HOW DO WE RECOGNISE A GOOD ALCOHOL OR DRUGS PROGRAMME?

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What is a good programme?

- Evaluation has shown that the programme is successful in achieving its aims
- The programme addresses the specific issues identified as relevant for the school
- The programme is culturally / age relevant
- The programme is acceptable to students, staff, parents
- The programme is feasible in the school context
The evaluation design

Randomised controlled trial

Before and after programme delivery

Descriptive
Strength of evidence

**Level 1**
- Descriptive
- Opinion of “does it work”? 
- Small-scale
- Lower cost
- Very limited evidence

**Level 2**
- Correlation/Comparative
- Users compared with non-users
- After use only (no baseline)
- Limited/emerging evidence

**Level 3**
- Before and after (Users only)
- One group; users
- Before and after
- Limited/emerging evidence

Cost:
- £ - ££
**Strength of evidence**

- **Level 6**
  - Randomised Control Trial
  - **Considerable evidence**
  - Example: Steps Towards Alcohol Misuse Prevention Program (STAMPP), NI

- **Level 5**
  - Level 4, with multilevel model analysis
  - Add more sophisticated analysis
  - Most credible for peer-reviewed publication (Level 5&6) **Considerable evidence**
  - Example: AET Talk about alcohol UK

- **Level 4**
  - Before and after (Users and Comparison)
  - Users and a matched comparison group
  - Before and after **Moderate evidence**
Stages and Types of Evaluation

1. **PREPARATORY WORK**
   - Baseline information, Identify needs, Stakeholder involvement, Examine materials, Pilot ideas, materials, evaluation tools

2. **PROCESS**
   - How the programme was delivered (Fidelity), Challenges and Changes? Reason?

3. **OUTCOMES/IMPACT**
   - Measuring changes in knowledge, attitudes, behaviour, Long term and Short term
Main elements of evaluation

• Setting the objectives
• Deciding what to measure and how to measure it
• Deciding on the sample
• Engaging students and staff (parents)
• Choosing appropriate evaluation tools
• Collecting the information / data
• Analysing the data
• Using and disseminating the results
## Setting objectives and measuring change

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measuring change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alcohol consumption:</strong></td>
<td>number abstinent, increase in number abstinent, number drinking at later age</td>
</tr>
<tr>
<td>• prevent alcohol use</td>
<td></td>
</tr>
<tr>
<td>• delay onset of drinking</td>
<td></td>
</tr>
<tr>
<td><strong>Harm:</strong></td>
<td>Define harms: e.g. absenteeism, aggressive behaviours, performance, engagement in activities</td>
</tr>
<tr>
<td>➢ prevent or reduce alcohol-related harm</td>
<td></td>
</tr>
<tr>
<td><strong>Other desired change:</strong></td>
<td>perception of own and others alcohol use, knowledge of effects of alcohol on body/performance/other people</td>
</tr>
<tr>
<td>o change attitudes towards alcohol use</td>
<td></td>
</tr>
<tr>
<td>o increase knowledge</td>
<td></td>
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</tbody>
</table>
Is the sample fit for purpose?

A selection of schools
• Criteria for selection
• Opt out
• Matching for control
• Number needed

Selecting students in a school
• All or a sample
• Criteria for selection
• Opt out & loss of some students
• Number

Involving a sample of parents
• Who engages
• Who is lost
• How central to meeting objectives
### How is the data collected?

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questionnaires</strong></td>
<td>• Structured, semi-structured, on-line/face-to-face (surveys, quantitative data)</td>
</tr>
<tr>
<td><strong>Interviews</strong></td>
<td>• Structured, semi-structured, open (qualitative data)</td>
</tr>
<tr>
<td><strong>Focus groups</strong></td>
<td>• 6-10 people, variably directed, may use visual/audio stimuli (qualitative data)</td>
</tr>
</tbody>
</table>
an example:- School Health and Alcohol Harm Reduction Project (SHAHRP)

Main aim: to reduce alcohol-related harm

- **Measuring change**: 4 scales: knowledge, attitudes, harms/risks (own use) and harms/risks (others use); context of use (supervised/ non-supervised drinkers).
- **Measuring consumption**: how often, how much per occasion, risky pattern of drinking.

Ref: McBride et al. (2012)
**SHAHRP: significant change over time between intervention and control?**

<table>
<thead>
<tr>
<th>measure</th>
<th>8 months</th>
<th>20 months</th>
<th>32 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>attitudes</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>consumption</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>risky consumption</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>harm: own use</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>harm: others’ use</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>context of use</td>
<td>yes</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>
Understanding the results

<table>
<thead>
<tr>
<th><strong>PROGRAMME TARGET</strong></th>
<th>universal / targeted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT</strong></td>
<td>alcohol specific/ alcohol &amp; drugs/ ‘healthy lifestyles’ / skills based</td>
</tr>
<tr>
<td><strong>WHO DELIVERS</strong></td>
<td>teachers/ peers/ police/ ‘experts’</td>
</tr>
<tr>
<td><strong>SAMPLES</strong></td>
<td>how chosen, size</td>
</tr>
<tr>
<td><strong>ATTRITION RATES</strong></td>
<td>who drops out and why/ who is lost to the study</td>
</tr>
<tr>
<td><strong>FIDELITY</strong></td>
<td>of delivery</td>
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</table>
So, what makes a good evaluation?

- **Selection of schools**: from a diverse background and type; geographical representation (urban vis rural), Ofsted ranking, ethnic mix, free school meals
- **Rigorous sampling**: sufficient number to reflect size of the target population, criteria for selection
- **Control group**: matched (key variables such as gender, socio-economic status), similar profile to intervention group or schools
- **Follow-up**: one year minimum, ideally 2-3 years
- **Impartial evaluator** from a recognised institution
- **Publication of results**: e.g. peer reviewed journal
References


• *The Alcohol Education Trust Talk About Alcohol programme*
  [https://www.nfer.ac.uk/publications/AETE01/AETE01_home.cfm](https://www.nfer.ac.uk/publications/AETE01/AETE01_home.cfm)
  follow up in 2015  [https://www.nfer.ac.uk/publications/AETX01/](https://www.nfer.ac.uk/publications/AETX01/)
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