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The Cancer Prevention and Control Research Network is supported by Cooperative Agreement Number 3 U48 DP005017-01S8 from the Centers for Disease Control and Prevention’s Prevention Research Centers Program and the National Cancer Institute. The content of this curriculum is based upon findings and experiences of workgroup members and does not necessarily represent the official position of the funders.

**Putting Public Health Evidence in Action**

**Training Workshop  
Facilitator’s Guide**

Cancer Prevention & Control Research Network

of the Prevention Research Center Program

[www.cpcrn.org](file:///\\Research.sph.emory.edu\Researchdata\BsheProjs\Prevention%20Research%20Center%20-%20RSPH\CPCRN%20(SIP%2009-002)\Capacity%20Building%20TAT%20Work%20Group\Facilitator%20Guide\www.cpcrn.org)

Last Updated November 2017

**Facilitator’s Guide: “Putting Public Health Evidence in Action”**

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**Suggested Citation:**

Below is a suggested citation for the training curriculum as a whole. If presenters use excerpts from sessions, please cite the specific Session number and title as well:

*Putting Public Health Evidence in Action* Training Curriculum*.* Cancer Prevention and Control Research Network. (November 2017). Retrieved from <http://cpcrn.org/>pub/evidence-in-action/

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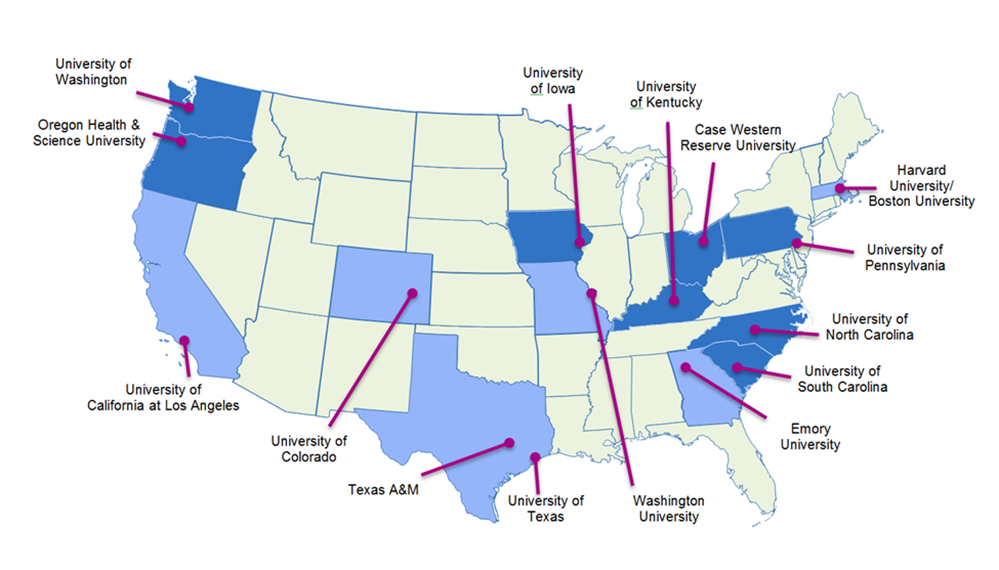
* National Cancer Institute’s *Using What Works*<http://cancercontrol.cancer.gov/use_what_works/start.htm>
* *Getting to Outcomes training manual*Lesesne, C. A., Lewis, K. M., Moore, C., Fisher, D., Green, D., & Wandersman, A. (2007). Promoting Science-based Approaches to Teen Pregnancy Prevention using Getting To Outcomes. Unpublished manual.
* *Evidence-Based Public Health*  
  Brownson et al. (2017). *Evidence-Based Public Health*. 3rd ed. New York, NY: Oxford University Press.

The Cancer Prevention and Control Research Network is supported by Cooperative Agreement Number 3 U48 DP005017-01S8 from the Centers for Disease Control and Prevention’s Prevention Research Centers Program and the National Cancer Institute.

Cancer Prevention and Control Research Network (CPCRN) Description

The Cancer Prevention and Control Research Network (CPCRN) is a network of centers that work collaboratively to accelerate the adoption of evidence-based cancer prevention and control programs. The work of the CPCRN is supported by the Division of Cancer Prevention and Control, National Center of Chronic Disease Prevention and Health Promotion, CDC, and The Division of Cancer Control and Population Sciences, National Cancer Institute, National Institutes of Health.

**Members:** The following map shows CPCRN sites that were funded between 2009-2014 lighter blue and currently funded sites (2014-2019).



***For more information about the CPCRN, visit*** [***cpcrn.org***](file:///C:\Users\amoore\Documents\cpcrn.org) ***or contact:***

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Training Description & Objectives

This highly interactive workshop provides community program planners and health educators with knowledge, skills, and tools to design, implement, and evaluate evidence-based prevention interventions. The eight module curriculum introduces tools that participants can use and includes case studies and exercises that provide hands-on application of those tools.

At the completion of the eight modules, participants will be able to:

1. Discuss what “evidence” means
2. Identify resources and methods for collecting community assessment data
3. Apply needs assessment data to develop goals and objectives
4. Identify approaches to finding and evaluating sources of evidence-based interventions
5. Assess how well evidence-based interventions fit the community context
6. Discuss the balance between fidelity and adaptation
7. Describe steps in the adaptation process
8. Discuss important factors or tasks in each phase of implementation (pre-implementation, implementation, maintenance)
9. Create a plan to evaluate processes and outcomes.

Audiences

For this training, we define the audience as public health practitioners, state and local health department staff, health educators, healthcare providers, community advocates, academic/research faculty and staff, faith-based leaders, and other members of community-based organizations. To maintain the interactive nature of the workshop, audiences of 20-50 people are recommended.

Content and time span should be coordinated according to audience needs. If the workshop is requested by outside agencies, several informational meetings may help determine the audiences, budget, time allocation, levels of public health experience, and specific content/topic areas. Discussing topic areas of interest by the agencies can help determine the focus for different case studies and activity examples to ensure that they are useful to each audience (e.g. chronic disease- tobacco, physical activity, etc.).

If possible, a pre-assessment survey that asks about skills level in using evidence and topics for case examples could be conducted 1-2 weeks prior to the training. It would inform how to focus the training content and activities. In some instances, an email can be sent in advance to participants with pre-homework such as a Scavenger Hunt from “Session 3: Finding Evidence.”

Throughout this Facilitator’s Guide there are two types of content provided in most sessions: Core Content and Supplemental Content.

* **Core Content**: It is strongly recommended that all core content be included in any training sessions. This content is particularly useful for entry level public health professionals or those with up limited experience with evidence-based public health.
* **Supplemental Content:** The additional information found within the content will be most helpful for additional use for those with more extensive evidence-based public health experience or if you would like to cover more content in a particular session. This will be marked as optional in the speaker’s notes.

*Note:* Specific content about Defining, Selecting, and Adapting Evidence may still be new material for those with extensive public health experience. Depending on the audience, time limitations, and pre-determined training requests, the content about Defining Evidence, Community Assessment, and Evaluation could be shortened or streamlined.

Training Preparation

**Preparation Guidance - Setting Up:**

In preparation for training, have all materials and equipment gathered prior to the training day. Setting up the room for effective presentation, group activities, and communication is key for interactive trainings. It is preferable to have attendees sit at round tables (4-8 per table) crescent–style surrounding the podium and projector. Round tables will facilitate the group activities and discussions. It may not always be possible to obtain round tables specifically so it is best to ask prior to the arrival of the attendees what seating options are available at the location of the training. If possible, view the training venue prior to the scheduled training date to be familiar with the lay out. Adjust room temperature and lighting appropriately. For full day trainings, plan breaks, snacks and meals to best accommodate participants.

**Materials and Equipment:**

The facilitator may need to assemble the following materials before conducting the presentation:

|  |  |  |
| --- | --- | --- |
| Materials and Equipment | Facilitator Materials | Participants Materials |
| SUPPLIES | | |
| Sign boards, signs for directions | ✓ |  |
| Sign-in sheets/Registration list | ✓ |  |
| Name tags and markers |  | ✓ |
| Pens/pencils |  | ✓ |
| Note pads |  | ✓ |
| Pre-test/Post-test Evaluation Forms |  | ✓ |
| Training binders or flash drives |  | ✓ |
| Signs for Presenter Time Limits | ✓ |  |
| Certificates of completion &  Continuing Education certificates |  | ✓ |
| AUDIO-VISUAL SET UP | | |
| PowerPoint presentation slides on flash drive | ✓ |  |
| Podium | ✓ |  |
| Microphone/Lapel mic | ✓ |  |
| LCD Projector, computer, screen | ✓ |  |
| Remote clicker/laser pointer | ✓ |  |
| Extension cords | ✓ |  |
| Flip Chart/markers (optional) | ✓ |  |
| Internet access (optional) | ✓ | ✓ |

**Use of Technology & Internet Access:**

If presenters prefer using the Internet to support some of the sessions such as “Session 2: Conducting Community Assessment” and “Session 3: Finding Evidence,” it is best to request wired internet connection for the speakers’ laptop. Participants can view these websites live and with the most current pages.

However, if presenters also would like for participants to be able to follow along on their own computers, then they should request internet access for participants and notify participants to bring tablets or laptops prior to the training through the registration process. The training coordinator can specifically request a stronger wireless signal with the capacity to handle the appropriate number of users. Since technical difficulties with wireless connections are very common, plan to bring updated screen shots of websites in case of connection issues. The “Session 3: Finding Evidence” overview provides guidance on how to utilize the Internet to allow for participation interaction.

**Tips for Tailoring Trainings:**

*Audience Assessment:* It is recommended that certain elements of the training be tailored to the audience’s background, learning style, and interests. An audience assessment can be conducted during registration or by sending out a pre-assessment well in advance of the training. Examples of questions to consider asking participants include topic areas that the audience works in or will be developing programs for in the future. Additionally, presenters may discuss with the training planning committee which public health topic areas to focus on and what type(s) of evidence (i.e. packaged programs, interventions, and/or policies) to emphasize during the training based on their knowledge of the participants’ preferences and backgrounds.

*Tailoring Content:* Tailoring the training content to match participants’ interests will primarily involve choosing only some sessions to present on, expanding on certain sessions, and/or incorporating examples that are relevant to the group’s background as well as the presenter’s experience. It is suggested that facilitators present evidence-based resources that are related to the topics of interest for the audience. Similarly, tailoring the activities to match topic areas relevant to the audience is also recommended to enhance group participation and learning. The curriculum provides optional slides that include examples using a variety of topics (i.e., colorectal cancer screening, skin cancer prevention, nutrition and physical activity, and maternal and child health).

**Knowledge of Material:**

Workshop presenters should have working knowledge and expertise in the subject matter of the specific sessions they will present. Ideally, presenters should be able to use personal examples from their work. Those experiences should be utilized to enrich and modify training activities and illustrations. Full day versions of the training would benefit from 2-4 interactive training presenters.

**Updating the Materials:**

Many of the slides and handouts include screen captures, various statistics, and links to websites. Before delivery of a training, it is recommended that updates be made to any links, resources, statistics, or screen captures that may be outdated, irrelevant, or not working. This updating is especially true for any resources that are website links in the Glossary and Resource Lists.

Training Sessions: Suggested Agenda and Activities

Suggested Time: (10 - 12 hours)

The full workshop is estimated to last 10 to 12 hours. Below is a suggested agenda and expected times which can be expanded or shortened, depending on the participants’ needs, conference time allotment, venue availability, etc. Trainers should tailor content and time to specific training needs. **It is recommended that a break or stretch/instant recess break be scheduled at least for every 2 hours of didactic content.** Interactive activity forms are listed within each session. Optional activities are marked with an asterisk. Reference handouts and blank copies of activity forms are also listed.

|  |  |  |  |
| --- | --- | --- | --- |
| Task | Expected Time (Minutes) | Activity Forms | Reference Handouts |
| Registration & Pre-test Evaluation Form Completion (optional) |  |  |  |
| Welcome & Introductions | 25 |  |  |
| Session 1: Defining Evidence | 25 |  |  |
| Session 2: Conducting Community Assessments | 40 | * Community Assessment   Worksheet |  |
| Session 3: Finding Evidence | 60 | * Finding Evidence Scavenger Hunt | * Resource List * Finding Evidence Scavenger Hunt- Answer Key |
| Session 4: Selecting an Evidence-based Intervention (EBI) with the Best Fit | 30-45 | * Comparison Tool Activity with CRC * Comparison Tool Activity with Nutrition * CRC EBI Descriptions 1 and 2 * Nutrition EBI Descriptions 1 and 2 | * EBI Comparison Tool - blank |
| Session 5: Adapting an Evidence-based Intervention (EBI) to Fit Your Community | 30-45 |  | * Adaptation Guidance Tool |
| Session 6: Implementing an Evidence-based Intervention | 60 | * PDSA Cycle Activity | * Organizational Readiness Checklist * PDSA Template * Project Charter Template * Workplan Template * Example Body and Soul Work Plan |
| Session 7: Planning for Evaluation | 35 | * Planning for Evaluation Activity * Evaluation Plan Template Activity | * Evaluation Designs * Evaluation Resource List * Logic Model Example FluFIT * FluFIT Description * Body&Soul Description |
| Session 8: Creating a Communication Plan for Evidence-based Interventions | 35 | * Safe Routes to School example | * Communication Plan Template * Communication Plan (Blank) |
| *Optional Session: Introduction to Logic Models* | *45* | * *General program and policy examples* | * *Example Program and Policy Logic Models* * *Logic Model Handout* |
| General Question & Answer Session  (& Post-test Evaluation Form) | 15 |  |  |
| Closing & Evaluations | 10 |  |  |

Summary of Session Learning Objectives

The following table provides session titles and the key learning objectives associated with each session.

|  |  |
| --- | --- |
| Session | Learning Objectives |
| *Session 1: Defining Evidence* | * Describe evidence-based practice * Discuss the Social Ecological Model as a framework for planning evidence-based interventions * Describe three main categories of evidence-based interventions: Programs, Policies, and Strategies |
| *Session 2: Conducting Community Assessments* | * Discuss how community assessment can improve processes for selecting, adapting, and evaluating an evidence-based intervention * Know what types of questions to answer using community assessment * Identify sources of secondary and primary data * Know how to develop health goals and behavioral/environmental objectives based on community assessment data |
| *Session 3: Finding Evidence* | * Define different types of evaluation * Explain the difference between process evaluation and outcome evaluation questions * Identify measurable outcomes that are linked to each program objective * Use methods that match program objectives and activities |

|  |  |
| --- | --- |
| ***Session 4: Selecting an Evidence-based Intervention (EBI) with the Best Fit*** | * Know where to: * Find evidence-based interventions (programs, policies, and strategies) * Look for additional resources to assist in planning and implementing an intervention * Apply criteria to evaluate sources of evidence-based interventions |
| ***Session 5: Adapting an Evidence-based Intervention (EBI) to Fit Your Community*** | * Describe basic principles for selecting an intervention that fits the organization and population * Assess the fit between interventions and the organization and population * Select an intervention that fits the organization and population |
| ***Session 6: Implementing an Evidence-Based Intervention*** | * Define adaptation, fidelity, and core elements * Describe the process and steps for adaptation * Discuss which changes can probably be made without affecting the effectiveness vs. which cannot |
| ***Session 7: Planning for Evaluation*** | * Describe successful program implementation * Discuss quality improvement (QI) tools to help your team plan for and implement selected interventions * Describe key tasks in planning, implementation, evaluation, and maintenance |
| ***Session 8: Creating a Communication Plan for Evidence-based Interventions*** | * Create a communication plan * Frame your message for specific audiences * Select communications channels that will reach your audiences |
| ***Optional Session: Introduction to Logic Models*** | * Identify the basic components of a logic model * Discuss the difference between inputs, outputs, and outcomes * Describe key benefits of using logic models in program planning, implementation, and evaluation * Practice building a logic model |

Overview of Session Materials for Facilitators

**Introduction Slides**

The Welcome & Introductions segment of the training may include slides about funding and team acknowledgements, introduction of speakers, announcements, and a broad overview of learning objectives. When appropriate, include introduction of participants and/or ice-breaker activities. If time allows, the facilitator may want to briefly describe what resources and materials are in the training binder including slides, activity handouts, glossary, resource list, and additional supplementary materials.

**Session Overviews for Facilitators**

This next section of Session Overviews includes basic information for the training presenters. It provides information on how to use the training materials and tips for presenting each session. For each session, the overview includes information about:

|  |
| --- |
| Session Overview |
| Objectives  Estimated time  General tips  Tailoring to the audience  Handouts  Activities and materials  Activity descriptions  Resource Needed  Other notes |

The Session Overviews describe how to present each session in the full agenda. The Tailoring to Audience section includes suggestions on how to tailor based on the audience’s background, planning committee’s request, or the setting of training. For example, if chronic disease is a priority topic for the audience, the presenters may use tobacco, nutrition and physical activity examples for Community Guide slides and activities.

The Activities and Materials section describes the name of the discussion or activity, offers suggested times, and specifies if they are core or supplemental activities for more experienced audiences or more in-depth trainings. The Activity Descriptions offer more details on how to facilitate the discussions and explain the activities and handouts. Prioritize allowing time for the activities and discussion so that participants can interact and participate. It may be more important to remove presentation content short rather than activity time, if there is a time limitations.

The slide sets are available on CPCRN website ([www.cpcrn.org](http://www.cpcrn.org)). Each slide has speaker’s notes to facilitate presenting the material. Speaker’s notes include talking points, questions to ask the audience, and special notes for the presenter.

**Closing the Training**

At the end of the training, the presenter should recap the major sessions or topics that they learned, allow time for discussion and questions, and then conduct an evaluation. A pre-test and post-test may be conducted to assess changes in knowledge or competencies in using evidence based on the course objectives, or a retrospective pre/post-test evaluation form can be used (see Appendix B).

In addition, you should maintain contact with training organizers and participants to obtain additional feedback on how to update and improve training content, and follow-up on any unanswered questions or resource requests. You can utilize evaluation data to inform future training initiatives.

**Session 1: Defining Evidence**

**OBJECTIVES**

Following this session, the audience will be able to:

* Describe evidence-based practice
* Discuss the Social Ecological Model as a framework for planning evidence-based interventions
* Describe three main categories of evidence-based approaches: Programs, Policies, and Strategies

**ESTIMATED TIME**

25 minutes

**GENERAL TIPS**

* This session gives an overview of what “evidence” is and sources of evidence that we will refer to for the rest of the training. Types of evidence that practitioners can draw on for program planning include packaged programs, policies, and strategies. Remember that these types and terms that professionals use for *evidence* in the field may vary. Other terms include evidence-based, research-tested, evaluated or best practices.
* In this session, it is helpful to use all of the slides.

**TAILORING TO AUDIENCE**

* You can tailor examples for the Types of public health evidence (e.g., program, policies, strategies) to fit the audience. For example, you could include a packaged program in nutrition for chronic disease audiences.

**HANDOUTS (N/A)**

**ACTIVITIES AND MATERIALS**

|  |  |  |  |
| --- | --- | --- | --- |
| Slides/Activity | Time | Core | Optional |
| Present “Defining Evidence” PowerPoint slides | 15 minutes | ✓ |  |
| Large Group Discussion 1:  What do you think of when you hear “evidence-based”? | 5 minutes | ✓ |  |
| Large Group Discussion 2:  What are some challenges to evidence-based public health practice?  How have you addressed those challenges? | 5 minutes | ✓ |  |

**ACTIVITY DESCRIPTIONS**

**Large Group Discussion Question 1:  
Purpose:** Discussion will determine how the audience currently defines evidence, and also begin to show the range of experiences and attitudes, positive and negative, that are associated with planning, implementing, or evaluating evidence-based interventions.

1. Ask the question “What do you think of when you hear evidence-based?” of the entire training group. Ask for examples from their practice and work experience. If they need additional prompting, ask what is “evidence” outside of the public health context (e.g. court evidence, TV shows, retail/Consumer Reports, customer ratings, etc.). Discuss how we know something works, ways to “rate,” and criteria for rating.

**Large Group Discussion Question 2:   
Purpose:** Discussion will allow practitioners to share and learn about barriers or challenges to using evidence. Practitioners may have had similar experiences. As a trainer, you could encourage the audience recommend solutions.

1. Ask these questions of the entire training group, pulling from their experiences.   
   a) What are some challenges to evidence-based public health practice?  
   b) How have you addressed these challenges?  
     
   The speaker can share their own examples to prompt discussion and stimulate the participants to share about what they want to learn from this training.

**RESOURCES NEEDED**:

* Session 1 PowerPoint Slides

**OTHER NOTES**

Refer to glossary to define other relevant terminology as needed in case participants have questions. Let participants know the glossary is provided as a reference to terms as they are relevant to the training content.

**Session 2: Conducting Community Assessments**

**OBJECTIVES**

Following this session, the audience will be able to:

* Discuss how community assessment can improve processes for selecting, adapting, and evaluating an evidence-based intervention
* Know what types of questions to answer using community assessment
* Identify sources of secondary and primary data
* Know how to develop health goals and behavioral/environmental objectives based on community assessment data

**ESTIMATED TIME**

40 minutes

**GENERAL TIPS**

* Tailor the primary and secondary data resources and supplemental slides to health topics relevant to the audience (e.g., websites)
* For some of the secondary data sources mentioned in the slides, could have some sites opened live online to showcase websites. This requires internet access.
* Choose all or subset of the supplemental slides if this module is a topical priority for the audience.
* Remind participants that the goal of the community assessment process is to define goals and behavioral/environmental objectives to help them select potential evidence-based programs, policies, or strategies that best fit them.
* Refer to the Resource List which has many resources for guides and data sources.

**TAILORING TO AUDIENCE**

* You can tailor the community assessment questions and secondary data resources based on audience’s background or the training planning committee suggestions. For example, use tobacco examples for Community Guide slides for tobacco control audiences.
* You can highlight resources on the Resource List based on their background.

**HANDOUTS**

For Activities:

1. Community Assessment Worksheet

For Reference:

1. Resource List for other community assessment web resources

**ACTIVITIES AND MATERIALS**

|  |  |  |  |
| --- | --- | --- | --- |
| Slides/Activity | Time | Core | Optional |
| Present “Conducting Community Assessments” PowerPoint slides | 30 minutes | ✓ |  |
| Community Assessment Worksheet Activity | 10 minutes | ✓ |  |

**ACTIVITY DESCRIPTIONS**

**Activity: Community Assessment Worksheet**

**Purpose:**  This activity will help the audience think about determinants or factors related to the health topic of interest. These three items will represent data that they may want to collect during the community assessment and potential sources for those data.

1. Ask participants to take out Community Assessment Worksheet.
2. **Instructions:** Ask participants to:
   1. List three things that you want to know about your audience before developing a health promotion plan in the first column.
   2. In the next column, suggest where you might find this information. (6 minutes)
3. **Report out:** Ask several participants to share one thing that they want to know about the audience and where they can find that information. (4 minutes)

**RESOURCES NEEDED**:

* Session 2 PowerPoint Slides
* Session 2 Community Assessment Worksheet

**OTHER NOTES**

Remember to review the Community Assessment links in the Resource List to perhaps point out those that may match your audience’s needs.

**Session 3: Finding Evidence-Based Approaches**

**OBJECTIVES**

Following this session, the audience will be able to:

* Know where to:
  + Find evidence-based approaches (programs, policies, & strategies)
  + Look for additional resources to assist in planning and implementing an intervention
* Apply criteria to evaluate sources of evidence-based approaches

**ESTIMATED TIME**

60 minutes

**GENERAL TIPS**

* Tailor information to match the audience’s needs or background (e.g., health topic of focus). Choose other websites for sources of evidence to augment this slide set if this is a priority topic for the audience. The core slide set covers these resources:
  + Programs and Policies–RWJF’s Using What Works for Health and National Cancer Institute’s Research-Tested Intervention Programs (RTIPs)
  + Strategies – CDC’s Community Guide

Refer to the Resource List which has many other websites with additional sources for evidence.

* This session is long. You can keep the audience engaged and energized by inviting them to share what they know through quick call and response questions. As each new resource is introduced (e.g., The Community Guide), ask, Who has heard of this resource? Who has used it? And, if time allows, How did you use it?
* The slide set has screen captures that match each website as of summer 2017. Websites are not static. They may have changed by the time of your presentation. Let participants know. Of course, if you have time, update the screen captures before your presentation so you can share current information.
* Talking notes may need to be updated to keep pace with the breadth of health topics and number of resources featured on each website. In particular, verify information in the talking notes for the slide on the Community Guide, the slide on RTIPS, and the slide on What Works for Health.
* If the training facility has internet access, you can invite participants to visit the websites as you describe each one (see Other Notes below).

**TAILORING TO AUDIENCE**

* You can tailor the “Finding Evidence” slides based on the audience’s background to highlight sources that match their areas of expertise. The current slide set is broad and focuses on chronic disease and cancer prevention.
* You can highlight resources on the Resources Lists for different types of evidence (e.g., programs, strategies) or health topic areas (e.g., Substance Abuse, Mental Health Services Administration’s (SAMHSA’s) National Registry of Promising Programs and Practices, Diffusion of Effective Behavioral Interventions (DEBIs) for HIV).

**HANDOUTS**

For Activity

1. Finding Evidence Activity “Scavenger Hunt” and Answer Key
2. EBI Resource List

**ACTIVITIES AND MATERIALS**

|  |  |  |  |
| --- | --- | --- | --- |
| Slides/Activity | Time | Core | Optional |
| Present “Finding Evidence” PowerPoint slides | 45 minutes | ✓ |  |
| Using the Finding EvidenceWorksheet (Can also be done as pre-work prior to workshop) | 10-15 minutes | ✓ |  |
| EBI Resources (Resource List) | 15-20 minutes | ✓ |  |

**ACTIVITY DESCRIPTIONS**

**Activity: Finding Evidence Worksheet**

**Purpose:** This activity allows participants to become familiar with a website that disseminates interventions versus a website that disseminates programs and walks them through searching for different types of information on each website websites. The activity also allows participants to practice narrowing a search based on different criteria, such as target population, setting, etc.

1. This activity can be sent to participants ahead of the workshop to do as pre-work. If internet is available, you may want to tell participants they can complete the activity by going online to search the Community Guide and RTIPS websites. If they do not have online access, the worksheet and handout show screenshots of all relevant webpages. It also would be fine for participants to complete the activity by doing a combination of online searching and using the screen capture images on the worksheet and handout.
2. **Instructions:** Ask the participants to:
   1. Read the Finding Evidence Worksheet and EBI Resources Handout.
   2. To answer each question, refer to the screen capture images on the worksheet and the accompanying handout OR visit the Community Guide and RTIPs websites. URLs for both sites are included on the worksheet. (10-15 minutes)
3. **Report out:** Ask participants to share their answers for each question or share what they learned from looking at the webpages.
4. **Answer key:** If you run out of time, focus on the second question. You can pass out the answer key.

**RESOURCES NEEDED**

* Session 3 PowerPoint Slides
* Finding Evidence “Scavenger Hunt” Worksheet and Answer Key
* EBI Resources List
* For slide presentation and activities:

1. Internet access \*
2. Laptops or tablets

\*If the training facility has internet access, participants can follow along with the presenter as they show each Evidence resource. They also have the option of going to the Community Guide and RTIPS sections to perform the Activity.

**OTHER NOTES**

**More Information on Evidence-Based Resources**

As mentioned under General Tips, the core set of slides cover important sources of evidence- based programs, policies, and strategies for professionals. If you are not yet familiar with these resources, you should thoroughly explore them online prior to the training. If you would like additional information, use the special links below to answer your questions. Some of the sites have a Contact Us link that you can use to receive more information.

**Community Guide to Preventive Services**

Website: <http://www.thecommunityguide.org/index.html>

Slides to Tell Others about the Community Guide (good overview)

<http://www.thecommunityguide.org/about/Slides.html>

**Research-Tested Intervention Programs (RTIPs)**

Website: <http://rtips.cancer.gov/rtips/index.do>

Frequently Asked Questions

http://rtips.cancer.gov/rtips/faq.do

**What Works for Health (RWJF)**Website: <http://www.countyhealthrankings.org/roadmaps/what-works-for-health>

**Teaching “Finding Evidence” with/without Technology**

You have options for presenting information and helping participants interact with new resources.

* **Use the slide set only** – If your training facility does not have internet access, the slide set includes screen captures of key webpages and content. Remember to review the slide set to enlarge any images prior to your presentation if the content appears smaller on the projection screen.
* **Use a computer/laptop to visit sites as you present** –Facilitate active learning by giving participants time to visit websites as you demonstrate. This interactive approach works if you are in a computer training room, have internet/WI fi, and participants have computers. You can invite participants to bring their own laptops or tablets to the session. Participants are able to see content more easily on their computers as you present. You may want to create a handout that lists each resource and its URL to distribute by email during or prior to the session. Participants can click on the links to open each page when you start presenting information about it.

**Combination** – This approach allows the presenter to showcase each resource on slides and then visit the websites to interactively demonstrate key content. As above, this intervention requires computers and internet access for the presenter’s computer. Participants can be invited to interact with the content as you are presenting information.

**Session 4: Selecting an Evidence-based Approach with the Best Fit**

**OBJECTIVES**

Following this session, the audience will be able to:

* Describe basic principles for selecting an intervention that fits the organization and population
* Assess the fit between interventions and the organization and population
* Select an intervention that fits the organization and population

**ESTIMATED TIME**

* 30 minutes for core slides

**GENERAL TIPS**

* Familiarize yourself with the previous sessions if you are not already familiar with them.
* If you are not presenting the module on Conducting a Community Assessment, you will need to include information about determinants/the Logic Model of Change in this module. The notes on slide 12 include an introduction to determinants using a logic model.
* Familiarize yourself with the Community Guide website [<http://www.thecommunityguide.org/index.html>] and the website for Research Tested Intervention Programs [<http://rtips.cancer.gov/rtips/index.do> ]. Even if you are already familiar with them, revisit them shortly before the training to check for updates and changes.
* Tailor the sources of evidence to match the audience’s needs or background (e.g., health topic of focus)
* If the training facility has internet access, you could invite participants to visit the websites as you describe each one on the projector.
* You may choose other websites for sources of evidence to augment this slide set. The core slide set covers these resources:
  + Programs – National Cancer Institute’s Research-Tested Intervention Programs (RTIPs); Cancer Control P.L.A.N.E.T.
    - **FLU-FIT/FOBT Program**

<https://rtips.cancer.gov/rtips/programDetails.do?programId=1084580>https://rtips.cancer.gov/rtips/programDetails.do?programId=1084580

* + - **Body and Soul Program**

<https://rtips.cancer.gov/rtips/programDetails.do?programId=257161>

* If policies or environmental changes are priority approaches for your audience, consider these sources covered in the Finding Evidence module
  + Programs and Policies–RWJF’s Using What Works for Health and National Cancer Institute’s Research-Tested Intervention Programs (RTIPs)
  + Strategies – CDC’s Community Guide
* Refer to the EBI Resource List which has many other websites with sources for evidence.
* Decide whether to do activity in large group or small groups.

**TAILORING TO AUDIENCE**

* You can highlight resources on the EBI Resource List for different types of EBI (programs, policies, strategies) and health topics (Diffusion of Effective Behavioral Interventions [DEBIs] for HIV or Substance Abuse and Mental Health Services Administrations [SAMHSA])
* You may choose new examples based on your audience’s focus.

**HANDOUTS**

For Activities:

1. Comparison Tool Activity (slide set has options with CRC screening or Nutrition Programs), including EBI Descriptions.

For Reference:

1. EBI example descriptions (CRC or Nutrition)

2. EBA Comparison Tool – blank

**ACTIVITIES AND MATERIALS**

|  |  |  |  |
| --- | --- | --- | --- |
| Slides/Activity | Time | Core | Optional |
| Present “Selecting an Evidence-based Intervention” PowerPoint slides | 30 minutes | ✓ |  |
| Comparison Tool | 20-30 minutes | ✓ |  |

**ACTIVITY DESCRIPTIONS**

**Activity: Comparison Tool**

Using the Comparison Tool to compare two programs (CRC or Nutrition).

**Purpose:** This activity will allow participants to become familiar with the Comparison tool and, more importantly, to think through the comparison process.

**(30 minute version with small groups)**

1. **Instructions:** Ask the participants to:
2. Take out the Comparison Tool Activity handout
3. Read the case community information and the program descriptions individually (5-10 minutes);
4. Complete the Comparison Tool in small group and discuss what fit and did not fit for each program, and which program they would choose (10 minutes)
5. **Report out and discussion:** Ask participants from each small group to report what fit and didn’t fit for each program, and which program they would choose. (10 min)

**(20 minute version with large group) – Shorter version, if time is limited**

1. **Instructions:** Ask the participants to
   1. Take out the Comparison Tool Activity handout
   2. Read the case community information and the program descriptions individually (5-10 minutes)
2. Complete the Comparison Tool in a large group and discuss what fit and didn’t fit for each program, and which program they would choose (10 minutes)

**RESOURCES NEEDED**:

* Session 4 PowerPoint Slides
* Session 4 Comparison Tool Activity
* EBI Example Descriptions

**OTHER NOTES**

**(N/A)**

**Session 5: Adapting an Evidence-based Intervention to Fit Your Community**

**OBJECTIVES**

Following this session, the audience will be able to:

* Define adaptation, fidelity, and core elements
* Describe the process and steps for adaptation
* Discuss which changes can probably be made without affecting the effectiveness vs. which cannot

**ESTIMATED TIME**

30-45 minutes

**GENERAL TIPS**

* Familiarize yourself with the previous sessions if you are not already familiar with them.
* Study the Adaptation Guidance Tool and its instructions (both in the slides and in the instruction sheet), and work through the activities for yourself before the training.

**TAILORING TO AUDIENCE**

* Tailor the examples (Body & Soul or FLU-FIT FOBT) to match the audience’s needs or background (e.g., health topic of focus).
* Determine if your audience needs equal emphasis on programs, strategies, policies. If audience needs to focus on one of these, choose an activity appropriate to audience if possible.

**HANDOUTS**

For Activities:

1. Nutrition: Body & Soul and Faithful Families program descriptions
2. CRC: FLU-FIT/FOBT and Automated Telephone Calls to Improve Completion of Fecal Occult Blood Testing Program Description
3. Adaptation Planning Tool Activity
4. Adaptation Planning Tool Activity Instructions
5. Adaptation Guidance Tool

For Reference:

1. Adaptation Planning Tool Activity- blank
2. Adaptation Planning Tool Activity Instructions

**ACTIVITIES AND MATERIALS**

|  |  |  |  |
| --- | --- | --- | --- |
| Slides/Activity | Time | Core | Optional |
| Present “Adapting an Evidence-based Approach” PowerPoint slides | 30 minutes | ✓ |  |
| Adaptation Planning Tool Activity | 30 minutes |  | ✓ |

**ACTIVITY DESCRIPTIONS**

**Activity:** Use the Adaptation Tool to think through the adaptation process for a program or policy.

**Purpose:** This activity will allow participants to become familiar with the Adaptation Tool and, more importantly, to think through the adaptation process.

1. Ask the participants to take out the ***Adaptation Tool Activity*** sheet, and the program or policy description
2. **Instructions:** Ask the participants to:
   1. Read the program or policy description individually (5-10 minutes)
   2. Discuss adaptation using the Adaptation Tool in small or large group (10 minutes)

Using the columns, consider:

- what aspects you might adapt strategically to better fit your community

- if you would recommend adaptation: No, Maybe or Yes

- if it is actually important to adapt

- what your final decision would be to adapt or not

1. **Report out and discussion:** Ask participants to report what they decided to adapt, why, and how. (10 min)

**RESOURCES NEEDED**:

* Session 5 PowerPoint Slides
* Nutrition: Body & Soul and Faithful Families program descriptions
* CRC: FLU-FIT/FOBT and Automated Telephone Calls to Improve Completion of Fecal Occult Blood Testing Program Description
* Adaptation Planning Tool Activity
* Adaptation Planning Tool Activity Instructions
* Adaptation Guidance Tool

**OTHER NOTES**

Refer to glossary to define other relevant terminology as needed in case participants have questions. Let participants know the glossary is provided as a reference to terms as they are relevant to the training content.

**Session 6: Implementing an Evidence-based Intervention**

**OBJECTIVES**

Following this session, the audience will be able to

* Describe successful program implementation
* Discuss the importance of community engagement, partnerships, and collaborations to implement programs
* Describe key tasks in planning, implementation, evaluation and maintenance

**ESTIMATED TIME**

60 minutes

**GENERAL TIPS**

* Emphasize and use RE-AIM to frame evaluation questions and potential ways to measure progress and outcomes.
* Tailor case examples based on facilitator experience and topics that may interest the specific audience.
* This session can be done with shortened large group discussions depending on time limitations and level of audience experience. If the activities are not used, the work plan forms can be shared as resources.

**TAILORING TO AUDIENCE**

* Gauge the level of implementation and evaluation experience of the audience before and during the training to decide what areas to spend more time explaining.
* Case examples could also be changed based on audience topics of interest.

**HANDOUTS**

For Activities:

**Activity: Create an Implementation Work plan**

* Charter Template
* PDSA Activity
* PDSA Cycle Template

For reference:

* Organizational Readiness Checklist
* Evaluation Plan Template

**ACTIVITIES AND MATERIALS**

|  |  |  |  |
| --- | --- | --- | --- |
| Slides/Activity | Time | Core | Optional |
| Present “Implementing and Evaluating” PowerPoint slides | 30 | ✓ |  |
| Activity: PDSA | 20 | ✓ |  |
|  |  |  |  |

**ACTIVITY DESCRIPTIONS**

**Activity: PDSA Activity**

**Purpose:** This activity will help participants walk through the steps of creating a policy implementation work plan.

1. **Instructions:** Ask participants to choose a program or refer to an example program such as Body and Soul or FLU-FIT/FOBT.
   1. Ask them to break in small groups of 4-6 people.. Ask participants to select one of the intervention components and think through each step of the PDSA cycle using the PDSA cycle form. (10 minutes)
   2. Ask several participants to report back on how they thought the PDSA cycle could be used to test the component
   3. As a facilitator—as the participants are reporting back, give feedback on their PDSA cycle (e.g. correct target audience, did they start small, how could they start smaller, etc.)
2. **Report out and discussion:** Allow 10 minutes for small group discussion and 5 minutes to report out to the larger group.

**RESOURCES NEEDED:**

* Session 6 PowerPoint Slides
* Session 6 Evaluation Plan Template
* PDSA Activity
* PDSA Cycle Handout
* Organization Readiness Checklist
* Charter Template
* Workplan Template

**OTHER NOTES**

**(N/A)**

**Session 7: Planning for Evaluation**

**OBJECTIVES**

Following this session, the audience will be able to

* Describe successful program implementation
* Discuss the importance of community engagement, partnerships, and collaborations to implement programs
* Describe key tasks in planning, implementation, evaluation and maintenance

**ESTIMATED TIME**

60 minutes

**GENERAL TIPS**

* Emphasize and use RE-AIM to frame evaluation questions and potential ways to measure progress and outcomes.
* Tailor case examples based on facilitator experience and topics that may interest the specific audience.
* This session can be done with shortened large group discussions depending on time limitations and level of audience experience. If the activities are not used, the work plan forms can be shared as resources.

**TAILORING TO AUDIENCE**

* Gauge the level of implementation and evaluation experience of the audience before and during the training to decide what areas to spend more time explaining.
* Case examples could also be changed based on audience topics of interest.

**HANDOUTS**

For Activities:

**Activity: Create an Implementation Work plan**

* Charter Template
* PDSA Activity
* PDSA Cycle Template

For reference:

* Organizational Readiness Checklist
* Evaluation Plan Template

**ACTIVITIES AND MATERIALS**

|  |  |  |  |
| --- | --- | --- | --- |
| Slides/Activity | Time | Core | Optional |
| Present “Implementing and Evaluating” PowerPoint slides | 30 | ✓ |  |
| Activity: PDSA | 20 | ✓ |  |
|  |  |  |  |

**ACTIVITY DESCRIPTIONS**

**Activity: PDSA Activity**

**Purpose:** This activity will help participants walk through the steps of creating a policy implementation work plan.

1. **Instructions:** Ask participants to choose a program or refer to an example program such as Body and Soul or FLU-FIT/FOBT.
   1. Ask them to break in small groups of 4-6 people.. Ask participants to select one of the intervention components and think through each step of the PDSA cycle using the PDSA cycle form. (10 minutes)
   2. Ask several participants to report back on how they thought the PDSA cycle could be used to test the component
   3. As a facilitator—as the participants are reporting back, give feedback on their PDSA cycle (e.g. correct target audience, did they start small, how could they start smaller, etc.)
2. **Report out and discussion:** Allow 10 minutes for small group discussion and 5 minutes to report out to the larger group.

**RESOURCES NEEDED:**

* Session 7 PowerPoint Slides
* Session 7 Evaluation Plan Template
* PDSA Activity
* PDSA Cycle Handout
* Organization Readiness Checklist
* Charter Template
* Workplan Template

**OTHER NOTES**

**(N/A)**

**Session 8: Creating a Communication Plan for Evidence-based Interventions**

**OBJECTIVES**

Following this session, the audience will be able to:

* Create a communication plan
* Frame your message for specific audiences
* Select communications channels that will reach your audiences

**ESTIMATED TIME**

* 25 minutes for core slides
* 10 minutes for activity

**GENERAL TIPS**

* Tailor case example (Safe Routes to School) based on facilitator experience and topics that may interest the specific audience.
* Be sure to ask audience throughout this session about communication resources they use, including any new websites, apps, or tools.
* When going through the Communication Plan activity, the audience may need to consider potential barriers/challenges to implementing their intervention to help them understand key audiences and messages that they may need to incorporate.

**TAILORING TO AUDIENCE**

* Gauge audience experience in developing communication plans for evidence-based interventions before and during the training to decide what areas to spend more time explaining.
* Case example (Safe Routes to Schools) could also be changed based on audience topics of interest.

**HANDOUTS**

For Activities:

* + - 1. Communication Plan (blank)
      2. Communication Plan Template

**ACTIVITIES AND MATERIALS**

|  |  |  |  |
| --- | --- | --- | --- |
| Slides/Activity | Time | Core | Optional |
| Present “Creating a Communication Plan for Evidence-based Interventions” PowerPoint slides | 25 minutes | ✓ |  |
| Using Communication Plan Activity | 10 minutes | ✓ |  |

**ACTIVITY DESCRIPTIONS**

**Activity:** Use the Communication Plan to think through a communication plan for a program or policy.

**Purpose:** This activity will allow participants to become familiar with the Communication Plan to think through communication goals, objectives, audiences, key messages, and communication tactics and channels.

1. Ask the participants to take out the blank ***Communication Plan*** sheet, and think about what program or policy they would like to apply it to. If they do not have one in mind, ask them to consider using Body and Soul or FLU-FIT/FOBT as an example.
2. **Instructions:** Ask the participants to:
   1. Discuss the Communication Plan in a small or large group (8 minutes)

Consider:

- Communication goal

- Communication objectives

- Branding

- Audiences, messages, materials, channels

- Communication timeline

1. **Discussion:** Ask participants to briefly share any key take-aways from activity – is this something they plan to use? Why or why not? (2 minutes)

**Optional Session 1: Introduction to Logic Models**

**OBJECTIVES**

Following this session, the audience will be able to:

* Identify the basic components of a logic model
* Discuss the difference between inputs, outputs, and outcomes
* Describe key benefits of using logic models in program planning, implementation, and evaluation
* Practice building a logic model

**ESTIMATED TIME**

* 30 minutes for core slides
* 15 minutes for activity

**GENERAL TIPS**

* Gauge audience experience in developing and continually using logic models not only for planning evidence-based interventions but also in the implementation and evaluation of interventions. Stress that logic models are intended to be “living documents”.
* Example logic models (generic program and policy) can be changed based on facilitator experience and interventions that may interest the specific audience. This session also has optional slides that include example logic models for the Body and Soul, FLU-FIT/FOBT programs and the no smoking in public parks policy.

**HANDOUTS**

For Activity:

* + - 1. Logic Model Handout
      2. Example Program and Policy Logic Models

**ACTIVITIES AND MATERIALS**

|  |  |  |  |
| --- | --- | --- | --- |
| Slides/Activity | Time | Core | Optional |
| Present “Introduction to Logic Models” PowerPoint slides | 30 minutes |  | ✓ |
| Activity Creating a Logic Model | 15 minutes |  | ✓ |

**ACTIVITY DESCRIPTIONS**

**Activity:** Create a logic model for an evidence-based program or policy.

**Purpose:** This activity will allow participants develop skills in building the inputs, activities, and outcomes for an evidence-based intervention.

1. Ask the participants to take out the ***Logic Model Handout***, and think about what program or policy they would like to apply it to. If they do not have one in mind, ask them to consider using Body and Soul or FLU-FIT/FOBT as an example.
2. **Instructions:** Ask the participants to consider inputs, activities, and outcomes. Have participants fill out as much as they can using the blank logic model template (10 minutes).
3. **Discussion:** Ask participants to briefly share their logic model components for feedback and discuss as a group any major challenges (5 minutes).

**Additional Resources**

A Glossary Document and Resource List are separate files that complement the Facilitator’s Guide. These can be updated, as needed, and provided to participants.

**Glossary Description:**

The glossary provides definitions for common terms used throughout the training sessions. Although terms may differ across practices and audiences, specific definitions and citations for these sources are provided for the purposes of this training.

**Resource List Description**:

The resource list contains evidence-based resources for a variety of topics including: data and statistics, community assessment, resources to find evidence, policy and program planning, evaluation, and topic specific areas. The resource list is intended to aid in the dissemination and translation of evidence-based cancer prevention and control programs among communities.

**Appendix A**

**CPCRN Capacity Building Technical Assistance and Training Work Group Members (2009-2014)**

Cam Escoffery, PhD, MPH, CHES

Work Group Chair and Emory CPCRN Co-PI

*Emory University*

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Michelle Carvalho, MPH, CHES

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Elizabeth Harden, BA

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Jennifer Leeman, DrPH, MDiv

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*University of South Carolina*

Lyn McCracken, MA

John Ureda, DrPH

Daniela Friedman, PhD

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Maria Fernandez, PhD

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Marieke Hartman, PhD

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Peggy Hannon, PhD, MPH

*Washington University in St Louis*

Debbie Pfeiffer, MA

Shaina Sowles, MPH, CHES

**Collaborating Organizations**

*Centers for Disease Control and Prevention* *National Cancer Institute*

Katherine Wilson, PhD, MPH, CHES Cynthia Vinson, PhD, MPA

Vicki Benard, PhD Michael Sanchez, MPH, CHES

Linda Ekwenugo, MPH

**CPCRN Community Implementation Work Group Members (2014 - 2019)**

*University of North Carolina, Chapel Hill Oregon Health & Science University*

Jennifer Leeman, DrPH, (Project Lead) Jacqueline Shannon, PhD

Avia Mainor, MPH Kerri Winters-Stone, PhD

Kasey DeCosimo, MPH Paige Farris, MSW

Catherine Rohweder, DrPH

**Appendix B**

Below is a sample Post-Training Workshop Evaluation Form which can be modified to create a Pre-Test, Post-Test or a retrospective Pre/Posttest in which participants are asked their experience before and after the training. Evaluation findings can be used to improve and update content as needed.



**Putting Public Health Evidence in Action**

**Post-Training Evaluation**

**Overall Training Evaluation**

1. How much do you agree or disagree with the following statements about the training?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly disagree | Somewhat disagree | Somewhat agree | Strongly agree |
| 1. I was satisfied with the training overall. | 1 | 2 | 3 | 4 |
| 1. This training enhanced my knowledge of the subject matter. | 1 | 2 | 3 | 4 |
| 1. This training provided content that is relevant to my daily job. | 1 | 2 | 3 | 4 |
| 1. The gains that I have received from this training have been worth the time that I invested | 1 | 2 | 3 | 4 |
| 1. The presenters were knowledgeable about the topic. | 1 | 2 | 3 | 4 |
| 1. The presenters were responsive to participant questions and input. | 1 | 2 | 3 | 4 |

1. For your experience level, was the training: (check one)

\_\_\_\_\_ Too basic \_\_\_\_\_ About right \_\_\_\_\_ Too advanced

1. How would you describe the balance between lecture and group interaction? (check one)

\_\_\_\_\_ Too much lecture \_\_\_\_\_ About right \_\_\_\_\_ Too much group interaction

1. What did you like most about this training?
2. Which part of this training will be most useful to you in your work?
3. How can this training be improved?

**Learning Objectives of Individual Sessions**

1. Please indicate your ability to meet the training learning objectives after this training.

|  | Low |  | Moderate |  | High |
| --- | --- | --- | --- | --- | --- |
| **Defining Evidence** | | | | | |
| 1. Define evidence-based practice | 1 | 2 | 3 | 4 | 5 |
| 1. Discuss the Social Ecological Model as a framework for planning evidence-based interventions | 1 | 2 | 3 | 4 | 5 |
| 1. Describe three main categories of evidence-based interventions: Programs, Policies, and Strategies | 1 | 2 | 3 | 4 | 5 |
|  | Low |  | Moderate |  | High |
| **Community Assessment** | | | | | |
| 1. Discuss how community assessment can improve processes for selecting, adapting, and evaluating an evidence-based intervention | 1 | 2 | 3 | 4 | 5 |
| 1. Know what types of questions to answer using community assessment | 1 | 2 | 3 | 4 | 5 |
| 1. Identify sources of secondary and primary data | 1 | 2 | 3 | 4 | 5 |
| 1. Know how to develop health goals and behavioral/environmental objectives based on community assessment data | 1 | 2 | 3 | 4 | 5 |
|  | Low |  | Moderate |  | High |
| **Planning for Evaluation** | | | | | |
| 1. Define different types of evaluation | 1 | 2 | 3 | 4 | 5 |
| 1. Explain the difference between process and outcome evaluation questions | 1 | 2 | 3 | 4 | 5 |
| 1. Identify measurable outcomes that are linked to each program objective | 1 | 2 | 3 | 4 | 5 |
| 1. Use methods that match program objectives and activities | 1 | 2 | 3 | 4 | 5 |
|  | Low |  | Moderate |  | High |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Finding Evidence** | | | | | |
| 1. Find evidence-based interventions (programs, policies, and strategies) | 1 | 2 | 3 | 4 | 5 |
| 1. Look for additional resources to assist in planning and implementing an intervention | 1 | 2 | 3 | 4 | 5 |
| 1. Apply criteria to evaluate sources of evidence-based interventions | 1 | 2 | 3 | 4 | 5 |
|  | Low |  | Moderate |  | High |
| **Selecting an Evidence-based Approach with the Best Fit** |  |  |  |  |  |
| 1. Describe basic principles for selecting an intervention that fits the organization and population | 1 | 2 | 3 | 4 | 5 |
| 1. Assess the fit between potential interventions and the organization and population | 1 | 2 | 3 | 4 | 5 |
| 1. Select an intervention that fits the organization and population | 1 | 2 | 3 | 4 | 5 |
|  | Low |  | Moderate |  | High |
| **Adapting an Evidence-based Approach to Fit Your Community** |  |  |  |  |  |
| 1. Define adaptation, fidelity, and core elements | 1 | 2 | 3 | 4 | 5 |
| 1. Describe the process and steps for adaptation | 1 | 2 | 3 | 4 | 5 |
| 1. Discuss which changes can probably be made without affecting the effectiveness vs. which cannot | 1 | 2 | 3 | 4 | 5 |
|  | Low |  | Moderate |  | High |
| **Implementing and Evaluating Evidence-based Interventions** |  |  |  |  |  |
| 1. Describe successful program implementation | 1 | 2 | 3 | 4 | 5 |
| 1. Discuss quality improvement (QI) tools to help your team plan for and implement selected interventions | 1 | 2 | 3 | 4 | 5 |
| 1. Describe key tasks in planning, implementation, evaluation, and maintenance | 1 | 2 | 3 | 4 | 5 |
| **Creating a Communication Plan for Evidence-based Interventions** |  |  |  |  |  |
| 1. Create a communication plan | 1 | 2 | 3 | 4 | 5 |
| 1. Frame your message for specific audiences | 1 | 2 | 3 | 4 | 5 |
| 1. Select communications channels that will reach your audiences | 1 | 2 | 3 | 4 | 5 |

**Additional Comments**

1. Are there any additional comments that you would like to add?