



Office of
Population Affairs

Appendix – Optional approach for fine grained coding of components

The checklist aims to support varying purposes and goals. The Office of Population Affairs expects that most people will disaggregate the program **as a whole** into its components – this will probably be the most straightforward and least burdensome version of the coding. However, some people might want the option to go further and disaggregate into components the **individual lessons** or **activities** that comprise the broader program.

Documenting the details of individual lessons or activities might be critically important when the core of a program relies on a combination of several components (for example, certain content delivered in a certain mode for a certain length of time by a certain individual, such as a **demonstration** about **condoms** conducted by a **trained health educator** as a **whole class** activity for **10 minutes**). This fine-grained detail may be particularly useful for researchers designing implementation data collection plans, or for pre-specifying the fine-grained core components of a lesson that should not be adapted during program implementation.

Fine-grained coding of components is only feasible if the documentation of the program is sufficiently fine-grained. If a program manual provides information for each activity of the program, then it is feasible to complete the checklist separately for each activity. This level of detail would include, for example, descriptions of activity content, duration, method of delivery, and so on. If the manual has information for each lesson of the program, then it is feasible to conduct the checklist exercise separately for each lesson.

To conduct fine-grained coding, follow the approach in Step 1 **for the desired unit of coding** (for example, lesson or activity). That is, instead of coding the information about the program as a whole, complete the six columns in Step 1 for a given lesson or activity. In doing so, the information in each checklist will only represent the content, mechanism, dosage, and other elements of that lesson or activity. Therefore, you would need multiple checklists to document the components of all lessons and activities that make up the full program. It is expected that rows of the checklist that represent whole-program components (e.g., setting and population components) will be consistent across the multiple checklists that make up the full program.

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