



# Integrating Formative Evaluation into Educational Development

Building on Learner Feedback for More Targeted & Impactful Diabetes Activities



Recipient of a  
Best in Class  
Outcomes  
Award, Alliance  
Industry Summit

2018

# OVERVIEW

In this white paper, we'll discuss how to successfully integrate a mixed methods approach to evaluation, to influence learner needs and increase educational impact in serial education. Learn from our case study of an award-winning outcomes approach to evaluation, including:

- An activity summary, with background on the educational goals, partners and session format
- This series' educational design, including an overview of formative evaluation, grounded theory and how we incorporated it into the activity
- A look at how key findings were integrated into actions in subsequent activities
- Insights in their own words – straight from the mouths of the doctors

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## Key Takeaways

- 1 – Focus on engagement at each point of interaction:** aim to engage the learner at every stage, pre-program, during an activity, and after (multiple times!) to help understand the program's impact and additional needs/next steps.
- 2 – Don't stop at the initial needs assessment:** collect feedback through a variety of tools to ensure your initial session informs the next.
- 3 – Pair quantitative and qualitative evaluation methods:** Quantitative without qualitative tells you the “what” without the “why” or “how”. Qualitative without quantitative is difficult to validate. Using mixed evaluation methods ensures your outcomes are validated against your identified gaps, and provides more meaningful education to your targeted learner.

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### Credits

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- 1 - PlatformQ Health Education
- 2 - Joslin Diabetes Center
- 3 - Thistle Editorial, LLC
- 4 - Primary Care Network

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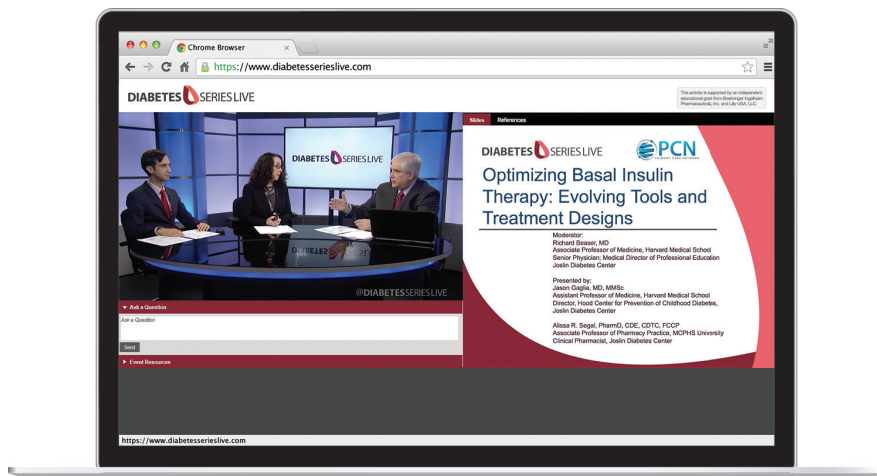


# ACTIVITY SUMMARY

New long-acting basal insulins and biosimilar insulin glargine are now available as therapeutic options for treating people with type 1 and type 2 diabetes.

Clinicians need to understand the pharmacology of these insulins and their evidence-based clinical applications including indications, usage methodology, and place in the therapeutic spectrum for this condition.

In order to better target the education in this series to align with true learner needs, we integrated participant feedback as the basis of the ongoing curriculum in this two-part series.



**Part 1:**  
February 1, 2017  
Boston, MA

Optimizing Basal Insulin  
Therapy: Evolving Tools and  
Treatment Designs

In collaboration with Joslin Diabetes Center and Primary Care Network, PlatformQ Health Education launched two live virtual educational activities in February and April of 2017, respectively.

**Session 1** included a video-based panel discussion that addressed educational gaps identified through traditional needs assessment research and our interactive question submission technology.



**Part 2:**  
April 5, 2017  
Boston, MA

Optimizing Basal Insulin Therapy:  
Implementation, Management,  
and Overcoming Barriers

**Session 2** featured open-ended case-based panel discussions, informed by a formative evaluative process, including in-depth qualitative interviews post-session 1.



# EDUCATIONAL DESIGN

## Integrating formative evaluation into educational development

Within two weeks following the first session, 10 in-depth qualitative interviews were administered to endocrinologists and primary care physicians who had completed the first educational activity.

The purpose of these interviews was to explore residual physician gaps as well as learner feedback regarding educational design. Specifically, the interviews aimed to:

- Explore physician gaps regarding knowledge about the new basal insulins and biosimilar insulins
- Explore barriers in skills/practice systems that may prevent them from using these insulins when indicated
- Gather feedback on the educational approach of Part 1 in the series and recommended approaches for Part 2

Analysis was based on grounded theory, an open-ended process that generates themes and hypotheses as an ongoing, iterative process. Using the principles of formative evaluation, faculty used this feedback to guide content development and focus the Part 2 panel discussion in the ongoing series.

### What is formative evaluation?

Formative evaluation = the process of utilizing feedback in order to foster development and improvement within an ongoing activity\*

A “check-in” with learners while content is still in development to ensure the targeted match between learner needs and content.

\*Scriven, M. (1967). The methodology of evaluation. R.W. Tyler, R.M. Gagne, M. Scriven (eds.), Perspectives of curriculum evaluation, pp.39-83. Chicago, IL: Rand McNally.

### Formative



When the **chef** tastes the soup (uses feedback to refine during creation process)

### Summative



When the **guests** taste the soup (final product presented)

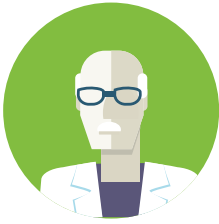
# OUTCOMES: FINDINGS INTO ACTION

Key themes identified through in-depth qualitative interviews and quantitative measures allowed program faculty to integrate needs for additional education into subsequent activities.



# OUTCOMES: IN THEIR OWN WORDS

## Education Need



*"I take care of a lot of diabetic patients here...patients that are uncontrolled [who] don't have access to a lot of medications. There is a burden on us...to get their diabetes under better control. I was not feeling comfortable using the basal insulin, and I really wanted to learn how to do it."*

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## Patient Barriers



*"There is a lot of misunderstanding about insulin; patients think about insulin as a punishment, a lot of patients think about insulin like medicine that is going to destroy their kidney, destroy their liver."*

*"Cost and coverage."*

*"Basically, they don't want to take insulin – period."*

*"Some patients are scared of the word 'insulin', especially those people like a newly-diagnosed with an A1c of 10."*

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## Perspectives on Education



For a majority of the group, the education improved awareness about the benefits of newer basal insulins.

*"I knew nothing about the newer basal insulins before I did this CME program. So they were around, but I was reluctant to use them...I didn't know how to sell it because I didn't know enough about it to feel confident in explaining it to patients. So it explained when to start basal insulin, it encouraged me to lower the barriers to starting someone on basal insulin, it gave me some practical information about how much to start and how to adjust and how to work with patients on self-adjustment."*

*"I know that there's a lot of different insulin now, and I'm not as familiar with especially the newer ones. So I wanted to get more information and be more knowledgeable about that."*

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# AN ENGAGEMENT PLATFORM DELIVERING ACTIONABLE EDUCATION AND IMPROVED OUTCOMES



PLATFORMQ HEALTH  
EDUCATION

PlatformQ Health is improving the outcomes of patients through live, interactive online education for healthcare professionals, patients and caregivers. Partnering with leading academic institutions, advocacy organizations, and professional societies, we produce and syndicate the most trustworthy programs from leading experts in a conversational, interactive format to drive awareness and actionable next steps to better health outcomes.

## DIABETES SERIES LIVE

DiabetesSeriesLive is a PlatformQ Health learning channel, the leading provider of live online continuing education. DiabetesSeriesLive's interactive programs include live streaming video lectures and discussions, case presentations, and real-time Q&A with top faculty.

## DiabetesCoachLive

DiabetesCoachLive is an online education platform dedicated to improving the health outcome and quality of life for people living with diabetes.



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