

Take Control of Your Health: Diabetes Self-Management Program

Observation Checklist

Summary

Date:
Peer Leader:
County:

Session Attended:
Observer:
Number of participants in class:

Skills	Comments/Suggestions
<p><u>Class Prep</u> Arrived on time with materials/charts. Room appropriate re: protecting confidentiality, seating arranged in a “U” or circle, lighting, temperature, ADA, noise and distractions, ability of all trainees to see and hear, charts are legible handwriting, dark colored marking pens, easily readable</p>	
<p><u>Delivery of program</u> Follows the curriculum as scripted in the Peer Leader Manual Clearly explained topics and activities Presentation style appropriate; articulate, eye contact, inflection Modeled activities correctly Positively reinforced participants</p>	
<p><u>Group Interaction</u> Encouraged group participation Limited personal stories Handled problem people effectively Adhered to timelines Worked well as a partner with co-leader</p>	
<p><u>Brainstorming</u> Encouraged to produce as many ideas as possible Repeated ideas Reminded group not to comment on ideas Did not allow discussion/questions Used silence Person writing not leading activity Offered own response only at end Reviewed the list by reading ideas Provided opportunity for clarification</p>	
<p><u>Action Planning</u> Used chart to point out steps as participants shared their action plans Pointed out “will” if participant used try, should, want or think Helped identify barriers if confidence level is less than 7 Asked the group for suggestions before the leaders offered responses</p>	

<p><u>Feedback/Problem Solving</u> Asked person to state their action plan and success/problems Complimented appropriate action plan adjustment/modification If problems, what barriers existed and did they try a solution? Asked person if they would like help Asked group if they ever had same/similar problem Conducted brainstorm appropriately Limited to 3 'yes but' Offered the person to choose one idea Recommended person make a note of suggestions offered</p>	
<p><u>Fidelity</u> Delivered all content materials according to the current Stanford leaders' manual Accurately paraphrased sections of activities (provided info clearly, without adding or deleting material that changed the content) Distributed and collected appropriate data collection forms</p>	

Signature of Peer Leader: _____

Signature of Observer: _____

Additional Comments:

Session 1 Fidelity Checklist

	Comments
<input type="checkbox"/> Agenda and Charts 3, 6, 8 and 9 posted <input type="checkbox"/> Sign in sheet available <input type="checkbox"/> Read Welcome & Confidentiality Statement <input type="checkbox"/> Participant Information Survey distributed	
Activity #1 Introduction	
<input type="checkbox"/> Modeled introductions, 2-3 problems caused by having diabetes or caring for someone with diabetes <input type="checkbox"/> Pointed out concerns are the same. Retained chart	
Activity #2 Workshop Overview and Responsibilities	
<input type="checkbox"/> Distributed copy of chart 2, related problems identified by participants to the program topics <input type="checkbox"/> Reviewed guidelines accurately, posted chart 3	
Activity #3 What is Diabetes?	
<input type="checkbox"/> Accurately delivered content, reviewed chart 4	
Activity #4 Monitoring	
<input type="checkbox"/> Accurately delivered content, reviewed chart 5 <input type="checkbox"/> Clearly discussed brainstorm guidelines <input type="checkbox"/> Conducted 3 brainstorms appropriately (see summary sheet) <input type="checkbox"/> Accurately delivered content of chart 6	
Activity #5 Introduction to Healthy Eating	
<input type="checkbox"/> Accurately delivered content, reviewed chart 7 <input type="checkbox"/> Assigned homework accurately <input type="checkbox"/> Asked participants to review Chapter 13 in their books	
Activity #6 Introduction to Action Plans	
<input type="checkbox"/> Presented info in chart 8, posted on wall <input type="checkbox"/> Modeled action plan <input type="checkbox"/> Broke people into pairs, family members not paired with each other, caregivers paired with each other. Used a timekeeper <input type="checkbox"/> Asked for volunteer to report on action plan <input type="checkbox"/> Summarized each action plan by using the standard: <input type="checkbox"/> Something YOU WANT to do Achievable Action specific Answers what, how much, when, how often, confidence level of 7 or more <input type="checkbox"/> For confidence levels less than 7, guided through identification of barriers. <input type="checkbox"/> Informed participants leaders will be calling them to support them in their plans	
Activity #6 Closing	
<input type="checkbox"/> Reviewed all items <input type="checkbox"/> Followed activity timelines, class ended within 2 ½ hours	

Session 2 Fidelity Checklist

	Comments
<input type="checkbox"/> Agenda and Charts 3, 6, 8 and 9 posted <input type="checkbox"/> Charts are legible handwriting, dark colored marking pens, easily readable, name tags available	
#1 Feedback/Problem Solving	
<input type="checkbox"/> Modeled action plan, stated action plan and level of success, asked for volunteer <input type="checkbox"/> Asked participants to comment on what they learned from glucose monitoring and/or keeping a food diary <input type="checkbox"/> Complimented appropriate action plan adjustment/modification <input type="checkbox"/> If action plan is not achieved: asked participant about barriers and if they tried a solution asked if help is wanted from the group, if yes: asked if anyone else from the group ever had a similar problem <input type="checkbox"/> Conducted brainstorm appropriately <input type="checkbox"/> Limited to 3 'yes but', offered the person to choose one idea <input type="checkbox"/> Recommended person make a note of suggestions offered <input type="checkbox"/> Modeled problem solving steps appropriately, reviewed chart 8	
#2 Formula for a Healthy Eating Plan	
<input type="checkbox"/> Utilized chart 7 to review healthy eating <input type="checkbox"/> Accurately delivered instructions for group activity: <input type="checkbox"/> Conducted brainstorm appropriately (see summary sheet) <input type="checkbox"/> Accurately delivered content using pages 210-215 in books <input type="checkbox"/> Allow time for participants to respond <input type="checkbox"/> Accurately delivered content of charts 10 and 11 <input type="checkbox"/> Divide into three groups, give 15 minutes for activity, moved around and offer help <input type="checkbox"/> Groups report back, checked for accuracy <input type="checkbox"/> Review chart 12, plate method, asked for examples of foods <input type="checkbox"/> Reminded group to keep a food diary	
#3 Preventing Low Blood Sugar (Hypoglycemia)	
<input type="checkbox"/> Accurately delivered content, ask participants to respond <input type="checkbox"/> Accurately reviewed chart 13 <input type="checkbox"/> Conducted brainstorm appropriately (see summary sheet) <input type="checkbox"/> Accurately reviewed charts 14 and 15 <input type="checkbox"/> Accurately delivered content of calling for medical help	
Activity #4 Making an Action Plan	
<input type="checkbox"/> Clearly utilized chart 8-reminded participants that the plan should be something they want to do and be realistic <input type="checkbox"/> Conducted action plan appropriately (see summary sheet)	
Activity #5 Closing	
<input type="checkbox"/> Reviewed all items, asked members to choose a buddy to call <input type="checkbox"/> Reminded participants to keep a food diary for two days <input type="checkbox"/> Followed activity timelines, class ended within 2 ½ hours	

Session 3 Fidelity Checklist

	Comments
<input type="checkbox"/> Agenda and charts 3, 6, 8 and 9 posted <input type="checkbox"/> Charts are legible handwriting, dark colored marking pens, easily readable, name tags available	
#1 Feedback/Problem Solving	
<input type="checkbox"/> Modeled action plan, stated action plan and level of success, asked for volunteer <input type="checkbox"/> Asked participants to comment on what they learned if they kept a food diary <input type="checkbox"/> Complimented appropriate action plan adjustment/modification <input type="checkbox"/> If action plan was not achieved: <input type="checkbox"/> asked participant about barriers and if they tried a solution <input type="checkbox"/> asked if help is wanted from the group, if yes: <input type="checkbox"/> asked if anyone else from the group ever had a similar problem <input type="checkbox"/> Conducted brainstorm appropriately <input type="checkbox"/> Limited to 3 'yes but', offered the person to choose one idea <input type="checkbox"/> Recommended person make a note of suggestions offered <input type="checkbox"/> Modeled problem solving steps appropriately, reviewed chart 8	
Activity #2 Preventing or Delaying Complications	
<input type="checkbox"/> Conducted brainstorm appropriately (see summary sheet) <input type="checkbox"/> Accurately delivered content using page 334 in book	
Activity #3 Planning Low Fat Meals	
<input type="checkbox"/> Conducted brainstorms appropriately (see summary sheet) <input type="checkbox"/> Accurately delivered content	
Activity #4 Introduction to Physical Activity and Exercise	
<input type="checkbox"/> Conducted brainstorm appropriately (see summary sheet) <input type="checkbox"/> Accurately delivered content using charts 16, 17 and 18 <input type="checkbox"/> Referred to page 105 of the books	
Activity #5 Dealing with Stress	
<input type="checkbox"/> Conducted brainstorms appropriately (see summary sheet) <input type="checkbox"/> Accurately delivered content	
Activity #6 Muscle Relaxation	
<input type="checkbox"/> Informed participants the relaxation activity was optional and they can sit quietly or leave the room <input type="checkbox"/> Used the CD or read the script accurately	
Activity #7 Making an Action Plan	
<input type="checkbox"/> Accurately utilized chart 8-reminded participants that the plan should be something they want to do and be realistic <input type="checkbox"/> Conducted action plan appropriately (see summary sheet)	
Activity #8 Closing	
<input type="checkbox"/> Reviewed all items <input type="checkbox"/> Followed activity timelines, class ended within 2 ½ hours	

Session 4 Fidelity Checklist

	Comments
<input type="checkbox"/> Agenda and charts 3, 6, 8 and 9 posted <input type="checkbox"/> Charts are legible handwriting, dark colored marking pens, easily readable, name tags available	
Activity #1 Feedback/Problem Solving	
<input type="checkbox"/> Modeled action plan, stated action plan and level of success, shared what they did to reduce fat in their eating plan and/or what was learned from monitoring before and after exercise <input type="checkbox"/> Complimented appropriate action plan adjustment/modification <input type="checkbox"/> If action plan is not achieved: asked participant about barriers and if they tried a solution asked if help is wanted from the group, if yes: asked if anyone else from the group ever had a similar problem <input type="checkbox"/> Conducted brainstorm appropriately <input type="checkbox"/> Limited to 3 'yes but', offered the person to choose one idea <input type="checkbox"/> Recommended person make a note of suggestions offered	
Activity #2 Dealing with Difficult Emotions	
<input type="checkbox"/> Utilized chart 6 to illustrate difficult emotions <input type="checkbox"/> Accurately delivered instructions for group activity: Reporting for your partner on causes of difficult emotions; Info does not have to be shared; checked that the report was accurate <input type="checkbox"/> Conducted brainstorm appropriately (see summary sheet) <input type="checkbox"/> Asked participants to volunteer any new things they are going to use to deal with these emotions in the future <input type="checkbox"/> Specified writing or journaling for dealing with difficult emotions	
Activity #3 Reading Nutrition Labels	
<input type="checkbox"/> Accurately delivered content, using page 208-216 of book, have participants respond to questions <input type="checkbox"/> Had participants pair with person on their right, leaders had additional food labels available; asked questions regarding food labels <input type="checkbox"/> Asked participants how to apply what they learned	
Activity #4 Endurance Activities: How Much is Enough?	
<input type="checkbox"/> Accurately delivered content using charts 19, 20, and 21 <input type="checkbox"/> During endurance monitoring, one leader marched in place and the other led the orchestra <input type="checkbox"/> Explained establishing baseline with time and/or distance examples <input type="checkbox"/> Suggested to participants to keep a log of physical activity done one week day and one weekend day	
Activity #5 Guided Imagery	
<input type="checkbox"/> Informed participants activity was optional, conducted "A walk in the Country" appropriately <input type="checkbox"/> Pointed out effects of relaxation response	
Activity #6 Making an Action Plan	
<input type="checkbox"/> Accurately delivered content and utilized chart 8 <input type="checkbox"/> Conducted action plan appropriately (see summary sheet)	
Activity #7 Closing	
<input type="checkbox"/> Reviewed all items <input type="checkbox"/> Followed activity timelines, class ended within 2 ½ hours	

Session 5 Fidelity Checklist

	Comments
<input type="checkbox"/> Agenda and charts 3, 6, 8 and 9 posted <input type="checkbox"/> Charts are legible handwriting, dark colored marking pens, easily readable, name tags available	
Activity #1 Feedback/Problem Solving	
<input type="checkbox"/> Modeled action plan, stated action plan and level of success, asked if anyone wants to share on any changes made to eating habits and physical activity <input type="checkbox"/> Complimented appropriate action plan adjustment/modification <input type="checkbox"/> If action plan is not achieved: asked participant about barriers and if they tried a solution asked if help is wanted from the group, if yes: asked if anyone else from the group ever had a similar problem <input type="checkbox"/> Conducted brainstorm appropriately <input type="checkbox"/> Limited to 3 'yes but', offered the person to choose one idea <input type="checkbox"/> Recommended person make a note of suggestions offered <input type="checkbox"/> Modeled problem solving steps appropriately, reviewed chart 8	
Activity #2 Depression Management	
<input type="checkbox"/> Utilized chart 6 appropriately <input type="checkbox"/> Conducted brainstorm appropriately (see summary sheet) <input type="checkbox"/> Reminded participants alcohol and some drugs can make depression worse <input type="checkbox"/> Noted need for professional treatment for severe depression	
Activity #3 Positive Thinking	
<input type="checkbox"/> Accurately delivered information <input type="checkbox"/> Allowed time for participants to suggest changes for negative emotions <input type="checkbox"/> Accurately reviewed chart 22	
Activity #4 Communication Skills	
<input type="checkbox"/> Delivered content according to manual, clearly explained "I" messages, used chart 23	
Activity #5 Medication Usage	
<input type="checkbox"/> Clearly delivered content, used charts 24, 25 and 26 <input type="checkbox"/> Conducted brainstorm appropriately (see summary sheet)	
Activity #7 Making an Action Plan	
<input type="checkbox"/> Accurately utilized chart 8-reminded participants that the plan should be something they want to do and be realistic <input type="checkbox"/> Conducted action plan appropriately (see summary sheet)	
Activity #8 Closing	
<input type="checkbox"/> Reviewed all items, including letters to doctors <input type="checkbox"/> Followed activity timelines, class ended within 2 ½ hours	

Session 6 Fidelity Checklist

	Comments
<input type="checkbox"/> Agenda and charts 3, 6, 8 and 9 posted <input type="checkbox"/> Charts are legible handwriting, dark colored marking pens, easily readable, name tags, available	
Activity #1 Feedback/Problem Solving	
<input type="checkbox"/> Modeled action plan, stated action plan and level of success, asked for volunteer, asked for comments on how practice of positive thinking is going <input type="checkbox"/> Complimented appropriate action plan adjustment/modification <input type="checkbox"/> If action plan is not achieved: asked participant about barriers and if they tried a solution asked if help is wanted from the group, if yes: asked if anyone else from the group ever had a similar problem <input type="checkbox"/> Conducted brainstorm appropriately <input type="checkbox"/> Limited to 3 'yes but', offered the person to choose one idea <input type="checkbox"/> Recommended person make a note of suggestions offered <input type="checkbox"/> Modeled problem solving steps appropriately, reviewed chart 8	
Activity #2 Strategies for Sick Days	
<input type="checkbox"/> Accurately delivered content, used chart 27 <input type="checkbox"/> Conducted brainstorm appropriately (see summary sheet)	
Activity #3 Foot Care	
<input type="checkbox"/> Accurately delivered content, used chart 28	
Activity #4 Working with Your Health Care Professional and Health Care System	
<input type="checkbox"/> Clearly defined health care system compared to health care provider <input type="checkbox"/> Conducted brainstorm appropriately (see summary sheet) <input type="checkbox"/> Reviewed chart 24 accurately	
Activity #5 Looking Back and Planning for the Future	
<input type="checkbox"/> Conducted brainstorm appropriately (see summary sheet) <input type="checkbox"/> Reviewed chart 6 <input type="checkbox"/> Clearly modeled 3 to 6 month goals and steps to reach the goal <input type="checkbox"/> Problem solved if appropriate <input type="checkbox"/> Participants shared 2-3 problems due to diabetes <input type="checkbox"/> Used chart 1, compared problems <input type="checkbox"/> Participants shared accomplishments, pointed out helped each other	
Activity #6 Closing	
<input type="checkbox"/> Reviewed all items <input type="checkbox"/> Certificates prepared and distributed <input type="checkbox"/> Distributed and collected Workshop Evaluation Form <input type="checkbox"/> Peer Leaders complete Workshop Information Cover Sheet <input type="checkbox"/> Followed activity timelines, class ended within 2 ½ hours	