

SAMHS

Evidence-Based Intervention Review Panel

Eleesa Marnagh
Caleb Gilbert
November 5, 2015



*Department of Health
and Human Services*

*Maine People Living
Safe, Healthy and Productive Lives*

Paul R. LePage, Governor

Mary C. Mayhew, Commissioner

Panel History

- The panel originated as part of the Strategic Prevention Framework State Incentive Grant (SPF-SIG), which Maine was awarded from 2004 – 2009.
- The current panel is a requirement of the 2015 Partnership For Success Grant.

Current Panel

The Panel Currently Consists of:

- **Dr. Brenda Joly**, University of Southern Maine, Muskie School of Public Service
- **Caleb Gilbert**, SAMHS Prevention Team
- **Caty Wilkey**, Hornby Zeller & Associates, South Portland, Maine.
- **Cheryl Cichowski**, SAMHS Prevention Team
- **Eleesa Marnagh**, SAMHS Assistant Quality Manager
- **Raya Kouletsis**, Maine Alliance to Prevent Substance Abuse

Requirements for Evidence Based Interventions

An intervention is considered Evidence-Based if:

- It is included in Federal registries of evidence-based interventions. The National Registry of Evidence-based Programs and Practices (NREPP): <http://nrepp.samhsa.gov/find.asp>

OR

- It is reported (with positive effects on the primary targeted outcome) in peer-reviewed journals.

Requirements for Evidence Based Interventions

Interventions considered for review:

Guideline 1: The proposed intervention is based on a theory of change that is documented in a clear logic model. *Applications that do not include a logic model will be returned.*

AND

Guideline 2: The proposed intervention is similar in content and structure to interventions that appear in registries and/or the peer-reviewed literature *OR* it is based on a newly developed program that has undergone process and outcome evaluation(s).

Requirements for Evidence Based Interventions

For Modified Interventions:

Applicants seeking consideration for a modified intervention must:

- 1) Provide information pertaining to the original intervention including: Name, registries on which it is included, peer-reviewed journal articles pertaining to the intervention, curriculum (if applicable), and/or other materials/reports pertaining to the intervention.
- 2) Describe any changes to the existing intervention (e.g., target population, content, implementation strategies).
- 3) Provide rationale for the modifications.
- 4) Provide documentation that the modified intervention has achieved similar results to those previously published on the original intervention through process and outcome evaluation data

Requirements for Evidence Based Interventions

For New Interventions:

Applicants seeking consideration for a new intervention must:

- 1) Include a description including the following: goal, SMART (specific, measurable, achievable, realistic, time-phased) objectives, target population, implementation plan and timeline.
- 2) Provide process evaluation results (e.g., number of people reached).
- 3) Provide outcome data demonstrating that the intervention achieved the intended outcome(s) identified above (SMART objectives).

Requirements for Evidence Based Interventions

Review Process:

1. Application Received: Applications can be sent to caleb.m.gilbert@maine.gov



2. Panel Notified: Individual reviews conducted

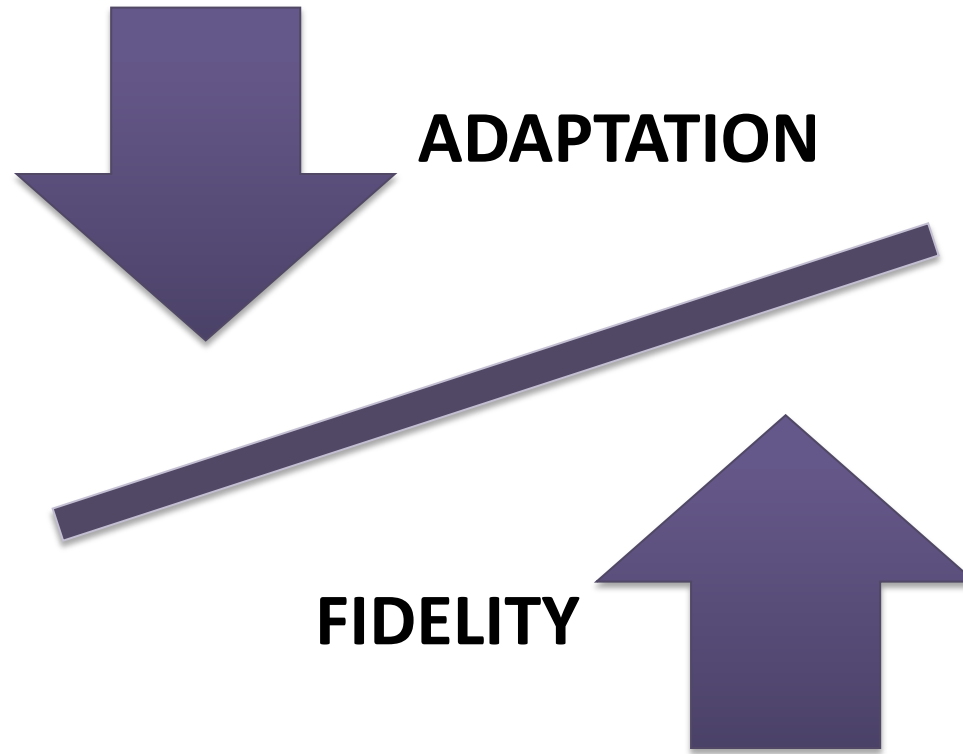


3. Meeting Scheduled: Team review Conducted, consensus decision made



4. Grantee Notified

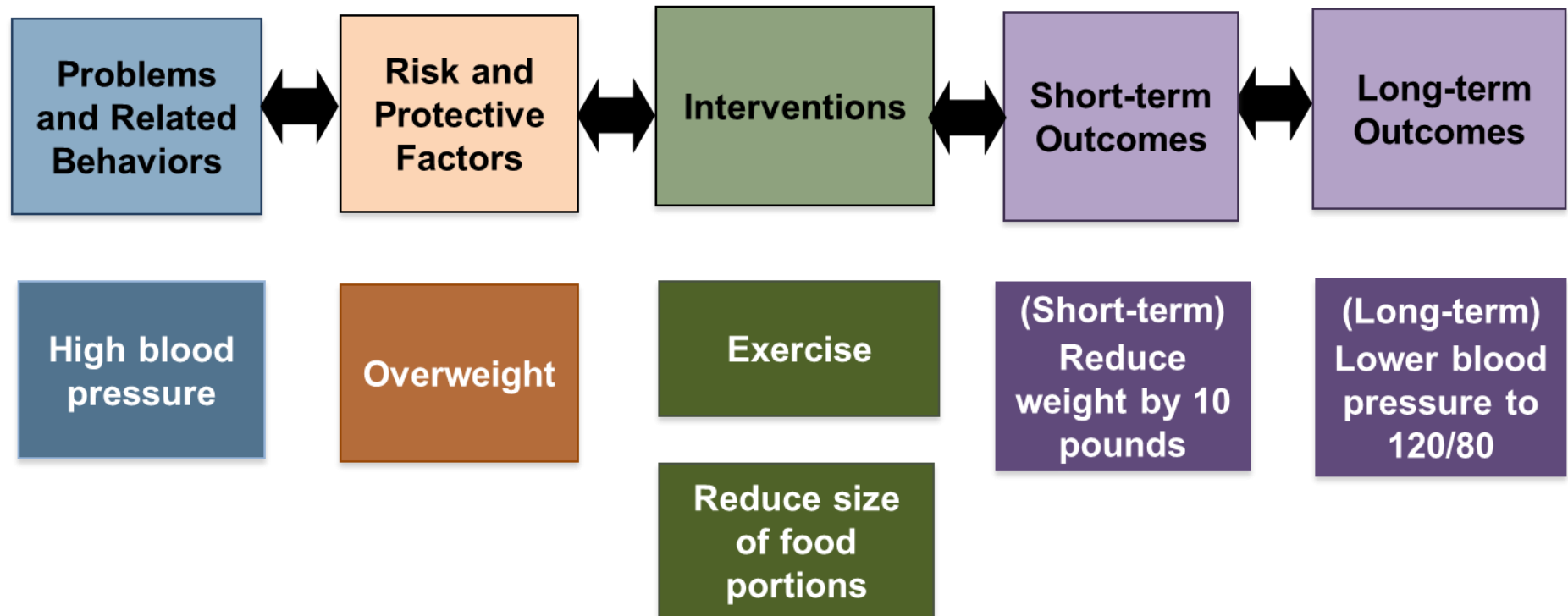
Requirements for Evidence Based Interventions



- **Center For Substance Abuse Prevention Resource:**
<http://www.csun.edu/sites/default/files/FindingBalance1.pdf>

Requirements for Evidence Based Interventions

Logic Model:

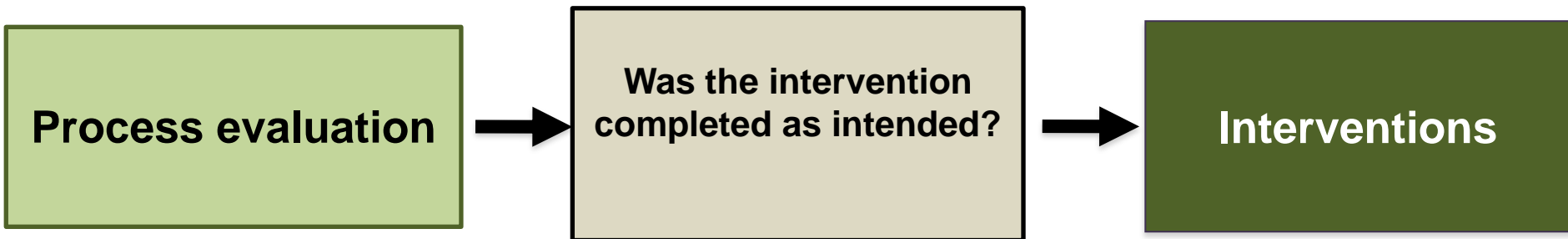


Requirements for Evidence Based Interventions

Logic Model:

LOGIC MODEL							
Theory of Change							
Problem Statement (SPF Steps 1-2)			Strategies (SPF Step 3)	Activities (SPF Step 4)	Outcomes / Objectives (SPF Step 5)		
Problem	But why? (Intervening Variables)	But why here? (Contributing Factors)	What are we doing to address the contributing factors?	What are we doing to implement the strategy?	Annual / Short-Term	Intermediate	Long-Term
					How are we implementing the strategy?	What behaviors will we change?	Are we meeting our long-term goals?
Youth prescription drug misuse and abuse	Social access & availability	Adults lack knowledge that access is an issue or what to do to prevent access	Increase knowledge about importance of restricting access and proper disposal	Provide communities with resources and information on storage and disposal	Increase # of community members who use DTBD events and proper disposal as measured by report of DTBD	Increased numbers of adults using DTBDs and proper disposal	Target: Reduce youth Rx drug misuse in past 30 days by 15% by 2020.

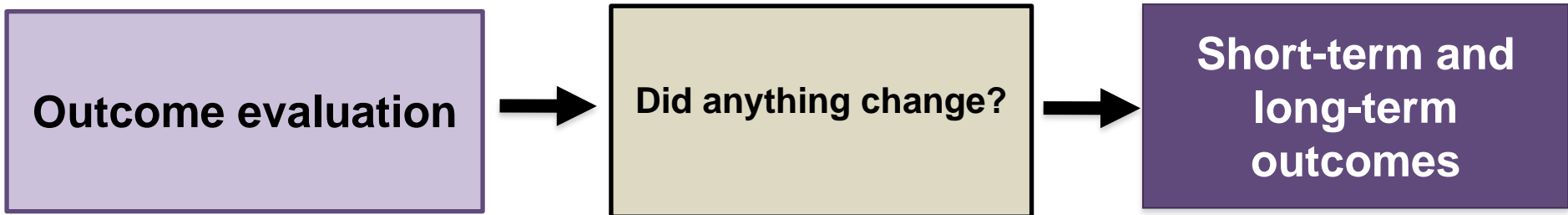
Evaluation Data: Process Evaluation



Process evaluation looks at the details of implementation. It answers the question: Did we do what we said we would do in the implementation of our selected interventions?

For example, was the same material presented in the same number of sessions over the same time frame using the same methods?

Evaluation Data: Process Evaluation



Outcome evaluation documents the effects achieved after the intervention is implemented. The effects can include changes in a population group's knowledge, attitudes, skills, or behavior that the intervention is expected to produce in both the short and long-term.

In some situations, the outcomes also include changes in policy and practice, such as when a community changes the closing time of bars to an earlier hour, or imposes stricter sanctions on alcohol vendors who sell to minors.

Research Resources:

- The National Registry of Evidence-based Programs and Practices (NREPP):
<http://nrepp.samhsa.gov/find.asp>
- Partner with colleges / universities in your service area
- Consult with local Public Libraries: <http://www.maine.gov/msl/>
- SAMHS IRC: <http://www.maine.gov/dhhs/samhs/irc/researchguide.htm>
- MaineCat: <http://130.111.64.9/>
- HighWire: <http://home.highwire.org/>
- NREPP- *“Identifying and Selecting Evidence-Based Programs and Practices: Questions To Consider”*:
<http://www.nrepp.samhsa.gov/pdfs/identifyingandselecting.pdf>

Questions?

Presenters:

Eleesa Marnagh, SAMHS Assistant Quality Manager

&

Caleb Gilbert, SAMHS Prevention Team



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