



European Monitoring Centre
for Drugs and Drug Addiction



Online Annex to EMCDDA Manual No 7 “European drug prevention quality standards”

Self-reflection checklist

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How to use this checklist

This self-reflection checklist was developed following consultations with drug professionals on how to support uptake of the European drug prevention quality standards in practice. The checklist summarises the basic standards for each component and provides users with a dedicated space to reflect on their work in relation to each component.

The purpose of the checklist is to facilitate initial self-reflection (i.e. to determine one's own position in relation to the standards). It does not require users to formally evidence achievement of the standards, as formal assessment would not be in line with the recommended uses of the standards. It is, however, intended that targeted manuals and checklists for a range of purposes, including formal assessment, will be developed by the Partnership during future phases of work.

The tables in the checklist consist of five columns:

- **Basic standards (summary):** This section contains the titles of the components and *summarises* the *basic* standards contained within these components. While considering each component, **users should consult the full version of the standards** to find out about the relating basic and expert standards in detail. This will help them to reflect on and determine their position.
- **Are the standards currently met?** This part of the checklist enables users to rate their work (e.g. professional development, activity, organisation, strategy, etc.) in relation to the standards by ticking the category “Not met”, “Partially met”, or “Fully met”. Positioning their own work along this scale will help professionals to identify areas for improvement and to track progress over time. Generally speaking, the category “Partially met” should be chosen if all or most basic standards are met, and the category “Fully met” should be ticked if all basic *and* all or most expert standards are met. The category “Not met” should be chosen if none or very few standards are met. However, the position will depend also on the particular circumstances of the programme or organisation (“What do I/we *want* to achieve?”), and on what is realistic (“What *can* I/we actually achieve?”). Some standards in the full list contain examples of how achievement can be evidenced in practice; this can help professionals judge whether these standards are met. Sources of evidence may include written evidence, for example the project plan or descriptions of the organisation (e.g. on the company/service website), direct observations of work procedures or programme implementation, or interviews with staff members, participants, and/or other stakeholders.
- **“Not applicable”:** This option should only be ticked if required and after thorough consideration of the standards’ relevance. Users should beware of choosing this option too easily, acknowledging instead that perhaps the standard *is* applicable but not currently feasible. If choosing the option “Not applicable”, a brief comment in the column “Notes on current position” should be provided, clarifying why the component was not (currently) considered applicable.
- **Notes on current position:** This column allows users to comment on their rating. It gives an opportunity to describe what standards have been achieved already and to provide the evidence to support the rating (by referring to tangible pieces of evidence where possible). Users should also use this space to point out weaknesses and areas for improvement (e.g. what standards have not yet been met and why).
- **Actions to take:** Based on the reflection so far, actions and changes required to improve current efforts should be outlined in this column. This could include, for

example, the need to review the project plan or the need for additional staff training. Actions and changes should be realistic in order to make the reflection practically relevant: "What actions and changes can I/we take now (or in the foreseeable future) to improve my/our drug prevention efforts?". However, it may also be useful to note long-term actions and aims that can be tackled at a later point in time (e.g. following the next review). In order to make actions more specific, it can be helpful to think about and note: *when* these changes will happen; *who* will be involved; and what *resources* will be required.

Following the checklist, a **summary page** gives users the space to summarise main findings from the reflection, major actions that should be taken to improve current efforts, and/or their (personal) conclusions from the reflection. For future reference, it is important to note when the reflection took place and who was involved (this could be one person or, for example, the programme team). A date for the next review should also be specified, and marked in the office calendar. Although the standards should inform day-to-day practice, reflecting on and documenting achievement of the standards will usually be an infrequent and extraordinary activity. However, it is recommended to revisit the checklist at appropriate intervals to track progress and reinforce the motivation for improvement where necessary.

Please note that this document has not been formally edited by the EMCDDA.

Cross-cutting considerations

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
<p>A: Sustainability and funding: The programme promotes a long-term view on drug prevention and is not a fragmented short-term initiative. The programme is coherent in its logic and practical approach. The programme seeks funding from different sources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>B: Communication and stakeholder involvement: The multi-service nature of drug prevention is considered. All stakeholders relevant to the programme (e.g. target population, other agencies) are identified, and they are involved as required for a successful programme implementation. The organisation cooperates with other agencies and institutions.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Please refer to the full list of basic and expert standards in the EMCDDA Manual when conducting your review.

Cross-cutting considerations

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
<p>C: Staff development: It is ensured prior to the implementation that staff members have the competencies which are required for a successful programme implementation. If necessary, high quality training based on a training needs analysis is provided. During implementation, staff members are supported in their work as appropriate.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>D: Ethical drug prevention: A code of ethics is defined. Participants' rights are protected. The programme has clear benefits for participants, and will not cause them any harm. Participant data is treated confidentially. The physical safety of participants and staff members is protected.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

1 Needs assessment

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
<p>1.1 Knowing drug-related policy and legislation: The knowledge of drug-related policy and legislation is sufficient for the implementation of the programme. The programme supports the objectives of local, regional, national, and/or international priorities, strategies, and policies.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>1.2 Assessing drug use and community needs: The needs of the community (or environment in which the programme will be delivered) are assessed. Detailed and diverse information on drug use is gathered. The study utilises existing epidemiological knowledge as possible, and adheres to principles of ethical research.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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1 Needs assessment

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
<p>1.3 Describing the need – Justifying the intervention: The need for an intervention is justified. The main needs are described based on the needs assessment, and the potential future development of the situation without an intervention is indicated. Gaps in current service provision are identified.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>1.4 Understanding the target population: A potential target population is chosen in line with the needs assessment. The needs assessment considers the target population's culture and its perspectives on drug use.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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2 Resource assessment

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
<p>2.1 Assessing target population and community resources: Sources of opposition to, and support of, the programme are considered, as well as ways of increasing the level of support. The ability of the target population and other relevant stakeholders to participate in the programme is assessed.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>2.2 Assessing internal capacities: Internal resources and capacities are assessed (e.g. human, technological, financial resources). The assessment takes into account their current availability as well as their likely future availability for the programme.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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3 Programme formulation

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
3.1 Defining the target population: The target population(s) of the programme is (are) described. The chosen target population(s) can be reached.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.2 Using a theoretical model: The programme is based on an evidence-based theoretical model that allows an understanding of the specific drug-related needs and shows how the behaviour of the target population can be changed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3.3 Defining aims, goals, and objectives: It is clear what is being 'prevented' (e.g. what types of drug use?). The programme's aims, goals, and objectives are clear, logically linked, and informed by the identified needs. They are ethical and 'useful' for the target population. Goals and objectives are specific and realistic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Please refer to the full list of basic and expert standards in the EMCDDA Manual when conducting your review.

3 Programme formulation

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
<p>3.4 Defining the setting: The setting(s) for the activities is (are) described. It matches the aims, goals, and objectives, available resources, and is likely to produce the desired change. Necessary collaborations for implementation of the programme in this setting are identified.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>3.5 Referring to evidence of effectiveness: Scientific literature reviews and/or essential publications on the issues relating to the programme are consulted. The reviewed information is of high quality and relevant to the programme. The main findings are used to inform the programme.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>3.6 Determining the timeline: The timeline of the programme is realistic, and it is illustrated clearly and coherently. Timing, duration, and frequency of activities are adequate for the programme.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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4 Intervention design

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
<p>4.1 Designing for quality and effectiveness: The intervention follows evidence-based good practice recommendations; the scientific approach is outlined. The programme builds on positive relationships with participants by acknowledging their experiences and respecting diversity. Programme completion is defined.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>4.2 If selecting an existing intervention: Benefits and disadvantages of existing interventions are considered, as well as the balance between adaptation, fidelity, and feasibility. The interventions' fit to local circumstances is assessed. The chosen intervention is adapted carefully, and changes are made explicit. Authors of the intervention are acknowledged.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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4 Intervention design

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
4.3 Tailoring the intervention to the target population: The programme is adequate for the specific circumstances of the programme (e.g. target population characteristics), and tailored to those if required. Elements to tailor include: language; activities; messages; timing; number of participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4.4 If planning final evaluations: Evaluation is seen as an integral and important element to ensuring programme quality. It is determined what kind of evaluation is most appropriate for the intervention, and a feasible and useful evaluation is planned. Relevant evaluation indicators are specified, and the data collection process is described.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

5 Management and mobilisation of resources

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
5.1 Planning the programme - Illustrating the project plan: Time is set aside for systematic programme planning. A written project plan outlines the main programme elements and procedures. Contingency plans are developed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.2 Planning financial requirements: A clear and realistic cost estimate for the programme is given. The available budget is specified and adequate for the programme. Costs and available budget are linked. Financial management corresponds to legal requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.3 Setting up the team: The staff required for successful implementation is defined and (likely to be) available (e.g. type of roles, number of staff). The set-up of the team is appropriate for the programme. Staff selection and management procedures are defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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5 Management and mobilisation of resources

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
5.4 Recruiting and retaining participants: It is clear how participants are drawn from the target population, and what mechanisms are used for recruitment. Specific measures are taken to maximise recruitment and retention of participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.5 Preparing programme materials: Materials necessary for implementation of the programme are specified. If intervention materials (e.g. manuals) are used, the information provided therein is factual and of high quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5.6 Providing a programme description: A written, clear programme description exists and is (at least partly) accessible by relevant groups (e.g. participants). It outlines major elements of the programme, particularly its possible impact on participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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6 Delivery and monitoring

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
<p>6.1 If conducting a pilot intervention: A pilot intervention is conducted if necessary. It should be considered, for example, when implementing new or strongly adapted interventions, or if programmes are intended for wide dissemination. The findings from the pilot evaluation are used to inform and improve the proper implementation of the intervention.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>6.2 Implementing the programme: The programme is implemented according to the written project plan. The implementation is adequately documented, including details on failures and deviations from the original plan.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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6 Delivery and monitoring

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
<p>6.3 Monitoring the implementation: Monitoring is seen as an integral part of the implementation phase. Outcome and process data are collected during implementation and reviewed systematically. The project plan, resources, etc. are also reviewed. The purpose of monitoring is to determine if the programme will be successful and to identify any necessary adjustments.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>6.4 Adjusting the implementation: Flexibility is possible if required for a successful implementation. The implementation is adjusted in line with the monitoring findings, where possible. Issues and problems are dealt with in a manner that is appropriate for the programme. Adjustments are well-justified, and reasons for adjustments are documented.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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7 Final evaluations

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
<p>7.1 If conducting an outcome evaluation: The sample size on which the outcome evaluation is based is given, and it is appropriate for the data analysis. An appropriate data analysis is conducted, including all participants. All findings are reported in measurable terms. Possible sources of bias and alternative explanations for findings are considered. The success of the programme is assessed.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>7.2 If conducting a process evaluation: The implementation of the programme is documented and explained. The following aspects are evaluated: target population involvement; activities; programme delivery; use of financial, human, and material resources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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8 Dissemination and improvement

Basic standards (summary):	Not met	Partially met	Fully met	Not applicable	Notes on current position	Actions to take
<p>8.1 Determining whether the programme should be sustained: It is determined whether the programme should be continued based on the evidence provided by monitoring and/or final evaluations. If it is to be continued, opportunities for continuation are outlined. The lessons learnt from the implementation are used to inform future activities.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>8.2 Disseminating information about the programme: Information on the programme is disseminated to relevant target audiences in an appropriate format. To assist replication, details on implementation experiences and unintended outcomes are included. Legal aspects of reporting on the programme are considered (e.g. copyright).</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<p>8.3 If producing a final report: The final report documents all major elements of programme planning, implementation, and (where possible) evaluation in a clear, logical, and easy-to-read way.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

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Conclusions / Summary of actions

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Review date:	
Review undertaken by:	
Next review date:	