

# **Toolkit for Health-Related Project Planning and Evaluation**

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**For  
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# **Theoretical Framework**

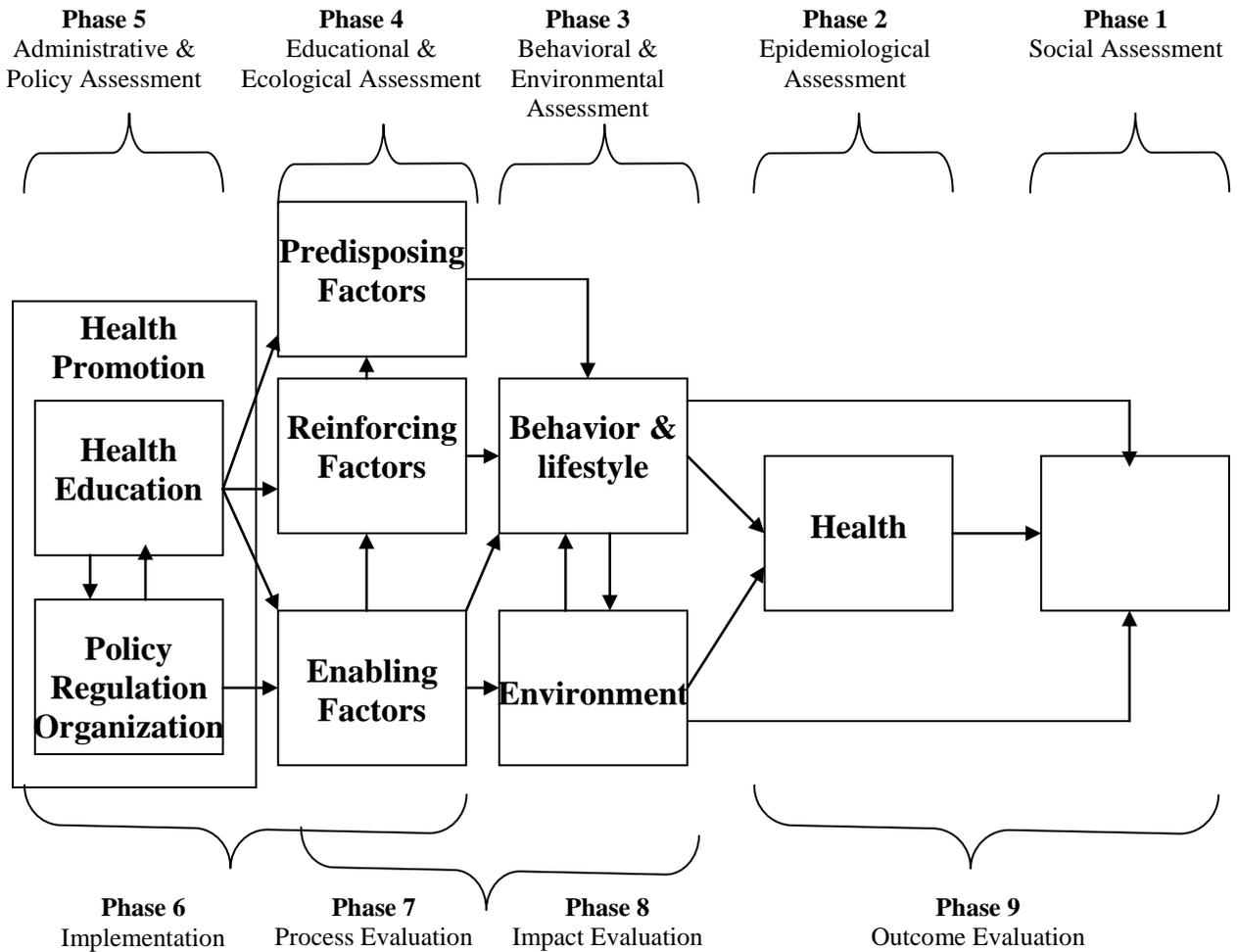
**PRECEDE – Predisposing, Reinforcing, and Enabling Constructs in Educational Diagnosis and Evaluation (1980, Green, Kreuter, Deeds, Partridge)**

**PROCEED – Policy, Regulatory, and Organizational Constructs in Educational and Environmental Development (late 1980s)**

## **Reference for presentation:**

Windsor, Clark, Boyd, and Goodman. Evaluation of Health Promotion, Health Education, and Disease Prevention Programs, 3<sup>rd</sup> edition. Published by McGraw-Hill, New York, NY, © 2004

# PRECEDE-PROCEED



# Nine Step Process for Planning-Evaluating a Health-Related Program

## PROJECT PLANNING

STEP 1: Determine the target population's perceptions of their quality of life

STEP 2: Identify the most prevalent health issues faced by the target population

STEP 3: Identify the risk factors (behavioral and environmental) associated with the health issues from Step 2

STEP 4: Identify the "triggers" that explain the presence, or absence, of behaviors and environmental conditions

STEP 5: Identify policies, resources, and circumstances that could be barriers or facilitators to implementing the project

STEP 6: Implement the project....according to your script!

## EVALUATION

STEP 7: Determine if the project was implemented according to plan with accuracy and integrity

STEP 8: Determine if your project made changes in behaviors or in the environment you intended

STEP 9: Determine if your project had an impact on the target population's health status and quality of life.

## **STEP 1: Determine the target population's perceptions of their quality of life (Phase 1, Social Assessment)**

Why is this important? Packaging and selling a program to the target population will be successful if it meets the perceived needs of the target population.

What are useful techniques for accomplishing Step 1?

1. Discussion Groups
  - a. Nominal Group Process
  - b. Delphi Technique
2. Focus Groups
3. Surveys

## **STEP 2: Identify the most prevalent health issues faced by the target population (Phase 2, Epidemiological Assessment)**

Why is this important? Understanding the prevalence of the issues empowers the project evidence so that you better know what you are facing.

### Questions to ask in Step 2:

- What is the issue/problem?
- Who has the issue/problem?

### Things to do in Step 2:

1. Identify secondary data sources that can answer the questions above.
2. Look at the data through different demographic categories to see if there are certain groups disproportionately affected by the issue/problem. Typical categories include:
  - a. Person-level characteristics
    - i. Gender
    - ii. Age
    - iii. Educational status
    - iv. Income level
    - v. Employment
  - b. Household characteristics
    - i. Family structure
  - c. Community characteristics
    - i. Geographic location
    - ii. HPSA designation

What should your planning objectives look like if the nature of your project is based in the Phase 2 (Epidemiological Assessment)?

- a) Who is the target population for the project?
- b) What is the benefit you want the target population to get from the project?
- c) How much benefit do you expect the target population to get from the project?
- d) When should the benefit be achieved, or for how long should the project run?

Activity: Give an example of an epidemiological objective for each type of project

Examples of Project Types			
Network Development	Outreach Projects	Critical Access Hospital Activities	Other SORH functions

### **STEP 3: Identify the risk factors associated with the health issues from Step 2 (Phase 3, Behavioral and Environmental Assessment)**

Why is this important? Understanding the risks that contribute to the development of the health issue/problem will aid you in its prevention.

#### Question to ask in Step 3:

- Why do certain groups have the health issue/problem and others do not?

#### Things to do in Step 3:

1. Make a list of behaviors and environmental conditions that contribute to the development of health issue/problem/policy.
2. Rate each item on your list based on how relevant it is to the issue/problem. An item's relevance is demonstrated on how frequently it occurs in relationship to the health issue/problem and how closely it is associated with the health issue/problem.
3. Rate each item on your list based on easily it can be changed. Evidence suggests that behaviors can be easily changed if:
  - a. The behavior is still being developed (not habitual yet)
  - b. The behavior is new
  - c. The behavior is not tied to an individual's culture or lifestyle
  - d. The behavior has changed before as a result of other efforts

	More Important	Less Important
More Changeable	<b>High Priority</b> <b>(Quadrant 1)</b>	<b>Low Priority</b> <b>(except for political purposes)</b> <b>(Quadrant 3)</b>
Less Changeable	<b>Priority for innovative program; assessment is critical</b> <b>(Quadrant 2)</b>	<b>No program</b> <b>(Quadrant 4)</b>

What should your planning objectives look like if the nature of your project is based in the Phase 3 (Behavioral and Environmental Assessment)?

*Behavior*

- a) Who is the target population are you trying to change?
- b) Which behavior in the target population are your trying to change with the project?
- c) How much of the behavior are you trying to change with the project?
- d) When do you want the behavior to have changed?

*Environmental*

- a) Which environmental conditions are you trying to change with the project?
- b) How much of the environment are you trying to change with the project?
- c) When do you expect the environment to have changed?

Activity: Give an examples of behavioral and environmental objectives for each type of project

Examples of Project Types			
Network Development	Outreach Projects	Critical Access Hospital Activities	Other SORH functions
<i>Behavioral</i>	<i>Behavioral</i>	<i>Behavioral</i>	<i>Behavioral</i>
<i>Environmental</i>	<i>Environmental</i>	<i>Environmental</i>	<i>Environmental</i>

## **STEP 4: Identify the “triggers” that explain the presence, or absence, of behaviors and environmental conditions (Phase 4, Educational and Ecological Assessment)**

Why is this important? Understanding the underlying ‘causes,’ which are usually multi-faceted, of behavioral and environmental risk factors, you are better able to prevent them from occurring.

### Question to ask in Step 4:

- What factors predispose (or motivate) the target population to engage in risk factors or behaviors?
- What factors enable (allow for action) the target population to engage in risk factors or behaviors?
- What factors reinforce (reward) the target population to engage in risk factors or behaviors?

### Things to do in Step 4:

1. Identify and predisposing, enabling, and reinforcing agents into the 3 categories.
  - a. Be as comprehensive as possible
  - b. Interact with the target population
  - c. Interact with those delivering the intervention or topic experts
  - d. Literature review and data collection
2. Set priorities in the categories
  - a. Sequencing is important – predisposing, enhancing, and reinforcing may not be in that order!
3. Establish priorities within categories
  - a. Use criteria of importance and changeability
  - b. Consider prevalence, immediacy, and necessity
  - c. Review the literature to determine how much change to expect

What should your planning objectives look like if the nature of your project is based in the Phase 4 (Educational and Ecological Assessment)?

- a) Who in the target population are you addressing with the project?
- b) What are the predisposing, enabling, or reinforcing factor you are trying to change with the project?
- c) How much of the predisposing, enabling, or reinforcing factor do you expect to change with the project?
- d) By when should the predisposing, enabling or reinforcing factor be changed?

Activity: Give an example of an educational/ecological objective for each type of project

Examples of Project Types			
Network Development	Outreach Projects	Critical Access Hospital Activities	Other SORH functions
<i>Predisposing</i>	<i>Predisposing</i>	<i>Predisposing</i>	<i>Predisposing</i>
<i>Enabling</i>	<i>Enabling</i>	<i>Enabling</i>	<i>Enabling</i>
<i>Reinforcing</i>	<i>Reinforcing</i>	<i>Reinforcing</i>	<i>Reinforcing</i>

**STEP 5: Identify policies, resources, and circumstances that could be barriers or facilitators to implementing the project (Phase 5, Administrative and Policy Assessment)**

Why is this important? Understanding your capacity and parameters for project implementation is essential for your success.

Questions to ask in Step 4:

- What does the target population perceive to be in their best interest?
- What impact has previous efforts demonstrated when working with similar health issues and populations?
- What can I reasonably manage given the operational requirements of the project?
- How successful have I been in previous projects similar to this one – either in terms of topic or scope?
- What are my logistical considerations?

Things to do in Step 3:

1. Determine the amount of time you need for successful implementation.
2. Determine the number and credentials of staff needed for successful implementation.
3. Determine monetary resources you may need to success.
4. Identify organizational barriers that may inhibit project implementation.
5. Select a theoretical framework that is appropriate to the project and target population.
6. Identify the content of the intervention.
7. Identify the learning preferences of the target population.
8. Design the logistics of the project that align with the target population.
9. Budget accordingly
10. Have fun!

Activity: Give an example of an educational/ecological objective for each type of project

Examples of Project Types			
Network Development	Outreach Projects	Critical Access Hospital Activities	Other SORH functions

**STEP 6: Implement the project....according to your script!**

**To deviate from your plans and objectives delineated in Steps 1 through 5 is to do so at your own peril!!!**

## **STEP 7: Determine if the project was implemented according to plan with accuracy and integrity**

Why is this important? Sometimes what you intend to change, does so by chance or the influence of something other than your project. Conducting a process evaluation allows you to take credit for the intended change. It demonstrates you performed according to your script!

### Questions to ask in Step 7:

- Why did my project succeed? Why did it fail?
- What aspects of the project need to be revised?
- What was good about my project and what was weak?

### Things to do in Step 8:

1. Identify what information should be collected that facilitates your defining the structure, procedures, and content of your project.
2. Describe how each aspect of your project is delivered
3. Identify how information will be collected
4. Identify who is responsible for collecting information or describing project protocol
5. Identify timelines for documentation and information collection
6. Identify any methods used to information collection and analysis

### What set of objectives am I answering in the process evaluation?

Depending on the nature of the intervention, you could be answering Phase 4 (Educational and Ecological Assessments) or Phase 5 (Administrative and Policy Assessments).

Activity: How would you measure your objectives? Address the items in “Things to do” for each objective.

## **STEP 8: Determine if your project made changes in behaviors or in the environment you intended**

Why is this important? Sometimes what you intend to change, does so by chance or the influence of something other than your project. Conducting an impact evaluation identifies what attitudes, knowledge, behavior, or environmental changes were achieved.

### Question to ask in Step 8:

- Did you change the attitudes, knowledge, behavior, or environmental you intended to change?

### Things to do in Step 8:

1. Identify what information should be collected that facilitates your determining what you changed and how much you changed.
2. Identify how information will be collected
3. Identify who is responsible for collecting information
4. Identify timelines for information collection
5. Identify methods used for information collection and analysis

### What set of objectives am I answering in the process evaluation?

Depending on the nature of the intervention, you could be answering Phase 3 (Behavioral and Environmental Assessments) or Phase 4 (Educational and Ecological Assessments)

Activity: How would you measure your objectives? Address the items in “Things to do” for each objective.

## **STEP 9: Determine if your project had an impact on the target population's health status and quality of life.**

Why is this important? Conducting outcomes evaluation allows you to attest to the applicability and value of your project to broader groups.

### Question to ask in Step 9:

- Did you change the epidemiology of the health issue/problem?

### Things to do in Step 9:

1. Identify what information should be collected that facilitates your determining what you changed and how much you changed.
2. Identify how information will be collected
3. Identify who is responsible for collecting information
4. Identify timelines for information collection
5. Identify methods used for information collection and analysis

### What set of objectives am I answering in the process evaluation?

Depending on the nature of the intervention, you could be answering Phase 1 (Social Assessment) or Phase 2 (Epidemiological Assessment).

Activity: How would you measure your objectives? Address the items in “Things to do” for each objective.