EVALUATION OF PRIMARY PREVENTION

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WE ARE IN A SMALL POND...

WHAT IS PRIMARY PREVENTION?
- Prevention: To impede, or hinder something before it occurs
- Preventing health problems (e.g. flu) requires widespread health change (vaccination, hand wipes, air policies)
- Preventing social problems (e.g. IPV) requires widespread social change
PREVENTING HEALTH OR SOCIAL PROBLEMS

PRIMARY PREVENTION EVALUATION

○ “Blinded by your Vision?”

○ Make the link
  - Where we are → Social Change → No IPV
  - Current reality → Change Goal → Vision

○ Identify Necessary Change Goal
  - aspects of individuals and society that must change

○ Identify Sufficient Changes
  - Social-ecological levels
  - Long-term & wide-spread

WHAT CHANGE IS NECESSARY & SUFFICIENT?

○ Individual
  - Knowledge
  - Attitudes/Willingness
  - Beliefs
  - Behaviors

○ Relationships
  - Among individuals
  - Among organizations
  - Among stakeholders

○ Community Resources for Prevention Programs
○ Community Readiness for Prevention Activities
○ Policies
○ ......

KABBs
**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

**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

**STRATEGY VS. GOAL**

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

- Goals describe the changes you want to see in your community as a result of your primary prevention strategies and efforts.
- Outcome statements describe how you measure progress toward reaching these goals.
- 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?)

WHAT IS PROGRAM EVALUATION?

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

CONDUCTING A GOOD EVALUATION

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

- Strategy
- Goal
- Vision
- Efficiency & Fidelity
- Effectiveness
- Program Improvement
- Process Eval
- Outcome Eval
- Program Evaluation

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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
Visualize Your Program

Mapping Goals to Strategies to Evaluation

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

Logic Models

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

INVOLVE STAKEHOLDERS

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
PRINCIPLES OF INVOLVEMENT

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

PRINCIPLES APPLIED

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

PRINCIPLES APPLIED CONTINUED...

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

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

Decide How, When, and by Whom to Measure

Tracking Processes

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

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

MEASURING OUTCOMES

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

CONSIDER EXISTING QUESTION SETS

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

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?

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
**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

**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

**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?
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

PROGRAM EVALUATION RESOURCES

- For Expect Respect: Barbara Ball, Evaluation Specialist (512) 356-1623 or bball@SafePlace.org

QUESTIONNAIRES & TESTS

- For Expect Respect: Barbara Ball, Evaluation Specialist (512) 356-1623 or bball@SafePlace.org
THANK YOU!

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