GOVERNANCE AND EVALUATION

1. Clinical & quality governance
2. Programme evaluation for quality improvement
3. Advocacy
Workshop 2

PROGRAM EVALUATION FOR QUALITY IMPROVEMENT
At the end of this workshop you will be able to:

► Describe the role of program evaluation and how to utilize it in program planning/adaptation

► Understand the inter-influencing cycle between program design, implementation, quality and different types of evaluation

► Identify WHO’s eight steps of program planning

► Demonstrate the ability to develop a program logic model and a basic program evaluation
Let’s think!

What is the link between quality improvement and program evaluation?

What do you think are the benefits of program evaluation?

What do you think are the challenges of program evaluation?
“Evaluation is an attitude of continually questioning and gaining information... With only scarce resources for treatment, duplication and inefficiency in the delivery of services cannot be tolerated.”

WHO, 2000
Why do programme evaluation?

- To distinguish between effective and ineffective programmes and provide quality services
- To ensure that resources are not wasted on ineffective programmes or activities
- To measure progress towards the programme’s goals
- To determine whether the programme components are producing the desired results
- To justify the need for further funding and to market your programme
- To find new opportunities for treatment improvement
Types of evaluation

- **Needs** assessment
- **Process** evaluation
- **Formative** evaluation or pre-evaluations
- **Cost** evaluation
- **Outcome** evaluation
- **Economic** evaluation
Programme design and evaluation cycle

- Identification of needs
- Needs assessment
- Goals/objectives
- Programme design or P. Selection/adaptation
- Evaluation of available programs
- Process evaluation
- Outcome evaluations
- Economic evaluation
- Program implementation
- Pre-evaluation
- Piloting
- Decision making
Evaluation standards

► **Utility**: the evaluation will provide relevant information in a timely manner

► **Feasibility**: the evaluation activities are realistic, given the time, resources, and expertise available

► **Propriety**: the rights of participants are protected and information is gathered from those most directly affected by the programme

► **Accuracy**: the findings are valid and reliable
The WHO Eight Steps of planning evaluations

1. Decide who will be involved in the evaluation
2. Assess your evaluation resources
3. Describe your programme for evaluation
4. Identify and prioritise the evaluation needs
The WHO Eight Steps of planning evaluations

1. Define your evaluation questions
2. Determine your evaluation measures
3. Determine your evaluation design
4. Ensure that your evaluation resources are sufficient. If not, return to Step 4.
Step 1

Decide who will be involved in the evaluation
Evaluation partners

May include the following:

- Therapists or clinicians
- Programme administrators or managers
- Researchers
- Government representatives
- Patients interested in participating
- Family members
The evaluation team

Should agree on the following:

► The evaluation plan
► The potential use of the evaluation results and how they are going to be spread
► The management and leadership of the evaluation team
► The use of the resources and the budget
► The evaluation standards (e.g., participants protection)
Step 2

Assess your evaluation resources
Resource dimensions

- Financial/material resources
- Expertise resources
- Time resources
Describe your programme for evaluation
Describing programmes

According to the following structure:

- Resources organised for a common purpose
- Activities that are planned and undertaken
- Immediate outcomes that are to be achieved
- Longer term outcomes that are intended
- Other positive or negative consequences or side-effects
What is a programme logic model?

Programme Logic Models

These models are visual representations of the relationship between the components of the programs, activities and outcomes

_CDC, 2005_
A programme logic model involves…

- Connections between the different parts

- Intentionality: The model is like a map that shows the logic behind the programme. The implementation of the activities should take us the planned results (mission).
Programme logic model

Resources → Activities → Short-term Goals → Mid-term Goals → Long-Term goals
Let’s practice!

Logic model

Develop the logic model of one of your organization’s drug dependence treatment centre
Identify and prioritise the evaluation needs
Stakeholders priorities

Different people will have different needs for evaluation. Examples:

- Funders interested in Outcome measures/emerging needs
- Managers interested in cost efficiency
- Clinicians interested on new treatments
- Participants and their families on programme effectiveness

Rule of thumb:

- Listen to your partners priorities, get their input and make decisions accordingly.
From priorities to specific questions

► Now that we have the priorities we need to narrow down the **precise evaluation questions**

► The **program logic model** is a useful tool for helping generate these questions and focus the evaluation

► Evaluation team is essential to select questions taking into account **restrictions of time and resources**
Define your evaluation questions
Types of questions

- Client characteristics
- Client satisfaction
- Programme delivery
- Programme outcome
Examples of questions

Client characteristics:

► Did the characteristics of the clients change in the last year?

Client satisfaction:

► Did clients find the types of content in the program useful?
Examples of questions

Program Delivery:
► How many hours of counselling were provided to each client individually?

Program Outcome:
► Did clients who completed the programme decrease their PSU?
Step 6

Determine your research measures
Systematic measurement is the best tool you have for convincing people about:

► What your programme does
► How it functions
► What outcomes are achieved
► What has been done to improve it
Sources of information are those resources through which we get needed information to evaluate the programme.

Examples:
- People (family, clients, therapists, etc.)
- Documents
- Records
- Objective tests (urine, saliva, blood, breathalyser, etc.)
Variables, indicators and data

► **Variables:**

The abstract output or outcome in your goals

► **Indicators:**

Specific ways to measure these variables of interest

► **Data:**

Concrete observations made with respect to each indicator
Each of the implementation objectives in a programme has an output, and each output has an indicator of service delivery and/or characteristics of those served.

Each indicator is a measure of the outputs that a programme produces at each stage of the treatment process.
#### Example

**Goal:** Decrease alcohol consumption among clients who have completed the programme

<table>
<thead>
<tr>
<th>Variable</th>
<th>Two indicators</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol consumption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequency of alcohol use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantity of alcohol use</td>
<td></td>
<td></td>
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<tr>
<td>Client</td>
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Quantitative/qualitative measurement

▸ Quantitative approach:
  The measurement of a variable is conducted through **numbers**

▸ Qualitative approach:
  The measurement of a variable is conducted through **words**
Quantitative measurement: scales

<table>
<thead>
<tr>
<th>Level of measurement</th>
<th>Type of information</th>
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<tbody>
<tr>
<td><strong>Nominal</strong></td>
<td>Two or more unordered categories e.g., Did your spouse influence your decision to enter treatment? □ YES □ NO</td>
</tr>
<tr>
<td><strong>Ordinal</strong></td>
<td>Two or more ordered categories e.g., Rank of sources of motivation to enter treatment (e.g., family, employer, courts...), Rank 1 Rank 2 Rank 3</td>
</tr>
<tr>
<td><strong>Interval</strong></td>
<td>Numerical labels reflecting magnitude of differences e.g., 1 = strongly disagree / 9 = strongly agree 1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td><strong>Ratio</strong></td>
<td>Continuous scale, true zero point e.g., How many drinks did you have in the past week? □ drinks</td>
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# Measures for quantitative and qualitative approaches

## Measures

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
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<tbody>
<tr>
<td>• Structured interview</td>
<td>• Non-structured interview</td>
</tr>
<tr>
<td>• Questionnaires (closed-ended)</td>
<td>• Open-ended questionnaires</td>
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<td>• Self-information measures</td>
<td>• Focus groups</td>
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<tr>
<td>• Structure observation</td>
<td>• Participative observation</td>
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<tr>
<td>• Routine records (intake PSU, etc.)</td>
<td>• Routine records (therapist clinical impression, etc.)</td>
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</table>
Reliability and validity

► **Reliability:**

Whether an indicator is consistent across time and observers

► **Validity:**

Whether an indicator actually measures what you intend to measure in your programme evaluation
Examples of reliability and validity

► A **reliable** thermometer should give the same measurement every time it is plunged into boiling water, no matter who is viewing the temperature.

► The thermometer is **not valid** to measure the anxiety level of our clients (better using an electro-galvanic response).
Prepare a data collection plan
Data collection plan

- Develop an evaluation design: set of instructions about how, when and from whom to collect data

- A good design will increase the confidence in the programme

- The evaluation design depends upon the type of evaluation
Step 8

Ensure that your research resources are sufficient
As a final step...

It is necessary to decide on the following:

- **Personnel** (staff, consultants, etc.) and the **skills and expertise** needed: trainings, salaries, training/consultant fees etc.

- **Research resources** on data collection, data analysis and reporting (technology, including computers, software, video/audio, printing, etc.)
Are you ready?

Ask yourself:

► Is your research project realistic?
► Do you have the necessary resources to be successful?

If not, it may be necessary to re-evaluate your plans and go back to Step 4 (identify and prioritise the evaluation needs)
Take-home messages

► Evaluation should be seen as a mean to improve the quality of service provision. It is important that staff and others implicated or affected by the evaluation do not feel threatened.

► Evaluation and program design, piloting and implementation are part of the same cycle of change and readjustment to ensure quality of services and proper allocation of resources.
Questions
Wrap-up

- What does Performance Management System include?
- Why is programme evaluation needed in drug treatment services?
- What types of evaluation do you know?
- What are the WHO Eight Steps of planning evaluations?
Thank you for your time!
End of workshop 2

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