Step 4: Choose and adapt an EBP

1. Frame the issue
2. Find effective strategies
3. Assess partnership opportunities
4. Choose an EBP
5. Adapt an EBP
6. Plan the evaluation
7. Prepare to implement
Two complementary stages

Step 4a: CHOOSE

Step 4b: ADAPT
Step 4a: Choose an EBP

- Frame the issue
- Find effective strategies
- Assess partnership opportunities
- Choose an EBP
- Adapt an EBP
- Plan the evaluation
- Prepare to implement
Step 4a

As we choose an evidence-based program, we will

◦ Create program goals
◦ Create program objectives
◦ Consider criteria to choose an EBP
Goals and objectives

**HOW the goals will be achieved**

- **S** — Specific
- **M** — Measurable
- **A** — Achievable
- **R** — Realistic
- **T** — Time-framed

**WHO will be affected**

**WHAT will change after the program**
Example: SMART objectives

Non-SMART objective:
Increase knowledge about preventing opioid deaths

SMART objective:
Improve knowledge of the actions to take if you see an opioid overdose among 70% of program participants in Boston over 2 years
Goals for HPV vaccine initiative

**Goal 1.** To increase awareness and knowledge of community members about HPV and its consequences.

- **Objective 1.** At least 80% of participants understand the 5 key training points in 1 year
  - Ex: HPV affects both men and women
  - **Objectives 2, 3...**

**Goal 2.** To increase community members’ knowledge about the HPV vaccine.
Program fit

How do we choose a program when we have to “juggle” and prioritize our resources and assets?
Other search methods

- Literature searches
- Web searches to find trusted sources
  - e.g., CDC or a professional society
- Opportunity for partnership
<table>
<thead>
<tr>
<th>Fit Criteria</th>
<th>Assessment Findings/Priorities</th>
<th>EBP 1</th>
<th>Does this fit your audience?</th>
<th>EBP 2</th>
<th>Does this fit your audience?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Topic/Problem</td>
<td></td>
<td></td>
<td>Yes</td>
<td>Some</td>
<td>No</td>
</tr>
<tr>
<td>Goals &amp; Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization/Partner Community Capacity and Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Adaptation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from CPCRN’s “Putting Public Health Evidence in Action Training Workshop”
http://cpcrn.org/pub/evidence-in-action/
Demonstration: Search strategy
<table>
<thead>
<tr>
<th>Fit Criteria</th>
<th>Assessment Findings/Priorities</th>
<th>EBP 1: 1-2-3 Pap</th>
<th>Fit?</th>
<th>EBP 2: ACOG</th>
<th>Fit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Topic/Problem</td>
<td>HPV</td>
<td>HPV</td>
<td>Yes</td>
<td>HPV</td>
<td>Yes</td>
</tr>
<tr>
<td>Goals &amp; Objectives</td>
<td>Improve knowledge and intention re: vaccine</td>
<td>Focuses on vaccine series completion (those who already received first HPV shot)</td>
<td>No</td>
<td>Increases knowledge and receptivity</td>
<td>Yes</td>
</tr>
<tr>
<td>Audience</td>
<td>Boys and girls from Greater Boston and Greater Lawrence</td>
<td>Young adult women in rural Appalachian Kentucky</td>
<td>No – images and content tailored for very different population</td>
<td>Black and Hispanic Caregivers in northern Florida</td>
<td>No – different state, population</td>
</tr>
<tr>
<td>Organization/Partner Community Capacity and Resources</td>
<td>Need a simple, low-cost program</td>
<td>DVD – easy to use</td>
<td>Yes</td>
<td>PowerPoint</td>
<td>Yes – just need a trained facilitator</td>
</tr>
<tr>
<td>Level of Adaptation</td>
<td>Many adaptations required for culture, setting, etc.</td>
<td>Difficult and costly to adapt a DVD</td>
<td>No</td>
<td>Can adapt PowerPoint slides (content/format) with limited resources</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Selected HPV EBP

Preventive Care and Sexual Health Information for Tweens and Teens

Developed by:
ACOG District XII
Health Care for Underserved Women Committee

Think about the health topic that you chose for your organization.

Using the PLANET MassCONECT web portal and EBP comparison tool, select one program that would be the best for your organization.
Step 4b: Adapt an EBP

1. Frame the issue
2. Find effective strategies
3. Assess partnership opportunities
4. Choose an EBP
5. Adapt an EBP
6. Plan the evaluation
7. Prepare to implement
Step 4b

As we **adapt the program**, we will learn to

- Make our chosen program more relevant, while staying true to the program design
- Be strategic when changing elements of the program
- Pilot test changes we have made
A balancing act

*EBPs may be tested and proven effective...in settings unlike ours*

Adapted from CPCRN’s “Putting Public Health Evidence in Action Training Workshop”
http://cpcrn.org/pub/evidence-in-action/
What can we change?

**CORE**

- Essential features that make the EBP work

**PACKAGING**

- The details (e.g., what materials look like, how you recruit participants)

**Planet Hot Tip:** Need help? You can submit a request for technical assistance at any time here.
Making the most of your expertise

- Strengths and resources
- Culture and traditions
- Leaders
- Norms
- Competing demands

- Physical environment

Community

Local environment

Broader environment

Organization

- Policies
- Priorities
- External funding

- Available funding
- Staffing
- Culture
Example: Mpowerment

“Generic” design strategy

Source: http://mpowermentproject.blogspot.com/2017/02/evaluating-mpowerment-project-by.html

Adaptations

**GO AHEAD**
- Update statistics
- Customize scenarios
- Change word choices / language
- Modify activities
- Replace images
- Replace cultural references
- Use different outreach methods

**PROCEED WITH CAUTION**
- Change session number/length/order
- Lower participant engagement
- Eliminate key messages or skills
- Remove topics or sections
- Use untrained staff or volunteers
- Use too few staff
Adaptations (cont.)

**AVOID THESE**

Delete core components or whole sections of the program
Reduce program timeline or dosage
Change the health topic or behavior
Change the underlying theory or model of change
Contradict or competing with program goals
Green light adaptations

Adaptation: Changed graphics; made less clinical

**ORIGINAL CURRICULUM**

**What, How, Where, and Why of HPV**

- **Human papilloma virus**
  - More than 150 strains of the virus, 40 of these infect the human genital tract
  - Can cause warts on both the skin and genital tract
- Contracted by skin-to-skin contact
  - Genital strains of HPV are contracted by engaging in sexual activity with a person who is already infected with the virus

- **Infection in the female genital tract, especially the cervix can lead to the development of cancer**

**MODIFIED CURRICULUM**

**Why HPV?**

- Most common sexually transmitted infection in the world.
- Spread through sexual activity or skin-to-skin contact.
- Cause cancers and genital warts in men and women

---

Green light adaptations

Adaptation: Used local data, used image to highlight relevance

**ORIGINAL CURRICULUM**

*In Florida*

2012 CDC 1991-2011 High School Youth Risk Behavior Survey Data

- In the US, 6% of girls are sexually active by age 13.
  - In Florida, 8% of girls report sexually activity by 13.
- Overall, 15% of US high students report having sexual intercourse with 4 or more partners
  - In Florida, 16% of high school students will have 4 or more partners by graduation.
- 13% of high school students report that they did not use any method to prevent pregnancy or transmission of STIs during their last episode of sexual intercourse
  - 12% of sexually active teens age 15-19 report not using contraception

**MODIFIED CURRICULUM**

Burden of HPV in MA

The number of men and women who develop an HPV-associated cancer each year in MA (823 people) could fill up the main floor of Boston Symphony Hall.

Massachusetts estimated that there would be 200 new cervical cancer cases in 2017.
Yellow light adaptation

Adaptation: Condensing content when outside the scope of focus

ORIGINAL CURRICULUM

HIV in Florida
- Florida is #3 nationwide for HIV infections
- 1999: 5,424 new cases
- 22% of new cases are female
- 12% age 15-24

STI Facts
- Herpes Simplex Virus (HSV)- 20 million active cases
- Human Papilloma Virus (HPV)- 24 million active cases
- Human Immunodeficiency Virus (HIV)- More than 1 million active cases

MODIFIED CURRICULUM

Risk factors for cancer and other chronic diseases
- Poor Nutrition
- Obesity
- Smoking/Drugs/Alcohol
- Lack of exercise
- Sexually transmitted diseases
Example: Safe Routes to School

“We did some work with Boston Public Schools on Safe Routes to Schools, which is a CDC evidence-based intervention. But when you actually look at it, it doesn’t fit urban schools very well. It’s designed for suburban areas. So what a safe route to school in a suburb is different than in a city where it’s not just about traffic. It’s about what the neighborhood is and violence and all sorts of things.” – Community leader, Boston (2017)
Stepped approach: Iterative process

1. Frame the issue
2. Find effective strategies
3. Assess partnership opportunities
4. Choose an EBP
5. Adapt an EBP
6. Plan the evaluation
7. Prepare to implement
Reasons to pilot test

Different audience

Different delivery method
  • E.g., one-on-one instead of group setting

Smaller scope of program
  • Limited resources

Edited materials
  • E.g., translation, improved readability
# Reasons to pilot test the adapted HPV curriculum

Pilot testing is important because we made references local, simplified the content, and improved readability

<table>
<thead>
<tr>
<th>ORIGINAL CURRICULUM</th>
<th>MODIFIED CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target audience:</strong> Tested among a predominantly White and Black audience.</td>
<td><strong>Target audience:</strong> Intended for White, Black, and Latino audiences; low-income, immigrant population.</td>
</tr>
<tr>
<td><strong>Participants (education):</strong> Highly educated sample (64% had college or graduate degree)</td>
<td>Language changed to improve readability for individuals with low literacy</td>
</tr>
<tr>
<td><strong>Participants (avg. age):</strong> 56-65 years old</td>
<td><strong>Intended age:</strong> 18-65 years old</td>
</tr>
<tr>
<td><strong>Setting:</strong> Restoring Joy Church and Women’s Advantage</td>
<td><strong>Setting:</strong> Community organizations and faith-based institutions</td>
</tr>
</tbody>
</table>
How to pilot

Recruit a small group of people like those you want to serve

Run through the program with them

• You don’t have to deliver the whole program, just give a high-level overview to walk them through the entire program

Capture in-depth feedback on what worked and what didn’t

Get feedback from collaborators

Findings will be used to guide adaptation and delivery of the EBP in community and faith-based settings
Pilot test

Plan
- What do you want to change?
- Who should be involved?

Do
- Test the revised program
- Document results

Act
Did the pilot work?
- Yes → scale up
- No → try another version

Study
- What did you learn?
- Did you meet your goals for participants?
- What did not work?

- Comprehension
- Acceptability
- Attractiveness
- Cultural relevancy
- Influence on determinants

http://cpcrn.org/pub/evidence-in-action/
Workshopping opportunity

1. What would you adapt? Why?
   - The slide with the multi-level influences may be a useful reference.

2. Come up with a plan to pilot test your adapted EBP
   - What is reasonable for your organization?
Step 5: Plan the evaluation

- Frame the issue
- Find effective strategies
- Assess partnership opportunities
- Choose an EBP
- Adapt an EBP
- Plan the evaluation
- Prepare to implement
Step 5

As we prepare to evaluate, we will learn to

◦ Identify the key things we want to measure
◦ Access available tools and resources to help plan the evaluation

Planet Hot Tip: Refresh your memory about each step by visiting the Program Planning section.
Why evaluate?

Funders now often require formal evaluations beyond program delivery.

**Identify successes and opportunities for improvement**

**Assess the organization’s investment**

**Manage resources and services effectively**

**OPPORTUNITY to...**
Benefits of evaluation: Driving change

\[ \text{Data} \rightarrow \text{Change} \rightarrow \text{Improvement} \]

P = Plan
D = Do
S = Study
A = Act

Putting it all together

Goals → Impacts

Objectives → Outcomes

Activities → Outputs
Different types of evaluation

**QUANTITATIVE**

- **Formative**: What is the current situation?
- **Process**: How is the program going?
- **Outcome**: Did the program work?

**QUALITATIVE**
Why not just measure outcomes? Process matters!

Process measure helps answer why the outcomes occurred

If the program was successful...
- What kinds of investments were made in the program?
- How many staff were trained to deliver the program?

If the outcomes of the program are disappointing...
- How many people dropped out of the program? Were there big barriers to completing the program?
- Was the program delivered as intended? Did staff change the program significantly, and why?

Without answers about process, examining outcomes is like looking into a black box

https://www.samhsa.gov/capt/tools-learning-resources/process-evaluation-monitor-implementation
**Formative evaluation**

Assessing HPV vaccine knowledge and evidence-based programming among community-based organizations and faith-based organizations in Massachusetts

<table>
<thead>
<tr>
<th>Interviews on HPV and the HPV vaccine</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HPV awareness in the community</strong></td>
</tr>
<tr>
<td>What is the level of awareness about HPV among members in the community you serve? How about the vaccine?</td>
</tr>
<tr>
<td><strong>HPV as a priority</strong></td>
</tr>
<tr>
<td>Do you think HPV is a priority health topic for community-based/faith-based organizations in the community you serve?</td>
</tr>
<tr>
<td><strong>HPV programs</strong></td>
</tr>
<tr>
<td>Do you know of any recent events or programming within the community you serve that focused on HPV prevention?</td>
</tr>
</tbody>
</table>

- Key informant interviews (15)
- Focus groups (4)
Process evaluation survey

Process evaluation questions

Who is the target audience for the EBP?

Was the EBP developed to match your target audience? (culturally, developmentally, linguistically, etc.)

What adaptations were needed to the EBP? (delivery strategy, core components, language, etc.)

Were those adaptations made? If not, why?

What technical assistance was needed to support program delivery?

What were some barriers to program delivery?
### Outcome evaluation survey

<table>
<thead>
<tr>
<th>Adapted survey</th>
<th>Agree</th>
<th>Disagree</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. HPV is the most common sexually transmitted disease in the U.S.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. HPV causes certain types of cancers and genital warts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I discuss questions about sexual health at home.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. There is a vaccine available for teen girls and boys to protect against HPV.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. My healthcare provider has discussed the HPV vaccine with me.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I am willing to receive the HPV vaccine or allow my son/daughter to receive the vaccine.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I am against vaccination at this time because of concern for the (safety/side effects/cost) of the vaccine.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I am against vaccination at this time because of concern that it may encourage risky sexual behavior.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please write any questions you would like answered.

- Pre-training
- Post-training
- Parent of teens
- Adult eligible for HPV vaccine (18-26 years old)
Change in intention to get the HPV vaccine

I am willing to receive the HPV vaccination or allow my son/daughter to receive the vaccination

- **Agree**:
  - Pre-Test: 49.5%
  - Post-Test: 66.2%

- **Disagree/Unsure**:
  - Pre-Test: 50.5%
  - Post-Test: 33.8%
After the evaluation is in...

Share important findings to key stakeholders
  ◦ Generate support for programs (e.g., additional funding)
  ◦ Help others learn from our successes

How best to share?
  ◦ One-pagers
  ◦ Media coverage
  ◦ Social media (e.g., Facebook, Twitter, Instagram)
  ◦ Website
  ◦ Meetings
Create an evaluation plan for your program.

- What are some examples of:
  - Formative evaluation activities
  - Process evaluation activities
  - Outcome evaluation measures?
- What tools could you use?
- What ways could you share your findings?
Step 6: Prepare to implement

- Frame the issue
- Find effective strategies
- Assess partnership opportunities
- Choose an EBP
- Adapt an EBP
- Plan the evaluation
- Prepare to implement
Step 6

As we prepare to implement, we will learn to

◦ Assemble teams to lead the implementation process

◦ Check the organization’s readiness to implement the chosen EBP

◦ Draft a plan for program implementation
Why plan for implementation?

Effective intervention + Effective implementation = Positive outcomes

**Implementation**: The way and degree to which an organization takes up an intervention and puts it into practice.
Implementation teams

What does an implementation team do?

• Engages partners
• Gets the organization (and partners) ready for implementation
• Makes sure the core elements of the EBP are present
• Provides assistance to overcome challenges
• Monitors outcomes to improve implementation
Implementation teams

“A grant writer...understands the mechanics of putting a grant together. But sometimes, she may not fully understand the implementation, the logistics around implementing an evidence-based program. And then you have to go to your program director or your coordinator to get that information..., and then you have your advocates... – it’s all those pieces.” – Community leader, Lawrence (2017)

Who are on implementation teams?
- Content experts
- Program managers
- Partners
- Clients/residents
Documenting the team’s effort

- Team members and roles
- Objectives
- Leadership support
- Deliverables

**Planet Hot Tip:** Find an Implementation Team Charter on the portal!
Assess readiness

Are we ready to implement?

- Supportive leaders?
- Engaged partners?
- Systems to monitor progress?
- Resources (staff, money, supplies)?
- Staff trained for EBP (knowledge, skills)?
- Other systems (administration, accounting)?
Organizational readiness checklist

<table>
<thead>
<tr>
<th>Capacities and Resources</th>
<th>Yes, we have this capacity (2)</th>
<th>We do not presently have this capacity, but we can build it (1)</th>
<th>No, we do not have this capacity (0)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREIMPLEMENTATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staffing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff who can coordinate the program/policy/practice</td>
<td></td>
<td></td>
<td></td>
<td>What staff are needed:</td>
</tr>
<tr>
<td>Staff or volunteers to deliver the program/policy/practice</td>
<td></td>
<td></td>
<td></td>
<td>What roles are needed to deliver the program:</td>
</tr>
</tbody>
</table>

Planet Hot Tip: Find this resource on the PLANET portal.
Implementation plan

- SMART objectives
- Readiness assessment
- EBP information

What to consider when creating an implementation plan
# Implementation plan

<table>
<thead>
<tr>
<th>SMART objectives</th>
<th>Activities</th>
<th>Person responsible</th>
<th>Resources needed</th>
<th>Due date</th>
<th>Measures of progress</th>
</tr>
</thead>
</table>
### Example: HPV

<table>
<thead>
<tr>
<th>SMART objectives</th>
<th>Activities</th>
<th>Person responsible</th>
<th>Resources needed</th>
<th>Due date</th>
<th>Measures of progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct 2 or more HPV education classes to 3 CBOs and FBOs in Boston before December 2018</td>
<td>1. Design recruitment flyers. Identify 2 potential locations for classes.</td>
<td>1. FBO health ministry 2. Pastoral leadership 3. CBO outreach coordinator</td>
<td>1. Obtain pastoral/leadership permission 2. Book location</td>
<td>11/28/2018</td>
<td>1. Who attended classes? 2. How many classes were held?</td>
</tr>
</tbody>
</table>
Sustainability – Everything a program needs to keep going over time

- Additional funding
- Program champion
- Partners invested
- Structures / processes
- Integration
- Continued fit
• Brainstorm at least 4 people to be on your implementation team

• Write one row of the implementation plan for your project
  • What is the SMART objective?
  • What activities are needed to achieve the objective?
  • Who is responsible for leading the activities?
  • What are the start and end dates for these activities?
  • What measures could you use to check progress?
What’s next?

We value your feedback. Please complete your surveys!

Visit www.planetmassconect.org for resources, training materials, and updated reports/resources!

Please reach out for technical support – we are here to help!

Spread the word!
A systematic approach to program planning

- Frame the issue
- Find effective strategies
- Assess partnership opportunities
- Choose an EBP
- Adapt an EBP
- Plan the evaluation
- Prepare to implement