

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



A Project of



**Meeting Local Needs Without Compromising  
Outcomes: Using Essential Program Elements  
to Select, Implement and Evaluate Programs**

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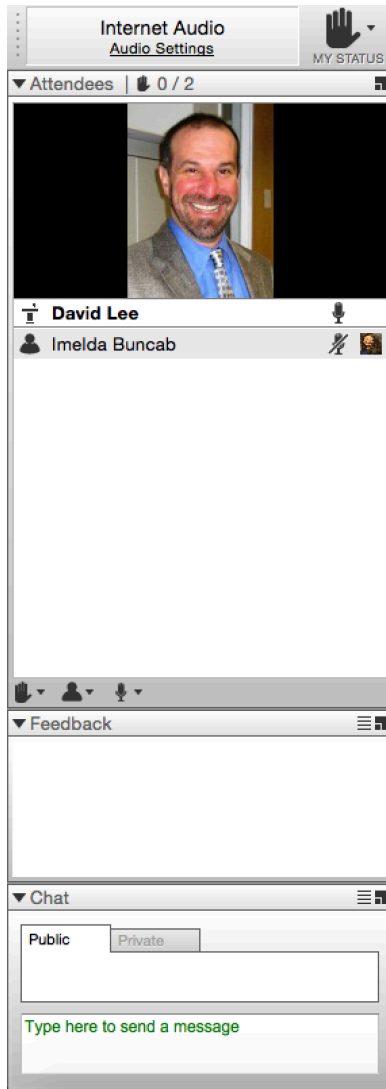
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# How to use this technology



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

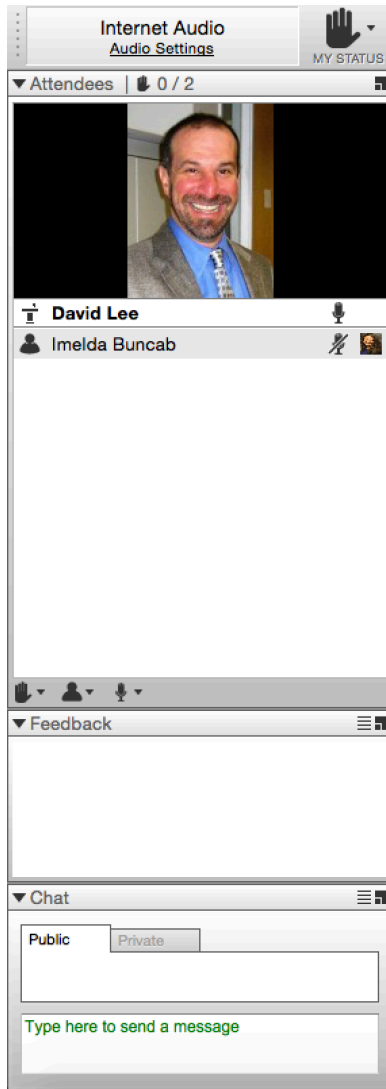
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Call iLinc Technical Support at 800.799.4510.

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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					

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11: Veterans Day, 26: Thanksgiving Day

Data provided 'as is' without warranty

## December 2015

Calendarpedia  
Your source for calendars

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

# 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

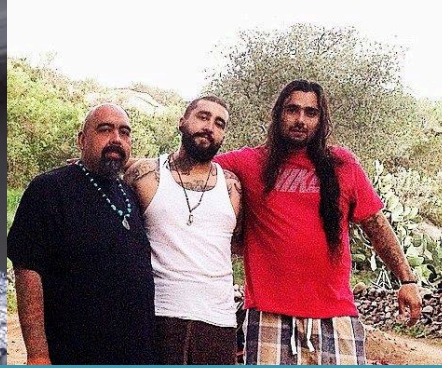
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# Meeting Local Needs Without Compromising Outcomes: Using Essential Program Elements to Select, Implement and Evaluate Programs

## Session 2

**November 20, 2015**

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# About the Presenters



**Meredith Stocking,  
MPP**

Research Fellow,  
CDC Foundation



**Kimberley Freire,  
PhD, MPH**

Program Evaluation and  
Translation Team Lead  
CDC



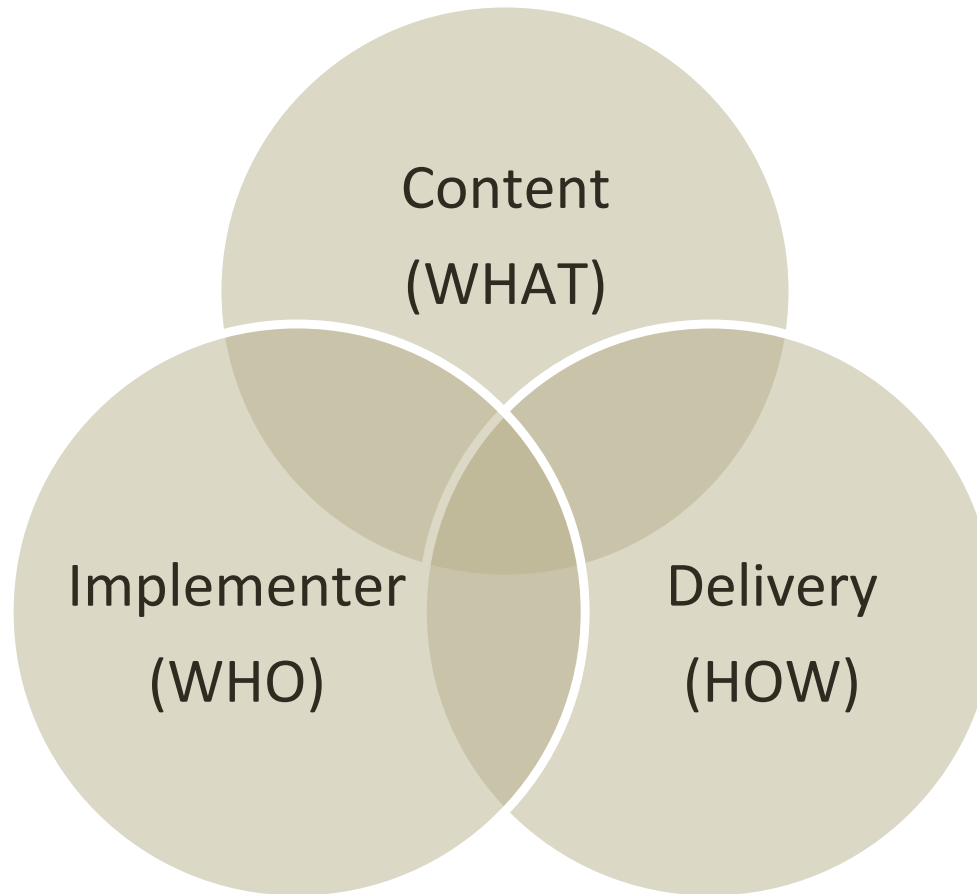
**Leah Perkinson,  
MPH**

Research Fellow,  
CDC Foundation



# Session 1 Recap

## Essential Program Elements



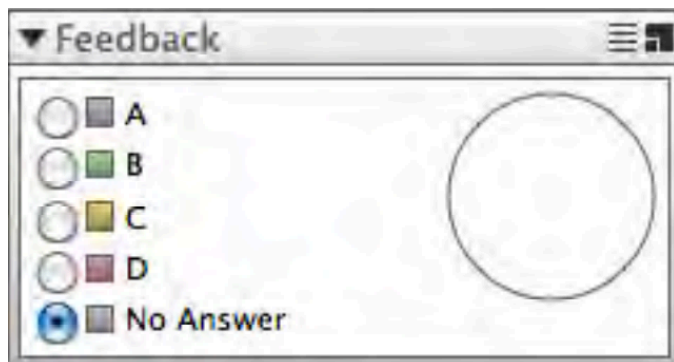
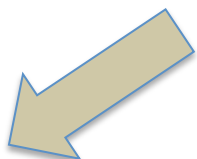
Local context

# Audience Poll

Did you review the essential program elements worksheet introduced in the first web conference?

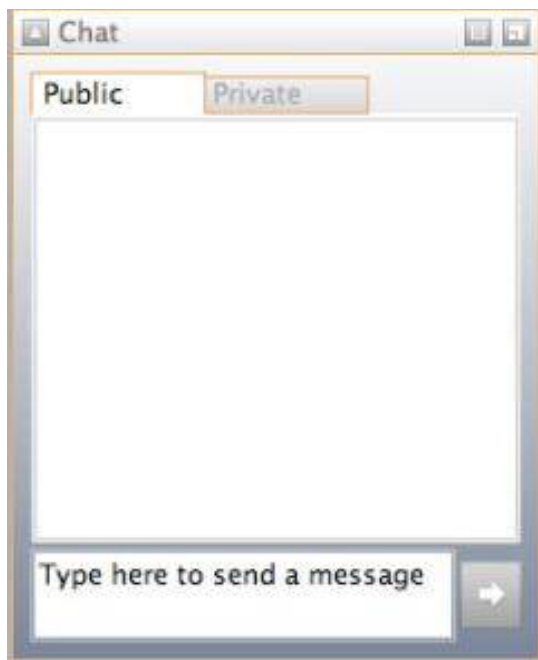
- A. Totally forgot to review it
- B. Remembered but blew it off
- C. Skimmed it
- D. Filled it out completely and already applying lessons learned to my work

Answer on the left



# Text Chat Question

Reflecting back on the first web conference, what are some potential benefits of applying essential program elements to your work?





# Session 2 Objectives

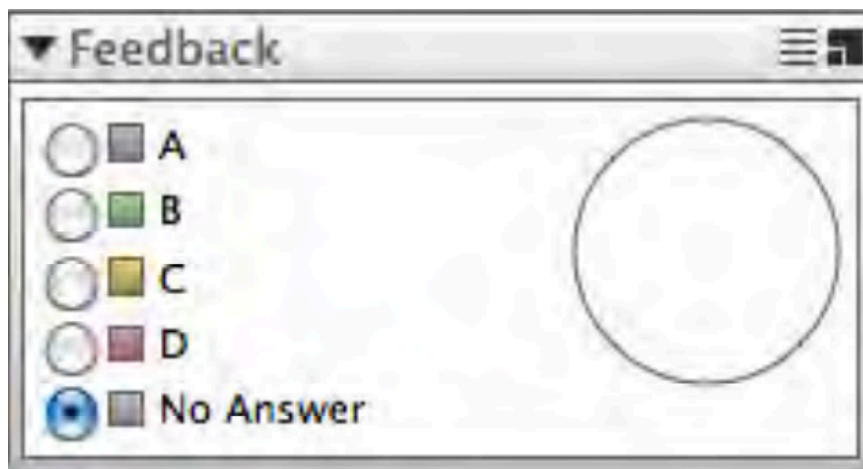
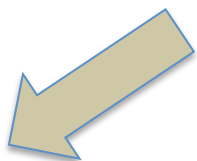
1. Explain how essential program elements can be used to select programs that fit a local setting.
2. Use essential program elements to make decisions about implementing and adapting programs.
3. Describe how fidelity and adaptation data can be used to evaluate and improve programs.

# Audience Poll

Let us know which answer best represents your familiarity with Coaching Boys into Men (CBIM):

Answer on  
the left

- A. I've heard about or I am somewhat familiar with CBIM
- B. I've delivered CBIM or I've provided technical assistance or support to others delivering CBIM
- C. I am not at all familiar with CBIM



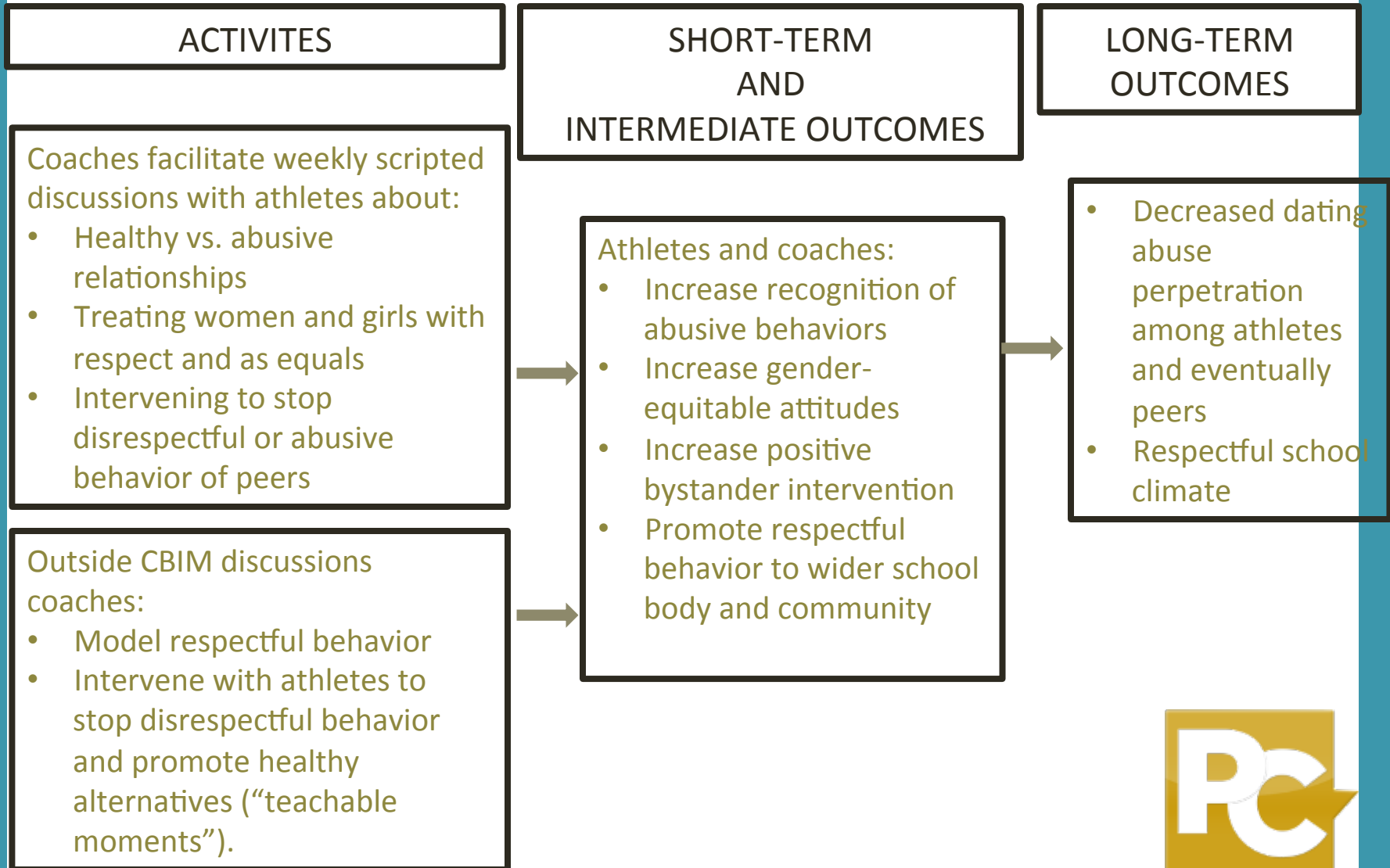
# Program case example: Coaching Boys into Men (CBIM)

<http://www.coachescorner.org/>

<http://www.futureswithoutviolence.org/engaging-men/coaching-boys-into-men/>



# CBIM Program Logic



# Essential Delivery: CBIM Example

Twelve discussions are facilitated over the course of at least 6 weeks with no more than 2 discussions per week.



# Essential Delivery: CBIM Example

Teaching methods are interactive and engaging; implementers use real life examples to convey program messages and ask athletes to answer questions and share their experiences.



# Essential Implementer Characteristic: CBIM Example

Implementers are dedicated to building a strong relationship with their athletes based on trust and respect.



# Essential Content: CBIM Example

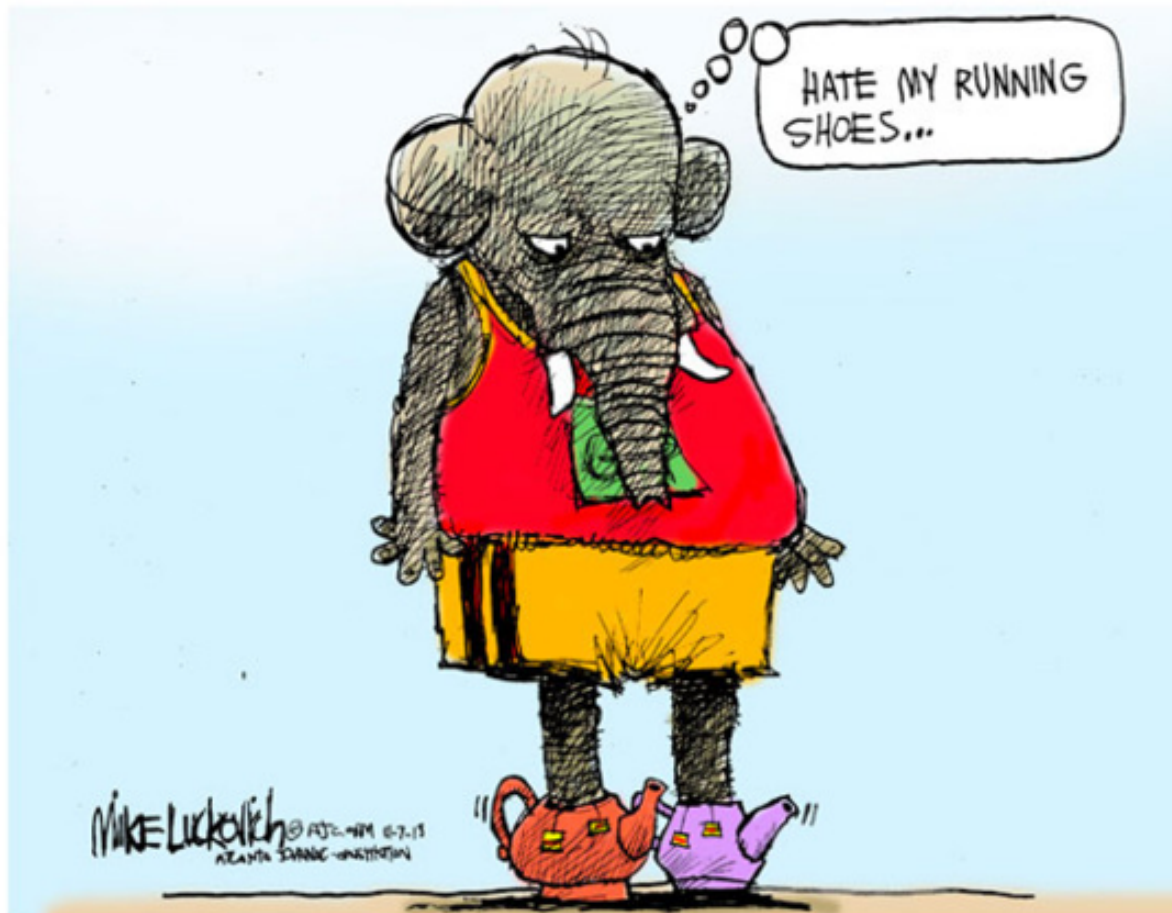


Disrespectful or abusive behavior can occur in person or in digital spaces. It can take many forms including demeaning language or attention and emotional, verbal, physical, or sexual abuse.



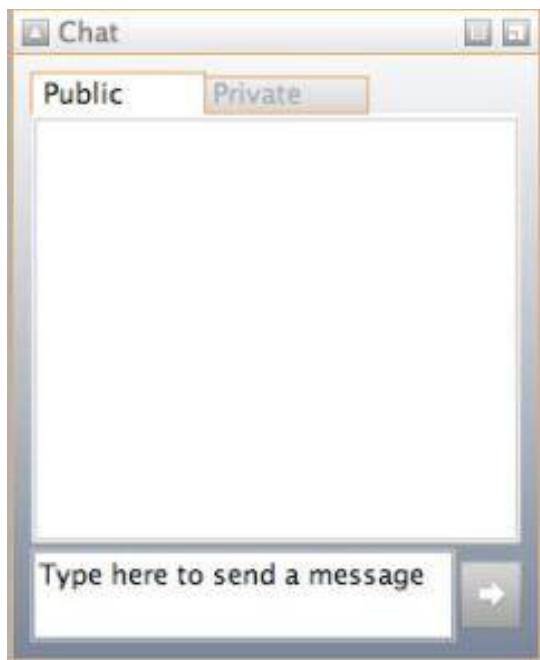


# Selecting for Success: Program Fit



# Text Chat Question

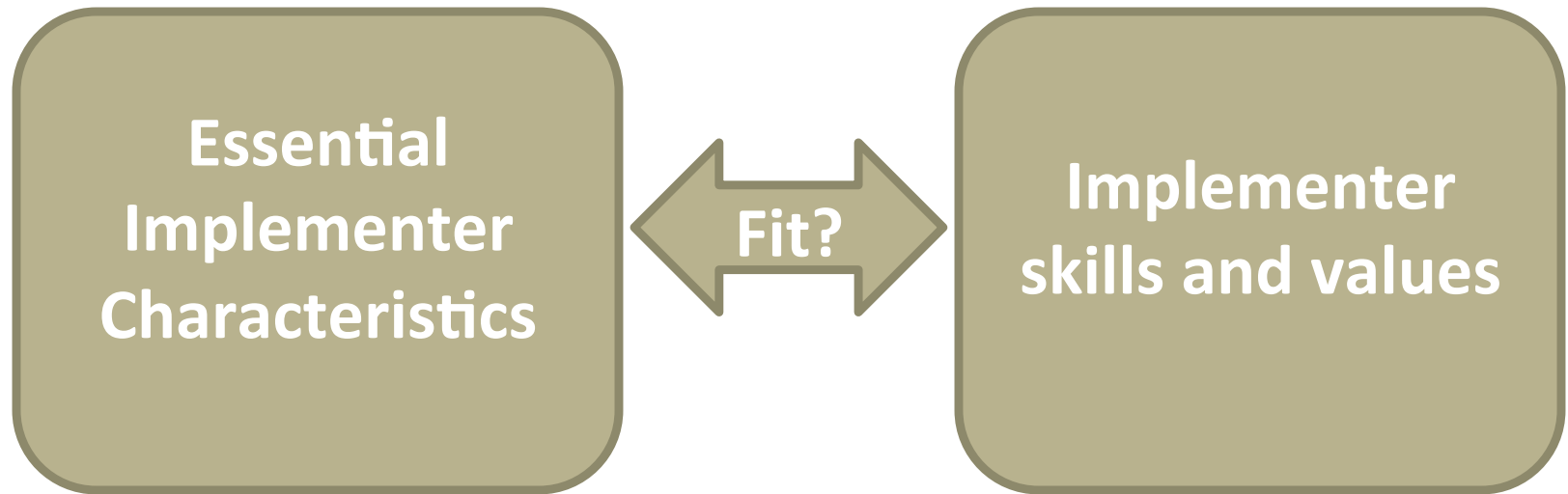
Why is program fit important?



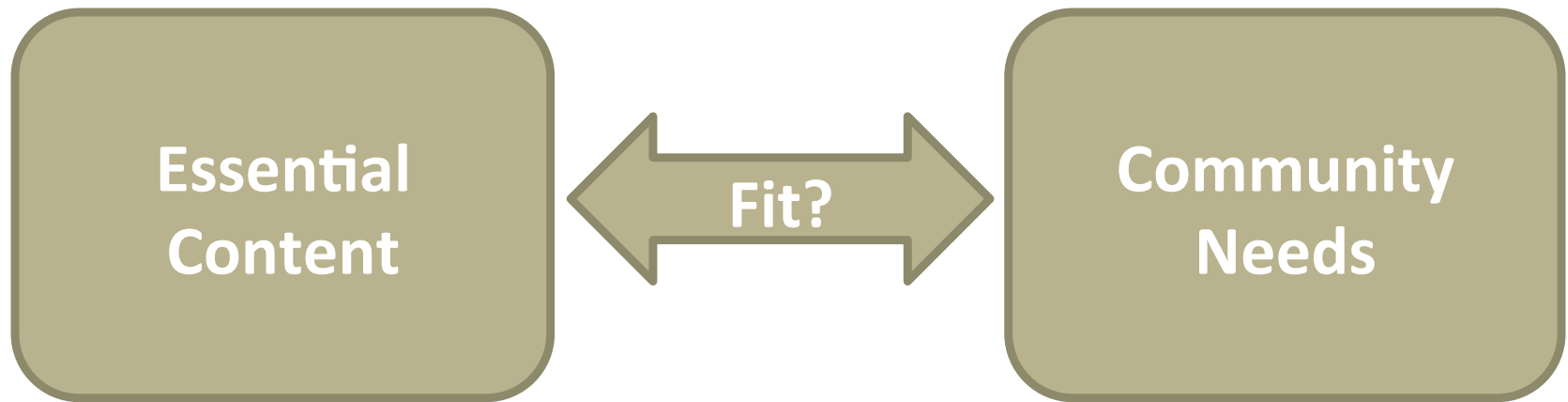
# Aspects of Program Fit



# Using Essential Implementer Characteristics to Assess Fit



# Using Essential Program Content to Assess Fit



# Using Essential Delivery Elements to Assess Fit



# Application: Using essential program elements to assess fit

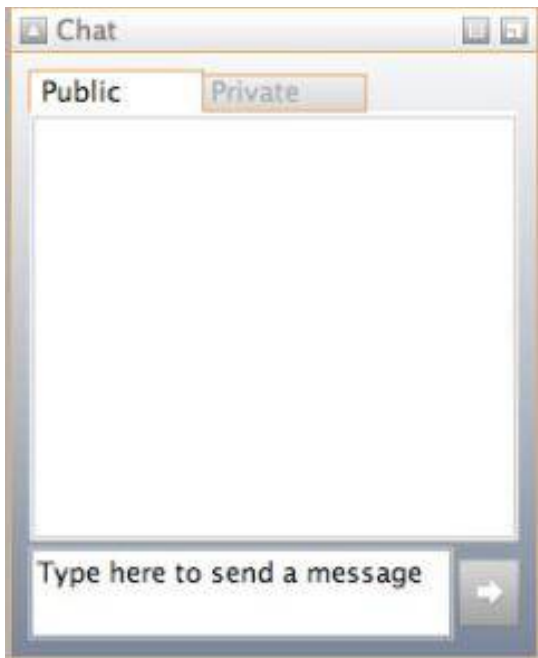


**Essential Implementer Characteristic:** Strong relationship with athletes based on trust and respect

**Essential Delivery:** 12 discussions facilitated over the course of the athletic season

# Text Chat Question

To what extent is CBIM  
a good fit for this high  
school?



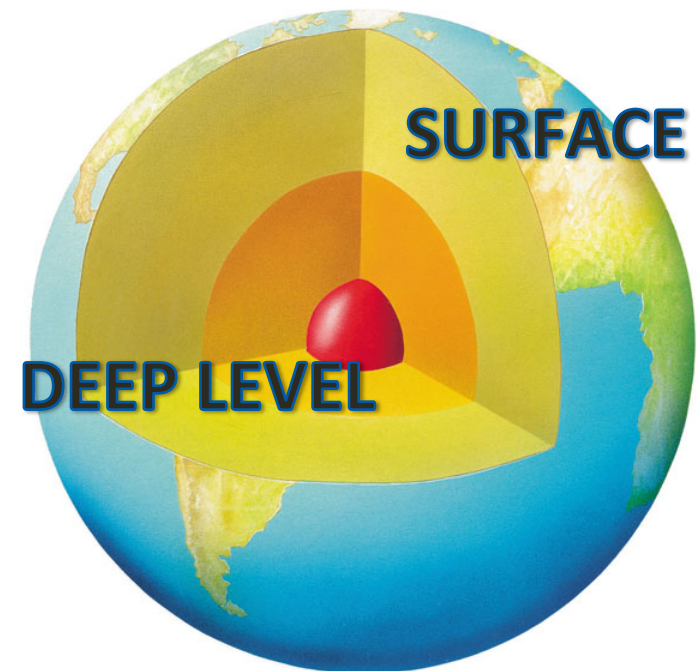


# What are program adaptations?

**Adaptations** refer to changes made to an evidence-based program including additions, deletions, modifications and reordering.

## Adaptation Timing

- **Before** implementation starts
- **During** implementation

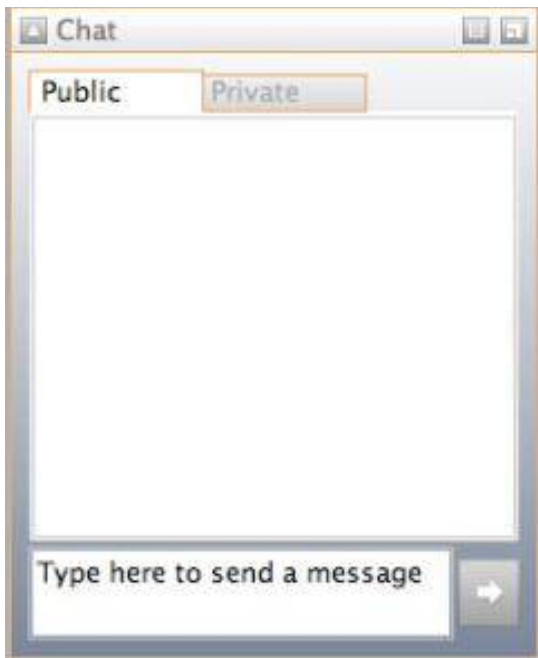


# Finding the Balance: Fidelity and Flexibility



# Text Chat Question

Think of a time when you or practitioners you support adapted or changed a program. What change was made and why?



# Framework for Evaluating Adaptations



**Green light adaptations:** Maintain essential program elements and may improve program fit and usability.

**Red light adaptations:** Likely to compromise essential program elements or alter how they work together.

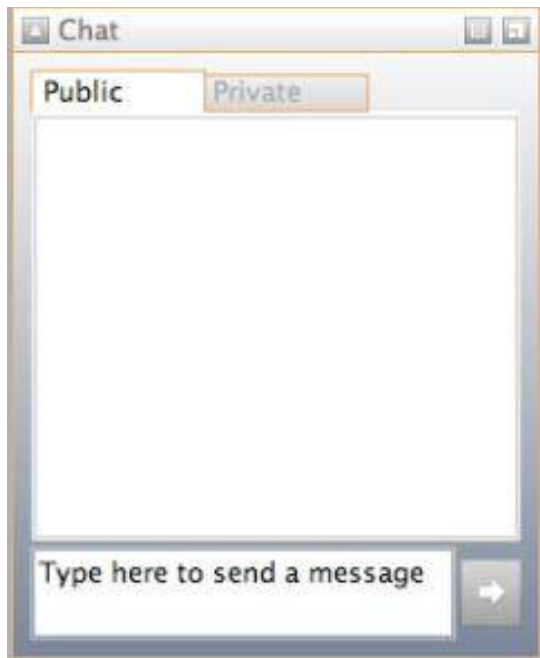
# Application: Adapting CBIM



**Essential Delivery:** Teaching methods are interactive and engaging; implementers use real life examples to convey program messages

**Essential Content:** Disrespectful or abusive behavior can take many forms including demeaning language or attention and emotional, verbal, physical, or sexual abuse.

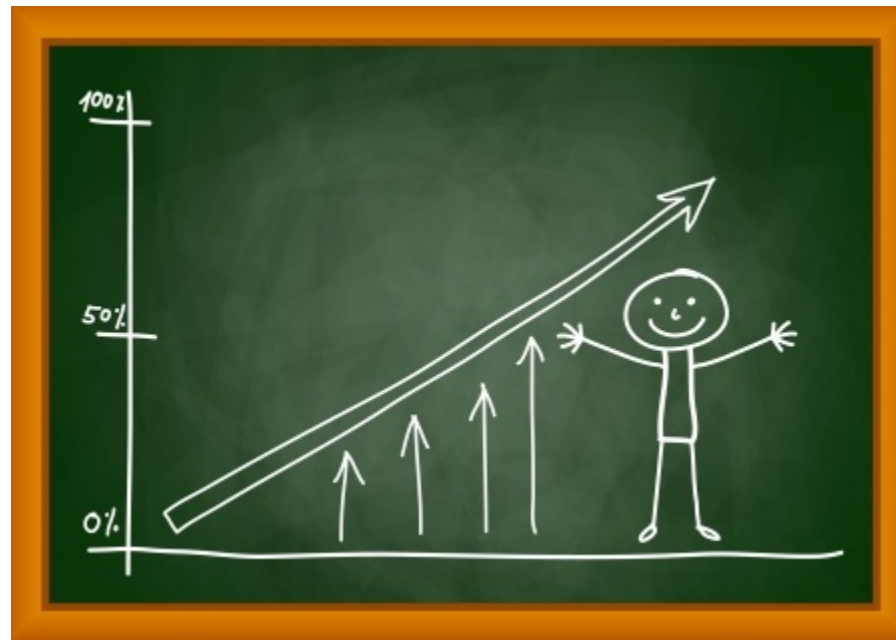
# Text Chat Question



Do you think this is a green or red light adaptation? Why?

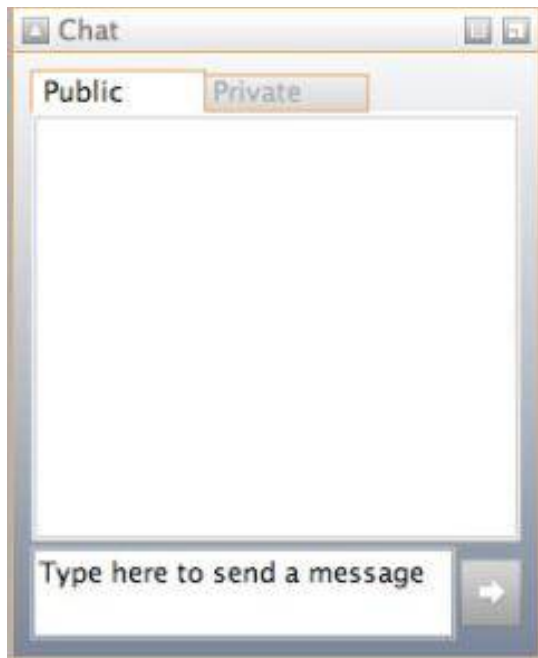
# Tracking Fidelity and Adaptation

- **Real-time quality improvement and problem solving during implementation**
- **Evaluating program implementation**



# Text Chat Question

How do you know that the programs you support or deliver have been implemented as planned or not?





# Common Methods & Challenges to Tracking Fidelity

## Methods:

- Facilitator logs
- Participant satisfaction/feedback surveys
- Observation checklists
- Interviews and focus groups with program implementers, participants, and administrators

## Challenges:

- Scope of measures is often limited (e.g. number of participants reached, proportion of activities completed)
- Adaptations are not tracked
- Subjective measures of quality



# Tracking Adaptations: Example CBIM Observation Tool

Activity		Complete (Y/N)	Describe any changes to essential content or delivery and result of change
Discussion point	If someone says “NO” in any sexual situation, it means NO. To ignore it is wrong and against the law.	N	Coach avoided using the words sex and sexual throughout the discussion about consent. Key message was weakened.
Ask the player question	What can you do if you notice someone in a dangerous or non-consensual situation?	Y	Coach asked athletes to “partner up” and practice letting a friend know that they are in a potentially dangerous situation. The athletes seemed very engaged in the activity.



# Using Fidelity and Adaptation Data for Program Improvement: Examples from CBIM

## Real-time improvement:

- **Finding:** Coaches were skipping content about consent.
- **Data Use:** Local DV/SV agency staff reached out to coaches to give them ideas about how to talk about consent with their athletes.

## Longer-term improvement:

- **Finding:** Implementers frequently use stories during delivery, but sometimes stories are unrelated to essential content.
- **Data Use:** Summarized key card messages; created tip sheet about how to stay on message while telling stories.

# Prepare for Session #3: Complete 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)



# Session 3 – December 2, 2015

Volunteer to share your worksheet examples with your peers!



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