

Asking the right questions: Data Collection for Health Information Outreach



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National Network of Libraries of Medicine
RML Rendezvous
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Class Web Page

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[Data Collection for Health Information Outreach](#)

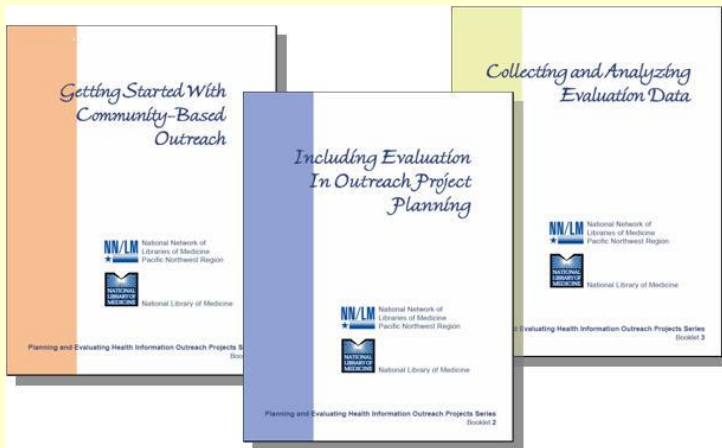
page for

- Agenda
- Handouts
- Assignments
- PowerPoint Slides
- Session Recordings

http://nnlm.gov/pnr/training/data_collection.html

Publications

Planning and Evaluating Health Information Outreach – Series of 3 booklets:



1. Getting Started with Community-Based Outreach
2. Including Evaluation in Outreach Project Planning
3. Collecting and Analyzing Evaluation Data

– <http://nnlm.gov/evaluation/booklets.html>

We get asked a lot of questions about our health information outreach projects

Can you demonstrate a need for this program?

Can you attest to the program's quality?

What was your "reach" to the target population?

What results can you show?



Good data collection tools help us collect information to answer those questions



But if you use bad data collection tools, you may end up with useless information

not credible

not applicable

too much data

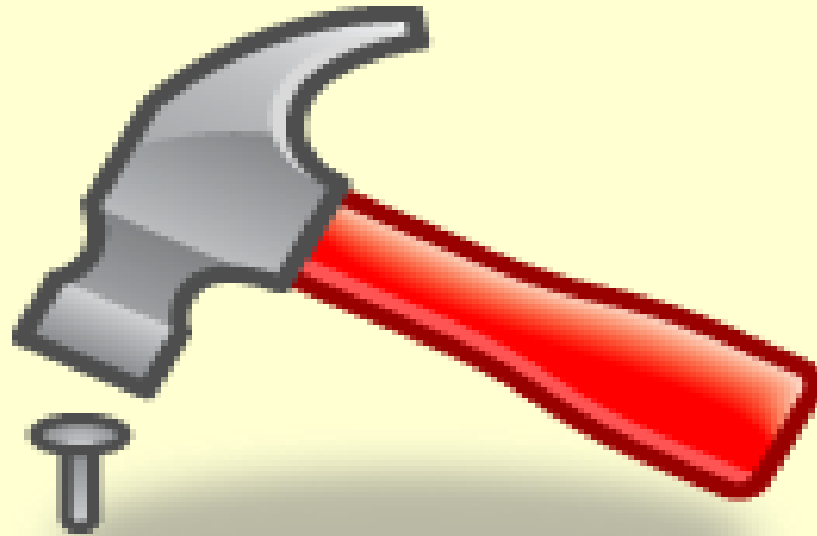
Impossible to interpret..



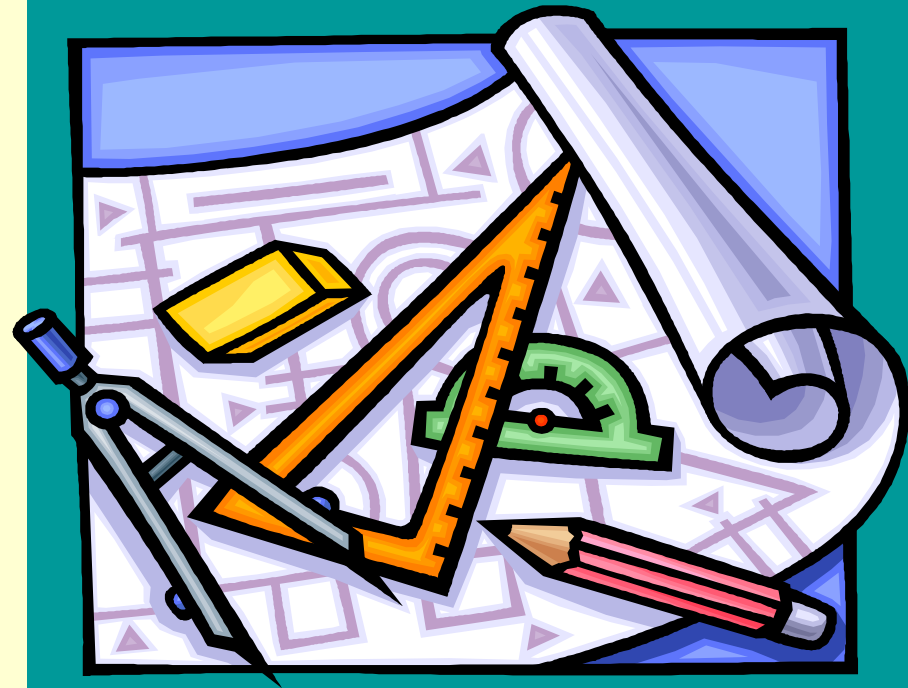
In this workshop, we will help you learn good techniques for basic data collection



If you practice these techniques,
you'll "hit the nail on the head"
when you collect data



BUILDING STARTS WITH A BLUE PRINT



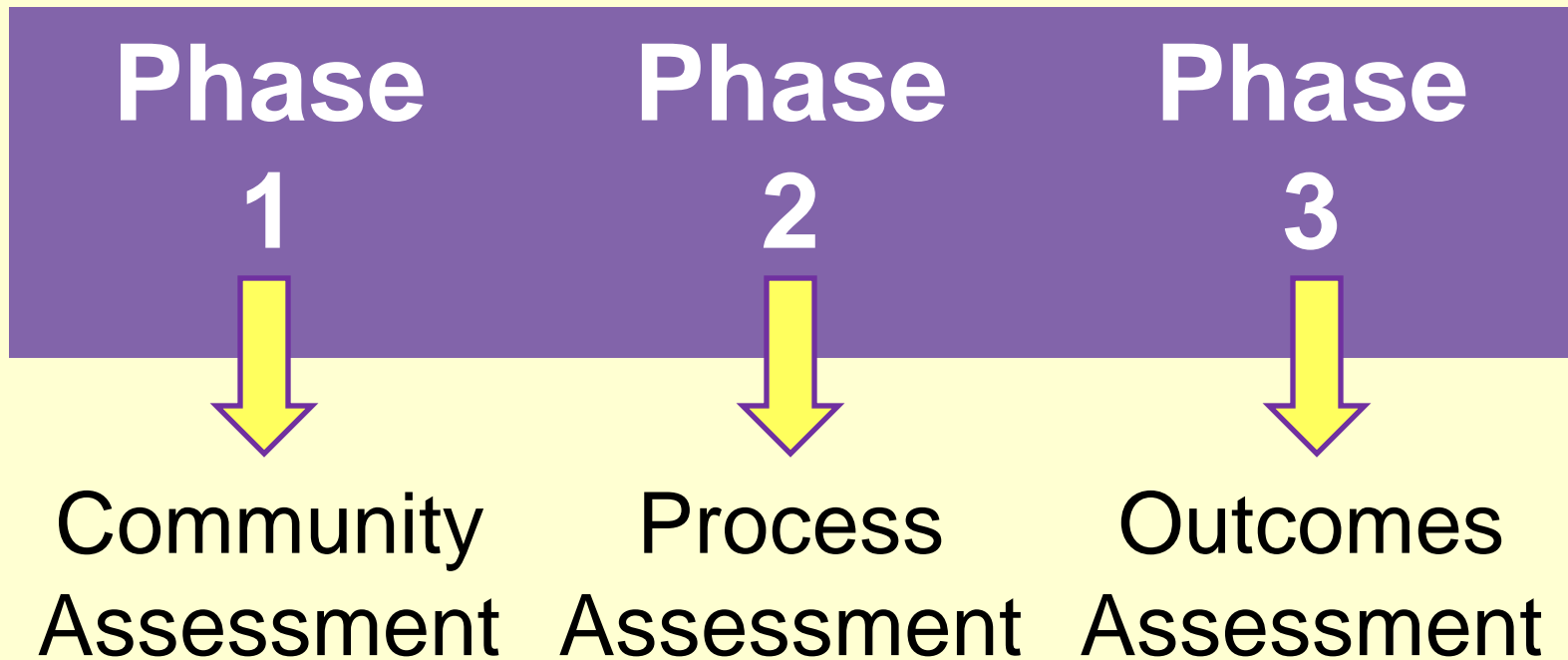
“Measure twice,
cut once”

The best blueprint is an outline of your final report to stakeholders

Handout One
Final Evaluation
Report Outline



A thorough data collection plan has three phases



Community assessment helps you demonstrate the rationale that guided your program

Phase 1



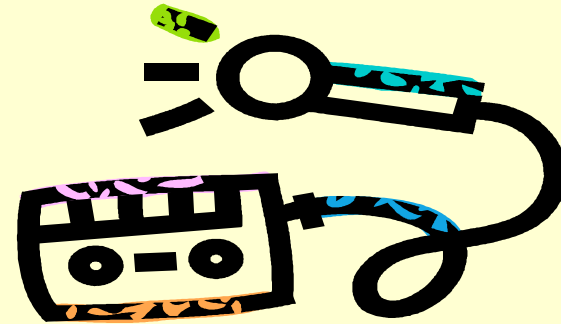
Needs Resources Potential barriers
Context data and demographics

You can use a combination of methods to get a community profile

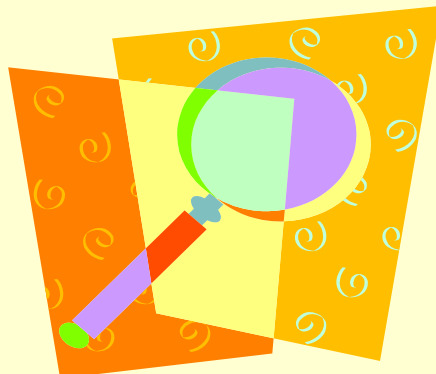


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-1454	Direct Day		1
-0750	Direct Day		1
-1454	Direct N/Wkd		2
-1454	Direct Day		12
-1220	Direct Day		1
-1454	Direct Day		2
-4501	Direct Day		1
-0300	Direct Day		6
			26 Minutes

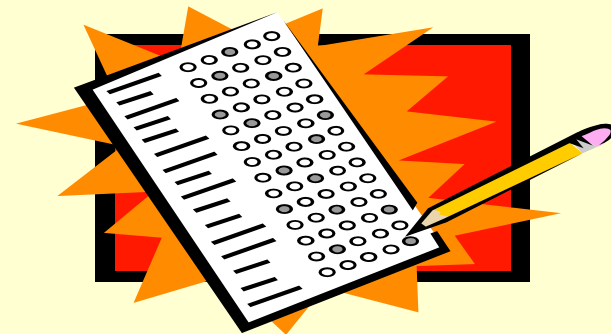
Existing Data
and Records



Interviews and
Focus Groups



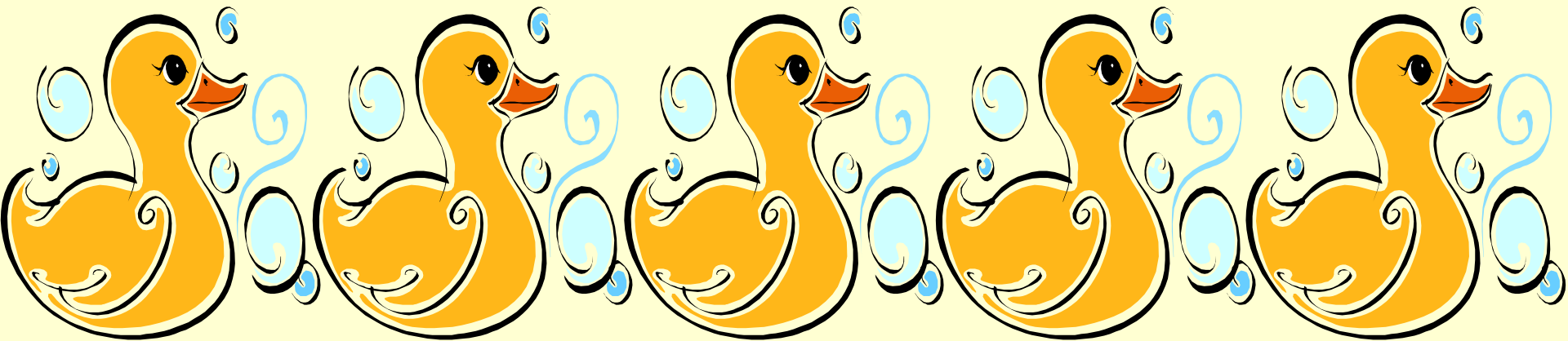
Observations



Questionnaires

Process Assessment lets you
assess whether your project is on
track

“Are our ducks in a row?”



Here are some typical methods for assessing implementation

Implementation Statistics for Public Library Outreach Project

Attendance at workshops	153 consumers
Number of sessions	22
Participant satisfaction	Grade A or B = 87%
Number of public libraries linking to MedlinePlus	12
Number of brochures distributed at public libraries	809

Comments and feedback allow you to assess quality of your program

Feedback

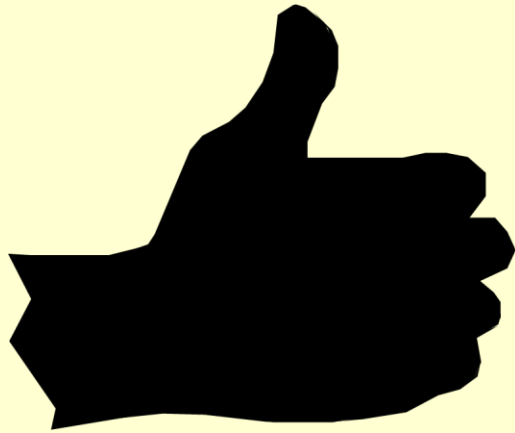
Class participants (course evaluation)

- MedlinePlus is so easy to use
- The instructor made it easy to find health information
- I am a volunteer at a local library and I need to find health information in other languages

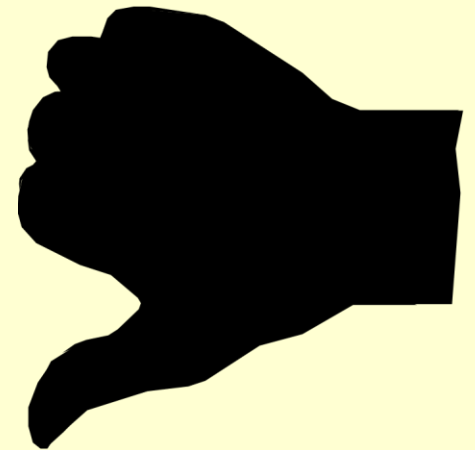
Public Librarians (focus group)

- I think you should offer a search class to the librarians in our system.
- The brochures are popular. Do you have any in Spanish?

Outcomes assessment demonstrates results of your program



Positive
Negative
Intended
Unintended



Outcomes can be assessed with a variety of methods



Journals and Logs



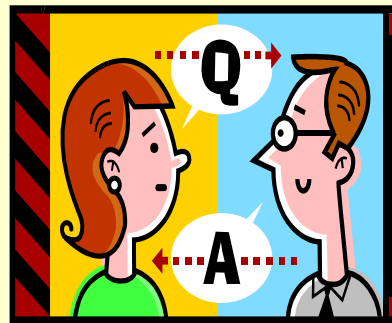
Surveys and Course Evaluation



Quizzes or Tests



Observation of performance



Testimonials and Stories



Records

Documenting Contributions

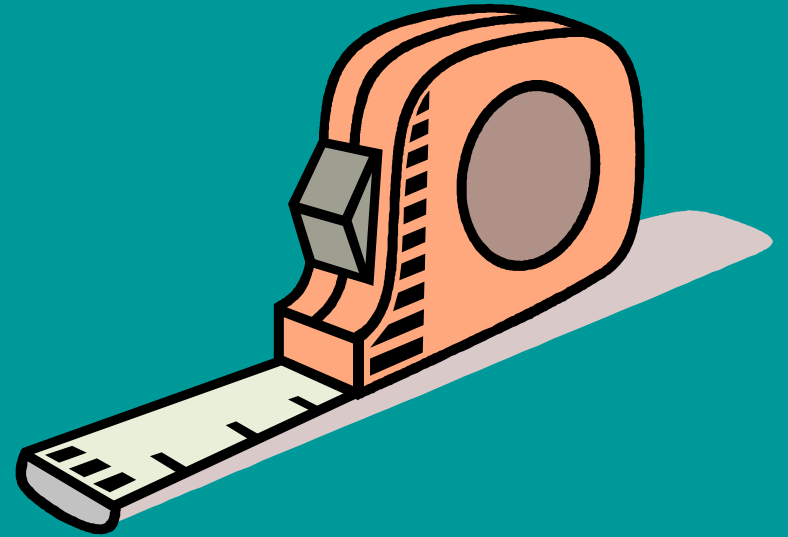
- Operational metrics (measures needed for daily library management activities)

VS

- Strategic metrics (measures that show the library's value to the organization)

Source: Wilson, K & Corcoran, M. Government Librarians Get Savvy. Metrics! Metrics! Metrics!. Presentation to the Special Library Association Annual Conference, Seattle, June 2008

COUNTING AND
COMPUTING
REQUIRE
QUANTITATIVE
DATA



“Not everything that’s
countable counts”

Use quantitative data to answer these questions

What is the average...”

What percentage...”

How many...”

How close are we to our objective target...?”

What is the correlation...?”

What is the difference...?”



This handout provides examples
of quantitative methods

Handout Two
Quantitative Methods



These are the some things that we count



Characteristics



Usage



Performance

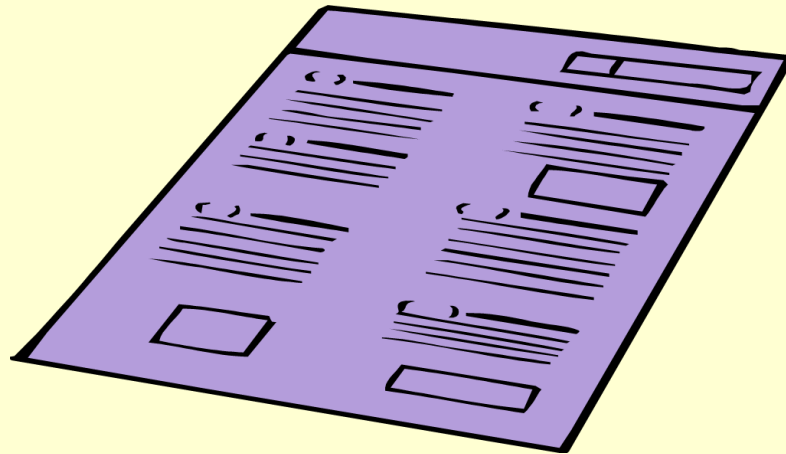


Reactions

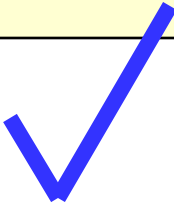
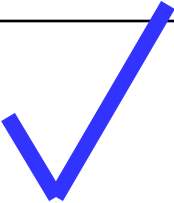



Change over
Time

KEEP YOUR
QUESTIONNAIRES ON
THE MARK!



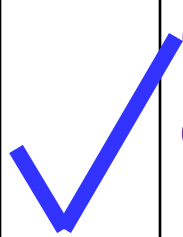
You have three goals when using questionnaires

	Collect just the right amount of data
	Write questions that get the information you want
	Get a high rate of participation from respondents (response rate)

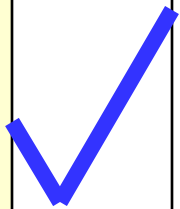
**GOAL 1: COLLECT JUST THE
RIGHT AMOUNT OF DATA**

Prevent getting too much data by only asking necessary questions

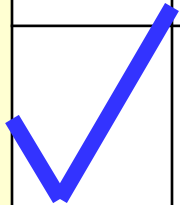
Ask yourself...



Can I get this information from other sources?



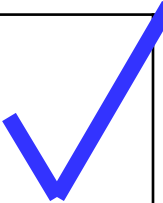
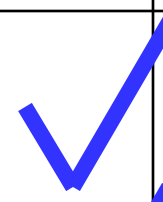

Who is interested in the answer to this question?



Where and how will I report the data from this questionnaire?

However, be sure to collect all the information you need!

Check if you're covered...

	Compare the questionnaire to report outline and look for “holes”
	Check award RFP, your proposal, or your report outline
	Show your questionnaire to stakeholders

GOAL 2: WRITE QUESTIONS
THAT GET THE INFORMATION
YOU WANT

Tips



Handout Three Writing Good Questions

http://nnlm.gov/pnr/training/data_collection/DC_Handout3_tips_for_questions.pdf

Make sure there is a response option for everybody

Have you ever taken a MedlinePlus training session offered by a regional medical library?

Yes

No

Do not know

Use caution with "Check All-that-Apply" questions

In the past year, have you used online health information resources to (check all that apply)

- Research a health concern?
- Find information for someone else?
- Look up something you heard in the news?
- Make a presentation?
- Find a health care professional?
- Other

Yes-No questions are better at forcing respondents' attention to the entire list

In the past year, have you used online health information resources to (circle yes or no)

- Y N Research a health concern?
- Y N Find information for someone else?
- Y N Look up something you heard in the news
- Y N Make a presentation?
- Y N Find a health care professional?
- Y N Other

When you use "Best Options," be sure you have everyone's best option

Which of the following sources are you most likely to go to *first* when you have a question about your health? (Choose one)

___ The Internet

___ Print materials

___ Your doctor/ health care provider

___ A family member

___ A friend

___ Other

___ I don't look up health information

Rating scales should have an equal number of positive and negative options

How would you rate the quality of retail shops available to you in the...area?

A=Excellent

B=Very Good

C=Good

D=Fair

E=Poor



A=Excellent

B=Good

C=Fair

D=Poor

E. Very Poor



Source Dillman & Christian, (2002).

http://survey.sesrc.wsu.edu/dillman/papers/single_space_fig_table.pdf

Polar-point scales may be confusing visually

How important is it for you to get CE credit for a workshop like this one?

Very important 1 2 3 4 5 Not important



Polar-point scales had more use of middle categories compared to fully labeled scales

Source Dillman & Christian, (2002).

http://survey.sesrc.wsu.edu/dillman/papers/single_space_fig_table.pdf

Be sure you aren't asking more than one question

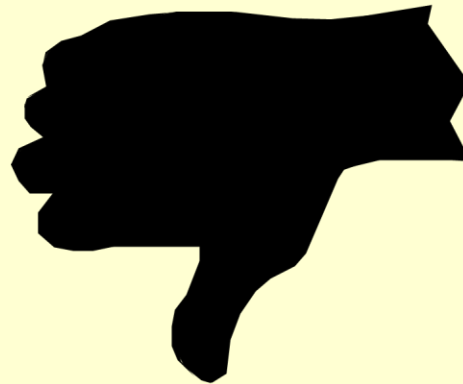
How likely are you to run searches for the doctors and nurses at your hospital?

- Very Likely
- Somewhat likely
- Not sure
- Somewhat unlikely
- Very unlikely

Avoid Rank-Ordered Questions - they are hard to analyze

Please rank the credibility of the following sources
Of consumer health information, with 1 being the
most credible and 5 being the least credible.

- ___ MedlinePlus
- ___ NOAH
- ___ Mayo Clinic
- ___ WebMD
- ___ Google



Choose demographic questions carefully and put them at the end

Your demographic questions should serve one of three purposes

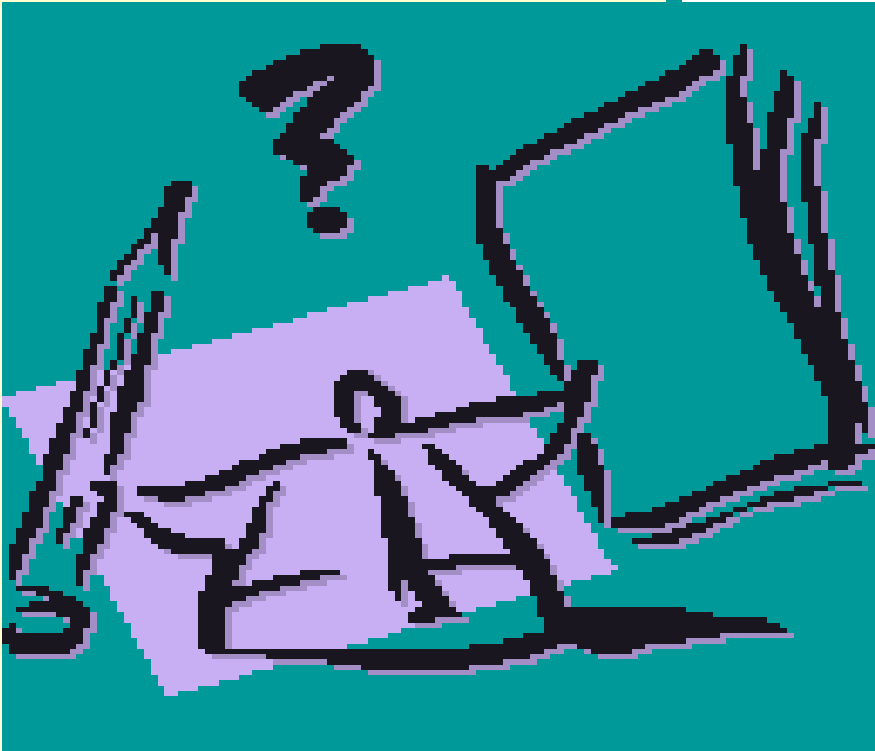
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graph TD; A[Your demographic questions should serve one of three purposes] --> B[Compare sample profile to population]; A --> C[Allow grouping data for analysis]; A --> D[Screen respondents];
```

Compare
sample profile to
population

Allow grouping
data for analysis

Screen
respondents

EXERCISE 1: CRITIQUING AND REVISING QUESTIONS



End of Day One!

Review:

Blueprint: the Final Report

Data for Assessment:

1. Community Assessment
2. Process Assessment
3. Outcome Assessment

Collecting Quantitative Data

Goals for Questionnaires:

1. Ask the right questions
2. Ask questions the right way

See you next week!

Preview:

Goals for Questionnaires:

- Ask the right people (response rate)

Collecting Qualitative Data

Goals for Interviews

- Ask the right questions
- Ask them the right way
- Ask the right people

Remember:

SEND YOUR HOMEWORK TO

SUSAN BARNES

AT:

SJBARNES@U.WASHINGTON.EDU