ATTITUDE
Describe the key role of public health workers in an emergency response.	■		
Differentiate between public health emergency response legislation, regulations, and organizational policies.		■	
Adapt skill sets to meet the needs during an emergency response situation.		■	
Apply knowledge and skills gained through participation in emergency preparedness and response activities to improve organization's capacities.		■	
Apply organizational policies and plans during an emergency response.		■	
Prioritize critical emergency preparedness responsibilities in one's own program.		■	
Apply mitigation strategies to one's own organization during an emergency response.		■	
Implement recommendations identified in After Action Reviews.		■	

DOMAIN 4: PROTECT WORKER HEALTH AND SAFETY

4.1 Maintain Personal/Family Emergency Preparedness Plans

	KNOWLEDGE	SKILL	ATTITUDE
Describe essential elements of a personal/family emergency preparedness plan.	■		
Create a standard household inventory list to maintain personal/family's ability to function during an emergency.		■	
Assess your family's special needs during an emergency.		■	
Create a family emergency plan to include resources, supplies, and contacts.		■	
Create a checklist of family basic needs, special needs, and life-saving medications or assistive devices for household members with sensory and/or functional/developmental disabilities.		■	
Categorize the known or potential emergencies.		■	
Assemble an in-house family emergency supplies and go-kit.		■	

4.2 Employ Protective Behaviors According To Changing Conditions, Personal Limitations, And Threats

	KNOWLEDGE	SKILL	ATTITUDE
Discuss the need to protect worker health and safety in emergencies and disasters.	■		
Describe the relationship between protective measures, behaviors, and reduction of worker risk of injury or illness.	■		
Describe the hierarchy of control measures.	■		
Describe how the selection of control measures may evolve as conditions change.	■		
Summarize organizational roles and responsibilities related to worker health and safety.	■		
Discuss public health worker's role and responsibilities in designing, implementing, and evaluating engineering, administrative, work practice, and PPE control measures.	■		

	KNOWLEDGE	SKILL	ATTITUDE
Categorize potential threats and emergencies.		X	
Promote taking protective actions in response to current and changing threats.		X	
Organize a system for reporting injuries, illnesses, and potential emergency harmful exposures to protect workers.		X	
Apply decontaminate procedures if necessary during the emergency or disaster response.		X	
Employ practices to minimize exposures to agents and hazards during an emergency.		X	
Construct a plan for monitoring personal physical and psychological responses to emergency situations.		X	
Exhibit personal hygiene practices that minimize exposure to chemical, biological, or radiological agents that may be present during emergencies and disasters.		X	
Demonstrate proper use and maintenance of assigned personal protective equipment in an emergency.		X	
Demonstrate correct donning of chemical protective clothing, respiratory protection, protective eyewear, protective footwear, hearing protection, gloves, and other assigned PPE.		X	
Apply the proper methods to maintain, store, decontaminate, and dispose of different types of PPE.		X	
4.3 Report Unresolved Threats To Physical And Mental Health Through The Chain Of Command			
Discuss the types of physical hazards and resulting injuries one might encounter while performing their role during emergency planning and response.	X		
Recognize the signs and symptoms of fatigue, mental distress, and unresolved physical injury.	X		
Identify how and to whom one should report unresolved physical and mental health threats.	X		
Report unresolved physical and/or mental health threats through the chain of command.		X	
Distinguish between potential threats to physical and mental well-being in the response environment.		X	
Recognize the importance of reporting unresolved physical and/or mental health threats.			X

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LIMITATIONS AND CONSIDERATIONS

- Geographic, culturally specific issues should be considered; manner in which and by whom these issues are addressed should be considered.

- Emergency-specific issues should be considered (e.g., chemical spill vs. pandemic).

- Public health system organization varies state to state, as do relationships with other entities. Consider differences in infrastructure and service availability.

- Availability of staff time to participate in a team project could be limited.

- Problem-specific training should consider a minimum level of evaluation that could be used across topics. Scoring rubrics may need to be developed.

- Need to have permission to access and review debriefing documents.

- In terms of maintaining personal/family emergency preparedness plans, not everyone has children. Some standard needs to be accepted for basic requirements for emergency kits and plans.

- Role-specific duties are incredibly varied from position to position and health department to health department.

- In terms of reporting unresolved threats through chain of command of threats to physical and mental health, the KSAs assume a base knowledge of mental health (psychological first aid/self-care), and Incident Command System knowledge.