

Health Promotion Strategies:
Taking a best practices approach

Week 13

IMA Step 6
Evaluation in HP Practice

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Class topics

1. Evaluation
 1. Types and purposes of evaluation
 2. Roles of evaluation in health promotion
 3. Challenges to evaluation in health promotion
 4. Contributions of community based participatory research to health promotion practice
 5. Evaluation competencies required/expected of health promotion practitioners
2. Review & integration
 1. Health promotion strategies course
 2. The Intervention Planning Approach

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Class preparation

- Compare/contrast the role of evaluation in your **proposed "ideal" response** to your chosen issue with the way evaluation was **actually employed** (or not) in your chosen community-based response/intervention
- Explore:
 - W.K. Kellogg Foundation Evaluation Toolkit
 - University of Kansas Community Tool Box: Evaluation Model

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Evaluation in health promotion practice

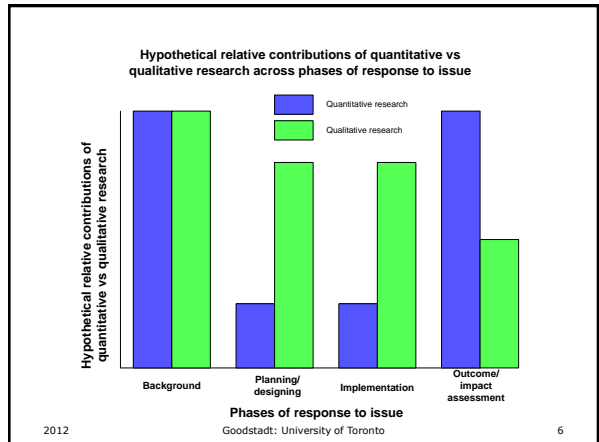
1. Definition
2. Why evaluation?
3. Roles of evaluation
4. Evaluation in the IMA
5. Some technicalities

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Evaluation in HP: definition

"The systematic examination and assessment of the features of an initiative and its effects, in order to produce information that can be used by those who have an interest in its improvement or effectiveness"
(WHO Working Group on Health Promotion Evaluation, 1998).

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Kinds of evaluation

	Formative	Summative
Process	<i>Max</i>	<i>Important</i>
Outcome	<i>Minimal</i>	<i>Max</i>

Principles for evaluation public health interventions (Green & South, 2006)

1. Purpose
2. Practicality
3. Process
4. Peripheral (contextual) factors
5. probing
6. Plurality
7. Participation
8. Plausibility
9. Power
10. Politics

Types of error in evaluation/research (Basch & Gold, 1986; in Green & South, 2006)

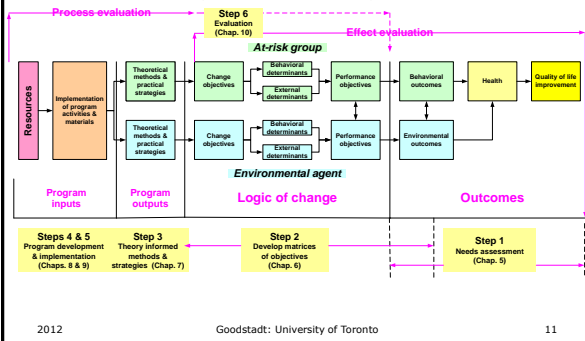
1. **Type I:** wrong conclusion that an intervention has achieved significant change when has not
2. **Type II:** Wrong conclusion that...has failed to have an effect when it has
3. **Type III:** judging that it has failed when it was so poorly designed or implemented that it could not have achieved the desired effect
4. **Type IV:** Carrying out an evaluation of a program that no-one cares about & is irrelevant to decision-making
5. **Type V:** Intervention has a statistically significant effect, but the change is so small as to have no practical significance

Contradicted & initially stronger effects in highly cited clinical research (Ioannidis, JAMA, 2005)

Claimed intervention effective	N	%	Randomized studies		Non-randomized studies	
			N	%	N	%
Contradicted	7	16	9	23	5	83
Initially stronger	7	16				
Replicated	20	44	30	77	1	17
Unchallenged	11	24				
TOTAL	45	100	39	100	6	100
Negative studies	4					
TOTAL	49					

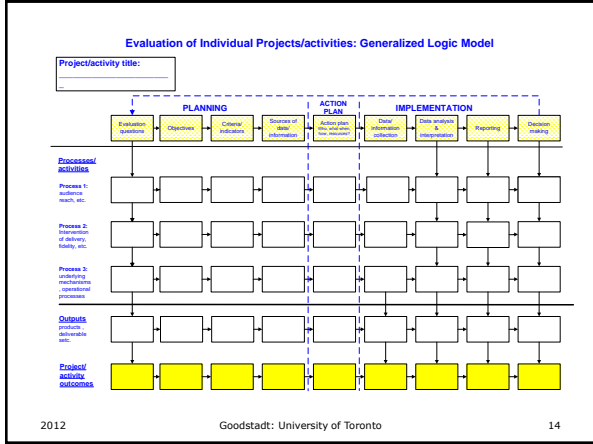
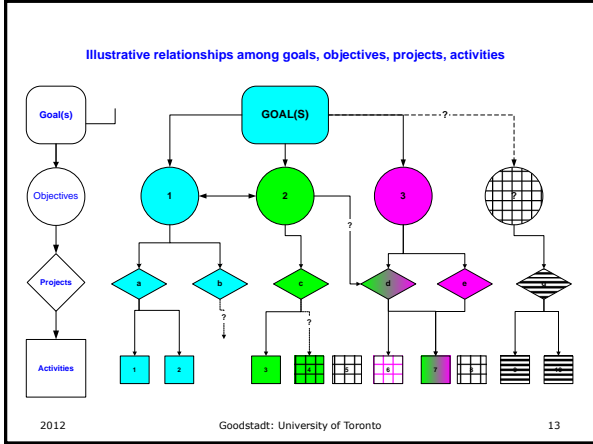
INTERVENTION LOGIC MODEL

(Bartholomew et al., 2006, Table 10.1)



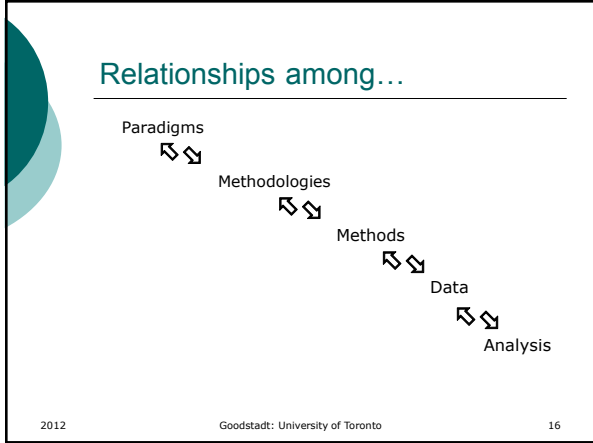
IMA Step 6: Planning for evaluation

1. Describe program outcomes for quality of life, health behaviour, & environment; write objectives & evaluation questions
2. Write evaluation questions re. performance objectives & determinates as expressed in matrix of change objectives
3. Write process evaluation questions based on descriptions of methods, conditions, strategies, program, & implementation
4. Develop indicators & measures
5. Specify evaluation design & write evaluation plan



Evaluation: some technicalities

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Pre-experimental designs (Campbell & Stanley, 1963)

1. One-shot case study	Group A	X-O
2. One-group pretest-posttest design	Group A	O-X-O
3. Static-group comparison (posttest only w/ non-equivalent groups)	Group A (Non-random assignment to groups) Group B	X-O O
4. Alternative treatment posttest only w/ non-equivalent groups	Group A (Non-random assignment to groups) Group B	X-O X-O

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Quasi-experimental designs (selection) (Campbell & Stanley, 1963)

1. Nonequivalent (pretest & posttest) control group design	Group A (Non-random assignment) Group B	O-X-O O---O
2. Single-group interrupted time-series design	Group A	O-O-O-O-X-O-O-O-O
3. Control-group interrupted time-series design	Group A (Non-random assignment) Group B	O-O-O-O-X-O-O-O-O O-O-O-O-O-O-O-O-O

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True experimental designs (Campbell & Stanley, 1963)

1. Pretest-posttest control-group design	Group A Ⓜ O-X-O (Ⓜ =random assignment to groups) Group B Ⓜ O----O
2. Posttest only control-group design	Group A Ⓜ X-O Group B Ⓜ O
3. Solomon four-group design	Group A Ⓜ O-X-O Group B Ⓜ O----O Group C Ⓜ X-O Group D Ⓜ O

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Community-based participatory research

- Community centred research
- Participatory (action) research
- Empowerment research

(see separate PowerPoint presentation)

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