

Facilitator's workshop guide

**Evaluation of costs and effects of
psychoactive substance use treatment**

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WHO
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UNDCP
United Nations International Drug Control Programme



EMCDDA
European Monitoring Center on Drugs and Drug Addiction

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Background and goals of the overall project

Introduction to the workshop

This facilitator's workshop guide provides the essential information to organise and implement a training workshop on the Costs and Effects of Treatment for Psychoactive Substance Use Disorders. During the workshop, participants will be guided by facilitators to plan an evaluation of their substance use treatment programme or network. Facilitators assist participants to design an evaluation that suits their unique resources and needs. The proposed training workshop is fundamentally integrated with a complementary nine-volume workbook series that explains how to plan and implement treatment evaluations. Many presentations and exercises are taken directly from the workbook series. The workbooks are described in greater detail on page 9 of this guide.

The workshop schedule is planned for five days. Experience suggests that five days are sufficient, but not excessive, to plan evaluations. Participants are introduced to the general framework for evaluation on the first day. The bulk of their evaluation planning happens during the second through fourth days. On the fifth and final day, participants present their evaluation plans and discuss next steps.

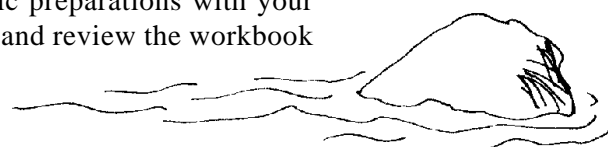
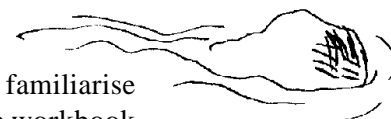
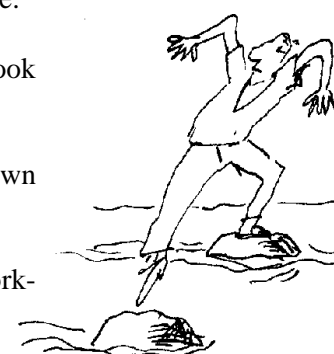
The immediate goals for the workshop are:

- To introduce participants to the workbook series
- To guide participants to plan their own treatment evaluation

Secondary or longer-term goals of the workshop are:

- To enhance participants' attitudes towards treatment evaluation
- To enhance participants' general abilities to plan and implement treatment evaluations

As a facilitator, it is important to familiarise yourself with this guide, and the workbook series from which it is derived, well in advance of the workshop. Begin your preparation for the workshop by reading this guide. After you have finished reading, you can begin specific preparations with your facilitation team and review the workbook series.



Structure of this guide

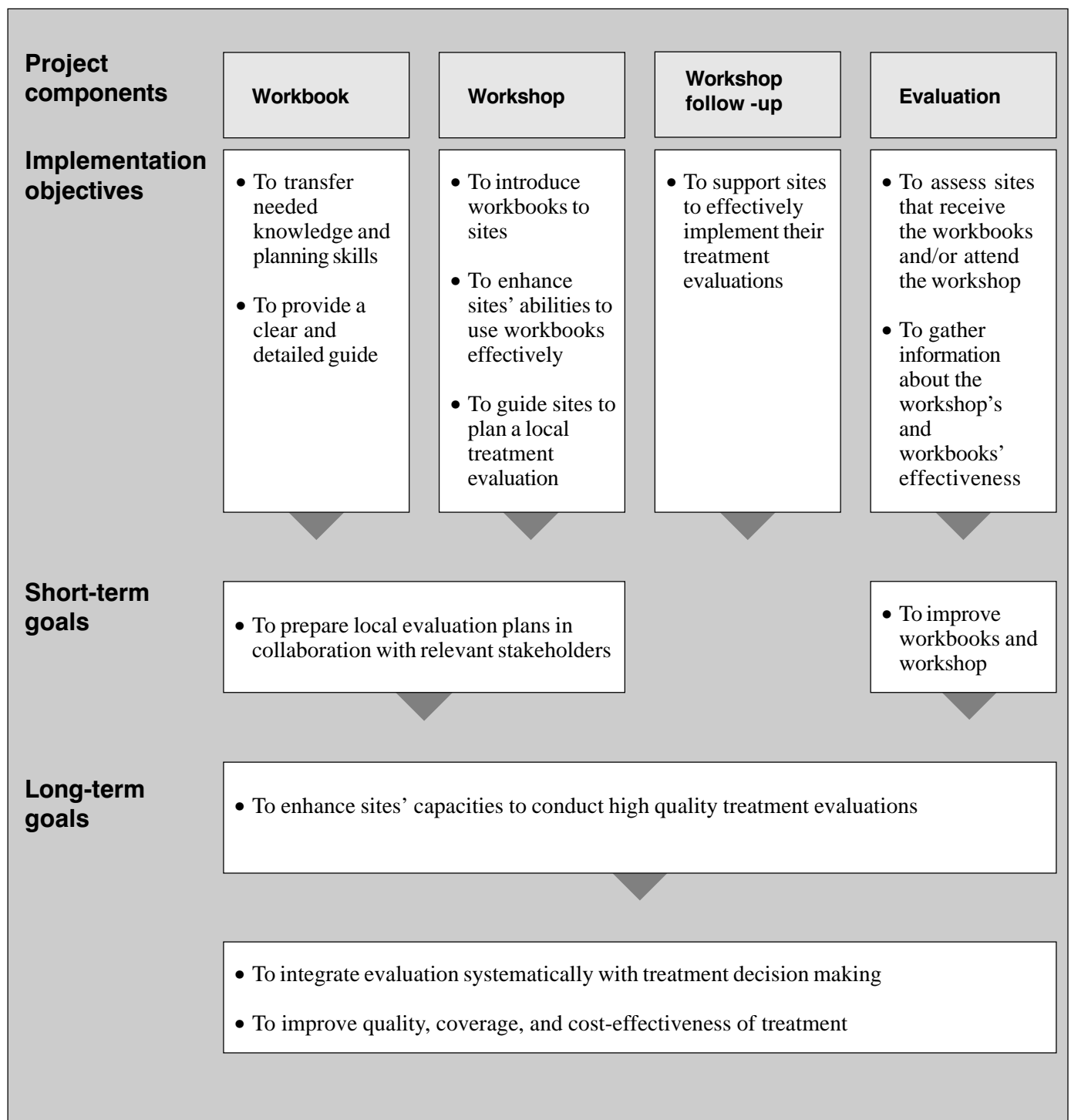
This guide is divided into several sections. "Pre-Workshop Planning" covers the essential information you need to prepare for the workshop. Detailed explanations of the proposed presentations and exercises, divided into five days, are presented next. This is followed by a section entitled "Problems and Solutions," which

presents suggestions for managing common problems that arise during workshops. The annexes provide supplementary forms for your use before, during, and after the workshop. Each of the annexes is explained within the main body of this guide. Refer to the Table of Contents for more specific information.

Structure of the overall project

The programme logic model illustrates the overall project structure and goals. Project components include the workbooks, the training workshop, workshop

follow-up, and project evaluation. Implementation objectives, short-term goals, and long-term goals are listed under each component.



Summary of the workbook component

The first component of the project is the workbook series. The first three manuals are **introductory** and **foundation workbooks**, whereas the next six manuals are **specialised workbooks**.



Introductory Workbook

Framework Workbook



Foundation Workbooks

Workbook 1: Planning Evaluations

Workbook 2: Implementing Evaluations



Specialised Workbooks

Workbook 3: Needs Assessment Evaluations

Workbook 4: Process Evaluations

Workbook 5: Cost Evaluations

Workbook 6: Client Satisfaction Evaluations

Workbook 7: Outcome Evaluations

Workbook 8: Economic Evaluations

The workbooks are designed to be used in conjunction with the training workshop described in this facilitator guide. The workbooks also can be used without workshop training, but better outcomes are expected when participants attend a training workshop in addition to reading the workbooks. This is because training workshops provide participants with individualised attention through the evaluation planning process. Data are being collected currently regarding whether this hypothesis is supported.

Facilitators should keep these points in mind:

- The foundation workbooks are the main focus of the workshop, and should be used by all participants.
- The specialised workbooks provide more detailed information about specific types of evaluation. Most participants will use only one or two specialised workbooks during the week. The choice of specialised workbook will depend on the evaluation question.

All workbooks contain “It’s your turn” participatory exercises. These exercises are designed to assist participants to apply workbook information to their own evaluations. “It’s your turn” exercises are incorporated into the suggested workshop curriculum.

Most workbooks contain case examples, which are real life accounts of treatment evaluations conducted around the world. The cases can be useful learning tools. They show how evaluators have conducted different kinds of evaluations, logistical problems they overcame, methods they used, and how results were applied to improve treatment services. Editorial comments about each of the cases also are provided. An “It’s your turn” exercise after each case example will help you to reflect them critically.

You should review all workbooks, including “It’s your turn” exercises and case examples, in advance of the workshop.

Summary of the workshop component

The second component of the overall project is the training workshop. The workshop is designed to be conducted over the course of five days by a facilitation team (for a suggested schedule, see page 23 of this guide). Detailed information about workshop preparation and curriculum is presented later in this facilitator's guide.

The immediate goals for the workshop week are:

- To introduce participants to the workbook series
- To guide participants to plan their own treatment evaluation

Secondary or longer-term goals of the workshop are:

- To enhance participants' attitudes towards treatment evaluation
- To enhance participants' general abilities to plan and implement treatment evaluations

The workshop is fundamentally integrated with the workbook series. Many presentations and exercises are taken directly from the workbooks. Participants should have the workbook series available throughout the workshop, and should be instructed to refer to them as appropriate during the presentations.

Summary of workshop follow-up component

The third component of the overall project is workshop follow-up. The main goal of the workshop follow-up is to support participating sites in implementing their treatment evaluations.

Frequently, participating sites are not finished completely with evaluation planning by the end of the workshop. They may need additional time and/or to consult with others before finalising their plans. Follow-up and assistance during this planning phase are often useful.

After planning is complete, sites also might need assistance to implement their evaluations. Questions or problems could arise with data collection strategies, data analysis, or using results effectively. Facilitators and/or other consultants can be quite helpful in many of these situations.

Follow-up can occur via telephone, email, fax, or post. Site visits also are possible, depending on available funding.

Summary of the project evaluation component

This project is currently being evaluated by WHO/ UNDCP/ EMCDDA. Results from the project evaluation will be used to improve the workbooks and workshop curriculum, with the goal of creating written materials for general dissemination with established utility and effectiveness. Results also will be used to clarify whether the workshop produces enhanced outcomes, relative to those who receive only the workbook series.

Local or regional evaluation of the workshop and workbook series also is important. Through your own evaluation of the workshop and workbook series, specific problems for your region, language, or culture can be identified. Local evaluation also can assess whether your participants are satisfied with various components of the project, as well as whether their participation helps them to plan and implement meaningful treatment evaluations.

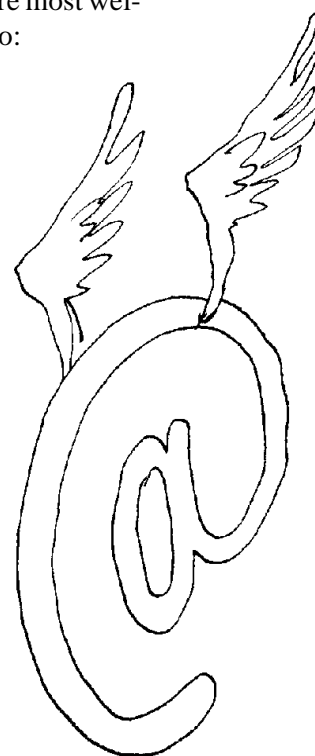
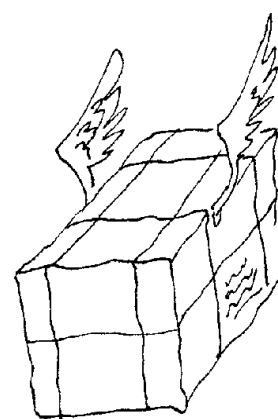
Follow the basic steps for planning and implementing treatment evaluations (as outlined in the foundation workbooks) when designing your local evaluation of the workshop and workbook series. Make sure that you understand your evaluation questions, have a specific plan for data collection and data management, and know how you will use your results to improve the workshop and/or workbook series.

The participant questionnaires being used by WHO/ UNDCP/ EMCDDA to evaluate the overall project are reproduced in this guide (pages 79 to 121) for your convenience.

There are pre- and post-workshop questionnaires, designed to be completed at the beginning and end of the workshop. The pre-workshop evaluation questionnaire can be sent to participants in advance of the workshop, or completed during opening activities. The advantage of sending questionnaires in advance (and asking for their return in advance) is that they can provide valuable information about the participants that can be useful for workshop planning. If participants have forgotten to complete the questionnaire, ask them to finish it during opening activities. For participants who receive the workbook series, but do not attend a training workshop, there is a "Pre-Workbook Questionnaire" on page 91 of this guide. This questionnaire is designed to be completed and returned by participants before they receive the workbooks. In addition, there are follow up questionnaires about the **workbook series**, designed to be completed by all participants six months and 12 months following participation in the workshop and/or receipt of the workbook series. These follow-up questionnaires are located starting on page 96 of this guide.

Comments from organisers and facilitators to the World Health Organization are most welcome, and should be addressed to:

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Pre-workshop planning

1. Preparing participants

Selecting participants

Workshop participants should be chosen by **site** with the assistance of selected criteria. A **site** could be a country, a defined region within a country, or a specific treatment service. An important criterion for selection is that each site should have three individuals prepared to commit to the evaluation project and work together — one person involved in planning and funding treatment programmes, another involved in direct service delivery, and the third with technical and research skills. Each site should be asked to bring three participants, representing these different sectors, with the purpose of discussing and reaching agreement on the evaluation to be undertaken and going through the planning process during the workshop. Regardless of background,

participants should hold positions in which they have decision making authority.

Group definitions for this facilitator guide:

Individual level: each participant works alone (1 person)

Site level: participants work with the other participants from their treatment site (usually 3 people)

Triplet level: three sites work together (usually 9 people)

Group level: all participants meet together (everyone)



Working productively with participants

Prior experience indicates that grouping sites into larger groups of three sites each, or **triplets**, is beneficial for exchange between sites and monitoring by facilitators. Throughout the workshop, triplets meet with assigned facilitators to exchange ideas and receive feedback about their evaluation plans. Triplets create the opportunity for cross-site peer education, and allow participants to draw from each other's knowledge and experience to

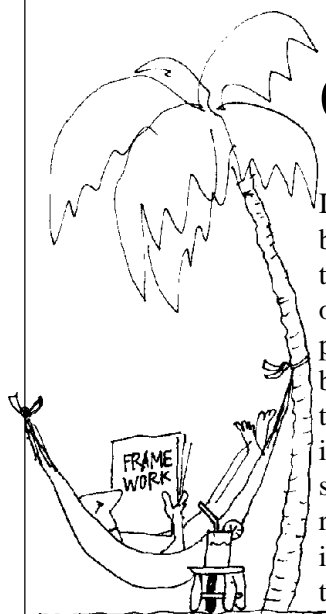
create high quality evaluation plans. Facilitators should foster cross-site discussion and support within the triplets. By doing so, they remove themselves from the role of **expert** and rely instead on participants to help each other. Over the course of the workshop, cross-site collaboration usually grows stronger, and lasting collaborations are frequently established.

Ideally, one facilitator should be assigned to each triplet (three sites) for the duration of the workshop. Triplet formations and facilitator assignments should be made by facilitators in advance of the workshop.

As a general guideline, minimal time should be spent on **lectures**. The presentations should be short and focused on orienting participants to the exercises to be completed. Assigned facilitators should be responsible for

guiding their sites through the exercises and providing ongoing, individualised feedback during evaluation planning. Facilitators should see their role less as **expert** and more as **assistant**.

Most participants will become fatigued occasionally during the workshop week. Be alert for signs of tiredness and take breaks as needed.



Giving participants advance information

It is usually helpful to provide participants with basic information about the workshop before the actual training. Accordingly, in advance of the workshop, it is suggested that you send participants copies of the Framework Workbook, which presents the general model for treatment evaluation and some introductory information about the workbook series. Also send the workshop agenda. Participants can read this information in a relaxed manner, and in doing so, begin to orient themselves towards the task of evaluation planning.

Participants also should be encouraged to begin thinking about their local treatment service or network in a systematic way. One way to accomplish this goal is to ask each site to create a written summary of their

local treatment in preparation for the workshop. A copy of detailed written instructions for completing this task, entitled “How to describe your local treatment”, is located on page 74 of this guide. Once sites finish the written summary, they should return it to the organising facilitator. Upon receipt of the summary, the organiser should request that the site also prepare a 15 minute oral presentation of the summary information, to be presented during Day 1 of the workshop. The thought of an oral presentation may create a considerable amount of anxiety for some participants, so it is suggested that the organiser wait to request this task until the written summary is complete. The organiser also should emphasise that the oral presentation can be informal.

2. Preparing for facilitation

This workshop is designed to be facilitated by a team of qualified individuals. Why a team? Team facilitation increases the overall knowledge and skill base available to participants. It also allows facilitators to give individualised attention to participants as they plan their evaluations. Ideally, there should be at least one facilitator for every three participating sites (or, stated differently, one facilitator per triplet), or a minimum of two facilitators if there are less than six participating sites.

Ideally, the facilitation team should represent a diversity of professional and cultural backgrounds. Diversity increases the overall knowledge and skill base of the team, brings multiple perspectives to the process, and reflects the varying backgrounds of participants. Also, many participants will feel more comfortable with facilitators from their own cultural or professional backgrounds. For similar reasons, inclusion of women (both facilitators and participants) also should be encouraged.

Qualities of a good facilitator



- Trust in others and their capacities (both co-facilitators and participants)
- Good listening skills
- Good presenting skills
- Confidence without arrogance
- Ability to create an atmosphere of confidence among participants
- Respect for the opinion of others (not imposing ideas)
- Flexibility in changing methods and sequences as needed
- Knowledge of group process, including the ability to sense the group's mood at any given time and adjust the programme accordingly
- Familiarity with the culture, needs, strengths, and limitations of participants, and respect for individual differences
- Organisation: equipment, supplies, time schedule
- Ability to strike the delicate balance between being directive and non-directive, and to know when each stance is needed at different points during the workshop

In addition to these qualities, facilitators also should have relevant knowledge and experience in evaluation planning and implementation, and/or a good understanding of typical barriers and benefits of treatment evaluation. Formal scientific training is advantageous for certain types of evaluation, but is no guarantee of good facilitation.

Working with your team to maximise effectiveness

Co-operation is essential among co-facilitators: mutual trust; recognition and acceptance of individual strengths and weaknesses; and an attitude of reciprocal learning and assistance. The success of the workshop does not depend on individual **performance**, but rather, on how well the co-facilitators work together as a team to enhance participants' evaluation planning. If problems arise with participants during the workshop, or if you feel like you need help, tell your co-facilitators. The team should be able to support one another through all difficulties.

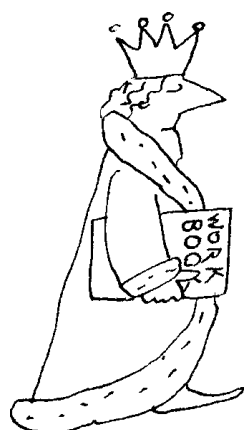
Well ahead of the workshop, facilitators should familiarise themselves with the subject matter and meet with their team to plan the workshop in detail. Facilitators should discuss their backgrounds and professional strengths at this time. Based on this information, specific facilitators can be assigned to specific presentations and exercises. If it be-

comes apparent that there is a gap in the knowledge base of the co-facilitators, efforts should be made to bring a complementary facilitator to the workshop (even for only part of the workshop). In the absence of this option, facilitators can make note of questions that arise during the workshop and have them answered by an expert consultant after the workshop ends.

Throughout the workshop, facilitators should meet for about one hour at the end of each day. During this time, they should discuss any problems or issues that have arisen, as well as their general impressions about how well participants are progressing with their planning. All problems or issues (among participants or facilitators) should be resolved as quickly as possible. A general discussion and debriefing among facilitators after the workshop ends also are recommended.

Working cross-culturally

During many workshops, participants and facilitators will represent a range of cultural backgrounds, which are not restricted to nationality. Cultural differences also can include differences in work environments (university, government, or treatment settings), status within organisations (director or employee), roles within organisations (physicians or administrators), and perspectives on gathering information (quantitative or qualitative approaches).



As a facilitator, it is important to respect and work with the values of participants from different cultures. The key for overcoming cultural barriers during the workshop is to seek background information on the cultural practices of participants, to anticipate potential problems, and to be willing to adjust your approach as needed. While it is impossible to change some of your personal characteristics, such as your age or nationality, modifications to clothing, presentation style, and facilitation techniques can be made as appropriate.

Facilitators also should be aware of the impact of their own cultural preferences. It is natural to be interested in people who share your opinions, native language, or ways of doing things. However, when you are a facilitator, it is important to be even-handed with everyone, and to avoid any appearance of preferential regard. Throughout the workshop, you should consider whether you are being fair to all concerned.

Finally, language barriers might present significant problems for facilitators and participants from diverse backgrounds. In these situations, remember to speak slowly, and avoid complicated sentence structure and/or vocabulary. For foreign languages, most people read better than they understand oral communication. Use the written word to reinforce key concepts via overhead transparencies, chalk boards, flip charts, and the workbooks themselves. Pictures or diagrams also can be useful.

During the workshop

Before the workshop begins each day, facilitators should review the suggested curriculum and make modifications if needed (e.g., in the case that some sites are working through the material more quickly or slowly than anticipated).

Facilitators should consult informally with each other throughout the day, to ensure that everything is progressing smoothly and/or to troubleshoot any problems that might arise.

Each facilitator should take notes throughout the workshop about their sites' progress in evaluation planning. Notes provide useful references for discussing progress or problems with other facilitators, and also serve as a good memory tool for oneself.

At the end of the workshop, it is useful for facilitators to compile their notes into a written summary about each of their sites. These

summaries should document each site's progress, and can be shared with workshop organisers, future site consultants, and project funders. The summary should be about 20 lines (more or less) for each site. Components should include:

- site background information
- prior evaluation experience of participants
- other skills participants bring to evaluation planning and implementation
- barriers to evaluation
- type of programme logic model (national, regional, local)
- main evaluation question(s) and how that related to their programme logic model

- major issues that sites **struggled** with during the workshop, and how (or if) these issues were resolved

The site summaries should focus on objective information rather than facilitators' subjective opinions. Limit your comments to facts about what happened during the workshop week. Avoid judgmental statements, comparisons between groups, and your personal impressions.

Finally, remember that facilitators have a special role during the workshop: to help everyone feel comfortable and valued. There are several ways to accomplish this goal:

- take time to converse informally with participants
- attempt to solve any problems that participants have, even if they are not related directly to the workshop itself
- organise after hours social events for everyone to attend. If participants have travelled a long distance to attend the workshop, or are not familiar with the region, they may be particularly grateful to attend organised events.

A final word...

About participant ambivalence

Participants may have mixed feelings about aspects of this project. Although possible concerns are unlimited in nature, participants may worry about the viability of doing treatment evaluations locally, have scepticism about facilitators understanding or supporting them, and/or feel too under-educated to be successful in planning and implementing evaluations. Others may feel they are over-qualified and there is no point in participating.

It is important for facilitators to be aware that ambivalence of one sort or another is common among participants, *but that many times this ambivalence remains unexpressed*. It is the role of the facilitator to be alert for possible ambivalence, and to have strategies for dealing with it effectively.

One useful method for dealing with ambivalence is to increase participants' motivation for doing treatment evaluations by helping them to see how evaluations help meet their goals. One way to do this is to ask participants to discuss their treatment services and objectives. By listening carefully to their responses, you can gain insight into possible motivating factors and help to draw new con-

nections for participants. For example, a site may report limited funding for services as a major problem in its setting, and securing new funding as a major goal. In this situation, you can point out how evaluation results can be used to make programmes more efficient and secure new funding in some cases. Other common benefits to evaluation are: finding out whether programmes are working as hoped, obtaining information that can improve programmes, and improving local knowledge and experience about how to conduct evaluations. The key is to *personalise* motivational messages to particular sites as much as possible.

It also is important to understand possible inhibiting factors (or barriers) to doing evaluations. Barriers could include systemic problems, or involve negative attitudes about treatment evaluations. For example, participants might think that they are too busy or too inexperienced to conduct evaluations. Others might not really want to know if the programme is working as hoped, because they fear change or discontinuation of funding. These factors can be discussed and, if possible, problem-solved during the workshop.



3. Room structure, equipment, and materials



Room structure

The workshop site should have plenty of space for sites to be able to spread out and work separately without disturbing each other. Auditorium settings are not advisable, however, because of the participatory nature of the workshop. If you have more than

three participating sites, consider adjoining rooms for each site triplet. If you use multiple rooms, one room should be large enough to hold everyone for group presentations. Also, rooms should not be far apart from one another.



Equipment and materials

The suggested equipment (listed below) should be prepared in advance of the workshop. While the recommended equipment is ideal for the various activities, modifications can be made if needed. For example, chalk boards could be used in place of an overhead projector or flip charts.

Facilitator equipment

- overhead projector
- acetate sheets for overhead projector
- multicoloured pens for overhead projector
- flip chart (make sure you have plenty of flip chart paper available)
- multicoloured pens for flip charts
- note pads
- pens or pencils
- name tags

Participant equipment

- complete copy of workbook series - 1 set per participant
- note pads - 1 pad per participant
- pens or pencils
- flip chart and paper - 1 chart per site
- coloured construction paper - at least 2 different colours (for writing hopes and fears; **louder** and **slower** signs: see pages 27 and 29) - about 8 sheets per participant
- multicoloured marking pens - 1 set per site
- post-it notes or small pieces of paper backed with tape (for creating programme logic model) - 1 package per site
- name tags



Overhead transparencies

A set of overhead transparency prototypes is located at the back of this facilitator guide. If you plan to use an overhead projector, these prototypes can be made into transparencies

for your use throughout the workshop. Please note that you should review the prototypes in advance of the workshop, and choose those that best suit your needs.

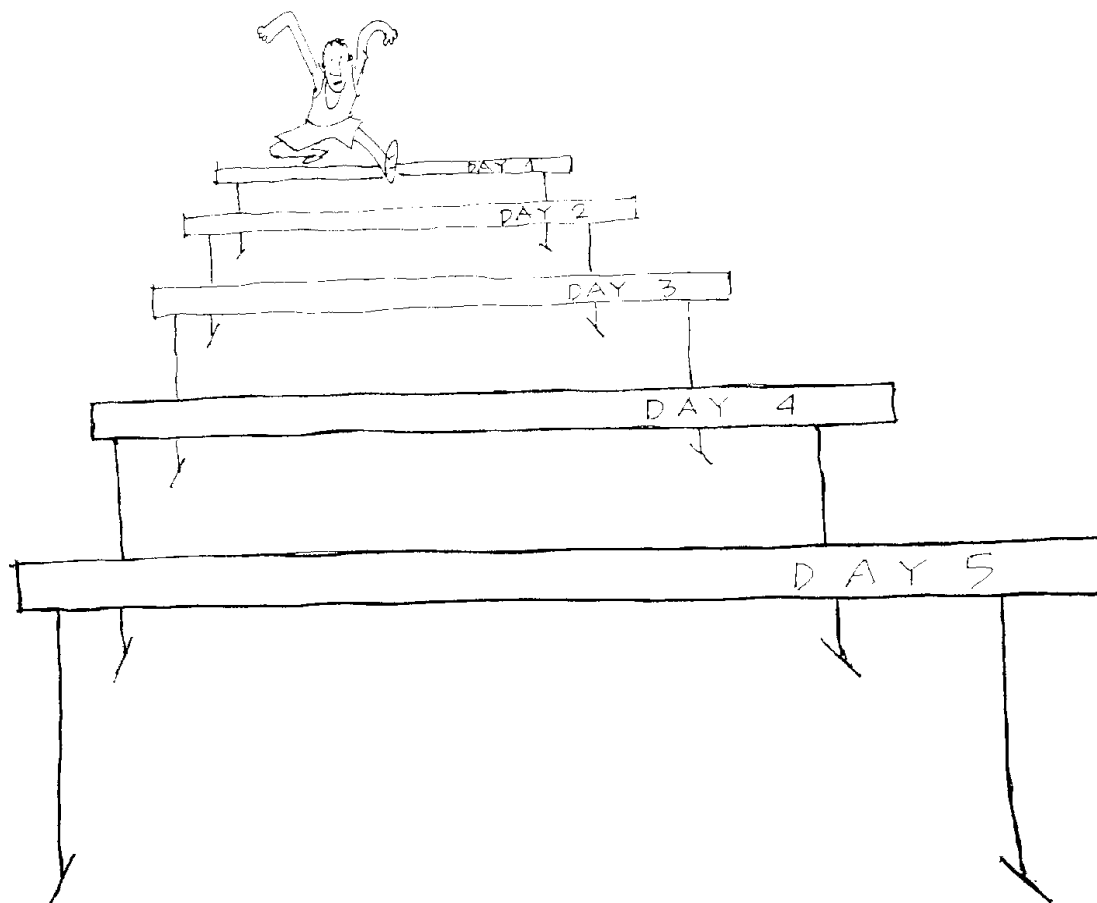
4. Suggested workshop schedule

This workshop schedule is based on the premise that each participating site will send three individuals to participate. During the workshop, participants will be guided, step by step, through planning a local evaluation of their substance use treatment services or network. In the process of planning, they will be introduced to the workbook series, and learn to use it as a resource during and after the workshop.

The workshop is designed to tailor evaluation plans to participating sites' different levels of resources and/or expertise. Evaluation plans could be as simple as a needs assessment survey, or as complex as a full economic evaluation. The key for facilitators is to assist in *tailoring* evaluation planning to each site's unique needs and capacity for evaluation.

The workshop format combines brief presentations with participatory exercises. Participants listen to formal presentations based on workbook material, then meet with other participants from their site to put the information to work immediately in planning their own evaluations. Facilitators work closely with each site throughout the planning exercises. Participants also provide and receive feedback with other sites via triplet exercises.

The schedule is planned for five days. Prior experience indicates that this amount of time is sufficient, but not excessive, to accomplish evaluation planning. Suggested time durations are listed for each activity. Lunch and other breaks can be inserted between activities as needed. The schedule can be modified for those who have more or less time available, although it is recommended that you do not alter the sequence of activities.



Day 1

- opening activities (2 hours)
- presentation: introduction of workbooks (15 minutes)
- exercise: fears and expectations (30 minutes)
- site presentations of local treatment (15 minutes per site)
- presentation: why is treatment evaluation important? (15 minutes)
- exercise: The pros and cons of evaluation for me (1 hour)

Day 2

- presentation and exercise: the 8 steps of planning an evaluation (1 hour)
- presentation and exercise: identify and prioritise evaluation needs (1 hour)
- presentation: describe your programme for evaluation (1 hour)
- exercise: describe your programme for evaluation (4 hours)

Day 3

- presentation and exercise: define your evaluation questions (3-4 hours)
- presentation and exercise: determine your evaluation measures (3-4 hours)

Day 4

- presentation and exercise: prepare a data collection plan (2 hours)
- presentation and exercise: ensure that your resources are sufficient (1 hour)
- presentation: the 6 steps of implementing an evaluation (1 hour)
- exercise: prepare your site presentation (3 hours)

Day 5

- presentation: summary (15 minutes)
- site presentations of evaluation plans (15 minutes per site)
- presentation: writing an evaluation plan (15 minutes)
- presentation and exercise: overcoming barriers to evaluation (1 hour)
- closing activities (2 hours)

Day 1



The first day of the workshop has several goals, including:

- making introductions and establishing rapport
- orienting participants to the workshop agenda and goals
- introducing participants to the workbook series
- learning about each site's background and current situation
- managing practical details of the workshop week as needed (e.g., lodging, meals, transportation, site funding)

During the first day, most activities happen at the group level. At the end of the day, there is

one exercise that moves from the site to the triplet level. The major components of the day's suggested agenda are:

- opening activities
- presentation: introduction of workbooks
- exercise: fears and expectations
- site presentations of local psychoactive substance use treatment
- presentation: why is treatment evaluation important?
- exercise: The pros and cons of evaluation for me

Each of these components is explained in greater detail below.

Opening activities (group level)

* The pre-workshop evaluation questionnaire can be sent to participants in advance of the workshop, or completed during opening activities. The advantage of sending questionnaires in advance (and asking for their return in advance) is that they can provide valuable information about the participants that can be useful for workshop planning. If participants have not returned the questionnaire, ask them to finish it at this point.

It is a good idea to arrive at the workshop site early, to set up the room(s) and arrange your equipment. Wear a name tag to identify yourself as a facilitator, and give participants their own name tags as they arrive.

The specific content of opening activities will vary by workshop. Suggested components include:

- opening statements by organisers and host site representative
- introduction of facilitators
- introduction of participants (ask participants to describe their professional role and list the skills that they bring to their evaluation team)

- proposed time structure and agenda for the week
- assignment of sites to specific triplets and facilitators
- orientation to workshop site (e.g., location of toilets, telephones, refreshments, etc.)
- any outstanding practical issues (e.g., site funding, transportation, etc.)
- pre-workshop evaluation by participants (questionnaire on page 80 of this guide)*

If participants have different primary languages, instruct participants to write the words **slower** and **louder** in their native languages on coloured paper (tell participants which colour to use for each word). Then, at anytime during the workshop, participants should show the appropriate paper if they would like the current speaker to talk slower or louder. This is a fun method to acknowledge cultural differ-

ences, learn two words from each participant's language, and facilitate useful communication.

If participants and facilitators share a common primary language, the words **louder** and **slower** can be depicted graphically by each person. The same rules could apply: show the appropriate paper when a speaker is talking too quickly or quietly.

Presentation: introduction of workbooks (group level)



Each participant should be provided with a set of workbooks. One facilitator should explain the workbook series structure, and tell participants that the workbooks will be the basis for the upcoming workshop. Participants should be told that Workbooks 1 and 2 provide a solid foundation of general in-

formation about conducting evaluations, whereas the specialised workbooks (Workbooks 3 through 8) present detailed information for different types of evaluations. Facilitators should give participants a minute or two to look through the workbooks before proceeding.

Exercise: fears and expectations (group level)

This exercise is a **modification of question 3 of the Step 1A exercise located in Workbook 1** (page 11). Participants should be given two different colours of paper for writing their fears and expectations, and directed which colour to use for each category.

Give the following instructions (available as overhead prototype in the back of this guide):

Working individually, list on the provided cards 1) your expectations about the workshop, and then 2) your fears or concerns. Use different card colours for expectations vs. fears. Write legibly and use large print, so your cards can

be read from a distance. To protect your privacy, do not put your name on the cards.

When finished, the cards should be collected by a facilitator and grouped by colour.

Facilitators next should review briefly the cards, and use these as a means to demonstrate similarities and uniqueness of ideas. The identity of card writers should not be asked directly by facilitators. Instead, cards should be clustered and discussed at the group level. Following the presentation, cards should be taped to the wall and displayed for the duration of the workshop.

In past workshops, the following themes have been expressed:

Fears

- The workshop will not be relevant
- Home treatment programme/network will not be motivated to implement an evaluation
- There are insufficient funds to implement an evaluation
- There is insufficient time to cover all the workbooks during the workshop
- Communication and language barriers
- Personal and/or facilitator inexperience

Expectations

- Transmitting knowledge to home region or country
- Solving problem of addiction in home region or country
- Increase skills
- To get a simple method of evaluation
- To come back with practical projects
- Learn something concrete
- Enhance future work
- Establish good contacts
- Break barriers of communication

Site presentations of psychoactive substance use treatment (group level)

Each site presents briefly (15 minutes) to the entire group an overview of its treatment service or system. Presentations should be arranged with sites in advance, and should be based on the written summary created by each site (see **Preparing Participants** on page 12 of this guide).

The purpose of the presentations is to obtain information about each site's programmes and

capacity for evaluation. Facilitators also should use these presentations as an opportunity to listen for participant ambivalence and other potential barriers to evaluation. Feedback from facilitators should be limited at this stage, however.

Following these presentations, facilitators should be able to begin formulating possible evaluation questions for each site.

Presentation: why is treatment evaluation important?

(group level)

The presentation from this section can be based on material from the Framework Workbook. Consider using the sections “Why is treatment evaluation Important”, “Treatment evaluation as feedback”, and “Levels of evaluation” for content. Include these ideas:

- historically, policy decisions regarding treatment have been made without considering evaluation results;
- evaluation is not a technology, nor a collection of information or statistics, but an attitude towards change;
- the underpinning of the project is the development of a healthy culture of evaluation, as part of ongoing collection of information for decision making at the programme, service, and system level;
- participants should be ready to accept and implement changes to their programmes according to the results of the evaluations, regardless of their own views on specific treatments or approaches.



Exercise: The pros and cons of evaluation for me

(site to triplet level)

Following the presentation, participants should be directed to complete the exercise described below. This exercise should be started at the site level, then move to the triplet level for discussion. The purpose of this exercise is to discover information about each site’s motivators and barriers to successful evaluation, and secondly, to increase their motivation to do evaluation in their setting. Those facilitators familiar with motivational interviewing techniques* may find them useful with participants at the latter point of this exercise.

The instructions are as follows (available as overhead prototype in back of this guide):

- 1 Each site should work separately and write on flip chart paper the pros and cons of doing treatment evaluation at its local site. Allow 15 minutes to complete this step.
- 2 Each site should meet with at the triplet level to discuss the pros and cons that they wrote.

* Motivational interviewing is an approach based on principles of experimental social psychology, and has the goal of increasing intrinsic motivation to change by helping to develop a discrepancy between goals and current behavior. Although Motivational Interviewing was developed originally for clinical use with people who have alcohol problems, it is a highly effective tool for anyone who is attempting to negotiate behavior change in any setting (such as facilitators of this workshop). For more information, see [Motivational Interviewing: Preparing People to Change Addictive Behavior](#) by W.R. Miller and S. Rollnick, Guilford Press, 1991.

Day 2



The goals for the second day include:

- introducing the basic steps of evaluation planning
- assisting sites to begin to identify and prioritise their evaluation needs
- teaching a structured method for describing programmes for evaluation (programme logic model)
- assisting sites to begin constructing their own programme logic models

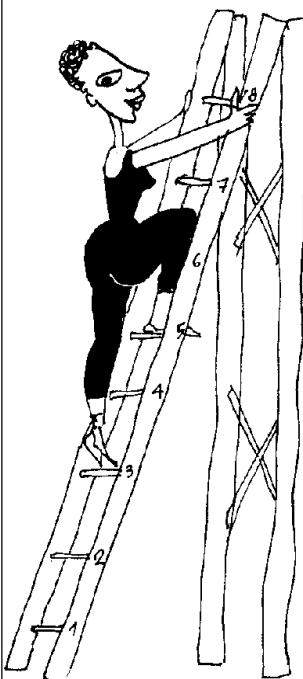
Today, participants begin working intensively at the site level. Some triplet and group level

activities also are included. The suggested agenda includes:

- presentation and exercise: the 8 steps of planning an evaluation
- presentation and exercise: identify and prioritise evaluation needs
- presentation: describe your programme for evaluation
- exercise: describe your programme for evaluation

Each of the activities is described in detail on the next pages.

Presentation and exercise: the 8 steps of planning an evaluation (group, site, and triplet levels)



This presentation should begin by over viewing the 8 steps of evaluation planning (**as outlined on page 5 of Workbook 1**). Following this, a more detailed presentation can be made for Steps 1 and 2.

Step 1, Decide Who Will Be Involved In The Evaluation, was covered to a large extent during Day 1. Highlight the information presented on **pages 10 to 11 of Workbook 1** for participants' future reference.

Step 2, Assess Your Resources, is an important but potentially intimidating task for participants. In your presentation, be sure to emphasise that high quality evaluation CAN be conducted with very few resources. The key is to evaluate resources accurately, and then choose a project that is practical with the resources available.

If organisers plan to give resources to sites for their evaluations, the sites should be made aware of the type and extent of resources available. This will help them to evaluate their situations correctly (see below), and may eliminate some concerns about being under-resourced for evaluation efforts.

After you have finished your presentation, direct participants to complete the **“It’s your turn” Step 2 exercise, located on page 12 of Workbook 1**. The exercise questions are designed to assist sites to evaluate accurately their financial/material, expertise, and time resources for evaluation. Participants should work at the site level, and then move to the triplet level for feedback and exchange if time permits. Facilitators should work closely with sites and triplets during the exercise.

Presentation and exercise: identify and prioritise evaluation needs (group, site, and triplet levels)

The following points might be useful to include in this presentation. It is natural for site participants to have a diversity of ideas about what to evaluate. For example, administrators may be most interested in cost efficiency, while clinicians may be interested in the benefits of a new treatment. It is important for all participants from each site to understand one another's perspectives, then begin to come to a decision about their overall needs for evaluation. This step of evaluation planning (Step 3: Evaluate and Prioritize Evaluation Needs) is a first step towards accomplishing this goal. Participants should be encouraged to explore freely different options for evaluation. The goal at this stage is to assist participants to

see the range of possibilities for evaluations, and perhaps to see some common trends in ideas. The next step (Step 3: Describe Your Programme for Evaluation) will help to further clarify needs and priorities.

After the presentation, participants should be directed to complete the **“It’s your turn” Step 4 exercise, questions 1 and 2, located on page 19 of Workbook 1.** They should complete this exercise at the site level. If time permits, triplet discussion of the exercise should follow. As with all exercises, facilitators should work with their sites and triplets to provide assistance and feedback as needed.

Presentation: describe your programme for evaluation (group level)

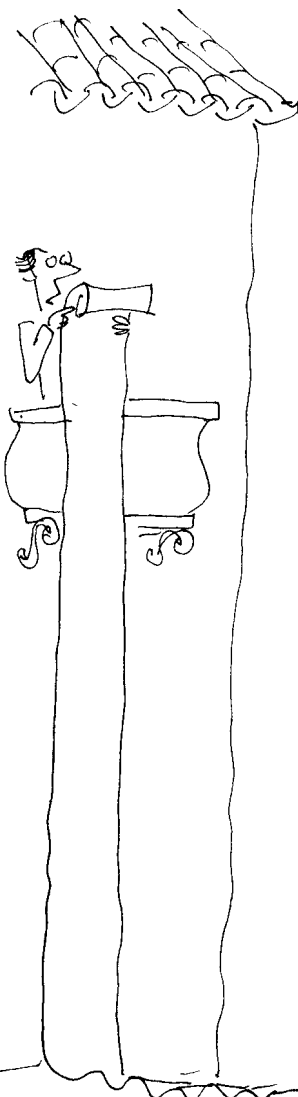
This is your opportunity to explain the process and benefits of creating a programme logic model (PLM). This step of the workshop is particularly important, because the PLMs will form the basis for the evaluation plans created later in the week. The PLMs help sites to achieve consensus on the evaluation questions that should be asked.

Before site participants create PLMs, they need to consider the treatment level at which they want to conduct their evaluation. Refer participants to **pages 14 and 15 of the Framework workbook** for a reminder about different treatment levels. In some cases, sites will need to decide if they want to conduct their evaluations at the activity, service, agency, or system level. Whatever they decide, their PLM level should match their evaluation level. For example, if a site wants to

conduct an evaluation at the service level, then the PLM should portray the service level, too. In some cases, site participants will not know, or disagree about, their desired level of evaluation. Discussion among participants to determine treatment evaluation level is the first priority in these cases.

Refer to the information contained in **Step 3 of Workbook 1 (starting on page 14)** to structure the rest of your presentation. Overheads, which may help orient participants, are contained at the end of this guide.

In addition to the information provided in the workbook, consider including the following questions as part of your explanation of how to create programme logic models. (These questions are provided courtesy of Dr. Brian Rush, of Virgo Planning and Evaluation Con-



sultants, London, Ontario, Canada.) Ask participants to answer the following questions in reference to their own treatment programme:

- 1 In the long run, what should be different in the community, or the “target population”, as a result of your programme being delivered? What are the changes you hope for, even recognising your programme may only be playing a small part in achieving these changes? These changes are your long-term objectives. Some of them may be quite general and reflect broad **goals** or aspects of your mission statement.
- 2 In the shorter term, what changes do you hope will occur in the community or the “target population”, as a result of your programme being delivered? What short-term changes are needed in order to achieve your longer term objectives (goals) identified above? How are these objectives linked over time? In other words, what changes lead to what other changes to eventually achieve your longer term objectives? Write down all the changes you think might happen as a result of your programme and then ask yourself how they are inter-connected. What is the logic or rationale connecting one change to another?
- 3 Next, rather than focusing on the changes you hope to make, think about **how** you are trying to do this. What services or activities do you currently deliver or which you plan on delivering in the near future? These are your implementation (process objectives). They reflect what you **do**, rather than the **outcomes** (changes) you expect to achieve. This is an important distinction since delivering the service is only a means to an end; the services you provide are not themselves the outcomes. Your activities or services probably **cluster** into different program **components**. There is not hard and fast rule as to how you cluster them — sometimes it's because a set of activities or services all relate to a particular group of people (e.g., youth vs elderly) or they all relate to a particular programme function or role (e.g., smoking cessation vs. alcohol education). The examples provided give a flavour of how to organise

your implementation (process) objectives into components. Be careful not to get **too** detailed at this stage, but try to capture, in as specific terms as possible, the main elements of your program activities and services.

- 4 The last stage is to show the connection between your various programme components and your short-term objectives (and eventually your long-term objectives). This is done in a diagram connecting the various activities and outcomes. Again, the examples provided will illustrate how this is done. The most important point, however, is that there should be some logic or rationale underlying these connections. In other words, **why** should delivering these activities or services produce these changes?
- 5 Once you have a draft of a diagram putting all of the above together, you should expect to revise it several times. This is a great tool for communicating with each other about your programme. You can use it to discuss how your program has evolved over time and should adjust in the future. In other words, it is a **planning and programme management** tool as much as an **evaluation** tool.

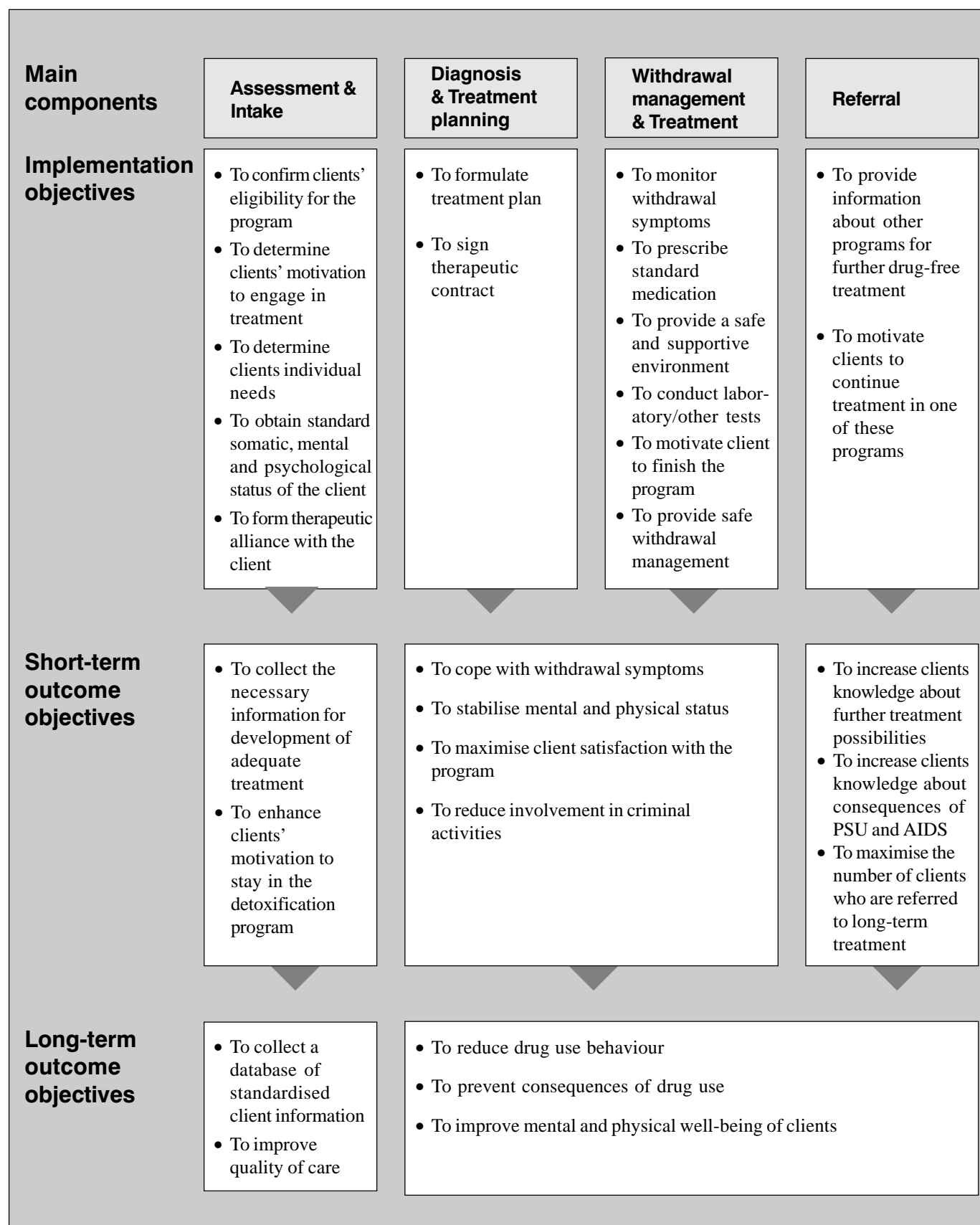
Once you have a good draft you can start using it to plan your evaluation activities. Basically, your task is to use the logic model to prioritise those aspects of the programme to be evaluated and to develop and select the specific evaluation **questions** to be addressed. The chart that accompanies the logic model will help you do this by giving you a framework to translate each of your programme objectives (from the logic model) to an evaluation strategy for getting feedback on the achievement of that objective. It helps in this process to have numbered each objective in your logic model (or group of objectives) and transfer them one at a time to this table using the number to cross-reference.

What will emerge as you complete this table is a very large “shopping list” for your evaluation. Now, as a group, your task is to decide what is feasible for an evaluation plan giving due consideration to the resources you have, measurement and design issues, ethical and confidentiality considerations, etc.



Experience indicates that specific examples of programme logic models help participants better understand the basic principles. The programme logic model from the fictional heroin detoxification

programme in Workbook 1 and 2 is presented below and in the overhead prototype section in the back of this guide. Consider referring to this example as you make your presentation.



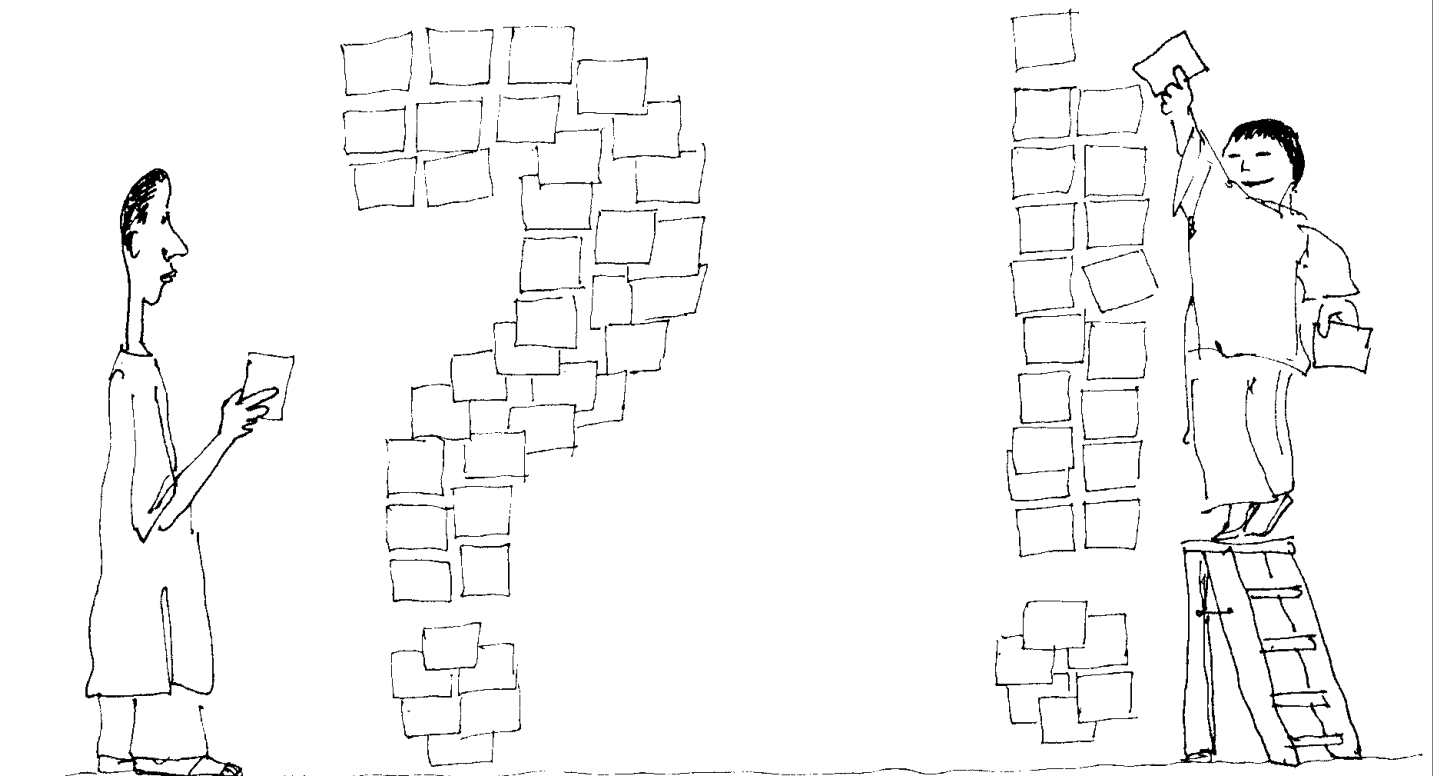
Exercise: describe your programme for evaluation (site level)

After you have finished describing programme logic models, direct participants to move to the site level and complete the “It’s your turn” **Step 3 (A and B), located on pages 15 and 17 of Workbook 1.** The majority of time should be spent on exercise 4B. Post-it notes (small pieces of note paper with adhesive on one side) are useful for creating programme logic models: if each component of the model (e.g. a single activity or objective) is written on one post-it note, transformation and editing of the model is easy to perform. If post-it notes are not available, small pieces of paper backed with tape can be used instead. Sites should be given adequate space to create their models (e.g. a portion of an empty wall, or a large flip chart).

Prior experience indicates that for most sites, creating a programme logic model is the most challenging and thought-provoking task of the workshop. Some sites might have difficulty

understanding the basic PLM structure, while others might disagree among themselves about their activities or goals. Regardless, it is especially important for facilitators to provide intensive assistance and feedback during this exercise. Listen to sites’ discussions, provide advice or examples if needed, and make yourself available for questions as they arise. Expect that most sites will need several hours and multiple versions before being satisfied with their PLMs.

It is a good idea to move sites to the triplet level at least once during this exercise. Input from other sites can spur new thinking or resolve dilemmas. Do not wait until the end of the exercise to get feedback at the triplet level; move sites to their triplets well in advance of completion of the PLMs. After receiving triplet level feedback, participants can continue working on their models at the site level.



Day 3

The goals for the third day include:

- using the programme logic model that was developed during Day 2, sites will define specific evaluation questions
- participants will be instructed how to use the foundation and specialised workbooks together
- participants will learn guidelines for choosing evaluation measures
- sites will begin to choose their evaluation measures

Today, participants will continue to spend the majority of time at the site level, although some time will be spent at group level presentations, and with triplet level feedback. Specific activities for the day include:

- Presentation and exercise: define your evaluation questions
- Presentation and exercise: determine your evaluation measures

Each of the activities is described in detail below.



Presentation and exercise: define your evaluation questions (group, site, and triplet levels)

The presentation and exercise should be based on **Step 5 of Workbook 1 (pages 20 to 21)**. The presentation should be given at the group level. It can be brief (15 minutes), but should include some general remarks about how to narrow the scope of possible evaluation questions (see below for specific content suggestions). Following the presentation, sites should be given several hours to formulate and discuss their evaluation questions.

A general structure for moving from the programme logic model to evaluation questions and data collection methods is presented in the overhead prototype entitled “Basic Format for Moving from Logic Model to More Detailed Evaluation Planning” located in the back of this guide. Consider showing this form to participants at the beginning of the presentation and making copies for their use during this phase of evaluation planning.

Experience shows that many sites will want to “answer it all” with their first evaluation. This approach usually ends unfavourably. It is essential that the facilitators caution against

this approach, and then assist the sites to narrow the questions to a feasible number and scope given their time, experience, and other resources.

In addition to feasibility, sites should be encouraged to create evaluation questions that are meaningful to the treatment programme or service. That is, questions should be linked clearly to a specific component or goal of the programme logic model, and have clear implications for improving treatment services. Sites might want to ask themselves: How will the results from the proposed evaluation question be used to improve our treatment services? If there is no clear answer, then evaluation questions should be reformulated.

At this point in the workshop, participants do not need to choose specific evaluation measures. (They will be chosen later in the day.) Participants should be instructed to focus on formulating general evaluation questions, ensuring that they are feasible and meaningful. Following the presentation, participants should be directed to move to the site level and com-



plete **questions 1 through 3 of the “It’s your turn” Step 5 exercise, located on page 21 of Workbook 1.** Participants will not be able to do question 4 at this point, as it involves consultation with expected users of the results.

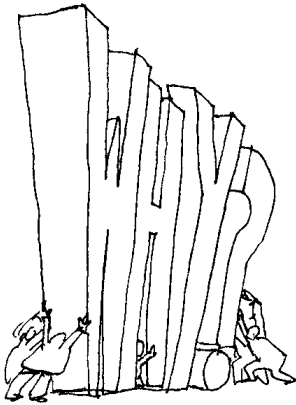
At a middle point of the exercise, sites should be moved to the triplet level, where they can present possible evaluation questions to comment and feedback from other participants and the assigned facilitator. Triplet feedback serves a dual purpose: to give participants and facilitators an opportunity to provide commentary to sites on the feasibility and appropriateness of evaluation questions, and for facilitators to teach participants about different evaluation types. As sites are discussing their evaluation questions, the facilitator should take notes. Once every site has finished, the possible questions should be used to explain different evaluation types (see **Framework workbook**, pages 18 to 27):

- Needs Assessment
- Process
- Costs
- Client satisfaction
- Outcome
- Economic

Use the site evaluation questions to highlight key differences in each type of evaluation.

During the discussion, provide constructive commentary and guidance to sites on their evaluation questions. Ideally, these two discussion points should unfold seamlessly and simultaneously.

Experience indicates that some participants will confuse process and outcome evaluation questions. In other words, they might attempt to answer an evaluation question about outcome by measuring process, or vice versa. As you listen to possible evaluation questions, ask yourself whether your sites are making this common error. In preparation for this eventuality, consult Workbooks 4 and 7 for more information about the differences between process and outcome evaluations. Briefly, process evaluations seek to understand the extent to which a treatment programme is operating as planned. The evaluation questions do not ask about changes in clients that result from services being provided. Rather, the questions concern coverage and process. Outcome evaluations measure how clients and their circumstances have changed, and second, attempt to show that treatment has been a factor in causing this change. Typically, process evaluations should be conducted in advance of outcome evaluations. Why? Evaluators must first establish that treatment is happening in a consistent and desirable manner before evaluating whether it helps clients.



Presentation and exercise: determine your evaluation measures (group, site and triplet levels)

Before beginning the main presentation, the presenting facilitator should make a few comments about how to use the specialised workbooks in conjunction with the foundation workbooks. Participants should be reminded that Workbooks 1 and 2 provide a solid foundation of general information about conducting evaluations, whereas the specialised workbooks (Workbooks 3 through 8) present detailed information for different types of evaluation. Sites should begin consulting the specialised workbook that is applicable for their evaluation question, while still using the

foundation workbooks for general information. An overhead prototype listing the specialised workbooks content is located in the back of this guide.

The rest of the presentation should cover key material from **Step 6 of Workbook 1 (pages 22 to 41)**. You should tailor this presentation to match participants’ prior knowledge of measurement issues and evaluation questions. If participants are relative novices concerning measurement issues, a discussion of basic concepts may be needed. In other cases,

higher-level discussions may be appropriate. Regardless, limit your comments to 45 - 60 minutes maximum.

Possible areas for presentation include:

- The language (meaning) of measurement
- Why bother with indicators?
- Quantitative and qualitative measurement
- Reliability and validity
- Types of measures
- Tips for selecting or preparing a data collection instrument

Overhead prototypes for each of these topics are located in the back of this guide.

Regardless of participants' prior experience, remind them during the presentation that if they don't take measurement issues seriously during programme evaluation, any claims they make about the programme will always be open to criticism. Someone could always say: "This sounds nice, but how do you actually know your programme accomplishes that?" By using good measures and data collection techniques, participants can provide a better response to this question. For this reason, systematic measurement in programme evaluation is the best tool for convincing people about what a programme does, how it functions, what outcomes are achieved and what has been done to improve it.

Caution participants to limit their evaluation measures to those that are necessary to answer the evaluation questions. Some participants might want to collect as much data as possible, for example measuring client depression using three different scales. This approach leads to unnecessary burdens upon evaluation participants, higher drop-out rates, and more cumbersome data management. Limiting measures to those that are absolutely needed to answer the evaluation questions can avoid these kinds of problems.

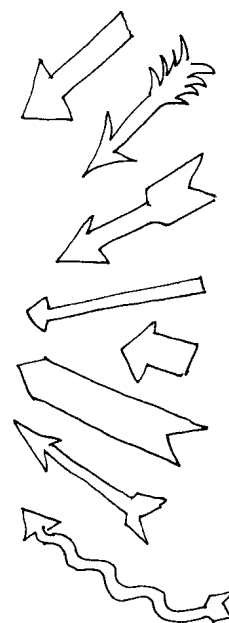
Also advise participants that there are many advantages to using existing instruments that have been proven to be valid and reliable. They need to be sure, however, that the measures collect the right kind of data, and that they are applicable for their specific culture and/or setting. In addition, participants should

be made aware that any revisions such as rewording, eliminating, adding, or reordering items might diminish the validity and reliability of an established instrument.

Finally, tell participants that sometimes they cannot rely on existing instruments, scales, forms, or interview schedules to create their data collection instruments. If they must design a new indicator or question, they should use the following checklist for constructing it (reproduced on page 60 of Workbook 1 and as an overhead prototype in the back of this guide):

- 1 Are the words simple, direct and familiar to all?
- 2 Is the question as clear and specific as possible?
- 3 Is it a double question?
- 4 Does the question have a double negative?
- 5 Is the question too demanding?
- 6 Are the questions leading or biased?
- 7 Is the question applicable to all respondents?
- 8 Is the question objectionable?
- 9 Will the answers be influenced by response styles?
- 10 Have you exhausted the response alternatives?

The exercise following the presentation (**It's Your Turn Step 6F from Workbook 1: page 41**) is designed to assist sites to select their own data collection methods. Note that sites will not be able to answer question 3 at this time, because it requires consultation with expected users of the results. If sites used the form, "Basic Format for Moving from Logic Model to More Detailed Evaluation Planning," during the morning session, they should continue to use it during this exercise. Facilitators should provide guidance as needed. In many cases, sites will need specific suggestions about measures to use. Many measures are presented in the workbooks and case examples, so be sure to familiarise yourself with these materials in advance of the workshop. In particular, **see the tables on page 11 of Workbook 4 for a comprehensive listing of relevant measures.** In addition to the workbooks, it is a good idea to have copies of other common data collection measures available.*



*A review of the Addiction Research Foundation Outcome Measures Directory (undated) is highly recommended. This Directory contains many potentially useful instruments and discusses reliability, validity, and practical issues in administration. Information about this publication can be obtained from: Addiction Research Foundation, 100 Collip Circle, Suite 200, London, Ontario, Canada, N6G 4X8.

Day 4



Main goals for Day 4 include:

- Review how to prepare for data collection, including choosing a time frame and sampling strategy. Assist sites to develop their own data collection strategies.
 - Ensure that sites' evaluation plans are realistic given the time and resources they have available.
 - Introduce the 6 steps of implementing evaluations,
 - Give sites a clear structure for presenting their evaluation plans during Day 5.
- This day covers a large amount of workbook material: the remainder of Workbook 1 and Workbook 2. Presentations based on Workbook 1 are fairly thorough, while Workbook 2 presentations just introduce key concepts and recommend further reading. The final part of the day is spent preparing for Day 5's site presentations.
 - presentation and exercise: prepare a data collection plan
 - presentation and exercise: ensure that your resources are sufficient
 - presentation: the 6 steps of implementing an evaluation
 - exercise: prepare your site presentation

Presentation and exercise: prepare a data collection plan (group, site, and triplet levels)

This group level presentation should correspond to the information presented in **Step 7 of Workbook 1 (pages 42 to 47)**. Key concepts include a) setting a time frame for data collection, and b) determining the sample to be used. In other words, sites must decide about the “when?” and “who?” of data collection. Their decision-making should depend on their evaluation questions, limitations on resources, and other practical constraints.

When setting a time frame, sites should consider type of evaluation that they are doing and their resources for collecting and managing data. They need to decide two things: the number of times to collect data, and the amount of time between the data collection

points. In terms of the number of times to collect data, more is not always better. Why? Frequently repeated data collection (e.g., weekly during treatment) results in increased data collection resources and more complicated data analysis. And in many cases, frequently repeated data collection is not necessary to answer evaluation questions. Many evaluations require one data collection point only. Even for more complicated outcome evaluations, one pre-treatment and one post-treatment data collection point (and perhaps one additional follow-up data collection) is usually sufficient. If multiple data points will be collected, decisions about time intervals between data points also should be driven by evaluation questions and practical constraints

on resources. In any case, sites should be directed to consult the appropriate specialised workbook for specific suggestions.

Sampling is an important issue, yet one that novice researchers often downplay or overlook while conducting evaluations. Beginning evaluators may see no harm in sampling the most “convenient” group of people without considering the group’s representativeness. Consequently, results can be biased and non-generalisable. Participants should be familiarised with the important concept of representativeness, and with different methods for sampling populations (see page 45 of Workbook 1).

Following the presentation, direct participants to move to the site level and complete **the two “It’s your turn” exercises for Step 7, located on pages 44 and 47**. Please note that participants will not be able to answer each exercise’s question 3 at this point, because each question requires input from expected users of results. Facilitators should assist sites in their decision making as needed. After sites have discussed their plans, move them to the triplet level for feedback. By this point, triplets should be working well together, allowing for meaningful cross-site education and support.

Presentation and exercise: ensure that your resources are sufficient (group and site levels)

This group level presentation is based on **Step 8 of Workbook 1 (pages 48 to 49)**. The goal of this presentation and exercise is to ensure that each site’s resources (financial/material, expertise, and time) are sufficient for the evaluation plan that its participants have created. The presentation itself should be brief and focused upon orienting participants to the site level exercise.

Ask participants to move to the site level and complete the “It’s your turn” **exercise located on page 49 of Workbook 1**. Because some participants might be sensitive about discussing their resources in the presence of other sites, it is suggested that participants remain at the site level for the duration of this exercise. Facilitators, however, should assist sites to examine their resources realistically, and redirect them as needed.

The goal of this exercise is to have participants review their evaluation planning and decide whether they have created a reason-

able, well-organised plan that also is feasible to complete successfully. If facilitators have been alert for potential problems throughout the planning process, then this exercise should not create the need for major revisions.

In some cases, workshop organisers might be providing funding and/or other support to sites. If you have not already done so, this is the time to negotiate any outstanding issues, which might include:

- the project time frame
- seed funding
- availability of follow up consultants
- means of communication with the organisers following the workshop
- deadlines for evaluation plans and progress reports

Presentation: the 6 steps of implementing an evaluation (group level)

This group level presentation should overview the 6 steps of implementing an evaluation (as outlined in **Workbook 2**). Because of time constraints, it is impossible to cover each of these steps in detail during the workshop. However, facilitators should mention key concepts from each of the six steps (outlined below).

Step 1...



Preparing for data collection is an important step in the process of conducting evaluations. Key components include:

Managing ethical issues

- Informed consent
- Manage risks of participation
- Confidentiality

Developing a data management plan

- Design a record keeping system
- Acquire and process data
- Train people who will collect data
- Standardisation

Conducting a pilot test

- Identify flaws
- Revise data collection plan as needed

Writing an evaluation plan

(this task will be covered in detail during **Day 5**)

Participants should be directed to **Step 1 of Workbook 2 (pages 10 to 21)** for more information about these topics.

Step 2...



This presentation should be a brief overview of salient issues for data collection. Because participants will not yet be at this stage of their evaluations, you can simply point out important issues to consider, and direct them to **pages 22 to 23 of Workbook 2** for future reference.

Step 3...



Step 3, data analysis, can be a highly technical area. Your comments should be tailored to the participants' levels of expertise and evaluation questions.

Depending on your audience, key concepts include:

- What can data analysis tell us?
- The importance of planning for data analysis in advance
- General factors to consider when choosing a data analysis strategy
- The importance of seeking technical help as needed

Steps 4 to 6...



Remember to convey the important concept that evaluation does not end with data analysis. Reporting results, making use of what was learned, and starting again are equally vital aspects of the evaluation process. The “Creating a Healthy Culture for Evaluation” graphic located on **page 8 of the Framework Workbook (and available as an overhead prototype in this guide)** can be used to structure this part of the presentation.

Exercise: prepare your site presentation (site level)

The final part of the day should be devoted to preparing for Day 5's site presentations, during which time each site will be asked to present briefly (15 minutes) an overview of its evaluation plan. The primary purpose of the presentations is to cross-inform participating sites about their evaluation plans. The secondary purposes of the presentations are a) to provide a "positive reinforcement" opportunity for each site's evaluation planning efforts, b) to build a sense of community between the sites, and c) to increase each site's commitment to complete its evaluation through public proclamation of its plan.

Most sites will need to wait until they return home and consult with others before finalising their evaluation plans. In these cases, sites should do this exercise with the planning they have completed at this point.

Participants should be given the following structure for preparing their site presentations (available as an overhead prototype in the back of this guide):

Section I. Programme logic model and programme description

Briefly show your programme logic model components. Indicate the part of the model that is the focus of the evaluation.

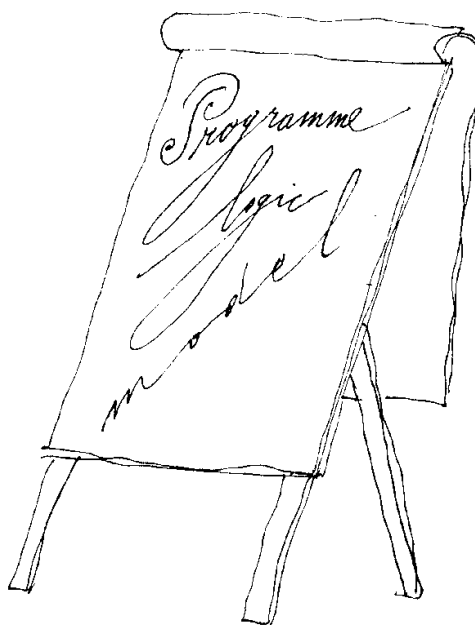
Section II. Evaluation question, measures, data collection

Show the one or two most important evaluation questions and how you will answer them (evaluation plan)

Section III. Using the results for decision-making

Describe who will receive the results from the evaluation and how it will be used for decision-making.

If an overhead projector is available, each site should be instructed to create one overhead transparency per section to structure their evaluations. Photocopies of these transparencies can then be made for facilitators and other sites to keep as references. If you do not have an overhead projector, flip charts or chalk boards also can be used.



Day 5



Goals for the fifth and final workshop day include:

- Each site will give a 15 minute presentation of its evaluation plan
- Explain how to write an evaluation plan
- Assist each site develop a specific action plan
- Address remaining questions or problems
- Obtain constructive feedback from participants about ways to improve the workshop

Like Day 1, today's activities occur mostly at the group level. Participants are provided the opportunity to reconvene and learn about one another's progress during the workshop, and to give feedback to facilitators. The specific activities include:

- presentation: summary
- site presentations of evaluation plans
- presentation: writing an evaluation plan
- exercise: develop a specific action plan
- closing activities

Presentation: summary (group level)

One facilitator should provide a brief summary presentation of the work that has been accomplished so far, and the remaining items for the day. The facilitator also should elicit feedback from the group regarding any other outstanding issues. Relatively simple questions or outstanding issues probably can be addressed during closing activities. More com-

plicated issues may require individual attention and/or modification of the day's agenda.

Other facilitators should listen carefully to the summary and participant questions, identify gaps in the information provided by the presenting facilitator, and interject as needed.

Site presentations of evaluation plans (group level)

During this interval, each site should present a brief overview (15 minutes) of its evaluation plan. Presentations should **follow the structure presented on page 35 of this guide**. As stated earlier, the primary purpose of the presentations is to cross-inform participating sites about their evaluation plans. The secondary purposes of the pre-

sentations are a) to provide a "positive reinforcement" opportunity for each site's evaluation planning efforts, b) to build a sense of community between the sites, and c) to increase each site's commitment to complete its evaluation through public proclamation of its plan. In light of these purposes, it is important for facilitators to keep

the majority of their comments congratulatory and positive.

Experience indicates that most sites will need assistance to keep their presentations within the 15 minute time frame. Consider appointing a time keeper, who can watch the time and tell speakers when their time is close to finished.

Depending on the time available, consider allowing a few minutes at the end of each presentation for comments from other sites. This is the only structured opportunity for participants to learn about all other sites, plans, and cross-site feedback at this level can be very useful.

Presentation: writing an evaluation plan (group level)

After the site presentations, a facilitator should present the rationale and general guidelines for writing an evaluation plan. This information is presented on **pages 20 to 21 of Workbook 2, and summarised as an overhead prototype in the back of this guide.** In some cases, workshop organisers might require that sites submit a written plan following the workshop in order to receive feedback and/or financial support. In other cases, sites will be on their own to implement their evaluations. Regardless, writing a structured plan helps evaluators organise their thoughts clearly. It also serves as a reminder to everyone involved about the purpose of the evaluation and the questions and decisions the results are intended to address.

The basic elements of an evaluation plan (explained in greater detail on page 18 of Workbook 2) are:

- 1) Background and general purpose
- 2) Programme logic model
- 3) Evaluation team
- 4) Evaluation questions to be addressed
- 5) Data collection strategy
- 6) Data management plan
- 7) Staff training
- 8) Pilot test
- 9) Strategy for using results

Sites should be encouraged to complete their own written evaluation plans after they return home and consult with expected users of the results. In some cases, these plans also will be forwarded to workshop organisers for review.

Sites involved with the initial WHO/ UNDCP/ EMCDDA project were asked to submit written evaluation plans for review. A set of guidelines, along with checklists for sites and reviewers to complete, were created to encourage consistency in the writing and review process. These guidelines and checklists are reproduced starting on page 74 of this guide for your convenience.

Exercise:

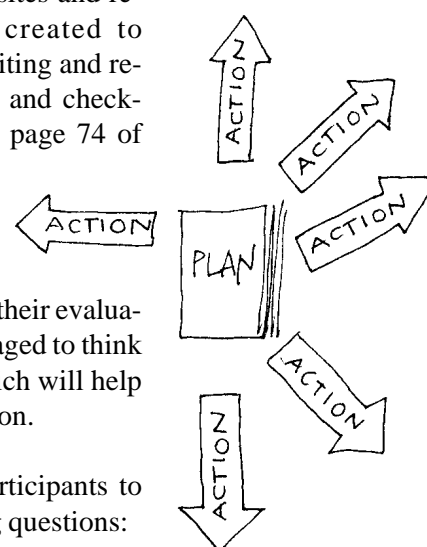
After participants thought about their evaluation plan, they should be encouraged to think about a concrete action plan which will help them transfer their plan into action.

The facilitator should direct participants to write a response to the following questions:

Why is a concrete action plan helpful to initiate your evaluation?

Think about 2-3 concrete task that should be carried out at the beginning of your implementation?

When should these task be completed? How much time will they occupy? Who will be involved in completing these tasks?



Tell the participants to be as specific as possible when thinking about these concrete steps. They also should think about feasible deadlines for these steps. Instruct participants to keep their responses anonymous. After participants are finished writing, papers should be collected and discussed.

Reminder: do not ask the group who wrote specific responses. If a person wants to make himself/herself known, that is his/her choice, but the information should not be “forced” by facilitators.

Closing activities

This section should begin with closing comments for the workshop. Consider using the phrase “Creating a Healthy Culture for Evaluation” (see **page 8 of the Framework Workbook; figure available as overhead prototype in the back of this guide**) as an organisational theme for the presentation.

This is your final opportunity to “tie up loose ends” with participating sites. Any outstanding issues regarding continuing collaboration with sites, expectations for site evaluation reports, financial support, etc., should be handled now.

This also is an opportunity for participants to pose remaining questions to facilitators. Possible questions could include general aspects of evaluation planning or implementation, or something specific to their site or evaluation plan.

Following the question and answer period, participants should be directed to complete the post-workshop evaluation questionnaire (**located on page 48 of this guide**). After the questionnaires are completed, facilitators should revisit the fears and expectations (written on Day 1 of the workshop). As a group, review the fears, and determine to what extent expectations were met. The outcome of this discussion can provide a qualitative evaluation of the workshop’s success.

After the workshop is finished, remember to conduct a final debriefing session with all facilitators (see “Preparing for Facilitation” on Page 13). Also take the time to collect and organise facilitator notes for each site (see page 15).

Problems and solutions

Experience indicates that various kinds of problems might arise during the workshop. A list of common problems and suggested solutions are outlined in the section below.

Problem: There are significant language barriers

Solution: In situations with significant language barriers, remember to speak slowly, and avoid complicated sentence structure and/or vocabulary. Write important ideas using overhead transparencies, chalk boards, and flip charts. Pictures or diagrams also can be use-

ful. If participants are still having trouble following key ideas, refer them to relevant sections of the workbooks, where they can read at their own pace. Finally, encourage participants to use their “louder” and “slower” cards (see page 27) whenever needed.

Problem: Participants are not present for the entire workshop

Solution: Absences from the workshop hinder evaluation planning and should be avoided if possible. In situations where absences are unavoidable, it is better if at least two people from a site are present, so that they can discuss during the workshop and make presentations to others upon their return. Sites that arrive late to the workshop should be moved forward into the mainstream

schedule and triplet work as rapidly as possible, to foster cross-site collaboration and collective learning. A designated facilitator should work intensively to cover material that they missed in order to achieve this goal. “Mini-presentations” can be held while other sites are working on planning activities. Assignments can be given for evening work to help them catch up quickly to other sites.

Problem: Participants become too tired to work effectively.

Solution: The workshop schedule is demanding, so it is no surprise that some participants become tired after a few days. Remember to schedule breaks throughout each day. Even a few minutes to stand and/or walk around the room can make a big difference. If tiredness is a big problem, consider rescheduling your time so participants will have a half-day

free to rest and relax. While in session, try to keep the tone of the workshop cheerful. For variety, move around the room while making presentations, and make use of multiple teaching tools (overhead projector, flip chart, chalk board). Remember to minimise “lectures”, and focus on involving participants in discussions.

Problem: Facilitators are too tired to meet at the end of the day.

Solution: Like participants, facilitators' feelings of tiredness are often related to mental exertion. Yet, it is very important for facilitators to meet each day to discuss how their sites are progressing, and to get suggestions from their team about the day ahead. For these reasons, daily facilitator meetings make a large difference in how well the workshop proceeds. If you are too tired in the evenings, morning meetings are an option. There are

some drawbacks, though: morning meetings are frequently rushed, and by the next morning, facilitators will not remember as clearly what happened the day before. For these reasons, immediate daily debriefing is preferable. Try to make the meeting as enjoyable as possible. Meet in a picturesque location, or consider going for a walk as you talk together. In addition to workshop practicalities, discuss your frustrations, fears, or anything else that is concerning you.

Problem: Participants are not working well together at the site level.

Solution: "Not working well together" can be defined in multiple ways. In some cases, participants will prefer to work separately from one another, thus eliminating meaningful site level discussions. In other cases, one participant will dominate with his/her ideas or opinions, while others remain silent. In yet other situations, site participants will disagree strongly with one another about the best course of action. A certain amount of variability in how people relate to each other is to be expected, especially cross-culturally. Facilitators should be respectful of cultural and personal differences, yet be aware of situations that interfere with the goal of high quality evaluation planning. Before site level exercises begin, it might be helpful for one facilitator to make a few comments at the group level about the importance of working

together with fellow site participants. This facilitator could raise some hypothetical problems (like those mentioned above) as examples, then discuss how they interfere with planning a meaningful evaluation. Once the site exercises are underway, facilitators should remain alert for possible problems, discuss them with their co-facilitators, and intervene as appropriate. If you need to intervene, consider using a straightforward approach, such as "In my experience, sites develop better evaluation plans when all participants discuss their views openly. Perhaps we can try that now. X, what do you think about this question?" In other cases, a more subtle approach will be more suitable, such as "X, I noticed that you haven't said anything about this question yet. What are your views?"

Problem: Participants react negatively to a facilitator.

Solution: Your age, gender, nationality, appearance, experience, and/or behaviour can sometimes be the focus of negative reactions from participants. As a facilitator, it is important to understand these potential pitfalls, and to adjust your approach accordingly. Regard-

less of the specific issue, the key is to anticipate these potential problems, to seek background information on the cultural practices of participants' countries in advance of the workshop, and to be willing to adjust your approach as needed.

Problem: Sites are not keeping up with the workshop schedule.

Solution: If most or all sites are behind schedule, you should re-examine your agenda and consider whether you are moving through the material too quickly. More typically, however, you will find that some sites simply work through the material more quickly than others. For sites that are behind schedule, assess whether participants are having difficulties working well together

(see above). Address these problems as needed. In any event, encourage sites to stay with the agenda as much as possible. Even if they are not finished completely with an exercise, they should move forward to the next steps as the agenda suggests. Final decisions will need to be taken after the workshop, and unfinished exercises also can be completed at that time.

Problem: Sites are moving through the material too quickly.

Solution: The potential issues and solutions to this problem are similar to those listed above. If nearly all sites are working ahead of schedule, it is possible that your agenda allows too much time. If, on the other hand, only certain sites are working ahead of schedule, you should assess whether these participants are discuss-

ing fully each topic. It is possible that these sites are being dominated by a single member, thus curtailing meaningful discussion. Alternatively, all participants from a certain site might be treating the discussions too superficially. As a facilitator, it is your role to assess these issues and intervene appropriately.

Problem: Sites' evaluation questions are not "meaningful", or linked directly to programme objectives listed in the programme logic model.

Solution: The determination of what is "meaningful" is highly subjective. But for the purposes of this project, a meaningful evaluation question is defined as one that is linked directly to assessing whether programme objectives are being met. As a facilitator, it is your role to ensure that sites have chosen questions that are meaningful according to this definition. One way to help yourself is to meet daily with your co-facilitators to discuss sites' progress. In this context, you can present your

sites' plans to your team, and get feedback as to whether their evaluation questions are sufficiently meaningful. If a question is not thought to be meaningful, you should raise this issue with the site the next day. Tell the site participants that you are confused about how their question(s) will improve their programme, and ask them to explain this to you. Their response will help you determine whether you have missed an important justification, or whether the site needs to adjust its plans.

Problem: Sites' evaluation questions are not feasible.

Solution: In some cases, sites will create evaluation plans that are not reasonable, given their resources (time, expertise, funding). They might feel pressured to "answer it all" with one evaluation, or might have an unrealistic perception of their limitations. As a facilitator, you should assist sites to choose evaluations that are feasible. The first step is to get a good understanding of each site's available resources (accomplished during Day 2). Later,

you should listen to their plans with their unique situation in mind. If you think that there is a significant problem, you should raise this with the site participants. It is often useful to take a non-threatening approach by telling them that you are confused, and asking them to explain to you how they will be able to accomplish their plan with their available resources. Once they start explaining, they will usually see the problem for themselves.

Annex 1

How to describe your local treatment

How to Describe your Local Treatment is a structured format for workshop participants to use in advance of the workshop. Please see page 15 of this guide for more information about its use.

In preparation for the upcoming workshop, we would like you to prepare a two to three page summary of your current substance use treatment activity, service, agency, or network. The main purpose of the summary is to help us gain a better sense of your clinical services, so that we can help you design an evaluation plan that is well-suited for your situation.

A **treatment activity** involves a particular treatment modality (e.g., cognitive-behavioural therapy).

A **treatment service** (e.g., outpatient care) can include more than one treatment activity or modality (e.g., cognitive-behavioural therapy, relapse prevention, social skills training).

A **treatment agency** may offer more than one type of treatment service (e.g., detoxification, inpatient, outpatient and continuing care).

A community **treatment system** is comprised of many different services, agencies and treatment settings. It involves people with substance use disorders and

includes both specialised and generalist services and agencies.

Depending on the size of your clinical services, you may or may not have a service, agency, or system within your setting. You should focus your summary on the level of care that is available, and also at the level you want to evaluate.

To help guide the preparation of your summary, please follow the guidelines below:

- Make sure that you keep your summary to three pages or less. If you have a large treatment service or system, you will need to choose the most important information to present. Remember that the purpose of the presentation is to familiarise us with your overall situation. Undue details are not necessary.
- Your accuracy is important to us. Please answer our questions as correctly as possible.
- Use the following questions to guide the development of your summary.

General substance use issues

- 1 What are the major substance use problems requiring treatment in your region?
- 2 What is the current drug policy of your region? (Include pertinent information about criminal laws and treatment policies for those who use illegal substances.)
- 3 What are the government's and/or community's attitudes towards conducting treatment evaluation and improving substance use treatment services?

Overview of clinical services

- 1 Briefly overview your local clinical services.
- 2 Are the clinical services private or public?
- 3 How are your clinical services related to the national health system and/or general medical services in your region?
- 4 How are your clinical services related to the general community?

Resources

- 1 Who are your employees?
 - educational background
 - roles
 - how many
- 2 What kind of facilities are available (office space, hospital beds, etc.)?
- 3 What is the annual operating budget?
- 4 Are waiting lists common? How long is the waiting list on average?

Activities

- 1 Describe the type(s) of clinical services that you provide.
 - Do you have structured substance use activities, or is clinical care un-

structured and provided on an as-needed basis?

- If you have structured activities, please describe them in terms of the target patient population, length of programme, and the typical course of one patient through the programme.
- 2 Who are your typical patients?
 - Age
 - Gender
 - How many served
 - Common substance(s) used
 - Common types of substance-related disorders/problems

Goals of treatment

What are the overall goals of your clinical services? (For example: reduce patients' substance use, assist patients to obtain employment, prevent children from initiating substance use, etc.)

Current evaluation efforts

Is evaluation happening now? If yes, please describe current evaluation efforts.

Costs and benefits of evaluation

- 1 What are the main barriers to doing treatment evaluations in your setting?
- 2 What are potential positive benefits for doing treatment evaluations in your setting?

Optional questions

- 1 If you could change one thing about your clinical services, what would it be?
- 2 What are the largest challenges facing your clinical services?

Annex 2

Questionnaires

The following pages contain five participant questionnaires. The purpose of each is described below. For more information about the evaluation component of this project, please see page 11.

The **pre-workshop evaluation questionnaire** (page 80) can be *sent to participants in advance of the workshop, or completed on Day 1*. The advantage of sending questionnaires in advance (and asking for their return in advance) is that they can provide valuable information about the participants that can be useful for workshop planning.

The **post-workshop evaluation questionnaire** (page 86) is designed for completion by workshop participants on *Day 5 of the workshop*.

The **pre-workbook evaluation questionnaire** (page 91) is designed for completion

by people who plan to use the workbooks, but who are *unable to attend a workshop*. This questionnaire should be completed and returned before the workbooks are released.

The **six month evaluation questionnaire** (page 96) is designed to be completed *six months after the workshop and/or receipt of the workbooks*.

The **twelve month evaluation questionnaire** (page 109) is designed to be completed *12 months after the workshop and/or receipt of the workbooks*.



Pre-workshop evaluation questionnaire

This workshop and workbook series are being evaluated for their effectiveness in helping people like you to conduct your evaluations of substance use treatment. Our goal is to make future versions as useful as possible, and you are an important part of this process.

All workshop participants are requested to complete evaluations at the beginning and end of the training programme. In addition, we are requesting that users of our workbook series complete questionnaires about the workbooks

after using them in their own settings. Your responses will help us to understand your needs and whether our workshop and workbook series is helpful to you.

In addition to this questionnaire, you will be asked to complete a follow up questionnaire about the **workshop and its materials** at the end of the week. Also, follow up questionnaires about the **workbook series** will be mailed to you in about six months and 12 months.

Background Information

Name

Title

Name of your institution

Address

Telephone number

Fax number

E-mail address

Your professional background

Please check **ALL** boxes that describe your employment activities:

researcher

clinician (direct patient care)

treatment service or network administrator

government planner or policy maker

other

Please check **ALL** boxes that describe your anticipated role(s) in local evaluation activities:

evaluation planning

oversight of evaluation implementation

data collection

data analysis

preparation of evaluation report

implementation of changes based on evaluation results

other

Questions about workshop

Please answer the following questions as honestly and accurately as you can. Respond with what you really think and what you really know, not with what you “should” think or “should” know.

Date of workshop:

Location of workshop:

How **helpful** do you think this workshop will be in assisting you to **plan** your evaluation of substance use treatment?

none very little somewhat very much extremely

How **helpful** do you think this workshop will be in assisting you to **implement** your evaluation of substance use treatment?

none very little somewhat very much extremely

What are your concerns or worries about the workshop?

Questions about workbook series

How **helpful** do you think this workbook series will be in assisting you to **plan** your evaluation of substance use treatment?

none very little somewhat very much extremely

How **helpful** do you think this workbook series will be in assisting you to **implement** your evaluation of substance use treatment?

none very little somewhat very much extremely

What are your concerns or worries about the workbook series?

How would you describe your **knowledge** of **substance use disorders and their treatment**?

none very little some a lot extensive

How would you describe your **knowledge** of how to **plan** treatment evaluations?

none very little some a lot extensive

How would you describe your **knowledge** of how to **implement** treatment evaluations?

none very little some a lot extensive

Rate the extent to which you agree with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• Treatment evaluations are not needed to know if substance use treatments are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Most patients with substance use problems will not change their behaviour, regardless of the quality of the treatment programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Treatment evaluations take away limited resources from direct clinical care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Treatment evaluations frequently result in cuts to programme funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• We don't have the experience to do treatment evaluations in our setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• We don't have the money to do treatment evaluations in our setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• We don't have the time to do treatment evaluations in our setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent is your **current work** related to **delivering substance use disorder treatments**?

none very little somewhat very much all the time

To what extent is your **current work** related to **conducting treatment evaluations**?

none very little somewhat very much all the time

Indicate whether you have ever **personally** completed the following:

	No	Yes
• Planned any kind of research study	<input type="checkbox"/>	<input type="checkbox"/>
• Planned a treatment evaluation	<input type="checkbox"/>	<input type="checkbox"/>
• Collected data from any source	<input type="checkbox"/>	<input type="checkbox"/>
• Collected data from patients	<input type="checkbox"/>	<input type="checkbox"/>
• Entered data into a data book	<input type="checkbox"/>	<input type="checkbox"/>
• Entered data into a computer file	<input type="checkbox"/>	<input type="checkbox"/>
• Analysed data by hand	<input type="checkbox"/>	<input type="checkbox"/>
• Analysed data using a computer	<input type="checkbox"/>	<input type="checkbox"/>
• Written an evaluation report	<input type="checkbox"/>	<input type="checkbox"/>
• Published results in a scientific journal	<input type="checkbox"/>	<input type="checkbox"/>
• Presented results orally	<input type="checkbox"/>	<input type="checkbox"/>

Thank you!



Post-workshop evaluation questionnaire

This workshop and its materials are being evaluated for their effectiveness in helping people like you to conduct your evaluations of substance use treatment. Our goal is to make future workshops as useful as possible, and you are an important part of this process.

We are requesting that all workshop participants complete questionnaires at the end of

the training programme. Your responses will help us to understand whether our workshop was helpful to you, and how we can improve in the future.

Additional follow up questionnaires about **the workbook series** will be mailed to you in about six months and 12 months.

Background information

Name	<input type="text"/>
Title	<input type="text"/>
Name of your institution	<input type="text"/>
Address	<input type="text"/>
Telephone number	<input type="text"/>
Fax number	<input type="text"/>
E-mail address	<input type="text"/>
Your professional background	<input type="text"/>

Questions about workshop

Date of workshop:	Location of workshop:
<input type="text"/>	<input type="text"/>
Name of facilitator working most closely with you during workshop:	
<input type="text"/>	

Please answer the questions on the following pages as honestly and accurately as you can. Respond with what you **really** think and feel, not with what you “should” think or “should” feel.

What overall rating would you give to the workshop training programme?

1	2	3	4	5
Lowest				Highest

Overall, the workshop training programme:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• Allocated time appropriately, given the total time available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Covered the subject matter in adequate detail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Used effective teaching methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Presentations were helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Exercises were helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Helped us to plan a better evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you recommend this workshop training programme to a colleague?

no yes

Why or why not?

Complete the following ratings about the facilitators.

Overall, how **helpful** were the facilitators?

none very little somewhat very much extremely

The facilitators:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• Had sufficient knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Had sufficient teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Created a positive learning atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Helped us to plan a better evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments about the facilitators:

Please finish the following sentences.

- The most useful aspect of the workshop training programme was:

- The least useful aspect of the workshop training programme was:

- Unnecessary information was given about:

- I wish more information were provided about:

- Additional comments or suggestions:

Thank you!



Pre-workbook questionnaire

Thank you for your interest in the WHO/ UNDCP/ EMCDDA workbook series project on the costs and effects of treatment for psychoactive substance use disorders. These workbooks are being evaluated for their effectiveness in helping people like you to conduct your evaluations of substance use treatment. Our goal is to make future versions of these workbooks as useful as possible, and you are an important part of this process.

We are requesting that all users of our workbook series complete questionnaires before

and after using them in their own settings. Your responses will help us to understand your needs and to evaluate whether our workbook series is helpful to you.

Follow up questionnaires will be mailed to you six months and 12 months following your receipt of the workbook series.

Please complete the following questions and return this form to the address listed below. We also welcome any other comments, questions, or suggestions that you might have.

Background Information

Name

Title

Name of your institution

Address

Telephone number

Fax number

E-mail address

Your professional background

Please check **ALL** boxes that describe your employment activities:

researcher

clinician (direct patient care)

treatment service or network administrator

government planner or policy maker

other

Please check **ALL** boxes that describe your anticipated role(s) in local evaluation activities:

evaluation planning

oversight of evaluation implementation

data collection

data analysis

preparation of evaluation report

implementation of changes based on evaluation results

other

Please answer the questions on the following pages as honestly and accurately as you can. Respond with what you really think and what you really know, not with what you “should” think or “should” know.

How **helpful** do you think this workbook series will be in assisting you to **plan** your evaluation of substance use treatment?

none very little somewhat very much extremely

How **helpful** do you think this workbook series will be in assisting you to **implement** your evaluation of substance use treatment?

none very little somewhat very much extremely

What are your concerns or worries about the workbook series?

How would you describe your **knowledge** of **substance use disorders and their treatment**?

none very little some a lot extensive

How would you describe your **knowledge** of how to **plan** treatment evaluations?

none very little some a lot extensive

How would you describe your **knowledge** of how to **implement** treatment evaluations?

none very little some a lot extensive

Rate the extent to which you agree with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• Treatment evaluations are not needed to know if substance use treatments are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Most patients with substance use problems will not change their behaviour, regardless of the quality of the treatment programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Treatment evaluations take away limited resources from direct clinical care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Treatment evaluations frequently result in cuts to programme funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• We don't have the experience to do treatment evaluations in our setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• We don't have the money to do treatment evaluations in our setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• We don't have the time to do treatment evaluations in our setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent is your **current work** related to **delivering substance use disorder treatments**?

none very little somewhat very much all the time

To what extent is your **current work** related to **conducting treatment evaluations**?

none very little somewhat very much all the time

Indicate whether you have ever **personally** completed the following:

	No	Yes
• Planned any kind of research study	<input type="checkbox"/>	<input type="checkbox"/>
• Planned a treatment evaluation	<input type="checkbox"/>	<input type="checkbox"/>
• Collected data from any source	<input type="checkbox"/>	<input type="checkbox"/>
• Collected data from patients	<input type="checkbox"/>	<input type="checkbox"/>
• Entered data into a data book	<input type="checkbox"/>	<input type="checkbox"/>
• Entered data into a computer file	<input type="checkbox"/>	<input type="checkbox"/>
• Analysed data by hand	<input type="checkbox"/>	<input type="checkbox"/>
• Analysed data using a computer	<input type="checkbox"/>	<input type="checkbox"/>
• Written an evaluation report	<input type="checkbox"/>	<input type="checkbox"/>
• Published results in a scientific journal	<input type="checkbox"/>	<input type="checkbox"/>
• Presented results orally	<input type="checkbox"/>	<input type="checkbox"/>

Thank you!

Please return this questionnaire to the address listed on the first page.



Six month follow-up questionnaire

Our records indicate that you received the workbook series on the costs and effects of treatment for psychoactive substance use disorders six months ago. Accordingly, we are enclosing a questionnaire to help us evaluate whether our workbook series has been helpful to date. Our goal is to make future versions of these workbooks as use-

ful as possible, and you are an important part of this process.

Please complete the following questions as soon as possible and return this form to the address listed below. We also welcome any other comments, questions, or suggestions that you might have.

Background information

Name	<input type="text"/>
Title	<input type="text"/>
Name of your institution	<input type="text"/>
Has your contact information changed? If yes, complete the following:	
Address	<input type="text"/>
Telephone number	<input type="text"/>
Fax number	<input type="text"/>
E-mail address	<input type="text"/>
Your professional background	<input type="text"/>
Did you attend a workbook series training workshop?	
<input type="checkbox"/> no	<input type="checkbox"/> yes
If no, how did you receive the workbook materials?	
<input type="text"/>	
If yes, what was the date and location of the workshop you attended?	
<input type="text"/>	

Please check **ALL** boxes that describe your anticipated role(s) in local evaluation activities:

- evaluation planning
- oversight of evaluation implementation
- data collection
- data analysis
- preparation of evaluation report
- implementation of changes based on evaluation results
- other _____

Please answer the following questions as honestly and accurately as you can. Respond with what you really think and what you really know, not with what you “should” think or “should” know.

How would you describe your **knowledge** of **substance use disorders and their treatment**?

- none very little some a lot extensive

How would you describe your **knowledge** of how to **plan** treatment evaluations?

- none very little some a lot extensive

How would you describe your **knowledge** of how to **implement** treatment evaluations?

- none very little some a lot extensive

Rate the extent to which you agree with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• Treatment evaluations are not needed to know if substance use treatments are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Most patients with substance use problems will not change their behaviour, regardless of the quality of the treatment programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Treatment evaluations take away limited resources from direct clinical care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Treatment evaluations frequently result in cuts to programme funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• We don't have the experience to do treatment evaluations in our setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• We don't have the money to do treatment evaluations in our setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• We don't have the time to do treatment evaluations in our setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent is your **current work** related to **delivering substance use disorder treatments**?

none very little somewhat very much all the time

To what extent is your **current work** related to **conducting treatment evaluations**?

none very little somewhat very much all the time

Indicate whether you have ever (including the past 6 months) **personally** completed the following:

	No	Yes
• Planned any kind of research study	<input type="checkbox"/>	<input type="checkbox"/>
• Planned a treatment evaluation	<input type="checkbox"/>	<input type="checkbox"/>
• Collected data from any source	<input type="checkbox"/>	<input type="checkbox"/>
• Collected data from patients	<input type="checkbox"/>	<input type="checkbox"/>
• Entered data into a data book	<input type="checkbox"/>	<input type="checkbox"/>
• Entered data into a computer file	<input type="checkbox"/>	<input type="checkbox"/>
• Analysed data by hand	<input type="checkbox"/>	<input type="checkbox"/>
• Analysed data using a computer	<input type="checkbox"/>	<input type="checkbox"/>
• Written an evaluation report	<input type="checkbox"/>	<input type="checkbox"/>
• Published results in a scientific journal	<input type="checkbox"/>	<input type="checkbox"/>
• Presented results orally	<input type="checkbox"/>	<input type="checkbox"/>

Has the workbook series contributed to your completion of these activities?

no yes

If yes, in what way?

Indicate whether you completed the following tasks within the last six months. For each “no” response, please indicate the reason(s) you did not complete the task.

	No	Yes	Reason(s) for not completing
• Read the Framework workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Read Workbook 1 (Planning Evaluations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Read Workbook 2 (Implementing Evaluations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Read any of the Specialised Workbooks (Workbooks 3 - 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Completed “It’s your turn” Exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Formed a local evaluation planning workgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Used the workbook guidelines to plan an evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Used the workbook guidelines to implement an evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Finished an evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Reported the evaluation findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Used the evaluation findings to guide changes in your treatment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Planned a second evaluation based on results from first evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Have you engaged in any **OTHER** form of evaluation training activity (in addition to this workbook series) over the past 6 months?

no yes

If **yes**, what type of activity?

Read book(s)

Attended training workshop(s)

Other _____

If you have planned and/or implemented an evaluation using the workbook series, indicate the evaluation type:

- Needs evaluation
- Process evaluation
- Cost evaluation
- Client satisfaction evaluation
- Outcome evaluation
- Economic evaluation

Please describe your evaluation here:

Please base your responses to the following questions on your experiences with the workbook series to date.

Overall, how **helpful** was this workbook series in assisting you to **plan** your evaluation of substance use treatment?

- none
 very little
 somewhat
 very much
 extremely

Overall, how **helpful** was this workbook series in assisting you to **implement** your evaluation of substance use treatment?

- none
 very little
 somewhat
 very much
 extremely

The workbook series:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• was clear to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• was easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• was useful for our local needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• covered all the relevant information we needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• terminology was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• writing style was clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you recommend this workbook series to a colleague?

no yes

Why or why not?

Complete the following ratings about the Introductory/Framework Workbook.

I read the Framework Workbook:

no yes

Overall, how **helpful** was the Framework Workbook?

none very little somewhat very much extremely

Overall, the Framework Workbook:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• was clear to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• was easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• was useful for our local needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• covered all the relevant information we needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• contained terminology that was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• used a clear writing style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• helped us to plan and/or implement a better evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments about the Framework Workbook:

Complete the following ratings about the Foundation Workbooks (Workbooks 1 and 2).

Check the workbook(s) that you read.

- | | No | Yes |
|---|--------------------------|--------------------------|
| • Workbook 1(planning evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Workbook 2 (implementing evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |

Overall, how **helpful** were the Foundation Workbooks (Workbooks 1 and 2)?

- none
 very little
 somewhat
 very much
 extremely

Workbooks 1 and 2:

- | | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| • were clear to understand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • were easy to use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • were useful for our local needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • covered all the relevant information we needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • contained terminology that was easy to understand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • used a clear writing style | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • helped us to plan and/or implement a better evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments about the Foundation Workbooks:

Complete the following ratings about the Specialised Workbooks (Workbooks 3 - 8).

Check the workbook(s) that you read.

- | | No | Yes |
|--|--------------------------|--------------------------|
| • Workbook 3 (needs evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Workbook 4 (process evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Workbook 5 (cost evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Workbook 6 (client satisfaction evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Workbook 7 (outcome evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Workbook 8 (economic evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |

Overall, how **helpful** were the Specialised Workbooks that you read?

none very little somewhat very much extremely

The Specialised workbooks that I read:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• were clear to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• were easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• were useful for our local needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• covered all the relevant information we needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• contained terminology that was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• used a clear writing style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• helped us to plan and/or implement a better evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments about the Specialised Workbooks:

Complete the following ratings about the “It’s your turn” exercises.

Check the workbook(s) in which you completed “It’s your turn” exercises.

	No	Yes
• Framework Workbook	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 1 (planning evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 2 (implementing evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 3 (needs evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 4 (process evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 5 (cost evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 6 (client satisfaction evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 7 (outcome evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 8 (economic evaluations)	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how **helpful** were the “It’s your turn” exercises?

none
 very little
 somewhat
 very much
 extremely

The exercises that I completed:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• were clear to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• were easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• were useful for our local needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• enhanced my understanding of the workbook text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• helped our evaluation group work together more effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• helped us plan and/or implement a better evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments about the “It’s your turn” exercises:

Complete the following ratings about the case examples (located in the back of most of the workbooks).

Check the workbook(s) in which you read the case example(s).

	No	Yes
• Workbook 1 (planning evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 3 (needs evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 4 (process evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 5 (cost evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 6 (client satisfaction evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 7 (outcome evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 8 (economic evaluations)	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how **helpful** were the case examples?

none
 very little
 somewhat
 very much
 extremely

The case examples that I read:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• were clear to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• were easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• were useful for our local needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• enhanced my understanding of the workbook text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• terminology was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• writing style was clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• helped us to plan and/or implement a better evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments about the case examples:

Please finish the following sentences.

The most useful aspect of the workbook series was:

The least useful aspect of the workbook series was:

Unnecessary information was given about:

I wish more information were provided about:

Additional comments or suggestions:

Thank you! Please return this questionnaire to the address listed on the first page.



Twelve month follow-up questionnaire

Our records indicate that you received the workbook series on the costs and effects of treatment for psychoactive substance use disorders twelve months ago. Accordingly, we are enclosing a questionnaire to help us evaluate whether our workbook series has been helpful to you. Our goal is to make future versions of these workbooks

as useful as possible, and you are an important part of this process.

Please complete the following questions as soon as possible and return this form to the address listed below. We also welcome any other comments, questions, or suggestions that you might have.

Background information

Name	<input type="text"/>
Title	<input type="text"/>
Name of your institution	<input type="text"/>
Has your contact information changed? If yes, complete the following:	
Address	<input type="text"/>
Telephone number	<input type="text"/>
Fax number	<input type="text"/>
E-mail address	<input type="text"/>
Your professional background	<input type="text"/>

Did you attend a workbook series training workshop?

no yes

If no, how did you receive the workbook materials?

If yes, what was the date and location of the workshop you attended?

Please check **ALL** boxes that describe your anticipated role(s) in local evaluation activities:

- evaluation planning
- oversight of evaluation implementation
- data collection
- data analysis
- preparation of evaluation report
- implementation of changes based on evaluation results
- other _____

Please answer the following questions as honestly and accurately as you can. Respond with what you **really** think and what you **really** know, not with what you “should” think or “should” know.

How would you describe your **knowledge** of **substance use disorders and their treatment**?

- none very little some a lot extensive

How would you describe your **knowledge** of how to **plan** treatment evaluations?

- none very little some a lot extensive

How would you describe your **knowledge** of how to **implement** treatment evaluations?

- none very little some a lot extensive

Rate the extent to which you agree with the following statements:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• Treatment evaluations are not needed to know if substance use treatments are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Most patients with substance use problems will not change their behaviour, regardless of the quality of the treatment programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Treatment evaluations take away limited resources from direct clinical care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Treatment evaluations frequently result in cuts to programme funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• We don't have the experience to do treatment evaluations in our setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• We don't have the money to do treatment evaluations in our setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• We don't have the time to do treatment evaluations in our setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To what extent is your **current work** related to **delivering substance use disorder treatments**?

none very little somewhat very much all the time

To what extent is your **current work** related to **conducting treatment evaluations**?

none very little somewhat very much all the time

Indicate whether you have ever (including the past 12 months) **personally** completed the following:

	No	Yes
• Planned any kind of research study	<input type="checkbox"/>	<input type="checkbox"/>
• Planned a treatment evaluation	<input type="checkbox"/>	<input type="checkbox"/>
• Collected data from any source	<input type="checkbox"/>	<input type="checkbox"/>
• Collected data from patients	<input type="checkbox"/>	<input type="checkbox"/>
• Entered data into a data book	<input type="checkbox"/>	<input type="checkbox"/>
• Entered data into a computer file	<input type="checkbox"/>	<input type="checkbox"/>
• Analysed data by hand	<input type="checkbox"/>	<input type="checkbox"/>
• Analysed data using a computer	<input type="checkbox"/>	<input type="checkbox"/>
• Written an evaluation report	<input type="checkbox"/>	<input type="checkbox"/>
• Published results in a scientific journal	<input type="checkbox"/>	<input type="checkbox"/>
• Presented results orally	<input type="checkbox"/>	<input type="checkbox"/>

Has the workbook series contributed to your completion of these activities?

no yes

If yes, in what way?

Indicate whether you completed the following tasks within the last 12 months. For each “no” response, please indicate the reason(s) you did not complete the task.

	No	Yes	Reason(s) for not completing
• Read the Framework workbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Read Workbook 1 (Planning Evaluations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Read Workbook 2 (Implementing Evaluations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Read any of the Specialised Workbooks (Workbooks 3 - 8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Completed “It’s your turn” Exercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Formed a local evaluation planning workgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Used the workbook guidelines to plan an evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Used the workbook guidelines to implement an evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Finished an evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Reported the evaluation findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Used the evaluation findings to guide changes in your treatment services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
• Planned a second evaluation based on results from first evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Have you engaged in any **OTHER** form of evaluation training activity (in addition to this workbook series) over the past 12 months?

no yes

If **yes**, what type of activity?

Read book(s)

Attended training workshop(s)

Other _____

If you have planned and/or implemented an evaluation using the workbook series, indicate the evaluation type:

- Needs evaluation
- Process evaluation
- Cost evaluation
- Client satisfaction evaluation
- Outcome evaluation
- Economic evaluation

Please describe your evaluation here:

Please base your responses to the following questions on your experiences with the workbook series to date.

Overall, how **helpful** was this workbook series in assisting you to **plan** your evaluation of substance use treatment?

- none
 very little
 somewhat
 very much
 extremely

Overall, how **helpful** was this workbook series in assisting you to **implement** your evaluation of substance use treatment?

- none
 very little
 somewhat
 very much
 extremely

The workbook series:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• was clear to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• was easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• was useful for our local needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• covered all the relevant information we needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• terminology was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• writing style was clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Would you recommend this workbook series to a colleague?

no yes

Why or why not?

Complete the following ratings about the Introductory/Framework Workbook.

I read the Framework Workbook:

no yes

Overall, how **helpful** was the Framework Workbook?

none very little somewhat very much extremely

Overall, the Framework Workbook:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• was clear to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• was easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• was useful for our local needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• covered all the relevant information we needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• contained terminology that was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• used a clear writing style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• helped us to plan and/or implement a better evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments about the Framework Workbook:

Complete the following ratings about the Foundation Workbooks (Workbooks 1 and 2).

Check the workbook(s) that you read.

- | | No | Yes |
|---|--------------------------|--------------------------|
| • Workbook 1(planning evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Workbook 2 (implementing evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |

Overall, how **helpful** were the Foundation Workbooks (Workbooks 1 and 2)?

- none
 very little
 somewhat
 very much
 extremely

Workbooks 1 and 2:

- | | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| • were clear to understand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • were easy to use | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • were useful for our local needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • covered all the relevant information we needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • contained terminology that was easy to understand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • used a clear writing style | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • helped us to plan and/or implement a better evaluation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Additional comments about the Foundation Workbooks:

Complete the following ratings about the Specialised Workbooks (Workbooks 3 - 8).

Check the workbook(s) that you read.

- | | No | Yes |
|--|--------------------------|--------------------------|
| • Workbook 3 (needs evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Workbook 4 (process evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Workbook 5 (cost evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Workbook 6 (client satisfaction evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Workbook 7 (outcome evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |
| • Workbook 8 (economic evaluations) | <input type="checkbox"/> | <input type="checkbox"/> |

Overall, how **helpful** were the Specialised Workbooks that you read?

none very little somewhat very much extremely

The Specialised workbooks that I read:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• were clear to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• were easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• were useful for our local needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• covered all the relevant information we needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• contained terminology that was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• used a clear writing style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• helped us to plan and/or implement a better evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments about the Specialised Workbooks:

Complete the following ratings about the “It’s your turn” exercises.

Check the workbook(s) in which you completed “It’s your turn” exercises.

	No	Yes
• Framework Workbook	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 1 (planning evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 2 (implementing evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 3 (needs evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 4 (process evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 5 (cost evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 6 (client satisfaction evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 7 (outcome evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 8 (economic evaluations)	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how **helpful** were the “It’s your turn” exercises?

none
 very little
 somewhat
 very much
 extremely

The exercises that I completed:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• were clear to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• were easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• were useful for our local needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• enhanced my understanding of the workbook text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• helped our evaluation group work together more effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• helped us plan and/or implement a better evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments about the “It’s your turn” exercises:

Complete the following ratings about the case examples (located in the back of most of the workbooks).

Check the workbook(s) in which you read the case example(s).

	No	Yes
• Workbook 1 (planning evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 3 (needs evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 4 (process evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 5 (cost evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 6 (client satisfaction evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 7 (outcome evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
• Workbook 8 (economic evaluations)	<input type="checkbox"/>	<input type="checkbox"/>

Overall, how **helpful** were the case examples?

none
 very little
 somewhat
 very much
 extremely

The case examples that I read:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
• were clear to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• were easy to use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• were useful for our local needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• enhanced my understanding of the workbook text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• terminology was easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• writing style was clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• helped us to plan and/or implement a better evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments about the case examples:

Please finish the following sentences.

The most useful aspect of the workbook series was:

The least useful aspect of the workbook series was:

Unnecessary information was given about:

I wish more information were provided about:

Additional comments or suggestions:

Thank you! Please return this questionnaire to the address listed on the first page.

Annex 3

Written evaluation plan criteria and checklists

General criteria for sites

To help ensure that you are covering all important areas in your written evaluation plan, we have developed a specific structure for what to include. Following this structure will help you to organise your thoughts clearly. It also will demonstrate to us that you have thought through the important aspects of your proposed evaluation, and that you are ready and able to complete this particular evaluation.

Remember, we want to assist you to design an evaluation plan that is **meaningful** and **feasible**, given your **unique situation**

and **priorities**. A **meaningful** evaluation plan is one that is logically related to the programme logic model. A **feasible** evaluation plan is one that is simple, reasonable for the budget and other available resources, and achievable within the one-year time frame.

As you prepare your written evaluation plan, use the workbooks that were given to you at the workshop. The workbooks are designed to assist you to independently develop your evaluation. They provide information and suggestions on all aspects of planning.

Structured outline for written evaluation plans

Organise your written evaluation plan according to these sections:

Section 1. Background and general purpose (approximately one-half page)

This is a summary of your evaluation plan. It should include a brief description of the purpose of the evaluation, how you plan to conduct the evaluation, who will receive the re-

sults, and how results will be used. Do not present specific details in this section; simply provide the reader with a brief overview.

Section 2. Programme logic model (one page)

This section describes the programme, service, or system that you plan to evaluate in the form of a programme logic model. Refer to Step 3 of Workbook 1 for more information about this description.

The model should describe:

- The type(s) of services that you provide
- Your process or implementation objectives
- The short-term and long-term goals of various parts of your programme.

Section 3. Evaluation team (approximately one page)

This section lists the people who will be involved with your evaluation project. For each person, give the following information:

- Name
- Professional title
- Educational background
- Type of experience (if any) conducting evaluations - brief summary only
- Anticipated roles in the proposed evaluation

Important: Indicate the person (one only, please) who is responsible for communicating with us throughout your evaluation. Provide that person's mailing address, telephone number, and if available, fax number and email address.

Section 4. Evaluation question(s) (approximately one page)

This section lists your specific evaluation questions. Refer to Step 5 of Workbook 1 for some examples of well-phrased evaluation questions.

Important:

- a) your evaluation questions should follow logically from your programme logic model. In other words, each of your questions should be linked to one of your programme's implementation objectives or goals in a specific way.

b) your evaluation questions should be written in the form of a question, not a statement.

c) for each evaluation question, you should indicate what type of evaluation you are conducting through addressing this question.

Here are two examples of how to do this:

Programme objective or goal	Evaluation question	Evaluation type
Implementation objective: To provide initial assessments to patients in a timely manner.	What percentage of patients receive initial assessments within 2 weeks of contacting our programme?	Process evaluation (Workbook 4)
Long-term goal: To reduce problem drinking among patients.	Is problem drinking reduced following participation in our programme?	Outcome evaluation (Workbook 7)

Write your evaluation questions in this section using the same format. This will show us how your evaluation questions are linked to your programme logic model, and what type of evaluation you are conducting.

Once you have identified your evaluation type(s), refer to the appropriate specialised workbook for information and examples of how to complete that kind of evaluation.

Do not phrase your question in the form of a statement. For example, “We are going to assess the total number of people with sub-

stance use problems in our community” is not an acceptable evaluation question (because it is not a question at all).

Section 5. Data collection strategy (approximately two pages of text, not including your data collection instruments)

This section is very important, because it is your **road map** for how you are going to get from your evaluation questions to meaningful results. Many evaluators make the mistake of writing this section too vaguely, assuming that details can be decided as the evaluation progresses. This attitude places the entire evaluation in jeopardy, because details are forgotten frequently and/or procedures are not followed in a standardised manner throughout the evaluation.

Follow this guideline: could an outside consultant read your data collection strategy section and then be able to implement your evaluation exactly as you are planning? If not, you need to be more specific here.

Refer to Steps 6 and 7 of Workbook 1 for information and suggestions about creating your data collection strategy. For **each** evaluation question you listed in section 4 (above), you should indicate:

- Whether you will use a standardised data collection instrument. If so, indicate which one(s), and state the specific variables (subscales or other summary scores) you plan to use.

- Whether you will develop your own data collection instrument. If you plan to use your own instrument, you need to be very specific about exactly what you plan to ask. Include the specific questions and scoring criteria you plan to use. Note: you may refine your data collection instrument after pilot testing, but it is still important to present your plan for specific questions and scoring criteria here.

- How you will collect the data (self-report questionnaire, interview, focus group, review of records, etc.)

- Who will administer the data collection instrument(s)

- How many participants you will assess

- Your sampling strategy: how you will choose participants for your evaluation

- Your time line for data collection (how many weeks/months)

Section 6. Ethical concerns (approximately one-half page of text, not including your consent form)

This section covers relevant ethical issues. Most important, you should provide documentation that you have received approval to conduct your evaluation from your local ethics committee. You also should present your plan for how you will keep participant information confidential. If you will use a consent form with your participants, in-

clude it here. (Some evaluations, such as those using record reviews, may not require a consent form.)

Refer to Step 1-A of Workbook 2 for more information and suggestions for how to manage ethical issues during your evaluation. A sample consent form also is presented.

Section 7. Data management plan (approximately one page)

You should explain your record keeping system, including how you will store your data and maintain central records.

Refer to Step 1-B of Workbook 2 for more information and suggestions for how to develop a data management plan.

Section 8. Staff training (approximately one-half page)

In this section, explain if any additional staff will be needed for the evaluation. State whether you anticipate needing outside consultants, and if so, for how long and in what capacity.

Regardless of whether new staff or consultants will be needed, describe how you will

train all evaluation staff (data collectors, record keepers) to conduct their jobs in a standardised way.

Refer to Step 1-B of Workbook 2 for more information and suggestions for how to ensure standardisation of your procedures.

Section 9. Pilot test (approximately one-half page)

This section should describe your specific plans for conducting a pilot test of your evaluation. What type of a pilot test will you conduct, and how many people will participate in each portion of it? If you are using a newly developed data collection instrument, you

should plan to include it as part of your pilot testing, and then make changes to it as needed after the pilot testing.

Refer to Step 1-C of Workbook 2 for more information and suggestions.

Section 10. Data analysis (approximately one page)

This section presents an overview for how you plan to analyse your data. You should indicate the specific statistical tests you plan to use to answer each of your evaluation questions (section 4). State the specific analysis you are planning for **each** evaluation question.

Selected information regarding data analysis is presented in Step 3 of Workbook 2. If you think that you will need further assistance to choose specific statistical tests and/or conduct the data analysis, state this clearly here. Skip descriptions of specific statistical tests if you are unsure.

Section 11. Reporting results (approximately one-half page)

Describe how you will present your results, and the format you will use to present them. Will you present the information in oral form and/or written form, and what kind of vi-

sual aids (e.g., bar graphs) will be used to summarise results? Refer to Step 4 of Workbook 2 for more information on reporting results.

Section 12. Strategy for using results (approximately one page)

This section is very important, because it explains how your evaluation results can be applied to the long-term goal of improving substance use treatment. Explain who will receive results, and how this information could be used to make changes to improve treatment.

Remember, evaluation is an ongoing process of asking questions and applying re-

sults. We do not expect that this single evaluation will be the only step needed to improve treatment in your setting. In reality, multiple evaluations may be needed before large changes can be made. However, you should explain clearly how these initial evaluation results can serve as a beginning step to enhance treatment.

Section 13. Budget (approximately one page)

If you will be receiving payment to complete your evaluation, the first instalment will be authorised upon successful completion of the written evaluation plan. “Successful completion” depends upon reviewers’ assessment of these factors:

- Have you followed the structured outline for written evaluation plans? Are all sections present and complete? (If not, your plan will be returned to you for revision.)
- Is the accompanying checklist completed and included with the plan?
- Are your evaluation questions related meaningfully to your programme logic model?
- Is your proposed data collection strategy sufficiently detailed?
- Are your proposed data collection and data analysis strategies adequate to answer your evaluation question(s)?
- Considering your plans for pilot testing, staff training, and record keeping, will your data collection proceed smoothly and produce reliable information?

- Have you indicated clearly how your results will be used to improve substance use treatment?
- Can your team complete the proposed evaluation with available resources? “Available Resources” includes money, necessary equipment and facilities, and availability of outside consultants if needed.
- Can the proposed evaluation be completed within the expected time frame?
- Are ethical concerns adequately addressed?
- Other impressions

It is likely that sites will need to revise their written evaluation plans at least one time after reviewers have read them.

Given the amount of money available, describe how you plan to allocate the funds to complete the evaluation. If your site is receiving additional funding for this evaluation, include the relevant information in your budget plan.

Section 14. Time line (approximately one page)

Present a time line for when you will accomplish each step of your evaluation.

Total written evaluation plan page length: approximately 12.5 pages of text (programme logic model, data collection instruments, and consent form extra).

Written evaluation plan checklist



This checklist is intended to assist site participants to ensure that pertinent information is included in the written evaluation plan. Please complete this checklist and return it with your written evaluation plan.

Evaluators' names and proposal title

Please check that the following components are included in your plan:

Section 1: Background and general purpose

Section 2: Programme logic model

- programme logic model included

Section 3: Evaluation team

- every evaluation team member included
- person responsible for communication is indicated

Section 4: Evaluation questions

- each evaluation question is linked to a specific component of the programme logic model
- evaluation questions are written in the form of questions
- evaluation type is indicated for each evaluation question

Section 5: Data collection strategy for each evaluation question, state:

- data collection instrument (indicate whether standardised or newly developed)
- specific variables to be used
- specific questions and scoring criteria for all newly developed data collection instruments
- method for data collection (interview, self-report, etc.)
- number of participants
- sampling strategy
- time line for data collection

Section 6: Ethical concerns

- documentation of ethics committee approval
- plan for keeping participant information confidential
- consent form for participation (if needed)

Section 7: Data management plan

- explanation of record keeping system
- explanation of data storage plan

Section 8: Staff training

- indication if additional staff will be needed
- indication if outside consults will be needed
- explanation of staff training procedures

Section 9: Pilot test

- type of pilot test
- number of participants for pilot test

Section 10: Data analysis

- specific statistical tests to be conducted, and/or
- indication of whether consultant will be needed to choose/conduct data analysis

Section 11: Reporting results

- plan for reporting results

Section 12: Strategy for using results

- who will receive results
- specific changes that could be made using results

Section 13: Budget**Section 14: Time line**

Written evaluation plan checklist reviewer version



This checklist is intended to assist reviewers to thoroughly assess sites' written evaluation plans. Use this checklist as a guide while reviewing site plans and formulating recommendations.

Evaluators' names and proposal title

Check if "yes":

- | | Yes |
|---|--------------------------|
| • Is the site checklist completed and included with the plan? | <input type="checkbox"/> |
| • Are all 14 sections included in the plan as requested? | <input type="checkbox"/> |
| • Are the evaluation questions linked meaningfully to the programme logic model? | <input type="checkbox"/> |
| • Is the proposed data collection strategy sufficiently detailed? | <input type="checkbox"/> |
| • Is the proposed data collection strategy adequate to answer the evaluation questions? | <input type="checkbox"/> |
| • Considering proposed plans for pilot testing, staff training, and record keeping, will data collection proceed smoothly and produce reliable information? | <input type="checkbox"/> |
| • Is the proposed data analysis strategy adequate to answer the evaluation questions? | <input type="checkbox"/> |
| • Has the site indicated clearly how results will be used to improve treatment? | <input type="checkbox"/> |
| • Can the site team complete the proposed evaluation with their available resources? "Available Resources" includes money, necessary equipment and facilities, qualifications and experience of evaluation team members, and projected availability of outside consultants. | <input type="checkbox"/> |
| • Can the proposed evaluation be completed within the expected time frame? | <input type="checkbox"/> |
| • Are ethical issues adequately addressed? | <input type="checkbox"/> |

Other impressions or concerns:

Annex 4

Overhead prototypes

Day 1

WHO/UNDCP/EMCDDA

Project on costs and effects of treatment for psychoactive substance use disorders

Summary of the workbook series

Introductory Workbook

Framework Workbook

Foundation Workbooks

Workbook 1: Planning Evaluations

Workbook 2: Implementing Evaluations

Specialised Workbooks

Workbook 3: Needs Assessment Evaluations

Workbook 4: Process Evaluations

Workbook 5: Cost Evaluations

Workbook 6: Client Satisfaction Evaluations

Workbook 7: Outcome Evaluations

Workbook 8: Economic Evaluations

Fears and expectations

Working individually, list on the provided cards:

- 1) your expectations about the workshop**
- 2) your fears or concerns**

Use different card colours for expectations vs. fears. Write legibly and use large print, so your cards can be read from a distance. Do not put your name on the cards.

Why is treatment evaluation important?

- Treatment services are growing**
- Despite scarcity, resources are given to ineffective treatments**
- Treatment evaluation improves quality of care and saves money for services that are effective**

Pros and cons of evaluation

- 1. Each site should work separately and write on flip chart paper the pros and cons of doing treatment evaluation at its local site. Allow 15 minutes to complete this step.**
- 2. Each site should meet with at the triplet level to discuss the pros and cons that they wrote.**

Day 2

The 8 steps of planning an evaluation

1. **Decide who will be involved in the evaluation.**
2. **Assess your resources.**
3. **Identify and prioritise the evaluation needs.**
4. **Describe your programme for evaluation.**
5. **Define your evaluation questions.**
6. **Determine your evaluation measures.**
7. **Determine your evaluation design.**
8. **Ensure that your resources are sufficient.**
If not, return to Step 3.

Possible evaluation partners

- **patients/clients**
- **family members**
- **senior managers**
- **board members**
- **staff (therapists/clinicians)**
- **researchers**
- **funder(s)**
- **representatives of other programmes or service systems in your community**
- **people living in your community**

Evaluation resources

- **Financial/Material**
- **Expertise**
- **Time**

Developing a programme logic model

Types of objectives

IMPLEMENTATION

(Process) Concerned with the program itself. Level/quality of services. The means whereby outcomes are to be achieved and the target group(s).

OUTCOME What you hope to change. The ends you pursue.

- Immediate →
 - Short-term →
 - Medium term →
 - Long-term →
- Goals**

Types of objectives (cont'd)

- Implementation**
- to establish for
 - to provide to
 - to prescribe for
 - to teach to
 - to give to

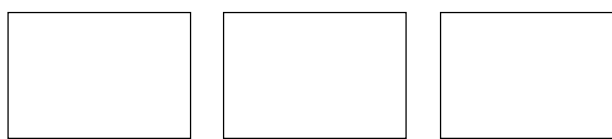
- Outcome:**
- to improve
 - to decrease/increase
 - to change/modify

Basic program logic model

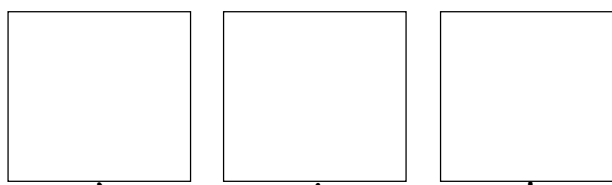
Main components
(e.g. assessment, detoxification, follow-up)



Implementation objectives
(e.g. to determine correct diagnosis, to provide substance resistance skills, to monitor health status)

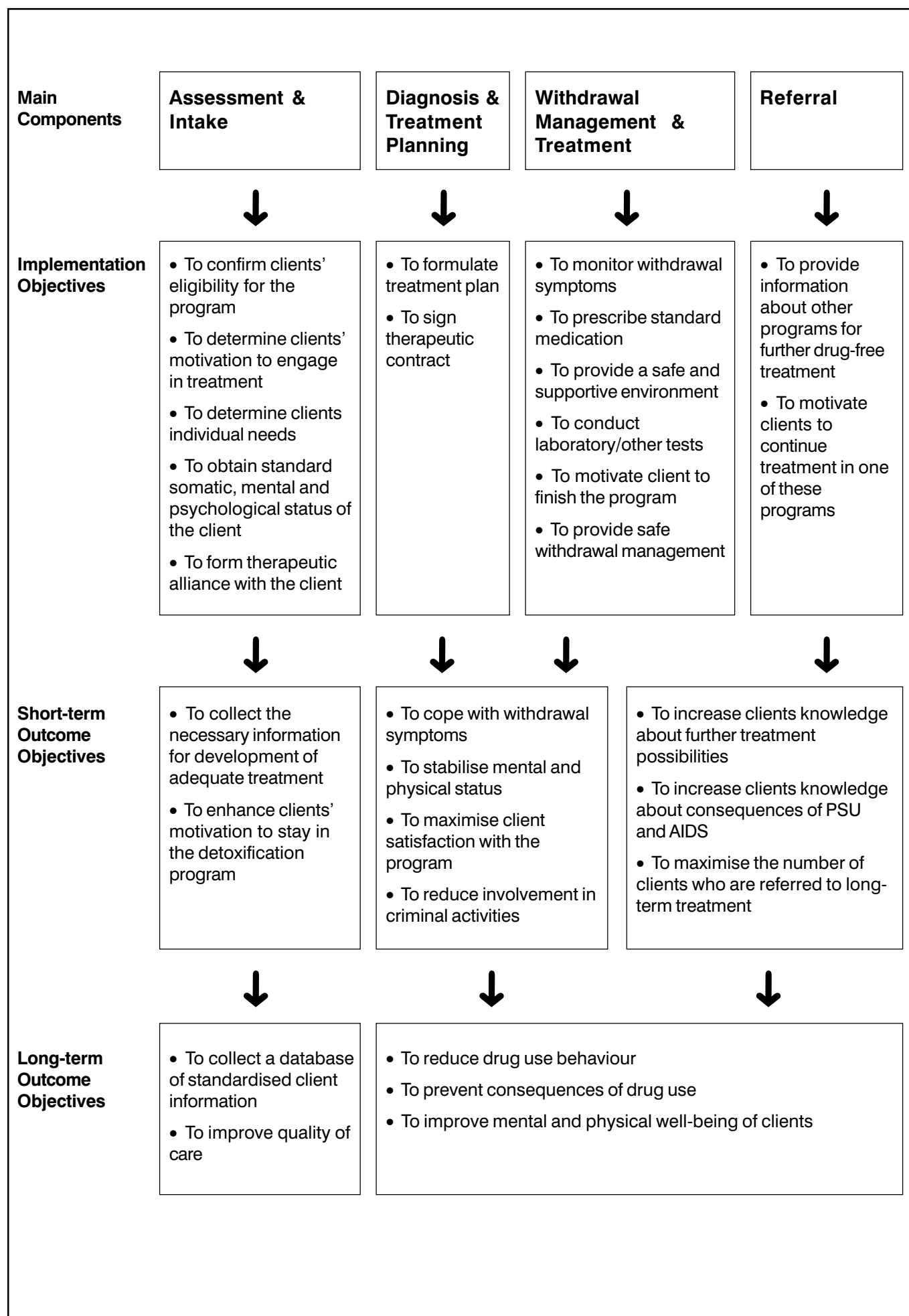


Planned short-term outcome objectives
(e.g. to increase motivation for further treatment, to decrease the likelihood of relapse)



Planned long-term outcome objectives
(e.g. to decrease substance use, to improve quality of life)





Basic format for moving from logic model to more detailed evaluation planning

Program Objectives (from the logic model)	Evaluation Questions	Evaluation Measures	Data Collection Strategy
Objective 1			
Objective 2			

Day 3

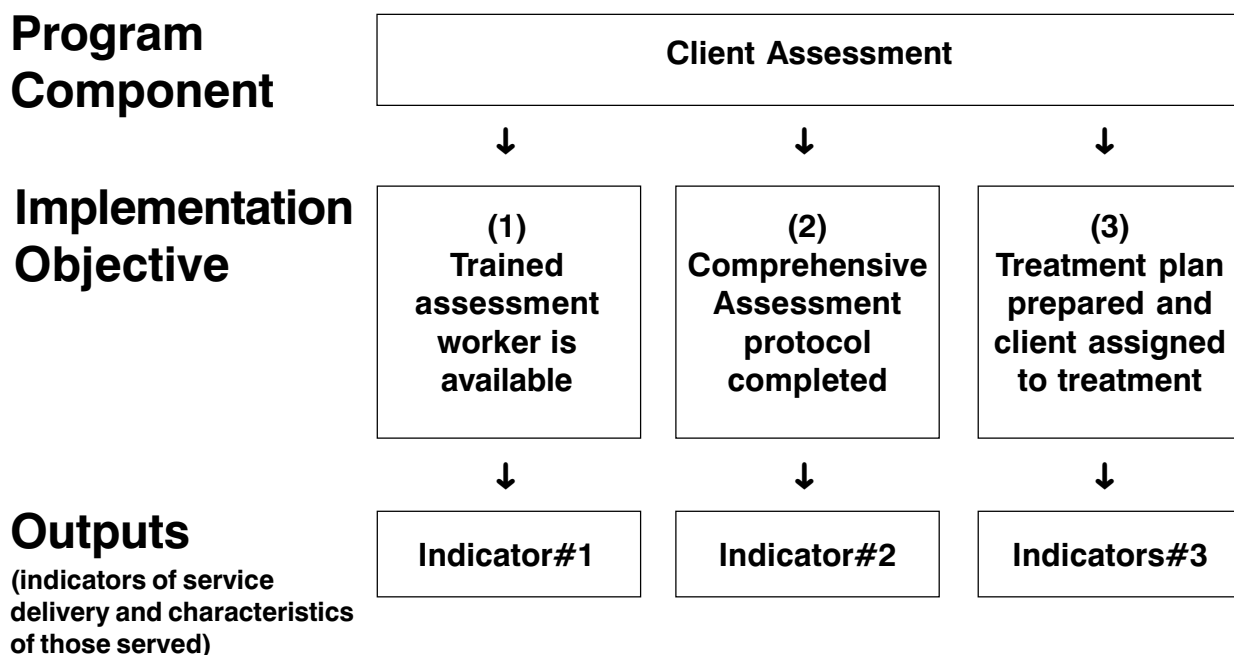
Evaluation types

- Needs assessment
- Process evaluation
- Cost evaluation
- Client satisfaction
- Outcome evaluation
- Economic evaluation

The specialised workbooks

If you are conducting a...	Then you should review...
Needs Assessment	Workbook 3
Process Evaluation	Workbook 4
Cost Evaluation	Workbook 5
Client Satisfaction	Workbook 6
Outcome Evaluation	Workbook 7
Economic Evaluation	Workbook 8

What are indicators?



Why bother with indicators?

Claim	Confidence Level	Indicator
“Our PS awareness is effective”	Very low	I heard it through the grapevine
	Low	I talked to John, who participated and he said it worked for him
	Medium	40 out of 50 people in the programme checked off “effective” in a satisfaction questionnaire completed at the end of the programme
	High	Compared to pre-test scores, scores on an alcohol knowledge test went up by an average of two points
	Highest	Compared to a control group of people who weren’t exposed to the programme at all, participants in the programme increased scores on seven out of eight measures of PS awareness

Reliability

refers to whether an indicator is consistent across time and/or observers

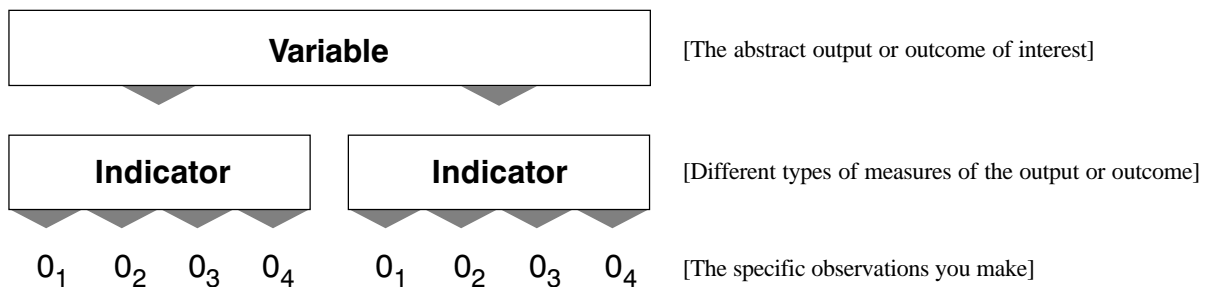
Validity

concerns the extent to which you are actually measuring what you intend to measure

Types of measures

- Observation
- Questionnaires
- Interviews
- Focus group discussions
- Examining routine records

Language of measurement



A trivial example...



Quantitative approach:
measurement of variable
through numbers

Qualitative approach:
measurement of variable
through words

Prepare for data collection

- **Set a time frame**
- **Determine a sampling procedure**
 - 1) **Representativeness**
 - 2) **Randomness**

Sampling procedures

1. **Accidental**
2. **Reputational**
3. **Random**
4. **Stratified**
5. **Cluster**
6. **Quota**

Writing good questions

1. Are the words simple, direct and familiar to all?
2. Is the question as clear and specific as possible?
3. Is it a double question?
4. Does the question have a double negative?
5. Is the question too demanding?
6. Are the questions leading or biased?
7. Is the question applicable to all respondents?
8. Is the question objectionable?
9. Will the answers be influenced by response styles?
10. Have you exhausted the response alternatives?

Day 4

The 6 steps of implementing an evaluation

1. Prepare for data collection.
2. Collect data.
3. Analyse data.
4. Report results.
5. Make use of what was learned.
6. Start again.

Prepare for data collection

Manage ethical issues

- Informed consent
- Manage risks of participation
- Confidentiality

Develop a data management plan

- Design a record keeping system
- Acquire and process data
- Train people who will collect data
- Standardisation

Conduct a pilot test

- Identify flaws
- Revise data collection plan as needed

Write an evaluation plan

Descriptive vs. Explanatory analysis

Descriptive analysis

Goal:

To summarise the measurements for each relationships between variable

Examples:

How many clients reported...?
How much time did staff spend...?
How much variability was there in...?

Explanatory analysis

Goal

To explain relationship between variables and groups

Examples:

Do male and female clients differ...?
Compared to clients assigned to a control group, were clients exposed to... more likely to...?

Definitions

Frequency

Number of responses in each category of an indicator

Mode

Score that occurs most frequently

Median

Score that separates the upper half of scores from the lower half of scores

Mean

Average score

Range

Lowest score to highest score

Variability

Extent to which scores deviate from their central tendency

Indices

- Variability
- Standard deviation

Structure for site Presentations

Section I. Programme logic model and programme description

Briefly show your programme logic model components. Indicate the part of the model that is the focus of the evaluation.

Section II. Evaluation question, measures, data collection

Show the one or two most important evaluation questions and how you will answer them (evaluation plan)

Section III. Using the results for decision-making

Describe who will receive the results from the evaluation and how it will be used for decision making.

Day 5

Written evaluation plan

- 1. Background and general purpose**
- 2. Programme logic model**
- 3. Evaluation team**
- 4. Evaluation questions to be addressed**
- 5. Data collection strategy**
- 6. Data management plan**
- 7. Staff training**
- 8. Pilot test**
- 9. Strategy for using results**