



# CPH Exam Review Webinar

Part I: Program Planning and Evaluation

Part II: Collaboration and Partnerships

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# PRESENTATION OUTLINE

## 1. A Few Questions!

Review of Important Planning Concepts and Terms: For example- Needs Assessments, Stakeholders, VMOSA, Generalized Planning Model, Specific Planning Models, and Types of Program Evaluation

## 2. More Questions Throughout

## 3. Apply What You Have Learned Through a Case Study

# PRESENTATION OUTLINE

4. Presentation of Concepts in Collaboration and Partnerships
5. Concepts and Theories, Getting to Outcomes/Mobilization
6. Apply What You Have Learned Through a Case Study

# Program Planning in Public Health

- Which of the following statements are correct in reference to program planning?
  - A. Needs assessments are mostly done mid-way through to check success of the program.
  - B. The vision statement needs to describe exactly what your group is going to do.
  - C. Process objectives describe what your final health outcomes should be.
  - D. Action plans help groups specify how objectives will be accomplished.

- Answer: D!
- Why are the other answers incorrect?
  - Choice A is incorrect as needs assessments need to be done early in the process of program planning and can be done throughout.
  - Choice B is incorrect as the vision statement describes the values and hopes of the program/organization. It is how your program would look if it was the best it could be.
  - Choice C is incorrect as process objectives assess program implementation and not final outcomes.

# ANOTHER QUESTION

- Let's try another question!

Which phase of the PRECEDE/PROCEED planning model addresses the determination of the health problem and related behavioral and environmental determinants?

- A. Social Assessment
- B. Educational/Ecological Assessment
- C. Epidemiological Assessment
- D. Administrative and Policy Assessment

- Answer: C!
  - The other answers are incorrect due to those phases describing other phases and processes of the model. These other phases cover quality of life (social assessment), determining what factors need to change (educational/ecological assessment) and administrative and policy issues (administrative and policy assessment).

# Program Planning Concepts

- Program planning concepts:
  - Needs and resource assessments: Identifying, analyzing and prioritizing the needs of a population.
  - Stakeholder involvement and feedback: Critical to development of the program and the vision, mission, objectives, strategies, and actions (VMOSA-Vision, Mission, Objectives, Strategies, Action Plans).



# Program Planning Concepts

Objectives: answer Who? What? How Much? By When? And should be SMART: Specific, Measurable, Achievable, Relevant, and Time-Limited. Example: *Bicycle helmet use will increase (what) among children ages 5-11 (who) by 25% (how much) by the end of the program (by when).*

Strategies: How will you reach your objectives? Examples: *social marketing campaigns, community outreach, etc.*

Have an Action Plan: Details as to Who, When, What will be Needed, Barriers, Collaborators/ who should be involved.

# Let's Practice!

## Let's Practice:

1. Try and write a SMART objective for an injury prevention program for children that is focused on increasing swimming skills in children.
  - a. *An example of how one objective may look is: Children (who) in the program increased (what) 50% (how much) of their swimming skills by the end of the program (by when).*
2. Keep practicing writing these objectives.

# Which Planning Model Should I Use?

- First, have a planning committee:
  - Member/s of the target population and/or those at risk
  - People who care about the program and will perform duties
  - People who have influence
  - Key leaders of organizational sponsor/s
  - Others

# A General Model of Planning

1. Take stock of your community- do a situational analysis, asset mapping, or a SWOT analysis (or maybe several!).
2. Have a Good Understanding of Need/s
3. Set Goals and Objectives: Goals-broad statements of intent-Objectives are more detailed and focused.
4. Develop the Intervention/s (Use sound theory and logic).
5. Implement the Intervention/s.
6. Evaluate the Results.

# Planning Models

- PATCH (1983) Planned Approach to Community Health-CDC in partnership with state and local health departments and local communities
- APEX-PH (1987) Assessment Protocol For Excellence in Public Health: included CDC, APHA, and NACCHO. Was replaced by...

# Planning Models

- MAPP Mobilizing for Action through Planning and Partnerships:
  - Organizing for Success and Partnership Development
  - Visioning
  - 4 MAPP Assessments
  - Strategic Issues
  - Formulation of Goals and Strategies
  - Action Cycles: Plan, Implement, Evaluate



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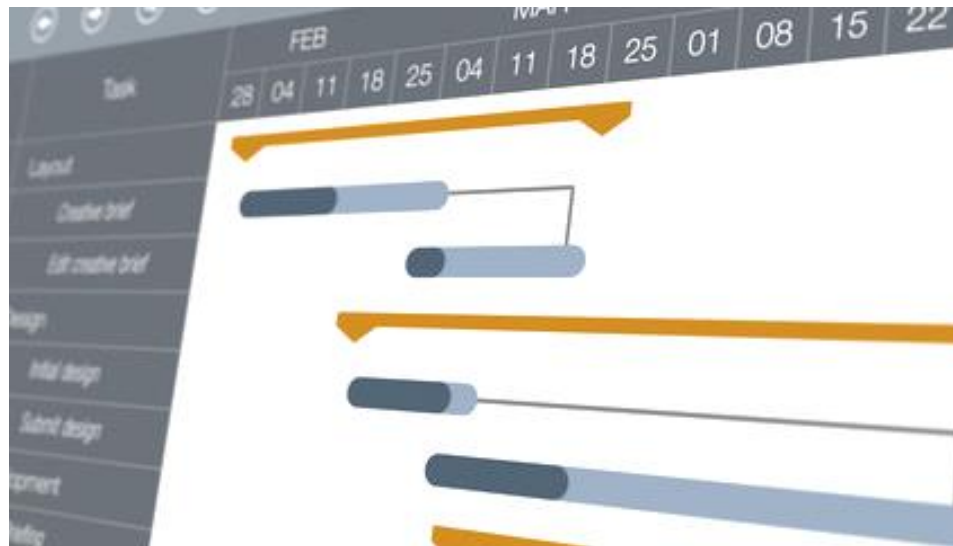
# MAP-IT

- MAP-IT - Developed in 2010 to allow communities to implement their adaptation of Healthy People 2020. Steps: Mobilize, Assess, Plan, Implement, and Track.



- PRECEDE/PROCEED

- INTERVENTION MAPPING





# PRECEDE-PROCEED

- Phases of PRECEDE/PROCEED

**Phase 1** -Social Assessment: Quality of Life

**Phase 2** -Epidemiological Assessment: Health Issue and Behavioral, Genetic, and Environmental Issues

# PRECEDE-PROCEED

**Phase 3** -Educational and Ecological Assessment-  
Includes the Predisposing, Reinforcing, and Enabling  
Factors (Theory is important in this phase).

- Predisposing factors-knowledge, attitudes, beliefs, etc. that predisposes one to change
- Enabling factors-resources and new skills to bring about behavior change
- Reinforcing factors-feedback and reward system for behavior change

# PRECEDE-PROCEED

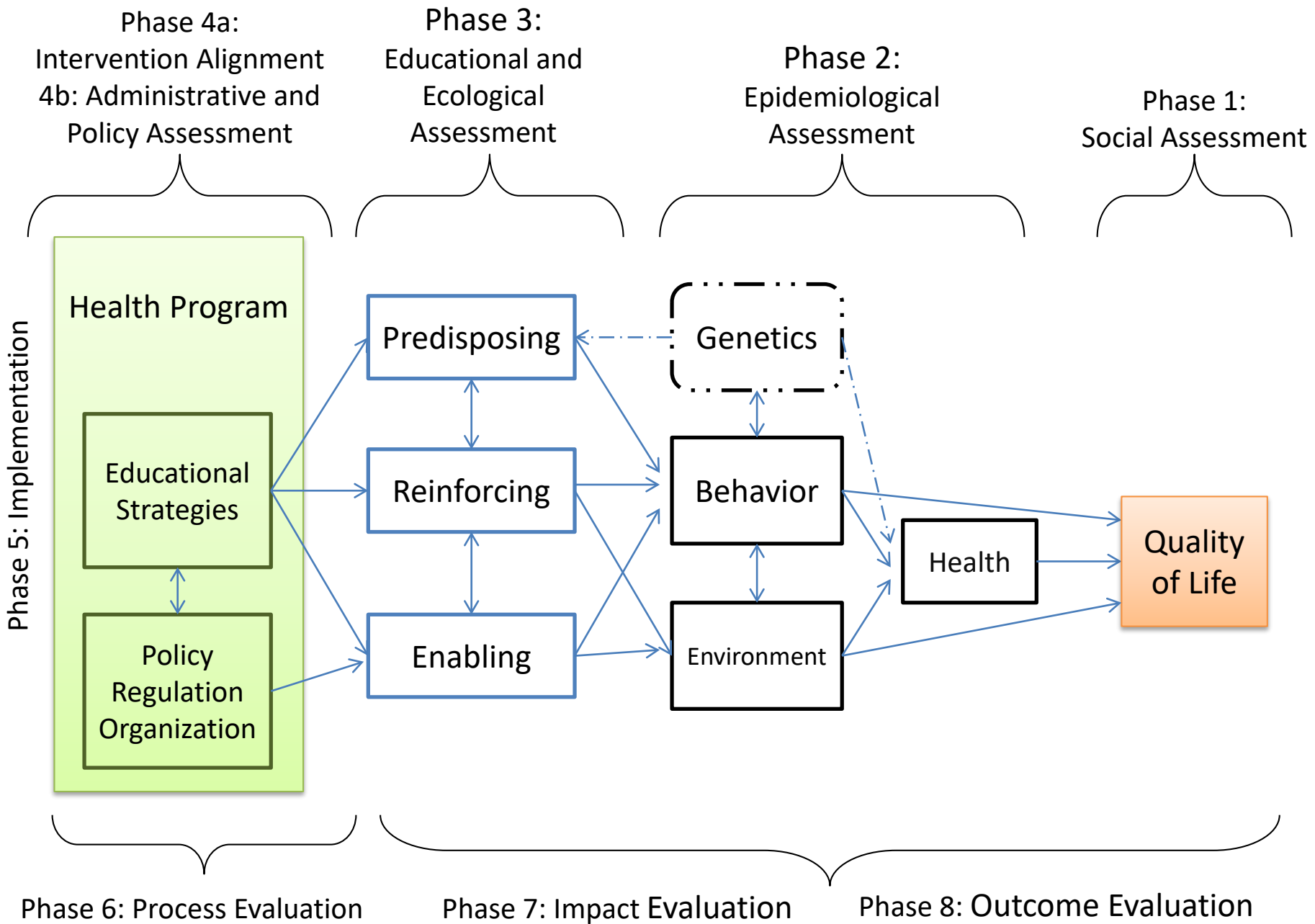
## Phase 4 -Administrative and Policy Assessment and Intervention Alignment-

- Educational strategies for the program along with the administrative and policy factors; budgets and resources

# PRECEDE-PROCEED

**Phase 5** -Program Implementation

**Phases 6-8** -Program Evaluation from the most immediate or process evaluation (is the program implemented as planned) through the impact (knowledge, attitudes, beliefs, behaviors and environmental changes) to the farthest outcome evaluation (health and quality of life changes)



# INTERVENTION MAPPING

- Expands upon PRECEDE/PROCEED and other planning models through better guidance especially in intervention components and use of theory.
  1. Develop a logic model of the problem (similar to PRECEDE-PROCEED).
  2. Develop Program Outcomes and Objectives with a logic model of change (uses change objectives).

# INTERVENTION MAPPING

3. Program Design
4. Producing the Program
5. Developing a Program Implementation Plan
6. Developing an Evaluation Plan

# INTERVENTION MAPPING

- Central focus of Intervention Mapping is the involvement of community and planning groups throughout the process-with much brainstorming in each planning step.



# Program Development and Implementation

- Try and identify existing evidence-based interventions to adopt or adapt rather than create a brand new intervention (expensive, time-consuming, etc).
- However, do not ADOPT or ADAPT a program that is not a fit for your population.

# Evidence-Based Interventions

- Full Evidence-Based Interventions can be found on many websites. Some are below:
  - US National Cancer Institute's Research-Tested Intervention Programs: <http://rtips.cancer.gov>
  - CDC's Effective HIV Interventions (<https://effectiveinterventions.cdc.gov>)
  - US SAMHSA National Registry of Evidence-Based Programs and Practices (<http://nrepp.samhsa.gov>)

# Evidence-Based Interventions

- If you decide to adapt an existing program it is important to make changes AND pretest related materials in creating the final version.

# Strategies and Methods

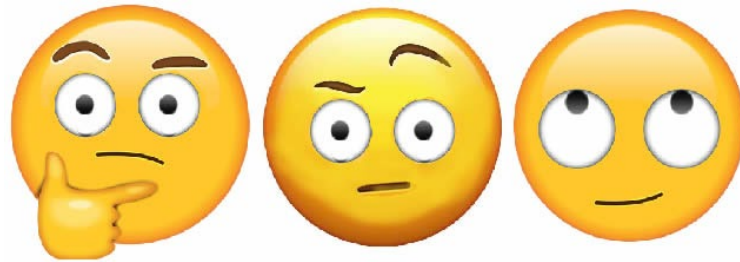
- Strategy-general plan of action that may involve several activities and considers the characteristics of the priority population.
- Methods-systematic approach or procedures used by the presenters, health educators, or others to share information, objectives, materials, etc.

# Strategies and Methods

- There are several sources to consult about appropriate strategies and methods for programs. A few are:
  - Kok, G., Gottlieb, N. H., Peters, G.-J. Y., Mullen, P. D., Parcel, G. S., Ruiter, R. A. C., Fernández, M. E., Markham, C., & Bartholomew, L. K. (2015). [A Taxonomy of Behavior Change Methods; an Intervention Mapping Approach](#). Health Psychology Review. DOI: 10.1080/17437199.2015.1077155
  - The tables are presented as a supplement to this article, but can also be accessed at the Open Science Framework <https://osf.io/sqtuz>
  - A collection of resources on effective behavior change is available at <https://effectivebehaviorchange.com/>.
- \*See new Review Guide for the CPH Exam (2018) published by APHA (Editors: Liller, Corvin and Venkatachalam).

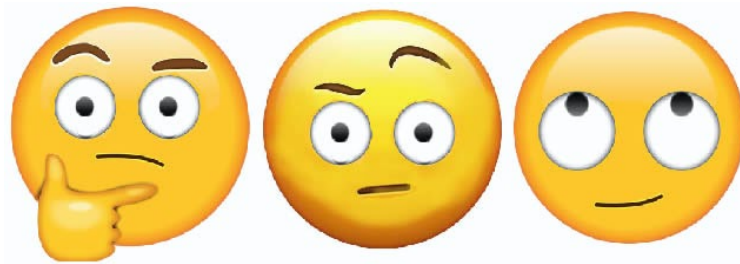
# ANOTHER QUESTION!

- Pilot testing an intervention on a small scale is important: True or False?



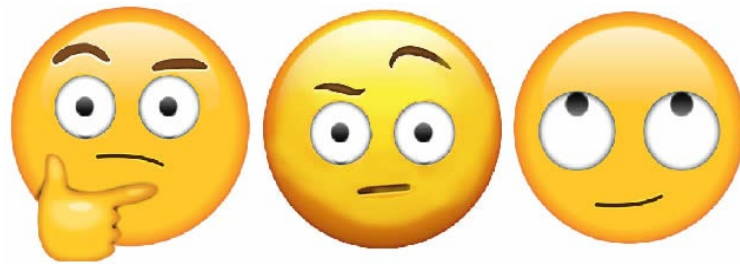
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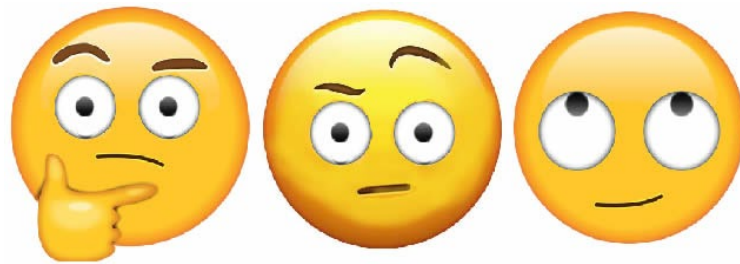
- Answer: True-pilot testing can save time, money, resources, etc. and reduce chances of program failure.

- What is the term used to test if the program is being implemented as planned?





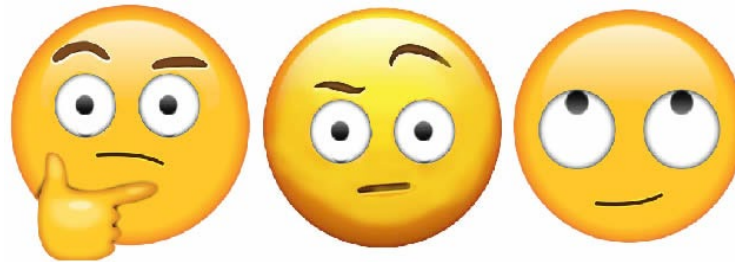
- What is the term used to test if the program is being implemented as planned?



- Answer: The term is fidelity of implementation.

# ANOTHER QUESTION!

- Think about ways you can help improve program fidelity?



# ANOTHER QUESTION!

- Think about ways you can help improve program fidelity?



- Some ways might be training and observation of staff in action.
  - An important concept is that the program planner has made sure that the staff are appropriately trained for the program and assessments of program activities are regularly conducted.

# Sustainability of Programs

- What about sustainability of programs? Program planners need to not only plan programs for today but also consider how programs can be sustained over time.
- Review Intervention Mapping for exemplary guidance on how to ensure the sustainability of your program.

# Sustainability of Programs

- Ensuring sustainability involves preparing planning models for those who have the ability to continue your programs after you and your funding are gone. These individuals become your program priority population-not those at risk but those who can make or break your program's success.

# Evaluation of Programs

- Defined by CDC as the systematic investigation of merit, worth, or significance of a program.
- What are the types of evaluation?
  - Formative
  - Process
  - Summative

# Formative Evaluation

## Formative Evaluation:

- assesses context in which a program is developed and can include a needs assessment or the development of program components-research that contributes to the design of a program.

# Process Evaluation

## Process Evaluation:

- Measures and describes the implementation of a program.
- Provides feedback on implementation, content, methods, participants, presenters, stakeholder responses.
- Describes how a program operates.



# Summative Evaluation

## Summative Evaluation:

- Occurs after program components have been implemented.
- Assess the short-term and long-term effects of the program.

# Steps in Program Evaluation

- Evaluation begins way before the program is implemented and continues throughout the program. CDC's evaluation framework uses the following:
  1. Engage stakeholders
  2. Describe the program
  3. Focus the evaluation design
  4. Gather credible evidence
  5. Justify conclusions
  6. Ensure use and share lessons learned.



# Dissemination of Evaluation Findings

- Evaluation results must be disseminated to all who have an interest in the program. Reports should be:
  - ✓ Clear
  - ✓ Simple
  - ✓ Action-oriented
  - ✓ Tailored for each audience

# CDC Standards of Evaluation

- Utility-ensures evaluation will be relevant and useful to program participants and stakeholders
- Feasibility-ensures the scope and activities within an evaluation are not over-reaching
- Propriety-addresses ethical consideration on behalf of those involved in the evaluation and those who are impacted by the results
- Accuracy-Addresses validity and adequacy of information used and conveyed

# CASE STUDY

Susie Smith has been hired by the local health department to develop a health promotion program on decreasing diabetes among minority middle-age adults. The county where Susie works has 5,000 residents of which 50% are African-American, 20% are Hispanic, and 30% identify as Caucasian.

# CASE STUDY

- What should Susie's first steps be? Using the PRECEDE-PROCEED model outline a program plan and plans for evaluation assuming first steps have been done.
- What might be some educational strategies to reach the population? How would you evaluate this program so that process, impact, and outcome evaluations are conducted?

# Suggested Responses to the Case Study

- The program plan would need to involve strategies and methods that would best reach the population. Program strategies might include educational seminars, hands-on learning, use of social media to educate and reinforce positive behaviors and more.

# Suggested Responses to the Case Study

- Process evaluation for the program would include assessment of program implementation; and program impact and outcome evaluation can be assessed through changes in knowledge, attitudes, behaviors and eventually changes in diabetes rates and quality of life.

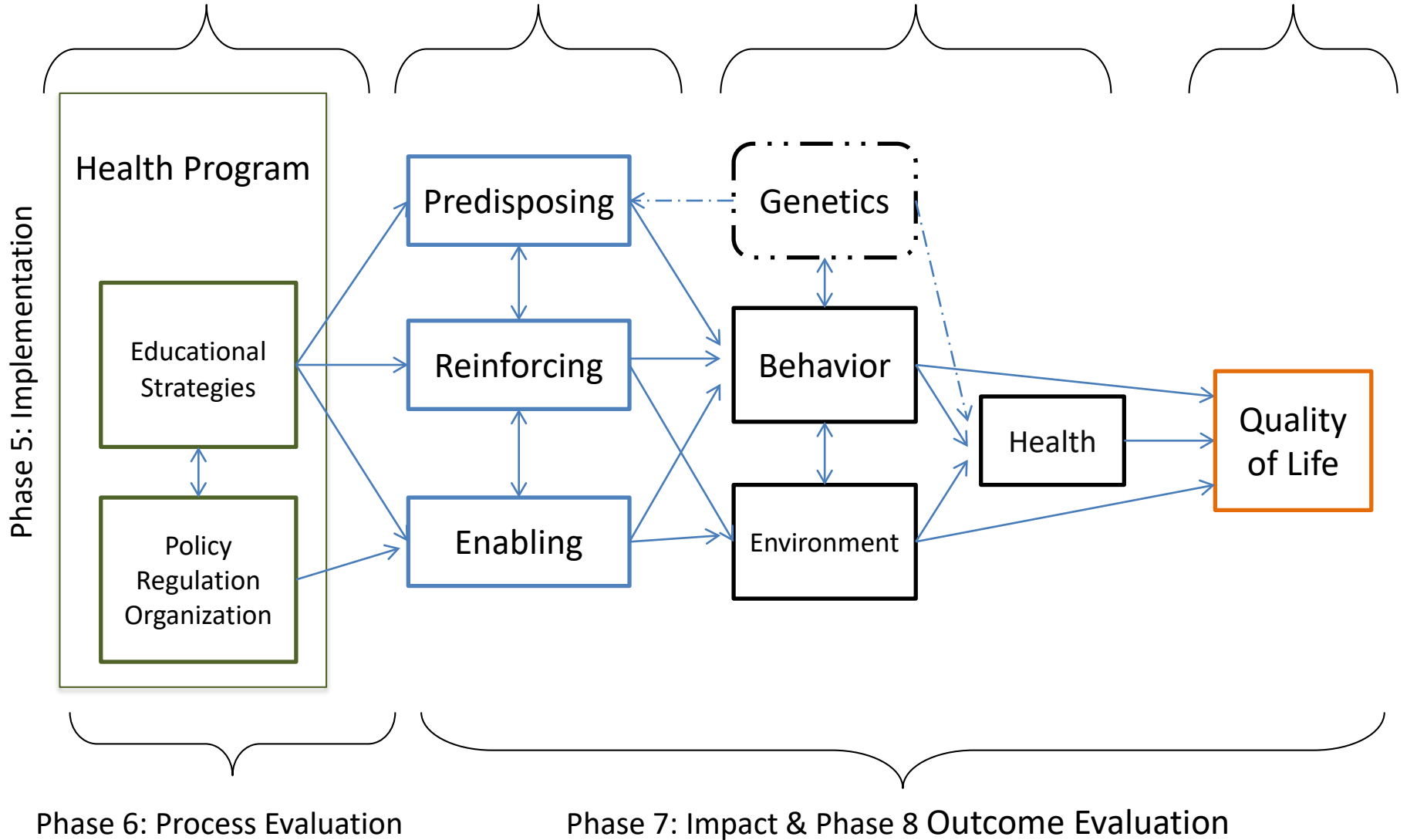


Phase 4a:  
Intervention Alignment  
4b: Administrative and  
Policy Assessment

Phase 3:  
Educational and  
Ecological  
Assessment

Phase 2:  
Epidemiological  
Assessment

Phase 1:  
Social Assessment



# Part II: Collaboration and Partnerships



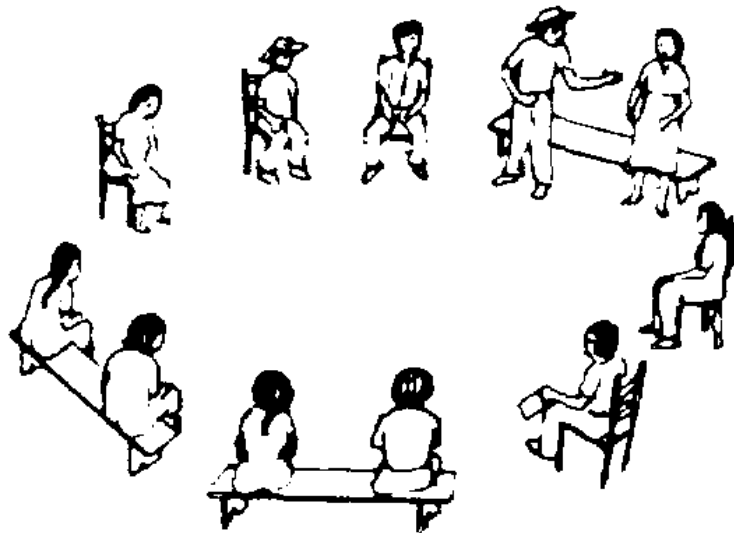
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# Partnerships and Collaborations

- Developing strong and effective partnerships and collaborations is essential to build and sustain public health success in our world today.



# Definition of Community

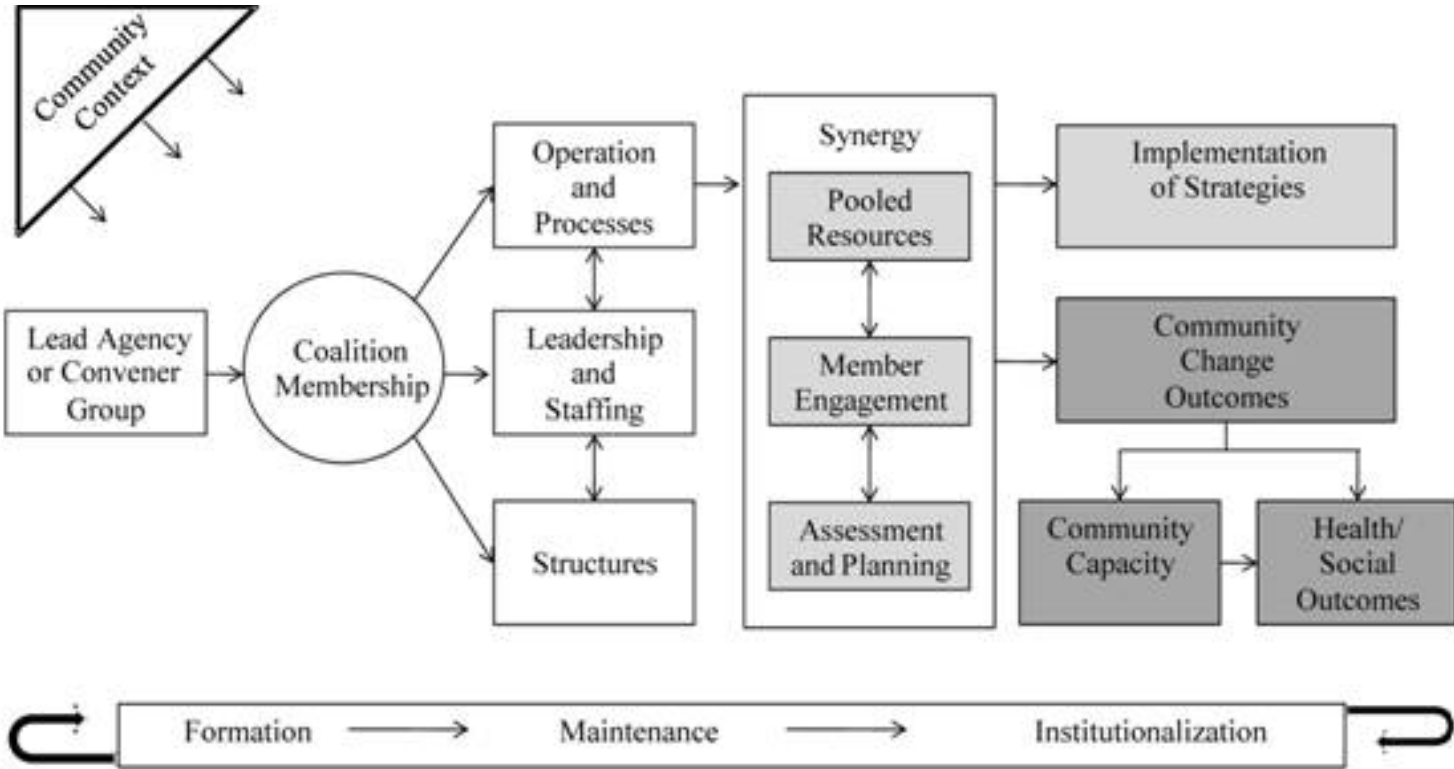
- Community consists of a group of people that share a sense of collaborative identity, common values, goals, and institutions.
  - Defined by geographic, administrative, cultural, or social boundaries.



# Community Coalition Action Theory

- Includes stages for coalition development - formation, maintenance, and institutionalization.
- Includes engagement and consensus-building efforts among diverse organizations and individuals to address community-level issues.
- Make sure you have trust and representation of the priority population.

# Community Coalition Action Theory



Source: Recreated from Butterfoss, 2007

# Definitions – Who are these partners?

- Stakeholders - represent diverse organizations, factions, or groups that work together for the purpose of achieving a common goal.
- Gatekeepers - those who formally or informally control access to a priority population or control specific aspects of a community.
- Opinion leaders - respected community members who represent the view of the priority population.

# Collaboration and Partnership Tips

- ✓ Have a shared mutually agreed upon vision.
- ✓ Determine the best strategy/approach.
- ✓ Include multiple perspectives.
- ✓ Maintain open and clear communication.
- ✓ Delineate roles and responsibilities.
- ✓ Have formal and informal agreements if needed.
- ✓ Rely on collaborative and transformational leadership.



# Bringing Forth Outcomes!

- Community Development - community aims to develop group identity and cohesion
- Community Organizing - identify common problems and goals, mobilize resources, and determine ways to meet goals.
- Social Planning - relies more on expert practitioners to solve problems
- Social Action - address social inequities

# Mobilization Plan

- Need a mobilization plan that includes:
  - Roles and responsibilities
  - Action steps of stakeholders
  - Use planning models as discussed in Part I
  - Evaluate success

# CASE STUDY

Considering the first case study, Susie is having difficulty getting her community coalition to function. On the advice of her supervisor, she invited leaders in the community to participate along with the sponsor of the study.

Who else should have been invited?

# Suggested Responses to the Case Study

- Susie needs to invite those who are important to the success of the program, including those persons whom the program is for. Also she needs to consider other community members and agencies, such as the medical community, faith leaders, and more.

# CASE STUDY

The coalition is having difficulty considering one or more objectives. How could Susie get them to zero in better on the direction for the program? After a few disastrous meetings of participants not focused and wandering on topics, Susie does not want to evaluate the process as things went so poorly.

What would you advise Susie to do so that things get under control and she can perform an evaluation?

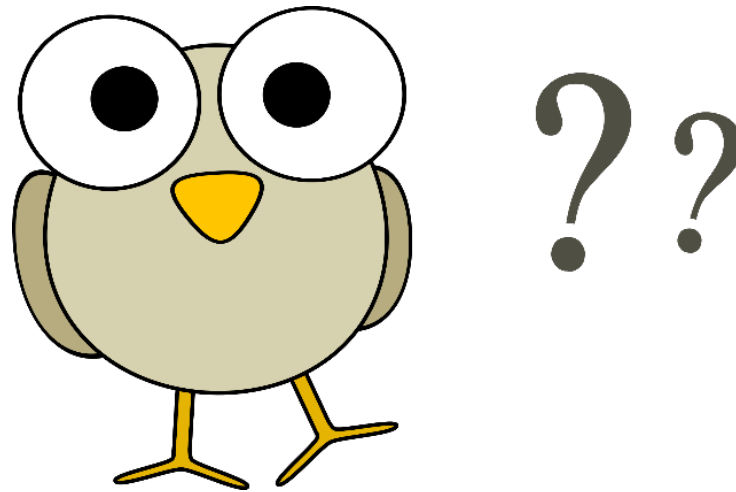
# Suggested Responses to the Case Study

- Susie needs to get things on track quickly. She needs to establish the group's mission and goals and objectives collaboratively and be consistent with them. She needs to have agendas and clear purposes for each meeting outlined. She needs to follow-up with participants after the meeting to keep them engaged and encourage them to return.

# THE END!

- Remember that having good program planning, evaluation and collaboration and partnerships will allow programs to better succeed and improve public health.

# QUESTIONS?



# THANK YOU!