Welcome! We will begin shortly.

While you wait, please chat in **Your Name, Your Organization, and the names of anyone else on the phone line with you**.

**What are some process evaluation measures you could use to evaluate a cheeseburger?** Please do not put us on hold as you wait, as the hold music may play for everyone.
Technical Tips

• Technical problems? Call Adobe Connect at 800-422-3623

• Please type any questions or comments into the chat text box.

• To mute your line, click and you will be muted.

• To unmute, click and your line will be unmuted.

• To raise your hand, click Click again to lower your hand.

• Click on the upper right to make the presentation larger. Click again to return to normal view.
Strategic Communication: From Planning to Action

July 9, 2018
Suicide Prevention Resource Center
The Suicide Prevention Resource Center at EDC is supported by a grant from the U.S. Department of Health and Human Services (HHS), Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Mental Health Services (CMHS), under Grant No. 5U79SM062297.

The views, opinions, and content expressed in this product do not necessarily reflect the views, opinions, or policies of CMHS, SAMHSA, or HHS.
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Meeting Agenda

✓ Group norms
✓ Recap from last session
✓ Discussion time
✓ Measuring the impact of your communication efforts
✓ Presentation: Dr. Rajeev Ramchand
✓ Ask the expert
✓ Announcements & wrap-up
Overview of the Series

✓ May 14 - Laying the foundation: strategies for effective communication

✓ June 11 - Knowing your audience and how to reach them

✓ July 9 - Measuring the impact of your communication efforts
Group Norms

- Be engaged/talk
- Learn from each other
- Mute phone line when not speaking (and never put us on hold!)
- Review the supplemental activity before each session
- Ask lots of questions!

Please share your ideas in the chat pod!
Recap from Last Session

✓ Define your audience
  – Agent of change vs. Target of change
✓ Use audience research to inform both your message and delivery channel
  – Build on motivation and address attitudes/beliefs
✓ Use culturally competent messaging
✓ Promote a positive narrative
✓ Pre-test your message
Discussion Question

✓ Get Ready for Session 3 Activity

– What specific measures will show you that your communication efforts are successful?
Discussion Time: Evaluating Your Communication Efforts

- What are some of the challenges you’ve faced with evaluation (lack of resources, time, staff, funding etc.)?
- How are you overcoming these challenges?
Develop Your Evaluation Plan

✔ **What questions to consider?**
  - Based on objectives -- what are you trying to change?
  - Include:
    - Did you reach your intended audience?
    - Did knowledge/attitudes change? behavior?
    - Did changes last?
    - Any unintended effects?

✔ **When should you start?**
  - Plan for evaluation before implementing
  - Assess as you go -- use results for improvement
Evaluation Steps

Step 1: Identify your program's core components and build a logic model

Step 2: Design an evaluation for your program

Step 3: Select evaluation measures for your program

Step 4: Analyze your program's evaluation data

Step 5: Communicate your findings

Source: [https://www.rand.org/pubs/tools/TL111.html](https://www.rand.org/pubs/tools/TL111.html)
Sample Logic Model

Target population: School districts in County A – pilot site

Activities
- Release of an app for students/staff to learn about signs of suicide and to refer people at-risk to access community resources in County A

Outputs
- 1200 students/staff utilized app over past 6 months

Outcomes
- Short term: 8% increase in numbers of people referred to community resources
- Long term: 10% decrease in suicide death rates in County A

Evaluation
- Assess changes in county suicide death rates before and after the app launch
## Design an Evaluation for Your Program

<table>
<thead>
<tr>
<th>Method</th>
<th>Ease of Execution</th>
<th>Confidence in Result</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-/post-intervention evaluation with control group</td>
<td>Hard to find group willing to be randomly assigned; ethical issues of withholding beneficial program from control participants</td>
<td>Provides excellent level of confidence that the program caused the change</td>
<td>High; doubles the cost of the evaluation</td>
</tr>
<tr>
<td>Pre-/post-intervention evaluation with comparison group</td>
<td>Can be hard to find group that is similar to program group</td>
<td>Provides good level of confidence that the program caused the change</td>
<td>High; doubles the cost of the evaluation</td>
</tr>
<tr>
<td>Interrupted time series analysis</td>
<td>Requires several years of data collected in the same way, which can be hard to find</td>
<td>Tracks short- and long-term changes, but one cannot be sure that the program caused the change</td>
<td>Inexpensive (data usually collected by other sources)</td>
</tr>
<tr>
<td>Pre-/post-intervention evaluation</td>
<td>Easy way to measure change</td>
<td>Only moderate confidence that the program caused the change</td>
<td>Moderate</td>
</tr>
<tr>
<td>Retrospective pre-/post-intervention evaluation</td>
<td>Easier than the standard pre/post evaluation</td>
<td>Only moderate confidence that the program caused the change and it may be hard for participants to recall how they were at the start</td>
<td>Inexpensive</td>
</tr>
</tbody>
</table>

Source: [https://www.rand.org/pubs/tools/TL111.html](https://www.rand.org/pubs/tools/TL111.html)
# Types of Evaluation

<table>
<thead>
<tr>
<th>Evaluation Types</th>
<th>When to Use</th>
<th>What It Shows</th>
</tr>
</thead>
</table>
| Formative Evaluation   | • During the development of a new program  
• When an existing program is being modified or is being used in a new setting | • Whether the proposed program elements are likely to be needed, understood, and accepted by the population you want to reach. |
| Process evaluation     | • As soon as program implementation begins  
• During operation of an existing program | • How well the program is working  
• The extent to which the program is being implemented as designed |
| Outcome evaluation     | • After the program has made contact with at least one person or group in the target population | • Degree to which the program is having an effect on the target population's behaviors |
| Impact evaluation      | • At the end  
• During the operation of an existing program at appropriate intervals | • The degree to which the program meets its ultimate goals |

Source: [https://www.cdc.gov/std/Program/pupestd/Types%20of%20Evaluation.pdf](https://www.cdc.gov/std/Program/pupestd/Types%20of%20Evaluation.pdf)
Analyze Your Program's Evaluation Data

✔ Chapter 5 (pgs. 75-100)
  - Provides guidance on how to:
    ✔ Create an evaluation database
    ✔ Decide how to analyze your evaluation data
    ✔ Analyze data using Excel

https://www.rand.org/pubs/tools/TL111.html
Case example

“A state grantee discussed an experience they had launching a crisis line in a small, rural area of their state. The hotline was aimed at youth in the 15–24 age range, and their communication campaign was targeted for this population. However, their evaluation results showed that a lot of older adults, aged 60 or older, were using the crisis line with questions about how to help young people in their lives.”
Communicate Your Findings

✓ Use evaluation results to:
  o Share with your team
    ✓ Identify needed improvements and modifications
  o Share with your partners
    ✓ Demonstrate impact
    ✓ Share successes to build sustained support and buy-in
    ✓ Empower other coalitions/groups to follow in your footsteps
Resources

- CDC Type of Evaluation: https://www.cdc.gov/std/Program/pupestd/Types%20of%20Evaluation.pdf


- Framework for Successful Messaging: www.SuicidePreventionMessaging.org

Rajeev Ramchand, PhD
Senior Behavioral Scientist
RAND Corporation
Evaluation Basics

Outputs & Outcomes

Rajeev Ramchand
Core components “fit” together

If we have the **Resources**
then we can conduct the **Activities**
for the **Target Population**.
If the population participates, we produce **Outputs**
that will translate into producing our **Intended Outcomes**
which can be measured by our **Evaluation Activities**
to inform whether we are meeting our community’s **Needs**.

Core components are connected by a series of if-then statements
The amount, quality, or volume of goods or services provided by the program

- Individuals Trained, Individuals Provided with Services, Materials Developed, Etc.

- 20 weekly webinars
- 3800 campers
- 480 Rehabilitative Exercise Sessions
- 40 Integrative Nutrition Cooking Classes
- 326 veterans awarded a service fellowship
Example output measures

Communication
Number of campaigns completed, number of media hits, awareness among target audience, etc.

Training/education
Participant satisfaction with information provided and with program staff

Counseling
Number of staff providing services, number of people reached, awareness of services, participant satisfaction

Group activities
Number of participants enrolled, attendance level
Intended Outcomes

Changes in the target population expected as a result of engaging in the program activities

- Knowledge, Attitudes, Skills, Behaviors, Etc.

**S**pecific: Describe precisely what will change and for whom

**M**easurable: Must be a way to determine change and its extent

**A**chievable: Feasible for the target population

**R**ealistic: Accomplished with the available resources

**T**ime-bound: Describe time frame when the change will occur
Intended Outcomes

Changes in the target population expected as a result of engaging in the program activities

- Knowledge, Attitudes, Skills, Behaviors, Etc.

What do you expect to change?
For whom do you expect to change?
When do you expect the change?
How much change do you expect?
Intended Outcomes

Changes in the target population expected as a result of engaging in the program activities

- Knowledge, Attitudes, Skills, Behaviors, Etc.
- 65% of completers report substantial increase in at least 2 of 5 key skill areas
- 75% of providers achieve “provider status” (completion of 2 cases to fidelity)
- 9 individuals report significant symptom reduction within first 6 months
Select outcome evaluation measures

What can change as a result of participation?

Knowledge  Beliefs/Attitudes  Intentions  Behaviors  Conditions
A “framework” for preventing suicide

- Training on coping skills and self-referral
- Marketing campaigns
- Gatekeeper training
- Crisis hotlines
- Appropriate response
- Screening programs
- Provider trainings
- Mental health interventions
- Social/policy interventions

**Outputs:**
- Increased awareness and self-care skills
- Improved identification of individuals at risk
- Increased access to high quality care
- Enhanced acute crisis response/intervention
- Increased provision of high-quality mental health care
- Reduced access to lethal means

**Result:** FEWER SUICIDES
Thank you!

Rajeev Ramchand
Ramchand@rand.org
703-413-1100 ext. 5096
Ask the Expert!
Communication Checklist

RAND Checklist of Best Practices for Suicide Prevention Mass Media Campaigns


SECTION 1. CHECKLIST ITEMS FOR ALL HEALTH COMMUNICATION CAMPAIGNS

1A. THEORETICAL BASIS •

☐ Item 1: The Mass Media Campaign has a theoretical basis. Theoretical basis is defined as a proposed explanation of empirical phenomena (e.g., behavior change, help-seeking).

☐ Item 2: The Mass Media Campaign guiding theoretical model identifies determinants of the behavior that the campaign is trying to change.

☐ Item 3: The Mass Media Campaign has clear goals and objectives.

☐ Item 4: The Mass Media Campaign’s messages and activities align closely with the goals and objectives of the campaign.

☐ Item 5: The Mass Media Campaign communicates messages that are targeted at determinants of behavior (as specified by the campaign theory).
Discussion Time

- What takeaway(s) resonated with you from the entire series?
- What changes have you made or plan to make (if any) to your communication planning efforts as a result of participating in this workshop series?
Keep the Conversation Going...

Make connections!

✓ Members list on the online supplement site has contact information
✓ Utilize the listservs
✓ Private pages

Download Workshop Members List
We will keep the list of workshop members up to date. Please contact Irene Cho (icho@edc.org) or Ashleigh Husbands (achusbands@edc.org) if you have any changes to your contact information.

Workshop Members’ Profile
Learn more about your peers and their thoughts from the registration survey.

Your Grant Type

Your Communication Goals
Announcements & Reminders

Coming to you via email:

1. Session 3 Meeting Summary
2. Help us improve by providing us your feedback - http://sgiz.mobi/s3/e988555e362c
고맙습니다

Thank You

Merci
Thank you!

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