

EVALUATION FOR POLICY, BEHAVIORAL & ENVIRONMENTAL CHANGE

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Objectives

- Select a variety of strategies and interventions to evaluate health programs.
- Discuss the importance of evaluation to the sustainability of health programs
- Explain the steps of developing a survey and conducting focus groups.
- Identify examples of process, impact, and outcome evaluation.

Why Evaluation in Health Education?



Uses of Evaluation To Change Practice

- ◉ Determines the extent to which intervention plans were implemented.
- ◉ Improve the content of educational materials.
- ◉ Enhance the program's cultural competence.
- ◉ Verify that participants' rights are protected.

Uses of Evaluation To Change Practice



- ◉ Set priorities for staff training.
- ◉ Make midcourse adjustments to improve patient/client flow.
- ◉ Improve the clarity of health communication messages.
- ◉ Determine if customer satisfaction rates can be improved.
- ◉ Mobilize community support for the program

Use of Evaluation To Assess Effects

- ◉ Assess skills development by program participants.
- ◉ Compare changes in provider behavior over time.
- ◉ Compare costs with benefits.
- ◉ Find out which participants do well in the program.
- ◉ Decide where to allocate new resources.



Use of Evaluation To Assess Effects



- Document the level of success in accomplishing objectives.
- Demonstrate that accountability requirements are fulfilled.
- Aggregate information from several evaluations to estimate outcome effects for similar kinds of programs.
- Gather success stories-funders love this.

Participatory Evaluation???

- Take a minute and write down what you think the definition of participatory evaluation is??



Use of Evaluation Can Impact the Target Population

- Reinforce intervention messages.
- Stimulate dialogue and raise awareness regarding health issues.
- Broaden consensus among coalition members regarding program goals.
- Teach evaluation skills to staff and other stakeholders.
- Support organizational change and development.

Considerations for Evaluation

- ◉ What will be evaluated? (That is, what is the program and in what context does it exist?)
- ◉ What aspects of the will be considered when judging performance?
- ◉ What standards (i.e., type or level of performance) must be reached for the program to be considered successful?

Pair-Share-Why is Evaluation Hard?



What are Some Sources of Program Evaluation Data- Pair Share

- ◉ Process
- ◉ Impact
- ◉ Outcome



Sources of Evaluation Data

- Clients, program participants, nonparticipants
- Staff, program managers, administrators
- General public
- Key informants
- Funding officials
- Critics/skeptics
- Staff of other agencies
- Representatives of advocacy groups
- Elected officials, legislators, policymakers
- Local and state health officials



Sources of Evaluation Data

- Surveys
- Grant proposals, newsletters, press releases
- Meeting minutes, administrative records, registration/enrollment forms
- Publicity materials, quarterly reports
- Publications, journal articles, posters
- Previous evaluation reports

Sources of Evaluation Data

- Meetings, special events/activities, job performance
- Service encounters
- Asset and needs assessments
- Surveillance summaries
- Database records
- Records held by funding officials or collaborators
- Internet pages
- Graphs, maps, charts, photographs, videotapes.
- Observations



Methods for Collecting Evaluation Data

- Written survey (e.g. handout, telephone, fax, mail, e-mail, or Internet)
- Personal interview (e.g. individual or group; structured, semi structured, or conversational)
- Observation
- Document analysis
- Case study
- Group assessment (e.g. brainstorming or nominal group (i.e., a structured group process conducted to elicit and rank priorities, set goals, or identify problems))
- Role play, dramatization

Methods for Collecting Evaluation Data

- Testimonials
- Paired comparisons, similarity or dissimilarity tests
- Hypothetical scenarios
- Storytelling
- Geographical mapping
- Concept mapping
- Pile sorting (i.e., a technique that allows respondents to freely categorize items, revealing how they perceive the structure of a domain)

Methods for Collecting Evaluation Data

- Simulation, modeling
- Debriefing sessions
- Cost accounting
- Photography, drawing, art, videography
- Diaries or journals
- Logs, activity forms, registries



Gathering Credible Evaluation Data

- ◉ Choosing indicators that meaningfully address evaluation questions
- ◉ Describing fully the attributes of information sources and the rationale for their selection
- ◉ Establishing clear procedures and training staff to collect high-quality information

Measures of Program Performance

- ◉ Meeting needs of participants
- ◉ Community values, expectations, norms
- ◉ Degree of participation
- ◉ Program objectives
- ◉ Program protocols and procedures
- ◉ Expected performance, forecasts, estimates
- ◉ Sustainability-How can you measure this??

Measures of Program Performance

- ◉ Targets or fixed criteria of performance
- ◉ Change in performance over time
- ◉ Performance by previous or similar programs
- ◉ Performance by a control or comparison group
- ◉ Resource efficiency

Measures of Program Performance

- Professional standards
- Mandates, policies, statutes, regulations, laws
- Judgments by reference groups (e.g., participants, staff, experts, and funding officials)
- Institutional goals
- Political acceptance
- Improvement in disparities

Evaluation Designs

- Post Only Design
- Pre-post design - Target Group
- Pre-Post Design (with Comparison Group)
- Pre-Post Design with Control Group
- Pre-post-post design

Creating Evaluation Surveys

- Date and location of the event
- A clear explanation of the scale or ranking system used. Five and four are the optimal number of selections on a scaled system.
- Include questions on the following: the speaker, handouts or training materials, facilities/location, and an overall rating

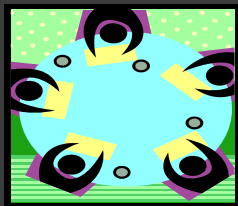
Creating Evaluation Surveys- Quantitative

- Indicate space for additional comments. This may be after each item or at the bottom of the sheet.
- Keep the form brief. You are more likely to get a high rate of return on the forms if individuals can quickly complete them, so one-sided is best.
- When possible use a theoretical framework.
- Link survey to program objectives

A word about surveys.....

- Valid and reliable
- Think about ways to improve response rate-intercept vs mail.
- What about internet????
- Sampling/Generalizability
- What are you really trying to measure
- Include demographics

Introduction to Focus Groups



Why do Focus Groups

- To promote self-disclosure among participants
- To gain insight into what people think and feel



Goals of Focus Groups

- To create a comfortable, permissive focus group.
- To select participants who have something in common.
- The moderators is not in a position of power or influence and can encourage comments both positive and negative.

Goals of Focus Groups

- The moderator does not make judgments and maintains positive body image.
- The focus group is help in a space that is comfortable and accessible.



Characteristics of Focus Groups

- Focus groups Involve People (8-12)
- The people possess certain characteristics
- Focus groups provide qualitative data
- Focus groups have a focused discussion

Uses for Focus Groups

- Decision Making (needs assessment, asset analysis, pilot test, formative and summative evaluation)
- Product or program development
- Client or customer satisfaction
- Planning and goal setting
- Understanding employee concerns
- Policy making and testing
- Research tool

Planning the Focus Group

- What is the issue that the focus group will address?
- What is the purpose of the evaluation?
- What kinds of information do you want?
- What types of information do you want?
- Who wants the information?
- How will you use the information?

When to Use Focus Groups?

- You are looking for a range of ideas.
- You are trying to understand differences in perspectives.
- The purpose is to uncover factors that influence opinions, behaviors, or motivation.
- You want ideas to emerge from the group.
- The researcher needs to shed light on information already collected.

When Not to Use Focus Groups

- You want people to come to a consensus.
- You want to educate people.
- You are asking for sensitive information that should not be shared in a group.
- The environment is emotionally charged and a group discussion is likely to intensify the issue.
- Other methodologies can produce better quality information.
- Other methods can produce the same quality information more economically.
- You cannot ensure the confidentiality of sensitive information.

Determining How Many Groups to Conduct

- The rule of thumb is to plan for three or four focus groups for each group.
- You should determine if you have reached information saturation.

Design Options

- ◉ Single category design (one group)
- ◉ Multiple category design (more than one group)
- ◉ Double layer design (involves multiple geographic locations and audiences)
- ◉ Broad-involvement design (many different groups with over sampling of primary group of interest)

Developing Focus Group Questions

Qualities of good questions:

1. Sound conversational
2. Use words the participants would use
3. Are easy to say
4. Are clear
5. Are usually short
6. Are usually open-ended
7. Include clear well thought directions

Qualities of a Good Questioning Route

- ◉ Has an easy beginning that engages the listener.
- ◉ Is sequenced.
- ◉ Moves from general to specific
- ◉ Uses the time available wisely

Categories of Questions

- ◉ Opening Questions-gather non threatening facts
- ◉ Introductory Questions-introduces topic. What comes to mind when you think about....?
- ◉ Transition Questions-move the conversation into the key questions.

- ◉ Key Questions-drive the study. Usually 2-5 questions.
- ◉ Ending Questions-brings closure to group. Determines final position of participants.

-ALL THINGS CONSIDERED-RANKING

-SUMMARY QUESTION-AGREE/DISAGREE WITH SYNOPSIS

-FINAL QUESTION-WHAT DID WE MISS

Example-Parents and Their Perceptions of Obesity

- ◉ Opening:
"Tell us your name and describe one thing that you are looking forward to in the next 6 months."
- ◉ Introductory:
"How big of a problem do you think youth obesity is?"
- ◉ Transition:
"When do you think obesity started to become an important youth health problem?"

Example-Parents and Their Perceptions of Obesity Prevention

- Key Questions

“What do you think are the biggest contributing factors to youth obesity?”

“What resources do you think are available for the prevention of youth obesity?”

“What are the benefits of using those resources?”

“What barriers might prevent parents or students from accessing these resources?”

“How comfortable to you feel accessing these resource?”

Example-Parents and Their Perceptions of Obesity Prevention

- Ending Question

“Out of the following A,B,C which of the following would you say is the most predictive of a student utilizing or not utilizing the resource?”

“If you had the chance to tell the school board how to improve the student resources for youth obesity prevention what would you tell them?”

“Is there anything we missed or should be added to today’s discussion?”

Questions Designed to Engage Participants

- Listing items

- Rating Items

- Picture sort

- Drawing

- Imagination questions

***Give them a task to complete before the focus group (keep a journal, take pictures of their environment)

How to Develop Questions

- Brainstorming
- Phrasing questions (think back or recall)
- Sequencing (positive questions first)
- Estimate time for questions
- Get feedback from others
- Test questions out-how might you determine poor questions?

**Avoid asking why questions

**Avoid using example questions

The Composition of the Focus Group

- Homogeneous (analysis and comfort of group)
 - age
 - gender
 - occupation
 - past use of a program
 - health behavior
 - family characteristics
- 8-12 people



Strategies for Finding Participants

- Lists (clients, participants)
- Piggy Back Focus Groups
- On location
- Nominations
- Screening/selection services
- Random telephone
- Ads/ announcements/word of mouth



Getting People to Attend Focus Groups

- ◉ Personalized invitations (hand signed letters or personalized phone calls)
- ◉ Do your homework on the best, time and place
- ◉ Send a follow up letter one week in advance
- ◉ Make a phone call reminder the day before
- ◉ Incentive to participate (food, child care, \$25-\$50)

Case Study

- ◉ Your local high school just adopted a gay bullying prevention policy. What variables would you evaluate? What are some ways/methods you could evaluate the effects of the policy?

Case Study

- ◉ Your city has just implemented new bike lanes and spent substantial money in making the downtown and surrounding areas more walkable. What variables would you choose to evaluate How could you evaluate this initiative??

Case Study

- ◉ You have been working hard on a community physical activity and nutrition program that includes weekly walking programs, grocery store nutrition education kiosks that provide health recipes, and a weekly e-newsletter that goes out to community members. What variables would you choose to evaluate How could you evaluate this initiative??

Justifying Evaluation Conclusions

- ◉ Using appropriate methods of analysis and synthesis to summarize findings
- ◉ Interpreting the significance of results for deciding what the findings mean-**So What??**
- ◉ Considering alternative ways to compare results (e.g., compared with program objectives, a comparison group, national norms, past performance, or needs);

Final Thoughts

- ◉ Evaluation is a cornerstone of the practice of Health Education
- ◉ We must continue to justify our programs and allotment of resources
- ◉ Think creatively when evaluating
- ◉ Involve your target population whenever possible

Questions.....