

MASSACHUSETTS ALZHEIMER'S DISEASE RESEARCH CENTER



MASSACHUSETTS  
GENERAL HOSPITAL



HARVARD  
MEDICAL SCHOOL

Program Evaluation  
In ADC Ed Cores  
October 2009

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# Current Survey

- 14 Centers sent information
- Non-specific request → varied responses → difficult to compare
- Some generalizations possible

*First inference: variability in information provided mirrors variability among centers, Ed Core programs and evaluation methods*

# Variation Among Cores

- Support/integration with Center Data Cores: standardization of forms, db tracking, analysis
- Use of technology, media (web, video)
- Relationship with Alzheimer's Assoc. chapters, other programs

# Methods in Common

Using Quantitative, Qualitative, mixed metrics

- Referral Management: referral source, # referring to research, screened for research, resulting in enrollment,
- Website hits
- Pre/Post Knowledge tests
- Program evaluations
- Surveys of interest

# Novel Evaluations

*\*Caveat: based only on reports received*

- Tracking temporal changes in participation in brain donation program in relationship to staff training and development of new materials (e.g. brochure).
- Tracking grant applications and publications resulting from forums and conferences.
- Review of journals kept by medical students in Buddy matching program
- “Listening Posts” at lay conference (roaming trained volunteers who and engage audience, solicit feedback)

# Novel Evaluations

- Focus groups with people who declined participation
- Quality of Life survey for early stage AD support group
- Post training follow up survey used in Mini Med, Professional programs, report on practice goals “action plan” identified at end of training
- Solicit caregiving issues in advance of caregiver programs, Follow-up Survey to assess change
- Survey of Newsletter readers, evaluation of materials
- Satisfaction Survey of Center Patients: Core materials
- Community Advisory Boards mentioned by only 2 Centers

# Reviewer Critiques

*(based on a very small sample)*

- Inadequate allocation of staff time for conducting evaluation, lack of detail as to how evaluations would be accomplished
- Lack of plans to evaluate the success of education activities related to recruitment and retention of subjects for Center studies
- Inadequate tracking of subjects triaged into projects
- Many educational activities sponsored by the Cores but it is not clear if there is a general plan and/or goal where the Center is the focus
- Minimal evaluation plan, focused primarily on satisfaction with education activities rather than on outcomes of recruitment and retention.
- The internet is excellent for professionals, but less clear how the website and newsletters advance learning needs, promote recruitment of minority populations (especially elders)

*But wait, there's more ...*

Gaps: measuring value in Ed Core  
activities with longer range benefits

Location, location, location ....



# For our consideration ...

- Is there value in developing standard metrics, collecting data across centers?
- Which programs/instruments?
- How to value/justify indirect, yet essential activities?

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## Education Core

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Transgenic mice  
*LOVE* baseball ....