



Evaluating a Fall Prevention Program: Adapted from the Canadian Falls Prevention Curriculum



Definition of Evaluation

“Evaluation is the systematic collection of information about the activities, characteristics and outcomes of programs (and projects or other interventions) to make judgements about the program, improve effectiveness, and/or inform decisions about future programming.”

Patton, M.Q. (2008). Utilization focused evaluation: The new century text. Thousand Oaks. CA: Sage 4th Edition, p.23.



Why Evaluate?

- To determine what you have accomplished
 - For example: *Did participants in your program increase their knowledge of falls prevention interventions?*
- To promote understanding about which strategies work in falls prevention and which don't
 - For example: *Did people learn best through face-to-face instruction or through an internet course?*



Why Evaluate?

- To contribute to the body of knowledge about falls prevention
 - For example: *What effect does use of a home safety checklist have on fall rates among community dwelling seniors?*
- To increase the effectiveness of project and program management
 - For example: *Did participants find the printed course materials useful?*



Why Evaluate?

- To support expansion of your program and/or illustrate why it needs continued funding
 - For example: *What were the costs and benefits derived from offering this program?*



Stages of Evaluation

- Needs Assessment
- Formative Evaluation
- Process Evaluation
- Outcome Evaluation

“Evaluation is an ongoing process that begins as soon as the idea for an injury prevention program is conceived.”



Evaluation Tips

- If you are not familiar with evaluations - get help, don't be afraid to use internal resources
- Ensure evaluation occurs at all stages
- Have a mixture of qualitative and quantitative data
- Try to have at least one objective measure of intended outcomes



A participatory approach

- Focuses on learning, success and action
- Allows the use of evaluation findings throughout the project
- Recognizes the progression of change - in knowledge, attitudes, skills and behavior
- Recognizes the shared interests and skills among all stakeholders

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Five Evaluation Questions

What?	1. Did we do what we said we would do?
	2. What did we learn about what worked and what didn't work?
So what?	3. What difference did it make that we did this work?
Now what?	4. What could we do differently?
	5. How do we plan to use the evaluation findings for continuous learning?

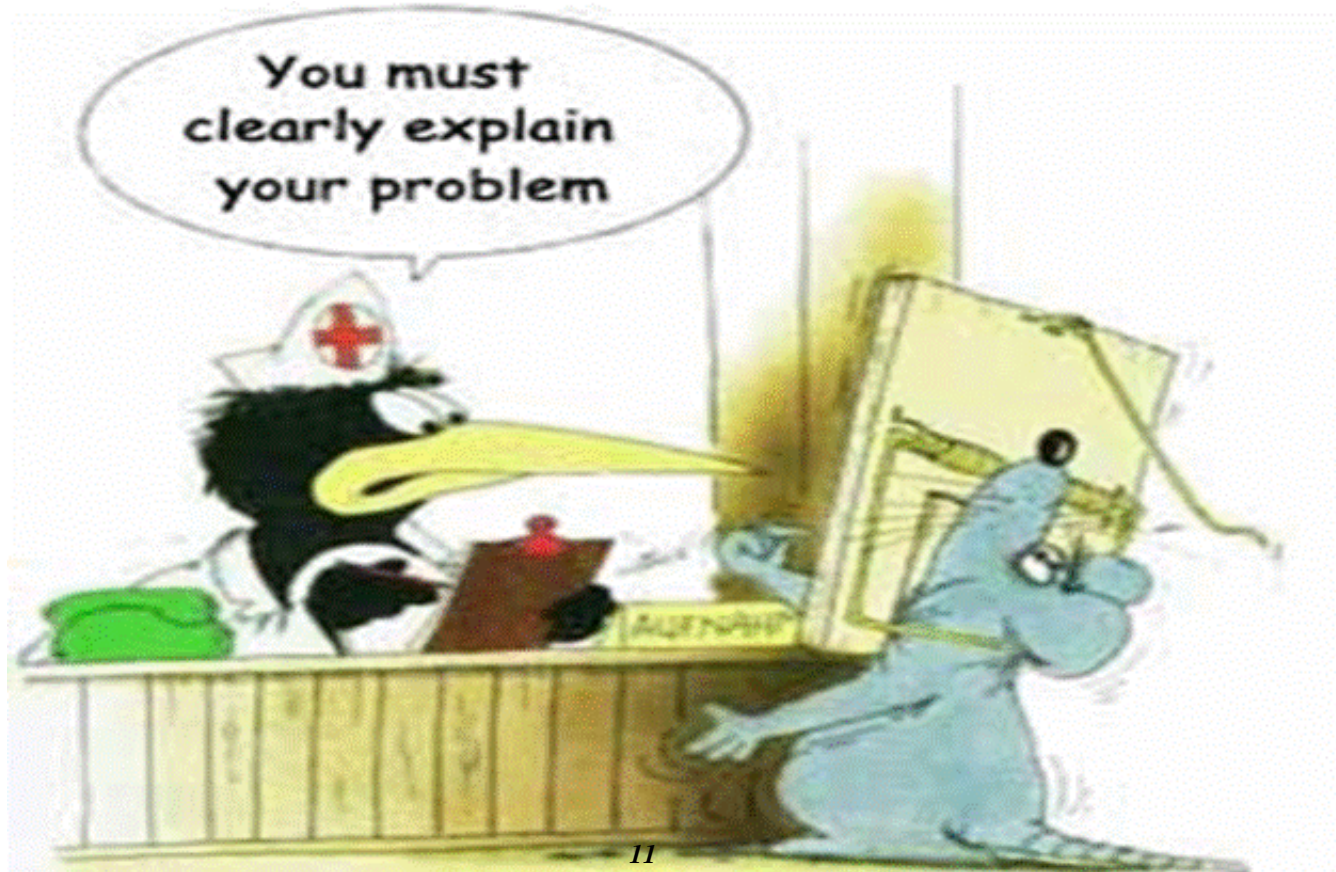


Six evaluation process steps

1. Define the project work
2. Choose an evaluation design
3. Develop success indicators and their measures
4. Collect the evaluation data
5. Analyze and interpret the data
6. Use the evaluation results



1. Define the Work





2. Choose an evaluation design

1. Experimental design

- Random assign people to study and control groups
- Measure change before and after your program

2. Quasi-experimental design

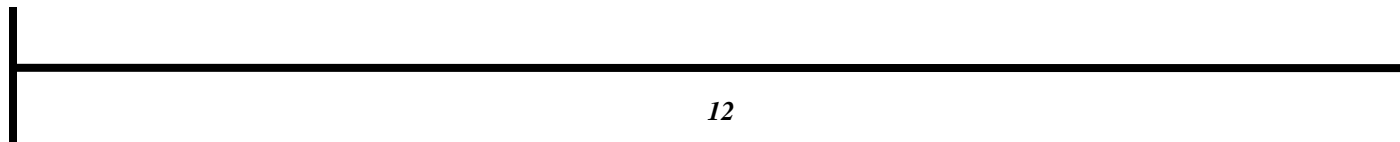
- Pre-test post-test
- Convenience samples

3. Non-experimental

- Process evaluation using qualitative data

Evaluation

Research





3. Choosing success indicators

- Involve a meaningful comparison
- Be challenging but feasible
- Be measurable or observable, using quantitative or qualitative measures
- Refer to a result or outcome that can be reasonably attributed to the project activity
- Be as valid and reliable (able to be replicated) as possible

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4. Collecting Your Evaluation Data

- Written, face-to-face and telephone surveys
- Reaction sheet
- Focus group
- Participant observation
- Project diary
- Non-traditional methods of documentation, photo novella

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5. Analyze data

- Use key evaluation questions to group material into themes
- Compare the results to the changes that were expected as identified by the success indicators
- Engage stakeholders in reflecting on what the analysis means
- Submit summaries to the participants for their feedback and verification of the findings
- Develop the final analysis

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Quantitative Data

- Looks at the incidence and quantity of events
- Gathered through surveys, questionnaires, administrative records
- Is numerical and may be analyzed by calculating averages, ranges, percentages and proportions



Qualitative Data

- Is information that is primarily expressed in terms of themes, ideas, events, personalities, histories, etc.
- Gathered through methods of observation, interviewing and document analysis



6. Write Report and Use Results

- Who is writing the report?
- Who is the report for?



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