Operationalizing the Community Guide

Shawna L. Mercer, M.Sc., Ph.D.
Director
Katherine M. Wilson, Ph.D., M.P.H., CHES
Dissemination & Implementation Team Lead

The Guide to Community Preventive Services
Epidemiology and Analysis Program Office
Office of Surveillance, Epidemiology and Laboratory Services
Centers for Disease Control and Prevention (CDC)
Acknowledgements
Learning Objectives

By the end of this session, you should be able to:

- Identify the different ways the Community Guide can help you in meeting your public health goals
- Follow a process to select interventions that fit your state’s needs, preferences, and available resources
  - List organizational characteristics that influence strategy selection
  - Identify potential evidence-based strategies for use in your state
  - Compare intervention options within the selected strategy
  - Determine if adaptation is needed
- Know where to find additional resources for each step of the process
How can the Community Guide help you meet your public health goals?
Program Planning Steps

Planning & Assessment
What’s the problem?

Setting Objectives
What do we want to achieve?

Selecting Interventions
What works?

Implementing
How do we do it?

Evaluating
Did it work? How well?
The Community Guide consists of:

- **Systematic reviews** that:
  a) Analyze all available evidence on the **effectiveness** of community-based programs, services, and policies in public health
  b) Assess the **economic benefit** of all effective programs, services, and policies
  c) Highlight critical **evidence gaps**

- **Evidence-based findings and recommendations**
  - About the effectiveness of these programs, services, and policies
  - **Developed by the Community Preventive Services Task Force**
    - **Membership**
    - To help inform decision making

www.thecommunityguide.org
The CG Seeks to Answer Key Questions about Interventions

- Do they work?
- How well?
- For whom?
- Under what circumstances are they appropriate?
- What do they cost?
- Do they provide value?
- Are there barriers to their use?
- Are there any harms?
- Are there any unanticipated outcomes?
Formal Review of Applicability

- Applicability information is provided to the Task Force
  - Considered when they make recommendations
  - Critical input from Review Team, Liaisons, others
- Information is provided to users in a refined Rationale Statement accompanying the Task Force Recommendation Statement

Remaining challenge: information is often limited
- Critical role for program evaluation of real world programs, services, and policies!!!
- Evaluation information can be incorporated into updates of Task Force recommendations!
- Studies assessed by Community Guide can be research-tested or practice-based
How Can You Use the Community Guide to Improve Health?

- In support of policy:
  - Identify policies, laws for which there is evidence of their effectiveness in achieving important public health outcomes
  - Learn what magnitude of effect might be possible from implementation of specific policies
  - Inform interface with governmental agencies, organizations, and other stakeholders in support of:
    - Health policies
    - Policies in other sectors with health implications
How Can You Use the Community Guide to Improve Health (cont’d)?

- In support of programmatic initiatives:
  - Plan and evaluate programs
  - Strengthen applications for programmatic funding
  - Justify program support/funding
  - Plan/modify systems
  - Learn what magnitude of effect might be possible from implementation of specific programs
  - Inform interface with the health care system to support delivery of effective clinical services
Process for Selecting an Intervention that Fits Your State’s Needs, Preferences, and Resources
Identify potential strategies
What is the Community Guide?

The Guide to Community Preventive Services is a free resource to help you choose programs and policies to improve health and prevent disease in your community. Systematic reviews are used to answer these questions:

- Which program and policy interventions have been proven effective?
- Are there effective interventions that are right for my community?
- What might effective interventions cost; what is the likely return on investment?

Learn more about the Community Guide, collaborators involved in its development and dissemination, and methods used to conduct the systematic reviews.

All Community Guide Topics

- Adolescent Health
- Alcohol
- Asthma
- Birth Defects
- Cancer
- Diabetes
- Health Communication
- HIV/AIDS, STIs & Pregnancy
- Mental Health
- Motor Vehicle
- Nutrition
- Obesity
- Oral Health
- Social Environment
- Tobacco
- Vaccines
- Violence
- Worksite

Physical Activity

Did You Know?

The Community Guide and the Community Preventive Services Task Force have a new look! Check out our new web banner and "Link to Us" graphics. Look for updates to our other Slides and Promotional Materials soon.
Types of Community Preventive Services

- Informational, Educational
  - Education programs when used alone for increasing use of child safety seats

- Behavioral, Social
  - Enhanced School-Based Physical Education in increasing physical activity
Types of Community Preventive Services (cont’d)

- Environmental, Policy
  - Point of decision prompts to encourage use of stairs
  - Creation of or Enhanced Access to Places for Physical Activity Combined with Informational Outreach Activities
    - Including walking trails

- Health System
  - Client reminder and recall systems in increasing vaccination coverage
The Community Guide Reviews Intervention Types or Strategies, not Specific Programs

- Community Guide’s mandate is to make recommendations for a wide range of decision makers
  - If intervention definition is too narrow:
    - Can’t make a recommendation on the basis of one study
    - Won’t find enough studies and will get “insufficient evidence”
    - Significantly limits generalizability to different settings, populations
  - If intervention definition is too broad:
    - Decision makers can’t operationalize

- Some variation within intervention type is desirable
  - It can help assess generalizability of results
  - It can allow exploration of factors that might affect effectiveness
    (e.g., age, gender, race/ethnicity, urban/rural, intensity with which the intervention is delivered, sustainability)
Before You Hit the Ground Running

• Consider the goals, objectives and target audience for your proposed intervention.

• Consider the characteristics of the organization or setting in which it will be delivered.
List Organizational Characteristics
### Organizational Readiness to Implement Checklist

The following is a brief self-assessment of key implementation items that will help you determine if you have the capacity or can build capacity to adopt and implement an evidence-based program. Please read each item and place a check mark in one response to indicate your level of capacity. If you do not presently have this capacity or do not have this capacity, write down comments on how to build the capacity.

<table>
<thead>
<tr>
<th>Capacities and Resources</th>
<th>Yes, we have this capacity [2]</th>
<th>We do not presently have this capacity, but we can build it [1]</th>
<th>No, we do not have this capacity, and currently cannot build it [0]</th>
<th>Comments for building capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREIMPLEMENTATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staffing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff who can coordinate the program</td>
<td></td>
<td>What staff are needed:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff or volunteers to deliver the program</td>
<td></td>
<td>What roles are needed to deliver the program:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training on the intervention and health topic</td>
<td></td>
<td>Day of training:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training on skills needed to deliver the intervention (e.g., facilitation, one-on-one education, advocacy)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods to reach audience of interest</td>
<td></td>
<td>Brainstorm recruitment methods:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partners to help outreach to audience of interest, if needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Which Organizational Characteristics Should You Consider?

• Commitment to success
  – Mission & philosophy
  – Leadership support
  – Commitment in high places

• Capacity & Resources
  – Personnel, such as availability of a project coordinator, adequate number of staff, expertise (e.g., ability to evaluate the program)
  – Finances/Infrastructure
  – Partnerships
  – Delivery methods used in past and their results
  – Time
  – Available training and technical assistance
Determine…

• Which key organizational characteristics are prerequisites to successfully conduct the strategy?

• Which would facilitate implementation?

• Which would be barriers to implementation?
  • How can you overcome these barriers?
Select Strategies
### Strategy Comparison Tool

Directions: In the first column, enter information related to your priority area. For example, which health topic is the focus? On which audiences will you be focusing? Next, complete the same information for Options 1 and 2. Finally, compare the fit of each Option with your priority area answers. Which fits better?

<table>
<thead>
<tr>
<th>Strategy Criteria</th>
<th>Our Health Priority</th>
<th>Option 1</th>
<th>Does Option 1 fit your priority?</th>
<th></th>
<th></th>
<th>Option 2</th>
<th>Does Option 2 fit your priority?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td></td>
<td></td>
<td>Yes</td>
<td>Some</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Strategy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where evidence found (ex. Cochran Collaboration, Community Guide)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources needed to use strategy (Ex: Cost, Partnerships)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting(s)</td>
<td>(Community, School, Workplace, Health Care)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audiences</td>
<td>(Ex: target audience, intermediaries)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community priorities and values</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategy Comparison

What would you add to the first column?
Select intervention
Selecting an Intervention

1. Acquire information about potential interventions.

2. Review the materials from each for fit to your objectives and community.

3. Compare potential interventions

4. Choose
## Intervention Comparison Tool

Directions: In the first column, enter information related to your priority area. For example, which health topic is the focus? On which audiences will you be focusing? Next, complete the same information for Options 1 and 2. Finally, compare the fit of each Option with your priority area answers. Which fits better?

<table>
<thead>
<tr>
<th>Intervention Criteria</th>
<th>Our Health Priority</th>
<th>Walking Trail</th>
<th>How does this fit your priority?</th>
<th>Stairwell to Better Health</th>
<th>How does this fit your priority??</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td></td>
<td></td>
<td>How does this fit your priority?</td>
<td>Yes</td>
<td>Some</td>
</tr>
<tr>
<td>Audiences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Ex: age, gender, race, ethnicity, socioeconomic status)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources needed to use intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Ex: Cost, Staff, Expertise, Facilities)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship to what is already happening about the health topic:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting(s) for intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Community, School, Worksite, Health Care)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Criteria for Selecting an Intervention

Refer to your priority topic and think about these things about the intervention:

• Was it conducted with people with similar:
  – Socioeconomic status
  – Community structure and values
  – Traditions
  – Ethnicity
  – Priorities
  – Resources

• Is it appropriate for the age of your audience?
• Are the materials current?
More Criteria

• Choose an intervention that is well-matched with
  – What your audience or community is already doing about the issue.
  – Your preferred settings in the community and organizational capacity.
Still More Criteria

• Choose delivery methods that fit your organizational objectives & structure.

• These delivery methods can include
  – Giving information (e.g., using computer technology)
  – Enhancing skills
  – Improving existing services &/or support systems (e.g., calling participants for follow up)
  – Changing incentives or barriers that address the problem
  – Promoting access
  – Making suggestions for policy changes
Intervention Fit Considerations

Summary

- **Intervention**
  - Health behaviors/topics
  - Goals
  - Type of delivery methods
  - Time span
  - Setting

- **Audience**
  - Age
  - Education
  - Gender
  - Race/ethnicity
  - Socioeconomic status

- **Organization**
  - Fit with mission
  - Leadership support
  - Availability of a project coordinator
  - Resources
    - Finances/cost
    - Staff & expertise
    - Facilities
    - Partnerships

- **Community**
  - Priorities and values
  - Readiness for prevention
  - Fit with other interventions
  - Existing partnerships
Activity: Selecting an Intervention

1. Stay with the same population.
2. Read the Stairwell to Better Health and Walking Trails descriptions to fill in worksheet.
3. Compare and discuss how each might fit with the chosen population.
4. Discuss which is a better fit for your organization.
5. Choose one intervention.
6. Report back to us your choice and reasons for your group’s choice.
Where Else Can I Find Evidence-Based Interventions?

• UNC Center TRT

• Cancer Control PLANET—
  http://cancercontrolplanet.cancer.gov
  Look under Research-tested Intervention Programs (RTIPs)
UNC Center TRT: Center of Excellence for Training and Research Translation

http://www.center-trt.org

Strategies

Select the setting(s) you are interested in and click the Search button. If you select multiple settings, your search will find intervention strategies that are appropriate for any of the settings you selected.

- Childcare
- School
- Worksite
- Health care
- Community
- Counseling and Education

Search

Support in Workplace for Breastfeeding

Programs to increase support for breastfeeding in the workplace are a promising strategy for increasing breastfeeding duration.

Comprehensive Nutrition Programs

Comprehensive nutrition programs offer the opportunity to impact healthy eating and related outcomes on multiple levels; however, additional evidence is required to determine why some comprehensive nutrition programs may be more effective than others.

Increasing Availability of Healthy Foods
Environmental and Policy Approaches to Increase Physical Activity: Creation of or Enhanced Access to Places for Physical Activity Combined with Informational Outreach Activities

Creation of or enhancing access to places for physical activity involves the efforts of worksites, coalitions, agencies, and communities as they attempt to change the local environment to create opportunities for physical activity. Such changes include creating walking trails, building exercise facilities, or providing access to existing nearby facilities.

These multicomponent programs were evaluated as a “combined package” because it was not possible to separate out the effects of each individual component.

Summary of Task Force Recommendations & Findings
The Community Preventive Services Task Force recommends the creation of or enhanced access to places for physical activity based on strong evidence of their effectiveness in increasing physical activity and improving physical fitness.

Task Force findings

Results from the Systematic Reviews
Results from the Systematic Reviews

Ten studies qualified for the review.

- In all 10 studies reviewed, creating or enhancing access to places for physical activity was effective in getting people to exercise more.
  - Aerobic capacity: median increase of 5.1% (interquartile interval: 2.8% to 9.6%; 8 study arms)
  - Energy expenditure: median increase of 8.2% (interquartile interval: -2.0% to 24.6%; 3 study arms)
  - Percentage of participants reporting some leisure-time physical activity: median increase of 2.9% (interquartile interval: -6.0% to 8.5%; 4 study arms)
  - Exercise score: median increase of 13.7% (interquartile interval: -1.8% to 69.6%; 6 study arms)
- Most of the studies also reported weight losses or decreases in body fat among program participants.
- Many of these programs train participants to use exercise equipment and offer health behavior education, risk factor screening, referrals to physicians or additional services, health and fitness programs, and support or buddy systems.
- These interventions were effective among both men and women and in various settings, including industrial plants, universities, federal agencies, and low-income communities.
- If appropriately adapted to the target populations, these interventions should be applicable to diverse settings and groups.

Find a Research-tested Intervention Program (RTIP) about the creation of or enhanced access to places for physical activity combined with informational outreach activities (What is an RTIP?).

These results were based on a systematic review of all available studies, conducted on behalf of the Task Force by a team of specialists in systematic review methods, and in research, practice, and policy related to physical activity.
Development and Promotion of Walking Trails

- The Need
- The Program
- Community Guide Finding
- Time Required
- Intended Audience
- Suitable Settings
- Required Resources
- About the Study
- Program Scores
  - Research Integrity
  - Intervention Impact
  - Dissemination Capability
- Categories
- Publications

For optimal printing results, it is recommended to use the landscape orientation when printing program summary pages.

The Need
Despite the health benefits of physical activity, more than one quarter of the American population remains completely inactive. Inactivity levels are especially high in rural areas. Although walking is the most accessible and acceptable form of physical activity, rural areas often lack places to walk, including sidewalks and shopping malls. Interventions that include the creation of walking trails and use an ecologic framework to address individual, community and environmental issues are needed.

The Program
Development and Promotion of Walking Trails was designed to increase physical activity in rural communities, in part, through the creation of walking trails. Developed with community input, the intervention includes eight individually-tailored newsletters (four examples are provided) that stress interpersonal activities and social support and advertise community-wide events, such as walk-a-thons and walking clubs. The goal of the tailored newsletters is to provide positive reinforcement to those who walk regularly and motivational information and supportive resources for those who do no walk regularly. In instances where trails are equipped with walking tracking systems, an individually tailored walking report can also be provided.

Community Guide Finding
This program is an example of creation of or enhanced access to places for physical activity combined with informational outreach (Physical Activity) and community-wide campaigns (Physical Activity), which are recommended by the Guide to Community Preventive Services.

Time Required
Delivery time varies because the intervention is self-administered.

Intended Audience
New! - We've changed the way you select programs. Now, rather than just viewing lists by topic, you can select a number of other criteria, and you can see a list that contains programs from several topics.

Select from 102 Intervention Programs

RTIPs is a searchable database of cancer control interventions and program materials and is designed to provide program planners and public health practitioners easy and immediate access to research-tested materials.

Register your program now and be part of the RTIPs Community.

RTIPs and Research Reviews

The Guide to Community Preventive Services evaluates the effectiveness of types of interventions (as opposed to individual programs) by conducting systematic reviews of all available research in collaboration with partners. The Task Force on Community Preventive Services then uses the systematic review findings as the basis for their recommendations for practice, policy and future research. The symbol above links to applicable Community Guide findings.

New on RTIPs:

- Breast Cancer Screening Promotion
  - Proactive System to Improve Breast Cancer Screening (Post date: March 2010)
  - Project SAFe (Post date: February 2010)
  - Breast Health Education Among Hispanic Elderly Women (Post date: December 2009)

* New programs are released periodically. Please check for updates.

Tools Available:

- Using What Works: a train-the-trainer course that teaches users how to adapt a research-tested intervention program to the local community context

We welcome your feedback on the Research-tested Intervention Programs Website. To submit feedback or a program for review, please contact us. Thank you for helping to improve this site for the cancer control community.
Select program attributes (if you like) and then click the button at the bottom of the page to get a list of relevant programs. Multiple selections within a category expand your criteria; selections in different categories narrow them.

**Topics**
- Breast Cancer Screening
- Cervical Cancer Screening
- Colorectal Cancer Screening
- Diet/Nutrition
- Informed Decision Making
- Physical Activity
- Sun Safety
- Survivorship
- Tobacco

**Setting**
- Community
- Religious establishments
- Rural
- Suburban
- Urban/Inner City
- School-based
- Clinical
- Workplace
- Home-based
- Day care / Preschool

**Materials**
- Available on RTIPs
- Partially available on RTIPs
- Available from third party only

**Origination**
- Canada
- United States

**Age**
- Children (0-10 years)
- Adolescents (11-18 years)
- Young Adults (19-39 years)
- Adults (40-65 years)
- Older Adults (65+ years)

**Race/Ethnicity**
- Any % of the study population
- Alaskan Native
- American Indian
- Asian
- Black, not of Hispanic or Latino origin
- Hispanic or Latino
- Pacific Islander
- White, not of Hispanic or Latino origin

**Gender**
- Male
- Female
Determine if adaptation is needed
Adaptation

• The process or state of changing to fit new circumstances or conditions, or the resulting change

• Extent* to which an innovation is changed or modified by the implementer in the process of its adoption and implementation

Adaptation is…

…making

- Changes
- Additions
- Deletions
- Substitutions

to an evidence-based intervention to make it more suitable for a particular population or an organization’s capacity.
The Adaptation Debate

- Fidelity vs. adaptation to fit aspects of the new setting

- When developmental issues and program targets are appropriate, adaptation is seldom or never needed\(^1\)

- Lau suggests that the formative work to support adaptation is seldom done\(^2\)

- Planned adaptation: guides practitioners to consider how population differences may relate to content and theory of change\(^3\)


Core Elements & Key Process Steps

- **Core elements**: required components that represent the theory and internal logic of the intervention and most likely produce the intervention’s effectiveness

- **Key process steps**: required steps that are conducted to contribute to the intervention’s effectiveness
  - Critical steps taken in implementation found in the intervention’s methods section or implementation protocol

Green, Yellow & Red Light Adaptations

Provides guidance on whether a particular adaptation is ...

...safe (green)
...should be made cautiously (yellow)
...should be avoided (red)
Adaptation Checklist: Steps for Adaptation

1. Determine the needs of your audience and whether this program addresses those needs

2. Review the program and its materials with your intended audience for feedback on its appropriateness

3. Define the extent of adaptation needed and potential ways to implement the new program

4. Develop “mock-up” versions of the adapted products

5. Work with expert advisors to ensure that the adapted products maintain the accuracy of the originals

More Steps for Adaptation

6. **Pilot test** the adaptation with representatives from your audience.

7. **Modify or revise** the adapted program and products based on pilot test feedback.

8. Implement the program.

9. Evaluate the effectiveness of your adapted program and products.

Implementation

- Pre-implementation
- Implementation
- Evaluation
Resources

- Resource List
- Community Guide website
Thank you!

Shawna Mercer
SMercer@cdc.gov

Kathi Wilson
KWilson@cdc.gov

www.thecommunityguide.org

The findings and conclusions in this presentation are those of the presenters and do not necessarily represent the views of CDC.