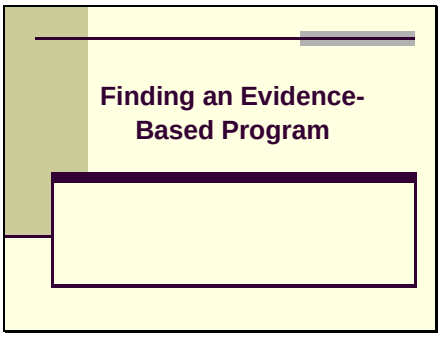
Module 3: Finding an Evidence-Based Program

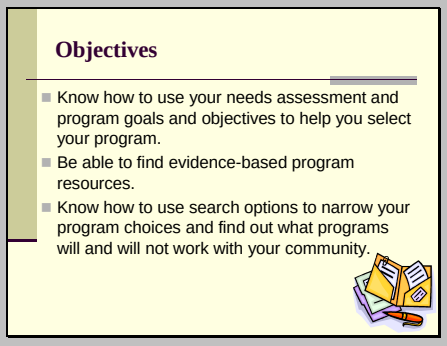
Slide 1



Purpose:

- Participants will learn how to find an evidence-based program that, when adapted, best fits the needs of their community.

Slide 2



Objectives for the Lesson:

- By the end of this module, participants will:
  - Know how to use their needs assessment findings and program goals and objectives to help them select their program
  - Be able to find evidence-based program resources
  - Know how to use search options to narrow their program choices and find out what programs will and will not work with their community.

Materials Required:

- Name tags or seat cards
- Paper for notes
- Pens

- Newsprint or chart paper
- Easel
- Masking tape
- LCD projector and screen
- Laptop with Internet access (if available)

  – Module 3: Finding an Evidence-Based Program (Microsoft PowerPoint file)

Slide 3

- Handouts

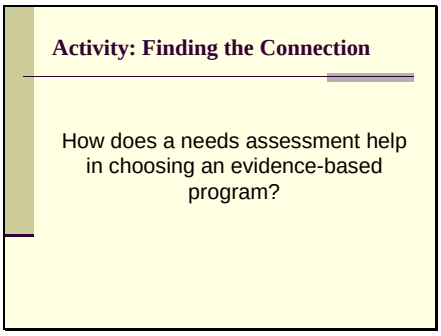
  – HO-1: Slide Handout
  – HO-2: Developing Goals and Objectives
  – HO-3: Alternative Sources for Evidence-Based Programs
  – HO-4: Talking With the Principal Investigator
  – HO-5: Finding an Evidence-Based Program: Case Study.

Lesson Outline

1. Activity 1: Finding the connection
2. Program goals and objectives
3. Activity 2: Goals and objectives questions
4. Strategies
5. Sources for evidence-based programs
6. Criteria for selecting a program
7. Being aware of your resources
8. Talking with the principal investigator/program developer
9. Discussion question: Comparing, adapting, and developing
10. Case study activity
11. Case study: Scenario 1
12. Case study: Scenario 2
13. Group activity
14. Closing.

Activity 1: Finding the Connection

Slide 4

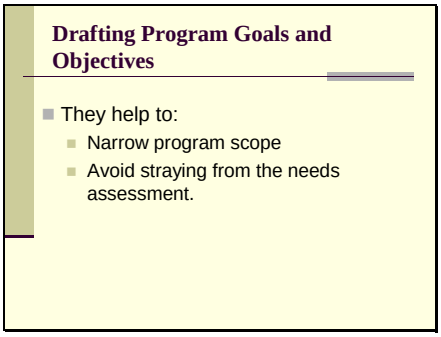


TRAINER: TALKING POINTS

- Ask the group to take 2 or 3 minutes to write one or two sentences about how a needs assessment can help them choose an evidence-based program.
- Tell them to think about the health topic, audience factors (such as language, religion, ethnic background), and community resources.
- Ask for volunteers to share what they wrote.

Program Goals and Objectives

Slide 5



TRAINER: TALKING POINTS

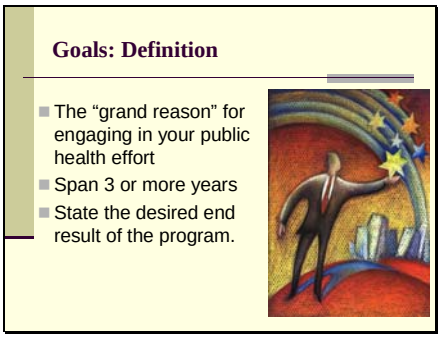
- Share the following with the group:

  – Now that you have data on your audience, you can draft program goals and objectives to guide you in choosing an appropriate evidence-based program.
  – These goals and objectives could change after you select a program. However, drafting goals and objectives will help you to:

- Narrow the scope of your population
- Direct your search for evidence-based programs
- Help you to keep from straying from your needs assessment during your search.

Goals

Slide 6

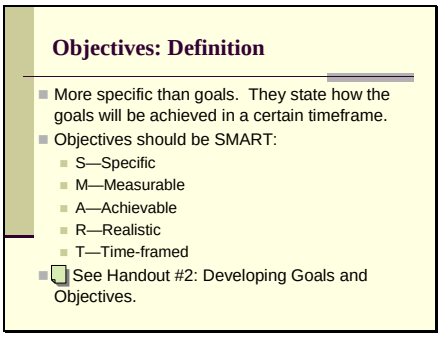


TRAINER: TALKING POINTS

- Goals are general statements of intent. They state the "grand reason" for engaging in your public health effort.
  - Goals should span 3 or more years and state the desired end result of the program.

Objectives

Slide 7



TRAINER: TALKING POINTS

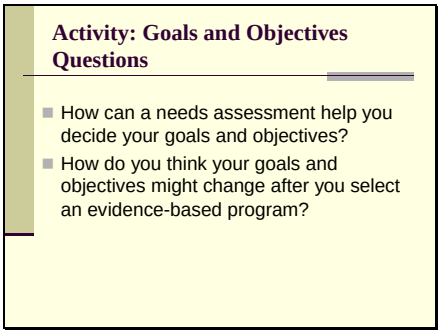
- Objectives are more specific than goals. They state how much of the goal will be achieved within a certain timeframe.

  - They are specific, midway achievements or benchmarks that point to progress toward the goal.
  - Objectives should be SMART: Specific, Measurable, Achievable, Realistic, and Time-framed.

- You should also begin to draft evaluation methods since they should be matched with your objectives.
- Refer the group to Handout #2: Developing Goals and Objectives, and review the handout with them. Handout #2 reviews goals and objectives as well as provides examples of different kinds of objectives. Please take a moment to review the handout and let me know if you have any questions or points for discussion.

Activity 2: Goals and Objectives Questions

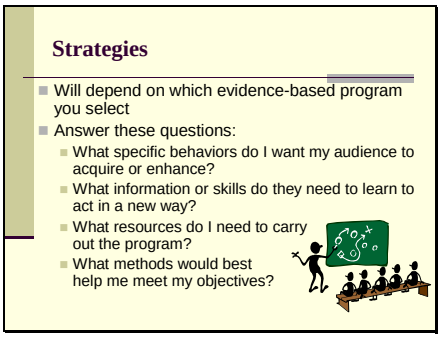
Slide 8



- Ask the group: How do you think a needs assessment might help you decide your goals and objectives?
- Ask the group: How do you think your goals and objectives might change after you select an evidence-based program? Participants can either share ideas at their table or volunteers can share ideas with the entire group.

Strategies

Slide 9



TRAINER: TALKING POINTS

- Share with participants:

  – With your goals and objectives in mind, think about the strategies you want to use.
  – Keep in mind that the strategies used to achieve your objectives will depend on which evidence-based program you select.
  – Strategies answer the following questions:

    - What specific behaviors do I want my audience to acquire or enhance?
    - What information or skills do they need to learn to act in a new way?
    - What resources do I need to carry out the program?
    - What methods would best help me meet my objectives?

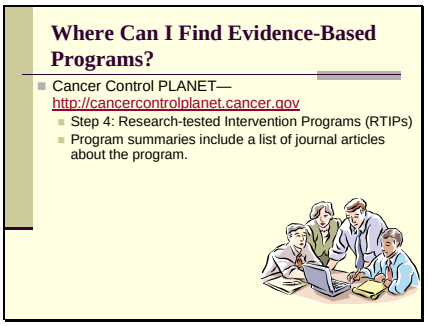
Sources for Evidence-Based Programs

TRAINER: TALKING POINTS

- Share the following about where to look for evidence-based program databases and resources:

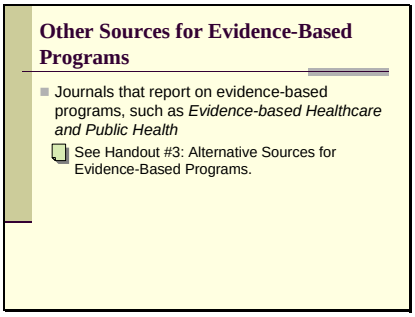
  – After you complete your audience assessment and draft your goals and objectives, you are ready to find and choose an evidence-based program.
  – You will use all this information to help you in your search and selection.

Slide 10



- To answer questions such as: How do I find a program? What am I going to do to reach my program objectives? Consult:
  - Cancer Control PLANET—http://cancercontrolplanet.cancer.gov
    - Step 4: Research-tested Intervention Programs (RTIPs)
      - The program summaries include a list of journal articles published about the programs.

Slide 11



TRAINER: TALKING POINTS

- Journals such as *Evidence-based Healthcare* and *Public Health* are useful if there are no practical programs in Cancer Control PLANET (http://cancercontrolplanet.cancer.gov) or any other evidence-based program databases you may find.

- Keep in mind, if you choose an evidence-based program from one of the alternative sources, look at a systematic review guide. One of these guides is the Community/Clinical Guides that you can find on Step 3 of Cancer Control PLANET

(http://cancercontrolplanet.cancer.gov). The program you choose should contain best practices as outlined by systematic reviews such as PLANET or the Cochrane review.

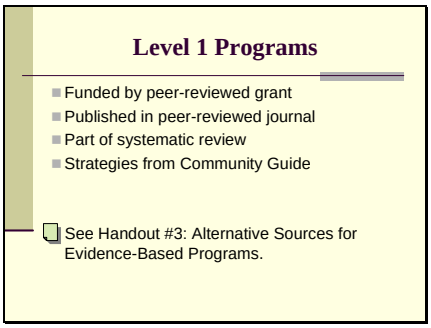
- Ask the group if anyone knows any of the evidence-based resources and, if so, what their experience has been. Discuss the answers as a group.

- Refer the group to Handout #3: Alternative Sources for Evidence-Based Programs. This handout reviews steps you can take to find an evidence-based program if no program on Cancer Control PLANET fits your needs. These steps include reviewing the literature, looking at systematic reviews such as the Community Guide, and rating potential programs based on the National Registry of Effective Programs and Practices. Please take a moment to review the handout and let me know if you have any questions or discussion points.

> ***Note to Presenter:*** Handout #3 reviews the Levels of Evidence provided in Module 1. If you have already covered Module 1, you can skip the following Talking Points for Slides 12–17. If you have not reviewed Module 1, the following Talking Points and Slides can be used to discuss the rest of Handout #3.

TRAINER: TALKING POINTS (Optional)
Looking at Handout #3, we can see the different levels of Evidence-Based Practice.

Slide 12

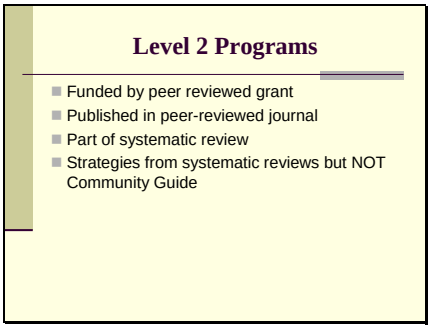


TRAINER: TALKING POINTS
A Level 1 program:

- Has been funded by a peer-reviewed grant. This means a panel of experts had to approve the intervention and evaluation study design before granting funds for planning, implementation, and evaluation.
- Has been published in a peer-reviewed journal
- Has been part of a systematic review

- Uses strategies listed in the Guide to Community Preventive Services (Community Guide) (http://www.thecommunityguide.org/). The Community Guide summarizes systematic reviews.

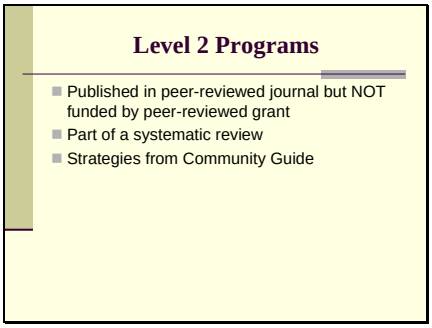
Slide 13



TRAINER: TALKING POINTS
A Level 2 program:

- Has been funded by a peer-reviewed grant. This means a panel of experts had to approve the intervention and evaluation study design before granting funds for planning, implementation, and evaluation.
- Has been published in a peer-reviewed journal
- Has been part of a systematic review
- Uses strategies listed in other systematic reviews, such as Cochrane (http://www.cochrane.org/index2.htm). However, it is not recommended by the Community Guide.

Slide 14

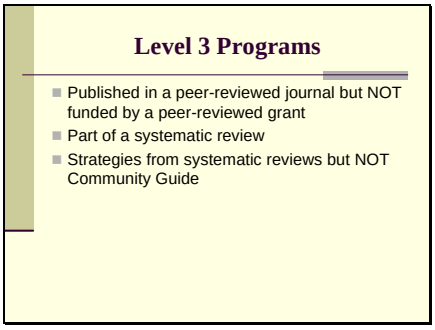


TRAINER: TALKING POINTS
OR a Level 2 program:

- Has been published in a peer-reviewed journal but not funded by a peer-reviewed grant
- Has been part of a systematic review

- Uses strategies listed in the Community Guide (http://www.thecommunityguide.org/).

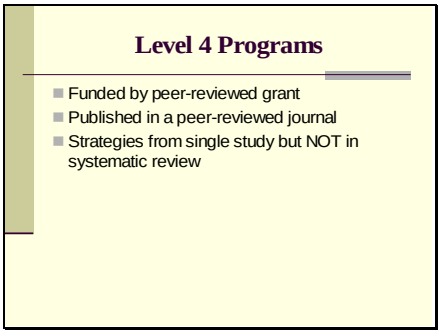
Slide 15



TRAINER: TALKING POINTS
A Level 3 program:

- Has been published in a peer-reviewed journal but not funded by a peer-reviewed grant
- Has been part of a systematic review
- Uses strategies listed in other systematic reviews, such as Cochrane (http://www.cochrane.org/index2.htm). However, it is not recommended by the Community Guide.

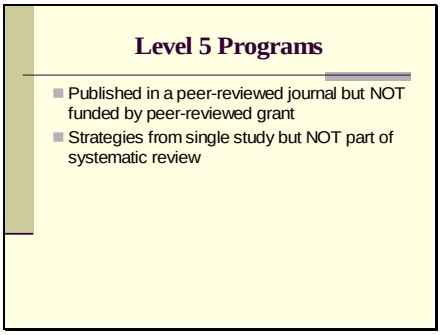
Slide 16



TRAINER: TALKING POINTS
A Level 4 program:

- Has been funded by a peer-reviewed grant
- Has been published in a peer-reviewed journal
- Uses strategies that have been proven effective in a single study. But they have not been tested in other research studies or been evaluated as part of a systematic review.

Slide 17



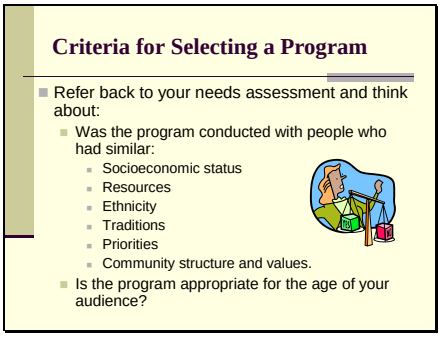
TRAINER: TALKING POINTS
A Level 5 program has been:

- Published in a peer-reviewed journal but was not evaluated and funded by a peer-reviewed grant
- Based on strategies found to be effective in a single study but not part of a systematic review.

You may choose one of these levels of evidence to adapt for your program. This choice may be based on resources or time available. However, it is important to remember that using programs with less evidence, such as among Level 4 or 5, requires more rigorous evaluation measures.

Criteria for Selecting a Program

Slide 18



TRAINER: TALKING POINTS

- Share the following about choosing a program:

  – In order to narrow your search, study the program summary pages that outline the program's who, what, when, where, and how.

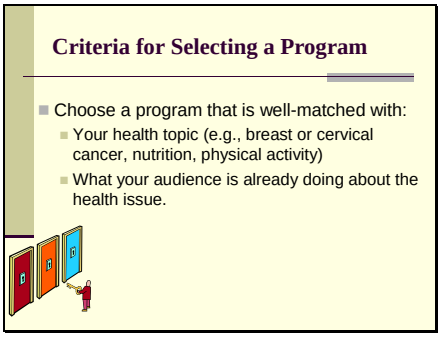
    - These pages can be found on Cancer Control PLANET (http://cancercontrolplanet.cancer.gov).
    - You can find the "who, what, when, where, and how" for programs not on Cancer Control PLANET in relevant peer-reviewed journal articles.

- As you review these programs, keep these things in mind:

    – The research-tested, evidence-based program you select should look at certain aspects of your audience.
    – You can use the data from your needs assessment to help with this step.
    – Ask yourself:

        - Was the evidence-based program conducted with an audience of similar socioeconomic status? Did it have the same level of resources as you will have?
        - Was the audience similar in ethnicity? Did it share any similar traditions or interests with your audience?
        - Does the previous audience share your audience's community structure and values?
        - Is the program appropriate for the age of your audience?

Slide 19



TRAINER: TALKING POINTS

- Be sure to choose a program that is in line with:

    – Your health topic (e.g., breast or cervical cancer, nutrition, physical activity)

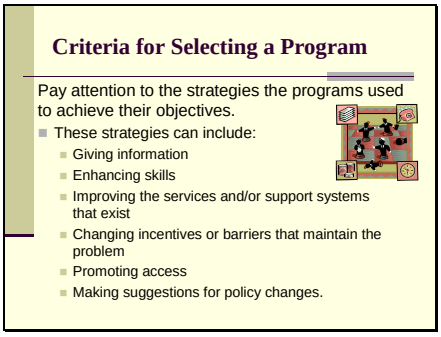
        - Remember that you will be *adapting* the program, not completely changing it. Therefore you do not want to choose a program that was originally tested with a different health topic.

    – What your audience is already doing about the health issue.

        - This directly relates to your program goals and objectives.

– Suppose your goals and objectives involve women who have never been screened. In this case you would not want to choose a program whose audience was women who have had mammograms or breast cancer survivors who need to be screened.

Slide 20

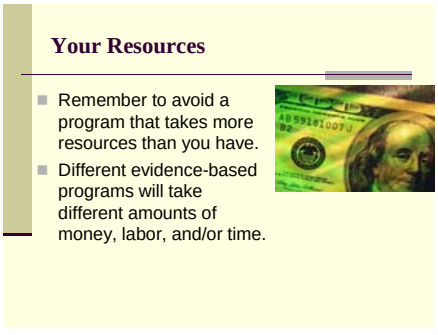


TRAINER: TALKING POINTS

- Pay attention to the strategies the programs used to achieve the objectives.
  - These strategies can include:
    - Giving information
    - Enhancing skills
    - Improving the services and/or support systems that exist
    - Changing incentives or removing barriers that maintain the problem
    - Promoting access
    - Making suggestions for policy changes.

Being Aware of Your Resources

Slide 21



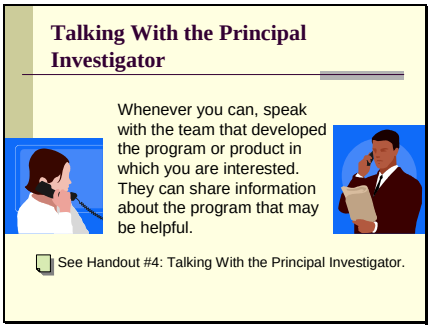
TRAINER: TALKING POINTS

- Share with the group:

  – Different evidence-based programs will require different amounts of money, labor, and/or time.
  – Some evidence-based programs are conducted over one or two sessions. Other programs are conducted over a number of years.
  – Some of the programs have one product. Others have a number of products.
  – When choosing an evidence-based program, remember to avoid a program that takes more resources than you have.

Talking With the Principal Investigator/Program Developer

Slide 22



TRAINER: TALKING POINTS

- Whenever you can, speak with the team that developed the program or product in which you are interested. They can share information about the program that may be helpful.

- It may be useful to speak with other program staff in the area. Step 2 of Cancer Control PLANET (http://cancercontrolplanet.cancer.gov) can lead you to these resources.

- There are some things to keep in mind when talking with a project's principal investigator. Refer participants to Handout #4: Talking With the Principal Investigator. Handout #4 includes tips on interviewing the principal investigator, including examples of questions to ask him or her. Let's take a moment to review this handout and let me know if you have any questions or points for discussion.

Discussion Question: Comparing, Adapting, and Developing

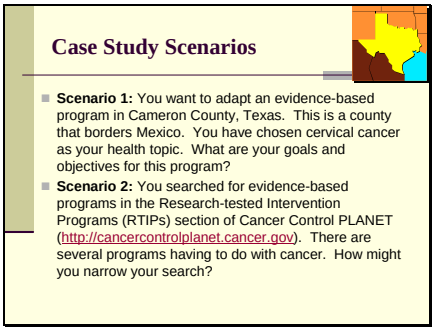
- Now that sources of evidence-based programs have been reviewed, ask the group how they think using programs such as these will compare with creating their own materials. Discuss as a group.

Case Study Activity

TRAINER: TALKING POINTS

- Explain that the objective of the group assignment is to have the group practice using the information from the lecture as if they were conducting their own evidence-based program search.

Slide 23

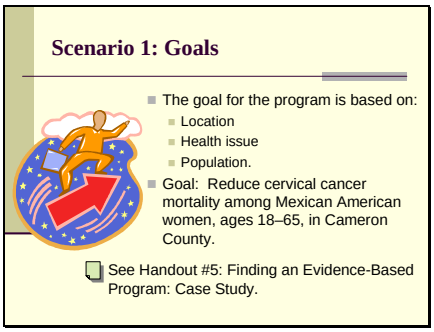


- Divide the class into groups.
  - Give each group one of two scenarios:
    - **Scenario 1:** You want to adapt an evidence-based program in Cameron County, Texas. This is a county that borders Mexico. You have chosen cervical cancer as your health topic. What are your goals and objectives for this program?
    - **Scenario 2:** You searched for evidence-based programs in the Research-tested Intervention Programs (RTIPs) section of Cancer Control PLANET (http://cancercontrolplanet.cancer.gov/). There are several programs having to do with your health issue. How might you narrow your search? (Hint: what information could you use from your needs assessment?)
- Bring the groups back together. Have each group/groups report back. Discuss the results of the group exercise.
- Refer participants to Handout #5: Finding an Evidence-Based Program: Case Study.

Note to Presenter: After each group presents its scenario, please share the results from Handout #5: Finding an Evidence-Based Program: Case Study. This information may be the same or different from the group results, but will be used in the remaining modules.

Case Study: Scenario 1

Slide 24

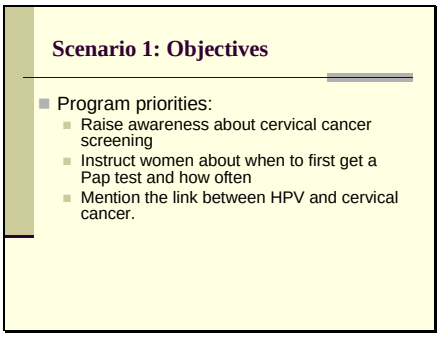


TRAINER: TALKING POINTS

- Review the following results:
  - Results:
    - Drafted goal for program:
      - Goal for program is based on the following:
        - Identified location: Cameron County, TX
        - Identified health issue: cervical cancer
        - Identified population: Mexican American/Tejana women, ages 18–65.
      - Goal: Reduce cervical cancer mortality among Mexican American women, ages 18–65, in Cameron County.

Note to Presenter: The U.S. Preventative Services Task Force recommends that women begin Pap test screening within three years of onset of sexual activity or by age 21 (whichever comes first). The ages for this case study are for educational purposes and do not reflect a change in or departure from the USPSTF recommendations.

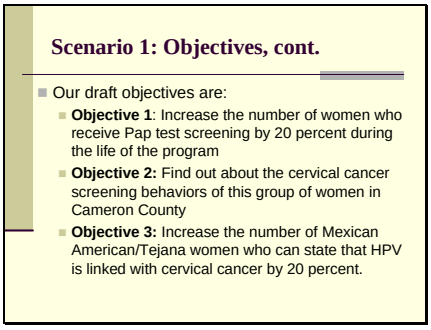
Slide 25



TRAINER: TALKING POINTS

- Drafted objectives for the program:
  - We decided that we needed a program that would raise awareness about methods for cervical cancer screening, namely the Pap test.
  - We wanted our audience to know when to first get the Pap test and how often to be retested.
  - While we did not think the audience needed to have an in-depth knowledge of the science behind cervical cancer, we thought that women should know the link between HPV and cervical cancer.

Slide 26



  - Our draft objectives are:
    - **Objective 1:** Increase the number of women who receive Pap test screening by 20 percent during the life of the program
    - **Objective 2:** Find out about the cervical cancer screening behaviors of this group of women in Cameron County
    - **Objective 3:** Increase the number of Mexican American/Tejana women who can state that HPV is linked with cervical cancer by 20 percent.

- At this point you may talk briefly about the possible strategies to achieve the objectives. However, the strategies will depend on which evidence-based program is chosen.

Case Study: Scenario 2

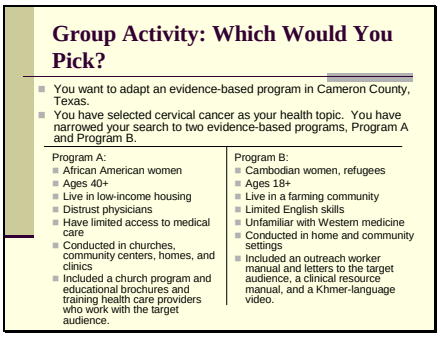
Slide 27

TRAINER: TALKING POINTS

- Review of evidence-based, research-tested programs:
  - Cancer Control PLANET—http://cancercontrol.cancer.gov/rtips/
    - Step 4 of Cancer Control PLANET (http://cancercontrolplanet.cancer.gov/) had a number of evidence-based programs that were organized by cancer type, such as breast and cervical cancer. They were also organized by cancer-related health issues, such as informed decision-making, exercise, and sun safety.
    - There is also an option to refine your search by age, race/ethnicity, and setting.
      - Be careful: Although this can be useful when you have several programs to choose from, it can also cause you to overlook a program that could possibly work in your community. For example, the original program could have been conducted with a different ethnic group. Even though finding a program with the same ethnic group is desirable, do not discount programs with other groups. Audiences may share other similarities. Remember, you should choose a program that matches the health issue you are addressing.
    - While there were several breast cancer control programs tailored just to Hispanic women, there were no such programs for cervical cancer.
    - Based on the program summary pages, we were able to narrow our choices to two programs:
      - The Forsyth County Cancer Screening Project (FoCaS) (Program A)
      - The Cambodian Women's Health Project (Program B).

Group Activity

Slide 28

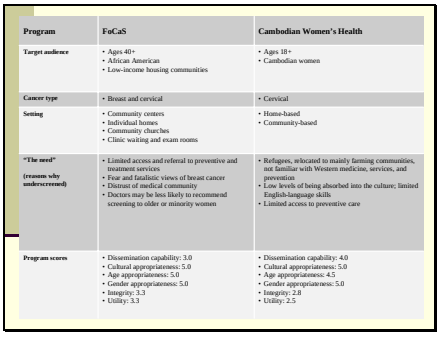


- Now that we developed program goals and objectives and reviewed programs on Cancer Control PLANET, let's complete this activity together as a group.

TRAINER: TALKING POINTS

- You want to adapt an evidence-based program in Cameron County, Texas, a county that borders Mexico. You have selected cervical cancer as your health topic. You have narrowed your search to two evidence-based programs.
  - Program A was first conducted with African American women, ages 40+, who live in low-income housing. These women distrust physicians and have limited access to medical care because of their financial situation. The program was held in churches, community centers, homes, and clinics. Program A included a church program, educational brochures, and training health care providers who work with the target audience.
  - Program B was conducted with Cambodian women, ages 18+, who are refugees and live in a farming community. The women have limited English skills and are not familiar with Western medicine. The program was held in home- and community-based settings. Program B included an outreach worker manual with handouts and letters to the target audience, a clinical resource manual with maps to different health centers, and a Khmer-language video.

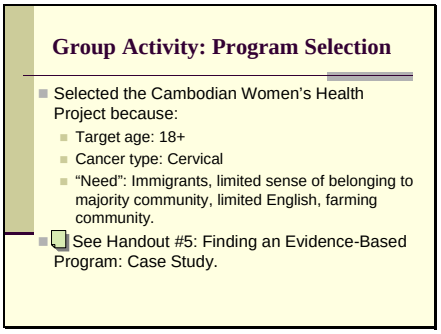
Slide 29



Program	FoCaS	Cambodian Women's Health
Target audience	• Ages 40+ • African American • Low-income housing communities	• Ages 18+ • Cambodian women
Cancer type	• Breast and cervical	• Cervical
Setting	• Community centers • Individual homes • Community churches • Clinic waiting and exam rooms	• Home-based • Community-based
"The need" (reasons why underscreened)	• Limited access and referral to preventive and treatment services • Fear and fatalistic views of breast cancer • Distrust of medical community • Doctors may be less likely to recommend screening to older or minority women	• Refugees, relocated to mainly farming communities, not familiar with Western medicine, services, and prevention • Low levels of being absorbed into the culture; limited English-language skills • Limited access to preventive care
Program scores	• Dissemination capability: 3.0 • Cultural appropriateness: 5.0 • Age appropriateness: 5.0 • Gender appropriateness: 5.0 • Integrity: 3.3 • Utility: 3.3	• Dissemination capability: 4.0 • Cultural appropriateness: 5.0 • Age appropriateness: 4.5 • Gender appropriateness: 5.0 • Integrity: 2.8 • Utility: 2.5

- What program would you choose? Why? What are the advantages and disadvantages of Program A versus Program B?

Slide 30



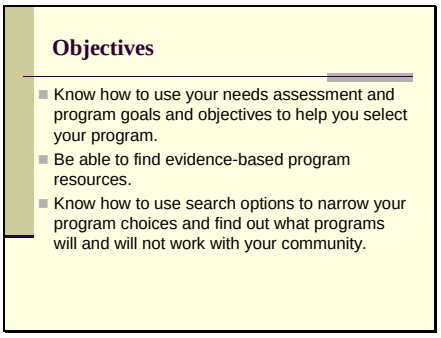
TRAINER: TALKING POINTS

- Selected the Cambodian Women's Health Project (versus FoCaS) because of the:
  - Target age: 18+
  - Cancer type: Cervical
  - "Need": Immigrants, limited sense of belonging to the majority community, limited English, farming community.

- Handout #5 also shows the results for this activity.

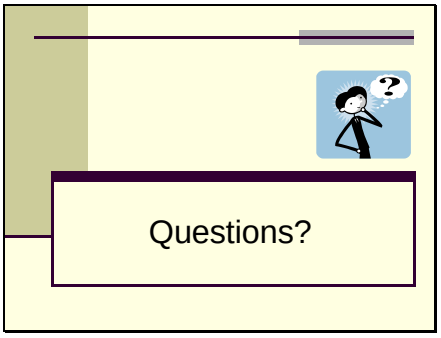
Closing

Slide 31



- Reread through module objectives.

Slide 32



- Ask for any questions.
- Thank participants for their attention.