

**Welcome,  
This Web Conference  
Will Begin Soon**



A Project of



**Meeting Local Needs Without Compromising  
Outcomes: Using Essential Elements to Guide  
Program Adaptation**

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# How to use this technology



- Raise hand
- Text chat & private chat
- PowerPoint slides
- Polling questions
- Phone
- Closed captioning
- Web conference guidelines

Please send a private chat message for help.

Call iLinc Technical Support at 800.799.4510.

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*Peer  
Learning  
Forum*

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# 2015 Web Conferences

- February 26: Using Popular Education to Engage Communities in Sexual Violence Prevention
- March 12: Supporting Community Culture as Norms Change Strategy for Preventing Sexual and Domestic Violence
- March 26: The Role of Alcohol Policies to Prevent Intimate Partner Violence and Sexual Violence Perpetration
- April 9: Men of Color and Community Trauma Prevention: What Do Sexual And Domestic Violence Efforts Offer to Support Well-Being?
- May 7 & June 2: From Foundations to the Future: A Prevention Approach to Sexual and Domestic Violence
- June 11: Linking with Child Focused Approaches when Preventing Sexual and Domestic Violence
- July 9: Joint Strategies: How Does Sexual and Domestic Violence Better Leverage Local Health, Justice, Education, and Community Sectors?
- August 13: Closing the Loop: Increasing Investment and Sustainability for Sexual and domestic violence prevention.
- September 15: Rethinking Serial Perpetration of Sexual Violence: Implications for Prevention
- September 21: Going beyond the individual: The evidence supporting multilevel adolescent dating abuse prevention



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# PEER LEARNING FORUM

## November 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4★	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20★	21
22	23	24	25	26	27	28
29	30					

© www.calendarpedia.com

11: Veterans Day, 26: Thanksgiving Day

Data provided 'as is' without warranty

## December 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2★	3	4	5

Calendarpedia  
Your source for calendars

# PREVENTCONNECT

- Domestic violence/intimate partner violence
- Sexual violence
- Violence across the lifespan
- Prevent before violence starts
- Connect to other forms of violence & oppression
- Connect to other prevention practitioners





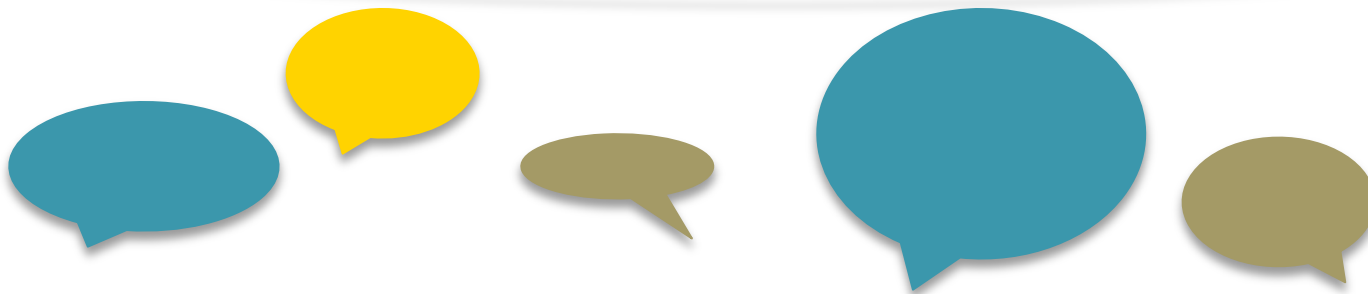
# PREVENTCONNECT

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# Meeting Local Needs Without Compromising Outcomes: Using Essential Program Elements to Guide Program Adaptation

## Session 1

November 4, 2015

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# Session 1 Objectives

1. Identify and differentiate between the three main types of essential program elements
2. Explain how specifying essential program elements can support program delivery

# About the Presenters



**Leah Perkinson,  
MPH**

Research Fellow,  
CDC Foundation



**Kimberley Freire,  
PhD, MPH**

Program Evaluation and  
Translation Team Lead  
CDC



**Meredith Stocking,  
MPP**

Research Fellow,  
CDC Foundation



# The Vision: What We Want to Achieve

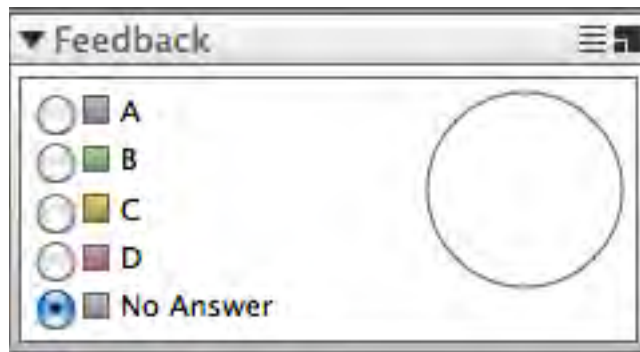
## **Prevent Sexual Violence and Intimate Partner Violence and Reduce its Prevalence**

- Utilize data, sound prevention practice principles and best available evidence to plan and implement programs
- Conduct systematic program evaluation to monitor progress, inform program improvement and measure impact
- Contribute to a more complete body of evidence
- Increase reach of effective programs



# Please answer the polling question

Answer on  
the left



What types of programs  
are you delivering or  
supporting?

- A. Evidence-based
- B. Practice-based
- C. Combination of both

# The Reality

Little  
is known  
about how  
they work

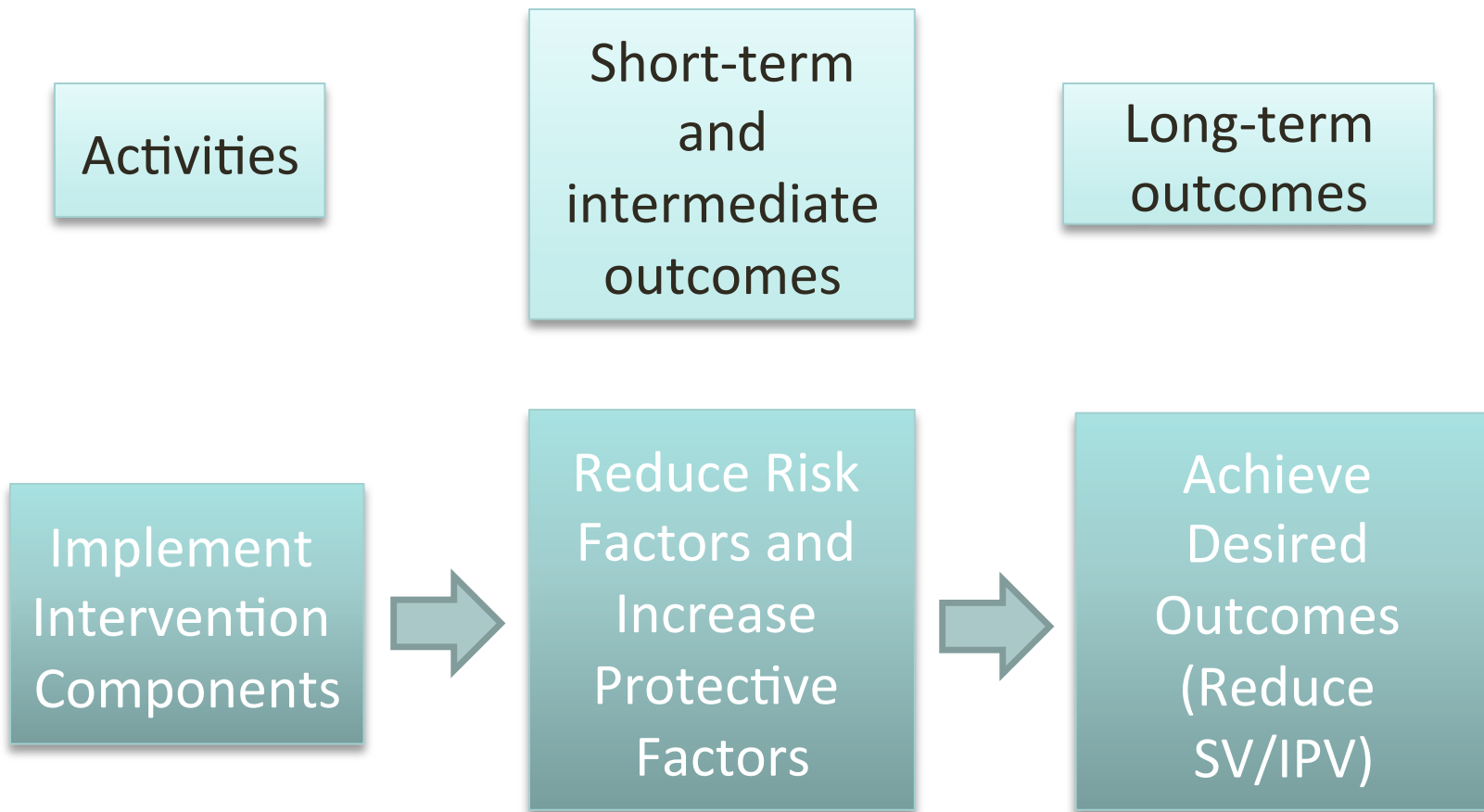
Some programs are  
evidence-based

SV/IPV practitioners are using a variety of  
prevention programs developed through  
research or practice





# Evidence-Based Programs: Internal Logic





"I've got it, Iso, Ornar ... a strange feeling like we've just been going in circles."

# Moving Research to Practice: Guidance for Program Developers

## The Three C's

1. **Communicate** essential program elements
2. **Clarify** fidelity and flexibility
3. **Codify** implementation lessons



# Text Chat Question

Thinking about the programs you've delivered or supported (both evidence-based and practice-based or promising) what is one main ingredient that you think made the program work during delivery?



# Essential Program Elements

- **Content (WHAT):** the knowledge, skills and messages delivered through program activities
- **Delivery (HOW):** the instructional methods (pedagogy), delivery timing and logistics
- **Implementer (WHO):** the person or entity delivering program activities



# Essential Program Elements: More Examples

## **WHO:**

Implementer  
Characteristics

- Has values that align with program
- Has positive relationship with participants

## **HOW:**

Delivery  
Methods

- Deliver sessions for intended length (e.g. 1 hr)
- Use effective classroom management techniques

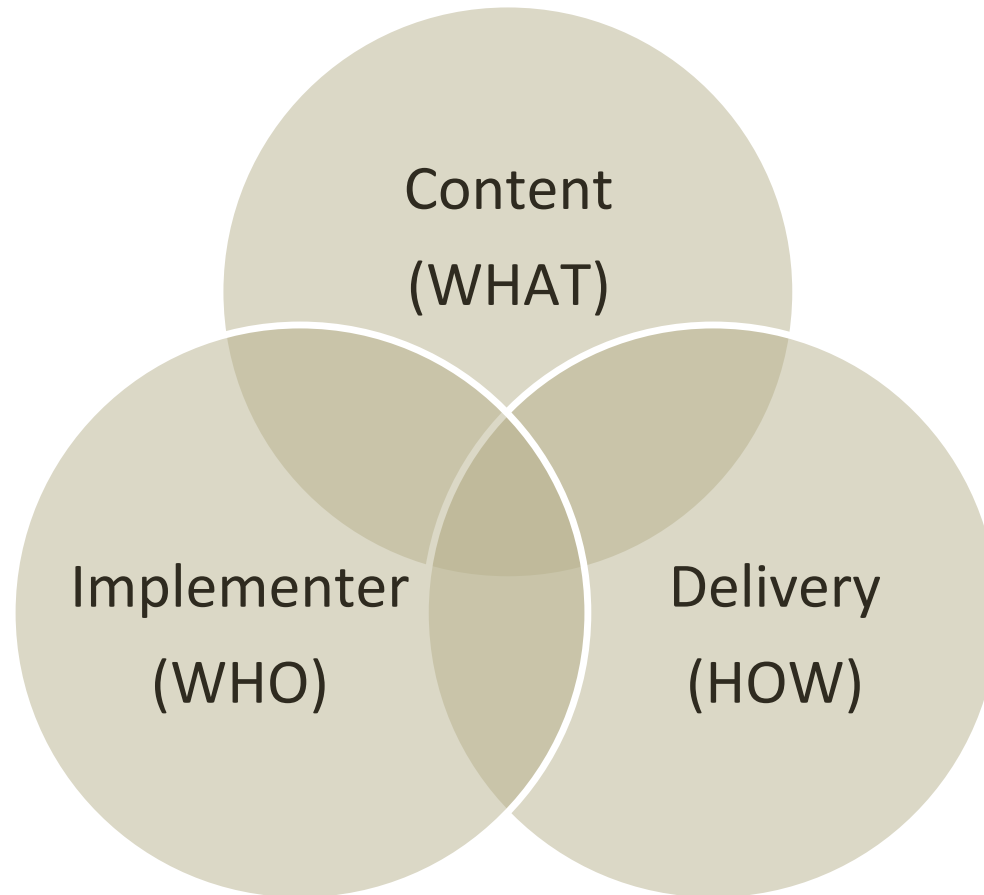
## **WHAT:**

Content

- Use relevant examples to get the main message across
- Stay on message

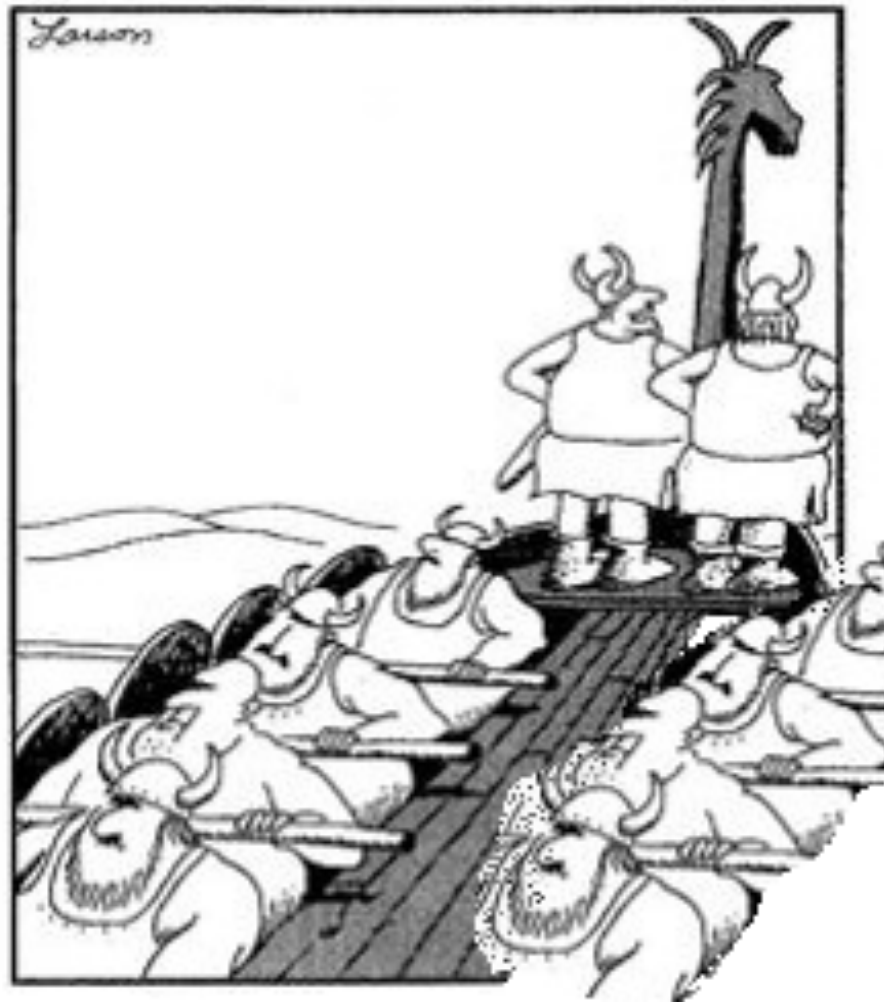


# Essential Program Elements



Local context

# Rationale for Understanding Essential Program Elements

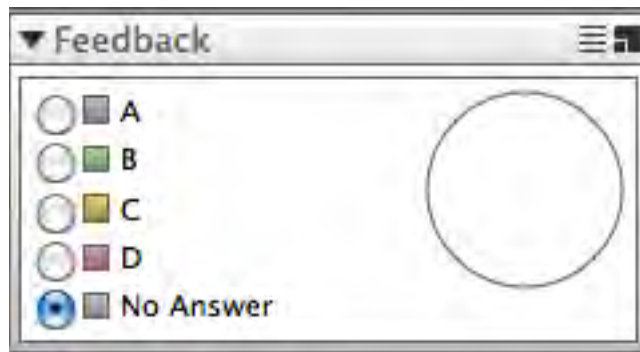


“Omar, I think we’re getting somewhere now!”



# Please answer the polling question

Answer on  
the left



Thinking about the programs that you deliver or support, how certain are you about what counts as full implementation?

- A. Completely certain
- B. Somewhat certain
- C. Not very certain

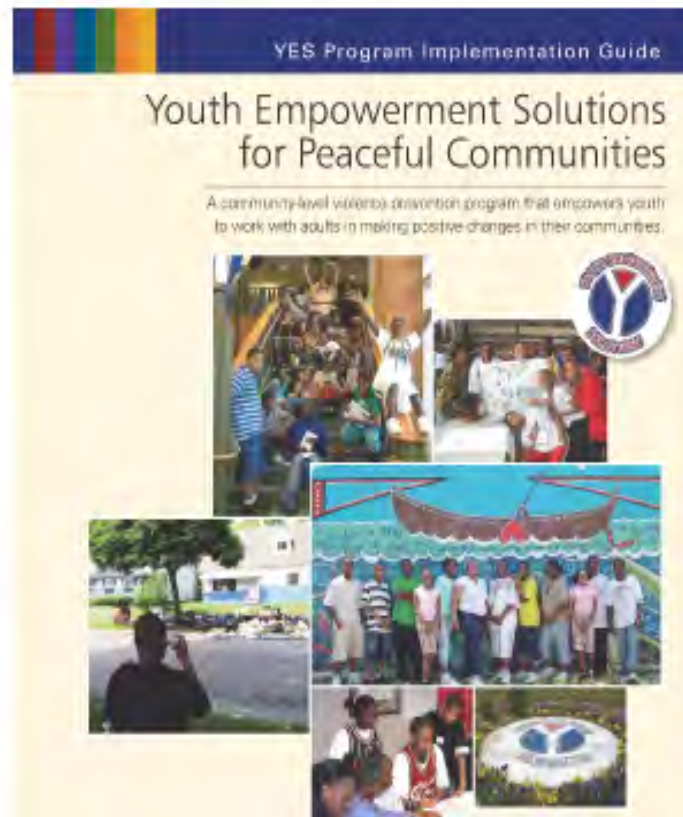
# Clarifying Fidelity and Flexibility



# YES Adaptation Guidance



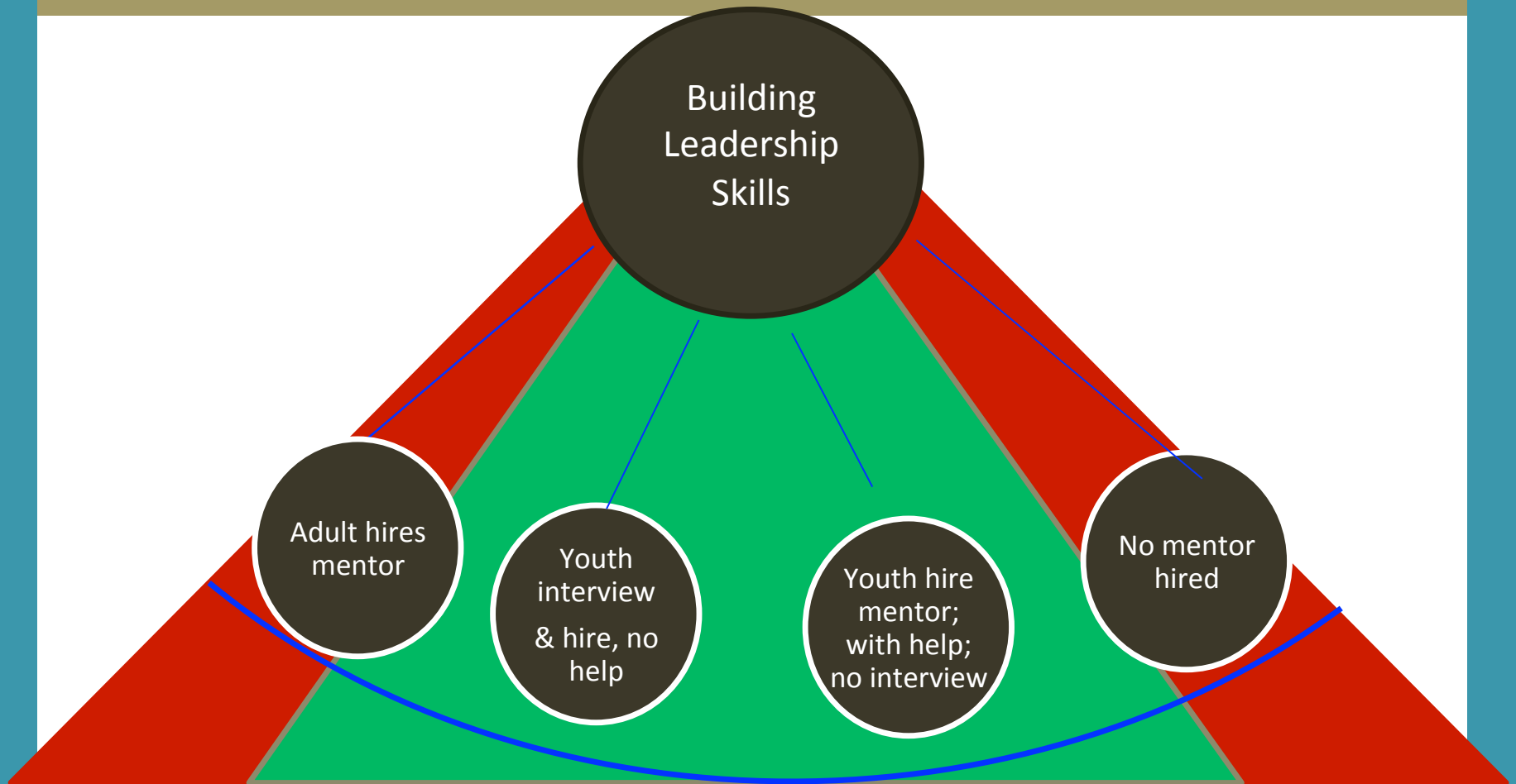
Selecting, Implementing and Adapting  
YOUTH EMPOWERMENT SOLUTIONS



<http://yes.sph.umich.edu/curriculum/adaptation-guide/>



# Essential Elements Expressed



# Text Chat Question

Think about one program you supported or delivered. Think about one important thing you learned about delivering the program. How did you make sure other practitioners knew about it?



# Codify Implementation Lessons



## Helpful Tips #3: Teacher Feedback

**YES teachers (i.e. group leaders)** have extremely valuable perspectives on the program. Teachers interact with the participants directly; they know what worked and didn't work for the youth, and they gained insight about working in the community. They are an important resource for information to keep improving YES. Here are some suggestions on collecting information from YES teachers.

### ▶ **Teacher Interviews:**

The University of Michigan YES team uses teacher interviews as a component of its own evaluation process.

#### **The purpose of the interview is three-fold:**

1. To gather teachers' opinions and assessments regarding their experiences in carrying out YES program.
2. To learn if, how, and why modifications were made when implementing the YES program.
3. To obtain feedback about how the YES program can improve.

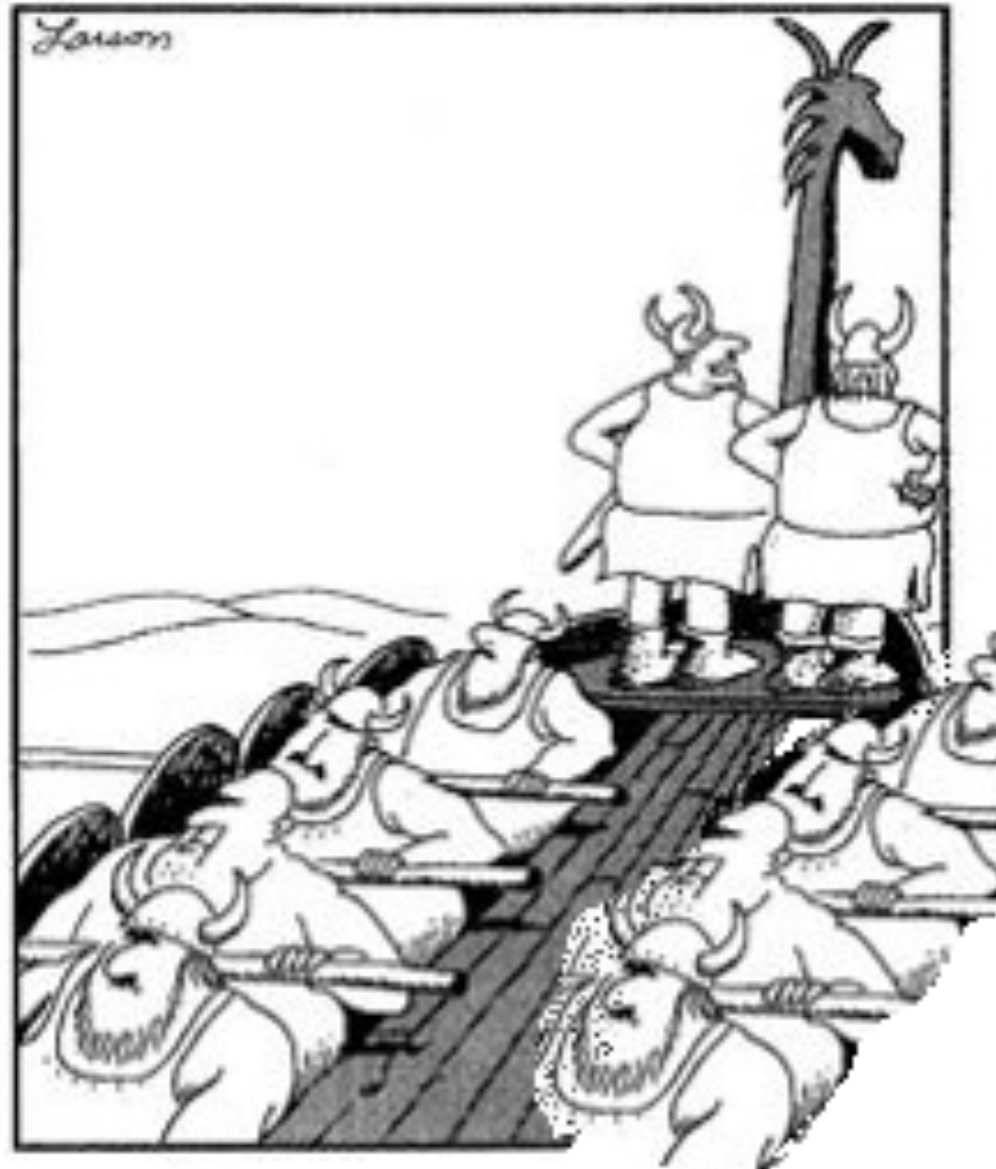
In this packet we have provided the questionnaire that YES researchers use to interview teachers. The interviews can be done by phone or in person. If you choose to conduct interviews, you may want to tailor the questions to your site.

This interview is just one way to gather information from YES teachers. You may find it useful, or you may choose to use other methods.



<http://yes.sph.umich.edu/category/tip-sheets/>





“We definitely need to tell the guys back home about this!”

# Prepare for Session 2: Review Worksheet

## Implementing Effective Strategies that Fit Your State/Community: Considerations for Practice

**Step 1:** For each type of essential program element listed (content, delivery, and implementer) pick and describe 2-3 essential elements of a program being implemented in your state or community

**Step 2:** Discuss adaptations to **one** implementer and **one** delivery element

[http://www.preventconnect.org/wp-content/uploads/2015/10/Implementing-Effective-Strategies\\_worksheet\\_FINAL.docx](http://www.preventconnect.org/wp-content/uploads/2015/10/Implementing-Effective-Strategies_worksheet_FINAL.docx)





# Prepare for Session 2: Review Worksheet

## Implementing Effective Strategies that Fit Your State/Community: Considerations for Practice

**Implementing Effective Strategies that Fit Your State/Community: Considerations for Practice – WORKSHEET**

**STEP 1: FOR EACH TYPE OF ESSENTIAL PROGRAM ELEMENT LISTED BELOW (CONTENT, DELIVERY, AND IMPLEMENTER), PICK AND DESCRIBE 2-3 ESSENTIAL ELEMENTS OF A PROGRAM BEING IMPLEMENTED IN YOUR STATE OR COMMUNITY.**

**WHAT:** Describe the overall **focus** (goal) and essential **content** (i.e., knowledge, skills, messages) of the program in three or less brief phrases:

- 1.
- 2.
- 3.

**HOW:** Describe two essential **delivery** elements (i.e., what instructional methods, format, principles, logistics, etc. are essential)

- 1.
- 2.

**WHO:** Describe two essential **implementer** elements (i.e., characteristics of the person or entity delivering the strategy)

- 1.
- 2.

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**STEP 2: DISCUSS ADAPTATIONS TO ONE IMPLEMENTER AND ONE DELIVERY ELEMENT**

Essential Program Element	Describe an adaptation to this element that has (or might) come up	What happened that led to this adaptation (or could happen)?	Is this red or green light and WHY?
<b>Implementer element</b> (describe the element in a short phrase)			
<b>Delivery element</b> (describe the element in a short phrase)			

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[http://www.preventconnect.org/wp-content/uploads/2015/10/Implementing-Effective-Strategies\\_worksheet\\_FINAL.docx](http://www.preventconnect.org/wp-content/uploads/2015/10/Implementing-Effective-Strategies_worksheet_FINAL.docx)



# Session 2 – November 20, 2015

Using a case example to illustrate how essential program elements can be used to guide:

- Selection
- Delivery
- Evaluation



**SAVE THE DATE**  
Session 3 - December 2, 2015



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