

Module I-7

Evaluation

Overview

Evaluation is a process by which practice can be justified. Evaluation can be used to assess learning and other outcomes, assess and improve the practice of healthcare professionals and programmatic effectiveness, assess a programme's viability, and justify expenditure. All diabetes educators should understand that evaluation is integral to programme planning and implementation, and should be incorporated into the educational plan from the beginning. Teaching should be evaluated at the individual level (did the person with diabetes learn or make behaviour changes?), and at the programme level (did the programme meet the needs of the participants?).

Goal

To have an understanding of the different types of evaluation and when they are best used

Objectives

After completing this module the participant will be able to:

- Identify the purpose of evaluation
- Discuss the need to evaluate all aspects of the educational programme, structure, health outcomes, cost-effective outcomes
- Discuss methods of evaluating an individual's learning – open-ended questioning, return demonstration, storytelling
- Discuss the importance of using validated questionnaires
- Discuss the use of skills checklists
- Describe the difference between formative and summative evaluation
- Discuss the importance of making evaluation a positive, rather than threatening, experience for the participant
- Describe how evaluation results could be used to improve existing programmes and plan new diabetes education programmes
- Discuss the concept of continuous quality improvement (CQI), how measures can be integrated into day-to-day practice and the benefit to be derived
- Give examples of methods to conduct evaluations of structure, process and outcome

Teaching strategy	Small group work
Suggested time	1-2 hours
Who should teach this module	Diabetes educator
Evaluation of learning	Development of an evaluation plan
References	<p>Cooper HC, Booth K, Gill G. Patients' perspectives on diabetes health care education. <i>Health Educ Res</i> 2003; 18: 191-206.</p> <p>Ellis SE, Speroff T, Dittus RS, et al. Diabetes education: a meta-analysis and meta-regression. <i>Patient Educ Couns</i> 2004; 52: 97-105.</p> <p>Glasgow RE, Osteen VL. Evaluating diabetes education. <i>Diabetes Care</i> 1992; 15: 1423-1.</p> <p>Jenkinson C, McGee H. <i>Health status measurement</i>. Radcliffe Medical Press. Oxford, 1998.</p> <p>Knight KM, Dornan T, Bundy C. The diabetes educator: trying hard, but must concentrate more on behaviour. <i>Diabet Med</i> 2006; 23: 485-501.</p> <p>Larme AC, Meyer JS, Pugh JA. Use of qualitative methods to evaluate diabetes education programs. <i>Diabetes Educ</i> 1998; 24: 499-500, 504, 507-8.</p> <p>Norris SL, Engelgau MM, Narayan KMV. Effectiveness of self-management training in type 2 diabetes: a systematic review of randomized controlled trials. <i>Diabetes Care</i> 2001; 24: 561-87.</p> <p>Peyrot M. Evaluation of patient education programs: How to do it and how to use it. <i>Diabetes Spectrum</i> 1996; 9: 86-93.</p> <p>Rankin SH, Stallings KD. <i>Evaluating patient education</i>. In Patient Education, Principles and Practice, 4th edition. Lippincott Williams and Wilkins. Philadelphia, 2001: 323-48.</p> <p>Rhee MK, Cook CB, EL-Kebbi I, et al. Barriers to diabetes education in urban patients: perceptions, patterns, and associated factors. <i>Diabetes Educ</i> 2005; 31: 410-7.</p> <p>Worral PS. Evaluation in health-care education. In Bastable SB (Ed). <i>Nurse as educator: principles of teaching and learning</i>. Jones and Bartlett Publishers. Sudbury, 1997.</p>