Using Outcome Mapping to Evaluate a Culturally Adapted Prevention Program in an Indigenous Community

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Faculty/Presenter Disclosure

• Dr Lola Baydala, Kisikaw Ksay-yin, Natasha Rabbit and Melissa Tremblay have no relevant financial relationships with the manufacturer(s) of commercial services discussed in this CME activity

• The authors do not intend to discuss an unapproved/ investigative use of a commercial product/device in this presentation
Outline

• Context and Project background
• Outcome Mapping
  • Stages
  • Highlights of OM findings
• Next steps
• Conclusions
Project Background

First Nations in Alberta
1. Athabasca Chipewyan First Nation
2. Beaver First Nation
3. Bigstone Cree Nation
4. Chipewyan Prairie First Nation
5. Denne Tribe First Nation
6. Dripstone First Nation
7. Duncan's First Nation
8. Fort McKay First Nation
9. Fort McMurray First Nation
10. Horse Lake First Nation
11. Kepawenino First Nation
12. Little Red River Cree Nation
13. Loon River First Nation
14. Lubicon Lake Indian Nation (no reserve)
15. Mikisew Cree First Nation
16. Sawridge Band
17. Smith's Landing First Nation
18. Sturgeon Lake Cree Nation
19. Sucker Creek First Nation
20. Swan River First Nation
21. Tailcreek First Nation
22. Whitetooth First Nation
23. Woodend Cree First Nation
24. Alexander First Nation
25. Alexis Nakota Sioux First Nation
26. Beaver Lake Cree Nation
27. Cold Lake First Nations
28. Ernon Cree Nation
29. Ermineskin Cree Nation
30. Frog Lake First Nation
31. Heart Lake First Nation
32. Kehewin Cree Nation
33. Louis Bull Tribe
34. Montana First Nation
35. O'Chiese First Nation
36. Paul First Nation
37. Saddle Lake First Nation
38. Sarsiun Cree Nation
39. Suncor First Nation
40. Whitestone Lake First Nation
41. Blood Tribe
42. Paliyah Nation
43. Siksika Nation
44. Shinnibin Cree Nation
45. Tsuut'ina Nation
Maskwacis
Project Background

- Maskwacis First Nations communities
  - Recognized need for prevention
- Partnership
  - Members of the Maskwacis Four Nations and University of Alberta researchers
- Community-based participatory research (CBPR)
  - Equitable involvement
  - Collaboration and co-learning
  - Aim for social change
Maskwacis Life Skills Training Program

- Started with the evidence-based LST program
  - Gilbert Botvin, Cornell University
- Partners worked together to culturally adapt, implement and evaluate the program
Maskwacis Life Skills Training Program

- Delivered in the Four Nations schools by community members
Program Evaluation

• Questionnaires
  – Adapted LST questionnaire
  – Piers-Harris Self-Concept Scale, 2nd Edition

• Focus Groups
  – Elders
  – Program facilitators
  – School personnel
  – Students
  – Parents

• But what about capturing complexity, community change, and unanticipated outcomes?
Measuring Complex Outcomes

- **Interconnectedness** occurs between people, systems, and environments.

- This **interconnectedness** leads to **interdependence** between people, systems, and environments, and gives rise to complex behaviour.

- Assumptions about cause and effect in open systems.

<table>
<thead>
<tr>
<th>Simple</th>
<th>Complicated</th>
<th>Complex</th>
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Outcome Mapping

• Developed in Canada but used primarily for international development
• Participatory planning, monitoring, and evaluation tool
• Looks at outcomes in terms of changes in behavior, relationships, actions, and activities
• Focus on contributions to outcomes
• Focus on outcomes rather than impact

Earl, Carden, & Smutylo, 2001
Intentional Design

STEP 1: Vision
STEP 2: Mission
STEP 3: Boundary Partners
STEP 4: Outcome Challenges
STEP 5: Progress Markers
STEP 6: Strategy Maps
STEP 7: Organizational Practices

Outcome and Performance Monitoring

STEP 8: Monitoring Priorities
STEP 9: Outcome Journals
STEP 10: Strategy Journal
STEP 11: Performance Journal

Evaluation Planning

STEP 12: Evaluation Plan
Step 3: Boundary Partners

- **Sphere of control**: Project
- **Sphere of influence**: People the project works with/through
- **Sphere of concern**: People who benefit from the project
Step 3: Boundary Partners

- Schools
- MLST Students
- Elders
- Facilitators
- Education Directors
- Parents/caregivers
- Leadership and administration in the 4 Nations
- University of Alberta
- Funders
Step 4: Outcome Challenges

• Ideal changes in the behavior, relationships, activities, or actions of boundary partners.
  – MLST students:
    • Develop a positive cultural identity with a healthy Nehiyaw lifestyle.
  – Parents:
    • Raise kids in a traditional cultural way that is congruent with the aims of the program.
Step 5: Progress Markers

- Graduated progress markers for each boundary partner illustrate complexity
  - MLST Students
    - Expect to see: Attend MLST classes
    - Like to see: Demonstrate respect for the Elders
    - Love to see: Speak Cree; Understand the effects of abused substances.
Progress Markers

- **Boundary Partner:** Schools
- **Outcome Challenge:** Support and promote the program in the school environment, particularly the cultural aspects of the program.

<table>
<thead>
<tr>
<th>Level of Change</th>
<th>Progress Markers</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expect to See</td>
<td>Allow us to deliver program</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Provide classroom management</td>
<td>✓</td>
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<td></td>
<td>Demonstrate cultural sensitivity</td>
<td>✓</td>
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<td></td>
<td>Welcoming to facilitators</td>
<td>✓</td>
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<tr>
<td>Like to See</td>
<td>Accept/ allow cultural workshop</td>
<td>✓</td>
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<tr>
<td></td>
<td>Provide logistical support</td>
<td>✗</td>
</tr>
<tr>
<td></td>
<td>Teachers engage/ follow along during class</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Teachers want to learn local history and language</td>
<td>✓</td>
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<tr>
<td></td>
<td>Teachers provide helpful feedback</td>
<td>✓</td>
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<tr>
<td></td>
<td>Invite facilitators to school functions</td>
<td>✓</td>
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<tr>
<td></td>
<td>Identify importance of Elders in program</td>
<td>✓</td>
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<tr>
<td></td>
<td>Build relationships with the program</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Allow more class time than previous years</td>
<td>✗</td>
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<tr>
<td>Love to See</td>
<td>Allow program to be part of the curriculum</td>
<td>✗</td>
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<tr>
<td></td>
<td>Actively request cultural workshops and activities</td>
<td>✓</td>
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<tr>
<td></td>
<td>Advocate for program</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Give Elders their own teaching time</td>
<td>✗</td>
</tr>
</tbody>
</table>

**Data Sources:** 3 years of meeting minutes; 3 years of post-program focus groups with facilitators, school personnel, students, parents, and Elders; 3 years of facilitator daily reports
### Progress Markers

- **Boundary Partner:** University of Alberta
- **Outcome Challenge:** *Equitable partnerships with community members, practicing authentic CBPR.*

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<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expect to See</td>
<td>Partners share a mutual respect.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Community partners have opportunities for professional development.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>University partners are present in the community at least on a weekly basis.</td>
<td>✓</td>
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<td></td>
<td>University partners are willing to learn about community culture and language.</td>
<td>✓</td>
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<tr>
<td></td>
<td>There is a prayer before all meetings.</td>
<td>✓</td>
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<tr>
<td>Like to See</td>
<td>The community has their own budget and can make budget decisions independently.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Both partners are represented at all meetings.</td>
<td>✓</td>
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<tr>
<td></td>
<td>Both partners are willing to discuss challenges and conflicts.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Consensus-based decision-making on all critical issues.</td>
<td>✓</td>
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<td></td>
<td>Both partners attend conferences, deliver presentations, and contribute to paper writing.</td>
<td>✓</td>
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<td></td>
<td>Both partners make compromises.</td>
<td>✓</td>
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<tr>
<td></td>
<td>University partners actively work to understand Indigenous research methods; community partners actively work to understand academic research methods.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Both partners trust each other to complete tasks independently.</td>
<td>✓</td>
</tr>
<tr>
<td>Love to See</td>
<td>Community partners see the overall budget.</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Both partners are committed to the sustainability of the MLST program.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Both partners support the evolving vision of the community.</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>University partners are willing to remain a permanent connection/ support for community.</td>
<td>✓</td>
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<tr>
<td></td>
<td>The team ultimately relies on Elders for making decisions.</td>
<td>✓</td>
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</table>
Step 6: Strategy Maps

• Identify strategies used by the program to contribute to achieving an outcome

• OM manual
  – Categorize strategies into a six-cell matrix

• Our strategy for strategy maps:
  – Categorize strategies according to:
    – Individual vs. community change
    – Already in place vs. not yet enacted
Strategies

- **Boundary Partner:** Schools
- **Outcome Challenge:** Support and promote the program in the school environment, particularly the cultural aspects of the program.

| Facilitators are present in the schools for full days. |
| Facilitators engage/involves teachers during their classes. |
| Facilitators have a discussion with teachers to establish mutual expectations. |
| Facilitators are punctual and respectful. |
| Facilitators ask teachers for feedback. |
| The MLST program regularly distributes promotional material to schools. |
| Facilitators give regular updates to school principals. |
| Evaluation results are communicated to schools. |
| The MLST team offers a cultural workshop to each of the schools. |
Strategies

- **Boundary Partner:** University of Alberta
- **Outcome Challenge:** Equitable partnerships with community members, practicing authentic CBPR.

Both partners provide each other with constructive feedback.

| Community partners support university staff in learning about the community and cultural protocol. |
| University partners support community staff in developing academic research, writing, and presentation skills. |
| Community partners invite and welcome university staff to community events and ceremonies. |
| Both partners regularly communicate regarding expectations. |
| Both partners let each other know when they need extra support in certain areas. |
| Both partners regularly discuss the project’s progress and goals. |
| Research and evaluation methods are participatory, where both partners have the opportunity to contribute. |
Highlights of Our Findings

- Promotion of culture in the schools
- Students practicing culture
- MLST staff connected to the community
- Support from community leadership
- University guidelines
Conclusions

• Benefits of Using OM
  – Document stories and anecdotes as data
  – Identify areas of progress
  – Examine unanticipated outcomes
Conclusions

• Challenges
  – Very time-consuming
  – Steep learning curve

• OM has been highly useful for our prevention program as a retrospective evaluation tool
Questions?
Hai hai!

Thank-you!

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