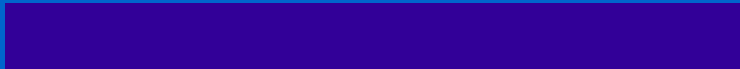


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# PROBLEM GAMBLING PREVENTION



## A FRAMEWORK FOR EVALUATION



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## PRIMARY PREVENTION

### A CYNIC'S DEFINITION

Primary prevention deals with **problems that don't exist**, with **people who don't want to be bothered**, with **methods that probably haven't been demonstrated to be efficacious**, in **problems that are multidisciplinary, multifaceted, and multigenerational**, involving **complex longitudinal research designs** for which **clear-cut results are expected immediately** for political and economic reasons unrelated to the task in question.

M. Bloom (1981) *Primary Prevention: The Possible Science*

# NATURE OF PREVENTION

**IDEAL  
INTERVENTION LEVEL**

**PERVASIVE IN  
SOCIAL PROGRAMMING**

**PRIMARY** → **SECONDARY** → **TERTIARY**

**INTERVENTIONS  
BASED ON FAITH**

**DIFFICULT TO  
MEASURE SUCCESS**

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# CHALLENGE OF EVALUATING PREVENTION

## 3 COMMON METHODOLOGICAL ISSUES IN PREVENTION RESEARCH

### Problem 1 - Lack of Appropriate Comparison Groups

- generally post-test designs (sometimes pre-post designs)
- without control groups, we can infer little (i.e. would individuals have improved over time anyway?)

### Problem 2 - Poor Choice of Outcome Measures

- the measures are not valid or reliable
- program-specific results are often generalized

### Problem 3 - Failure to Measure Proximal/Distal Program Objectives

- programs fail to identify/link proximal and distal objectives
- programs fail to identify “sleeper effects”

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# TOWARDS AN EVALUATION FRAMEWORK

## LINKING PROGRAM DESIGN AND EVALUATION

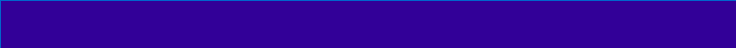
**The ideal time to determine how a program will be evaluated is at the PROGRAM DESIGN STAGE.**

### 3 QUESTIONS OF MUTUAL INTEREST

**Why is the program needed? (purpose)**

**What do you hope to accomplish? (goals/objectives/outcomes)**

**How will you proceed? (processes)**



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## **5 GUIDING DESIGN/EVALUATION QUESTIONS**

- 1. What are the program's theory base, research base, and hypotheses?**
  - Helps clarify problem, understand causes, select alternatives, identify expectations
- 2. What are the programs' therapeutic or change-inducing features?**
  - Helps separate "maintenance" from "change-inducing" features
- 3. What are the program's goals, as distinct from its objectives?**
  - Helps distinguish long-term "goals" from related, measurable short-term "objectives"
- 4. Who are the program's clients and what client needs must be targeted?**
  - Helps identify clients and focus on their specific needs program will address
- 5. How will process evaluation be integrated with service delivery?**
  - Helps focus process evaluation as a means for continuous program improvement

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## **AN EVALUATION FRAMEWORK**

### **PROGRAM LOGIC MODEL**

**A PROGRAM LOGIC MODEL is a pictorial presentation of the logical relationships among four program components:**

- 1. Program Activities**
- 2. Service Delivery Outcomes**
- 3. Intermediate Results**
- 4. Ultimate Results**

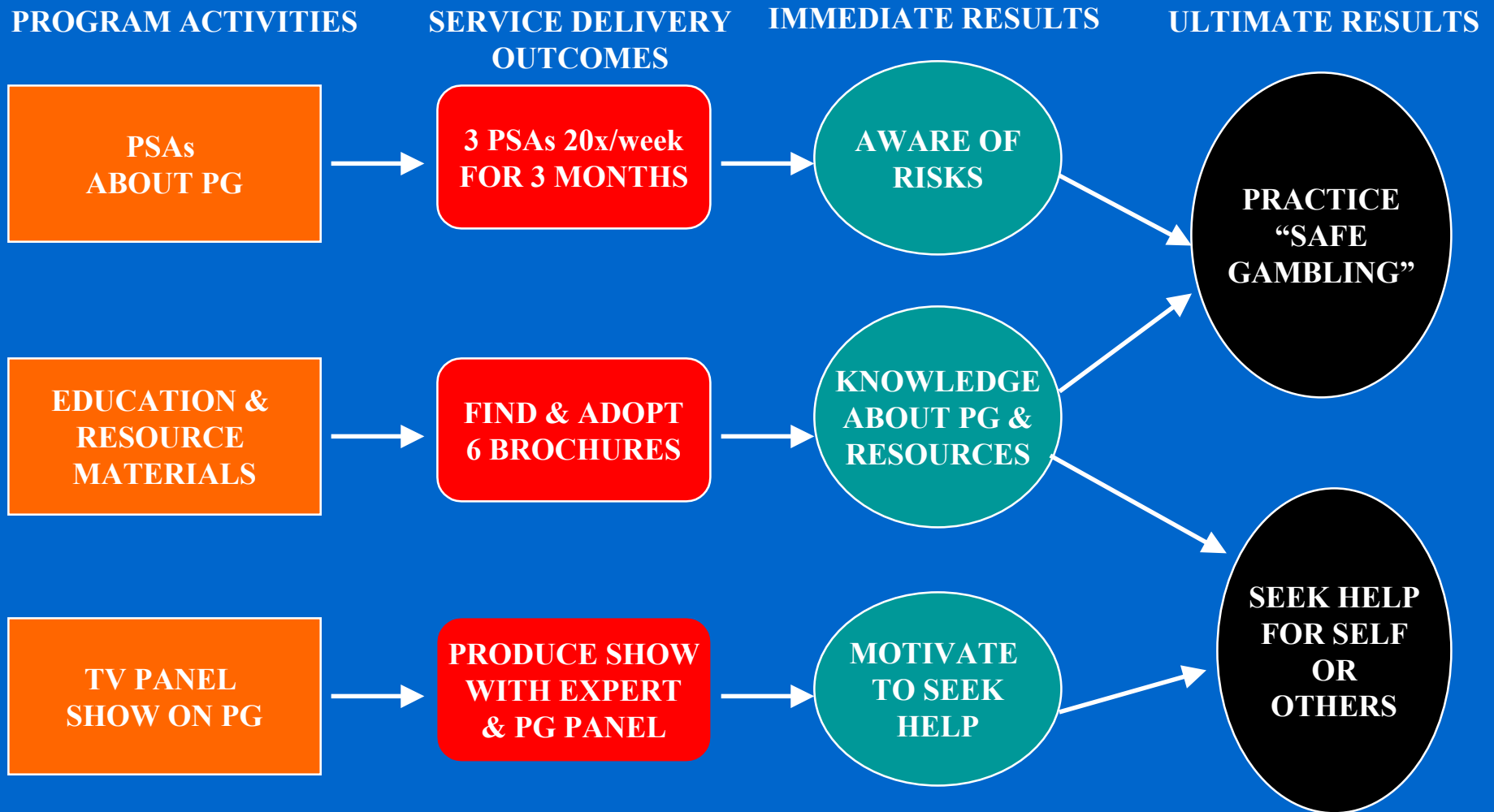
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## **DEVELOPING PROGRAM LOGIC MODELS**

**Developing the PROGRAM LOGIC MODEL consists of 5 tasks:**

- 1. Identifying ultimate changes in behaviors**
- 2. Identifying intermediate changes in awareness, knowledge, or attitudes**
- 3. Designing activities provided by the program**
- 4. Identifying service delivery outcomes--types and level of services delivered and clients served**
- 5. Linking the various components of the model in a diagram**

# LOGIC MODEL FOR PG PUBLIC AWARENESS PROGRAM



## PROGRAM EVALUATION TEMPLATE

<b>GOAL</b>	To promote "safe gambling" in Niagara Falls.	
<b>OBJECTIVE</b>	To make the Niagara Falls' public aware of gambling risks.	
<b>OUTCOME</b>	NF publics' knowledge of gambling risks increased.	
<b>PROCESS</b>	Mechanisms are in place in NF to (a) mount PSAs and (b) test publics' knowledge.	
<b>QUESTION</b>	Did publics' knowledge of gambling risks increase? Did publics' behavior change? (safe play, help seeking)	
<b>DATA REQUIRED</b>	<b>COLLECTION</b>	<b>TIME LINE</b>
PSA content	record PSAs	3 months
pre-post test results	telephone survey	3, 6, 12, 18 months

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## EVALUATION RESOURCES

**The Canadian Journal of Program Evaluation**

**Love, Arnold (1995). *Evaluation Methods Sourcebook II*.  
Canadian Evaluation Society.**

**Joint Committee on Standards for Educational Evaluation (1994).  
*Program Evaluation Standards, 2nd Edition*.**

**Kirkpatrick, Don (1994). *Evaluating Training Programs*.  
San Francisco: Berrett-Koehler**

**WWW.PRIMARYHEALTH.ORG**