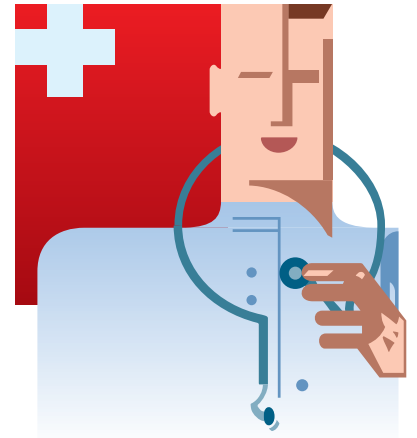


Patient Education Material Assessment Tool

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"/>

