


Practical Evaluation Strategies with Limited Resources

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Common TC Training and Evaluation Themes

- Limited time with participants
 - To cover subject matter
 - To evaluate learning
- Different learning modalities covered
 - Didactic
 - Affective (e.g., address attitudes/beliefs)
 - Skills-based
- Varied knowledge/skill level among training participants

Common Themes, Con't.

- Numerous teaching sites/locations
- Each site semi-autonomous
- Non-standardized training curriculum
- Multidisciplinary training emphases
 - Medical providers
 - Public health staff
 - Disease intervention specialists, program managers
 - Community health providers
 - Counselors, educators, administrators, outreach workers
- No \$ to evaluate!

Why Evaluate?

➤ Accountability

• For Ourselves

- Identify provider performance gaps, address them through training
- Determine extent to which training results in increased provider knowledge and skills to perform better in the workplace

• For our Funders

- Ensure that their \$ is invested effectively
 - Closing performance gaps, increasing knowledge/skills
 - Improving practice in the workplace

NNPTC Evaluation Committee Goal

- Improve capacity of NNPTC training participants who work in multidisciplinary STD/HIV settings to deliver state of the art clinical management, behavioral interventions, and/or partner services
 - *Emphasis on improving practice in the field*

NNPTC Evaluation Committee Activities

- Support Part-specific evaluation activities
 - Clinical (Part I)
 - Behavioral Intervention (Part II)
 - Partner Services (Part III)
 - Collaborative efforts (Ask, Screen, Intervene)
- Provide recommendations/protocols to NNPTC steering committee to enhance or improve national evaluation efforts

Examples of Recommendations

- Standardizing (and collecting) core evaluation variables across PTCs

- Allows for:

- analysis of aggregate data
- Collection of additional data variables by site

- Development of outcome objectives to guide training and evaluation activities

- *By 2010, 80% of participants who complete ___ training will report increased self efficacy in conducting risk assessments with their patients/clients, as measured by at least one increment on a Likert scale*

Additional Evaluation Strategies

- Use existing data collection efforts (i.e. PIF data) to help measure reach of NNPTC training activities and improvements in provider practice
 - New funding requires provision of training to providers in high-morbidity jurisdictions
 - Follow-up evaluations to determine if skills have been maintained over time, if practice has changed/improved

Evaluation Methodologies

- Retrospective pre/post design
 - Self-assessment of pre/post skills immediately after training
 - More accurately measures self assessment of skills
 - What about knowledge?
 - Demonstrated increases in knowledge post training are consistent
 - Less known about acquisition of new skills
 - Whether new skills are applied in practice

Evaluation Methodologies, Con't.

- Follow-up evaluation activities
 - Measure increase in knowledge/skills over time
 - Application of skills in work settings
 - Barriers and facilitators to applying new skills in practice
 - Barriers may not be addressed by training; often due to infrastructure, funding, or other organizational issues
- On-line programs make follow-up evaluation activities more do-able (e.g., Survey Monkey, Zoomerang, etc)
 - provider incentives help too