CHRIS O & N TRAINER GUIDE

Professional Development for Family Service Workers

UA LITTLE ROCK
MidSOUTH Training Academy

Professional Development Series
Division of Children and Family Services
Developed and Presented by MidSOUTH

NEW IN 2019

1. Checked all screen shots to ensure that they reflected the most current version of CHRIS (May 2019)
2. Made headers consistent throughout the Trainer Guide and the Desk Guide
3. Added instructions to log in as student 28 to demo the information. Put in a suggested case number for demonstrations.
4. Removed old Handouts 1 and 2 from the trainer guide. It was replaced by a form-fill PDF at the request of the CHRIS Trainers. This form is located in the general resources on the website.
5. Added new Handout 1 – Agenda (needed for travel reimbursement)
6. Clarified directions for using the Online CHRIS Handout.
7. Corrected punctuation errors throughout the trainer guide and the participant materials.
8. Removed reference to CANS coupon in the trainer guide and replaced with CANS Coupon Code **Knr1sJmg3t**
9. Changed the Main Tool Bar Graphic, the Search graphic, the NYTD graphic, the Provider graphic, the DR graphic, the Org graphic, the Supervisor graphic to correspond with CHRIS screens.
10. Changed various headings and instructions underneath to improve flow in Trainer Guide to correspond better with the Desk Guide, (for Example – changed Things You See in CHRIS to Workload because that is how the desk guide is set up). Add page numbers or page ranges.
11. Made changes on page 25 of the Desk Guide with the 2018 revision date. (This is now page 45.) Removed the screen print that had Teenage mother. Replaced it with a screen shot that had the Minor Parent box and the Pregnant Foster Youth box. Added explanatory text.
12. Replaced one screen shot (Workload dialogue box) to show one with a worker and supervisor in it since both are discussion points
13. Removed old language about areas on CHRIS Screens (pages 5 and 6 in the previous Desk Guide). Kept the focus on tabs.
14. Moved the information on searches in the CHRIS Desk Guide and placed it before the information on the investigation and client screens, and before documenting contacts and visits, since it is addressed in the Trainer Guide before this other information. Have changed page numbers in the Trainer Guide accordingly.
15. Added Search Referral/investigation tip sheet.
16. Moved the Tip Sheet on Searches to the front of the Tip Sheets because all other tip sheets require searches.

17. Tip Sheets - Investigation
    - Added a search tip sheet specific to investigations
    - Replaced the Investigation Survival "Grab bag" with the most current from the Investigation Concentration to make sure they matched
    - Reduced the verbiage on the Investigation Tip Sheets and focused only on navigation (they will get the details through further training); reformatted and combined Priority 1 and Priority 2 into one tip sheet
18. Added a page to the Participant Manual (page 3) specific to information on the referral search. The information is used to add a collateral in the investigation when reviewing those screens.
19. Added suggestion in the Trainer Guide for breaking up long sections.
20. Enhanced the instructions in the Trainer Guide for using the Braswell materials in the participant Manual. Remover instructions to use the Baker case to demo in this section and suggested that trainers add the Braswell family along with the class.
21. Corrected instructions in the Trainer Guide related to Purpose of Contact and Participants as it relates to TDM
22. Added TCOM Tip Sheets and FAQ sheet to the General Assessment Guide – did not change the edit date on this document. Added the link to set up an account into the Participant Manual
23. Clarified the instructions on adding a collateral to the investigation after feedback

NEW IN 2017

Provide notebook to file online training materials – probably 3" for all Foundations Materials

Provide journals

Complete Participant Data Sheet online if they did not do so before coming to class

Trainer reviews online responses for questions the students have about CHRIS – Online Unit 1 assignment

Provide CANS/FAST Coupon and direct students to the Praed Training site

Send invitation to classroom and field trainers with the O&N date

Cover Investigation Screens

Note sheets added to the Participant Manual

GOAL

The overarching goal of CHRIS Orientation and Navigation training is to familiarize new FSWs with frequently used CHRIS screens in order that they can successfully navigate to these screens.

INTRODUCTION

This course introduces new DCFS Family Service Workers to MidSOUTH and the DCFS CHRIS program. Participants learn basic CHRIS features, navigation and frequently used CHRIS screens. Participants receive navigation guides to assist in locating required screens. This material is introductory in nature. Learners will complete some common screens but there is no intent (or sufficient time) to "build" a case or an investigation.

Over the years, many things, including the pre test and the introduction to the Praed Training site for the CANS/FAST training and certification, have been added to the Orientation and Navigation Training day. Therefore, it is important to focus on the over-arching goal when it comes to the CHRIS portion of the day.

This guide requires the CHRIS Trainer to move back and forth between the Trainer Guide and the students' Desk Guide.

Section 1: Introduction and Pre-test

Time: 90 Minutes

Learning Outcomes

- **Participants can locate and login to the DCFS/MidSOUTH Portal on the MidSOUTH website.**
- **Participants can navigate to and complete the pre test.**

MATERIALS LIST

Sign-In Sheet

Name Tents

CHRIS Desk Guide

Assessment Guides (located under general resources on MidSOUTH website)

Participant Manual

Small Journal

3" Binder

CANS Coupon Code **Knr1sJmg3t**

Handouts

- CHRIS User name and password – MidSOUTH website under general resources
- Handout 1 - Agenda

SET UP NOTE

Review Unit 1.1 Online Training to see if students had questions for the CHRIS Trainer. Make notes and be prepared to discuss during this training. Have the small journals available to pass out to participants.

At least an hour before class, check the CHRIS training database to make sure that it is functioning. If there are problems email the helpdesk and mark "Emergency."

A. Introduction and Housekeeping

Begin the session by introducing yourself to the participants and welcome them to training. If the Classroom Trainer and or Field Trainers are present, introduce them. Take a few minutes to discuss the FSW New Worker training format as described in Unit 1.1 Online training. Today's training introduces you to the Children's Reporting and Information System (CHRIS). There is some CHRIS work in Foundation Units. Intense CHRIS work occurs in the Concentration Units. In between, you will have regular interaction with your CHRIS Trainer. This will help you perform common CHRIS tasks that you will do before you have a full case load.

Training is a combination of classroom instruction, self-directed learning exercises on the computer, and field experiences. Participants will have a number of resources available to them during the training process. These resources include their supervisors, the classroom trainer, the CHRIS Trainer, a field instructor from the University Partnership, and experienced workers. Trainers (Classroom, Field and CHRIS) will provide feedback to participants' supervisors at regular intervals.

Cover a few "housekeeping" issues. These topics should include but are not limited to:

- Sign-in Sheets: Complete sign in sheets in the morning and afternoon. Participants who do not sign in do not receive credit. Participants who complete both morning and afternoon of CHRIS O&N receive credit for the training.
- Smoking Areas: Training rooms are non-smoking environments. Direct smokers in the group to approved

SET-UP NOTES, CONT.

Prior to class complete a copy of MidSOUTH Training CHRIS Log In for each class member.

Log in to the instructor station under student28

- student28
- tstudent28

You will need to demo screens as you move through training. Use case# 22407873 (Baker) because it has an associated referral and investigation. Note: It is an old case and so there may be newer screens that are not complete. It does not have a completed CANS/FAST but that should not be a problem since those screens are not covered in O&N.

Site Support Staff can assist Trainers to find out whether the Participant Data Sheet has been completed.

smoking locations.

- Training Academy Facilities: Direct participants to the location of bathrooms, phones, message boards, and other important facility sites.
- Restaurants: Give participants a list of restaurants in the vicinity of the training center. (Each center develops its own list.
- Cell phones: Turn their cell phones off or put them on silent unless using them for a classroom activity.

B. Introduction to the DCFS/MidSOUTH Portal

Poll your participants to see who has already been to the portal. Find out if each participant has completed the Participant Data Sheet online. Participants who have already accessed the portal will be familiar with the process and it may speed up this section slightly.

After the poll:

1. Pass out the MIDSOUTH TRAINING CHRIS LOG IN sheet that you prepared for each participant. This has the information to log in to the MidSOUTH lab computer and the student's user name and password for the CHRIS Training Database.
2. Once everyone is logged into the lab machines, step participants through accessing the DCFS MidSOUTH Portal.
   a. Click the Chrome icon. The home page should be MidSOUTH. If it is not, go to www.midsouth.ualr.edu.

Direct participants to enter this website into their phones. This will enable them to access the portal from anywhere there is internet.

   b. At the login page, have any participant who has not already done so complete the Participant Data Form.

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Do this before they look up their user name and password.

c. After everyone has completed the Participant Data Sheets, demo the process of finding their user names and passwords. Remind them that the credentials they used to log in to the lab machine are the same credentials they use to access the portal. When students step through the process they should see that the information matches what is on their handouts.

3. Take a few minutes to talk about what is located in the portal.
   a. Their courses
   b. Online Training Units for New Staff Training
   c. Information and Resources
4. Pass out the 3" inch binder for training materials. Pass out the small journals. Remind participants that the online training has several places where participants are directed print and complete a handout to bring to certain classroom units. This binder is a place to keep all those handouts together. Since there are places in the training where participants are asked to stop, reflect and journal, MidSOUTH provides the journal for these activities.

C. Introduction to Other Trainers

1. Provide time for field trainers to meet participants and discuss how field training will work during the foundation units.
2. Provide time for classroom trainers to meet participants.
3. Encourage participants to put trainer contact information in their phones.

D. Pre Assessment Caveats and Assumptions

Spend a few minutes discussing the caveats and assumptions about the pre test. These include:

- It is a **pre assessment**. The assumption is that no one will know most of the questions; the material is new to everyone.
- The assumption is that no one will finish it.
- The test is time limited. Complete as many of the questions as possible in the hour allowed.
- Here's a good test-taking strategy: If you do not know the answer, guess and move on!
- This is a timed test. Participants will have 60 minutes to take the test. The test will end the next time the participant clicks "Submit" after the 60-minute period.

E. Administer Test

1. Make sure that everyone is still logged into the DCFS Portal.
2. Tell them to click Orientation and Navigation Training. This action should bring them to a screen that says they need to take the pre test and has a link to the pre test. ASK EVERYONE TO **STOP HERE** UNTIL YOU ARE SURE THE ENTIRE CLASS HAS GOTTEN THAT FAR.
3. Remind participants that they have 60 minutes. The test will end the next time the participant clicks "submit" after the 60-minute period.
4. The score will show percentage correct of questions answered (not percentage correct of 161).

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Trainers: The timer function is not working perfectly at this time. As you are proctoring the exam, start watching at 60 minutes to see if people are getting taken out of the test. If they have not stopped after about 70 minutes, tell them to close the test by clicking New Staff Training – Orientation and Navigation Training in red. This action should take them to the page where they can see their scores.

5. If anyone completes the test before one hour let that participant go to break.

BREAK

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Section 2: CANS/FAST Orientation

Learning Outcomes

- **Participants will navigate to the PRAED site and set up their accounts for CANS/FAST training.**

A. Accessing CANS/FAST Training

- Briefly explain that the CANS and the FAST are instruments that DCFS uses to capture assessment information. The developer of the instruments requires everyone who uses them to certify to insure fidelity to his model. Training and certification occur on the Praed website. Pass out the Guide to Assessment. NOTE: the CANS FAQs and TCOM tools have been added to this guide (5/29/2019).
- To set up an account participants need a code. Write the code on the white board **Knr1sJmg3t**
- Direct the class to SchooX, the training site for CANS/FAST Training. Insure all students are in the correct place and step them through creating an account.
- Suggest strongly that they write down their user information (username and password) in the space provided on page 1 of the Participant Manual.
- Suggest that students complete some of the practice tests before attempting to certify.
- Explain to participants that they must be certified on CANS/FAST before they can complete case plans in CHRIS. Case plans are an essential job function.
- Explain how the certification test works. Participants must score at least 70% on the test to certify. They have unlimited attempts.
- Field trainers can help participants if they experience any difficulties, as can supervisors and MidSOUTH trainers.

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Praed Training Site:

https://www.schoox.com/academy/CANSAcademy/register

Use this link step students through setting up their accounts.

NOTE: This link has been added to the Participant Manual.

Section 3: CHRIS Orientation and Navigation – CHRIS Overview

Learning Outcomes

- **Participants will navigate to frequently used CHRIS screens**
- **Participants will accurately complete a contact in the training data base.**
- **Participants will use tip sheets to help them complete tasks in CHRIS.**

A. Logging In

As you and participants begin the next section, point out that they can take notes in their Participant Manuals. For example, it may be helpful to know about hitting the Tab key to make buttons available. It is also a place where they can record answers to questions. Some of these tips of the trade have a sticky note reminder.

Refer the class to pages 1-2 in the CHRIS Desk Guide. Go through a brief description of CHRIS and what types of things they will be doing in CHRIS. Explain that participants will log into CHRIS one way when they are in their offices and a different way when they are in the MidSOUTH lab.

- The instructions for logging into CHRIS ***in their county offices*** are on pages 1-2 in CHRIS Desk Guide.
- Review the instructions with participants and see if they have any questions.
- Next, have them log into the ***MidSOUTH FSW Training database***, using the instructions on the handout given earlier in the class. Be sure you have written a unique student user name and password on each handout.

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The CHRIS Training section is not divided into structured increments. Take breaks at naturally occurring opportunities. This training may not take until 4:00 pm, depending on the number in the class and the skill level they bring to the session. Be cautious about using acronyms as these people are new and may not be familiar with PRFC, AV, AO, etc. If you use the term, please define it for them.

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- Because you do not set the time on the server for CHRIS O&N, when students log in, they will likely see the prompt for Overdue/Upcoming CANS/FAST Case Plan(s) reminder. Use this as a teachable moment for what they will encounter in the real world.

- Before moving into the CHRIS discussion, have participants look at page 2 of the Participant Manual. This page has a brief description of three terms they are likely to encounter in the field: AFCARS, NCANDS, and COR. Remember as you move through CHRIS screens to mention how a particular screen or field may impact the COR. (Note, it is not a COR Training, so this can be an occasional reminder, not a detailed description of how each screen, field and data element plays out in COR.)

B. CHRIS Overview

- From here move into the **CHRIS Overview**. Begin with Helpful Hints About the Menu bar (pages 3-4, CHRIS Desk Guide).
- Direct students to **A Typical Case Screen** (pages 5 - 6) in their Desk Guides. They do not need to click anything on the front screen of CHRIS just yet. Enter a case number on the instructor machine in order to show a typical Screen on the TV or overhead. A suggested case number for demonstration purposes is **22407873 (Baker)**
- Cover the material on **tool bars** and **button functions** from the Desk Guide (pages 7- 9). Work your way across the tools bars to demonstrate how the buttons work. You may have to explain on some buttons that there is no information behind them (such as they will see in their offices) because this is a training data base.
- RETURN TO THE HOME SCREEN (to be set to demo the workload icon)

C. Workload

- Now, have participants click the **Workload** icon on their machines**.** Review the Workload Dialog Box (pages 9 - 10).
- After reviewing the radio buttons, mention that if the worker was in his county office, he would see his supervisor's name and his name as the default in the fields under Workload.
- Once Workload is clicked, all new assignments will be bold to indicate that it is a new assignment to the worker's workload. The investigations/cases will remain bold until the worker opens them.
- Click "OK" button with the "Workload" radio button selected. Review the two tabs. The first tab "Case/Referrals/Other listings shows all investigations, cases, and/or providers for the worker. The second tab, "Pending Approvals" shows any type of approval that a worker has sent that a supervisor has not yet approved. These include things such as placements, FAST/CANS, Case Plan, Contacts, Court Reports and case closures. After you review all of the functions of these tabs, have the workers click the "Close" button to take them back to the main Workload screen to continue training.

- Click "Case" radio button and type 22407873 into the " Existing" field. (Other search methods are addresses in later sections.) This should take them to the Baker case. Point out where they can see Baker in the upper left hand corner.

- Use Baker to demonstrate the **Focus Tool Bar**.

- Discuss the **Focus** tool bar pages 11-12,). What they see on the Focus tool bar will differ, depending on whether they are in the case or in the investigation. Consider, as the trainer, showing the associated investigation so folks can see the

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difference in the focus tool bars.

D. Things You See in CHRIS

Now you are ready to show the different types of things they will see in CHRIS. Stay in the Baker case. Go to either the **Contact** screens or **Client** screens. Both of these screens have radio b uttons, check boxes, text fields, mandatory fields, date fields, buttons, etc. At this point, you do not need to discuss the content of the field. The purpose is to show the types of fields and to discuss the function of the buttons. Remember, as you click, have the class click along with you in their cases. This should take you through pages 13-22.

Section 4: CHRIS Orientation and Navigation – Common CHRIS Tasks

A. Search Features

The next task is to show participants 3 ways to search:

1. A case/investigation search,
2. A client search and
3. A provider search.

Some participants may have completed Unit 1, Section 3 of the online training. Ask if anyone has taken it. (You can also determine who has taken this section by reviewing the reports available in the online training.) Lead a discussion about what they remember about how to find a client and a provider. Set the stage for the next section of lab training: This part of training builds on that knowledge and shows you more ways to search the database.

Searches are covered on pages 25-34 in the Desk Guide, as well as in navigation tip sheets. In the following sections you will step them

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The challenge for trainers will be to stay focused on orientation and navigation. Try to avoid long discussions of the quality of data entered in the examples. The primary teaching point for students in this training will be seeing if they can use the materials provided to navigate to places they need to be.

This training has been designed where you can always train it in current date. Before training the trainer should note what the years of birth should be for the family members listed on Page 4 of the participant manual.

through the ways to search as set out in their Desk Guides. Have the participants complete the task with you. Explain what Soundex means. Ask students to pull out the Search tip sheets so they can see them without having to flip back and forth (pages 92-95).

Start the class with an Investigation search using the name Green.

A point to note: The more specific you are, the narrower your search will be. Let's check this out using an investigation name "Green" and a case name "Brown."

1. **Investigation Search (From Workload) – Green (page 26 in the Desk Guide)**

   Conduct a search on a Referral/Investigation

   a. Select Referral/Investigation
   b. Click Search
   c. Enter last name Green
   d. Check Soundex
   e. Note: You get not only Green but also Greene
   f. Click Search again. Enter Green and Jefferson County
   g. This should limit the options.

2. **Complete a Case Search (from Workload) – Brown (page 27 in the Desk Guide)**

   a. Click Workload; select case
   b. Click Search
   c. Last Name (Brown)
   d. County (Jefferson County) – Make sure to explain that in live CHRIS that they would see cases with other names than Brown if they leave the "Soundex" box checked.
   e. Highlight the different Brown cases so that students can see how the information in Case History and Case Client changes.

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f. Cancel all the way out to return to the Home Screen.

3. **Complete a Client Search (page 29 in the Desk Guide)**
   a. Click Search icon (Not workload)
   b. Enter Last Name (Brown); click OK
   c. Now enter Last Name (Brown) and first name (Kelly)
   d. Demonstrate how you can narrow down your search even further by entering a Client ID number or a Social Security Number (Kelly Brown – Client ID# 3071277/ SS#789-65-8965)
   e. Hit cancel and demonstrate a Provider search

4. **Complete a Provider Search (page 33 in the Desk Guide)** using:
   a. Service Provided: Foster Family Home
   b. Services Provided: Foster Family Home and Location
   c. Provider ID: 129488
   d. Return to home screen

B. Screen Reviews and Practice – Investigation (pages 35 – 41)
Start with an overview and demonstration of the investigation screens. **DO NOT BUILD AN INVESTIGATION.** Use Case number **1226815** to demo investigation screens. Point out the Tip Sheet on Investigations that has the screen paths. Participants may want to pull this sheet out for quick reference in this discussion.

a. Demo the Referral screens first. Work your way across the tool bar as set out in the Desk Guide. Be sure students understand that this information is added by the Hotline.
b. Have the class jot down the information on the caller – name, address, and telephone number (use page 3 in the participant Manual).

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Use referral ID **1226815**

c. Move to the Investigation screens. Again, work your way across the tool bar as set out in the desk guide.
   - On the narrative tab, show how the information comes over from the Hotline.
   - On the interview tab, be sure to explain what the abbreviations stand for.
   - On the services tab, emphasize that services can be provided during the investigation and should be documented here. Enter contacts made in addition to required interviews.

d. Reflect back to the interview screens. Show students that they cannot enter any collateral interviews unless the individual has been entered into the system on the collateral screens, with the exception of the reporter.
   - Demo how the information on the reporter shows up on the collateral interview screen when they click the radio button for Reporter.
   - Next, using the information from page 3 in the Participant Manual, have the group add the examining physician as a collateral to the investigation: Dr. Rhonda House, #1 Children's Way, Little Rock, AR 72202, phone (501) 364-1200, ext 657, exam at 11:30 am on 05/09/2017.
   - Then quickly go back to the Collateral Interview screens and show how the Dr. is now available for them to enter her interview.
   - Do not enter interviews.

Again, the goal is to cover the screens so go quickly. Point out what can be learned about the family from the investigation screens if

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the participants in training are not investigators and do not see the relevance.

C. Screen Review and Practice – Case (pages 42 – 74)

Next, introduce participants to the Case Screens in CHRIS. Again, they will practice entering data into some of the most heavily used fields (by new workers) in CHRIS.

a. Cover all of the case screens. Do not get into detail about what goes into each field on every screen. Work your way across the tool bar as set out in the Desk Guide.

This section can be tedious because there is so much information. Consider making a game similar to a scavenger hunt to have students tease out some of the information from these screens as you review them.

b. Refer participants to page 4 of the Participant Manual. This has a little bit of case information. From this information, have them enter information into a new case record. Screen paths are set out on page 5 of the Participant Manual.

NOTE: Time allowing, this is another place to have students practice a client search because there is another Braswell family in the Training Data Base.

Workload>Case>New>OK

Trainers will need to create a new case along with the trainees. Trainees will enter the Braswell Information from page 4 in the Participant Manual. Enter information along with the students. Be sure all students start from the home screen.

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Workload>Case>New>OK (Case Summary-New)

This screen path takes participants to the Case Summary – New Screen.

Ask:

- What does the yellow mean in the Case Name, Case Type and Family Location fields?
- Have them enter appropriate information on this screen.
- Note: As soon as you select Child Protective Service for Case Type, the FINS field becomes mandatory. (Tell students to check No.)
- How do you save your information?
- Click Add
- How do you get off this screen?
- Click Cancel or Click another tab

Client Screens

Workload>Client>New

From this point, go to the Client Button to begin entering new clients.

Refer Participants to the Case Client Screen tab in the Desk Guide.

- Have them complete the General Information, Demo (At least Characteristics) and Relationship screens for Kelly and Tasha Braswell. Remind the participants that in the field they would enter the Absent Parent in as a client. Tell your participants that if they remember to do this, they will be ahead of many folks in the field who have been doing this work a long time.
- Have them write down the client Id number for each client.
- Explain that if this was the real world, they would also be expected to complete the rest of the screens under the buttons in the tool bar.

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Contacts

Workload>Services>Contacts>New

Refer participants to the Contacts and Visits tab in the Desk Guide. Be sure to cover the difference between contacts and visits since the words tend to be used interchangeably in the field. (NOTE: If all your participants have completed Unit1, Section 3, online training, skip this discussion of the differences. If some have completed and some have not, ask the ones who have completed to talk about the difference in visits and contacts.)

Next, have students practice entering a contact. Look back at the scenario for details. Have them complete the contact for the current date at 10:30 am (unless you reach this point before that time of day). As you cover the Participants at the contact, point out that they always select N/A unless the purpose of the contact was a staffing or a TDM. If it was a staffing, they need to select whether or not a client or collateral was invited and whether or not they attended. Point out the Add Collateral button on the Contact screen. They can add a new Collateral using this button and then continue entering the contact.

After the entering the contact, explain that Supervisors have the option to deny the contact. All text in the Contact can be updated/changed until the Supervisor Reviewed Contact button is checked.

Section 5: Tips Sheets and other Work Aids

Tip Sheets

At this point, evaluate how you are doing for time and whether your participants are getting tired. Depending on the situation, you can step

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them through some of the Tip sheets they have not already used. For example, you can step them through the removal and placement screens from the Tip sheets.

Be sure they are aware of the various Tip sheets they have available.

CHRIS Net

Cover this ONLY if your class has not completed any online training. Show the participants the "CHRIS Net" button on the main menu bar. Also show them that if they hit the home button that they can select the "CHRISNet" button from the main page as well. Explain that in their office that they will get to CHRIS Net from either these two ways. From CHRIS they will get into the secure CHRIS Net side where they will have other options such as CHRIS Net Reports and Special Instructions (documents on how to upload pictures into CHRIS from DCFS cameras, change font size and screen resolution and other help documents).

Because we are in the training lab we will be going to the public site. Take the participants to CHRIS Net (Public) site by clicking the CHRIS Net (Public) icon on the desktop. From the public side you can show them:

- Policy
- Forms/Templates
- Version Notes

These topics will at least get them familiar with CHRIS Net.

End of Training

Address any remaining questions. Be sure that the participants have your contact information. Have the class complete the online evaluation. Dismiss your class.