

# Walking Away from Diabetes Quality Development Tools



Welcome to the QUALITY DEVELOPMENT TOOLS which consist of the DESMOND Assessment Toolkit (DAT) and the DESMOND Observational Tool (DOT). Their purpose is to assess delivery of the programme by the Educator. This set of tools should be used in conjunction with the Educator Pathway and the online Educator Core Behaviour Assessment Guidance Manual. Together they will give you a helping hand through the process and explain how to use tools for assessment and self/peer reflection.

## DESMOND Assessment Toolkit (DAT)

### Part 1: Core Behaviours Assessment Tool

These behaviours are drawn directly from the DESMOND curriculum and describe the observable behaviours of the Educator.

- **DESMOND Behaviour** - if the DESMOND behaviour is **most commonly** seen then a tick is entered into the 'tends to DESMOND' box (left hand box).
- **NON DESMOND Behaviour** - if non-DESMOND behaviour is **most commonly** seen then a tick is entered into the 'tends to non-DESMOND' box (right hand box).
- Place a tick in the relevant box for each behavioural item (numbered 1-35).

When placing your tick, you are choosing the behaviour that is most commonly seen during all sessions you are reviewing. Core behaviours are likely to occur in most sessions and if they occur in one then they are likely to occur in most. For further details of the meaning and coding for each behaviour please refer to the [online Educator Core Behaviour Assessment Guidance Manual](#). Each set of items is grouped into one of five sections ;

- **Facilitates non judgemental engagement of participants**
- **Eliciting and responding to emotions/feelings**
- **Facilitating reflective learning**
- **Behavioural change, planning and goal setting**
- **Overall group management**

Behaviours are further categorised into two levels of skill - competent and accomplished.

**COMPETENT Behaviours:** behaviours that DESMOND educators should be seen to be using across the delivery of the module. During assessment visits the tendency of the Educator to use a **competent** behaviour will each be scored 1.

**ACCOMPLISHED Behaviours:** behaviours that are usually developed with experience or if the Educator is experienced in facilitating groups. During assessment visits the tendency of the Educator to use an **accomplished** behaviour will each be scored 2.

As core behaviour skills are developed Educators will move along the Score Continuum from **Improver** through **Competent** towards **Accomplished**.

Educators will pass an assessment with a score of 26 or more.

### Part 2: Content Assessment Tool

The content criteria have been taken from the Educator manual and curriculum and are scored using a simple 'yes' or 'no' system. The content covered is recorded in terms of what is mentioned yes(✓) or no (✗).

Educators should aim to meet content criteria as indicated in each session.

## DESMOND Observational Tool (DOT)

### Part 3: Educator Talk Time

The DOT is used to assess the interaction between the Educator and the group in terms of who is talking. An electronic prompt on a CD which 'beeps' every 10 seconds prompts the listener to record what type of interaction is taking place at that point in the session. There are 4 sessions that can be assessed using DOT. These are;

- Session C: Blood Glucose
- Session D: How Could Being at Risk of Diabetes Affect My Health
- Session E: Risk Story
- Session F: Physical Activity

An Educator's DOT score will be assessed on Session F **or** Sessions D and E **or** Sessions C and E. If two Educators are being assessed on one QD visit each Educator must deliver 50% of the course. During a mentor visit at least one DOT session should be delivered.

The DOT is split into 3 separate columns where the listener will decide who is speaking at that moment in time when the 'beep' on the CD sounds.

- If the Educator is speaking then put a tally mark in the **Educator** column of the score sheet.
- If it is one of the Participants (person with diabetes or carer/partner) then put a tally mark in the **Participant** column of the score sheet.
- If it is silent when the beep sounds or if there are a lot of people talking, participants are engaged in activity, the co-Educator is talking or if there is laughter then put a tally mark in the **Miscellaneous** column of the score sheet.

At the end of the session the number of marks are added together in each box and then totalled in the marked scoring box. To calculate the percentage Talk Time of the Educator in the session, take the score for the Educator talking (A) and divide by the score for all three categories (A+B+C). This will give you a number between 0 and 1, so multiply by 100 to convert to a percentage.

### Part 4: Educator Reflection and Action Plan

Used by Educators for self/peer reflection after a Walking Away from Diabetes patient course is delivered to support ongoing development.

### Part 5: Educator Core Behaviours Summary Sheet

A single page containing **ALL** of the Educator Core Behaviours designed to assist reflection of the overall Educator use of DESMOND behaviours.

# Quality Development Summary Sheet



Educator Name:		Name of Module:	
Assessor Name:		Self Reflection <input type="checkbox"/>	Date:
		Peer Review <input type="checkbox"/>	
		Mentor Visit <input type="checkbox"/>	
		QD Assessment <input type="checkbox"/>	
Venue:		No of people 'at risk' of diabetes attending the course: <input type="text"/>	
		No of people accompanying those attending the course: <input type="text"/>	
Score Continuum	Improver 0	Competent 26	Accomplished 48

Identify 3 things that went well

  
  
  

Identify 3 things that could be improved

  
  
  

Issues highlighted/suggestions for improvement in relation to:

Core behaviours

Content

DOT

Core Behaviour Score			
Educator Score	Pass Mark	Meets Criteria ✓ or ✗	
	26		
Session Content Score			
Session	Score	Criteria	Meets Criteria ✓ or ✗
A		3	
B		5	
C		7	
D		2	
E		4	
F		9	
G		3	
H		2	
DOT Talk Time Score			
Session	DOT score	Target	Meets Criteria ✓ or ✗
C		<65%	
D		<55%	
E		<65%	
F		<55%	

# Part 1: Core Behaviours Assessment Tool

Educator Name:

Date:

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## FACILITATES NON- JUDGEMENTAL ENGAGEMENT OF ALL PARTICIPANTS

	DESMOND behaviours	Tends to DESMOND	Tends to non DESMOND	Non DESMOND behaviours
1.	The Educator uses a range of open body language techniques to support engagement of participants	1	0	The Educator tends to use more closed body language behaviours
2.	The Educator uses non-judgemental statements in response to participants verbal utterances	2	0	The Educator uses judgemental statements in response to participants verbal utterances
3.	The Educator seeks answers (including right and wrong answers) from a number of participants before discussing further <ul style="list-style-type: none"> <li>If observed once during each session</li> <li>If observed more than once during each session</li> </ul>	1	0	The Educator accepts first right answer and/or immediately provides correct or up to date information
		2		
4.	The Educator seeks clarification of participants contribution	1	0	The Educator rarely seeks clarification of participants contribution
5.	The Educator seeks to personalise health messages	1	0	The Educator provides general healthy messages
6.	The Educator avoids giving their own opinion	2	0	The Educator gives their own opinion

Assessment Comments

Maximum Score

Educator Score

9

## ELICITING AND RESPONDING TO EMOTIONS/FEELINGS (EMPATHETIC RESPONDING)

	DESMOND behaviours	Tends to DESMOND	Tends to non DESMOND	Non DESMOND behaviours
7.	The Educator prompts participants to express and explore their feelings about diabetes / being at risk of diabetes	1	0	The Educator avoids prompting participants in emotional discussion
8.	The Educator acknowledges and/or prompts exploration of participant emotional response <ul style="list-style-type: none"> <li>Acknowledges feelings</li> <li>Prompts exploration of feelings</li> </ul>	1	0	The Educator retreats from/ignores/ denies participant emotional response
		2		

Assessment Comments

Maximum Score

Educator Score

3

# Part 1: Core Behaviours Assessment Tool

Educator Name:

Date:

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## FACILITATES REFLECTIVE LEARNING

	DESMOND behaviours	Tends to DESMOND	Tends to non DESMOND	Non DESMOND behaviours
9.	The Educator uses analogies	1	0	The Educator avoids opportunities to use analogies
10.	The Educator uses visual tools and resources	1	0	The Educator uses minimal visual tools and resources
11.	The Educator uses and refers to participants' relevant comments/quotes (on flip charts/generated in discussion)	1	0	The Educator uses his or her own words when working through session content
12.	The Educator encourages the group to discuss/answer their own questions <ul style="list-style-type: none"> <li>• If observed once</li> <li>• If observed more than once</li> </ul>	1	0	The Educator immediately answers all questions asked by the group
		2		
13.	The Educator prompts participants to talk about their thoughts and then explore misconceptions and gaps in knowledge	1	0	The Educator immediately provides correct information to fill apparent gaps in knowledge
14.	The Educator notices and prompts participant discussion of personal health beliefs (e.g. related to risk, causes, consequences, treatment, signs and symptoms)	1	0	The Educator avoids discussion of health beliefs within the group
15.	The Educator prompts the majority of participants to ask questions about issues discussed	2	0	The Educator rarely invites more than one participant to ask questions
16.	The Educator prompts participants to summarise their key messages from the session	2	0	The Educator tends to summarise key messages
17.	The Educator prompts participants to summarise the groups understanding of the content under discussion	2	0	The Educator tends to summarise what they think the group understands without checking
18.	The Educator prompts participant 'self-talk' about how the key messages from the session apply to them	2	0	The Educator does not ask participants to reflect on how the messages apply to them
19.	The Educator only provides new or additional information after group discussion/explorations	1	0	The Educator provides new information without exploration with the group

Assessment Comments

Maximum Score

Educator Score

16

# Part 1: Core Behaviours Assessment Tool

Educator Name:

Date:

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## BEHAVIOURAL CHANGE, PLANNING AND GOAL SETTING

	DESMOND behaviours	Tends to DESMOND	Tends to non DESMOND	Non DESMOND behaviours
20.	The Educator does not appear to expect participants to make any future changes to self-care behaviours or beliefs	1	0	The Educator appears to expect participants to make necessary changes. This may be implicitly or explicitly expressed
21.	The Educator prompts participants to discuss their thoughts about possible changes to self-management	2	0	The Educator avoids generating discussion about possible changes
22.	The Educator prompts participants to review the impact of possible choices on their future health	2	0	The Educator avoids generating discussion about the range of options/impact (or only prompts a single participant to do this)
23.	The Educator prompts participants to talk about what they are going to do as a result of the session <ul style="list-style-type: none"> <li>• If observed in Reflections/Action Planning</li> <li>• If seen during other sessions</li> </ul>	1	0	The Educator does not ask participants to talk about what they are going to do as a result of the session (or only discusses this with one participant)
		2		
24.	The Educator prompts the individual or group to problem solve possible barriers to change (e.g. their desired changes or possible barriers to self-management)	1	0	The Educator avoids active problem solving support
25.	The Educator prompts the participants to reflect on their goals/plans	1	0	The Educator avoids reflective discussion regarding the goals/plans
26.	The Educator facilitates people to share their stories about attempts to manage their risk of diabetes/diabetes and related health risks	1	0	The Educator avoids the use of participant stories
27.	The Educator supports participants to plot their results on the health profile/complete their action plan	1	0	The Educator provides little support to assist participants with the completion of their health profile/action plan

Assessment Comments

Maximum Score

11

Educator Score

# Part 1: Core Behaviours Assessment Tool

Educator Name:

Date:

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## OVERALL GROUP MANAGEMENT

	DESMOND behaviours	Tends to DESMOND	Tends to non DESMOND	Non DESMOND behaviours
28.	The Educator uses strategies to manage time within the session	1	0	The Educator avoids using strategies to assist with managing time
29.	The Educator notices tone/dynamics/ energy within the group, acknowledges these and uses them to manage the group	2	0	The Educator tends to ignore issues within the group
30.	The Educator prompts engagement of quieter participants in the group	1	0	The Educator avoids seeking engagement of quieter members of the group
31.	The Educator uses co-Educator to support delivery of sessions	1	0	The Educator appears to work alone despite opportunities where they may be assisted by co-Educator
32.	The Educator manages the group to provide time and space to complete tasks	1	0	The Educator avoids managing the group to allow time and space to complete tasks
33.	The Educator provides an overview of the session/day	1	0	The Educator does not provide an overview of the session/day
34.	The Educator facilitates full participant engagement in interactive tasks	1	0	The Educator tends to facilitate interactive tasks with only a few participants
35.	The Educator engages all participants using rapport building skills	1	0	The Educator avoids using rapport building skills

Assessment Comments

Maximum Score

9

Educator Score





# Part 2: Content Assessment Tool

Educator Name:

Date:

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## SESSION B: The Participant Story (25 minutes)

Start:	Finish:	Time taken:	✓ or ✗
How did they find out they were at increased risk?			
What symptoms, if any, had they noticed? (OPTIONAL)			
What they believe caused their increased risk?			
How they believe that being 'at risk' will affect their future?			
What do they believe/have heard that can reduce their risk?			
What is one key question that, if answered, would help them?			
<b>Score</b>			<b>/6</b>
<b>Assessment Comments</b>			
<b>Meets 5 of the criteria (✓ or ✗)</b>			

# Part 2: Content Assessment Tool

Educator Name:

Date:

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## SESSION C: Blood Glucose (20 minutes)

Start:	Finish:	Time taken:	✓ or ✗
What glucose is and that it is used by the body for energy.			
Glucose enters the cells by the action of insulin			
How blood glucose levels are controlled in people without diabetes			
How insulin resistance relates to the rise of BG levels over time			
How Type 2 diabetes is diagnosed			
How being at risk of Type 2 diabetes is diagnosed and the absence of symptoms			
Participants personal blood glucose levels and meaning in relation to risk of developing Type 2 diabetes			
<b>Score</b>			<b>17</b>
<b>Assessment Comments</b>			
<b>Meets all of the criteria (✓ or ✗)</b>			

# Part 2: Content Assessment Tool

Educator Name:

Date:

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## SESSION D: How Could Being at Risk of Diabetes Affect My Health? (15 minutes)

Start:	Finish:	Time taken:	✓ or ✗
The main complications associated with being at risk of Type 2 diabetes/having Type 2 diabetes			
Complications are not only caused by raised blood glucose and that the risk of developing complications can be reduced by managing all the risk factors identified on My Health Profile (BP and Cholesterol)			
Score			/2

Assessment Comments

Meets all of the criteria (✓ or ✗)



# Part 2: Content Assessment Tool

Educator Name:

Date:

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## SESSION F: Physical Activity (55 minutes)

Start:	Finish:	Time taken:	✓ or ✗
The effects of physical activity on risk factors			
The benefits of physical activity on health and emotional wellbeing			
The current national recommendations for physical activity ( in terms of moderate activity time and daily step count)			
Recommended levels of physical activity to reduce the risk of developing Type 2 diabetes (in terms of moderate activity time and daily step count)			
What activities are moderate intensity activities, how activities can be made into moderate intensity level activities and how thirty minutes of moderate intensity activity can be incorporated into everyday activities			
Benefits of wearing a pedometer and keeping a physical activity diary			
Setting personal short term and long term goals for daily steps			
Importance of building up goals slowly			
The process of the 'cycle of change' model			
The benefits of developing an action plan using SMARTER goal approach			
Strategies to overcome barriers and possible solutions			
<b>Score</b>			<b>/11</b>
<b>Meets 9 of the criteria (✓ or ✗)</b>			

# Part 2: Content Assessment Tool

Educator Name:

Date:

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## SESSION G: Food Choices (20 minutes)

Start:	Finish:	Time taken:	✓ or ✗
Fat in food is linked to most risk factors (e.g. insulin resistance/lipid profile/weight/ blood pressure)			
Types of fat			
Where fat is found in foods and methods of reducing fat intake			
<b>Score</b>			<b>/3</b>

Assessment Comments

Meets all of the criteria (✓ or ✗)

# Part 2: Content Assessment Tool

Educator Name:

Date:

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## SESSION H: Questions and Future Care (5 Minutes)

Start:	Finish:	Time taken:	✓ or ✗
Review of initial and outstanding questions			
Review of possible options for next steps in care (including 1:1 with Educator if requested)			
Score			/2
Assessment Comments			
Meets all of the criteria (✓ or ✗)			

# Part 3: Walking Away from Diabetes Observational Tool (DOT)

Assessing Educator Talk Time Tool - **Must complete Session F or Sessions D & E or Sessions C & E**

Educator Name:

Date:

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DOT assessment			
Session:	Educator Talking:	Participant talking:	Miscellaneous:
Totals:	Total A:	Total B:	Total C:
(Total A) <input type="text"/> ÷ (Total A+B+C) <input type="text"/> = <input type="text"/> x 100 = Score: <input type="text"/> %			
Session:	Educator Talking:	Participant talking:	Miscellaneous:
Totals:	Total A:	Total B:	Total C:
(Total A) <input type="text"/> ÷ (Total A+B+C) <input type="text"/> = <input type="text"/> x 100 = Score: <input type="text"/> %			
Session:	Educator Talking:	Participant talking:	Miscellaneous:
Totals:	Total A:	Total B:	Total C:
(Total A) <input type="text"/> ÷ (Total A+B+C) <input type="text"/> = <input type="text"/> x 100 = Score: <input type="text"/> %			

Session Target	Educator Speaking Below:	Session Target	Educator Speaking Below:
C: Blood Glucose	65%	E: Risk Story	65%
D: How Can Being At Risk of Diabetes Affect My Health	55%	F: Physical Activity	55%



# Part 3: Walking Away from Diabetes Observational Tool (DOT)

Assessing Educator Talk Time Tool - **Must complete Session F or Sessions D & E or Sessions C & E**

Educator Name:

Date:

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DOT assessment			
Session:	Educator Talking:	Participant talking:	Miscellaneous:
Totals:	Total A:	Total B:	Total C:
(Total A) <input type="text"/> ÷ (Total A+B+C) <input type="text"/> = <input type="text"/> x 100 = Score: <input type="text"/> %			
Session:	Educator Talking:	Participant talking:	Miscellaneous:
Totals:	Total A:	Total B:	Total C:
(Total A) <input type="text"/> ÷ (Total A+B+C) <input type="text"/> = <input type="text"/> x 100 = Score: <input type="text"/> %			
Session:	Educator Talking:	Participant talking:	Miscellaneous:
Totals:	Total A:	Total B:	Total C:
(Total A) <input type="text"/> ÷ (Total A+B+C) <input type="text"/> = <input type="text"/> x 100 = Score: <input type="text"/> %			

Session Target	Educator Speaking Below:	Session Target	Educator Speaking Below:
C: Blood Glucose	65%	E: Risk Story	65%
D: How Can Being At Risk of Diabetes Affect My Health	55%	F: Physical Activity	55%

# Part 4: Educator QD Reflection Sheet:



Self Reflection:  Peer Review:  Mentor Visit:

Quality Development:  Name of Module:

Course type:  F1  F2  F1 Date:     F2 Date:

No. of people 'at risk' of/with Type 2 diabetes attending course:  F1  F2

No. of people accompanying those attending course:  F1  F2

DAT/DOT Assessments Scores (if completed)					
SESSION	Content Score	Meets Criteria ✓ or ✗	TALK TIME SESSION	DOT Score	Meets Criteria ✓ or ✗
			Dot Session	%	
			Dot Session	%	
			Dot Session	%	
			Educator Core Behaviour	Score	Pass mark
					26
<b>Improver</b>	<b>0</b>		<b>Competent</b>	<b>26</b>	<b>Accomplished</b>
					<b>48</b>

Identify 3 things that went well (please give specific examples)

Identify 3 things that could be improved (please give specific examples)

Issues highlighted/suggestions for improvement in relation to:

Core Behaviours

Content

DOT

# Educator QD Action Plan:



Self Reflection:  Peer Review:  Mentor Visit:  Quality Development:  Name of Module:

**STEP 2:** Please tick (✓) your Personal Goal and give reason for choice

**STEP 3:** Please Complete Your Personal Action Plan

**DESMOND Educator Core Behaviours**

- Facilitates non-judgemental engagement of participants
- Eliciting and responding to emotions/feelings
- Facilitating reflective learning
- Behavioural change, planning and goal setting
- Overall group management

Content

Educator Talk-Time (DOT)

<p><b>What do I need to do?</b> (please give specific examples)</p>	<p><b>How can I overcome this?</b> (please give specific examples)</p>
<p><b>How am I going to achieve this?</b> (please give specific examples)</p>	<p><b>How confident do I feel in achieving this?</b> Choose a number between 1 and 10 (where 1 is not at all confident and 10 is very confident)</p> <p style="text-align: center;">1   2   3   4   5   6   7   8   9   10</p>
<p><b>What will stop me?</b> (please give specific examples)</p>	<p><b>How can I increase my confidence?</b> (please give specific examples)</p>
<p><b>When will I review this plan?</b></p> <p><b>Date:</b></p>	

