



Context and process before outcome: Integrating a systematic approach to evaluation

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Childhood Adversity
and Resilience (CARE)

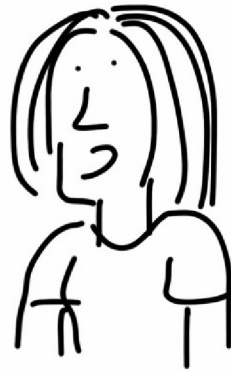
Research
Training
Platform

What kind of evaluation did you need?



Our 3 year project is coming to an end and were told we needed an evaluation.

What kind is that?



freshspectrum.com



Learning Objectives

- Recall and identify common evaluation types.
- Articulate the importance of positionality & social location in the evaluation process.
- Consider and reflect on aspects of their own positionality.
- Describe the importance of utilizing a systematic framework (e.g., RE-AIM, PRISM, DAP) to conduct an evaluation.

Overview



Review of common evaluation types

Positionality: what it is, why it's important, and how to begin the practice

Evaluation frameworks: DAP, PRISM

Case study example: Parenting program to prevent violence against children

Evaluation types

Formative

Formative evaluation

Needs Assessment · Evaluability Assessment

WHEN TO USE

During development of a new program, or when adapting it for a new setting or population.

WHAT IT SHOWS

Whether program elements will be needed, understood, and accepted by the target population.

WHY IT'S USEFUL

Enables modifications before full implementation — maximising the chance of success.

Process

Process evaluation

Program Monitoring

WHEN TO USE

As soon as implementation begins, and throughout the life of the program.

WHAT IT SHOWS

How well the program is operating, whether it's delivered as designed, and whether it's reaching its target population.

WHY IT'S USEFUL

Early warning system — catches problems while there's still time to correct them.

Outcome

Outcome evaluation

Objectives-Based Evaluation

WHEN TO USE

After the program has had meaningful contact with at least one person or group in the target population.

WHAT IT SHOWS

The degree to which the program is changing target population behaviours.

WHY IT'S USEFUL

Tells you whether the program is effective.

Economic

Economic evaluation

Cost Analysis · Cost-Effectiveness · Cost-Benefit

WHEN TO USE

At the beginning of a program and during ongoing operation.

WHAT IT SHOWS

Resources used and their costs compared to outcomes — direct and indirect.

WHY IT'S USEFUL

"How much bang for your buck?" Helps funders assess cost relative to effects.

Impact

Impact evaluation

WHEN TO USE

At appropriate intervals during operation, and at the end of a program.

WHAT IT SHOWS

The degree to which the program meets its ultimate goal(s).

WHY IT'S USEFUL

Provides evidence for use in policy and funding decisions.

Evaluation Types



What do we measure?

Formative Evaluation (aka Needs Assessment)

- Is anyone hungry?
- What ingredients do we need?

Process Evaluation

- Did we choose the right recipe?
- Was the recipe followed correctly?

Outcome Evaluation

- Is everyone full?
- Did it taste good?

Impact Evaluation

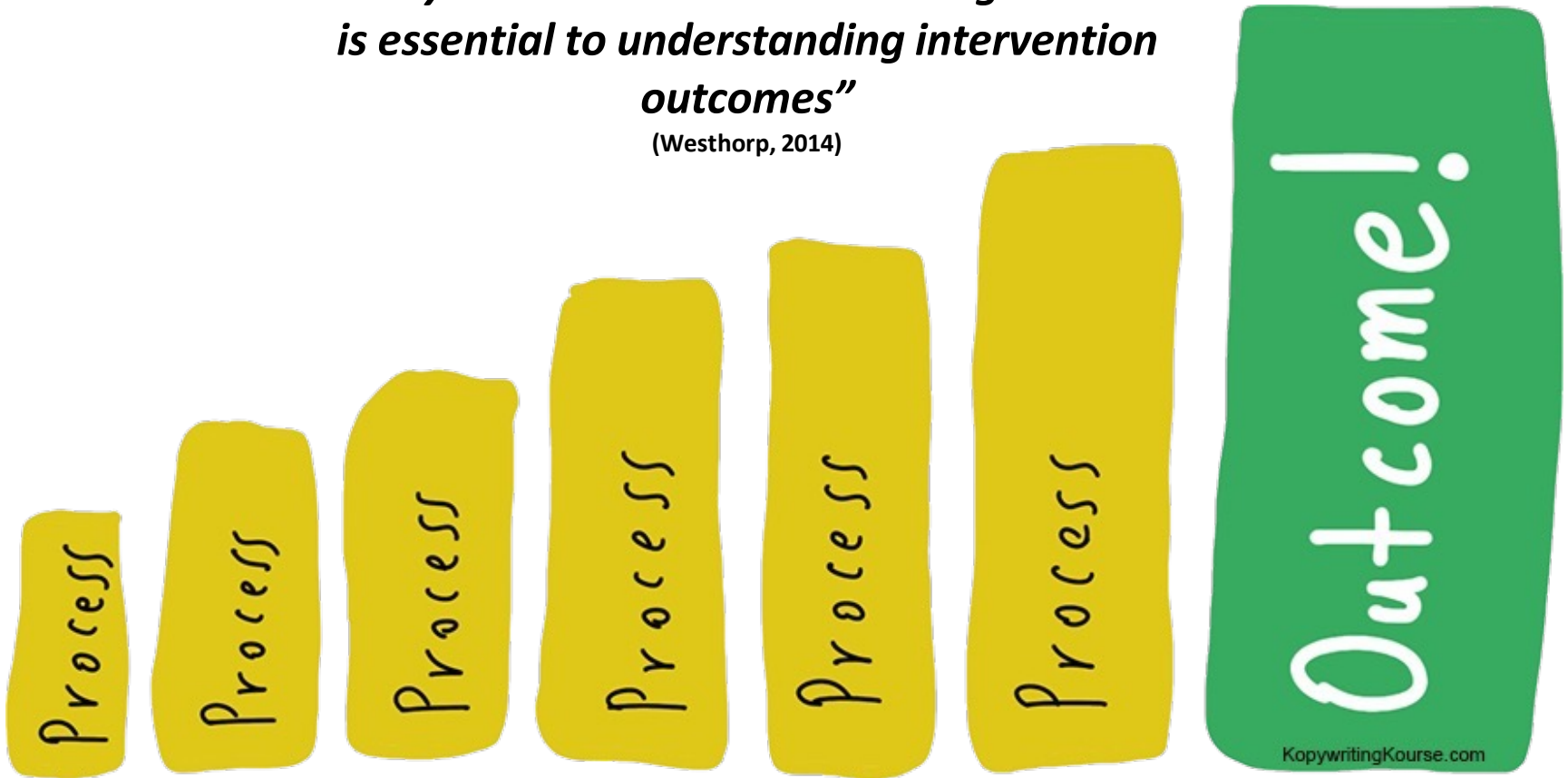
- Should we keep cooking this when people are hungry?

ccnyinc.org

Context – Mechanisms – **Outcome**

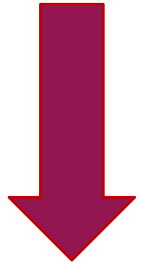
“That nothing works everywhere or for everyone and that understanding context is essential to understanding intervention outcomes”

(Westhorp, 2014)



KopywritingCourse.com

YOU!



Process

Process

Process

Process

Process

Process

Outcome!

KopywritingCourse.com

Positionality and social location

- Defined as the social position an individual holds within their society and is based upon **social characteristics** (facets) deemed to be important by any given society.
- Describes how your identity influences and potentially biases your understanding of and outlook on the world.
- Impacts who you are, how you interact with others, self-perception, opportunities and outcomes....and even your evaluation work.





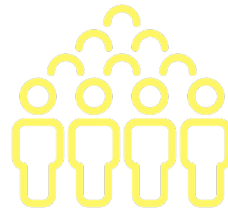
The importance of positionality in your approach to evaluation inquiry



The question(s) the evaluation teams asks



The evaluator's access to the field and background information



The evaluator's relations and interactions with the stakeholders



How the evaluation team analyzes the data



How the evaluation team mobilizes and disseminates their findings



Conceptualize and operationalize positionality

Not necessarily straightforward or an easy task to conceptualize and explicitly practice positionality

- Social identity mapping
- Positionality statements



Positionality statement: guiding questions

How do you understand the evaluation process and creation of knowledge? (paradigm, epistemological perspective)

What are your beliefs about this topic of interest?

Any history or personal interaction with this topic?

What are your understandings of systems of oppression and their influence on your evaluation?

What is your connection to your stakeholders? Do you share any commonalities, identities, or experiences with your stakeholders?

What do you think you will discover from this evaluation?

What are your hopes for this work?

Anything else that is important for the reader to know about you?

Positioning
positionality
statements
in your
evaluation
work:

Authors/researchers/evaluators are being encouraged to include positionality statements in their work.

1. Commitment to Equity, Diversity, Inclusion, and Accessibility (EDIA) principles
1. Enhanced transparency

Background section or the methods section of an evaluation report

KARMA-INSPA Evaluations, Inc.



Statement of Positionality

– We, the founders of KARMA-INSPA Evaluations, Inc., come to this work with a variety of diverse experiences. Many of us are newcomers ourselves to the program evaluation process, and understand the creation of knowledge primarily through the lens of Western settler-colonial post-secondary education systems. Further, our evaluation team has had little practical experience working with newcomer populations, and thus we are exceptionally grateful to Maisa'a, our community partner from Mosaic. She has worked extensively with newcomers throughout her career, and her guidance in this learning experience was integral to ensuring our evaluation plan works towards decolonization.

– We as a team believe that newcomers contribute vitally to the vibrancy of Canadian society, and through this evaluation, we will try to ensure that the newcomer women and families who participate in the Family Engagement Mentorship program are given the most effective, empowering tools possible to thrive in Canada.

– The KARMA-INSPA Evaluations Team

– Kristen, Abbie, Rohan, Maisa'a, Anna, Nicole, Sydney & Pat



KARMA-INSPA Evaluations, Inc.
Good Data. Great People. Better World



Guiding principles for evaluators



1. Be clear about underlying assumptions of knowledge production and definitions of impact



3. Balance emergent and expected outcomes



2. Measure immediate/long-term and process-related outcome

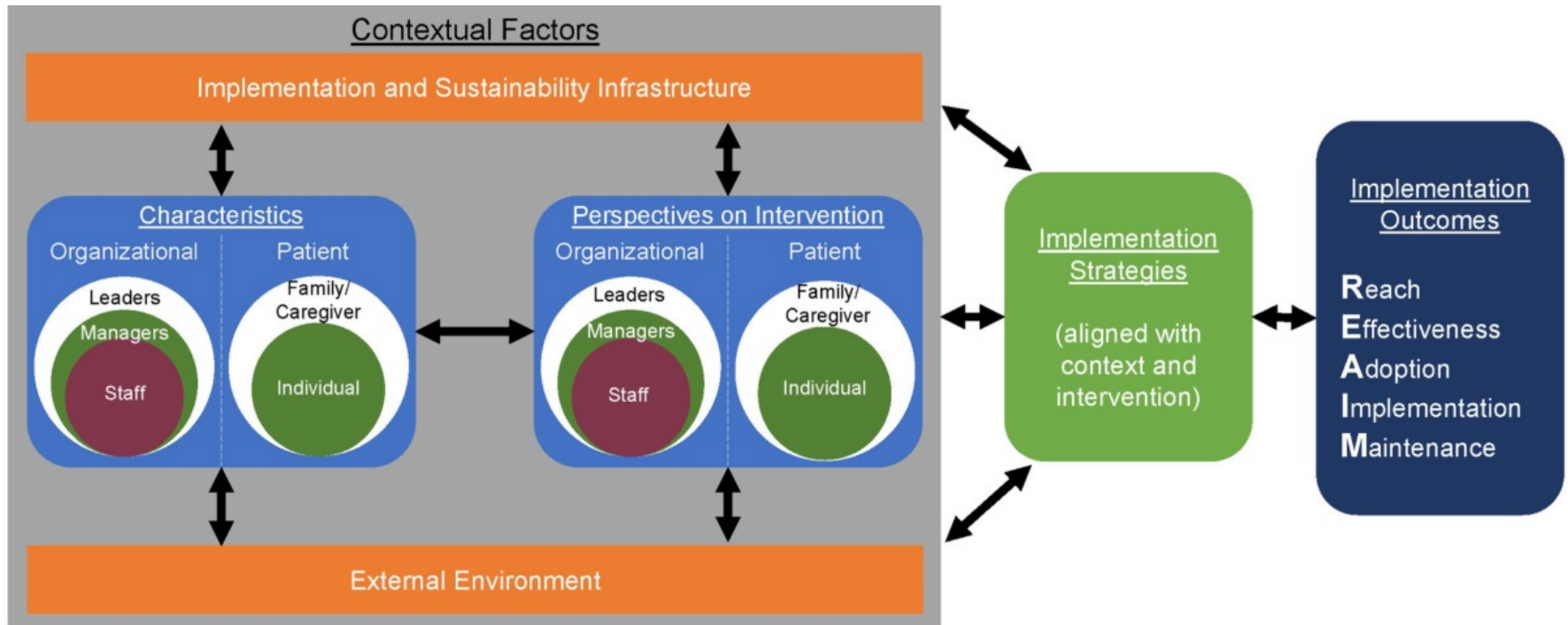


4. Balance indicators that capture nuance and those that simplify



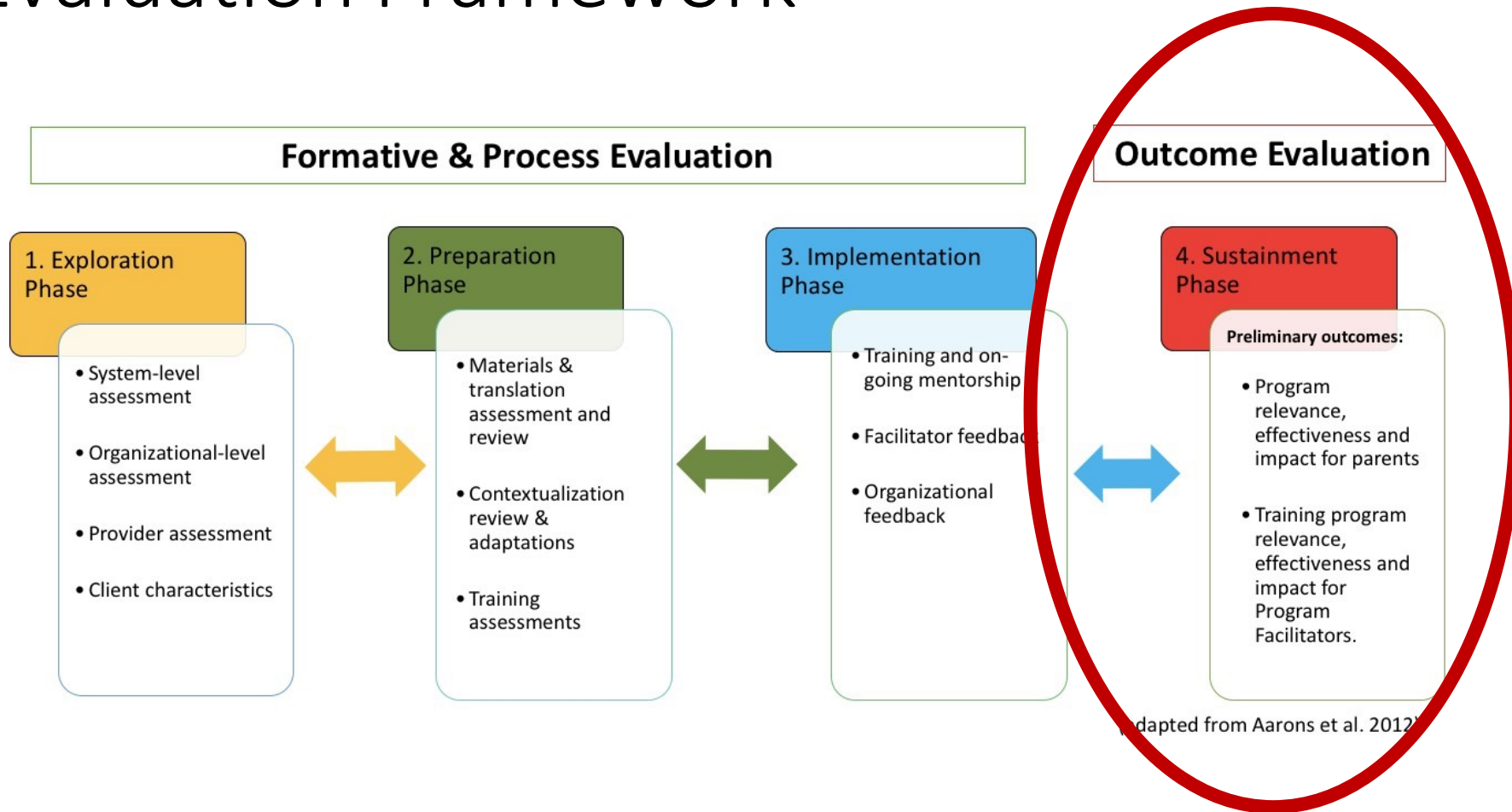
KopywritingCourse.com

PRISM: The Practical, Robust, Implementation and Sustainability Model



Feldstein, A.C., & Glasgow, R.E. (2008). A practical, robust implementation and sustainability model (PRISM) for integrating research findings into practice. *Joint Commission Journal on Quality and Patient Safety*, 34(4), 228-243.

Dynamic Adaptation Process (DAP): Evaluation Framework



Aarons, G.A., Green, A.E., Palinkas, L.A. et al. Dynamic adaptation process to implement an evidence-based child maltreatment intervention. *Implementation Sci* 7, 32 (2012).

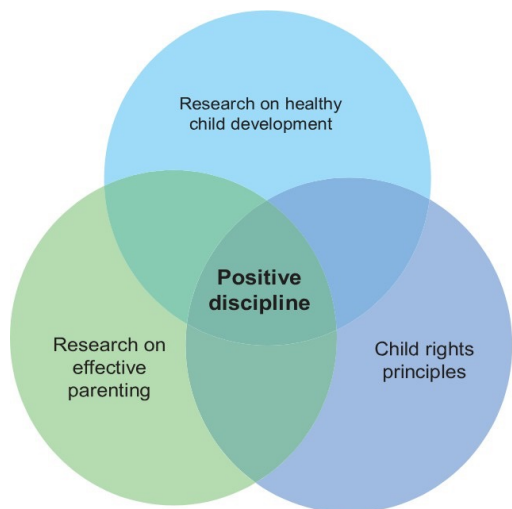
CASE STUDY: Preventing violence against children

1.3 billion boys and girls aged 1-14 years experience punitive violence by parents and other caregivers at home



Unicef, 2021

The Intervention: “Positive Discipline Everyday Parenting (PDEP)



Positive Discipline in Everyday Parenting

- Child rights-informed violence prevention parenting program
- Targets families of children from birth- 18 years of age
- Not-for-profit program designed to be accessible

Aims

1. Systematically document and analyze the ***processes*** involved in transporting a violence-prevention parenting intervention to diverse contexts.
2. Evaluate the preliminary ***outcomes*** (i.e., relevance, satisfaction) of the transported parenting intervention in the new settings.

Dynamic Adaptation Process (DAP)

Formative & Process Evaluation

1. Exploration Phase

- System-level assessment
- Organizational-level assessment
- Provider assessment
- Client characteristics

- Developing an appreciation for philosophical perspectives of the systems and organizations in which the program will be implemented.
- Understanding the service provider mandate.
- Understanding the characteristics of the service providers, including their previous training and skills.
- Appreciating the characteristics of the clients that the community service agencies aim to serve.
- Relationship-building at all levels of engagement.

1. Exploration Phase



Bandung Barat, Indonesia



Chiang Mai, Thailand



Ulaanbaatar, Mongolia



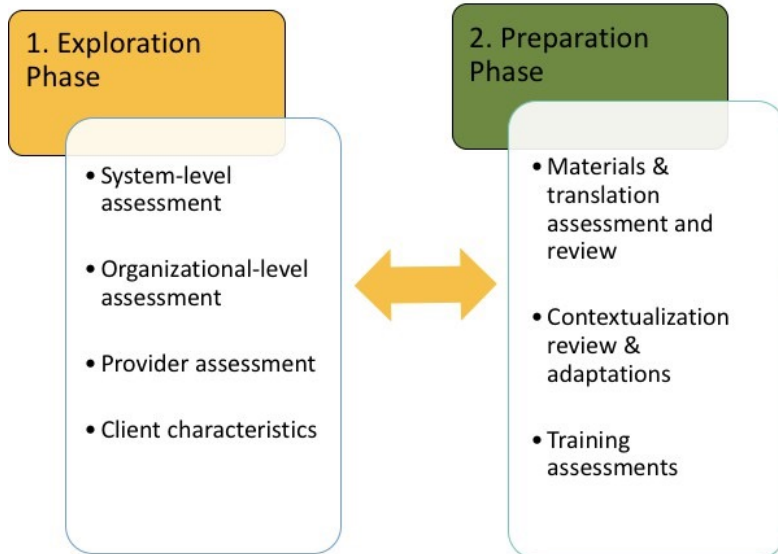
West Bank, Palestine



Gaza City, Palestine

Dynamic Adaptation Process (DAP)

Formative & Process Evaluation



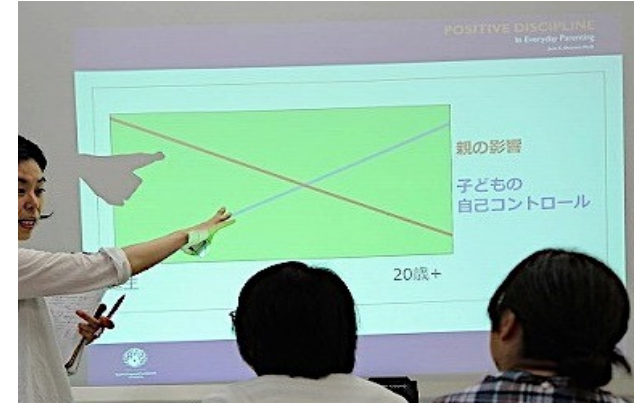
2. Preparation Phase: Contextualization



Bandung Barat,
Indonesia



East Jerusalem

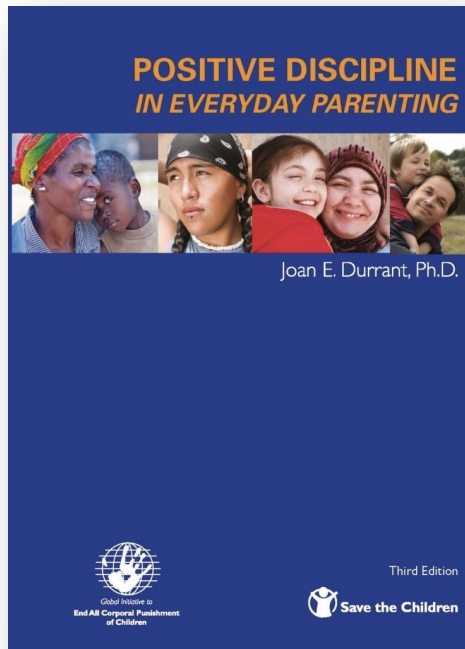


Sendai, Japan

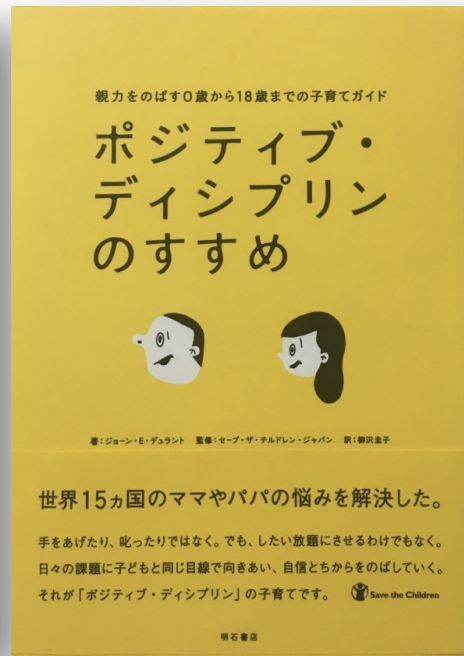


Ulaanbaatar, Mongolia

Contextualization & translation



English,
Canadian edition



Japanese

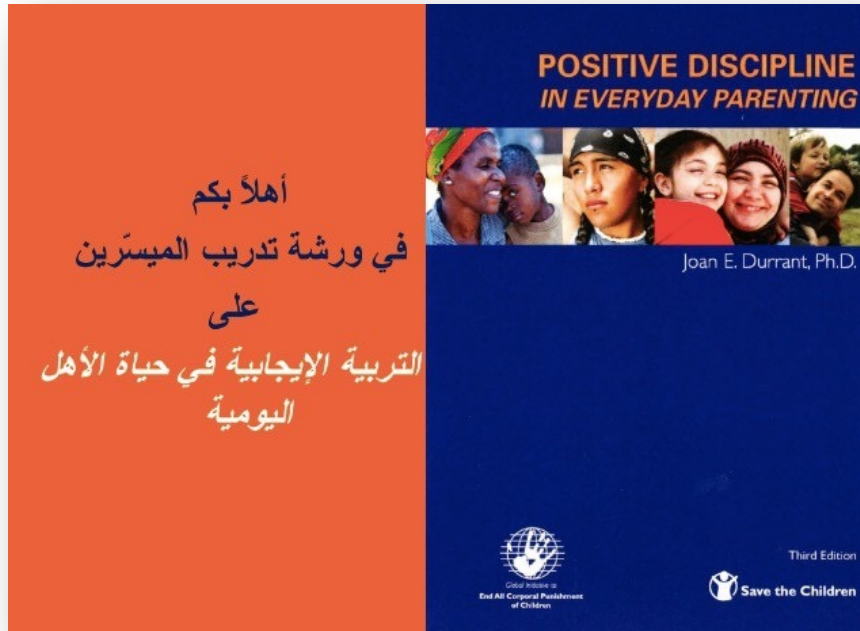


Korean



Arabic,
UAE edition

Translation



Measures

Please read each of the following statements. Then check the box that best describes how you feel about it.

Your code word _____

	I strongly disagree (NO!)	I mostly disagree (No)	I somewhat disagree (no)	I somewhat agree (yes)	I mostly agree (Yes)	I strongly agree (YES!)
1. "Positive discipline" means using non-physical punishments like making a child sit on a time-out chair or taking things away.						
2. Young children who say "no!" to their parents are being defiant.						
3. If children have tantrums, they are probably spoiled.						
4. Children should eat everything on their plate, even if they don't like it.						
5. Parents who use "positive discipline" let their children get away with a lot of misbehaviour.						
6. Four-year-olds who interrupt adults are rude.						
7. Babies cry in the middle of the night to make their parents angry.						
8. I can solve most parenting challenges.						
9. Sometimes a spank or swat is the best way to get a child to listen.						
10. If parents negotiate with their children, they will lose their authority.						
11. When my child doesn't do as I say, I get very angry.						
12. If a 16-year-old breaks her curfew, her parents should ground her.						
13. When I have arguments with my child, I often say things I don't mean.						
14. "Positive discipline" usually means letting children do whatever they want.						
15. Most people are better parents than I am.						
16. If a 16-year-old wears a hairstyle that his parent disapproves of, he should not be allowed to go outside until he changes it.						

الكلمة الرمز الخاصة بكم _____

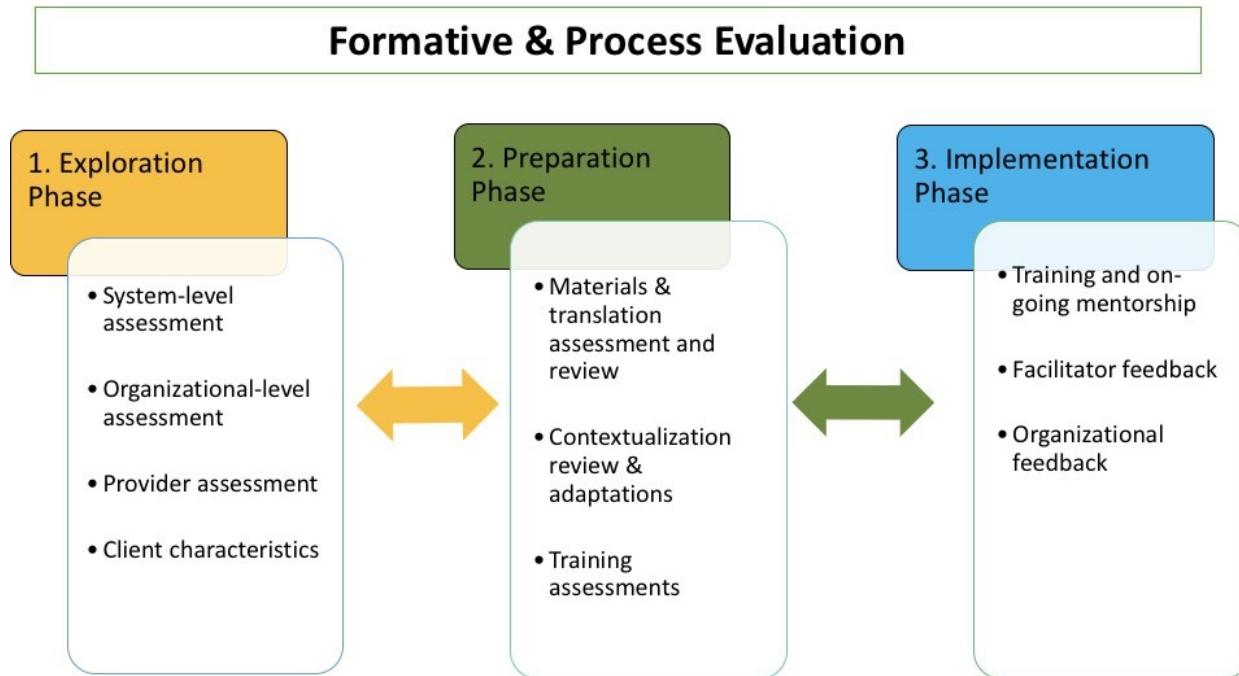
التأديب الإيجابي الاستبيان البعدي للبرنامج المخصص للأهل

الرجاء قراءة كل من الجمل التالية، ثم وضع إشارة في المربع الذي يصف شعورك أفضل وصف.

أوافق تماماً (نعم)	أوافق بالإجمال (نعم)	لا أوافق بالإجمال (لا)	لا أوافق مطلقاً (لا)	
				1. "التأديب الإيجابي" يعني استخدام العقوبات مثل أخذ أشياء معيئة من الطفل.
				2. الأطفال في الرابعة من العمر الذين يعاطون الرشدين يتصرفون بفظاحة.
				3. الأطفال يكونون في منتصف الليل لإغضب أهلهم.
				4. عندما أتشاجر مع طفلي، غالباً ما أقول أموراً لا أعنيها.
				5. "التأديب الإيجابي" يعني عادةً السماح للأطفال بالقيام بكل ما يريدونه.
				6. إن معظم الأهل الآخرين أفضل مني.
				7. عندما يقوم طفلي بأمر لا أحبه، أصرخ أحياناً.
				8. أمتلك المهارات التي تخولني أن أكون



Dynamic Adaptation Process (DAP)



3. Implementation Phase



Peru



Indonesia



Gaza



South Korea



Japan



Mongolia

Interpretation





<https://www.lonelyplanet.com/articles/visiting-mongolia-in-low-season>

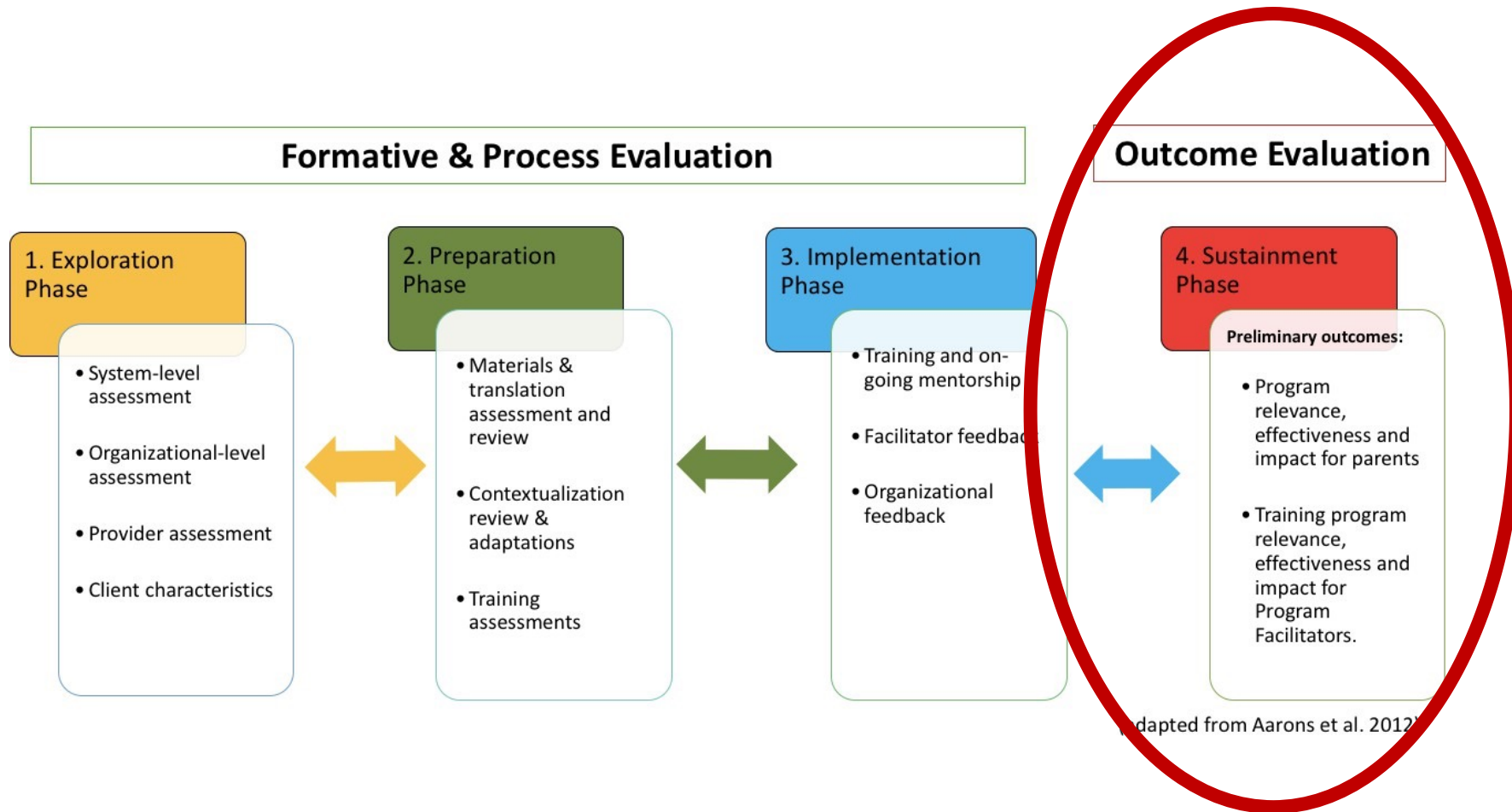


<https://www.cnn.com/videos/world/2015/06/01/gaza-erez-crossing-robertson-pkg.cnn>

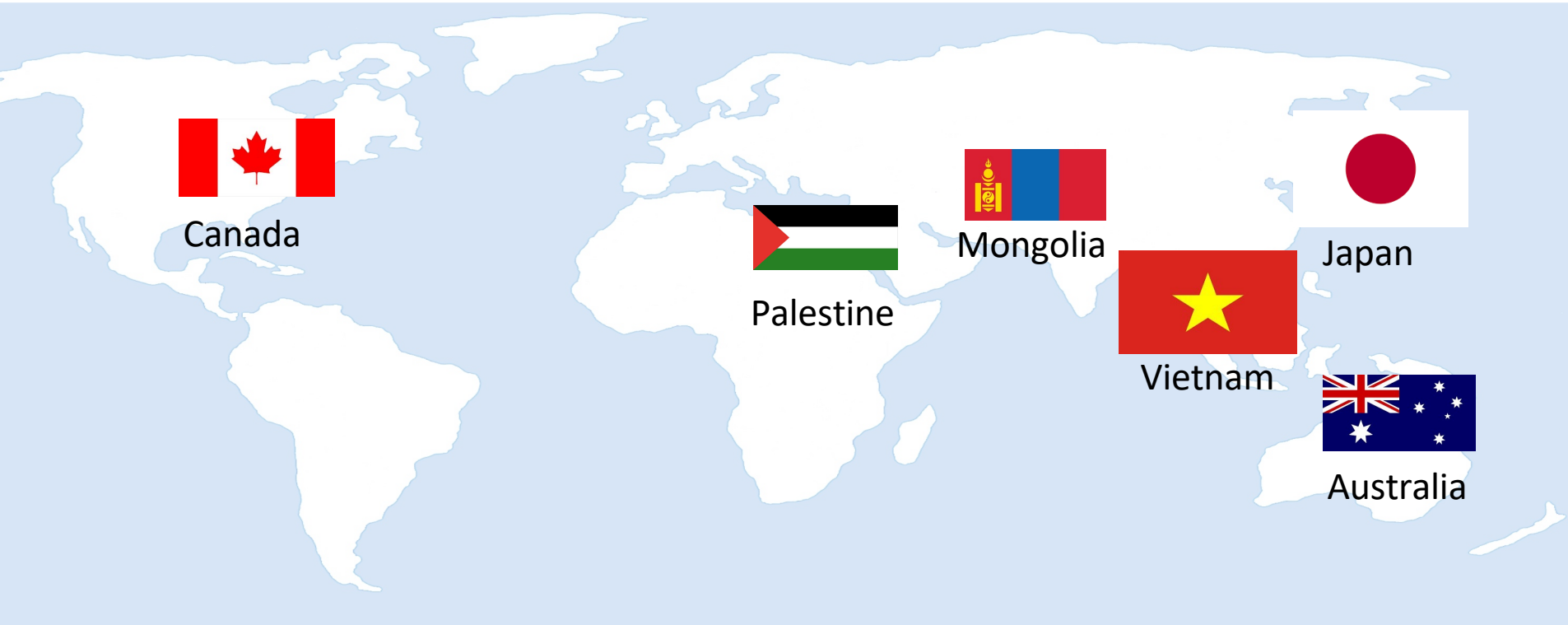


<https://voic.id/en/news/20922>

Dynamic Adaptation Process (DAP)

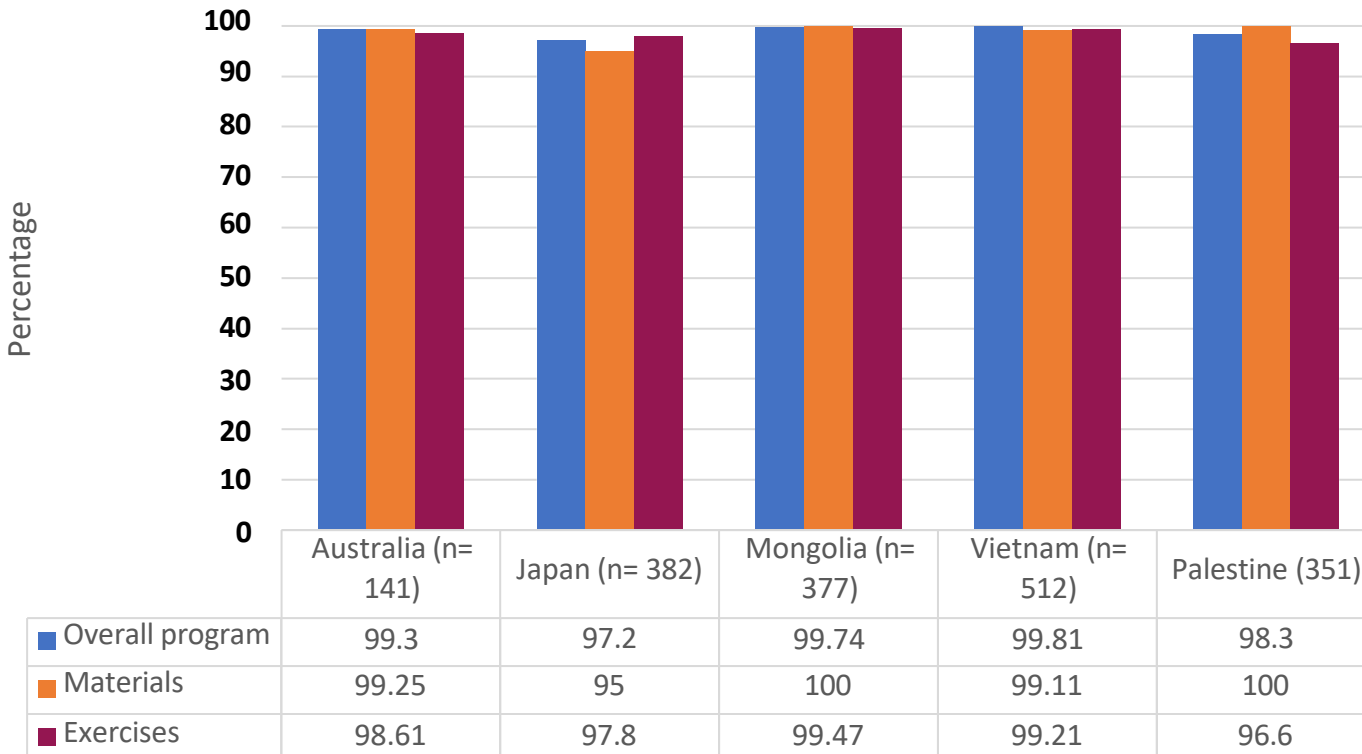


Outcomes

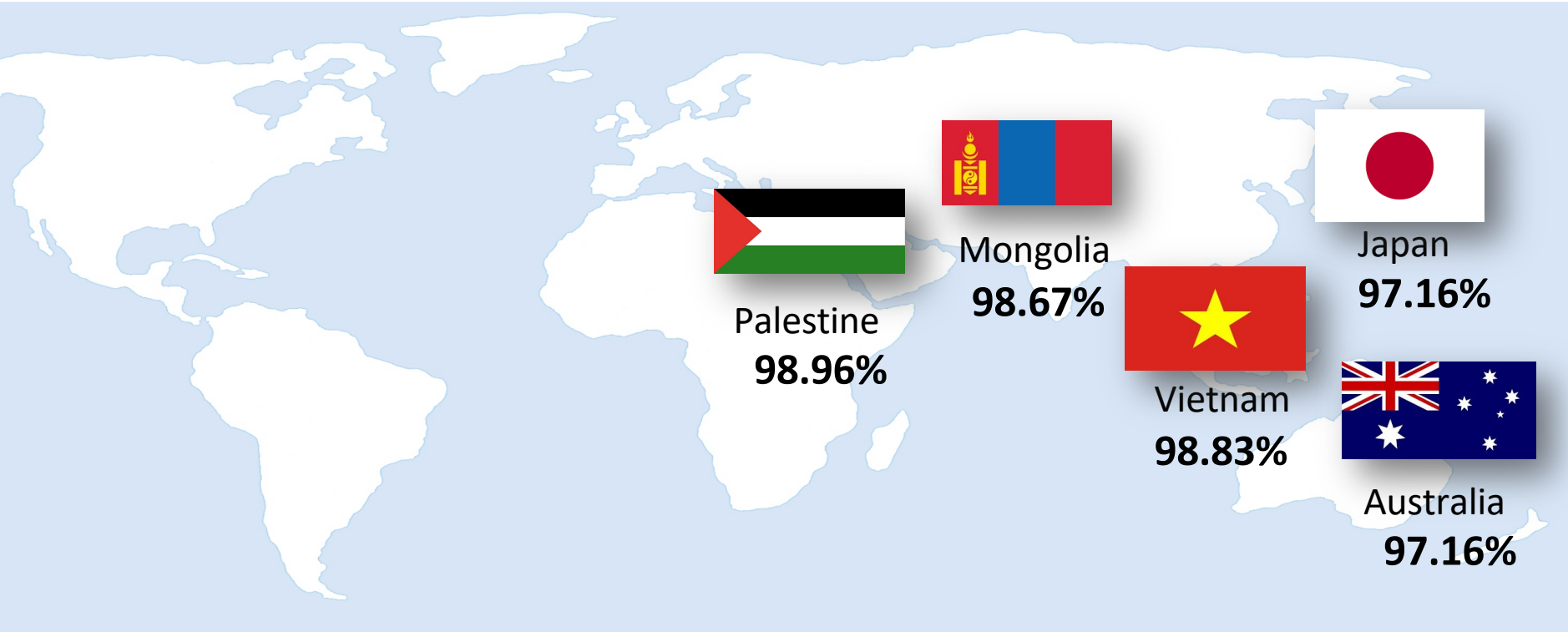


Outcome: Program satisfaction

Participants that indicated being '*mostly satisfied*' or '*very satisfied*' with PDEP elements



Outcome: Program relevance



- Must never assume that the same program/intervention strategy or approach will be suitable for all contexts and clients.
- Investing time and resources into formative and process evaluations prior to the outcome and impact evaluations are critical to program success and sustainability.
- Assessing organizational capacity is crucial.
 - *Are you working with the appropriate staff? Do they have the capacity and interest? Do they have protected time to commit to this work over the long-term (think years)?*

- Adaptations/modifications should be made in close partnership with the program development team to ensure program integrity and fidelity.
 - (3-6 months to complete a comprehensive review of the program with local experts).
- Quality translation and simultaneous interpretation is essential for training and implementation success.
 - (back-translation & min. 6 months to translate and format materials is recommend).
- Evaluating and disseminating the ***processes*** of transporting is an important component of any outcome evaluation.:

Context- Mechanisms-Outcomes

To review...

- Several evaluation types, all depending on the type of questions you are asking and at a point in time
- Importance of considering positionality and your social location in the evaluation process
- Frameworks like PRISM and the DAP are useful to conduct your evaluation systematically.

Thank you!

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 @astewarttufescu

