How do you assess success?
Comprehensive intervention evaluation for the Health Practitioner

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Issues

- Don’t know what is most effective
- Diverse views on what constitutes best evidence about what to do
- Concerns about cost
- Urgent need to act
Strategies to influence individuals

- Information sessions
- WEB sites
- Reward systems, contracts
- Education on health benefits of physical activity and healthy eating
- Fitness evaluations
- Exercise prescription
- Nutrition assessments
- One on one counselling
- Personal trainer services
Strategies to influence the interpersonal environment

- Activity classes for small groups of friends
- Classroom interventions
- Nutrition workshops for families, couples or small groups of friends
- Special rates for families at the local community center
Strategies to influence the organizational environment

- Training employees within an organization
- Modifying physical environments (e.g., making stair cases more attractive, visible, and accessible; offering healthy choices at the worksite cafeteria)
- Offering incentives (e.g., grants, tax credits) to employers
- Modifying the structure and functioning of the organization
- Increasing accessibility of facilities for people in the organization
Strategies to influence the community environment

• Increasing accessibility of recreation facilities
• Building cycling paths
• Training community leaders
• Reducing costs to use community services and programs
Strategies to influence policy

Advocacy campaigns
- email/mail campaigns
- presentations to council
- briefing notes
Putting all our efforts up front, we unfortunately often skimp at the other end – contenting our selves with:

- taking attendance
- gauging client satisfaction
- assessing attitudes and knowledge
- self-report PA and eating behaviors.
Missed opportunities

• To learn
• To connect
• To share
A need for evidence

• Need to isolate effects
• Need to contextual
• Need to be practical
• Need to be robust
• Need to assess public health impacts
Assessing public health impacts: RE-AIM

- **Reach**: The number, percent of target audience, and representativeness of those who participate.
- **Effectiveness**: Change in outcomes and impact on quality of life and any adverse outcomes.
- **Adoption**: Number, percent and representativeness of settings and educators who participate.
- **Implementation**: Extent to which a program or policy is delivered consistently, and the time and costs of the program.
- **Maintenance**: Long-term effects (individual level) and program sustainability.

http://www.re-aim.org/

Glasgow et al, AJPH, 1999
Community Physical Activity
5th Grade Pass Program
Ecological approach

- Inventory of municipal PA related policies
- Website
- Pedometer lending in libraries
- Community PA pass programs
- Training of Community Activators
Kingston Gets ACTIVE

Healthy Education
Active Living
Grade 5
Community Physical Activity Pass

It's All About You

2006-2007

Jonathan Doe

ID Number: 0001

www.kingstongetsactive.ca
Reduce/prevent obesity in elementary school children

Increase participation in recreation and overall PA

Reduce disparities in access to recreation
**RE-AIM ELEMENTS: REACH**

**Definition:** The number, percent of target audience, and representativeness of those who participate.

**Data Needed:**

- **Denominator**—*number of eligible contacted for potential participation*
- **Numerator**—*number of eligible that participate*
- Comparative information on target population
Denominator: 2498 passes distributed to all 5th grade students

Numerator: 1748 who used pass at least once

Reach: $\frac{1748}{2498} = 70\%$ (23% regular participation)
Definition: Change in outcomes and impact on quality of life and any adverse outcomes

Data needed:

- Primary Outcome
- Quality of life
- Potential negative outcomes
Primary Outcome: BMI, WC – not measured

Impact: Physical activity – 72% children meeting guidelines (self-reported, not related to pass use)

Quality of life: Improvement QoL with lower weight status - not measured

Potential negative outcomes- increased disparity not measured
DEFINITION: Number, percent and representativeness of settings and educators who participate

DATA NEEDED:

Denominator—*number of eligible sites contacted for potential participation*

Numerator—*number of eligible sites that participate*

Comparative information on intended population of sites
ADOPTION

Denominator: 72 eligible schools

Numerator: 61 agreed to participate

Adoption = 85%

Representativeness: rural schools and schools with split classes less likely to participate; SES not measured
**RE-AIM ELEMENTS:**

**IMPLEMENTATION**

**Definition:** Extent to which a program or policy is delivered consistently, and the time and costs of the program.

**Data needed:**

- Information on program components and essential elements
- Information on resource use
344/2421 (14.2%) passes not delivered to students

Weekly messages delivered 82% in 25 schools (not tracked in most schools)
RE-AIM ELEMENTS: MAINTENANCE

Definition:

Individual/member target: Long-term effects and attrition.

Setting/educator: Extent of discontinuation, modification, or sustainability of program.

Data needed:

Primary outcome assessment 6 months post intervention

Documented sustained delivery
Individual: no follow-up of children

Program: currently in its 6th year of implementation
Reduce/prevent obesity in elementary school children ??

Increase participation in recreation and overall PA not objectively measured, not likely due to passes

Reduce disparities in access to recreation ??
Future Directions

• Comparative trials that use composite measures of RE-AIM.
  – Individual Level Impact
    • RE: Reach X Effectiveness
    • RE2: Problem Prevalence X RE (Attributable Individual Level Impact)
    • RE3: Incremental cost of treatment-control/Incremental RE of Treatment-control (Efficiency)
  – Setting Level Impact
    • AI: Setting Adoption X Staff Adoption X Implementation
    • AI2: AI X number of target settings X Average number served per setting
  – RE-AIM Average

Glasgow, Klesges, Dzewaltowski, Estabrooks, & Vogt, 2006
5 Canadian pilot communities
Assessing success: Barriers

- Funding pressures
- Performance evaluation
- Lack of time
- Lack of resources
- Lack of expertise
- Lack of support
New opportunities

• To learn
• To connect
• To share
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Canada Gets Active Grade 5 Pass Evaluation 2010

• Baseline Questionnaire (Oct/Nov 2009): n=854 in 28 schools
  – Facility use
  – PA levels (PAQ-C)
  – Barriers

• Pass monitoring (e.g., Class system; Observation)

• Parent Telephone Interviews