

Disease State Education (DSE)

- Introduction
- Rationale
- What does it take?
- **How do we assess?**
- Workshop



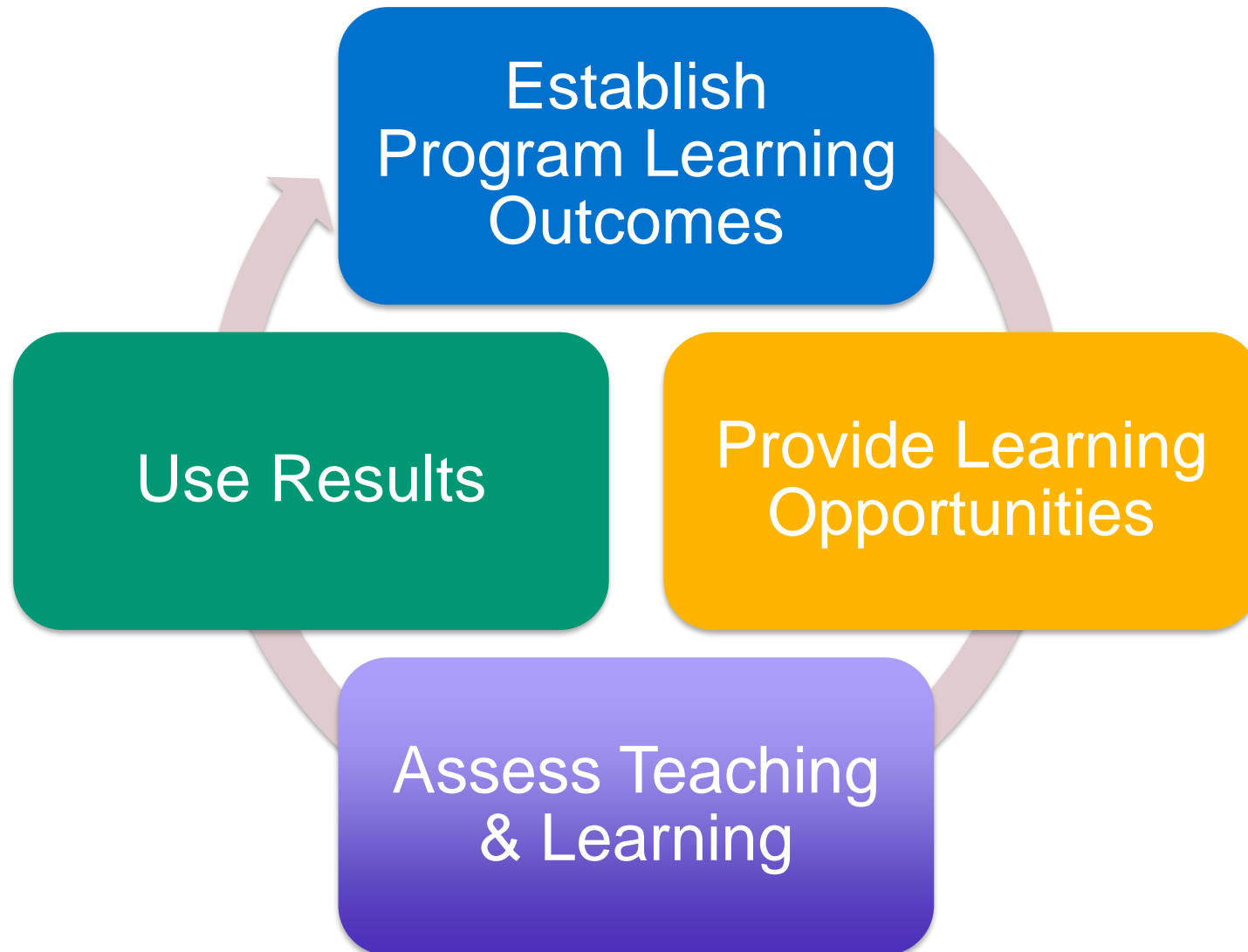
Assessment

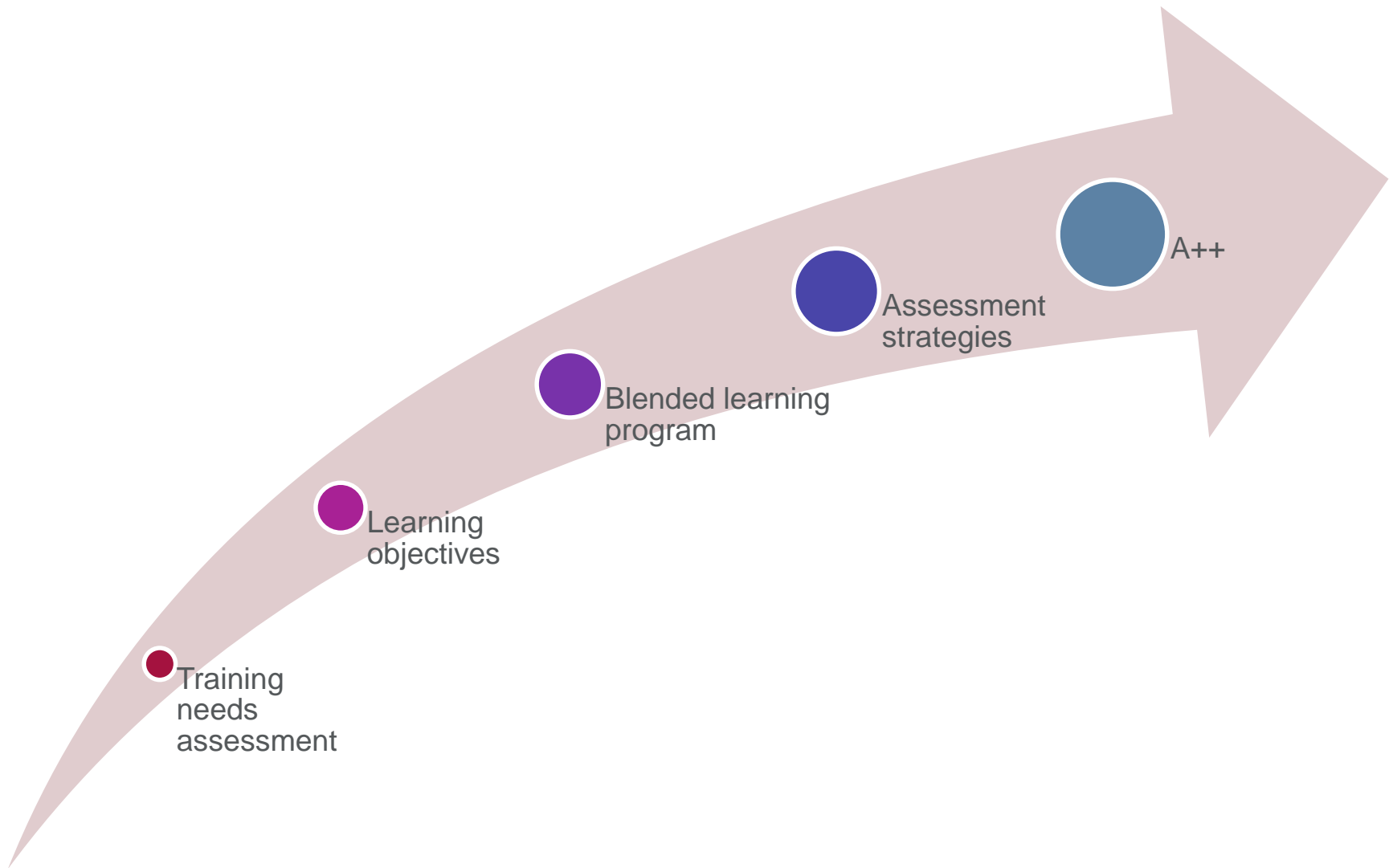
Evaluation

Decision –
Making

Program Assessment

“The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development.” (Palomba & Banta, 1999)





Participant Assessment

- Rate participant learning around program learning objectives
- Identify proficiency levels before and after the training courses
- The Moore evaluation model
 - depicts increasingly broad outcomes of continuing medical education programs, starting with participation and progressing to community health.
 - The levels impacted by this activity include participation, satisfaction, and knowledge.

Moore's Levels of Outcomes for Continuing Medical Education



Sample Outcomes

	Pre-Test Mean %	Post-Test Mean%	% Change in Scores
Prostate Cancer	65.6%	93.6%	28%
Chronic Obstructive Pulmonary Disease	69.3%	91.3%	22%
Women's Oncology	64.5%	98.8%	34%
Sarcoidosis	75.4%	91.5%	16.1%

Sample Outcomes

Webcast Participation

Analytics for PREP: Sarcoidosis Webinar

Average time in
session
57 min

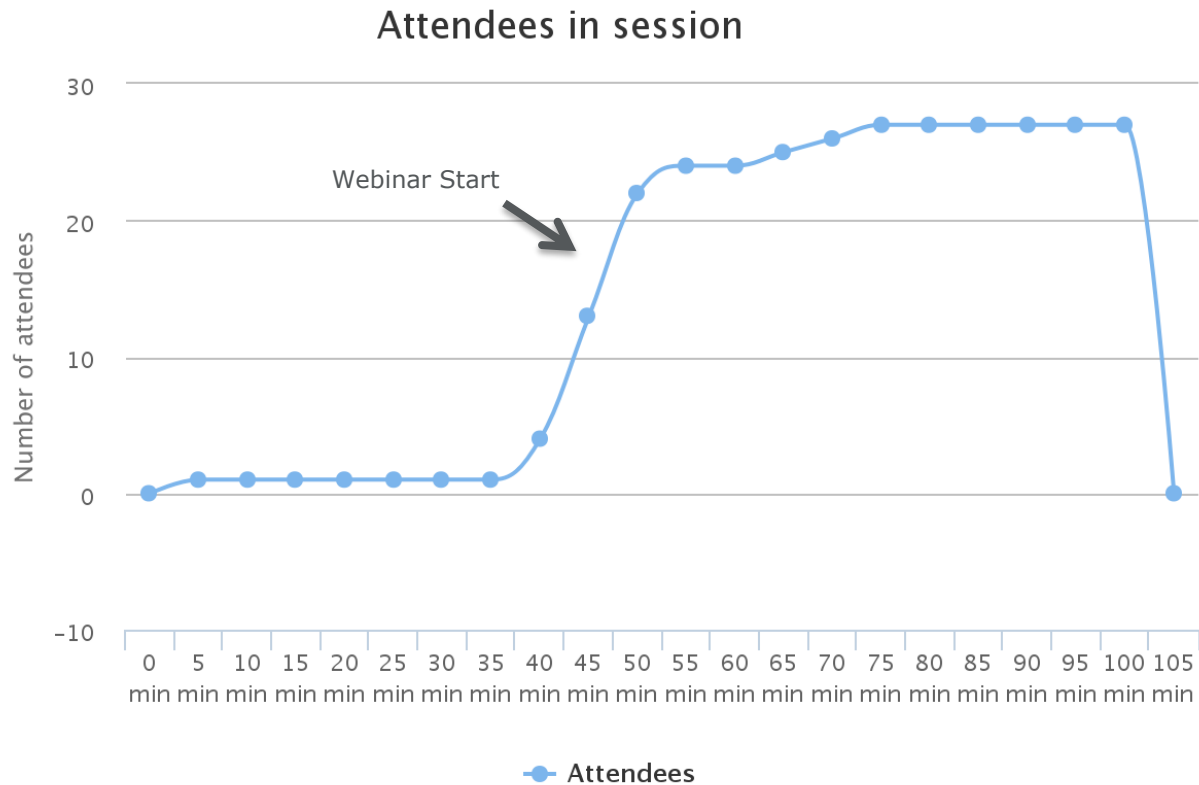
Average
attentiveness
55.75%

Average interest
rating
62.57%

Average poll
response
58.04%

Sample Outcomes

Webcast Participation



Sample Outcomes

Post-webinar Survey

- 100% of respondents agreed that the web cast was clear, well organized, and geared at the proper level.
- 83% of the respondents agreed that the webcast included opportunities to learn interactively.
- 92% of the respondents agreed that the case studies provided relevant knowledge and experiences that are directly related to their professional role and responsibilities.

Faculty Assessment



Assessment Types

Diagnostic Assessment

It can help identify learners' current knowledge of a subject, their skill sets and capabilities, and clarify misconceptions before teaching takes place

Quantify what the learners already know about the topic

Pre-tests
Self – assessments
Discussion boards

Formative Assessment

Provides feedback and information during the instructional process

Monitor participant learning to provide ongoing feedback

In-class activities
Homework exercises

Summative Assessment

Provides feedback and information that sums up the teaching and learning process

Evaluate participant learning at the end of an instructional session by comparing it against a standard

Post-tests
Student evaluation of course
Instructor self-evaluation

Diagnostic Assessment

- Before Learning



Formative Assessment

- During Learning



Summative Assessment

- After Learning

Assessment Methods



Types

- Observation
- Simulation
- Questioning
- Product review
- Structured activities
- Self-Assessment

Assessment Methods

- Multiple Choice
- Constructed Response
- Expanded Constructed Response



Question Types

- Technology Enhanced
- Performance Task
- Matching

Assessment Methods

- Paper and Pencil

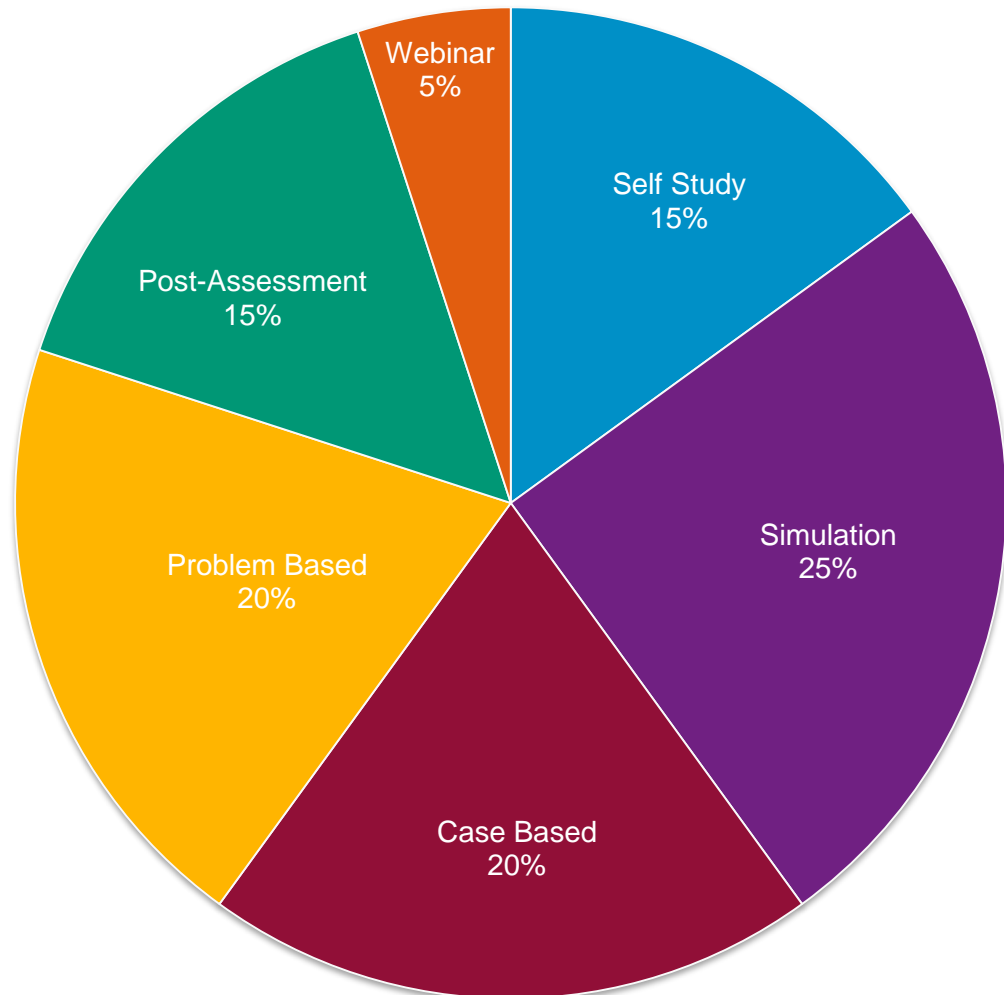
- Online (BYOD)



Delivery Methods

Key Take-away

Create a relevant and engaging learning experience for every participant using a blended learning format to drive behavior change



Key Take-away

Creating your Own Disease State Education Program

- Learning Category of Instruction (Blended)
- Learning Objectives
- Assessing the Learners (Formative)
- Assessing the Program (Summative)
- Conduct Course Design

Disease State Education (DSE)

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- **Workshop**

Workshop

Integrating Best Practices to Develop an
Engaging and High Performing Disease
State Educational Offering

Creating Disease State Education (DSE)

Clinical factors common to all DSE Programs that should be included:

- Identifying the Disease
- Underlying risk factors to the patients
- Diagnosis
- Testing
- Treatment
- Long-term care

Create a Disease State Education (DSE)

- Identify the disease state

- Identify the underlying risk factor to the population

- How do you achieve diagnosis?

Create a Disease State Education (DSE)

- Additional Testing? Routine or other? Labs? Imaging?

- Treatment

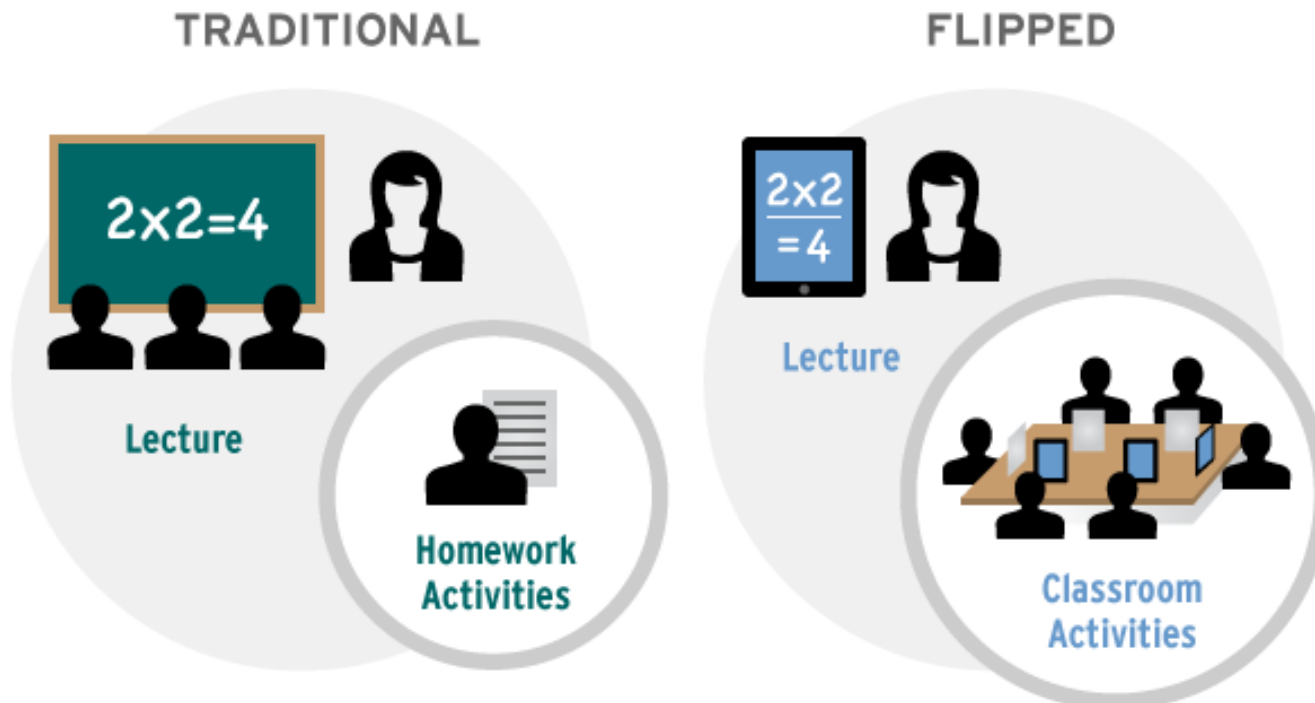
- Long-term Care?

Learning Categories

From the CHEST Guideline on CME from 2009, showing the least effective educational offering to most effective:

- Level 1 – Didactics
- Level 2 – Self Study
- Level 3 – Evidenced based medicine
- Level 4 – Case-based education
- Level 5 – Simulation
- Level 6 – Performance Improvement

'Flipped classroom' or 'Blended Learning' approach



Learners explore concepts online through videos and articles and then discuss and apply them in class

Create your integrated learning approach:



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How would you assess your learning? (Pre-, during, and post-course)

Decision making: How would you initiate learner engagement?

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How would you assess learner, program and faculty performance?

Thank You for Your Attention

QUESTIONS?