

# Impact of curriculum design on patient-centred care:

## Integrating adult learning theory and constructivism into diabetes group education and its effects on satisfaction, confidence and learning outcomes

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### INTRODUCTION

- The North York Family Health Team (NYFHT) redesigned their type 2 diabetes education program based on Adult Education Theory and Constructivism.
- NYFHT has established outcomes that assess a patient's learning, confidence and satisfaction.



### OBJECTIVES

- Develop learning-based outcomes that reflect an understanding of key concepts in diabetes management.
- Assess confidence with engaging in behaviour change
- Evaluate patient satisfaction based on three key components:
  - Was the content relevant to participants?
  - Did we provide a safe learning environment?
  - Would participants recommend the program to others?
- Engage in continuous quality improvement.

### QUOTES

"Encouraging. I realize that I have the power to (manage) this condition"

"Taking small steps/changes to make permanent changes with diet/exercise."

"I liked the opportunities to participate "hands on" and learning from the other participants."

"I have work to do but I am confident!"

### METHODS



### RESULTS

Learning Outcomes	Mean Pre Score	Mean Post Score	Percent Change	Number of ppl who increased knowledge
Prediabetes	29.21%	71.43%	42.22%	100.00%
T2DM – Part 1	22.71%	62.80%	40.10%	90.63%
T2DM – Part 2	52.75%	81.32%	28.57%	74.36%

Confidence	Percent Increase in Confidence	Number of ppl rated 7/10
Prediabetes	53.13%	96.88%
Type 2 Diabetes	28.57%	82.76%

Satisfaction	Relevance	Safe Environment	Recommend to family/friends
	92.82%	94.10%	90%

### CHALLENGES

#### Learning Outcomes:

- Difficult to capture depth of understanding
- In some cases, achievement of learning outcomes were demonstrated during small group activities, though not reflected on the questionnaires.

#### Confidence:

- Participants often reported a more realistic confidence rating post program, making it difficult to compare.
- At times, goals pre and post questionnaire were inconsistent.

#### Satisfaction:

- Some participants preferred a predominantly didactic style
- Setting of classes: temperature, location, parking and timing were not suitable for all participants.

### APPLICATIONS

**Comprehensive Evaluation.** Provides an opportunity to integrate qualitative and quantitative outcomes in order to achieve a comprehensive evaluation model.

**Ongoing Quality Improvement.** Defines and quantifies a program's "effectiveness". Allows the team to identify specific areas for improvement and fosters continuous reflection and quality improvement.

### FUTURE DIRECTIONS

- Capture the application of enhanced diabetes management upon individual appointment post DEP classes.
- Integrate evaluation tool with Canadian Diabetes Association Standards Recognition quality assessment tools .
- Expand qualitative evaluation methods, for example, journaling, patient quotes, and arts-based evaluation.
- Integrate quantitative measures by collecting A1c values.

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