

THE HEALTH COMMUNICATION UNIT

at the Dalla Lana School of Public Health
University of Toronto

Health Promotion Program Planning

Interactive Webinar



Services Coordination
Office:
Unit 3, 25 Mississauga
Street East
Orillia, ON L3V 1V4

Phone:
1 877 404 8428
705 327 0018

E-mail:
hc_unit@utoronto.ca
www.thcu.ca


Facilitators:

Robb MacDonald


Introductions

- **Facilitators**
 - Bios at www.thcu.ca
- **Technology**
 - polling feature
 - chat function
 - mood
 - questions
- **Webinar Courtesy**
 - mute (music) / quiet
- **Display**
 - Visible?
 - access slides from blog:
<http://www.thcu.ca/blogs/lc/?cat=22>
 - Size
- **Roll Call**
 - Anyone not on LM?
 - Groups of people?
- **Participation** – we may ask individuals, pass if you like



Agenda Overview

- Introductions
- Objectives
- Brief Overview of Planning Steps, On-line Planning tool, Injury Prevention example
- Focus on Situational Assessment step
- Focus on Setting Outcome Objectives
- Additional resources
- Q&A
- Closing Remarks



3

Participant Introductions



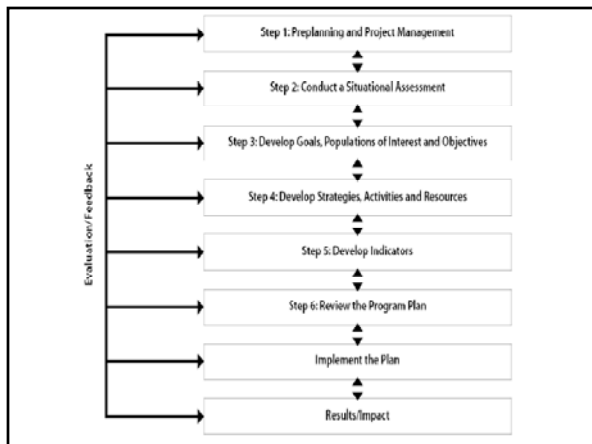
- Partner assignment
- Using Chat feature, introduce yourself to your partner
- Identify for each other
 - where you work
 - a project you are or will be planning

4

Webinar Objectives



- To increase your comfort and skills in using THCU's processes and tools for:
 - Situational assessment
 - Setting outcome objectives



Step 2

THE HEALTH COMMUNICATION UNIT
T H
C U


Situational Assessment

7

What is a situational assessment?

THE HEALTH COMMUNICATION UNIT
T H
C U

A snapshot of the present used to plan for the future.



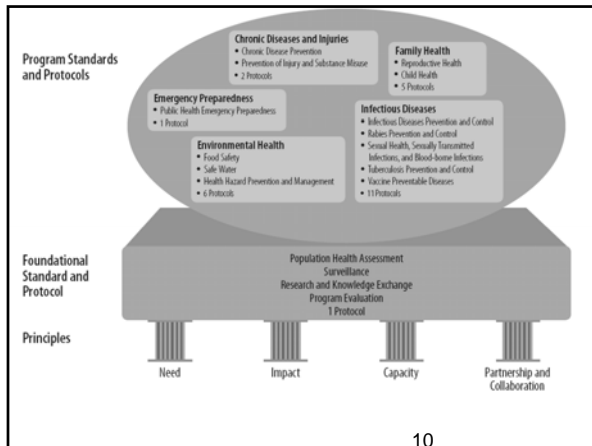
8

Why conduct a situational assessment?

THE HEALTH COMMUNICATION UNIT
T H
C U

- To learn more about population of interest (i.e., who's affected by your health issue).
- To anticipate trends and issues that may affect the implementation of your program.
- To identify community wants, needs, assets
- To set priorities
- To maximize opportunities
- To set realistic outcome objectives

9



Organizing Your Data T H
C U
THE HEALTH COMMUNICATION UNIT

- Force field analysis

Analyze influences on the situation (research question 2) T H
C U
THE HEALTH COMMUNICATION UNIT

- Influences may be called 'forces', or sometimes a 'factor'.
- These are people, circumstances or environments that influence the situation, either for better or worse.

Method of organizing 'forces' / influences on your situation



Level	Bottom Line Change
Individuals	maintaining a personal behaviour change
Networks	create social change through opinion leadership and social influence
Organizations	change policies
Societies	change its formal laws

Situational Assessment Exercise



- Topic: Injury prevention for children 0-6
- For each factor on next slide, discuss with your partner whether it is:
 - Making the situation better or worse
 - Individual, network, organizational or societal level(s)
- 10 minutes

14


Situational Assessment Exercise



1. Children who live with a single parent have a greater risk of injury.
2. The health unit for the neighbouring region, to which many of our residents commute, has already begun a childhood injury prevention mass media campaign.
3. Boys are at a greater risk of dying from an injury than girls.
4. Childhood poverty is closely linked with childhood injury.

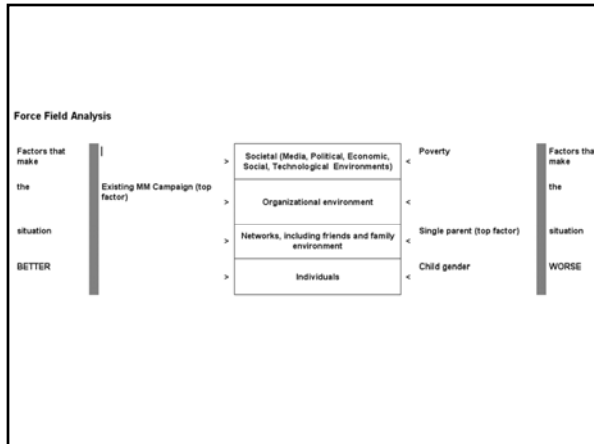
15

Polls



Step 2: Situational Assessment
Worksheet 2.3: Analyze influences on the situation

Factor	Factor short form	Level of influence	Direction of influence	In top three priorities?	Source	Directions or conclusions
1 Children who live with a single parent have a greater risk of injury	Single parent	Network	It is making the situation worse	Yes	CAPC Injury Prevention Unit Brief http://www.connections.org.ca/eng/programs/child_injury_prevention/child_injury_prevention_of.pdf	Yes, we should be considering specific supports for single parents that will reduce the change of childhood injury. We may need to collect more information on why single parent families experience more injuries, to do this
2 The health unit for the neighbouring region, where many of our residents commute to, has already begun a childhood injury prevention mass media campaign.	Existing MM Campaign	Organizational	It is making the situation better	Yes		Yes, we will want to build on their work and findings, not replicate or compete in any way
3 Boys are at a greater risk of dying from falls	Child gender	Individual	It is making the situation worse	Don't know	Ontario Injury Prevention Resource Centre report http://www.connections.org.ca/publications/compares/	We may want to consider developing slightly different messages for parents of boys and girls, to appeal to both groups
4 Childhood poverty is closely linked with childhood injury	Poverty	Societal (includes political, economic, environmental, technological considerations)	It is making the situation worse	Don't know	Facts on Injuries Public Health Agency of Canada http://www.phac.aspc.gc.ca/injury/docs/index-eng.php	Yes, this indicates that specific, and tailored efforts to work with caregivers of low income children, should be a very important part of our work



Situational Assessment



- The bigger picture
- THCU's 6-step process

Situational Assessment Process



1. Develop research questions.
2. Develop data gathering plan.
3. Collect data.
4. Organize and summarize data.
5. Communicate key findings.
6. Consider how to proceed with planning

20

Step Three



Identify goals, population(s) of interest, and objectives

21

Terminology Varies

THCU Term	Alternatives
Goal	Purpose, Mission
Outcome Objectives	Outcomes, Impacts, Effects, Results
Population of Interest	Target Group, Priority Group, Audience, Community of Interest
Indicator	Benchmarks, Criteria for Success
Strategies	Components, Initiatives, Interventions
Activities	Process, Implementation, Outputs
Process Objectives	Implementation Objectives
Resources	Budget, Assets, Inputs

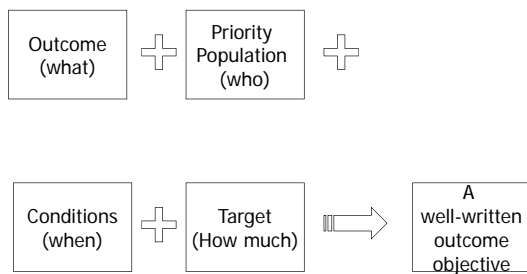
22

Create Outcome Objectives

- An outcome objective is a brief statement specifying the desired changes in an audience caused by a health promotion program. Depending on the accepted terms of your organization, changes may also be called results, impacts, or effects.

23

Elements of a well-written outcome objective



24

T H
C U
THE HEALTH COMMUNICATION UNIT

Triple the number of	children and youth	involved in the development, implementation and evaluation of student nutrition programs	By the end of 2010
----------------------	--------------------	--	--------------------

25

Objectives can be set at four levels of change

T H
C U
THE HEALTH COMMUNICATION UNIT

Level of objective	Bottom line type of outcome, results, impact or effect
Individual	Maintaining a personal behaviour change (knowledge, beliefs, skills)
Network	Change the social environment (view of network opinion leaders, frequency of conversations about a topic)
Organization	Develop policies (views about costs and benefits of policy change, confidence in developing and implementing a policy)
Society	Develop formal laws (actions of a special interest group, media coverage, public opinion)

26

Activity

T H
C U
THE HEALTH COMMUNICATION UNIT

Using the chat function, discuss your assigned objective.

- Identify at what level your objective is intended
- Consider whether it has all four elements
- 10 minutes

1. To give all children information about changes they can make in the household to reduce the risk of injuries.
2. To increase the number of parents who know about rates and types of injuries and who implement recommended items on the Injury Prevention in the Home Checklist
3. To increase by 30% municipal government funding for injury prevention programs locally by June 2011.



Check-in & reflection

- What are the most important learnings/messages you will take away from today's workshop or want to learn more about?

- Evaluation form coming to you by email – PLEASE COMPLETE!

Resources

THE HEALTH COMMUNICATION UNIT

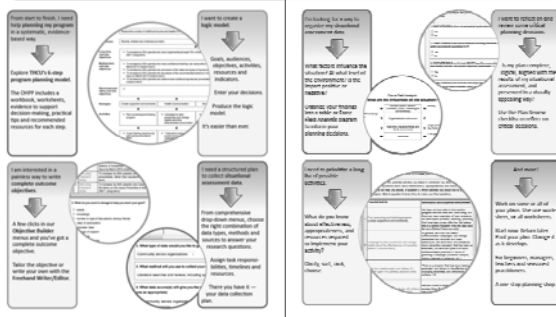




31

What kind of planning support do you need?

THE HEALTH COMMUNICATION UNIT



11

Online Health Program Planner

THE HEALTH COMMUNICATION UNIT

- <http://www.thcu.ca/ohpp>
 - Consultant able to look at your plan as it progresses
 - Evaluation materials
 - Consider accessing specific resources:
 - Conducting Focus Groups
 - Situational Assessment workbook

33

THCU on Planning



- Introduction to Health Promotion Planning Workbook – French and English
 - Logic models workbook
 - Planning Situations and Solutions
 - Create your own planning model
 - Planning: At a Glance
 - Strategic planning to program planning and back again (webinar proceedings)
- http://www.thcu.ca/infoandresources/resource_display.cfm?res_topicID=4

34

Health Promotion Skills Essential Resource Tour



- Summary of all links mentioned during the workshop
- <http://www.thcu.ca/workshops/hpskillsresource tour.htm>

35

Planning resources: Not ours, but also good!



- Innonet:
 - On-line assistance step-by-step with your planning <http://www.innonet.org/>
- Tools of Change:
 - Canadian planning support <http://www.toolsofchange.com/English/firstsplit.asp>
- Community Tool Box:
 - Planning community health promotion <http://ctb.ku.edu/>

36

THCU's Consultation Service



- Free to those working on Ontario-focused projects.
- Scope varies, depending on need:
 - short training sessions;
 - brief, one-time advice;
 - review your work or product;
 - hands-on assistance working through our step models;
 - links to other sources of information and resources.
- Consultation request form
http://www.thcu.ca/consultation/request_form.htm
- Sample consultations <http://www.thcu.ca/consultation.htm>

37

Upon Request Workshops



- All of our workshops, are available upon request for groups as small as 30 and as large as 50.
- Any coalition or agency can partner with THCU to host a workshop in their community.
- We provide the facilitators at no cost and will work with you to help tailor, organize and promote the event.
- Service request form
http://www.thcu.ca/consultation/request_form.htm
- We require at least three months' notice to plan and deliver a workshop.

38

THCU in collaboration with Others



- Health Promotion 101
 - This free, online course helps people familiarize themselves with essential health promotion concepts.
<http://www.ohprs.ca/hp101/main.htm>
- Online Proposal Writing Course
 - The purpose of this online course is to help both newbies and veterans prepare a coherent and effective proposal.
<http://www.thcu.ca/ohcc-thcu-proposal-writing-course/>
- Ontario Health Promotion Email Bulletin
 - Information exchange among Ontario practitioners.
 - Announcements and events distributed weekly.
 - Feature articles are distributed every second week.
 - The bulletins go out every Friday afternoon.
www.ohpe.ca

39

**Blog/
THCU's Online Learning Community**



- Where we can continue today's learning
- <http://www.thcu.ca/blogs/lc/>

40

A big thank you to



- Our webinar participants
- Ontario Agency of Health Protection & Promotion
- Patty Staring and Jodi Thesenvitz



41

Disclaimer



The Health Communication Unit and its resources and services are funded by the Ontario Agency for Health Protection and Promotion. The opinions and conclusions expressed in this paper are those of the author(s) and no official endorsement by the OAHPP is intended or should be inferred.
