



at THE CENTRE FOR  
HEALTH PROMOTION  
UNIVERSITY of TORONTO

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## The Evaluation File

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CES Guidelines for Ethical Evaluation

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Themselves

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How to Measure Attitudes

An Instrument for Evaluation in  
Health Promotion

The Program Evaluation Toolkit:  
a Blueprint for Public Health

Health Promotion—An Effective  
Strategy

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**W**elcome to our special issue of *The Update* on evaluation. This year, THCU has added evaluation, program planning and policy change to our existing services in health communication. We're really pleased with how these new services are unfolding. For this issue, we'd like to share some of the information we've gathered on evaluation. Inside you'll find suggested resources, descriptions of THCU's training and consultation services and tips for planning and implementing evaluations.

Evaluation is a great planning tool (and vice versa, for that matter). It forces clarity about what we want to achieve through our efforts in health promotion. But, there is no denying that it is difficult. Evaluation challenges arise whenever we must collectively determine clear goals and objectives.

THCU can help with these challenges. From many excellent resources on evaluation, we've distilled a 10-Step Evaluation Process, and our consultation services, training and resource materials follow and support these steps.

For example, in Step 1, "Getting Ready to Evaluate," you are asked to determine clear goals and objectives for your program. To solve this challenge, we encourage the use of, and provide training in, logic models. This is a way to arrange the presumed course of events, actions and possible changes a project may bring without at first worrying about all the operational details and nuances. This helps you to determine what you're going to be accountable for, and what your program can accomplish with the limited time and resources you have.

This is the essence of our training: helping you to discover your options, to clarify your vision, and to guide you through the steps involved in evaluation.

I hope you enjoy this special issue.

Larry Hershfield  
Manager, THCU



# The Evaluation File

For our special issue on evaluation, we've expanded this regular feature—it provides information on how to do ethical evaluation, evaluating self-help groups and some examples of community-based evaluation projects.

In the Resources section (beginning p. 6), we've listed organizations, publications, websites and listservs dedicated to evaluation. So when you find yourself with some quiet time between evaluation reports, have a look. And if you're feeling in need of support or consultation, give us a call. We're here to help (THCU's consultation services are detailed on p. 5).

## Ethical Evaluation

There is an increasing need to evaluate health promotion initiatives as a way to provide concrete results to direct future programs, modify existing ones, or satisfy funders. As a starting point, it's a good idea to step back and look at evaluation from an ethical standpoint. It's a lot to think about and we know it's hard to find the time when the evaluation report was due yesterday, so here is some information to get you started.

We've highlighted information on ethical guidelines from the Canadian Evaluation Society, but there are many other sources. The Australian Evaluation Society has produced *Guidelines for Ethical Evaluation*, covering preparing for, conducting and

reporting on an evaluation (please see the contact information on p. 9 or visit [www.parklane.com.au/aes/ethics.htm](http://www.parklane.com.au/aes/ethics.htm)). The Public Health Branch, Ontario Ministry of Health also worked with the Ottawa Carleton Teaching Health Unit Program to produce *Guiding Principles for Program Evaluation in Ontario Health Units*. For more information, contact:

Nancy Porteous, Project Manager  
Public Health Research  
Education and Development  
Partnership of Eastern Ontario  
495 Richmond Road  
Ottawa, ON, K2A 4A4  
Tel: 613-724-4122 x3750  
[porteousna@rmoc.on.ca](mailto:porteousna@rmoc.on.ca)

## CES Guidelines for Ethical Conduct

**Competence** Evaluators are to be competent in their provision of service.

- 1 Evaluators should apply systematic methods of inquiry appropriate to the evaluation.
- 2 Evaluators should possess or provide content knowledge appropriate for the evaluation.
- 3 Evaluators should continuously strive to improve their methodological and practice skills.

**Integrity** Evaluators are to act with integrity in their relationships with all stakeholders.

- 1 Evaluators should accurately represent their level of skills and knowledge.
- 2 Evaluators should declare any conflict of interest to clients before

embarking on an evaluation project and at any point where such conflict occurs. This includes conflict of interest on the part of either evaluator or stakeholder.

- 3 Evaluators should be sensitive to the cultural and social environment of all stakeholders and conduct themselves in a manner appropriate to this environment.
- 4 Evaluators should confer with the client on contractual decisions such as: confidentiality; privacy; communication; and, ownership of findings and reports.

**Accountability** Evaluators are to be accountable for their performance and their product.

- 1 Evaluators should be responsible for the provision of information to cli-

ents to facilitate their decision-making concerning the selection of appropriate evaluation strategies and methodologies. Such information should include the limitations of selected methodology.

- 2 Evaluators should be responsible for the clear, accurate, and fair, written and/or oral presentation of study findings and limitations, and recommendations.
- 3 Evaluators should be responsible in their fiscal decision-making so that expenditures are accounted for and clients receive good value for their dollars.
- 4 Evaluators should be responsible for the completion of the evaluation within a reasonable time as agreed to

*continued on p. 12*



## Community-Based Evaluation Projects

### Situational Assessment

#### *East York High School Health Questionnaire*

This project profiled health behaviours of students in the three high schools in East York. Profiles were then used to plan and develop appropriate programs and track practises over time for any change. One thousand, two hundred and forty-five students (87% response rate) from the three high schools completed a questionnaire on health and lifestyle practices (specifically tobacco use, injury prevention, physical activity, alcohol, sexuality and emotional well-being). This extensive situational assessment documented the issues perceived as most needing attention (high school students).

### Process & Outcome Evaluation Using a Telephone Survey

#### *Smoke-Free Homes Campaign Evaluation*

An insert in water bills sent to 95,000 households in North York was followed up to examine both process objectives (e.g., reaching the intended audience using the insert) and impact/outcome objectives (e.g., increased awareness about the effects of environmental tobacco smoke). A telephone survey was conducted with 10,115 households who received the insert. Fifty-nine percent of the sample indicated they thought inserts in the water bill was a useful way for providing information on smoking and health. Slightly less than half of those surveyed (47%) remembered receiving the insert. Ten percent reported displaying the smoke-free sticker (included in the insert) at home.

### Intercept Interviews

#### *Preconception Health Billboard*

A preconception billboard designed by Simcoe County District Health Unit was created to increase awareness of the importance of pre-conceptual health to men and women aged 20–35. This evaluation examined the effectiveness of using billboards to convey health messages. Intercept interviews were conducted with pedestrians passing billboard locations. Eighty percent of women and 58% of men rated the billboard as ‘appealing’. The large majority of women interviewed correctly identified the intended message of the billboard. Men were more likely to be unsure of the message or to interpret it as relating to specific sexual health matters (e.g., STD). Depending upon the message, this evaluation revealed that billboards are a highly effective vehicle for reaching women and marginally effective for reaching men.

### Pre-Post/Self Administered Questionnaire

#### *SportCan—Ontario Physical and Health Education Association*

SportCan, developed by OPHEA for physical education teachers, complements existing physical education curricula and encourages enjoyable sports activities that build self esteem. Program materials consist of a manual on curriculum-based programs (50 sport activities), a festival kit and a fundraising kit. A pilot evaluation was conducted with 15 teachers (grades 5, 6, 7 and 8) who had implemented the program and 15 others who administered pre-and post questionnaires without the program. In a

Not sure what to evaluate or how to do it? Not sure why? There's no need to reinvent the wheel; take a look at what others have done in the past and learn from their successes. Here are some examples of community-based evaluation projects collected and housed in our resource centre—a mix of programs and evaluation methods that might spark some ideas for your own work.

broader field study, more than 18,000 students completed questionnaires on age, gender, level of participation in sports, attitudes toward sports and physical activity and questions assessing their self-concept (results are being collected at this time). Teachers rated the program very positively in terms of both the educational materials provided, ease of implementation and their perception of program effectiveness. Overall, teachers rated the SportCan program 4.14 out 5.

### Focus Groups

#### *Focus Group Research on the Effect of Tuberculosis Contact Tracing in East York Schools*

Focus group sessions were held with school staff at four East York schools to gain information about the current state of knowledge regarding TB, and ideas on how conducting TB contact tracing in schools could be simplified. Three dominant themes (fear of TB, lack of knowledge about TB, and the need for education about TB) emerged from the focus groups. Seven minor themes also emerged.

*continued on p.12*



# The Evaluation File

## Helping Self-Help Groups Help Themselves: A “Benefits-barriers” Approach to Evaluation

Brian Hyndman

Self-help groups offer a valued source of social support for people with shared health concerns, such as AIDS, substance abuse, unemployment or mental health issues. In addition to social support, groups serve a range of purposes for their members, including education and information-sharing, identify formation, personal growth and advocacy.

Unlike other health promotion strategies involving small group interventions, self-help groups are run by and for group members. Although professionals are sometimes involved in self-help processes (at the request of the group), their involvement generally does not exceed a consultative, advisory role.

The participatory nature of self-help groups poses a unique set of challenges for evaluation. While many self-help groups are interested in assessing the impact of their group processes, they are often wary about the adoption of formal evaluation methods. In particular, groups are often concerned that the judgmental and intrusive nature of evaluation may compromise the natural helping functions of self-help initiatives.

Given the nature of self-help groups, a participatory approach to evaluation appears to be the most appropriate means of inquiry. Participatory evaluation is the direct involvement of program participants in a way that enables them to learn from their experience. In participatory evaluation strategies, partici-

pants work together to identify and implement appropriate criteria and methods for assessing the impact of their program.

Participatory evaluation helps to ensure the selection of appropriate evaluation methods that are grounded in the perceptions and experiences of clients. In addition, participatory evaluation helps to overcome scepticism and resistance to evaluation by program participants: people are more likely to adopt evaluations they

helped to design. Lastly, participatory evaluation can help to foster greater cohesion and understanding among program participants.

The “Benefits/Barriers” approach is a seven-step participatory method for assessing the impact of self-help groups. I have tested this approach with a focus group of self-help participants. Participants felt that the following was a helpful means of developing appropriate evaluations for self-help groups:

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- 1 Each participant is given a pen/pencil and ten cards. Facilitators can record responses if participants are not comfortable writing down their ideas on paper.
  - 2 Participants record up to five examples of how they benefit from the self-help group (e.g., social support, access to information, etc.).
  - 3 With the help of the facilitator, participants cluster their responses into categories.
  - 4 Participants and facilitators work together to name each category.
  - 5 Participants record up to five barriers that make it difficult for people to meet their objectives through participation in the self-help group.
  - 6 Participants and facilitators cluster the barriers into categories.
  - 7 Names are assigned to each category of barriers.
- 

The end result of this process is a set of criteria that can guide the development of evaluations aimed at measuring and ultimately maximizing the benefits and minimizing the barriers to client participation in a self-help group. Alternatively, the process can also be implemented as an evaluation in and of itself.



# Consultation & Workshops

## Making Evaluation Manageable, Step by Step

THCU provides consultation to health promotion agencies in Ontario free of charge. This flexible service covers all four of our support areas: program planning, health communication, policy change, and, of course, evaluation.

We've developed this 10-step process to help you plan and implement an evaluation, and we offer assistance for each and every step. Our workbook, *Evaluating Health Promotion Programs* (available in draft form from our Web site) examines each of the steps in detail. Consultation services provide the additional support or assistance you need for the step you're at. Have a look at the list and let us know how we can help you manage the sometimes overwhelming task of evaluation.

### 10 Steps for Evaluating Health Promotion Programs

- 1 Get Ready to Evaluate
- 2 Engage Stakeholders
- 3 Assess Resources for the Evaluation
- 4 Design the Evaluation
- 5 Determine Appropriate Methods of Measurement and Procedures
- 6 Develop Work Plan, Budget and Timeline for Evaluation
- 7 Collect the Data Using Agreed-upon Methods and Procedures
- 8 Process and Analyze the Data
- 9 Interpret and Disseminate the Results
- 10 Take Action

## Provincial & Regional Workshops on Evaluation

THCU is currently planning our provincial workshop series for the coming year, and we will be offering the evaluation workshops you need. Watch for the schedule of upcoming events in the mid-summer edition of the *Update*.

And in the meantime, you ask? Listed below are the evaluation workshops you can host as regional events. If one catches your eye, please contact us.

- ▶ *Introduction to Evaluating Health Promotion Programs* (2 days)
- ▶ *Conducting Focus Groups for Evaluating Health Promotion*
- ▶ *Conducting of Survey Research for Evaluating Health Promotion*
- ▶ *Logic Models*
- ▶ *Using Large Group Data Sets*
- ▶ *Process Evaluation*

For more information on these events and our regional workshop partnerships, or our consultation services and the 10-Steps—or to receive a Request Kit—please contact Lorraine Telford at:

### More information ▶

[l.telford@utoronto.ca](mailto:l.telford@utoronto.ca), Tel: 416-978-1188, Fax: 416-971-2443 or visit our website at [www.utoronto.ca/chp/hcu](http://www.utoronto.ca/chp/hcu)

## THCU Workbooks

THCU has developed stand-alone workbooks for each of our evaluation workshops. The comprehensive *Introduction to Evaluating Health Promotion Programs* is now available either from our website in PDF format, or by mail to organizations in Ontario without internet access.

Some resources, recently developed, are in draft form. The following workbooks will be available in September 1998: *Conducting Focus Groups*, *Conducting Survey Research*, and *Logic Models*. Two sourcebooks on *Process Evaluation* and *Using Large Group Data Sets* will also be available at this time.

For more information, please contact Noelle:

hc.unit@utoronto.ca  
Tel: 416-978-0522  
Fax: 416-971-2443  
www.utoronto.ca/chp/hcu



## Print

### Evaluation Methods Sourcebook I & II

Copies are \$23.90 (incl. \$1.40 GST and postage and handling), available from:  
Canadian Evaluation Society/La Société Canadienne d'Évaluation  
582 Somerset Street West, Ottawa, ON, K1R 5K2  
Tel: 613-230-1007, Fax: 613-237-9900  
www.unites.uqam.ca/ces/ces-sce.html

### "Knowing Your Community, Showing Your Community"

This US-based organization has just developed a participatory community assessment method. It is a very useful tool for participatory empowerment evaluation efforts with urban and disadvantaged communities. Available from:  
Community Resources, 5131 Wetheredsville Road, Baltimore, MD, 21207, Tel: 410-448-0640, Fax: 410-448-0874  
Director@Communityresources.org  
www.communityresources.org/pua.htm

### A Guide to Capacity Inventories: Mobilizing the Community Skills of Local Residents (Kretzmann, McKnight and Sheehan) & Mapping Community Capacity (McKnight and Kretzmann)

Descriptions can be found at: www.nwu.edu/IPR/publications  
Available for \$12 US, including shipping and handling, from:  
ACTA Publications, 4848 North Clark Street, Chicago, IL, 60640  
Tel: 1-800-397-2282 or 773-271-1030.

### OHCC Community Indicators & Evaluation Toolkit Project

The OHCC is developing a Tool Kit to assist healthy communities groups and coalitions in choosing an appropriate tool for evaluation and/or indicators for their initiatives. This kit will provide both user friendly evaluation methods and indicators with information on their specific applications. Information on this project is available from:

Marnie Benson, Ontario Healthy Communities Coalition,  
415 Yonge Street, Suite 1202, Toronto, Ontario, Canada, M5B 2E7  
Tel: 416-408-4841 or 800-766-3418, Fax: 416-408-4843  
ohcc@opc.on.ca

### "S.T.A.R.T. A Do-It-Yourself Evaluation Manual: An Integrated Approach to Project Management and Evaluation"

The Australian Youth Foundation (AYF) & Colin A. Sharp, Flinders Institute of Public Policy & Management. Published by The Australian Youth Foundation, Sydney, Australia, 1996. Available for Aus\$39.95 for non-profit community organizations or Aus\$79.95 full price. from:

The Australian Youth Foundation, Suite 302/134 William St. East  
Sydney, NSW, 2010  
youth@ayf.org.au  
www.ozemail.com.au/~ayouthf  
Tel: +61 2 9357 2344, Fax: +61 2 9358 5635



## Articles

Kok, G., van den Borne, B., Dolan Mullen, P. (1997). "Effectiveness of health education and health promotion: meta-analyses of effect studies and determinants of effectiveness." *Patient Education and Counseling* 30. p. 19-27.

Israel, B., et al. "Evaluation of health education programs: current assessment and future directions." *Health Education Quarterly*, Vol. 22 (3).

CART. (1997). "Community action for health promotion: a review of methods and outcomes 1990-1995." *American Journal of Preventive Medicine*, 9749-3797/97.

Macdonald, G., Veen, C., Tones, K. (1996). "Evidence for success in health promotion: Suggestions for improvement." *Health Education Research Theory & Practice*. 11(3). pp 367-376.

Restino, A., & Ratzan, S. (1997) "Public Health Campaigns Go Electronic." Available at: [www.emerson.edu/acadepts/cs/healthcom/Resources/pubcamp.htm](http://www.emerson.edu/acadepts/cs/healthcom/Resources/pubcamp.htm) (reprinted from *Medicine on the Net*. p. 22-23.)

## Websites

Visit [www.utoronto.ca/chp/hcu](http://www.utoronto.ca/chp/hcu) for links to these Websites on Evaluation

[www.monash.edu.au/health/lounge/messages/257.html](http://www.monash.edu.au/health/lounge/messages/257.html)

Health Promotion Interactive Lounge [Monash U in Australia] "Measurement of Community Empowerment"

[www3.sympatico.ca/gpic/gpichome.htm](http://www3.sympatico.ca/gpic/gpichome.htm)

Many links to web resources on evaluation brought to you by Government Performance Information Consultants.

[www.wmich.edu/evalctr/](http://www.wmich.edu/evalctr/)

The Evaluation Center, located at Western Michigan University, is a research and development unit that provides national and international leadership for advancing the theory and practice of evaluation as applied to education and human services.

[www.unitedway.org/outcomes/](http://www.unitedway.org/outcomes/)

The United Way's Resource Network on Outcome Measurement provides a guide to resources for measuring program outcomes for health, human service, and youth- and family-serving agencies. Their manual, *Measuring Program Outcomes: A Practical Approach*, can be ordered here.

[www.inetwork.org/](http://www.inetwork.org/)

Innovation Network, Inc.'s site provides tools, instruction, guidance framework to create detailed program plans, evaluation plans and fund-raising plans.

[hivinsite.ucsf.edu/prevention/evaluating\\_programs/](http://hivinsite.ucsf.edu/prevention/evaluating_programs/)

Maintained by the Center for AIDS Prevention Studies (CAPS) at the University of California San Francisco.

[hogg1.lac.utexas.edu/Gen/](http://hogg1.lac.utexas.edu/Gen/)

The Grantmakers Evaluation Network (GEN) is an affinity group of the Council on Foundations of GEN. It promotes the development and growth of evaluation in philanthropy and seeks to leverage, expand, and diversify the sources of philanthropic dollars for evaluation and to build the capacity of members and others in its pursuit.

[www.leland.stanford.edu/~davidf/empowermentevaluation.html](http://www.leland.stanford.edu/~davidf/empowermentevaluation.html)

The American Evaluation Association has a Collaborative, Participatory, and Empowerment Evaluation topical interest group that is dedicated to the exploration and refinement of collaborative, participatory, and empowerment approaches to evaluation.

[www.socio.com](http://www.socio.com)

Click on "Evaluation Resources" for a description of evaluation resources available directly from Sociometrics.

[www.netins.net/showcase/evaluation/icce/](http://www.netins.net/showcase/evaluation/icce/)

The International & Cross-Cultural Evaluation Topical Interest Group (I&CCE) is an organization affiliated with the American Evaluation Association. It provides evaluation professionals who are interested in cross-cultural issues an opportunity to share their experiences with each other.

*continued on p.8*



# Resources

## Listserve

### CLICK4HP

A list for discussion of health promotion issues. Send an subscription request to [listserv@yorku.ca](mailto:listserv@yorku.ca) saying SUBSCRIBE CLICK4HP. Please leave the subject line blank. You can also visit [www.opc.on.ca/click4hp/c4hpflyr.htm](http://www.opc.on.ca/click4hp/c4hpflyr.htm)

### EVALTALK

An open, unmoderated list for general discussion of evaluation and associated issues sponsored by the American Evaluation Association (AEA). Send subscription request to [LSTSERV@UA1VM.UA.EDU](mailto:LSTSERV@UA1VM.UA.EDU)

### GOVTEVAL

An unmoderated global electronic discussion group open to anyone involved or interested in issues related to public sector program evaluation. Send subscription request to [majordomo@nasionet.net](mailto:majordomo@nasionet.net)

### EMPOWERMENT-

[EVALUATION@LISTS.STANFORD.EDU](mailto:EVALUATION@LISTS.STANFORD.EDU)

This is a listserv of the American Evaluation Association's topical interest group in this area. Send subscription request to [majormono@lists.stanford.edu](mailto:majormono@lists.stanford.edu)

### EVALTEN

Provides assistance, information and contacts regarding experimental design, instruments and survey development and statistical analysis for mental health systems evaluation. Send subscription request to [LISTSERV@SJUVM.STJOHNS.EDU](mailto:LISTSERV@SJUVM.STJOHNS.EDU)

### OUTCMTEN

The purpose of this mailing list is to develop a broad collective expertise with respect to problems of assessing and analyzing outcomes of interventions aimed at improving mental health. Send subscription request to [LISTSERV@SJUVM.STHOHNS.EDU](mailto:LISTSERV@SJUVM.STHOHNS.EDU)

### OHCEN-L

A mailing list of the Ontario Health Care Evaluation Network for sharing announcements, news and views. Send subscription request to [lstproc@fhs.mcmaster.ca](mailto:lstproc@fhs.mcmaster.ca)

### THE ONTARIO HEALTH PROMOTION E-MAIL BULLETIN [OHPE]

The Ontario Prevention Clearinghouse and the Centre for Health Promotion produce a weekly e-mail bulletin with valuable, select information to share with Ontario community leaders, practitioners and researchers interested in health promotion.

For more information, please visit [www.opc.on.ca/ohpe/ohpeflyr.htm](http://www.opc.on.ca/ohpe/ohpeflyr.htm), contact Alison Stirling at (800) 263-2846 ext 226 or (416) 408-2121 ext 226, [alison@opc.on.ca](mailto:alison@opc.on.ca), or visit [www.utoronto.ca/chp/hcu](http://www.utoronto.ca/chp/hcu)

### XC-EVAL

For people interested in cross-cultural evaluation issues. Subscribe by sending [mailserv@listserv.cc.wmich.edu](mailto:mailserv@listserv.cc.wmich.edu) "SUBSCRIBE XC\_EVAL firstname lastname"

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*continued from p.7*

### [ericae.net](http://ericae.net)

A site listing many education-related links for assessment and evaluation.

### [www.caps.ucsf.edu/index.html](http://www.caps.ucsf.edu/index.html)

Tools to help with planning, designing and implementing evaluations for HIV prevention programs.

### [www.tmg-web.com/edc.htm](http://www.tmg-web.com/edc.htm)

The Measurement Group, in collaboration with PROTOTYPES, has been funded by the Health Resources and Services Administration to provide help on evaluation and dissemination activities to 27 US demonstration programs on HIV/AIDS treatment services.





## Organizations with a Focus on Evaluation—Canadian

### Canadian Evaluation Society / La Société Canadienne d'Évaluation

Dedicated to the advancement of evaluation for its members and the public. They're hosting a number of conferences in the spring.

582 Somerset Street West  
Ottawa, ON K1R 5K2  
Tel: 613-230-1007 Fax:  
613-237-9900  
www.unites.uqam.ca/ces/  
ces-sce.html

### The Centre for Behavioural Research and Program Evaluation

Their mission is to maximize the contribution that sociobehavioural research and theory can make toward a reduction in the incidence, morbidity (including quality of life) and mortality associated with cancer.

Burt Matthews Hall  
University of Waterloo  
200 University Avenue West  
Waterloo, Ontario N2L 3G1  
Tel: (519) 888-4520  
Fax: (519) 886-6424  
cbrpe@healthy.uwaterloo.ca  
www.cancer.ca/EnglishPages/  
CBRPEIntro.html

### Centre for Research & Education in Human Services

26 College Street  
Kitchener, Ontario N2H 4Z9  
Tel: (519) 741-1318  
Fax: (519) 741-8262  
cfre@kw.igs.net

### Centre for Health Promotion, University of Toronto

The CHP's activities in health promotion are consistent with its mission to "activate, develop, and evaluate new approaches to health promotion." They hosted the 1996 *Symposium on the Effectiveness of Health Promotion*, in which experts looked at the effectiveness of health promotion using the five strategic directions of the Ottawa Charter. Reports from this event are available from their website at: [www.utoronto.ca/chp](http://www.utoronto.ca/chp). CHP staff are available to provide health promotion evaluation services on contract.

Michael Goodstadt  
Centre for Health Promotion  
University of Toronto  
100 College Street, Rm 207  
Toronto, ON M5G 1L5  
Tel: (416) 978-6861  
Fax: 416-971-1365  
m.goodstadt@utoronto.ca  
www.utoronto.ca/chp

### The Empowerment Evaluation Institute

The Institute is devoted to developing and applying empowerment and self-evaluation activities. Empowerment evaluators serve as coaches, helping others learn to evaluate their own programs and improve program practice.

Andy Rowe, ARC  
7 Plank Road, P.O. Box 155 Stn.C.  
St. John's, Newfoundland  
A1C 5J2  
Tel: 709-754-2065  
Fax: 709-754-6303  
arc@nf.sympatico.ca

## —International

### American Evaluation Society

AEA@phoenixpp.com  
401 E Jefferson St, Suite 205  
Rockville MD 20850  
Tel: 301-251-7700  
www.eval.org/

### Australasian Evaluation Society

Australasian Evaluation Society Inc.  
PO Box 448  
Curtin ACT 2605  
Tel: +61 6 282 3320  
Fax: +61 6 282 3058  
www.parklane.com.au/aes/  
aesoffic@ozemail.com.au

### European Evaluation Society

c/o Riksrevisionsverket  
P.O. Box 45070  
S-104 30 Stockholm, Sweden  
Tel: +46 8 690 40 00  
Fax: +46 8 690 41 12  
ees@rrv.se  
www.europeanevaluation.org

### International & Cross-Cultural Evaluation

[www.netins.net/showcase/evaluation/  
icce/](http://www.netins.net/showcase/evaluation/icce/)

### The UK Evaluation Society

c/o M Pettigrew  
The Tavistock Institute,  
30 Tabernacle Street,  
LONDON, England, EC2A 4DD  
Fax 0171 41170567  
www.evaluation.org.uk/

# What We're Reading

## How to Measure Attitudes

Luba Magdenko

Marlene E. Henerson, Lynn Lyons Morris, Carol Taylor Fitz-Gibbon, Centre for the Study of Education, University of California, Los Angeles. SAGE Publications, Newbury Park, CA 1987.

This practical and concisely written book is part of Sage Publications' *Program Evaluation Kit*. It tackles perhaps one of the central issues of program evaluation—particularly relevant to the health field—how to measure attitudes. “Attitude” is used broadly to describe all the objectives one may want to measure that have to do with affect, feelings, values or beliefs. This volume is designed to help evaluators decide on the objectives of their evaluation and to select or develop tools for obtaining that information.

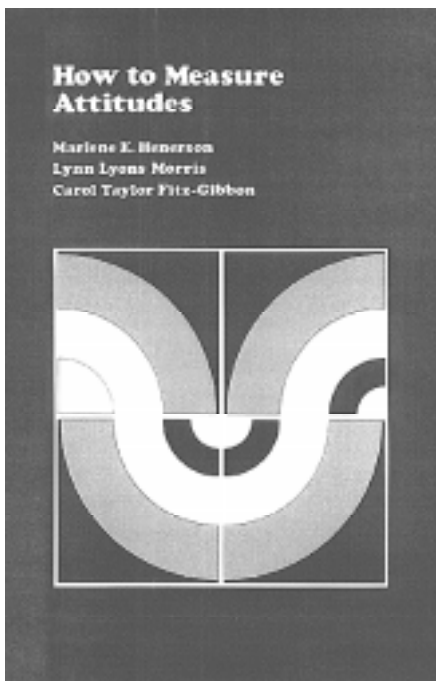
Each chapter, presented in an easy- to-use format, provides examples and case studies to illustrate the evaluator's dilemmas and possible solutions. The book uses visuals, further enhancing comprehension, memory, recall and retention (I'm a medical illustrator—need I go on about the virtues of visuals?). Most chapters conclude with short readable summaries and well as suggestions for further reading.

Chapter 3, “Selecting from Among Alternative Approaches to Collect Attitude Information,” describes and discusses four general approaches including self-reports and reports of others, sociometric procedures and records or document review. Within each approach, a menu of instruments is provided. For example, as part of self-report measures (where members of a given group report directly about their own attitudes), interviews, surveys, polls, questionnaires, attitude rating scales, logs,

journals or diaries are suggested as appropriate instruments. The objectives of using each approach, the kind of questions that could be answered and examples of the kinds of conclusions the measure can yield were provided.

Other chapters that were highlights for me included “Finding an Existing Measure”, (a very comprehensive look at questionnaire development) and a chapter on attitude rating scales. There is also a chapter on validity and reliability in which these concepts are demystified.

Although a practical how-to book, it does not gloss over problematic issues. For example, it discusses the issue, faced by all evaluators, that attitudes are not measurable the way a heart rate might be; we can only infer that a person *has* attitudes by his or her words and actions. It also deals with the reality that evaluators generally have to accept a person's statements about his or her attitude as an indicator of the attitude, even though there is, at least in theory, the potential for an evaluator to examine manifestations of a certain attitude—such as productivity, attention, or interaction with others. The complexity of attitudes, the extent to which they are subjective, influenced by factors such as peer pressure, or the desire to please the researcher or evaluator, make attitudes evaluation a complex task. This book, because of its clarity and user friendly format provides some practical advice to guide us through this task.



## An Instrument for Evaluating Health Promotion

van Driel, W.G., Keijsers, J. (1997). "An instrument for reviewing the effectiveness of health education and health promotion." *Patient Education and Counseling* 30. p 7-17.

It has been difficult to make a balanced appraisal of the effectiveness of an intervention in the area of health education/health promotion. This is mainly due to the different methods used for analyzing effect studies. Therefore, the Netherlands Institute for Health Promotion and Disease Prevention, in cooperation with TN Prevention and Health, has developed a review instrument which enables a standardized analysis of health education/health promotion effect studies to be conducted. The review instrument distinguishes eight themes (target group, behaviour, determinants', goal, intervention, implementation, formative evaluation,

summative evaluation) which are subdivided into a total of 39 multiple choice questions. Answering these questions yields insight not only into the methodological quality and the effect of a certain intervention, but also into the process by which this effect was achieved. During the development stages of the instrument, many experts were consulted. It became clear that the instrument is a useful and manageable instrument for conducting reviews. Based on the information in these reviews we get more detailed insight into the effectiveness of health education/health promotion and into how it can be further improved.

## The Program Evaluation Tool Kit: a Blueprint for Public Health



Ottawa: Ontario Ministry of Health.  
An order form can be obtained from  
Debora Dover: [doverde@rmoc.on.ca](mailto:doverde@rmoc.on.ca),  
Tel: 613-724-4122 x3752  
Fax: 613-724-4152.

This practical, step-by-step guide to evaluating programs is presented in a series of short modules with simple explanations and specific tools. Although the Tool Kit uses examples from health protection and promotion programs, the process can be used for the evaluation of any kind of program. Worksheets are included for each step both in hard copy and on disk.

Cost: \$30.

## Health promotion – An Effective Strategy

“Health promotion is often thought to be a vague activity where it is difficult to demonstrate success. This is not the case. As a relatively new discipline, health promotion has been expected to prove itself according to rigorous, or in some instances unrealistic, criteria. Yet the overwhelming weight of evidence is that health promotion does work. Three surveys of health promotion interventions concluded that the majority of health promotion interventions are effective (Gatherer et al., 1979; Bell et al., 1985; Green and Lewis, 1986). Gatherer et al. (1979) found that 85% of 62 studies reported improved knowledge levels, 65% of 39 studies reported changed attitudes in the desired direction, and 75% of 123 studies reported behaviour change.”

— Nardoo & Wills (1994).

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with the clients. Such agreements should acknowledge unprecedented delays resulting from factors beyond the evaluator’s control.

These guidelines were developed by, and are available from, the Canadian Evaluation Society:

582 Somerset Street West,  
Ottawa, Ontario, K1R 5K2  
Tel: 613-230-1007, Fax:  
613-237-9900  
[www.unites.uqam.ca/ces/  
ces-sce.html](http://www.unites.uqam.ca/ces/ces-sce.html)

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**Computer Administered Survey**  
*Health Information Line Survey—  
St. Joseph’s Community Health Centre*  
This evaluation was conducted to assess client satisfaction with services offered to people 55 years and older through the Health Extension Service. A survey was administered by computer to clients 55 and older to determine demographics, reason for using the service, and what clients intend to do with the information after listening to it.

## More information

For more information on these community-based evaluation projects, please contact Lorraine Telford at

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Tel: 416-978-1188  
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