

Handout #2: Developing Goals and Objectives

Goals

Goals state the “grand reason” for engaging in your public health effort. They are statements of intent.

To create goals, ask yourself:

- In the long run, what effect do I hope to have on this community?
- What is the overall improvement I want to achieve?

Goal statements should be simple and concise. They should include who will be affected and what will change as a result of the program (McKenzie & Smeltzer, 1997).

You should also set your goals with input from your audience. Develop a plan based on the community’s needs and concerns rather than on what you think should happen or an agency’s agenda. You will be far more likely to achieve change.

Objectives

Objectives are more specific than goals. They state how much of the goal will be accomplished within a certain timeframe. They are specific accomplishments or benchmarks that show step-by-step progress toward the goal.

Objectives are statements that focus on outcomes. They should follow these SMART rules:

- Specific
- Measurable
- Achievable
- Realistic
- Time-framed.

There are many types of objectives. They can include:

- Behavioral
- Learner
- Outcome or program
- Process or administrative.

Behavioral objectives describe the behaviors or actions that the population will engage in because of the program. They state who is to demonstrate how much, of what action, and by when (Green & Kreuter, 1999).

Example:

“Among women attending the program, yearly mammograms will increase by 50 percent over the following 2 years.”

Learner objectives are the educational or learning tasks that need to be achieved before the behavior change can take place (Deeds, 1992).

Example:

“The women will list three things they should not do before a pelvic exam.”

Program or outcome objectives are the change in health status that is the desired result of the educational intervention. They must be specific and measurable and must be achieved by a given time.

Example:

“Within 3 years, breast cancer deaths will decrease by 15 percent in Monroe County.”

Process or administrative objectives are the daily tasks and work plans that must be done to achieve any of the other objectives.

Example:

“Develop a system to contact at least 10 OB/GYN physicians per year to gather support for the program.”

Handout #2: Adaptation Guidelines

Research-tested Intervention Programs (RTIPs)

Research-tested intervention programs (RTIPs) are programs that were tested in a peer-reviewed and funded research study. RTIPs-listed programs have been shown to be effective in the populations and settings in which they were studied. It is more likely to ensure success from the adoption and/or adaptation of a research-tested intervention program, which has been systematically tested in the field, than to create a new program for the same population delivered in the same setting. RTIPs are available on the Web portal, Cancer Control Planet (<http://cancercontrolplanet.cancer.gov/>).

Guidelines for Choosing and Adapting Programs

With the permission of the developer, the National Cancer Institute (NCI) makes this RTIPs program and its products available for your use. As with all RTIPs programs, it has been reviewed and found to have sufficient information on relevance and effectiveness for you to make an informed choice about its use in your setting. It is important to understand that this program's effectiveness was evaluated within a research study, which is a highly controlled situation. It is expected that you may need to adapt the program for your own audience and setting. This fact sheet tells you how to do this.

The NCI's Cancer Information Service Partners Program (<http://cis.nci.nih.gov/community/community.html>) can help you find appropriate cancer control research staff in your area should you need help with any stage of the adaptation process.

Adaptation Guidelines

If you plan to adapt this program for use with your population, consider these nine recommended guidelines:

1. Determine the needs of your audience and whether this program addresses those needs.
2. Review the program and its materials with your intended audience for feedback on its appropriateness (see Program Adaptation Checklist).
3. Define the extent of adaptation needed and potential ways to implement the new program.
4. Develop "mock-up" versions of the adapted products.
5. Work with expert advisors to ensure that the adapted products maintain the accuracy of the originals.
6. Pilot test the adaptation with representatives from your audience (see Pilot Testing).
7. Modify or revise the adapted program and products based on pilot test feedback.
8. Implement the program.
9. Evaluate the effectiveness of your adapted program and products.

http://cancercontrol.cancer.gov/rtips/adaptation_guidelines.pdf

Program Adaptation Checklist

When reviewing the program and associated products (see guideline 2), pay attention to the following aspects and consider the appropriateness of them to your audience:

Objectives

The program's content is built to meet its overall objectives. Be certain that these objectives fit the needs of your audience.

Approach used (premises, concepts, theory)

Good programs make assumptions about what factors or concepts are associated with getting the audience to take a desired action. These assumptions are generally drawn from theories about how people behave or act. If you are unsure about the approaches or theories used, consider working with health education specialists or behavior change researchers as you review the program.

Content (education level, depth of coverage, and comprehensibility)

Examine the level of complexity, the reading level, and the level of detail to ensure that the information provided is appropriate for your audience. Have individuals from your audience review the materials and give you their feedback.

Level of understanding or acceptance

Beliefs or values may cause people to either reject or accept the information that the program provides. Personal experiences, historical events, myths and misinformation, or cultural backgrounds can shape people's beliefs and values. Representatives of your intended audience can help to assess whether the program suits your audience.

Fit with community resources

Review the program to see if it includes activities that are realistic and achievable, given the resources in your community. For example, access to specific services may not be as readily available for your population as it was for the participants in the original program.

Media and channels used to transmit the information

Many of the RTIPs programs are designed to be delivered in a specific way. For example, some are intended for small-group settings while others are intended for entire communities. Their effectiveness may be dependent on that mode of delivery. If you intend to offer programs or products through a different delivery channel, you will need to consider how the effectiveness of the message(s) might be affected by the change.

Terminology used

Terms might convey different things to different audiences. For some groups the term "physical activity" is associated with work or labor, when often it is meant to refer to "leisure time activity" or "exercise." Pilot testing will help you understand how your audience interprets the key terms used in the program.

Fit with your audience’s culture

The best way to determine the fit of a product or program is to pilot test it with your audience. Asking questions like “Does this seem to have been developed with people like you in mind?” or “Is this relevant to your experiences?” will help you determine the cultural appropriateness of the program and product.

Intended actions

If participants are being asked to act on information, be sure that the desired or expected behaviors are consistent with your objectives and the needs of the audience.

Pilot Testing

If you are considering adapting this program and its products, NCI recommends that you pilot test it with your audience. Pilot testing is particularly recommended if:

1. Your audience differs from the audience with which the product was tested. If the audience is significantly different, you should consider working with cancer control researchers in your area to replicate the findings from the original study before fully implementing the program. Regional cancer control experts in your state can help you find these researchers (<http://cancercontrolplanet.cancer.gov/partners/researcher.jsp?cctopic=0>).
2. You intend to deliver the product to your audience using a different mode of delivery (for example, using it in groups when it was tested for use in one-on-one situations).
3. You do not intend to use the entire program and all its recommended products as implemented in the original setting—that is, you will choose some but not all of the program components or products to modify and use.
4. Your resources prevent you from implementing the program as it was intended.
5. You intend to translate the product into another language. In general, language translation does not guarantee that the program’s content will be culturally relevant.

Handout #2: Evaluation Worksheet

				MONITORING	OUTCOME EVALUATION
Goals/Objectives	Overall Intervention (General Strategies)	Evaluation Activities	Evaluation Results	Evidence of Activities and Quality	Evidence of Results

Handout #3: The Evaluation Procedure

From: McKenzie, J.F., and Smeltzer, J.L. (2001). *Planning, Implementing, and Evaluating Health Promotion Programs: A Primer*. 3rd Ed. Allyn and Bacon: Boston, MA, 274–275.

Planning

- Review the program goals and objectives.
- Meet with the stakeholders to determine what general questions should be answered.
- See if you have the resources you need to conduct the evaluation; budget for additional costs.
- Hire an evaluator, if needed.
- Develop the evaluation design.
- Decide which evaluation instruments will be used and, if needed, who will develop them.
- Find out if the evaluation questions reflect the goals and objectives of the program.
- Decide if you want to include the questions of other groups, such as program administrators, facilitators, planners, participants, and funders.
- Decide when the evaluation will be conducted; develop a timeline.

Data Collection

- Decide how the information will be collected (e.g., surveys, records and documents, telephone interviews, personal interviews, observation).
- Decide who will collect the data.
- Plan and conduct a pilot test.
- Review the results of the pilot test to refine the data collection tool and the data collection procedures.
- Decide who will be included in the evaluation (e.g., all program participants or a random sample of participants).
- Conduct the data collection.

Data Analysis

- Decide how the data will be analyzed.
- Decide who will analyze the data.
- Conduct the analysis. Allow for several interpretations of the data.

Reporting

- Find out who will receive the results.
- Decide who will report the findings.
- Find out how and in what form the results will be disseminated.
- Discuss how the findings of your evaluation will affect the program.
- Decide when the results of impact, outcome, or summative evaluation will be made available.
- Disseminate the findings.

Application

- Determine how the results can be implemented.

Handout #4: Matching Objectives with Evaluation Methods

Objective	Result	Evaluation
Program objective	Changes in morbidity, mortality, and quality of life	<ul style="list-style-type: none"> • What is the outcome? • Is there a change in health status? Did it change because of the program?
Behavioral objective	Changes in behavior, behavioral adaptation	<ul style="list-style-type: none"> • What is the impact? • Has a new, healthier behavior been adopted? Can the program take credit for the change?
Learner objective	Changes in knowledge, attitude, practices, etc.	<ul style="list-style-type: none"> • Is there enough change in knowledge, attitudes, habits, and skills needed for behavior change?
Process objective	Adherence to timeline tasks, completion of activities, efficient use of resources	<ul style="list-style-type: none"> • Is the program working? • Are people attending? • Are the methods appropriate?

(Adapted from Deeds, 1992)

Handout #5: Evaluation Methods

Overview of Methods to Collect Information (by Carter McNamara, Ph.D.; last revision: February 16, 1998)

Evaluation Type	Evaluation Goal	Specific Questions	Activities
Process	<ul style="list-style-type: none"> This evaluation involves judging the activities or strategies of your project. This often involves looking at what has been done, who has been reached, and the quality of the activities. It involves seeking answers to questions. 	<ul style="list-style-type: none"> Has the program reached the appropriate people? Are all the program activities progressing as planned? If not, why? Were any changes made to the intended activities? If so, why? Are materials, information, and presentations of good quality? Are the participants and other key people satisfied? 	<ul style="list-style-type: none"> Assessment of staff performance Review of program documents Program review Documentation review Observation.
Impact	<ul style="list-style-type: none"> This evaluation involves judging the extent to which your program has had an immediate effect on the knowledge, attitudinal, and behavioral changes of the target population. It measures whether you have met these objectives. 	<ul style="list-style-type: none"> What progress has been made toward achieving the goal? To what extent has the program met its objectives? How effective has the program been at producing changes? Are there any factors outside of the program that have contributed to (or prevented) the desired change? Has the program resulted in any unintended change? 	<ul style="list-style-type: none"> Surveys.
Outcome	<ul style="list-style-type: none"> This evaluation will determine whether and how well the long-term program goals have been achieved. 	<ul style="list-style-type: none"> What progress has been made toward achieving the goals? To what extent has the program met its objectives? How effective has the program been at producing changes? Are there any factors outside the program that have contributed to or prevented the desired change? Has the program resulted in any unintended change? 	<ul style="list-style-type: none"> Surveys.
Formative	<ul style="list-style-type: none"> Typically carried out during the development or improvement of a program to identify problems with implementation and efficacy. Results are used to revise intervention components, data collection instruments, or procedures. 	<ul style="list-style-type: none"> How can we improve the intervention/program? Have the right questions been asked on the survey? Was sufficient evidence-based information provided to promote knowledge, attitude, or a change in behavior? 	<ul style="list-style-type: none"> Focus group Pilot test an intervention Semi-structured interviews.

The following table provides an overview of the major methods used for collecting data during evaluations.

Method	Overall Purpose	Advantages	Challenges
Questionnaires, Surveys, Checklists	<ul style="list-style-type: none"> Used to quickly and/or easily get a lot of information from people in a nonthreatening way. 	<ul style="list-style-type: none"> Can complete anonymously Inexpensive to administer Easy to compare and analyze Can administer to many people Can get a lot of data Many sample questionnaires already exist. 	<ul style="list-style-type: none"> Might not get useful feedback Wording can bias client's responses Are impersonal May need sampling expert for surveys Does not get the full story.
Interviews	<ul style="list-style-type: none"> Used to fully understand someone's impressions or experiences or to learn more about their answers to questionnaires. 	<ul style="list-style-type: none"> Provide a full range and depth of information Develop a relationship with client Can be flexible with the client. 	<ul style="list-style-type: none"> Can take a significant amount of time Can be hard to analyze and compare Can be costly Interviewer can bias client's responses.
Documentation review	<ul style="list-style-type: none"> Used to obtain an impression of how a program operates without interrupting the program through a review of applications, finances, memos, and minutes. 	<ul style="list-style-type: none"> Provide comprehensive and historical information Does not interrupt program or client's routine in program Information already exists Few biases about information. 	<ul style="list-style-type: none"> Often takes much time Information may be incomplete Need to be quite clear about what data are needed Not a flexible means to get data; data are restricted to what already exists.
Observation	<ul style="list-style-type: none"> Used to gather accurate information about how a program actually operates, particularly about processes. 	<ul style="list-style-type: none"> Can view operations of a program as they are actually occurring Can adapt to events as they occur. 	<ul style="list-style-type: none"> Can be difficult to interpret seen behaviors Can be complex to categorize observations Can influence behaviors of program participants Can be expensive.
Focus groups	<ul style="list-style-type: none"> Explore a topic in depth through group discussion (e.g., about reactions to an experience or suggestion, understanding common complaints) Useful in evaluation and marketing. 	<ul style="list-style-type: none"> Quickly and reliably get common impressions Can be an efficient way to get a greater range and depth of information in a short time Can convey key information about programs. 	<ul style="list-style-type: none"> Can be hard to analyze responses Need good facilitator for safety and closure Difficult to schedule.

Method	Overall Purpose	Advantages	Challenges
Case studies	<ul style="list-style-type: none"> • Fully describe a client's experiences in a program • Allow for the conduct of a comprehensive examination through cross-comparison of cases. 	<ul style="list-style-type: none"> • Fully describe a client's experience in a program, including input, process, and results • Powerful way of portraying the program to outsiders. 	<ul style="list-style-type: none"> • Can be time consuming to collect, organize, and describe • Represent depth of information, rather than breadth.