

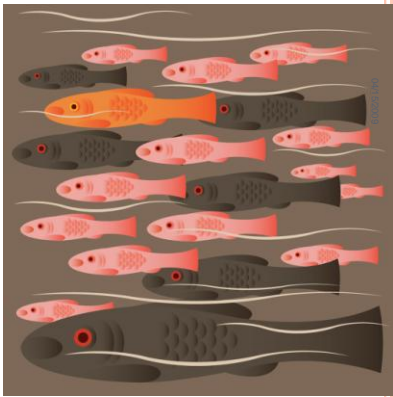


EVALUATION OF PRIMARY PREVENTION

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WE ARE IN
A SMALL
POND...



WHAT IS PRIMARY PREVENTION?

- o Prevention: To impede, or hinder something before it occurs
- o Preventing health problems (e.g. flu) requires widespread health change (vaccination, hand wipes, air policies)
- o Preventing social problems (e.g. IPV) requires widespread social change

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PREVENTING HEALTH OR SOCIAL PROBLEMS



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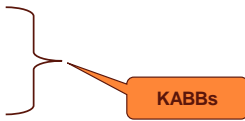
PRIMARY PREVENTION EVALUATION

- o "Blinded by your Vision?"
- o Make the link
 - Where we are → Social Change → No IPV
 - Current reality → Change Goal → Vision
- o Identify Necessary Change Goal
 - aspects of individuals and society that must change
- o Identify Sufficient Changes
 - Social-ecological levels
 - Long-term & wide-spread

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WHAT CHANGE IS NECESSARY & SUFFICIENT?

- o Individual
 - Knowledge
 - Attitudes/Willingness
 - Beliefs
 - Behaviors
- o Relationships
 - Among individuals
 - Among organizations
 - Among stakeholders
- o Community Resources for Prevention Programs
- o Community Readiness for Prevention Activities
- o Policies
- o



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WHAT STRATEGIES WORK?

- **Successful**
 - On-going processes, with commitment
 - Integrated throughout community
 - Promoting healthy behavior to prevent perpetrators
 - Social change
- **Least effective**
 - One-time program or event
 - Work with only one group
 - Safety tips or self defense for potential victims
 - Community maintains status quo

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PREVENTION PROGRAM PRINCIPLES

(a.k.a., What to look for in a strategy)

- Comprehensive
- Varied Teaching Methods
- Sufficient Dosage
- Theory Driven
- Positive Relationships
- Appropriately Timed
- Socio-Culturally Relevant
- Outcome Evaluation
- Well-Trained Staff

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STRATEGY VS. GOAL

Strategy (You Measure Process)	Change Goal (You Measure Outcomes)
<i>We will implement a bystander intervention curriculum in health classes.</i>	<i>To increase bystander intervention behavior among high school males in response to sexist comments made by peers.</i>
<i>We will implement a social marketing campaign in our community that promotes sexual respect.</i>	<i>To decrease social norms in our community that support sexual violence.</i>
<i>We will lobby for policies that promote equal pay rates for women and men.</i>	<i>To increase the status of women in our community.</i>

04/15/2009

GOALS AND OUTCOMES

- o Goals describe the changes you want to see in your community as a result of your primary prevention strategies and efforts.
- o Outcome statements describe how you measure progress toward reaching these goals.
- o ABCDE method for Outcomes
 - A—Audience (Who will change?)
 - B—Behavior (What will change?)
 - C—Condition (By when?)
 - D—Degree (By how much?)
 - E—Evidence (How will the change be measured?)

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WHAT IS PROGRAM EVALUATION?

- o (Systematic collection of information about activities, processes, outcomes)
- o To report the results of a program
- o To improve program effectiveness
- o To improve program efficiency
- o To inform future programs

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CONDUCTING A GOOD EVALUATION

- o Utility
 - Provide timely, relevant and accessible information for those who need the information
- o Feasibility
 - Plan realistic activities, given resources and expertise
- o Propriety
 - Protect the rights and welfare of those involved
 - Engage those most affected by the program
- o Accuracy
 - Ensure that findings are valid and reliable

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TWO MAIN ASPECTS TO EVALUATE

- Processes
 - Program activities, implementation
 - Did it run as planned?
 - Was the program efficient?
 - Document notes on sessions, events, meetings, groups
- Outcomes
 - Program effectiveness
 - Did it have the desired results?
 - Can you attribute results to the program?
 - Compare pre and post tests, surveys, or observations

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PRIMARY PREVENTION EVALUATION CONTEXT



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PROGRAM EVALUATION BIG PICTURE

- Wear three+ hats: Program manager, Coordinator, Evaluator
- Visualize entire program
- Involve stakeholders
- Choose evaluation format
- Make measurement and recording decisions & assignments

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Visualize Your Program

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MAPPING GOALS TO STRATEGIES TO EVALUATION

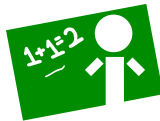
- o These worksheets , or similar process
 - Help you develop thorough curriculum
 - Help you develop your evaluation tool
- o Not great for public/stakeholders

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LOGIC MODELS

- o Inputs
- o Activities
- o Outputs
- o Initial Outcomes
- o Intermediate Outcomes
- o Long-Term Outcomes
- o Performance Measures
- o Influences



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LOGIC MODELS ARE VERSATILE

- Great for Program Management
 - Quickly look at resources needed/used
 - In trainings they reduce learning curve
- Great for Program Evaluation
 - Activities/processes and outcomes are outlined
- Great for Improvement & Planning
 - Continuous Quality, that is
- Great for Communication & Buy-in
 - A visual portrayal of your program
 - "A logic model is worth a thousand reports"
- Not Great for Shelves

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Involve Stakeholders

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IDENTIFYING EVALUATION STAKEHOLDERS

- Who Needs or Receives
 - Programs
 - Evaluation / program results
- Who Can
 - Increase credibility of your efforts?
 - Help implement program activities?
 - Help with evaluation and analysis?
 - Advocate for changes to institutionalize program?
 - Fund/authorize continuation or expansion?
- Who Stands to Lose?
 - Conflicts of interest or resources
 - Other concerns
- Everyone is a stakeholder, really

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PRINCIPLES OF INVOLVEMENT

o Empowerment

- o Improvement
- o Community Ownership
- o Inclusion
- o Democratic Participation
- o Social Justice
- o Evidence-based Practice
- o Community Knowledge
- o Capacity Building
- o Organizational Learning
- o Accountability

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PRINCIPLES APPLIED

- o Improvement
 - Goal of evaluation is to improve process and performance
- o Community Ownership
 - Stakeholders have control over evaluation process
- o Inclusion
 - Stakeholders should represent communities they serve
- o Democratic Participation
 - Facilitate environment where all voices equally valued, shared, and heard
- o Social Justice
 - Think through potential implications of results; aim is to make a difference toward the larger social good

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PRINCIPLES APPLIED CONTINUED...

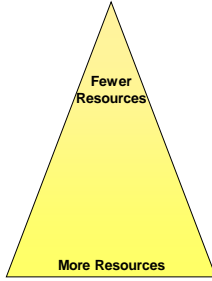
- o Evidence-based Practice
 - Identify evidence-based strategies that can lead to goals; adapt (with care!) for community context.
- o Community Knowledge
 - Respect and value organization/community knowledge; use and validate community knowledge, with evidence
- o Capacity Building
 - Provide training, Stakeholders guide training needs
- o Organizational Learning
 - Foster a culture of learning; Stakeholders involved in interpretation of results and forming recommendations
- o Accountability
 - Use appropriate tools, measures and methods; Critically review process and outcomes

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CHOOSE EVALUATION FORMATS

- Case study
- Focus Group
- Post-test only
- Pre & post test
- One-time survey
- Repeated tests/surveys
- Comparative



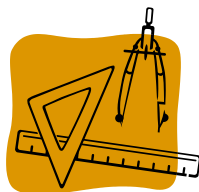
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Decide How, When, and by Whom to Measure

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TRACKING PROCESSES

- Track
 - Activities
 - What you did
 - Fidelity
 - Degree to which you stuck to your planned strategy
 - Efficiency
 - Use of resources
- Tools
 - Logic Model
 - Process Recording
 - Meeting Notes
 - Questionnaire



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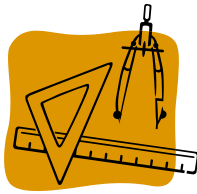
PROCESS RECORDING

- Identify
 - Who
 - What
 - Activities
 - Fidelity
 - Efficiency
 - When
- Standardize process recording

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MEASURING OUTCOMES

- Measure
 - KABBs
 - Willingness
 - Relationships
- Tools
 - Logic Model
 - Pre/Post questionnaires
 - Observation
 - Meeting logs



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CONSIDER EXISTING QUESTION SETS

- Part of a curriculum
- Journal articles
- Compendia
- ...*See references*

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KEY PARTS OF OUTCOME QUESTIONS

- Concept (a.k.a. outcome)
 - Similar to your change goal
- Purpose (a.k.a. characteristics)
 - Specific changes measured, more like your outcomes
- Population (a.k.a. target group, participants)
 - The intended respondents for the question set
- Reliability
 - "Consistency in measuring"
 - Are answers consistent over time or with similar individuals?
- Validity
 - Accuracy in measuring
 - Are you measuring the right concept?
- Developer

This is a common but often confusing use of the word outcome

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ASSESSING EXISTING QUESTIONS

- Do the questions fit your population?
 - Cultural
 - Developmental
 - Accessible
- Is there evidence for reliability?
- What evidence is there for validity?
 - Face (looks right it measures X)
 - Content (contains all parts of X)
 - Concept (matches up with other measures of X)
- Were the questions tested on your population?
 - Age, reading level, language, etc.
- Do the questions cover all of the key parts of your outcome?
- Are all of the questions relevant?

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WRITING GOOD QUESTIONS – AVOID:

- Jargon, slang, and abbreviations
- Ambiguity, vagueness
- Emotional language
- Prestige bias
- Double-barreled questions
- Leading questions
- Exceedingly difficult questions
- False premises
- Double negatives (looks like a single negative)
- Asking about future intentions
 - When you do, make as concrete and realistic as possible

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WRITING GOOD QUESTIONS – DO:

- Make response categories
 - Mutually exclusive
 - Exhaustive
 - Balanced
- Reverse direction of questions
 - (good is not always “agree”)
- Ask tougher questions toward the end
- Keep it as brief as possible
- Skip questions that don’t apply (skip patterns)
 - Look out: this can be confusing for respondents

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ASKING TOUGH QUESTIONS

- Problem:
 - Giving the “right” answer (“social desirability bias”)
 - Offense
- Possible solutions:
 - Get buy-in
 - Warm-up to tough questions
 - Frame the question with “other people” norm
 - Bury the question in more negative/severe context
 - Look out: Can this negatively impact norms?
 - Consider anonymous and private formats

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CRITICAL FORMAT CHOICES

- Open versus Closed-ended
- Closed-ended options
 - Agree/disagree (7-11)
 - Discrete choice
 - Rankings & Ratings
- Should you include the unsure category
 - Honesty or convenience?
- Is there an effect of question order?
- Will the survey fatigue respondents?
 - Minimize length
 - Make layout appealing
- Are there **enough** questions about each topic?

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COLLECTING RESPONSES

- Introduce test/surveys/interviews, etc. in writing and (where possible) verbally
- Buy-in (don't sell-out)
- Adequate time for test
- Before and after strategy
 - Time between tests
- Confidentiality
- Privacy
- Uniformity
- Tracking

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PROGRAM EVALUATION RESOURCES

- Centers for Disease Control and Prevention. National Center for Injury Prevention and Control. Division of Violence Prevention (2008). **Sexual and intimate partner violence prevention programs evaluation guide**. Atlanta, GA. <http://www.cdc.gov/pub/ncipc.aspx>
- Centers for Disease Control and Prevention. Office of the Director, Office of Strategy and Innovation (2005). **Introduction to program evaluation for public health programs: A self-study guide**. Atlanta, GA. <http://www.cdc.gov/eval/evalguide.pdf>
- Fetterman, D. M., & Wandersman, A. (Eds.). (2005). **Empowerment evaluation principles in practice**. New York: Guilford Press.
- Roysse, D., Thyer, B.A., Padget, D.K., & Logan, T.K. (2001). **Program evaluation: An introduction** (3rd ed.). Belmont, CA: Brooks/Cole Publishing.

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QUESTIONNAIRES & TESTS

- Centers for Disease Control and Prevention. National Center for Injury Prevention and Control, Division of Violence Prevention. (2005). **Measuring violence-related attitudes, behaviors, and influences among youths: A compendium of assessment tools** (2nd ed.). Atlanta, GA: Centers for Disease Control and Prevention. http://www.cdc.gov/ncipc/pub-res/pdf/YVCI-DC_NY_Intro.pdf
- Ku, C. L., Pleck, J. H., & Sonenstein, F. L. (1994). Attitudes toward male roles among adolescent males: A discriminant validity analysis. *Sex Roles, 30*(7/8), 481- 501.
- Chu, J. Y., Porche, M. V., & Tolman, D. L. (2005). The adolescent masculinity ideology in relationships scale: Development and validation of new measures for boys. / *Men and Masculinities, 8*, 93-115.
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- For Expect Respect: Barbara Ball, Evaluation Specialist (512) 356-1623 or bball@SafePlace.org

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THANK YOU!

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