

## APPENDIX B

### SAMPLE FORMS

Contact or Encounter Form — 109

Form for Items Distributed — 110

Form for Items Received — 111



## CONTACT OR ENCOUNTER FORM

Design a brief form, similar to the one shown here, to keep track of all contacts related to program activities between program personnel and people outside the program. Tailor the *type of contact* and *services provided* sections to the activities conducted by your program. For example, an enforcement program might have a list of reasons for stopping drivers or a list of types of sobriety checks. If a category labeled *Other* is used frequently, you need to add new categories to accommodate items that are being assigned to *Other*. Below is a general contact form that can be adapted for any program to prevent unintentional injury.

<h3 style="margin: 0;">CONTACT OR ENCOUNTER FORM</h3>		Contact/Encounter No.: _____ <small>[Number Consecutively]</small>  Date: _____
<p style="text-align: center;"><b>Type of Contact</b></p> <p>Telephone <input type="checkbox"/></p> <p>Personal Meeting <input type="checkbox"/></p> <p>Electronic Mail <input type="checkbox"/></p> <p>Other (<i>Specify</i>) <input type="checkbox"/></p> <hr/> <p style="text-align: center;"><b>Who Initiated Contact</b></p> <p>Program Staff <input type="checkbox"/></p> <p>Program Participant <input type="checkbox"/></p> <p>Other (<i>Specify</i>) <input type="checkbox"/></p> <hr/> <p style="text-align: center;"><b>Purpose of Contact</b></p> <p>Request for Financial Support <input type="checkbox"/></p> <p>Request for Legislative Support <input type="checkbox"/></p> <p>Request for Other Support <input type="checkbox"/></p> <p>Request for Volunteer Services <input type="checkbox"/></p> <p>Offer of Volunteer Services <input type="checkbox"/></p> <p>Request to Participate in Program <input type="checkbox"/></p> <p>Request for Information <input type="checkbox"/></p> <p>Request for Incentive <input type="checkbox"/></p> <p>Other (<i>Specify</i>) <input type="checkbox"/></p> <hr/>	<p style="text-align: center;"><b>Other Assistance Provided</b></p> <p>Information Only <input type="checkbox"/></p> <p>Training <input type="checkbox"/></p> <p>Consultation <input type="checkbox"/></p> <p>Counseling <input type="checkbox"/></p> <p>Curriculum or Materials <input type="checkbox"/></p> <p>Other (<i>Specify</i>) <input type="checkbox"/></p> <hr/> <p style="text-align: center;"><b>Program Staff Who Participated in Contact</b></p> <hr/> <hr/> <hr/> <hr/>	

## FORM FOR ITEMS DISTRIBUTED

A distribution form should be completed for each unit (i.e., person or household in the target population) to whom items (e.g., infant safety seats) were distributed. The purpose is to document the number of items distributed and the characteristics of the people who received the item(s). Below is a generic form that can be adapted to suit your program.

<h3 style="margin: 0;">ITEMS DISTRIBUTED</h3>	<b>Distribution No.:</b> _____ <i>[Number Consecutively]</i>		
<b>Date:</b> _____			
List of Items Distributed: _____			
Number of item(s) distributed: _____      Location where item(s) were distributed: _____			
<b>Item(s) Distributed To Households</b>			
Number of people in household: _____			
Age and sex of people in household: <i>[Divide by appropriate intervals, say 5- or 10-year intervals]</i>			
10 years or under	Females: _____	Males: _____	
11–20 years	Females: _____	Males: _____	
21–30 years	Females: _____	Males: _____	
31–40 years	Females: _____	Males: _____	
41–50 years	Females: _____	Males: _____	
51–60 years	Females: _____	Males: _____	
61–70 years	Females: _____	Males: _____	
71 years or older	Females: _____	Males: _____	
<b>Item(s) Distributed To Individuals</b>			
Age and sex of individual person: <i>[Divide by appropriate intervals, say 5- or 10-year intervals]</i>			
10 years or under	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>	
11–20 years	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>	
21–30 years	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>	
31–40 years	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>	
41–50 years	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>	
51–60 years	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>	
61–70 years	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>	
71 years or older	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>	
<b>Other Assistance Provided</b>			
Installation <input type="checkbox"/>	Training <input type="checkbox"/>	Counseling <input type="checkbox"/>	Referral <input type="checkbox"/>

## FORM FOR ITEMS RECEIVED

Keep track of all items given to you by members of the target population. An example of items received would be car safety seats returned to a loan program. The purpose is to document the number of items received and the characteristics of the people who hand in the items. Below is a generic form that can be adapted to suit your program.

<b>ITEMS RECEIVED</b>	<b>Receipt No.:</b> _____ <i>[Number Consecutively]</i>	
<b>Date:</b> _____		
List of Items Received: _____		
Number of item(s) received: _____	Location where item(s) were received: _____	
<b>Item(s) Received From Households</b>		
Number of people in household: _____		
Age and sex of people in household: <i>[Divide by appropriate intervals, say 5- or 10-year intervals]</i>		
10 years or under	Females: _____	Males: _____
11–20 years	Females: _____	Males: _____
21–30 years	Females: _____	Males: _____
31–40 years	Females: _____	Males: _____
41–50 years	Females: _____	Males: _____
51–60 years	Females: _____	Males: _____
61–70 years	Females: _____	Males: _____
71 years or older	Females: _____	Males: _____
<b>Item(s) Received From Individuals</b>		
Age and sex of individual person: <i>[Divide by appropriate intervals, say 5- or 10-year intervals]</i>		
10 years or under	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>
11–20 years	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>
21–30 years	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>
31–40 years	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>
41–50 years	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>
51–60 years	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>
61–70 years	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>
71 years or older	Female: <input type="checkbox"/>	Male: <input type="checkbox"/>
<b>Other Assistance Provided</b>		
Counseling <input type="checkbox"/>	Referral <input type="checkbox"/>	Training <input type="checkbox"/>



## APPENDIX C

# CHECKLIST OF TASKS

### *For Programs to Prevent Unintentional Injury*

#### **Program Development**

As soon as you or someone in your organization has the idea for a program to prevent unintentional injury, begin evaluation.

1. Investigate to make sure an effective program similar to the one you envision does not already exist in your community.
2. If a similar program does exist *and* if it is fully meeting the needs of your proposed target population, modify your ideas for the program so that you can fill a need that is not being met.
3. Decide where you will seek financial support.
  - Find out which federal, state, or local government agencies give grants for the type of program you envision.
  - Find out which businesses and community groups are likely to support your goals and provide funds to achieve them.
4. Decide where you will seek nonfinancial support.
  - Find out which federal, state, or local government agencies provide technical assistance for the type of program you envision.
  - Find out which businesses and community groups support your goals and are likely to provide technical assistance, staff, or other nonfinancial support.
5. Develop an outline of a plan for your injury-prevention program. Include in the outline the methods you will use to provide the program service to participants and the methods you will use to evaluate your program's impact and outcome.

6. Evaluate the outline. For example, conduct personal interviews or focus groups with a small number of the people you will try to reach with your injury-prevention program. Consult people who have experience with programs similar to the one you envision, and ask them to review your plan. Modify your plan on the basis of evaluation results.
7. Develop a plan to enlist financial and nonfinancial support from all the agencies, businesses, and community organizations you have decided are likely sources of support. Use the outline of your plan for the injury-prevention program to demonstrate your commitment, expertise, and research.
8. Evaluate the plan for obtaining support. For example, conduct personal interviews with business leaders in your community. Modify your plan on the basis of evaluation results.
9. Put your plan for obtaining support into action.
10. Keep track of all contacts you make with potential supporters.
11. If unexpected problems arise while you are seeking support, re-evaluate your plan or the aspect of your plan that seems to be the source of the problem. For example, if businesses are contributing much less than you had good reason to expect, then seek feedback from businesses that are contributing and those that are not. Or if you did not receive grant funds for which you believed you were qualified, contact the funding agency to find out why your proposal was rejected. Modify your plan according to your re-evaluation results, and continue seeking support.
12. When you have enough support for your program, expand on the outline of your plan for the injury-prevention program. Include in the design a mechanism for evaluating the program's impact and outcome.
13. Evaluate your program's procedures, materials, and activities. For example, conduct focus groups within your target population. Modify the plan on the basis of evaluation results.
14. Develop forms to keep track of program participants, program supporters, and all contacts with participants, supporters, or other people outside the program.
15. Measure the target population's knowledge, attitudes, beliefs, and behaviors that relate to your program goals. The results are your baseline measurements.

## **Program Operation**

1. Put your program into operation.
  - Track all program-related contacts (participants, supporters, or others). Track all items either distributed to or collected from participants.
  - As soon as the program has completed its first encounter with the target population, assess any changes in program participants' knowledge, attitudes, beliefs, and (if appropriate) behaviors.
2. Continue tracking and assessing program-related changes in participants throughout the life of the program. Keep meticulous records.
3. If unexpected problems arise while the program is in operation, re-evaluate (using qualitative methods) to find the cause and solution. For example, your records might show that not as many people as expected are responding to your program's message, or your assessment of program participants might show that their knowledge is not increasing. Modify the program on the basis of evaluation results.
4. Evaluate ongoing programs (e.g., classes on fire safety given each year to third graders) at suitable intervals to see how well the program is meeting its goal of reducing injury-related morbidity and mortality.

## **Program Completion**

1. Use the data you have collected throughout the program to evaluate how well the program met its goals: to increase behaviors that prevent unintentional injury and, consequently, to reduce the rate of injuries and injury-related deaths.
2. Use the results of this evaluation to justify continued funding and support for your program.
3. If appropriate, publish the results of your program in a scientific journal.



## APPENDIX D

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## APPENDIX E

### GLOSSARY

**Attitudes:** People's biases, inclinations, or tendencies that influence their response to situations, activities, people, or program goals.

**Baseline information:** Data gathered on the target population before an injury-prevention program begins.

**Closed-ended questions:** Questions that allow respondents to choose only from a list of possible answers. (Compare *Open-ended questions*.)

**Comparison group:** (see *Control group*)

**Contact:** Any personal interaction between program staff and a person or household in the target population (sometimes called encounter). Also the person or household with whom program staff interacted.

**Control group (or comparison group):** A group whose characteristics are as similar as possible to those of the intervention group. To evaluate program effects, evaluators compare differences in changes between the two groups. See also *Intervention group*.

**Encounter (contact):** In evaluation, any personal interaction between a program and a person, household, or group of people in the target population.

**Experimental designs:** In evaluation, methods that involve randomly assigning people in the target population to one of two or more groups in order to eliminate the effects of history and maturation. The program's effects are measured by comparing the change in one group or set of groups with the change in another group or set of groups.

**Focus group:** A qualitative method of evaluating program materials, plans, and results. A facilitator moderates a discussion among four to eight people, allowing them to talk freely on the subject of interest.

**Formative evaluation:** Research conducted (usually while the program is being developed) on a program's proposed materials, procedures, and methods.

**History:** The knowledge, skills, or other attributes that people have with regard to the goals of an injury-prevention program *before* the program begins.

**Impact evaluation:** Research to determine how well a program is meeting its intermediate goals of changes in people's knowledge, attitudes, and beliefs.

**Instrument:** The tool used to gather information on people's knowledge, attitudes, beliefs, or behavior (e.g., a questionnaire).

**Intervention:** The method, device, or process used to prevent an undesirable outcome.

**Intervention group:** The group in an experimental study or evaluation who is to receive the intervention. See also *Control group*.

**Item:** One question or statement on an instrument used to measure knowledge, attitudes, beliefs, or behaviors.

**Maturation:** The knowledge, skills, or other attributes that people gain with regard to the goals of an injury-prevention program *while the program is going on*, but which are *not* due to program activities.

**Morbidity:** Any deviation from a state of well-being, either physiological or psychological; any mental or physical illness or injury.

**Outcome evaluation:** Research to determine how well programs succeeded in achieving their ultimate objective of reducing morbidity and mortality.

**Open-ended questions:** Questions that allow respondents to answer freely in their own words. (Compare *Closed-ended questions*.)

**Pilot test:** A small-scale trial conducted before a full-scale program begins to see if the planned methods, procedures, activities, and materials will work.

**Placebo:** A service, activity, or item that is similar to the intervention service, activity, or item but without the intervention characteristic that is being evaluated.

**Prevalence:** The amount of a factor of interest (e.g., knowledge or head injury) that is present in a specified population at a specified time.

**Probe:** A method of soliciting more information about an issue than respondents gave in their first response to questions.

**Process evaluation:** Research to determine how well a program is operating. Includes assessments of whether the program and its materials are reaching the target population and, if so, in what quantity.

**Qualitative methods:** Ways of collecting descriptive data on the knowledge, attitudes, beliefs, and behaviors of the target population. In general, information gathered using qualitative methods is not given a numerical value.

**Quality assurance:** A system to ensure that all aspects of a program will be of the highest possible caliber.

**Quantitative methods:** Ways of collecting numerical data on the target population. Use quantitative data to draw conclusions about the target population.

**Quasi-experimental design:** In evaluation, methods that do not involve randomly assigning members of the target population either to an intervention or to a comparison group but which, nevertheless, reduce the effects of history and maturation. Evaluators have less control over factors that affect the comparison group than they do with experimental designs.

**Randomization:** Assigning individuals by chance (using a predetermined method) to groups that will either receive the injury-prevention intervention or not receive it. It is used for experimental-design programs. The predetermined method is usually based on a table of random numbers or a computer-generated list.

**Rate:** A measurement of how frequently an event occurs among people in a certain population at a point in time or during a specified period of time.

**Reach:** The number of people or households who receive the program's message or intervention.

**Readability:** The level of reading skill required to be able to understand written materials.

**Sample:** A subset of people in a particular population.

**Sampling frame:** Complete list of all people or households in the target population.

**Schematic:** The order (in symbols) in which events occur during an experimental or quasi-experimental study.

**Survey:** A quantitative (nonexperimental) method of collecting information at one point in time on the target population. Surveys may be conducted by interview (in person or by telephone) or by questionnaire.

**Survey instrument:** (see *Instrument*).

**Survey item:** (see *Item*)

**Target population:** The people or households the program intends to serve.

**Unit:** One person or household in the target population.

# COMMENT FORM

## 1. Which sections of this book did you read? *[Check all answers that apply]*

- |                                  |                          |   |                          |
|----------------------------------|--------------------------|---|--------------------------|
| Introduction                     | <input type="checkbox"/> | Appendix A: Examples of Questions to Ask, Events to Observe, and Who or What to Count | <input type="checkbox"/> |
| How This Primer Is Organized     | <input type="checkbox"/> | Appendix B: Sample Forms  | <input type="checkbox"/> |
| Section 1: General Information   | <input type="checkbox"/> | Appendix C: Checklist of Tasks  | <input type="checkbox"/> |
| Section 2: Stages of Evaluation  | <input type="checkbox"/> | Appendix D: Bibliography  | <input type="checkbox"/> |
| Section 3: Methods of Evaluation | <input type="checkbox"/> | Appendix E: Glossary  | <input type="checkbox"/> |

- |                                       | <u>Useful</u>            | <u>Somewhat Useful</u>   | <u>Not Useful</u>        | <u>Did Not Read</u>      |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 2. What is your opinion of this book? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### What is your opinion of each section of this book?

- |   | <u>Useful</u>            | <u>Somewhat Useful</u>   | <u>Not Useful</u>        | <u>Did Not Read</u>      |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Introduction  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How This Primer Is Organized  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Section 1: General Information  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Section 2: Stages of Evaluation   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Section 3: Methods of Evaluation  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Appendix A: Examples of Questions to Ask, Events to Observe, and Who or What to Count | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Appendix B: Sample Forms  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Appendix C: Checklist of Tasks  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Appendix D: Bibliography  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Appendix E: Glossary  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## 3. How did you use this book? *[Check all answers that apply]*

- Personal reference      
 Staff instruction      
 Library resource      
 Other (*Specify*) \_\_\_\_\_

## 4. Check your job category

- Health Professional      
 Other Professional      
 Executive/Manager      
 Educator
- Other (*Specify*) \_\_\_\_\_

**5. Check your employer's category**

Government     Academia     Nonprofit Organization     Private Corporation   
Other (*Specify*) \_\_\_\_\_

**6. Do you have suggestions on how to improve this book?**



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