



THE HEALTH COMMUNICATION UNIT
at the Dalla Lana School of Public Health
University of Toronto



Health Promotion 102
Workplace Health Promotion




HEALTH PROMOTION
Ontario
Workplace Health Promotion Program

**Webinar Session 3 of 3
Operationalizing**

Mar. 4, 2011
Nancy van Boxmeer &
Nancy Dubois
nancy@vanbo.biz
dubfit@rogers.com

The Health Communication Unit
At The Dalla Lana School of Public
Health
University of Toronto
Health Science Building
155 College Street, Room 500
Toronto, ON M5T 3M7
Tel (416) 978-0522
Fax (416) 971-1365
Email: hc.unit@utoronto.ca
Web: www.thcu.ca




THE HEALTH COMMUNICATION UNIT
at the Dalla Lana School of Public Health
University of Toronto

**The 6th Module
Element Five –
Develop Program and
Evaluation Plan**

The Health Communication Unit
At The Dalla Lana School of Public
Health
University of Toronto
Health Science Building
155 College Street, Room 500
Toronto, ON M5T 3M7
Tel (416) 978-0522
Fax (416) 971-1365
Email: hc.unit@utoronto.ca
Web: www.thcu.ca

Scenario



THE HEALTH COMMUNICATION UNIT

A recent employee survey shows that employees are experiencing high levels of **stress**...coming from 3 key areas:

- Concerns related to safety on the job.
 - Employees feel they have not been trained adequately on safety procedures and do not have the right safety equipment;
- Unsupportive supervisors.
 - Employees feel their supervisors are not very accommodating of employees' needs, they do not communicate well and are untrustworthy;
- A lack of work-life balance.
 - Employees feel they don't have much flexibility in their work options and their job demands are interfering with their ability to spend adequate quality time with their family.

3

Start...

THE HEALTH COMMUNICATION UNIT

...with the end in mind!

Planning is about creating
clear line-of-sight
to your end goal

7

A simplified logic model

THE HEALTH COMMUNICATION UNIT

Below is a basic template for a logic model:

```

graph TD
    S1[Strategy] --> A1[Activities]
    S2[Strategy] --> A2[Activities]
    S3[Strategy] --> A3[Activities]
    S4[Strategy] --> A4[Activities]
    A1 --> I1[Indicators]
    A2 --> I2[Indicators]
    A3 --> I3[Indicators]
    A4 --> I4[Indicators]
    I1 --> STO[Short Term Outcome Objectives]
    I2 --> STO
    I3 --> STO
    I4 --> STO
    STO --> LTO[Long Term Outcome Objectives]
    LTO --> PG[Program Goal]
  
```

The rest of this module describes explanations and examples of how to complete a logic model.

[back to top](#)

◀ Back Next ▶

8

FYI - There are other logic model frameworks....

THE HEALTH COMMUNICATION UNIT

- Showing inputs and outputs
- Including outcome objectives, process objectives, outcome indicators and process indicators

Consider use:

- Just 'logic check' for planning?
- Or as part of evaluation/accountability?

9

A simplified logic model

THE HEALTH COMMUNICATION UNIT

Below is a basic template for a logic model:

```

graph TD
    S1[Strategy] --> A1[Activities]
    S2[Strategy] --> A2[Activities]
    S3[Strategy] --> A3[Activities]
    S4[Strategy] --> A4[Activities]
    A1 --> I1[Indicators]
    A2 --> I2[Indicators]
    A3 --> I3[Indicators]
    A4 --> I4[Indicators]
    I1 --> STO[Short Term Outcome Objectives]
    I2 --> STO
    I3 --> STO
    I4 --> STO
    STO --> LTO[Long Term Outcome Objectives]
    LTO --> PG[Program Goal]
  
```

Start at the Bottom – with the ‘end in mind’

back to top

◀ Back Next ▶

10

ID goals, outcome objectives & population of interest

THE HEALTH COMMUNICATION UNIT

- Within Element 4 you identified the overall goal and target audience.
- However, when developing the program plan there may be **secondary audiences** required or a **program level goal may need to be developed** and refined.

11

Goal – Double Check

THE HEALTH COMMUNICATION UNIT

- Broadly encompassing
- Written to include all aspects or components of a program
- A direction-setter for the program
- General in nature
- Something that takes longer to complete
- Without any deadlines
- Something that can be directly observed or measured but is inferred

12

Population of Interest – Double Check

THE HEALTH COMMUNICATION UNIT

- All employees or a subset?
- All employees or employees + others
- Secondary audiences
- Intermediary audiences

13

Impact or Effect

THE HEALTH COMMUNICATION UNIT

- What happens
- To whom
- By when

14

SMART

THE HEALTH COMMUNICATION UNIT


- **S**pecific (clear and precise)
- **M**easurable (amenable to evaluation)
- **A**ppropriate (consistent with program goal)
- **R**ealistic
- **T**ime-limited

15

Time

- Short term
- Long term


(Could include medium term)



16

Examples of Impacts

- Awareness
- Knowledge
- Attitudes
- Behaviours
- Policies
- Social and physical environment
- Morbidity and mortality rates
- Productivity
- Employee engagement
- Absenteeism, presenteeism, injury rates
- Return on investment



17

Elements of a well-written outcome objective:

Criteria
(How much change)

→

Outcome
(What changes)

→

Priority Population
(To whom)

→

Conditions
(By when)

→

A Well Written Outcome Objective

Target/How much	Population/Who	Outcome/What	Conditions/When
Triple the number of	employees	Who have increased their knowledge of stress management practices	by the end of 2009.
100 percent of	departments within the organization	Are in compliance with the organization's nutrition policies	in two years.
Increase by 25 percent the number of	managers in the organization	Including healthy workplace related outcome objectives within their team business plans and performance criteria	By 2011.
Decrease to less than 5 percent	the number employees who are	unaware of the organization's EAP program and services	by the end of the fiscal year.
80 percent of	Participants in healthy workplace programs offered	Have made a positive lifestyle change after participating in the program	By 2010.

For Our Simplified Logic Model

THE HEALTH COMMUNICATION UNIT

- We've included **OUTCOME objectives** (short and long-term)

And

- **PROCESS indicators**
 - We've **left out** 'process objectives'
 - Where, process objectives would be:

```
graph LR; A[How many] --> B[Output (what product)]; B --> C[For which Population (for who)]; C --> D[Conditions (when)]; D --> E[A well-written process objective];
```

19

Which means...

THE HEALTH COMMUNICATION UNIT

- Be cautious about confusing outcome and process objectives!

20

But of course...

THE HEALTH COMMUNICATION UNIT

- Then there's reality
 - No benchmarks?
 - Not measuring, just planning?
 - No ability to speculate metrics?

21

(Process) Indicators

They help answer these questions:

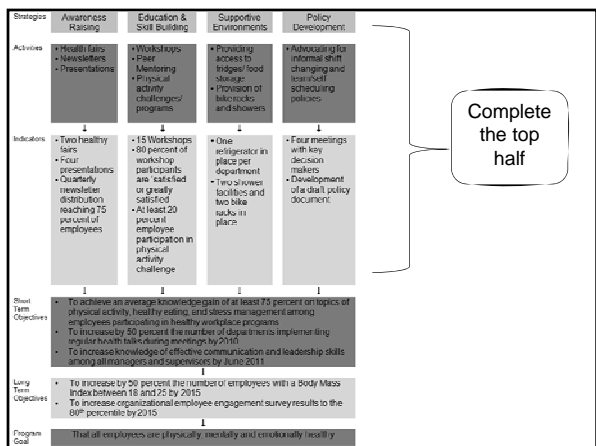
- How will you know the strategy has been implemented?
- How will you measure progress toward your desired outcome?
 - Leading Indicators (in business world speak, versus the lagging indicator/outcome)

25


Example

- # of articles distributed, # of displays
- # of people attending presentations
- % of participants rating presentations as 'excellent' or 'good'

26




Logic-Evaluation



- The Logic Model sets the framework for your evaluation plan!

28

Next Level of Planning

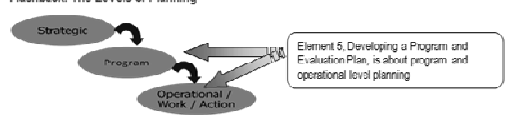


- Operational!

Element Five
Develop a Program and Evaluation Plan


Learning Content

Flashback: The Levels of Planning



29

Workplan



Search our website

Last Updated: January 3, 2011

Introduction
The Evaluation and Background of the Health Promotion

Learning Objectives
Organizing Management and Labour Report

Element Five
Developing a Healthy Workplace

Element Five
Develop a Program and Evaluation Plan

Learning Content


Create a Work Plan

Once you've completed the program level of planning, an operational work plan needs to be developed. Work plans break the activities down into the detailed activities that need to occur for the overall program to be implemented.

The work plan should assign timelines and responsibilities to each action, as demonstrated in the example below. And, the work plan should include all of the evaluation activities, such as how the organization will track and measure its activities against the indicators and objectives.

Deliverables	Activities	Responsibility	Timeline
Risks Management	Coordinate all logistics (venue, food, participant registration, printing of participant materials)	Faisal	May 1 - June 15
Develop a Strategic assessment	Develop draft presentation	SPAT	By May 21
Develop Plan	Review presentation & provide feedback	Stellan	By June 5
Learning Content	Make revisions & solicit final sign-off on material	Pat	By June 9
Learning Objectives	Sign-off	Stellan	By June 17
Learning Content	Facilitate Session	Pat	June 15


30



THE HEALTH COMMUNICATION UNIT
at the Dalla Lana School of Public Health
University of Toronto

**The Seventh Module
Element Six
Obtain Management &
Labour Support**


The Health Communication Unit
At The Dalla Lana School of Public
Health
University of Toronto
Health Science Building
155 College Street, Room 500
Toronto, ON M5T 3M7
Tel (416) 978-0522
Fax (416) 971-1365
Email: hc.unit@utoronto.ca
Web: www.thcu.ca



Three Purposes

1. To ensure all key stakeholders are fully aware and endorse plans
2. To confirm the commitment of resources
3. To clearly identify for management and labour their roles and responsibilities:
 - What they need to communicate, how and how often
 - What they need to do (e.g., role model)
 - What they need to acknowledge and recognize (e.g., provide support or praise for certain behaviours).

35



THE HEALTH COMMUNICATION UNIT
at the Dalla Lana School of Public Health
University of Toronto

**The Eight Module
Element Seven
Implement Your Plan**

The Health Communication Unit
At The Dalla Lana School of Public
Health
University of Toronto
Health Science Building
155 College Street, Room 500
Toronto, ON M5T 3M7
Tel (416) 978-0522
Fax (416) 971-1365
Email: hc.unit@utoronto.ca
Web: www.thcu.ca

The Eight Module of HP 102

THE HEALTH COMMUNICATION UNIT

- Tips and ideas to support effective implementation of a comprehensive approach to workplace health

Positioned as 'internal consultant' tips (work within one workplace)

37

omotion 102

HEALTH PROMOTION

Element Seven Implement Plan

Learning Content

The CWHP Planning Framework

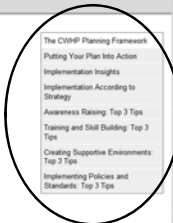
Recall the eight elements of the Comprehensive Workplace Health Promotion (CWHP) Planning Framework:

Element	Title
1	Obtaining Management and Labour Support
2	Establish a Healthy Workplace Committee
3	Conduct a Situational Assessment
4	Develop Healthy Workplace Plan
5	Develop Program and Evaluation Plan
6	Obtain Management and Labour Support
7	Implement Plan
8	Generate Evaluation Report

Once there are plans in place and support from management and labour has been confirmed, the next element is implementation.

Back Next

Internet | Protected Mode: Off



Project Management Tips

THE HEALTH COMMUNICATION UNIT

1. Plan the work and work the plan
2. Clearly establish who's accountable
3. Clearly define responsibilities and quality control
4. Ensure those with responsibilities have the skills
5. Define expectations and methods of communication

39

PM Tips...cont'd THE HEALTH COMMUNICATION UNIT

6. Establish project monitoring and review process
7. Create a planned vs. actual tracking process
8. Encourage honest reporting on progress and status of key activities
9. Schedule regular status meetings and communicate the agenda and OBJECTIVES for each meeting prior to the meeting
10. Celebrate success along the way and at the completion of the plan

40

Implementation Insights THE HEALTH COMMUNICATION UNIT

Implementation Insights

Evaluation results, as well as anecdotal evidence from various organizations implementing healthy workplace programs, suggest organizations consider the following during their implementation phase:

- **Communicate effectively**
 - Communicate with employees about the strategy, the vision, goals, objectives, etc.
 - Promote all the programs and initiatives. At least three communications are recommended prior to any new activity.
 - Provide regular updates about progress regarding the objectives in the strategy.
- **Be responsive**
 - Seek out employee input
 - Reflect back to employees what is being heard and the planned responses to the feedback.
 - Adjust the program as needed based upon feedback and evaluation results.
- **Recognize the need for change**
 - Despite the needs assessment results or the program plans, be willing to let go and make adjustments as needed.
 - Embrace the philosophy of continuous improvement.

[back to top](#)

◀ Back Next ▶

41

Awareness Raising: Top 3
Training and Skill Building
Creating Supportive Enviro
Top 3 Tips
Implementing Policies and Top 3 Tips

Awareness Raising Top 3 Tips THE HEALTH COMMUNICATION UNIT

- 1) Know your audience
- 2) Include three elements in message development:
 - What
 - So What
 - Now What
- 3) Capture attention
 - Attractive
 - Interesting
 - Entertaining
 - Stimulating

42

1) Know your Audience!

Menu of Audience Analysis Questions

Demographic	Behavioural	Psychographic
<ul style="list-style-type: none"> • Gender • Age ranges / generations • Types of role within the organization/ job types • Income range • Range of formal education • Family situation • Where they live and work • Cultural Characteristics 	<ul style="list-style-type: none"> • Actual current behaviour • Benefits they derive from their behaviour • Readiness for change • Social or medical consequences experiencing already 	<ul style="list-style-type: none"> • Fundamental values and beliefs • Key personal characteristics • Where they get their health-related information • What groups and social networks do they belong to? • How they spend their time and \$

2) 3 Elements of Message Dvpmnt Sample



What is the...

1. What?
2. So What?
3. Now What?

3) Capture Attention Sample

Health Canada / Votre santé et sécurité... notre priorité


LE SÉRIEUX DE LA SÉCURITÉ

1. Lavage des mains
2. Sécurité des objets
3. Sécurité des documents
4. Sécurité des objets
5. Sécurité des objets
6. Sécurité des objets

Canada

Training & Skill Building

Top 3 Tips



- 1) Set clear learning objectives:
 - **K** knowledge
 - **S** skill
 - **A** attitude

- 2) Accommodate learning styles

- 3) Apply adult learning principles

46

1) Set Clear Learning Objectives

Consider Bloom's Taxonomy

Click here for a version of Bloom's taxonomy which will help when building learning objectives.

Knowledge					Skills	Attitudes
Recall	Comprehension	Application	Analysis	Synthesis	Evaluation	Skills
count	associate	add	analyze	assemble	conclude	Adjust
define	compute	apply	appraise	categorize	determine	Arrange
describe	convert	calculate	arrange	collect	evaluate	Assemble
draw	defend	change	breakdown	compile	assess	Build
identify	discuss	classify	combine	compose	choose	Check
labels	distinguish	demonstrate	compare	construct	critique	Conduct
list	estimate	discover	contrast	create	estimate	Construct
match	explain	divide	criticize	derive	grade	Demonstrate
name	express	employ	debate	devise	judge	Detect
outline(s)	extend	examine	design	explain	justify	Draw
point	extrapolate	graph	diagram	formulate	measure	Fix
quote	generalize	illustrate	differentiate	generate	rank	Install
recall	give examples	interpolate	discriminate	group	rate	Isolate
recite	infer	interpret	experiment	integrate	score	Lay out
recognize	locate	manipulate	inspect	manage	support	Locate
record	paraphrase	modify	inventory	modify	value	Manipulate
repeat	predict	multiply	point out	order		Operate
						Accept
						Adopt
						Advocate
						Approve
						Bargain
						Care
						Challenge
						Choose
						Commit to
						Cooperate
						Defend
						Dispute
						Endorse
						Express
						Feel
						Judge
						Justify

2) Accommodate Learning Styles

Consider VARK

Visual: preference for seeing

- visual aids, diagrams, handouts, etc.

Auditory: preference for listening

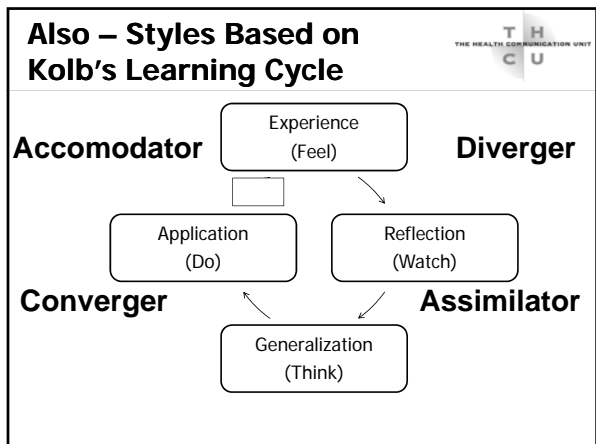
- lectures, discussion, tapes, etc.


Reading/Writing: preference for reading and writing



- handouts, opportunities to capture notes, pen/paper activities

Kinaesthetic: preference for doing;


- activities that allow people to move, create, touch, explore, etc.










- Consider...**
- 
- Awareness Raising
 - Telling them there is a risk of X
 - Training /Skill Building
 - Teaching them ways to deal with X
 - Environmental Support
 - Creating an environment (social and physical) that makes it easier to deal with X
 - Policy Development
 - Developing policies that reduce the risk or make it easier to deal with X

- Before Tips... Remember All Three Sides!**
- 
- 
- The diagram shows a central triangle labeled 'Healthy Workplace'. Three arrows point towards it from 'Occupational Health and Safety' (top-left), 'Voluntary Health Practices' (top-right), and 'Organizational Culture' (bottom).
- 1) OHS
 - E.g., providing PPE, ergonomic design, maintenance of equipment, questions on monthly workplace inspection, etc.
 - 2) Voluntary Health Practices
 - E.g., peer support groups, physical design/inclusion of walking paths, smoking cessation program at the workplace, provision of refrigerators, etc.
 - 3) Organizational Culture
 - E.g., open concept workspace and glass walls, informal feedback processes like suggestion boxes, team building activities, etc.
- 51


And – examples in THCU database



	Supportive Workplace Environments and Stress Management	Literature search results	Nov 1 2009
	Supportive Workplace Environments and Physical Activity	Literature search results	Nov 1 2009
	Supportive Workplace Environments and Sun Safety	Literature search results	Nov 1 2009
	Supportive Workplace Environments and Healthy Weights	Literature search results	Nov 1 2009
	Supportive Workplace Environments and Healthy Eating	Literature search results	Nov 1 2009
	Supportive Workplace Environments and Alcohol Use	Literature search results	Nov 1 2009
	Supportive Workplace Environments and Tobacco-Free Living	Literature search results	Nov 1 2009

52


Supportive Environments Top 3 Tips



- 1) Engage employees in problem solving
 - Use the 5 Whys!
- 2) Remember the social side
- 3) Where possible, build in one-on-one + programs

53

Policy Tips...



- First – HP 102 has little on the policy development process - THCU has other resources to support policy
 - http://www.thcu.ca/resource_db/pubs/48988794_6.pdf (Policy development at a glance – 2 pages)
 - http://www.thcu.ca/resource_db/pubs/53937287_7.pdf (Developing HP policies workbook – 90 pages)

54

We also have posted online...



- Sample workplace policy examples and literature search compilations
 - http://www.thcu.ca/resource_db/pubs/247242002.pdf (general HW policies)
 - http://www.thcu.ca/resource_db/pubs/813768382.pdf (workplace harassment)
 - http://www.thcu.ca/resource_db/pubs/247242002.pdf (respectful workplace & policy development)
 - http://www.thcu.ca/resource_db/pubs/142435780.pdf (health promoting workplace policies)

55

Implementing Policies & Standards - Top 3 Tips



- 1) Start with an over-arching policy
- 2) Use policy solutions sparingly and meaningfully
- 3) Build-in accountability

56

Be Aware of... Language Caution



OHSA Section 25 (2)

- (j) Prepare & review annually a health and safety policy
 - Develop a program to implement the policy
- (k) Post a copy of the health and safety policy

Notice the use of the term 'policy'

57

Consider...

THE HEALTH COMMUNICATION UNIT
T H
C U

- Think and talk about STANDARDS!
- Consider expansion of existing health and safety policy

And... don't reinvent the wheel!

58

Healthy Workplace 'Policy' Statement

http://www.kirklees.nhs.uk/uploads/tx_galleodocuments/Kirklees_PCT_Healthy_Workplace_Policy_Statement.pdf

THE HEALTH COMMUNICATION UNIT
T H
C U

Kirklees **NHS**
Primary Care Trust

Kirklees PCT Healthy Workplace
Policy Statement

59

Healthy Foods 'Policy'

http://www.eatsmartmovemorenc.com/NCHHealthSmartTtk/1_docs/eat_smart/ES_AppB%20SamplePolicy.pdf

THE HEALTH COMMUNICATION UNIT
T H
C U

Sample Healthy Foods Policy

For use where foods or beverages are served.

Whereas _____ (coordinate name) is concerned about the health of our employees; and

Whereas People have become more and more interested in eating better and being more active; and

Whereas Heart disease, cancer and stroke—the top three causes of death in North Carolina—are largely affected by what we eat and how active we are; and

Whereas Foods such as fruits, vegetables, whole grain breads and pastas and low-fat dairy products are better choices for preventing many diseases.

Therefore: _____ (date), it is the policy of _____ (coordinate name) that all activities and events (examples of events may include meetings, potluck events, catered events, community sponsored events (e.g. health fairs, etc.) sponsored or associated with _____

60

THE HEALTH COMMUNICATION UNIT
at the Dalla Lana School of Public Health
University of Toronto

**The Last Module
Element Eight
Generate Evaluation
Report**

The Health Communication Unit
At The Dalla Lana School of Public
Health
University of Toronto
Health Science Building
155 College Street, Room 500
Toronto, ON M5T 3M7
Tel (416) 978-0522
Fax (416) 971-1365
Email: hc.unit@utoronto.ca
Web: www.thcu.ca

**Although it's about `Generating
the Report` in HP 102...**

THE HEALTH COMMUNICATION UNIT

Health Promotion 102
Workplace Health Promotion

HP 102 Home Tips for Learning Contact THCU

Search our website

Element Eight
Generate Evaluation Report

Last Updated: January 5, 2011

Learning Outcomes

By the end of this module, you will be able to:

- Explain the three types of evaluations;
- Outline the 10 steps to evaluation planning; and
- Cite key considerations relevant to planning and designing an evaluation strategy.

Next ▶

65

Standard Types

THE HEALTH COMMUNICATION UNIT

- Formative
- Process
- Outcome

66

10 Steps in Evaluation Process

THE HEALTH COMMUNICATION UNIT

1. Get ready to evaluate (clarify your program & terms)
2. Engage stakeholders
3. Assess resources for evaluation
4. Design the evaluation
5. Determine appropriate methods of measurement and procedures
6. Develop workplan, budget and timeline for evaluation
7. Data collection
8. Data analysis
9. Interpretation and dissemination of results
10. Take action

67

Survey Development Tips

THE HEALTH COMMUNICATION UNIT

- starting with close-ended questions
- placing important items at the beginning
- looking at the use of white space and shading to improve readability
- avoiding leading questions, positive values as the first choice, vague terms, jargon, etc.
- ensuring multiple choice questions have an 'other' or 'n/a' option

68

AND...


THE HEALTH COMMUNICATION UNIT

This phase is
CRITICAL for taking a
**Continuous
Improvement**
Approach

**Which is the KEY to excellence in
workplace health promotion**


69

Wrap-up



- Thank you for your participation!
- Please contact us with questions or consultation requests hc.unit@utoronto.ca
- We will send you a link to evaluate this webinar; please complete the evaluation!

70



at the Dalla Lana School of Public Health
University of Toronto

Know what's weird?

**Day by day, nothing
seems to change. But
pretty soon, everything's
different.**

– Calvin (Calvin & Hobbes)

The Health Communication Unit
At The Dalla Lana School of Public
Health
University of Toronto
Health Science Building
155 College Street, Room 500
Toronto, ON M5T 3M7
Tel: (416) 978-0522
Fax: (416) 971-1365
Email: hc.unit@utoronto.ca
Web: www.thcu.ca
