



# Road to Health Toolkit Evaluation Guide

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NDEP-125





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# Overview and Purpose of the Road to Health Evaluation Guide

The National Diabetes Education Program (NDEP) created this guide for community health workers (CHWs), promotores de salud, diabetes educators, lay health workers, and health educators who want to know (1) how the Road to Health Toolkit is making a difference in the lives of their participants who are at risk for type 2 diabetes, and (2) how well they have conducted their own activities.

For some, the idea of doing an evaluation can be scary, but it does not have to be. There are simple tools that you can use that can tell you:

1. if you are using the toolkit with the audience you want to reach
2. if you want to change how you use the toolkit so that you can better meet participants' needs, and/or
3. if your participants are making the kinds of changes that will help them lower their risk for type 2 diabetes.

This evaluation guide is not meant to teach you how to do an in-depth evaluation of how effective the Road to Health Toolkit is. Instead, the evaluation guide will give you easy-to-use tools that let you quickly collect some key pieces of data. These data will help you understand how well things are going, if you need to make any changes, and what those changes should be. If you, or your organization, are interested in learning more about evaluation, please contact Betsy Rodríguez, MSN, Deputy Director National Diabetes Education Program ([bjr6@cdc.gov](mailto:bjr6@cdc.gov)) for more information.

## Who will use this Evaluation Guide?

This guide is for:

- **Community Health Workers,**
- **Promotores de Salud,**
- **Diabetes Educators,**
- **Lay Health Workers, and**
- **Health Educators**

**...who use the Road to Health Toolkit.**

## Who is your audience?

**Your audience is the person or group of people with whom you most want to use the RTH Toolkit. Examples of audiences are:**

- **African Americans and Hispanics/Latinos ages 50–70 who are at risk for type 2 diabetes**
- **Hispanic/Latino and African American pregnant women who are at risk for gestational diabetes or had gestational diabetes in previous pregnancies**
- **Family members or relatives who are at risk for type 2 diabetes**

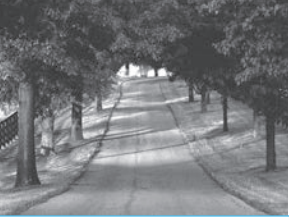
**It is important to think ahead of time about the people with whom you want to use the toolkit so you can make sure that your outreach efforts focus on those individuals.**

## Types of Data to Be Collected

Included in this guide are three forms that you can use to collect data to assess your use of the Road to Health Toolkit. These forms are called the **Road to Health Intervention Tracking Form: Group Sessions**, the **Road to Health Intervention Tracking Form: Individual Sessions**, and the **Road to Health Participant Satisfaction Form**.

### Road to Health Intervention Tracking Forms for Individual and Group Sessions

These tracking forms contain two sets of questions. The first set of questions helps you keep track of those with whom you are using the toolkit. It also helps you keep track of how you are using the toolkit (e.g., the number of sessions, the length of each session, the topics covered in each session, and what parts of the toolkit were used during each session).



The first section in the forms is about the sessions, how they are delivered and what happens in each session. This is also known as **process data**. Good process data helps you know if you need to make changes in the way you are using the toolkit. This information can also be useful to share with your supervisor about the type of activities that you have been doing with your participants.

The second set of questions will help you know if your participants are making progress toward the goals they have set for themselves. This information, known as **outcome data**, will tell you if participants have:

- Made the recommended changes in their eating habits (making healthy food choices)
- Increased their physical activity (moderate-intensity physical activity, for example: walking briskly, bicycling slower than 10 miles per hour, dancing, and general gardening)
- Lost 5-7 percent of their body weight, if overweight or obese

You should complete the form as soon as possible after the education session and before you conduct another education session. If you are working with one participant at a time, you will use the **Road to Health Intervention Tracking Form: Individual Sessions**. If you are working with two or more people at the same time, you will use the **Road to Health Intervention Tracking Form: Group Sessions**.

### **Recommended Changes in Making Healthy Food Choices**

RTH Toolkit User's Guide, page 8

- Eat a variety of foods that are low in fat
- Reduce the number of calories eaten per day

### **Recommendations for Physical Activity**

RTH Toolkit User's Guide, page 8

- Get at least 30 minutes of moderate-intensity physical activity five days a week. This could be brisk walking, yard work, and actively playing with children.

### **Recommendations for Weight Loss**

RTH Toolkit User's Guide, page 8

- Lose 5-7 percent of current weight, if overweight—that's 10 to 14 pounds (4.5 to 6.3 kg) for a 200 pound (90.6 kg) person.

## Road to Health Participant Satisfaction Form

Participants can use this form to let you know how well the session went. This information is very important because it gives you an idea of which activities work best for your participants. This data can also help you know which activities or parts of the toolkit do not work as well. Based on this feedback, you may decide to change the activity to make it more effective. This type of information is another form of **outcome data**.

The **Road to Health Participant Satisfaction Form** should be given to participants at the end of each session. You can also summarize the information from the participant satisfaction form to complete some of the "Demographic Information" questions found on the **Road to Health Intervention Tracking Form: Group Sessions**.



## How Will I Collect the Data?

The tracking forms and the **Road to Health Participant Satisfaction Form** are the main data collection tools.

- The tracking forms are to be completed **by you**—
- The **Road To Health Participant Satisfaction Form** should be completed **by your participants**.

It is important that both tools be completed at the end of a session and before another session begins. The information you collect will address both the process and outcome questions listed below.

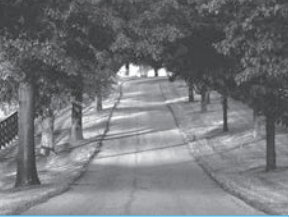
This section will explain how to use the data collection tools.

- **Are you reaching your intended audience? (Process data)**

- In the **Road to Health Intervention Tracking Form: Individual Session**, there is an area for you to write information about the participant. Here is an example of how the **Road to Health Intervention Tracking Form: Individual Session** can be filled out.

Your Name: <i>Mary Smith</i>	Participant Name: <i>Ray Williams</i>	Date: <i>November 19, 2010</i>
Location: <i>St. Peter's Health Care Center, Houston, TX</i>		Length of Session: <i>45 min</i>
Demographic Information		
<b>Race</b> (check at least one): <input checked="" type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other: _____	<b>Gender:</b> <input checked="" type="checkbox"/> Male <input type="checkbox"/> Female	<b>Age Range:</b> <input type="checkbox"/> 18 – 25 years <input type="checkbox"/> 26 – 35 years <input type="checkbox"/> 36 – 45 years <input type="checkbox"/> 46 – 55 years <input checked="" type="checkbox"/> 56 – 65 years <input type="checkbox"/> 65+ years
<b>Marital Status:</b> <input type="checkbox"/> Single, never married <input type="checkbox"/> Married <input checked="" type="checkbox"/> Divorced <input type="checkbox"/> Widowed	<b>Number of Children:</b>  <p style="text-align: center;"><i>3</i></p>	<b>Diagnosis:</b> <input type="checkbox"/> Has diabetes <input type="checkbox"/> Has gestational diabetes <input type="checkbox"/> Has pre-diabetes <sup>1</sup> <input checked="" type="checkbox"/> At risk for diabetes (see pg. 3 of the RTH Flipchart for the risk factors for type 2 diabetes) <input type="checkbox"/> Has a family member with diabetes

<sup>1</sup> Prediabetes. Pre-diabetes is a condition in which blood glucose levels are higher than normal but not high enough for a diagnosis of diabetes. Retrieved 9/13/2011 <http://diabetes.niddk.nih.gov/dm/pubs/dictionary/pages/l-p.aspx#P>



— You will use a similar process for complete the **Road to Health Intervention Tracking Form: Group Session**. You may need to estimate about how many people fall under a category.

Your Name: <i>Mary Smith</i>		Participant Names: <i>Ana Smith Ray Williams Angela Williams Mary Thomas Larry Doe Ann Johnson Gail Washington David Thompson</i>	
Date: <i>October 20, 2010</i>			
Location: <i>St. Peter's Health Care Center, Houston, TX</i>		Length of Session: <i>60 mins</i>	
Demographic Information			
Number of Participants: <i>8</i>		Average Number of Children per Participant: <i>4</i>	
<b>Race</b> (check all that apply): <input checked="" type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> White <input type="checkbox"/> Other: _____		<b>Age Range</b> (check all that apply): <input type="checkbox"/> 18 – 25 years <input type="checkbox"/> 26 – 35 years <input type="checkbox"/> 36 – 45 years <input checked="" type="checkbox"/> 46 – 55 years <input checked="" type="checkbox"/> 56 – 65 years <input checked="" type="checkbox"/> 65+ years	
<b>Diagnosis:</b> <input checked="" type="checkbox"/> Has diabetes. How many: <i>2</i> <input type="checkbox"/> Has gestational diabetes. How many: _____ <input type="checkbox"/> Has pre-diabetes. How many: _____ <input checked="" type="checkbox"/> At risk for diabetes (see pg. 3 of the Flipchart). How many: <i>3</i> <input checked="" type="checkbox"/> Has a family member with diabetes. How many: <i>6*</i>		<b>Average Income</b> (your best guess is fine): <input checked="" type="checkbox"/> Less than \$20,000 <input type="checkbox"/> \$20,001 - \$40,000 <input type="checkbox"/> \$40,001 - \$60,000 <input type="checkbox"/> \$60,001+	

\*Notice that the total number in the "Diagnosis" section is greater than the number of participants (8). At times, you might find that your participant will fit into more than one category. For example, a person may be at risk for diabetes and have a family member who has diabetes. That person would be counted in both categories.

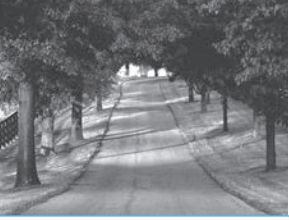


• **How are you using the toolkit? ( Process data)**

- In this section, you will check off the topic areas that you discussed and the activities that you used for the session. The individual and group forms have the same sections.
- **Remember to answer the questions as completely as possible.**

Road to Health Toolkit Materials		
<b>Road to Health Flipchart: Select any sections of the Road to Health Flipchart that you used in this session</b>		
<input checked="" type="checkbox"/> Part 1: Type 2 Diabetes is Preventable and Losing Some Weight Can Help	<input checked="" type="checkbox"/> Part 2: Making Healthy Food Choices	<input type="checkbox"/> Part 3: Increasing Physical Activity
<b>Other Activities and Resources: Select any other Road to Health activities or resources that you used in this session</b>		
<input type="checkbox"/> Activity 1: Portion Distortion <input type="checkbox"/> Activity 2: Food Detective I <input type="checkbox"/> Activity 3: Food Detective II <input type="checkbox"/> Activity 4: Community Kitchen <input type="checkbox"/> Activity 5: Sneak in Nutrition <input checked="" type="checkbox"/> Activity 6: Lunch Exchange <input type="checkbox"/> Activity 7: Community Water Log <input type="checkbox"/> Activity 8: The "Gross Value" of a Meal Deal <input type="checkbox"/> Activity 9: Supper Clubs	<input type="checkbox"/> Activity 10: 10,000 Steps Club <input type="checkbox"/> Activity 11: A Journey of Two <input type="checkbox"/> Activity 12: Neighborhood Discovery <input checked="" type="checkbox"/> Activity 13: Community Garden <input type="checkbox"/> Activity 14: Train like a Super Star <input type="checkbox"/> Activity 15: PAWS <input type="checkbox"/> Activity 16: 3-on-3 <input type="checkbox"/> Activity 17: Walk to Timbuktu	<input type="checkbox"/> Movimiento por su Vida CD/DVD <input type="checkbox"/> Step by Step CD/DVD <input type="checkbox"/> RTH: Barriers to Being Active Quiz <input type="checkbox"/> RTH: City of Excuses Poster <input type="checkbox"/> RTH: Future Without Type 2 Diabetes Poster <input type="checkbox"/> RTH: Reading Nutrition Labels Poster <input type="checkbox"/> RTH: Preventing Diabetes Step by Step - Floor Poster <input type="checkbox"/> RTH: Preventing Diabetes Step by Step - Wall Poster <input type="checkbox"/> RTH: Traffic Light Method Poster





- **How well did today’s session go? (Outcome data)**

- This question can be answered using data from the tracking forms and the **Road to Health Participant Satisfaction Form**.
- On the **Road to Health Participant Satisfaction Form**, the **participant** will tell you how well the session went.
- On the tracking forms, you will answer how well **you** thought the session went.

How well did today’s session go?

Very well  
 Somewhat well  
 Neither well nor poor  
 Somewhat poor  
 Very poor

**What about today’s session went well?** *My participant said that he started reading nutrition labels, so he is doing better than last week.*

**What about today’s session could be changed?** *I had all the materials prepared to do the Activity 13: Community Garden, from the RTH Activities Guide with my participant, but I found out that he has allergies, so he will have trouble breathing if we go outside for a long time. I will not do this activity with this participant again.*

- **Are my participants changing their behavior in order to reduce the risk of type 2 diabetes (i.e., making healthy food choices, increasing physical activity, and losing weight)? (Outcome data)**

- This outcome question can be answered using questions from the **RTH Intervention Tracking Forms** (see example below) and the **RTH Participant Satisfaction Form**.

Goal	No progress	Some progress	Completed
Controlling portion size		✓	
Eating food with less fat		✓	
Eating food with fewer calories	✓		
Avoiding fast food value meals		✓	
Reading nutrition labels			✓



## How Do I Use These Tools?

Remember that you know your participants' needs best and you understand the most effective ways to deliver the RTH toolkit activities. You may not use all of the activities, so all of the questions on the data collection forms may not be useful to you. Instead of using the whole form, you may want to use just a few questions. If you are already using a different data collection tool, it may be most helpful to include questions from the tracking forms and the **Road to Health Participant Satisfaction Form** in that tool.

If you have questions about how to use the data collection forms, here are some answers to common questions that might be helpful:

### How often should I use the data collection forms?

To collect the most useful data, it is important that you complete the forms immediately after each session with an individual or group.

### How do I analyze the data?

There are several different ways to analyze the data. You can:

- Review the data for each participant you've worked with to see how he or she has changed behaviors or weight over time
- Review the data to see how the group's behaviors have changed over time
- If there is more than one CHW/Promotor in your organization, you can
  - compare your individual and group data with another CHW/Promotor, or
  - combine your data with another CHW/Promotor to see how effective the Road to Health Toolkit is at your organization.

### Examples of ways you can summarize the data include:

- **"There were 2 men and 6 women in class on August 10, 2010."**
- **"Participant A has lost 2 lbs. since the last session."**

### Examples of How to Use the Data

Once you have used the forms to collect data about your participants and RTH activities, this information can help you decide how to address some of the challenges that you might have. Here are two scenarios that show you how you can use the data from the data collection forms to help your participants:

#### Scenario 1 (Process data):

You review your tracking forms for the last month and see that most of the people in your sessions already have diabetes. Before you started to use the toolkit you and your supervisor agreed that you really wanted to use it with people who are at risk for pre-diabetes. Your data is telling you that you are not reaching those people.

#### What can you do?

- You can talk with your supervisor about changing how you invite people to your sessions.
- You can ask your current participants if they have any family members who might be interested in working with you but who have not been diagnosed.
- You can reach out to a local physician or community health center to refer people who are at risk for diabetes to you.



### Scenario 2 (Outcomes data):

When you review the **Road to Health Participant Satisfaction Forms**, you learn that your participants enjoy the sessions and are reading nutrition labels when they go grocery shopping, but they are still not choosing healthier food options.

#### ***What can you do?***

- You can ask your participants why they are not choosing healthier foods.
- For people who are still unsure about what healthy options are, you can use:
  - *Community Kitchen* (Activity 4: Road to Health Toolkit’s Activities Guide, pg. 21), and
  - *Lunch Exchange* (Activity 6: Road to Health Toolkit’s Activities Guide, pg. 23) nutrition activities to review how to make healthy food choices.

## Take Home Message

The resources in this guide are designed to support you in your evaluation efforts. For you to get the most out of evaluation, it should be relevant to you. We encourage you to take these materials and make them meaningful to you. If this is your first experience with evaluation, do not worry! It may seem scary at first, but it can ultimately help you improve the health of all your participants.



## Links to NDEP Resources

For CHWs/Promotores interested in more RTH toolkit materials, we recommend the following resources:

### **Road to Health Toolkit (PDFs in English and Spanish)**

Road to Health Toolkit - User's Guide:

<http://ndep.nih.gov/media/road-to-health-toolkit-users-guide.pdf>

Road to Health Toolkit - Flipchart:

<http://ndep.nih.gov/media/road-to-health-toolkit-flipchart.pdf>

Road to Health Toolkit - Activities Guide:

<http://ndep.nih.gov/media/road-to-health-toolkit-activities-guide.pdf>

Road to Health Toolkit - Resources Guide:

<http://ndep.nih.gov/media/road-to-health-toolkit-resources-guide.pdf>

El camino hacia la buena salud - Guía del Usuario

<http://ndep.nih.gov/media/road-to-health-user-guide-spanish.pdf>

El camino hacia la buena salud - Rotafolio

<http://ndep.nih.gov/media/road-to-health-flipchart-spanish.pdf>

El camino hacia la buena salud - Guía de Actividades:

<http://ndep.nih.gov/media/road-to-health-activities-guide-spanish.pdf>

El camino hacia la buena salud - Guía de Recursos

<http://ndep.nih.gov/media/road-to-health-resource-guide-spanish.pdf>

### **Road to Health Training Support**

Road to Health Toolkit Training Guide (available in English and Spanish):

<http://ndep.nih.gov/media/road-to-health-training-guide.pdf>

Road to Health Toolkit Training Video/DVD (bilingual):

<http://ndep.nih.gov/media/road-to-health-dvd-booklet.pdf>

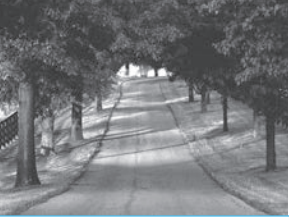
### **Road to Health Resources to Support Physical Activity**

Movimiento por su Vida CD/DVD

<http://ndep.nih.gov/publications/PublicationDetail.aspx?PubId=69>

Step by Step: Moving Towards Prevention of Type 2 Diabetes CD/DVD

<http://ndep.nih.gov/publications/PublicationDetail.aspx?PubId=95>



**Road to Health Toolkit Posters (These resources are available in Spanish at <http://ndep.nih.gov/publications/PublicationDetail.aspx?PubId=166>)**

Road to Health: Barriers to Being Active Quiz

<http://ndep.nih.gov/media/road-to-health-barriers-quiz.pdf>

Road to Health: City of Excuses Poster

<http://ndep.nih.gov/media/road-to-health-city-of-excuses.pdf>

Road to Health: Future Without Type 2 Diabetes Poster

<http://ndep.nih.gov/media/road-to-health-future-without-diabetes-poster.pdf>

Road to Health: Reading Nutrition Labels Poster

<http://ndep.nih.gov/media/road-to-health-nutrition-facts-labels-poster.pdf>

Road to Health: Preventing Diabetes Step by Step - Floor Poster

[http://ndep.nih.gov/media/road-to-health-step-by-step\\_floor\\_poster.pdf](http://ndep.nih.gov/media/road-to-health-step-by-step_floor_poster.pdf)

Road to Health: Preventing Diabetes Step by Step - Wall Poster

<http://ndep.nih.gov/media/road-to-health-step-by-step-poster.pdf>

Road to Health: Traffic Light Method Poster

<http://ndep.nih.gov/media/road-to-health-traffic-light-method-poster.pdf>

**Evaluation Resources**

Centers for Disease Control and Prevention Framework for Program Evaluation

<http://www.cdc.gov/eval/framework/index.htm>

The Community Toolbox, Part J: Evaluating Community Programs and Initiatives (Chapters 36-39)

<http://ctb.ku.edu/en/tablecontents/index.aspx>

University of Arizona, Rural Health Office (2002). *Community Health Worker Evaluation Toolkit*,

University of Arizona, Rural Health Office, El Paso Satellite, Suite 205, El Paso, Texas, 79902.

<https://apps.publichealth.arizona.edu/CHWToolkit/>

# Road to Health Intervention Tracking Form: Individual Session

**Instructions for Health Educators, Diabetes Educators, Community Health Workers, and Promotores de Salud:** Please complete this form after each education session or activity with the participant(s) using Road to Health Toolkit materials. Please check all that apply and answer each question completely. Keep the original copy for your personal records.

Your Name:	Participant Name:	Date:
Location:		Length of Session:
Demographic Information		
<b>Race</b> (check at least one): <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other: _____	<b>Gender:</b> <input type="checkbox"/> Male <input type="checkbox"/> Female	<b>Age Range:</b> <input type="checkbox"/> 18 – 25 years <input type="checkbox"/> 26 – 35 years <input type="checkbox"/> 36 – 45 years <input type="checkbox"/> 46 – 55 years <input type="checkbox"/> 56 – 65 years <input type="checkbox"/> 65+ years
<b>Marital Status:</b> <input type="checkbox"/> Single, never married <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed	<b>Number of Children:</b>	<b>Diagnosis:</b> <input type="checkbox"/> Has diabetes <input type="checkbox"/> Has gestational diabetes <input type="checkbox"/> Has pre-diabetes <input type="checkbox"/> At risk for diabetes (see pg. 3 of the RTH Flipchart for the risk factors for type 2 diabetes) <input type="checkbox"/> Has a family member with diabetes
Road to Health Toolkit Materials		
Road to Health Flipchart: Select any sections of the Road to Health Flipchart that you used in this session		
<input type="checkbox"/> Part 1: Type 2 Diabetes is Preventable and Losing Some Weight Can Help	<input type="checkbox"/> Part 2: Making Healthy Food Choices	<input type="checkbox"/> Part 3: Increasing Physical Activity
Other Activities and Resources: Select any other Road to Health activities or resources that you used in this session		
<input type="checkbox"/> Activity 1: Portion Distortion <input type="checkbox"/> Activity 2: Food Detective I <input type="checkbox"/> Activity 3: Food Detective II <input type="checkbox"/> Activity 4: Community Kitchen <input type="checkbox"/> Activity 5: Sneak in Nutrition <input type="checkbox"/> Activity 6: Lunch Exchange <input type="checkbox"/> Activity 7: Community Water Log <input type="checkbox"/> Activity 8: The “Gross Value” of a Meal Deal <input type="checkbox"/> Activity 9: Supper Clubs	<input type="checkbox"/> Activity 10: 10,000 Steps Club <input type="checkbox"/> Activity 11: A Journey of Two <input type="checkbox"/> Activity 12: Neighborhood Discovery <input type="checkbox"/> Activity 13: Community Garden <input type="checkbox"/> Activity 14: Train like a Super Star <input type="checkbox"/> Activity 15: PAWS <input type="checkbox"/> Activity 16: 3-on-3 <input type="checkbox"/> Activity 17: Walk to Timbuktu	<input type="checkbox"/> Movimiento por su Vida CD/DVD <input type="checkbox"/> Step by Step CD/DVD <input type="checkbox"/> RTH: Barriers to Being Active Quiz <input type="checkbox"/> RTH: City of Excuses Poster <input type="checkbox"/> RTH: Future Without Type 2 Diabetes Poster <input type="checkbox"/> RTH: Reading Nutrition Labels Poster <input type="checkbox"/> RTH: Preventing Diabetes Step by Step - Floor Poster <input type="checkbox"/> RTH: Preventing Diabetes Step by Step - Wall Poster <input type="checkbox"/> RTH: Traffic Light Method Poster

1. How well did today's session go?

- Very well
- Somewhat well
- Neither well nor poor
- Somewhat poor
- Very poor

**What about today's session went well?**

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**What about today's session could be changed?**

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2. What goals did you set or discuss with your participant(s) today? (check all that apply)

- Controlling portion size
- Eating food with less fat
- Eating food with fewer calories
- Avoiding fast food value meals
- Reading nutrition labels
- Eating more servings of vegetables and fruits per day
- Drinking more water every day
- Drinking less non-diet juice or soda per day
- 5–7 percent weight loss
- Increasing physical activity to 150 minutes per week
- Other (describe): \_\_\_\_\_
- Other (describe): \_\_\_\_\_

3. How much progress do you think your participant(s) made toward each of those goals during the session?

Goal	No progress	Some progress	Completed
Controlling portion size			
Eating food with less fat			
Eating food with fewer calories			
Avoiding fast food value meals			
Reading nutrition labels			
Eating more servings of vegetables and fruits per day			
Drinking more water every day			
Drinking less non-diet juice or soda per day			
5–7 percent weight loss			
Increasing physical activity to 150 minutes per week			
Other (describe): _____			
Other (describe): _____			

4. Any additional comments?

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# Road to Health Intervention Tracking Form: Group Session

<b>Instructions for Health Educators, Diabetes Educators, Community Health Workers, and Promotores de Salud:</b> Please complete this form after each education session or activity with the participant(s) using Road to Health Toolkit materials. Please check all that apply and answer each question completely. Keep the original copy for your personal records.		
Your Name:		Participant Names:
Date:		
Location:		Length of Session:
Demographic Information		
Number of Participants:		Average Number of Children per Participant:
<b>Race</b> (check all that apply): <input type="checkbox"/> Black/African American <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other: _____		<b>Age Range</b> (check all that apply): <input type="checkbox"/> 18 – 25 years <input type="checkbox"/> 26 – 35 years <input type="checkbox"/> 36 – 45 years <input type="checkbox"/> 46 – 55 years <input type="checkbox"/> 56 – 65 years <input type="checkbox"/> 65+ years
<b>Diagnosis:</b> <input type="checkbox"/> Has diabetes. How many: _____ <input type="checkbox"/> Has gestational diabetes. How many: _____ <input type="checkbox"/> Has pre-diabetes. How many: _____ <input type="checkbox"/> At risk for diabetes (see pg. 3 of the Flipchart). How many: _____ <input type="checkbox"/> Has a family member with diabetes. How many: _____		<b>Average Income</b> (your best guess is fine): <input type="checkbox"/> Less than \$20,000 <input type="checkbox"/> \$20,001 - \$40,000 <input type="checkbox"/> \$40,001 - \$60,000 <input type="checkbox"/> \$60,001+
Road to Health Toolkit Materials		
Road to Health Flipchart: Select any sections of the Road to Health Flipchart that you used in this session		
<input type="checkbox"/> Part 1: Type 2 Diabetes is Preventable and Losing Some Weight Can Help	<input type="checkbox"/> Part 2: Making Healthy Food Choices	<input type="checkbox"/> Part 3: Increasing Physical Activity
Other Activities and Resources: Select any other Road to Health activities or resources that you used in this session		
<input type="checkbox"/> Activity 1: Portion Distortion <input type="checkbox"/> Activity 2: Food Detective I <input type="checkbox"/> Activity 3: Food Detective II <input type="checkbox"/> Activity 4: Community Kitchen <input type="checkbox"/> Activity 5: Sneak in Nutrition <input type="checkbox"/> Activity 6: Lunch Exchange <input type="checkbox"/> Activity 7: Community Water Log <input type="checkbox"/> Activity 8: The “Gross Value” of a Meal Deal <input type="checkbox"/> Activity 9: Supper Clubs	<input type="checkbox"/> Activity 10: 10,000 Steps Club <input type="checkbox"/> Activity 11: A Journey of Two <input type="checkbox"/> Activity 12: Neighborhood Discovery <input type="checkbox"/> Activity 13: Community Garden <input type="checkbox"/> Activity 14: Train like a Super Star <input type="checkbox"/> Activity 15: PAWS <input type="checkbox"/> Activity 16: 3-on-3 <input type="checkbox"/> Activity 17: Walk to Timbuktu	<input type="checkbox"/> Movimiento por su Vida CD/DVD <input type="checkbox"/> Step by Step CD/DVD <input type="checkbox"/> RTH: Barriers to Being Active Quiz <input type="checkbox"/> RTH: City of Excuses Poster <input type="checkbox"/> RTH: Future Without Type 2 Diabetes Poster <input type="checkbox"/> RTH: Reading Nutrition Labels Poster <input type="checkbox"/> RTH: Preventing Diabetes Step by Step - Floor Poster <input type="checkbox"/> RTH: Preventing Diabetes Step by Step - Wall Poster <input type="checkbox"/> RTH: Traffic Light Method Poster



1. How well did today's session go?

- Very well
- Somewhat well
- Neither well nor poor
- Somewhat poor
- Very poor

**What about today's session went well?**

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**What about today's session could be changed?**

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2. What goals did you set or discuss with your participant(s) today? (check all that apply)

- Controlling portion size
- Eating food with less fat
- Eating food with fewer calories
- Avoiding fast food value meals
- Reading nutrition labels
- Eating more servings of vegetables and fruits per day
- Drinking more water every day
- Drinking less non-diet juice or soda per day
- 5–7 percent weight loss
- Increasing physical activity to 150 minutes per week
- Other (describe): \_\_\_\_\_
- Other (describe): \_\_\_\_\_

3. How much progress do you think your participant(s) made toward each of those goals during the session?

Goal	No progress	Some progress	Completed
Controlling portion size			
Eating food with less fat			
Eating food with fewer calories			
Avoiding fast food value meals			
Reading nutrition labels			
Eating more servings of vegetables and fruits per day			
Drinking more water every day			
Drinking less non-diet juice or soda per day			
5–7 percent weight loss			
Increasing physical activity to 150 minutes per week			
Other (describe): _____			
Other (describe): _____			

4. Any additional comments?

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# Road to Health Participant Satisfaction Form

We would like to hear your thoughts about today's session. Please take a few minutes to tell us your thoughts.

1. Overall, how do you think today's session went?

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## What You Know

After today's session, how much better do you understand the topics below:

	Not better	A little better	Slightly better	A lot better
2. The information in nutrition labels				
3. How much weight you need to lose in order to reduce your risk for diabetes				
4. Controlling the portion size of your food				
5. How to choose foods with less calories and fat				
6. How to be more physically active every day				

## What You Do/What You Plan to Do

After today's session, how likely are you to do the following:

	Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely
7. Choose foods that are low in calories and fat					
8. Control the portion size of my foods					
9. Lose 5-7 percent of my body weight					
10. Do physical activity or be physically active for at least 30 minutes, at least 5 days a week					

## How are we doing?

11. Overall this session:

- Helped me progress toward my goals
- Did not help me progress toward my goals
- I do not have goals set up

12. What did you like most about this session?

- The facilitator
- Interacting with others/peer support
- Length of session
- The discussion topics
- The materials/resources
- Other (describe): \_\_\_\_\_

13. What would you change about this session?

- Interacting with others/peer support
- Length of session
- The discussion topics
- The materials/resources
- Other (describe): \_\_\_\_\_

### Please tell us about you

14. Have you ever been diagnosed with Type 2 Diabetes?

- Yes
- No, I have never been diagnosed
- No, but my doctor told me that I have pre-diabetes
- No, but I have been told that I am at risk for diabetes
- No, but I have a family member with diabetes

15. I believe I am:

- Overweight
- Underweight
- At the right weight

16. Weight (estimate) \_\_\_\_\_

17. Number of days per week I do physical activity (e.g., brisk walking, aerobic exercise,<sup>2</sup> dancing, swimming, etc.)

\_\_\_\_\_

a. Number of minutes I spend in physical activity on days when I am active \_\_\_\_\_

18. In what year were you born? \_\_\_\_\_

19. Are you?

- Male
- Female

20. Do you consider yourself (mark one or more)?

- Black/African American
- Hispanic/Latino
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Pacific Islander
- White
- Other: \_\_\_\_\_

## Thank You!

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<sup>2</sup> Aerobic physical activity. Activity in which the body's large muscles move in a rhythmic manner for a sustained period of time. Aerobic activity, also called endurance activity, improves cardiorespiratory fitness. Examples include walking, running, swimming, and bicycling. Retrieved 9/13/2011 <http://www.cdc.gov/physicalactivity/everyone/glossary/>

The U.S. Department of Health and Human Services' National Diabetes Education Program (NDEP) is jointly sponsored by the National Institutes of Health (NIH) and the Centers for Disease Control and Prevention (CDC) with the support of more than 200 partner organizations.

### National Diabetes Education Program

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NDEP-125

