



OUTCOME-BASED PROGRAM PLANNING

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OBJECTIVES

- Recognize the importance of Outcome-Based Program Planning
- Be able to identify the process of Outcome Based Program Planning
- Utilize assessment and program content to reach outcomes
- Recognize program planning as a continual process
- Gain knowledge to put the program description worksheet into practice

APIE(D)

Assessment

Plan

Implementation

Evaluation

Documentation

PROGRAM PLANNING



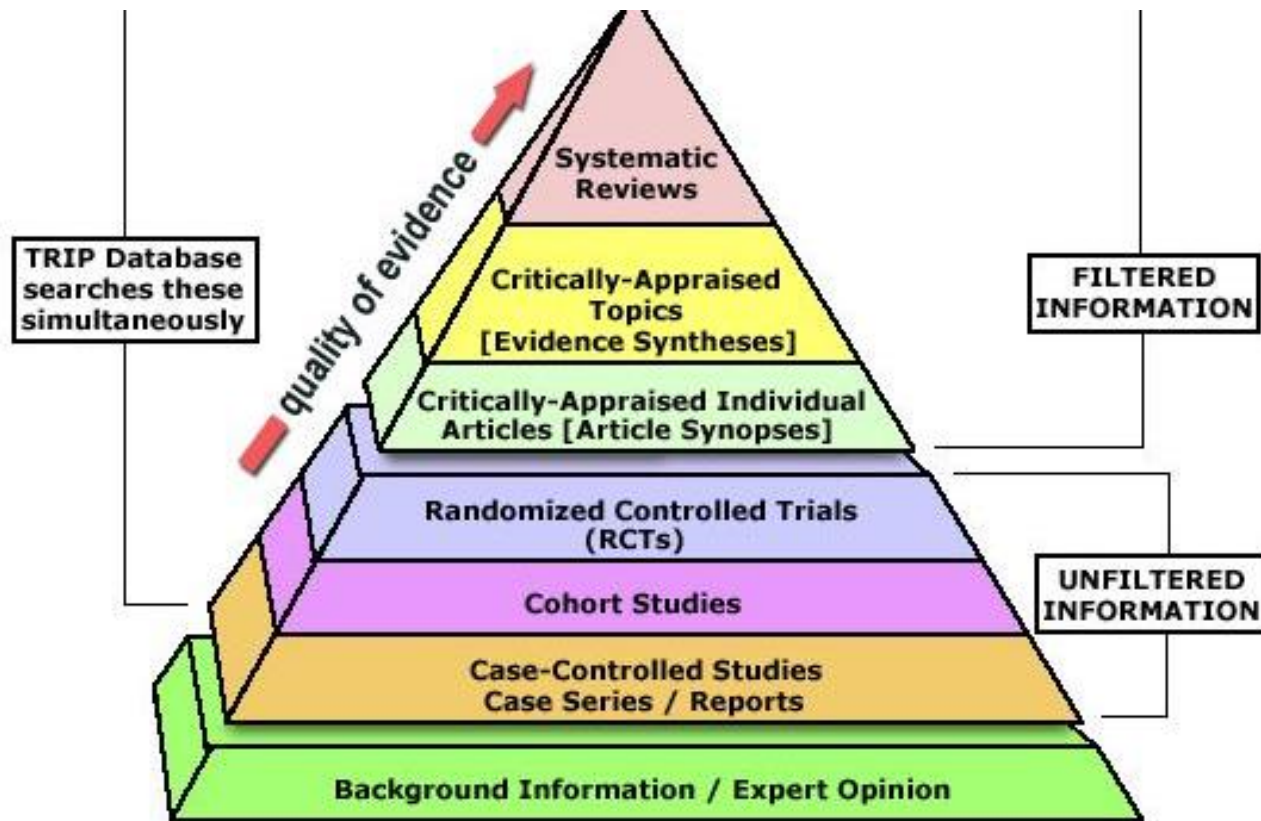
- Intentionally designed to address a certain problem or achieve a certain goals
- Effectively implemented programs stand a better chance of achieving intended outcomes and producing positive results
- Multi- Step Process
- Look at the bigger picture to connect all the moving pieces
- Links actions and intents-a series of if-then relationships that if implemented as intended will lead to the desired outcome

Evidence Based Practice

- Evidence-Based Practice (EBP): clinical decision- making involving the best available scientific evidence available, expertise of practitioner and preferences of the client
- Consider all evidence available when selecting interventions and facilitation techniques
- Example: Physical Activity, Yoga, Photography.
 - Many studies and outcomes to support these interventions



EVIDENCE BASED PRACTICE



Not All Evidence is the Same

Find the best evidence.

Weigh (evaluate) the evidence.

Put it into practice.

Foundations for Practice Excellence

Improves clinical outcomes and quality

Increases satisfaction for patients/families, staff, and facility

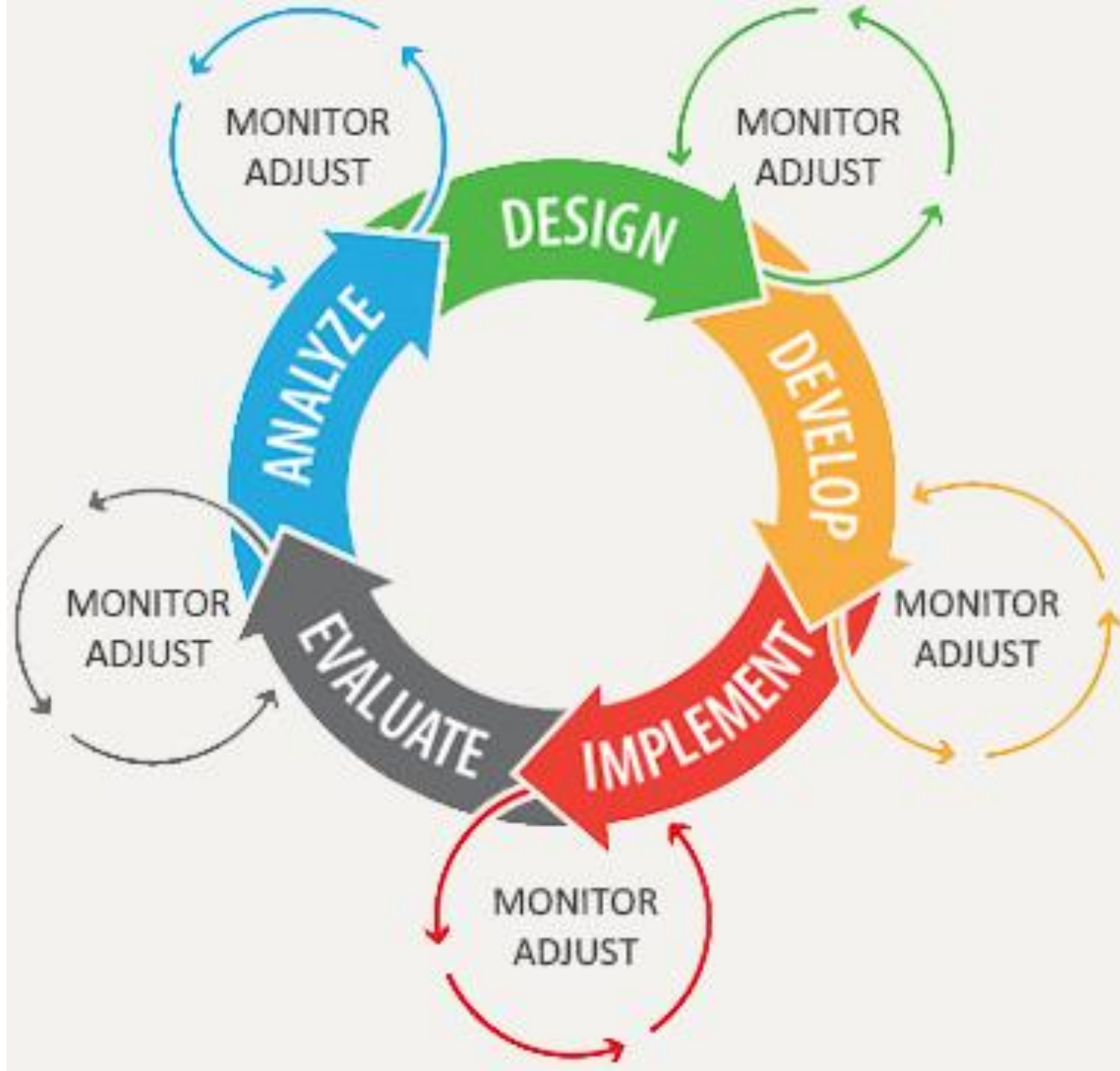
Improves efficiency.

Decreases disparities.

Decreases costs.

PROGRAM PLANNING PROCESS

- Needs Assessment- Targeted Service Area (CLC, RRC, Outpatient)
- Continual Process (ADDIE Model)
 - Analyze
 - Design
 - Develop
 - Implement
 - Evaluate
- Align the assessment and content of the RT programs offered as interventions (*Stumbo & Peterson; 2009*)



Analysis Phase:

The Need

GOALS

- Validate the need- Rationale
- Identify the target population
- Identify the purpose
- Intervention/ modality options (and resources required)
- Analyze existing programs
- RESEARCH- EBP
- Identify gaps in services

TOOLS/STRATEGIES

- Program Planning Worksheet

Design
Phase:

Steer More-
Row Less

GOALS

- Brainstorming
- Compatible and complimentary to existing programs
- Develop intervention methods/strategies
- Generate program components, scope and sequence
- Goals & objectives (overall)
- Outcome measures
- Design a program that will work for your target population in your setting.
- Collaborations

TOOLS/STRATEGIES

- Program Planning Worksheet
- Program Session Matrix (will discuss more)

Development Phase:

Road Map

GOALS

- Consolidates all the information gathered during the planning process
- Program Description
 - A program description should be a brief statement to identify 'WHAT' the program is going to do for your patients and 'HOW' the program is expected to have a positive impact.
- Program Protocols
- Sessions related to program goals?
- Plan developed so that others can implement the program in the same way and consistently achieve its purpose.
- Outcomes & goals (measurable)
- Outcomes measures valid?
- Pilot program?
- Review & Revise

TOOLS/STRATEGIES

- Program Description Forms
- Who, What, When, How, Where, Why

LEVEL OF PROGRAM OUTCOMES

Reactions

How did participants respond?

Satisfaction

Immediate / Learning Outcomes

(KASA) Knowledge, Attitudes, Skills, & Aspirations

Intermediate / Behavioral Outcomes

Specific behavioral changes exhibited & reported by clients

Long Term/ Situational Outcomes

How clients' lives have changed as a result of the program



DATA COLLECTION

Qualitative/
Quantitative

Pre- Post Program

Pre-Post Session

Participation

Self-Reports

Clinical Observation

Standardized

Implementation Phase:

Action

GOALS

- Put the plan into action
- Conduct session(s)
- Prepare for the unforeseen flaws or flukes
- Modify program
- Determine unintended outcomes- plan

TOOLS/STRATEGIES

- Consistency
- Follow program design
- Plan B

Evaluation
Phase:

How did that
go?

TYPES OF EVALUATION

- Formative (process): internal evaluation – the program is functioning as planned
- Summative: **outcome** of the program
- Impact- long term program goals and behavioral changes

GOALS

- Inform program planning
- Determine effectiveness of programs
- Improve accountability
- Unintended Outcomes
- Correlates results with program activities

DOCUMENTATION

TOOLS/STRATEGIES

- Program Planning Worksheet
- Outcome Measures: set of items used to determine the degree of program change
- See Outcome Measures slides

PROGRAM DESIGN/ PROTOCOL: PLANNING FOR SUCCESS

Program Planning Reference Guide

- PURPOSE-CLINICAL RATIONALE:
- TARGET POPULATION:
- REFERRAL CRITERIA:
- RISK MANAGEMENT:
- DISCHARGE CRITERIA:
- GROUP DESCRIPTION:
- EXPECTED OUTCOMES/
SPECIFIC GOALS:
- OUTCOME MEASUREMENT
TOOLS/INSTRUMENTS:
- GROUP SIZE:
- DURATION:
- SAFETY:
- REQUIRED RESOURCES:
- STAFFING REQUIREMENTS:
- GROUP FORMAT:
- OTHER:

**REFER TO VISN 4 RECREATION
THERAPY/CREATIVE ARTS THERAPY
PROGRAM DESIGN/PROTOCOL**

PROGRAM SESSION: OUTCOME MATRIX

PROGAM SESSIONS/OUTCOMES	Outcome #1	Outcome #2	Outcome #3	Outcome #4	Outcome #5	Outcome #6
Session#1						
Session #2						
Session #3						
Session #4						
Session #5						
Session #6						
Session #7						
Session #8						
Session #9						
Session # 10						

Program Session Matrix-Leisure Education

PROGRAM COMPONENT/ SESSIONS	OUTCOME 1 Identify personal strengths	OUTCOME 2 Healthy leisure lifestyle and recovery	OUTCOME 3 Identify personal values	OUTCOME 4 Identify personal leisure interests	OUTCOME 5 Identify the need for work/life balance	OUTCOME 6 Participate in activities and maintain sobriety/recovery
Leisure Appreciation				x		
Leisure Awareness						
Values Clarification						
Leisure and Recovery						
Staying Sober in Leisure Time						
Leisure Planning						

Assessment & Program Content: Putting It All Together

PROGRAM CONTENT

- Functional Interventions
 - Physical, social, emotional, cognitive
- Leisure Education
- Community Re-entry

ASSESSMENT CONTENT

- Functional Status
- Leisure Awareness, Leisure Attitudes, Leisure Values, Self-Awareness
- Current Leisure Lifestyle



QUESTIONS