Module 4: Developing and Monitoring Interventions

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Disclosures for Continuing Medical Education (CME)

The Robert Graham Center and Virginia Commonwealth University adhere to the conflict-of-interest policy of the American Academy of Family Physicians as well as to the guidelines of the Accreditation Council for Continuing Medical Education and the American Medical Association.

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Agenda

- Resources for selecting the intervention
- Considerations for intervention implementation
- Considerations for intervention evaluation
Objectives

• Name two resources that can be used to learn more about community level interventions
• List two types of measures that can be tracked in an evaluation
• State two reasons why it is important to perform an evaluation
• State why it is important to develop the evaluation concurrently with the intervention
Daily screen time: 4 hours
No children allowed playing in court yard

Management

Courtesy of Latino Health Access
Selecting Interventions

• Few safe areas for children to exercise
  – Obtaining community specific information
  – Examining the literature and experience for existing interventions
  – Selecting the intervention
Vision: The District of Columbia will be a city in which all residents have access to safe, affordable, high-quality opportunities to be physically active on a regular basis in their neighborhoods.

Working Towards a Healthy DC
The District of Columbia’s Overweight and Obesity Action Plan
Recreation "Prescriptions" Increase Use of Free Community Exercise Programs by Low-Income Patients Who Are Overweight or Obese

Snapshot

Summary
A physician-developed program called Recreation Rx promotes healthy weight by facilitating partnerships between physicians and recreation providers in underserved communities to increase access to safe and structured activities. Area physicians discuss healthy lifestyles with overweight and obese patients, and then use preprinted pads to write a "prescription" for recreational activities within the local community. These customized pads (with separate versions for children, adults, and seniors) list recreational activities such as swimming, yoga, and other exercise programs that local providers (e.g., the county recreation department) have agreed to offer free of charge to prescription holders. The program has generated increased physician awareness of and referrals to community programs, and hundreds of patients have redeemed prescriptions at these programs.
YMCA program for childhood obesity: a case series.

McCormick DP, Ramirez M, Caldwell S, Ripley AW, Wilkey D.

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Abstract

Family-based behavioral interventions for treatment of childhood obesity have rarely been tested for effectiveness in community settings. The aim of the study was to evaluate the effectiveness of a community-based program for obese children designed to stabilize or reduce body weight. Obese children from our pediatric practice who were active in the program were evaluated. Weight gain during the time of the study was compared with mean weight gain for a group of obese-matched controls who did not participate in the program. Mean weight gain for subjects was 0.28 kg/mo compared with a weight gain for controls of 0.62 kg/mo. Between the first and last visits, 43% (15/35) of the subjects experienced clinically significant differences in weight gain compared with controls. Eight patients lost weight. A YMCA weight management program, which included group counseling, nutrition education, physical activity, and gift card incentives, resulted in favorable changes in overweight children.

PMID: 18448625 [PubMed - indexed for MEDLINE]
Screening for Obesity in Children and Adolescents

Recommendation Statement

Date: January 2010

Summary of Recommendation and Evidence

- The USPSTF recommends that clinicians screen children aged 6 years and older for obesity and offer them or refer them to comprehensive, intensive behavioral interventions to promote improvement in weight status.

Grade: B recommendation.

Select for a Clinical Summary of this recommendation.


Contents

- Rationale
- Clinical Considerations
- Other Considerations
- Discussion
- Recommendations of Other Groups
- Members of the USPSTF
- References
Promoting Physical Activity: Environmental and Policy Approaches

Environmental and policy approaches are designed to provide opportunities, support, and cues to help people be more physically active. They may involve:

- The physical environment
- Social networks
- Organizational norms and policies
- Laws
  - Public health professionals, community organizations, legislators, departments of parks, recreation, transportation, and planning, and the media

Task Force Recommendations & Findings

This table lists interventions reviewed by the Community Guide, with Task Force findings for each (definitions of findings). Click on an underlined intervention title for a summary of the review, and where available, Research-tested Intervention Programs (RTIPs).

<table>
<thead>
<tr>
<th>Community-scale urban design and land use policies</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of or enhanced access to places for physical activity combined with informational outreach activities</td>
<td>Recommended</td>
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Childhood Obesity

*Obesity (2010) 18, S62-S68. doi:10.1038/oby.2009.433

Randomized Controlled Trial of the MEND Program: A Family-based Community Intervention for Childhood Obesity

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Implementing the Intervention

• Referral process
• Tracking and follow up
• Logistical hurdles
  – Licensing
  – Payment
| Months                        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Planning                     |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Program implementation      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Evaluation                  |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Planning                    |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Program implementation      |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Evaluation planning         |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| planning and implementation |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
Evaluation

• Steps:
  – Determine the purpose of the evaluation
  – Identify the goals and objectives
  – Identify stakeholders
  – Determine the central questions
  – Set standards to determine success
SMART Objectives

• Specific
• Measurable
• Attainable
• Realistic
• Timely

http://www.iom.edu/About-IOM/Making-a-Difference/Community-Outreach/~/media/Files/About%20the%20IOM/SmartBites/Planning/P1%20SMART%20Objectives.ashx
Evaluation

• Determining the central questions
  – Outcome measures
  – Process measures

Check concert listings → Buy tickets → Attend concerts → Increase happiness

Process Measures

Outcome Measures
Evaluation

• Reasons to evaluate
  – Provide feedback
  – Efficient allocation of resources
  – Uncover areas of future intervention
  – Obtain funding

• Involving the community in the evaluation
Take Home Messages

• Don’t re-invent the wheel. Look at what is already happening in your community and what others have already done.

• Start planning the evaluation while you are planning the intervention

• Outcome measures represent where you want to go while process measures represent how you will get there. Looking at both measures is important when evaluating your project.
Thank you for completing the module. Please complete this evaluation survey to help us make it better!

https://www.surveymonkey.com/s/5BP3MT6

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1) Continuing Medical Education Form:
https://www.surveymonkey.com/s/53NGY5S
2) Module 4 Quiz:
https://www.surveymonkey.com/s/5GMXB5V
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• In order to obtain CME credit, you must complete the following tasks:
  – Complete the module(s) or case study.
  – Complete the post-activity quiz (There are quizzes for each module and case study).
    • The last question of the quiz provides a prompt to indicate your email address. **If you want to receive CME credit, you must provide your email address so that we can document the score of your quiz appropriately.**
  – Score at least 75% on the quiz (For quizzes with 4 questions, you must answer at least 3 questions correctly. For quizzes with 5 questions, you must answer at least 4 correctly).
  – Complete the CME certification form.
    • In order to match the CME certification form with your quiz, you must provide the same email address that you provided during the post-activity quiz.