**PRC at CSU General Fidelity Monitoring Checklist**
**SELF-REPORT**

# PREVENTION RESEARCH CENTER
## COLORADO STATE UNIVERSITY
### Promoting Health & Wellness Throughout the Lifespan

**Kindly Note:** This checklist is intended to be used only if the evidence-based program that you are implementing does not have one of its own. Please refer to your program website or service provider to access an up-to-date fidelity checklist that is specific to your program. This checklist includes items that are commonly used to assess the implementation fidelity of other evidence-based programs. However, because this fidelity checklist is not specific to your program, it may not be able to assess implementation topics or monitor activities that are unique to the program you are implementing.

| | |
|---|---|
| **Program Name:** | |
| **Facilitator Name(s):** <br><br><br> **Date of Session:** | |
| Session Number: <br><br> Session Title: <br><br> Session Start Time: <br><br> Session End Time: | Session Location: <br><br> Total Number of Participants: <br><br> Number of participants arriving late: <br><br> Number of participants leaving early: |

**How Often?** This is a self-report fidelity checklist designed to be completed by the facilitator(s) after each program session. Your team may not always have the resources and capacity to monitor implementation fidelity for every session. Use the following table as a guide for the best ways to monitor fidelity according to your team's capacity.

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*Tiers for Fidelity Monitoring Frequency*

| Tier | For Whom? | Method | Pros | Cons |
|---|---|---|---|---|
| Top Tier | Ideal when implementing a program that is new to your agency | Complete this checklist (in addition to the observer-report checklist) after as many sessions as possible for *50%-100% of sessions* | Allows for the most accurate representation of true implementation fidelity | The most time and resource intensive |
| Mid Tier | Acceptable for most communities | Complete this checklist (in addition to the observer-report checklist) after a handful of predetermined sessions for *15%-20% of sessions* | Offers a balance of resource capacity and rigor of fidelity monitoring | Can be challenging for agencies with minimal resources and capacity, and can be sensitive to bias depending on the session being monitored |
| Bottom Tier | Only ideal when agencies have been implementing the same program consistently | Complete this checklist (in addition to the observer-report checklist) after 1 session: Avoid cherry-picking sessions | This requires the least amount of agency capacity | The least rigorous fidelity monitoring assessment option |

Notes:
- **Observers** are those who are familiar with the program but who are not implementing the program to your participants. They will observe the session and complete a separate observer-report fidelity checklist to provide an objective (i.e., unbiased) perspective. Ideally, the same observer will be available for all observations.
- To **predetermine sessions** for monitoring: Collaborate among the facilitator, director, and observer before implementation begins.
- It is ideal to monitor the sessions in the middle of the program (i.e., **not the first or last session**).

Some communities prefer to complete this fidelity checklist after each session. This is often done when communities are implementing a program for the first time and they want to understand how well each session is being implemented or how much participants enjoy the content of each individual session. Other communities prefer to observe the implementation of a select few sessions. This is often done when communities want to ensure that a well-established program continues to be implemented as intended. You can often use this program fidelity checklist as a tool to facilitate communication among program staff related to continuous program monitoring, improvement, and expectations.

**Directions:** Use the designated 4-point scale to answer all questions in each of the following sections. At the end of each section, calculate the total points and average percentage for that section. At the end of this checklist, there is a guide on how to interpret your average percentages.

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## Section 1: Adherence

The extent to which core components of a program are utilized (i.e. using original instructional techniques and procedures)

| | | | | | |
|---|---|---|---|---|---|
| 1 | During this session, program materials (such as videos, readings, posters, slideshows, etc.) were delivered as specified in the program manual and session plan. | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 2 | During this session, how often were any program activities (such as worksheets, handouts, videos, games, etc.) omitted or removed? | 1- Most of the time | 2 - Some of the time | 3- Seldom | 4 - Never |
| 3 | During this session, were any program activities (such as worksheets, handouts, videos, games, etc.) replaced with an alternative activity? | 1- Most of the time | 2 - Some of the time | 3- Seldom | 4 - Never |
| 4 | During this session, were any activities or resources added to the program as supplemental/additional materials? | 1- Most of the time | 2 - Some of the time | 3- Seldom | 4 - Never |

**Notes:**

| **Total Points =** | **Maximum Points = 16** |
|---|---|
| **Average (%) =** | *<< To get the average percentage, divide your total points by the maximum points* |

## Section 2: Exposure

i.e., dosage—number, frequency, and length of program sessions

| | | | | | |
|---|---|---|---|---|---|
| 1 | Participant attendance was logged for this session. | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 2 | The activities in this session were delivered in the sequence intended by the program developers. | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 3 | The delivery of this session took the amount of time as intended by the program developers. *(Note that this is not the same as the time intended by your organization.)* ➔ Provide notes in the section below about how the surplus or shortage of time was compensated. | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |

**Notes:**

| **Total Points =** | **Maximum Points = 12** |
|---|---|
| **Average (%) =** | *<< To get the average percentage, divide your total points by the maximum points* |

| **Section 3: Quality of Delivery** | | | | |
|---|---|---|---|---|
| The quality and thoroughness in preparation, skills, leadership, and enthusiasm | | | | |
| 1 | During this session, all supplies/materials that are indicated in the program manual were available | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 2 | During this session, the amount of physical space was adequate for this session (For virtual settings refer to internet accessibility) | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 3 | During this session, the quality of space was adequate for this session (For virtual settings refer to the quality of virtual space) | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 4 | During this session, you felt prepared with the skills/knowledge to facilitate this session | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 5 | During this session, you demonstrated enthusiasm and topic interest during this session | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 6 | During this session, you demonstrated positive leadership and a positive attitude | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 7 | During this session, you provided a welcoming greeting when the participants entered the room | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 8 | During this session, you clearly explained topics and activities | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 9 | During this session, you felt comfortable interacting with the participants | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 10 | During this session, you are confident that you provided high-quality facilitation of this session | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |

**Notes:**

| **Total Points =** | **Maximum Points = 40** |
|---|---|
| **Average (%) =** | *<< To get the average percentage, divide your total points by the maximum points* |

## Section 4: Participant Responsiveness
The participants' engagement with the program

| | | | | | |
|---|---|---|---|---|---|
| 1 | During this session, participants were interested in the material | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 2 | During this session, participants were engaged in the material | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 3 | During this session, members were participating in the discussions/activities | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |
| 4 | During this session, participants understood/comprehended the material <br> ➜ Elaborate & provide examples in the notes below | 1- Strongly Disagree | 2- Disagree | 3- Agree | 4- Strongly Agree |

**Notes:**

| | |
|---|---|
| **Total Points =** | **Maximum Points = 16** |
| **Average (%) =** | *<< To get the average percentage, divide your total points by the maximum points* |

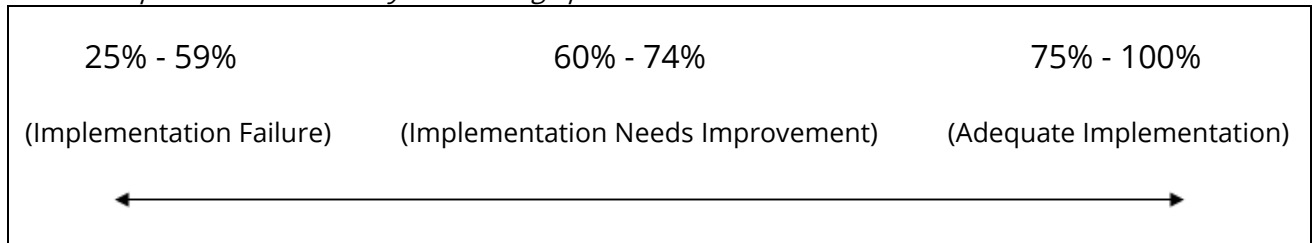## Final notes on Special Circumstances:

In addition to the notes above, please describe any unusual circumstances that arose (such as disturbances, family crises, life changes, or group dynamics) that might have affected the group's dynamics for this session:

Approximately how much of the session focused on individuals' personal concerns and issues (%) as compared to a focus on the activities and information in the curriculum (%)?

Personal Concerns & Issues (%):
+
Curriculum Focus: (%):
=
Total Session Focus (%): **100%**

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**Interpreting Your Average Points:**

Use this spectrum to identify which of the 4 sections of fidelity your team may need support with or may be excelling at. This scale can also be used for overall fidelity scoring.

*The Implementation Fidelity Monitoring Spectrum*

| 25% - 59% | 60% - 74% | 75% - 100% |
|---|---|---|
| (Implementation Failure) | (Implementation Needs Improvement) | (Adequate Implementation) |

**Total Points Recap:**

Section 1: Adherence
- Average (%) =

Section 2: Exposure
- Average (%) =

Section 3: Quality of Delivery
- Average (%) =

Section 4: Participant Responsiveness
- Average (%) =

Grand Total: Overall Fidelity*
- Overall Average (%) =

*For the overall average, add the averages of all 4 sections together and divide by 4*

**What does my average mean?** It is recommended to compare the results of this self-report checklist with the results of the observer-report checklist. Often times these two reports will differ. Work with your team to identify the areas that need immediate attention. Keep track of your checklists and see if there is any improvement over the length of the program.

- **Adequate Implementation:** If you score within the Adequate Implementation range for any section or for overall fidelity, then congratulations! Your team has been doing great work to uphold fidelity for those specific areas. This means that you have a higher chance of seeing positive program outcomes.

- **Implementation Needs Improvement:** If you score within the Implementation Needs Improvement range for any section or for overall fidelity, then these areas need some attention. It is not uncommon for communities to fall into this category especially when adaptations are also being implemented. For the

section(s) that score in this range, focus on the questions that had the lowest scores. Sometimes there are small tweaks that can be made to improve the fidelity score in the future. Other times, various circumstances may make it difficult to address the areas that need the most attention. Work with your team to identify what areas of implementation can be improved and how. This will boost your chances of producing positive program outcomes.

➢ **Implementation Failure:** If you score within the Implementation Failure range for any section or for overall fidelity, then work with your team to identify what areas need immediate attention. Scoring in this category does not mean that you or your team is failing. Oftentimes, this means that something is preventing you and your team from implementing the program the best you can (EX: your team is lacking the necessary resources to best implement the program, the program is not the best fit for your participants, or other distractions and constraints are interfering). It is highly recommended to collaborate with your team and an outside professional (technical assistance provider; program evaluator; program developer) to identify what roadblocks may be restricting your ability to implement with fidelity and how to overcome those blocks. Working to make small adjustments is necessary to avoid unwanted or decreased program outcomes.