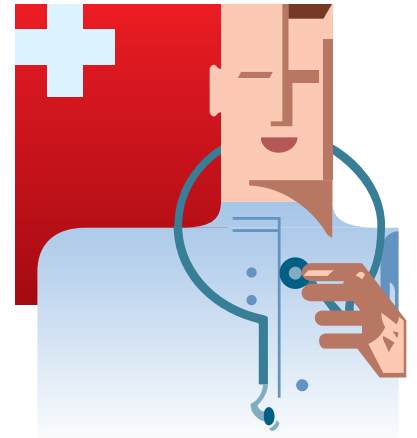


Patient Education Material Assessment Tool

The following assessment tool is adapted from the Chicago Asthma Consortium Patient Education Materials Evaluation Tool and is designed to assist professionals providing asthma education services in selecting materials most suited to their clients.

Listed below are key topics and items that ideally should be covered in patient education materials for asthma. A check list is provided to indicate whether an educational material under review includes a particular item, or includes an item but needs further clarification or does not include a particular item.

The assessment tool can either be used in its entirety (for example, to assess the comprehensiveness of a complete asthma curriculum) or in parts (for example, to assess an educational piece on a particular topic e.g., triggers, asthma medication, asthma management plan, etc.). The assessment tool can also aid in developing materials by identifying topics to be included in a new education piece. In either case, the purpose is to ensure patients are receiving accurate and comprehensive information to help them control their asthma.



Definition of Asthma	Includes	Includes, but needs further clarification	Does not Include	NA
Airway hyper-reponsiveness.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Airway obstruction.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Airway inflammation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What Happens in an Asthma Episode				
Airway lining swells/becomes inflamed and produces more mucus.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muscles around the airways tighten, making the opening in the airways smaller.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is Asthma Control?				
No sleep disruption by asthma.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rarely miss school or work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No or minimal need for emergency visits.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No or minimal need for hospitalizations.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain normal activity levels (e.g. children able to play).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Normal or near-normal lung function.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be satisfied with asthma care received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have no or minimal side effects while receiving optimal medications.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not needing rescue or quick relief medication more than two times a week or two canister per year on a routine basis.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Adherence Issues	Includes	Includes, but needs further clarification	Does not Include	NA
Promote self-management of asthma by:				
Taking daily medications for long-term control..... as prescribed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using metered-dose inhalers, dry powder inhalers, spacers and nebulizers correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring peak flow and/or symptoms.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Following the written action plan when..... symptoms occur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying and controlling factors that make asthma..... worse: asthma triggers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining regular medical care.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committing to smoking cessation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining asthma education as needed.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Barriers to adherence addressed such as:				
Inability to access asthma care.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inability to obtain prescriptions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of transportation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language/cultural barriers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate food.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate housing.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other financial concerns.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need for counseling, family conflict,..... family violence, history of abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Triggers				
Definition of triggers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Categories and Examples:				
Allergens – dust mites, mold, animal dander,..... cockroaches, pollen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritants – tobacco smoke, cold air, perfumes and..... strong odors, pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respiratory infections – bacterial or viral.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Triggers (continued)	Includes	Includes, but needs further clarification	Does not Include	NA
Emotional influences/stress.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weather changes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other – food additives, Gastric Esophageal Reflux Disease.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying Patient-Specific Triggers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Controlling Triggers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoidance of triggers, including smoking cessation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ways to control exercise-induced asthma (or bronchospasm), or for children, asthma triggered by active playing.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Environmental Triggers

(home, school, & workplace)

Tobacco smoke: active (by patient) and passive (second-hand smoke).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heating sources: oil, gas, electric, wood, coal, etc.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heat distribution: water, steam, hot air, etc.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods of cooking: gas, electric, wood, etc.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental allergens and irritants (see triggers above).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase risks on Ozone Action Days.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Family or Caregiver Support/Responsibilities

Psychosocial issues.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reducing second-hand smoke.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eliminating triggers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting patient self-management:				
Following the asthma management plan.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining regular medical care.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining needed medications and devices.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in asthma educational opportunities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defining responsibility for following patient's treatment plan (caregiver vs. child responsibilities).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Signs and Symptoms

	Includes	Includes, but needs further clarification	Does not include	NA
Coughing.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wheezing.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shortness of breath.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tightness in the chest.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase in respiratory rate.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop in peak flow.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise or active playing intolerance/limitation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior change (e.g. anxiety, irritability).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Runny nose.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nocturnal awakening.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frequency of reliever medication use.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What Patients Should Expect From Their Health Care Provider

Health Provider Should:

Give specific printed instructions and verbal explanation of medication regarding dose, timing, and techniques of administration.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate and monitor use of devices.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform objective assessment of lung function..... (e.g., spirometry, pulmonary function testing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Check peak flow/inhaler technique at each visit.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide referral to asthma education and other community resources as needed.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Asthma Medications

Explain Long-term control medications.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inhaled corticosteroids..... (i.e., Flovent, Pulmicort, Aerobid, Azmacort, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cromolyn (Intal).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nedocomil (Tilade).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long-acting inhaled beta-agonists (Serevent or Foradil).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Asthma Medications (continued)

	Includes	Includes, but needs further clarification	Does not Include	NA
Methylxanines (theophylline)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leukotriene modifiers (Zyflo, Accolate or Singulair).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systemic corticosteroids.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain Quick-relief medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Short-acting beta-agonists (albuterol, Ventolin, Proventil, Maxair, Xopenex, etc.).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inhaled anticholinergics (Atrovent).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systemic corticosteroids.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain Combination therapy.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advair (Flovent and Serevent).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Combivent (Atrovent and albuterol).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other combination therapies.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain Generic and brand-name medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indications for use of medications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapeutic and potential side effects from medications.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Peak Flow Meter and Monitoring

Recommendations for peak flow use..... (i.e., patients with moderate or severe persistent asthma)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What a peak flow meter measures.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limitations of peak flow monitoring.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Why it is necessary to use a peak flow meter.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to use a peak flow meter.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peak flow zones (green, yellow, red).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peak flow diary.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to determine personal best.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Asthma Diary	Includes	Includes, but needs further clarification	Does not Include	NA
Purpose of using the diary:				
Documents events since last visit.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reminds and tracks medicine intake and dosage change.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tracks symptoms and/or peak flow.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes recognition of symptoms and early warning signs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays a pattern of asthma episodes and their possible triggers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asthma Management Plan				
Describes asthma management plan and its importance.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes components of an asthma management plan:				
Describes asthma peak-flow and/or symptom zones (green, yellow and red), including recommended actions to take in each peak flow/symptom zone.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides clear examples of zone management, (i.e. when to change medication dosage and when to see the physician).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lists symptoms/warning signs indicating the need for closer monitoring or acute care.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lists Emergency telephone numbers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides sample asthma management plans.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes importance of sharing asthma management plan with school, day care, work site, and care givers.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical Devices and Products				
Description and instructions for proper technique of asthma medications and devices (eg. MDI, spacer, holding chambers, DPI, nebulizer).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructions for pediatric devices (eg. Using a spacer with face mask, using a nebulizer with or without a face mask, etc.).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructions to assess/track the amount of medication remaining in an inhaler.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proper inhaler use with and without a spacer, valve holding chamber and other ancillary devices (including open mouth technique).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Environmental mask.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allergy-proof mattress bed coverings.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Issues	Includes	Includes, but needs further clarification	Does not Include	NA
Asthma management plans.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brief description of asthma.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asthma triggers in the school setting.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indoor air quality in schools (potential problems, assessment, & remediation).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asthma signs and symptoms.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When a child should stay home from school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidelines to participating in school activities, including field trips, after school and extracurricular activities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asthma medications.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to medications.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What to do when an asthma episode occurs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When to seek emergency assistance (asthma first aid).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Who to contact in an emergency.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance of communication between patient, family, school staff and asthma clinician.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupational Asthma				
Definition (airway hyper-responsiveness due to conditions of occupational environment vs. stimuli outside the work place).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work-related risk factors & triggers (including isocyanates, metal working fluids, cleaning agents, welding fumes, etc.).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnosis/Treatment (work-related vs. general asthma).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition and control of common exposures associated with work-related asthma.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Nutrition and Diet	Includes	Includes, but needs further clarification	Does not Include	NA
Food allergies.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food additives.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Importance of maintaining a well balanced diet.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative Treatments—Scientific Basis and Risks				
Home remedies.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeopathy, Chiropractic.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risks of using over the counter medications to treat asthma.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes

Year Material Was Published or Produced

Intended or Perceived Target Population: (Check all that apply)

___ Toddlers

___ Children

___ Teens

___ Parents

___ Adults

Other _____

Format

___ Pamphlet

___ Booklet (# of pages _____)

___ Fact Sheet

___ Workbook (# of pages _____)

___ Training/Educational Kit

___ Curriculum (# of lessons: _____)

___ Video (length _____ min.)

___ Internet

Other _____

Appeal of the Illustrations/Graphics (Check all that apply)

___ Visually appealing

___ Accurate

___ Culturally Appropriate

Reviewer's Impression of the Reading Level

___ Pre-school / Kindergarden

___ 1st Grade

___ 2nd Grade

___ 3rd Grade

___ 4th Grade

___ 5th Grade

___ 6th Grade

___ 7th Grade

___ 8th Grade

___ 9th Grade

___ Above 9th Grade

Appropriate Audience/ Recommended Setting (Check all that apply)

___ Emergency department

___ Physician's office

___ In-patient program

___ Out-patient program

___ School

___ Clinic

___ Other

Is this Material Culturally Sensitive?

___ Yes

___ No

___ Don't Know

Languages Available (Check all that apply)

___ English

___ Spanish

___ Arabic

___ Polish

___ Russian

___ Vietnamese

___ Chinese

Other _____



www.getastmahelp.org