Checklist for Programs

The two versions of this tool apply to different stages of program implementation. Use the first version, Checklist for Programs: Prospective EBPs, while you are narrowing the list of existing programs to the handful you plan to consider further. Use the second version, Checklist for Programs: Existing if you need to assess your current program.

Evaluating Prospective EBPs

* 1. Make plenty of copies for participants assessing multiple EBPs.
  2. Respond to each characteristic, Yes or No, as to whether specific priorities and factors (health goal, determinants, behaviors) in the prospective EBP match those you’ve identified in Steps 1 and 2.
  3. Complete the column on the right for each characteristic. This will help you start thinking about issues of fit, which we’ll address in Step 4.

Assessing Existing Programs

* 1. Make copies for participants.
  2. Respond to each characteristic, Yes or No, with respect to the comparable characteristic of your existing program.
  3. Complete the column on the right for each characteristic. This will start you on the path to solving any weaknesses your program. You can use the information to inform the Step 4 processes for examining fit.

Checklist for Programs: Prospective EBPs

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| --- | --- | --- |
| EBP features compared to our goals | Program does this?  Yes / No | What would we need to change to make the program fit our needs? |
| 1. Focuses clearly on our identified health goals (e.g., STD/HIV and/or pregnancy prevention) |  |  |
| 1. Focuses narrowly on the specific behaviors we’ve identified to lead to the health goals (e.g., abstaining from sex or using condoms or other contraceptives), gives clear messages about these behaviors, and addresses situations that might lead to them and how to avoid them. |  |  |
| 1. Addresses the determinants (risk & protective factors) we selected in Step 2 (e.g., knowledge, perceived risks, values, attitudes, perceived norms, and self-efficacy). |  |  |
| 1. Creates a safe social environment for youth to participate. |  |  |
| 1. Includes multiple activities to change each of the targeted determinants. |  |  |
| 1. Employs teaching methods that we could implement to actively involve participants, would help them personalize the information, and would change each determinant. |  |  |
| 1. Employs activities, instructional methods and behavioral messages appropriate to our target population’s culture, developmental age, and sexual experience. |  |  |
| 1. Covers topics in a logical sequence that we could implement. |  |  |

Source: Tool to Assess the Characteristics of Effective Sex and STD/HIV Education Programs, Healthy Teen Network & ETR Associates, February 2007.

Checklist for Programs: Existing

|  |  |  |
| --- | --- | --- |
| Characteristics of effective programs | Program does this?  Yes / No | How could we incorporate this characteristic into our existing program? |
| 1. Focuses on clear health goals (e.g., STD/HIV and/or pregnancy prevention) |  |  |
| 1. Focuses on specific behaviors leading to our health goals (e.g., abstaining from sex or using condoms or other contraceptives). Gives clear messages about them and addresses situations that might lead to them with ways to avoid them. |  |  |
| 1. Addresses multiple sexual psychosocial risk and protective factors affecting sexual behaviors (e.g., knowledge, perceived risks, values, attitudes, perceived norms, and self-efficacy). |  |  |
| 1. Creates a safe social environment for youth to participate. |  |  |
| 1. Includes multiple activities to change each of the targeted risk and protective factors. |  |  |
| 1. Employs sound teaching methods that actively involve the participants, helps participants personalize the information, and designed to change each group of risk and protective factors. |  |  |
| 1. Employs activities, instructional methods and behavioral messages appropriate to the youths’ culture, developmental age, and sexual experience. |  |  |
| 1. Covers topics in a logical sequence. |  |  |

Source: Tool to Assess the Characteristics of Effective Sex and STD/HIV Education Programs, Healthy Teen Network & ETR Associates, February 2007