
Evaluation Summary
Five Day Advanced Skin Cancer Surgery Workshop
6-10th July 2009, Port Douglas

Participant details

Twenty-five practitioners attended the workshop (20 male and 5 female). The RRMA classification of participants' practice location ranged between RRMA 2 (N2) and RRMA 7 (N3) with close to half of all participants practise in a RRMA 5 (N12) location such as Ayr, Dalby and Emu Park.

Most participants (N20) indicated that they were private practitioners and five indicated that they were hospital practitioners.

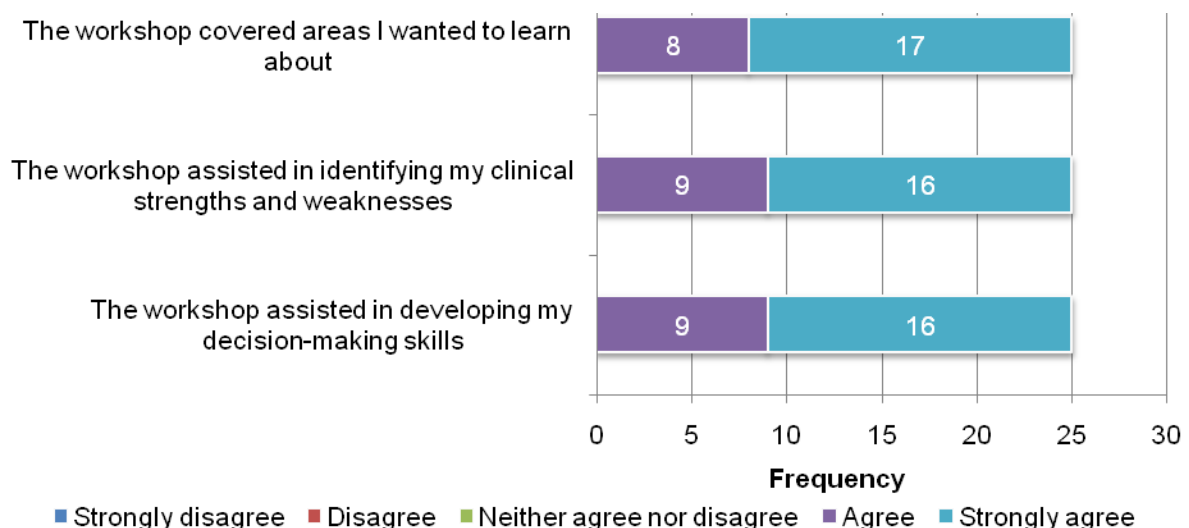
Thirteen participants indicated that they provide procedural services such as obstetrics, operative surgery, general anaesthetics or emergency medicine.

Overall confidence, competence and workshop objectives

Following the workshop, participants were asked to rate their level of confidence in the initial assessment, treatment and management of skin cancer cases in addition to their level competence in the topic area. Most participants judged their level of confidence to be high (N18) and a further seven participants rated their confidence as very high. Similarly, the majority of participants rated their competence as high (N19) and four judged their confidence to be very high. Two participants indicated that they were unsure about their level of competence in the topic area following the workshop.

Figure 1 below shows that participants either agreed or strongly agreed with each of the three overall workshop objectives.

Figure 1: Achievement of overall workshop objectives (N25)



Key concepts and skills

Participants were asked to describe a key concept or skill they had gained from attending the workshop and describe how this would impact or change their practise. Most frequently, participants nominated skin flaps in terms of specific types of flap techniques as well as the concepts and principals of skin flap surgery:

O-Z flap, refined technique for ROMS, nerve blocks, improved bilobed flaps on nose and bilateral TP flaps
Revision of the skin flaps. Few new skin flaps
Nose flaps
Of course flap design and procedure
Definitely gained a lot of skill in flap surgery
Doing flaps
Flap repairs
Flaps on nose
Flaps, danger zone, skin shock
Rom flap for lower leg lesions
Rom for lower legs
Surgical skill...
Understanding dermoscopy. Flap principles
Reinforced flap techniques and taught new, different approaches to repair, outlining slow models.
Knowledge of flaps
Flap principles. Melanoma theory
Remove mole. Then think of the hole

Participants also frequently described an improved understanding of the application of particular flap types to different areas of the body:

A better knowledge of different skin flaps and when to apply each. Improved knowledge of underlying barriers
Clear idea of various flaps and aware of usage. Particularly Rom flap for lower leg lesions.
...Choice on positioning of flaps....
New Flaps. Awareness of zones for surgery and zones of danger
Understanding and application of flaps for difficult locations.

Participants also described concepts related to diagnosis and management of patients with skin cancer and dermoscopy:

How to manage in diagnosis of follow up or patients with skin cancers
Management of different types of BCC. Importance of checking whole skin in MM patient review...
Rotation flap as management...
...re-cap on dermoscopy
Feel more confident with dermoscopy but still a long way to go

Participants described how these concepts and skills would impact or change their practice in a number of different ways. Frequently, participants described how these key skills and concepts would provide more options to treat patients locally:

Give more options for patient to be treated in my own office
Fewer referrals out of town for my patients
Better surgical options to the patients
They will be a huge boost in management of skin cancer in my practice
Improve delivery to patients. Reduce need for my patients to travel long, expensive distances to Toowoomba.
It will help me a lot at my work and it is make it easy and quicker a patient who has a skin cancer and needs a flap instead of waiting for a long period through the public system
Better service for my patients, better follow up

I will contact local pathology and manage patients locally with micrographic tumour clearances

Increased confidence was another change that participants described. Some participants explicitly expressed an inclination to carry out surgery on bigger, more complex or a greater number of skin cancers:

- Dramatically confident with flaps*
- I will be more confident in doing skin cancer surgery*
- More confidence to treat skin cancer on legs*
- Improved confidence in achieving appropriate margins and have better patients outcome*
- More confident in doing flaps on nose and face*
- ...More confidence in using different flaps and tackling more tumours*
- Will do more skin flaps in treating skin cancers on face...*
- More inclined to do bigger flaps in more difficult areas*
- Doing more things*
- Can manage many more complicated/large cancers*
- Will be able to remove bigger lesions than I could have before*

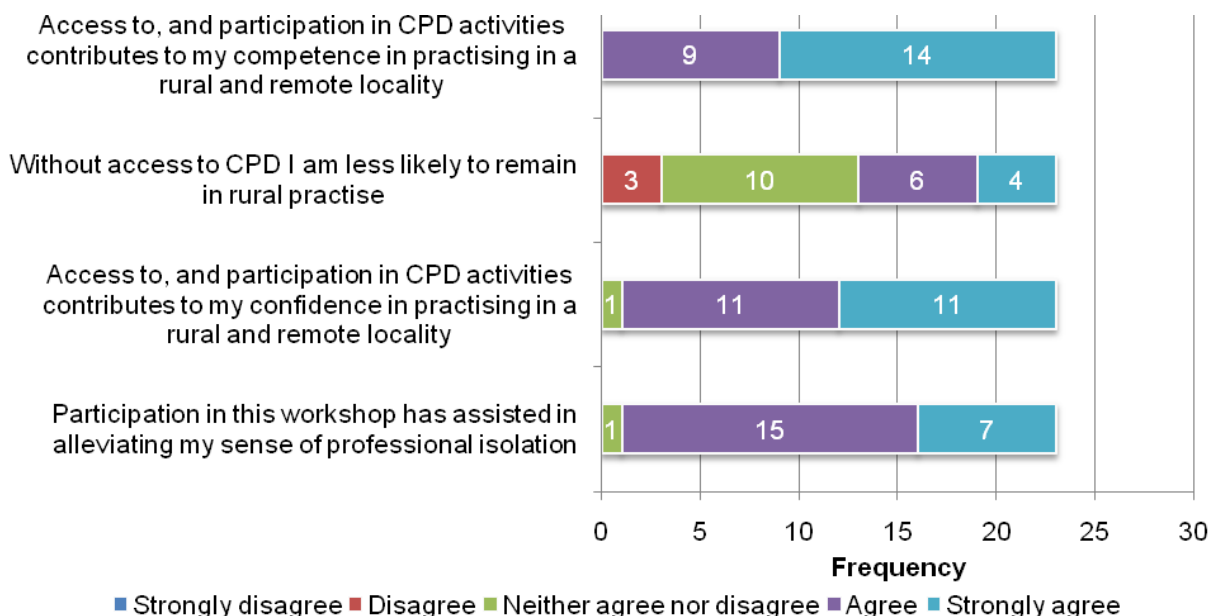
Other changes and impacts described by participants included:

- Increased awareness of skin lesions and better management of skin cancers*
- Alter my management of a common problem lower limb cancer in the elderly*
- Adequate margins*
- Use slow MOHS for difficult BCC's consider CRC/Aldara/PDT for SBCC's where appropriate....*
- ...More thorough checks...*

Rural and remote practitioners

Rural and remote practitioners working in locations classified RRMA 4 to 7 were asked to respond to four statements concerning the impact of attending the workshop, and CPD generally, on aspects specific to practising in a rural or remote location such as professional isolation. Respondents generally agreed with these statements with the exception of the impact of CPD access on retention. Figure 2 below illustrates these responses.

Figure 2: Impact of workshop attendance – rural and remote practitioners (N23)



Presentation and service evaluation

Participants were also asked to rate the workshop in terms of the venue, notes/resources, organisation and overall teaching and presentation. Participants rated the overall teaching and presentation and the workshop organisation highest overall. Table 1 below outlines these responses.

Table 1: Workshop rating frequencies

	Poor	Fair	Good	Very good	Excellent	Total
Workshop venue	0	1	3	15	6	25
Workshop notes/resources	0	5	4	8	8	25
Overall teaching and presentation	0	0	0	4	21	25
Workshop organisation	0	0	1	2	22	25

A number of participants made suggestions for improvement concerning the provision of notes and workshop resources:

Written notes would be good

...A copy of copy of material would be helpful in the revision of concepts

This workshop needs a manual - probably Anthony's upcoming book for core pre-reading takes the pressure off note taking and allows more attention [to be paid] to the speaker and lectures.

Only thing that could have been improved would be perhaps a nice manual with a drawing of flaps etc

Handbook with pictures to add to notes to would be good

And one participant noted that the “venue was a bit crowded [and the] food very heavy.”

All twenty-five participants indicated that they would recommend MET’s workshops to their colleagues. Participants made a number of positive comments in general remarks about the usefulness of the workshop as well as its effective organisation and delivery:

Very useful week and have learnt a lot in managing skin cancers

Very informative, practical and enjoyable

Very helpful and practical workshop

Flawless organisation and delivering of a very useful program

Excellent week

Fair workshop. Bravo for Anthony and others for worthwhile presentation

Perfect and excellent effort

Excellent, brilliant, thank you Zena and Renee

Fantastic...

Good course

I need to go away and practice flaps and learn and apply dermoscopy on a daily basis. Thanks to all the team

Excellent workshop

Very good

Well run, worthwhile workshop...

And one participant suggested a program alteration to include social activities noting that “[I] loved the group outing on the Wednesday - you should integrate it as part of the program.”

Session evaluation

Participants were asked to evaluate the workshop sessions for each day by indicating their level of agreement with four evaluative statements:

- Appropriate to my skill level
- Relevant to my learning needs
- Assisted in updating or acquiring new knowledge and skills
- Relevant to the kinds of work I am do

Additionally, participants were asked to rate three aspects of the workshop presentation on a daily basis:

- Pace and delivery
- Quality teaching resources
- Quality of overall teaching

Day One

Participants appeared to indicate quite a high level of agreement with each of the evaluation statements for Day 1 sessions. Indeed, all participants either agreed or strongly agreed with each statement such as the relevance of the day's sessions to their learning needs and the kinds of work undertaken. Table 2 below outlines the average responses to these statements.

Table 2: Day 1 Average session ratings

	N	Min	Max	Average
Appropriate to my skill level	25	4	5	4.72
Relevant to my learning needs	25	4	5	4.80
Assisted in updating/acquiring new knowledge and skills	25	4	5	4.76
Relevant to the kinds of work I do	25	4	5	4.76

Response scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree

Participants rated the presentation relatively highly also. All except one participant rated the pace and delivery, teaching resources and overall teaching as either very good or excellent. The remaining participant rated these three aspects as good. Table 3 below outlines the average presentation ratings.

Table 3: Day 1 Average presentation ratings

	N	Min	Max	Average
Pace and delivery	25	3	5	4.60
Quality of teaching resources	25	3	5	4.64
Quality of overall teaching	25	3	5	4.72

Response scale: 1=poor, 2=fair, 3=good, 4=very good, 5=excellent

Participants made a range of positive remarks about the first day in terms of the quality of their learning experience and the presentation so far for example:

Gained insight on no-go areas. Happy I learnt o -> s/2 flap repairs

Very good first day...

I have learnt lots

Great learning experience

Excellent workshop

Superb - again

Excellent lecture and workshops. Very helpful

Wonderful course...

Well done

Excellent

So far I'm keeping up! Feeling much better about the prospects of [doing] flaps already

*Enjoyable and very worthwhile start to the week...
 Brilliant very happy - looking to the rest of the week
 Another great day with some revision and new teaching. Excellent section on nerve blocks*

Participants also made a number of comments about the venue, such as a lack of outside space and the heating, the extent of time allowed for practical activities, focusing on rudimentary techniques, overlap with the introductory course and the pace of the presentation:

*Outside space (tea area) too small
 ...Rooms still a bit too hot...
 Needs more practical and more space
 ...Suggestion - more time for practicals
 Everything ran smoothly. There was a fair overlap between the introductory workshop and this one
 ...More emphasis and perhaps feedback on basic techniques (eg. handling of needles, creation of knots and aligning them properly, etc). Would have been very helpful. Many of us probably have basic bad habits we are not aware of.
 The overall pace is a little slow*

Day Two

Like Day 1, participants appeared to indicate a relatively high level of agreement with the evaluative statements for Day 2 sessions. Again, all participants either agreed or strongly agreed that the sessions assisted them in updating and/or acquiring new knowledge and skills for example. Table 4 below outlines these average responses.

Table 4: Day 2 Average session ratings

	N	Min	Max	Average
Appropriate to my skill level	25	4	5	4.76
Relevant to my learning needs	25	4	5	4.84
Assisted in updating/acquiring new knowledge and skills	25	4	5	4.84
Relevant to the kinds of work I do	25	4	5	4.76

Response scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree

Participants also rated the Day 2 presentation quite highly, every participant rated the quality of overall teaching as very good or excellent. Pace and delivery was rated lower on average, however, with one participant judging it to be fair. Table 5 below details these average responses.

Table 5: Day 2 Average presentation ratings

	N	Min	Max	Average
Pace and delivery	25	2	5	4.44
Quality of teaching resources	25	3	5	4.72
Quality of overall teaching	25	4	5	4.88

Response scale: 1=poor, 2=fair, 3=good, 4=very good, 5=excellent

Again, participants made a number of positive comments about the day in general remarks. A number of participants also specifically mentioned the effectiveness of the dermoscopy session:

*Very well covered, excellent
 Becoming more interesting revision
 Excellent
 Excellent day on dermoscopy lectures
 Perfect job. Dermoscopy session was great
 Really enjoyed dermoscopy session. Learnt lots. (pig getting smelly in evening)
 Dermoscopy was well presented. Not too complex
 Great lectures - with key treatment points re-stated, dermoscopy was clear
 Nice to learn flaps - hope I feel confident at work to try them. Dermoscopy good*

Participants made some suggestions for improvement concerning extra resources and breaking up long sessions:

Would love a copy of Medicare billing info for skin lesions. Great session very practical

I think a summary of the key characteristics seen a dermoscopy - a page would have been helpful. eg - table in summary page. Characteristics, differential, diagnosis.

Pen's don't work properly on pig skin all procedures today - others had same problem..

With dermoscopy workshop - sometime to look at slides and see what we can see (before it is described) would be good. Plan of how to move skin in various ways in the face - especially what gives best cosmetic result and what to avoid - covered in areas but a summary would be great.

Enjoyed the sessions. Would be great to have lecture notes sent to me (and others) I felt that the dermoscopy slides pushed me to saturation - maybe this session could be divided

More time should be given for practical exercises, rather than having an hour for rare tumours and rare things

Very good. Dermoscopy at times fast, but will get better the more I see

The early afternoon session was quite weary. Some dermoscopy became confusing towards the end. Could it be split up at some stage?

Day Three

All participants agreed or strongly agreed with the evaluative statements for the Day 3 sessions. In other words, participants affirmed that the sessions were appropriate to their level of skill for example. Agreement was marginally higher on average concerning the assistance provided in updating/acquiring new knowledge and skills. Table 6 below outlines these average responses.

Table 6: Day 3 Average session ratings

	N	Min	Max	Average
Appropriate to my skill level	25	4	5	4.72
Relevant to my learning needs	25	4	5	4.76
Assisted in updating/acquiring new knowledge and skills	25	4	5	4.80
Relevant to the kinds of work I do	25	4	5	4.68

Response scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree

Participants also rated the presentation relatively highly. In most cases, participants rated aspects of the presentation such as pace and delivery as either very good or excellent. Table 3 below details the average presentation ratings.

Table 7: Day 3 Average presentation ratings

	N	Min	Max	Average
Pace and delivery	25	3	5	4.64
Quality of teaching resources	25	3	5	4.64
Quality of overall teaching	25	3	5	4.72

Response scale: 1=poor, 2=fair, 3=good, 4=very good, 5=excellent

Participants made a range of positive comments about the Day 3 sessions in general remarks including:

Clear - relevant

Very useful and done well with learning ROM

Bloody marvellous

A really good session. Great to do melanoma in one session. I liked the earlier start and finish

Very good session. Pace was good

Learning heaps and very happy

Happy with all so far

*Definitely useful for all those below knee lesions. Thanks
 Good pace. Plenty of time for questions
 Excellent
 Good pace again
 Great session again. Loads to know about melanoma. Great help - great explanations.*

Two suggestions for improvement concerned the approach used in the SLNB session and the equipment supplied for the practical sessions:

*Great. Preferred session on SLNB maybe more academically orientated than what most of us are interested in (judging by the droopy eyes and stifled yawns). For us GPs and registrars, perhaps more dermoscopy as some other practical stuff is better 'bang for buck'. Fantastic overall session, especially on the Rom flap
 Needle holders - poor grips on sutures*

Day Four

All participants agreed or strongly agreed with the evaluative statements for the Day 4 sessions. The average responses to these statements also appeared marginally higher overall than for the preceding three days. Table 8 below illustrates these average responses.

Table 8: Day 4 Average session ratings

	N	Min	Max	Average
Appropriate to my skill level	25	4	5	4.84
Relevant to my learning needs	25	4	5	4.84
Assisted in updating/acquiring new knowledge and skills	25	4	5	4.88
Relevant to the kinds of work I do	25	4	5	4.84

Response scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree

Following on from the previous days, participants also appeared to rate the presentation highly. All except one participant rated the three presentation aspects as either very good or excellent. The remaining participant rated each of these aspects as good. Table 9 details below these responses.

Table 9: Day 4 Average presentation ratings

	N	Min	Max	Average
Pace and delivery	25	3	5	4.72
Quality of teaching resources	25	3	5	4.80
Quality of overall teaching	25	3	5	4.80

Response scale: 1=poor, 2=fair, 3=good, 4=very good, 5=excellent

Participants made a number of positive comments in general remarks including reflections about the quality of the presentation and usefulness of the information provided:

*Well balanced presentation. Practical advice
 Session with pathologist very interesting
 Excellent overall, including Dr Richard Williamson's segment on dermatopathology
 Great teaching and demonstration. Keep it up Anthony
 Good session. Balance of academic and practical
 Good to learn more flaps
 Excellent
 Enjoyed the presentation and learnt many new skills I hope to practice
 Continued good presentation*

Two participants identified a minor issue in the pace of presentation and one participant perceived a range of issues concerning the teaching materials and timing of the workshop sessions:

Skin pathology lecture was too hurried and slides were too busy
Richards talk was a bit fast in delivery
It would be good to have a workbook with pictures of flaps to add text to. Personally would prefer shorter morning tea and afternoon tea breaks. This would allow a few earlier finishes to explore.

One participant described a lack of confidence with the more complex flap techniques commenting that “[I’m] not sure I’m comfortable with multi-trans flap - was not sure how to move the flaps.”

Day Five

Following on from the previous days, participants appeared to indicate a relatively high level of agreement with the evaluative statements for the Day 5 sessions. That is, they appeared to affirm that the sessions were appropriate to their level of skill and relevant to their learning needs for example. Table 10 below outlines the average responses to these statements.

Table 10: Day 5 Average session ratings

	N	Min	Max	Average
Appropriate to my skill level	25	4	5	4.80
Relevant to my learning needs	25	4	5	4.84
Assisted in updating/acquiring new knowledge and skills	25	4	5	4.88
Relevant to the kinds of work I do	25	4	5	4.76

Response scale: 1=strongly disagree, 2=disagree, 3=neither agree nor disagree, 4=agree, 5=strongly agree

Similar to the previous day, participants appeared to rate the presentation highly in terms of pace and delivery, quality of teaching resources and quality of overall teaching. All participants except one rated these three aspects as either very good or excellent. One participant rated each of these aspects as good. Table 11 below illustrates these average responses.

Table 11: Day 5 Average presentation ratings

	N	Min	Max	Average
Pace and delivery	25	3	5	4.76
Quality of teaching resources	25	3	5	4.84
Quality of overall teaching	25	3	5	4.84

Response scale: 1=poor, 2=fair, 3=good, 4=very good, 5=excellent

In general remarks, participants commented on the quality of the workshop overall as well as the overall teaching:

Useful information
Another good session
Superb
Excellent, well done
Again - well presented and relevant
Excellent workshop
Appreciate your teaching. A pleasure
Perfect job
Very good course

Two participants mentioned how they had learnt a lot of the course of the day and workshop. Indeed one participant described increased confidence in utilise skin flap techniques:

Learned a lot again
I came here interested in the topic but thinking flaps would be beyond me. However having done the course I feel now that I could definitely try flaps. Thank you

Conversely one participant mentioned that they “will not do split skin graft, possibly full thickness.”

Two participants had suggestions for improvement concerning the timing of the exam and focus of particular sessions:

Is it possible to do exam in the morning and have the non examination sessions in afternoon on the last days?

I would have loved to learn more on correcting complications etc e.g. 2 -plasty at all

Summary

The majority of participants rated their confidence and competence following the workshop as high or very high. Participants also affirmed the three overall workshop objectives concerning the identification of clinical strengths and weaknesses, development of decision-making skills and coverage of desired topic areas. Participants appeared to rate the individual workshop sessions in a consistently positive fashion, indicating a relatively high level of agreement with statements concerning the relevance of the sessions to learning needs and work currently undertaken for example. Participants indicated similarly positive ratings of the daily presentations in terms of pace and delivery, quality of teaching resources and quality of teaching overall. Participants frequently suggested that additional notes or resources would be of assistance particularly in revising techniques and concepts. Participants also made a range of positive remarks about the usefulness of information provided as well as the effectiveness of its presentation.