



*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**](http://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

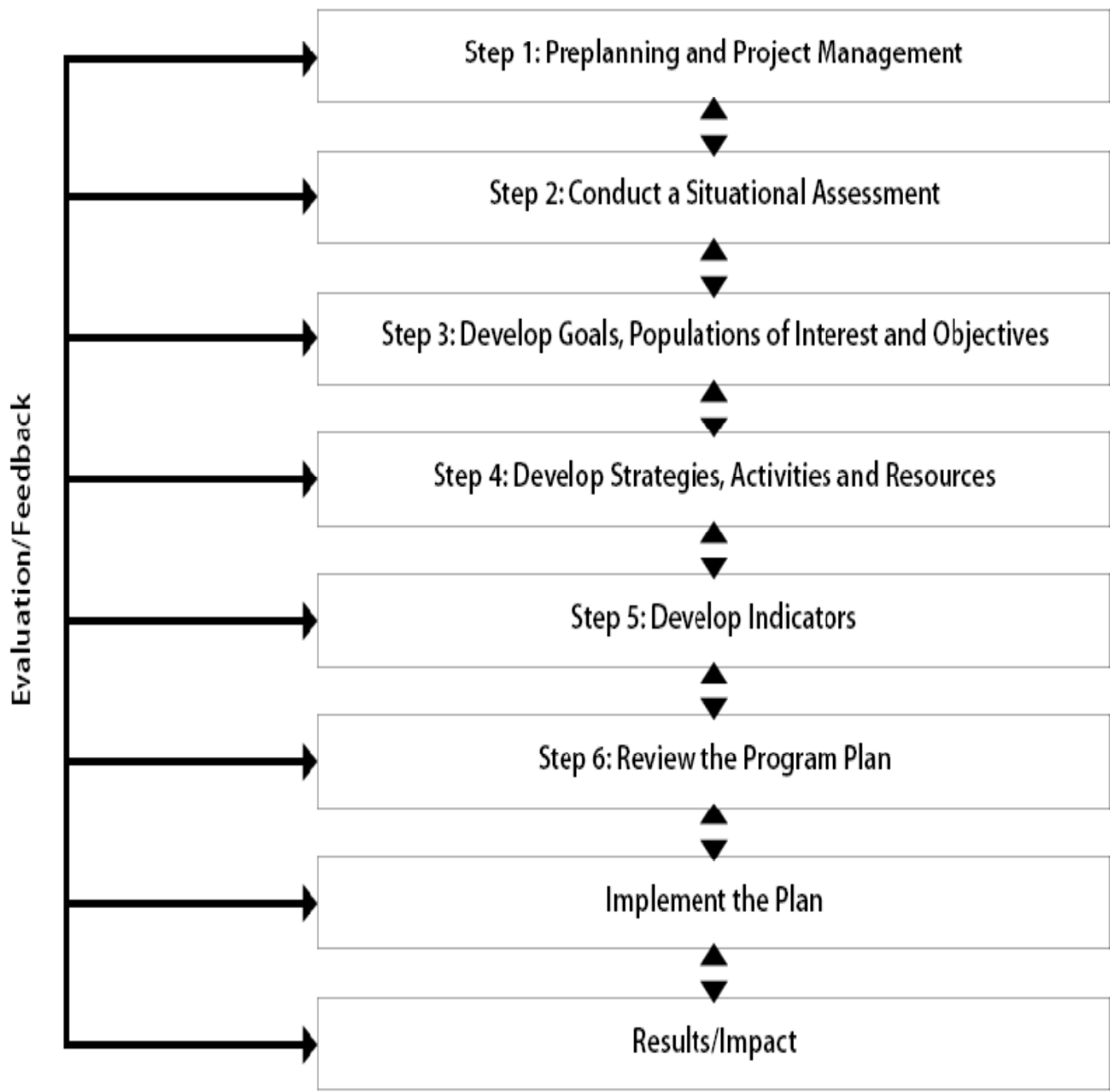


Participant Introductions

- 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

Webinar Objectives

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



Step 2



Situational Assessment

What is a situational assessment?

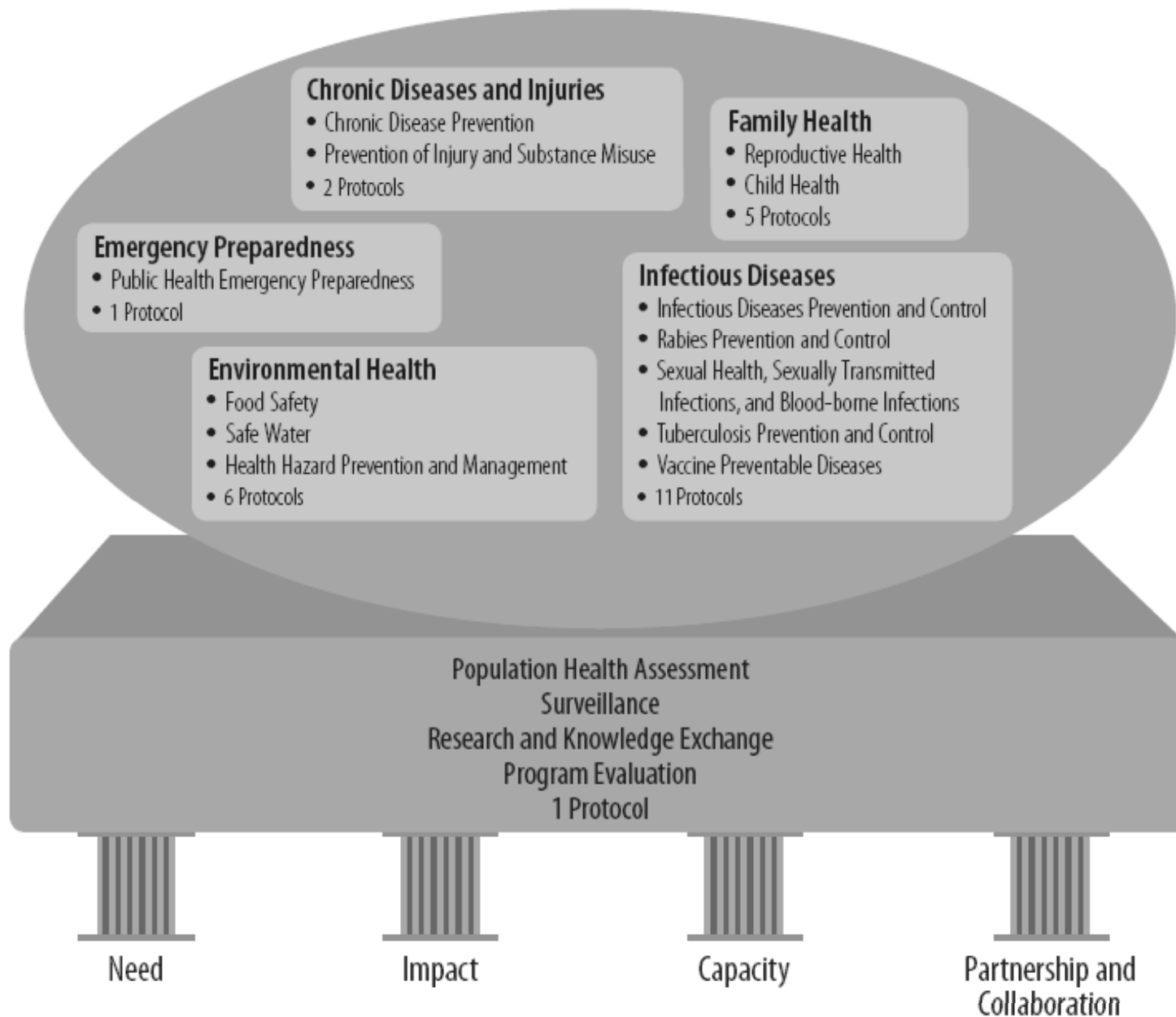
A snapshot of the present used to plan for the future.



Why conduct a situational assessment?

- 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

Program Standards and Protocols



Organizing Your Data

- Force field analysis

Analyze influences on the situation (research question 2)



- 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

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.

Polls



Step 2: Situational Assessment

Worksheet 2.3: Analyze influences on the situation

E

	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 Fact Sheet http://www.connectionsprogram.ca/capc-cppn/impactstatements_en/is_injuryprev_vf.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 than girls.	Child gender	Individual	It is making the situation worse	Don't Know	Ontario Injury Prevention Resource Centre report http://www.oninjuryresources.ca/Publications/Comp ass/	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-bles/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.

Force Field Analysis

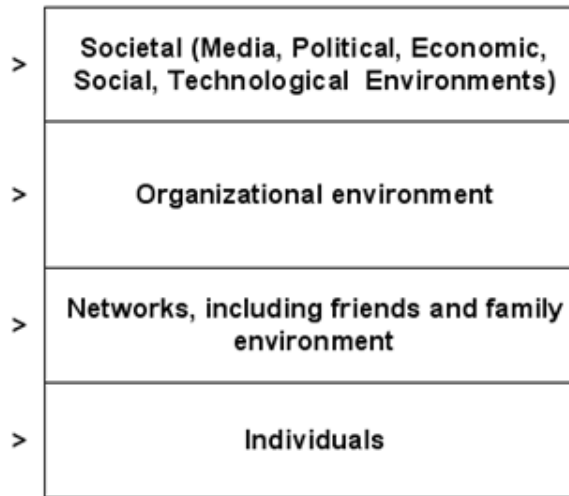
Factors that
make

the

situation

BETTER

Existing MM Campaign (top
factor)



Poverty

Single parent (top factor)

Child gender

Factors that
make

the

situation

WORSE

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

Step Three

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

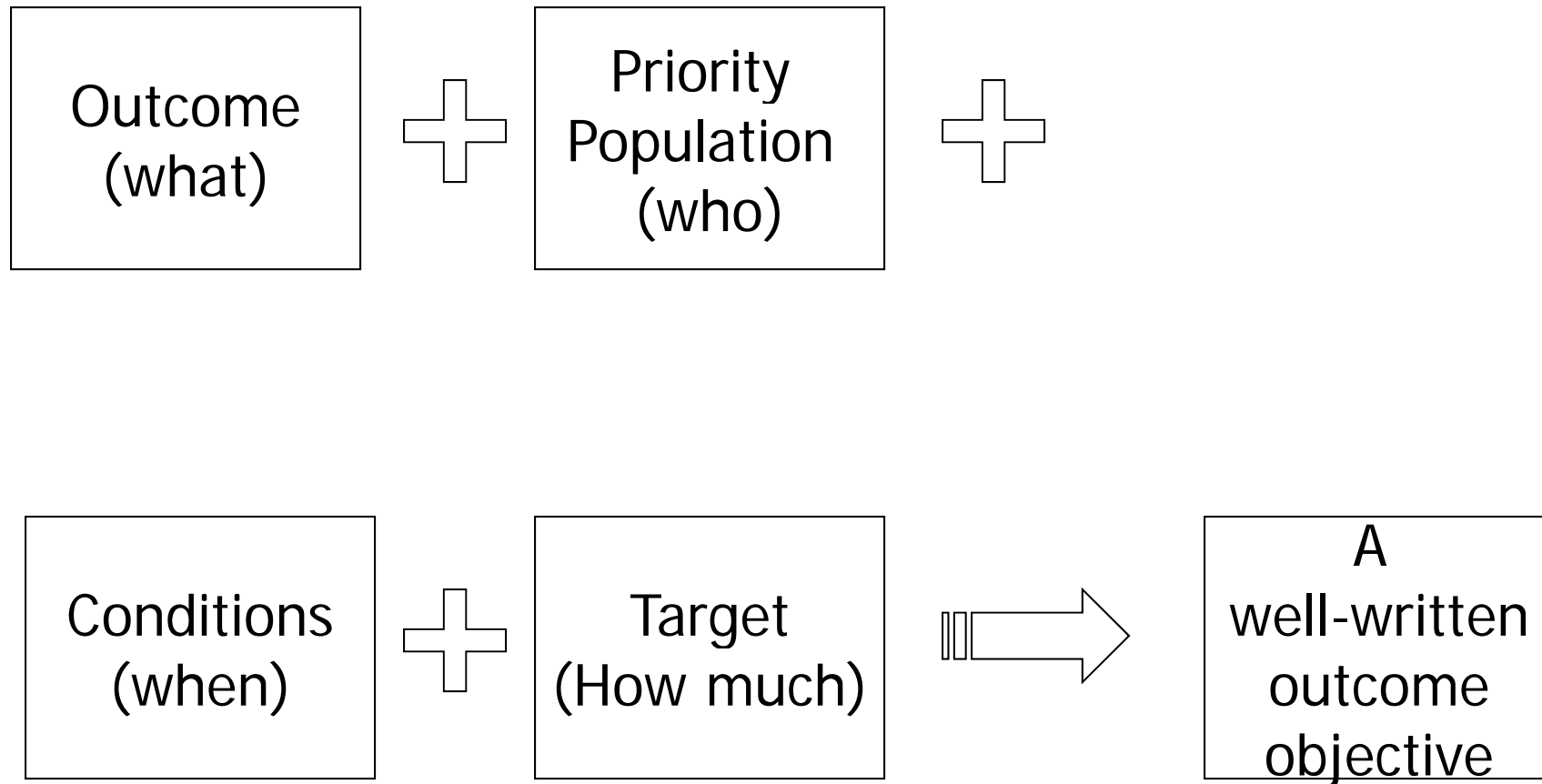
Terminology Varies

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

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.

Elements of a well-written outcome objective



Triple the
number of

children and
youth

**involved in the
development,
Implementation and
evaluation of student
nutrition programs**

By the end
of 2010

Objectives can be set at four levels of change



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)

Activity

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

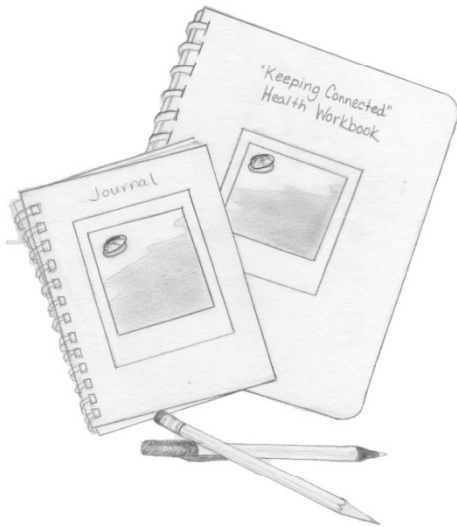
1. To give all children information about changes they can make in the household to reduce the risk of injuries.
2. To increase the number of parents who know about rates and types of injuries and who implement recommended items on the Injury Prevention in the Home Checklist
3. To increase by 30% municipal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



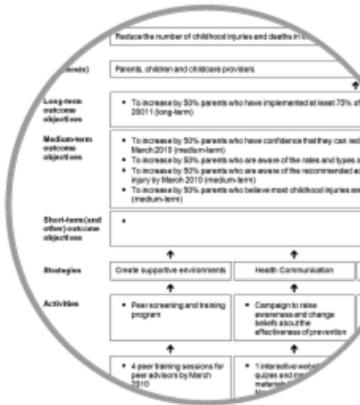
What kind of planning support do you need?

From start to finish, I need help planning my program in a systematic, evidence-based way.



Explore THCU's 6-step program planning model.

The OHPP includes a workbook, worksheets, evidence to support decision-making, practical tips and recommended resources for each step.



I want to create a logic model.



Goals, audiences, objectives, activities, resources and indicators.

Enter your decisions.

Produce the logic model.

It's easier than ever.

I am interested in a painless way to write complete outcome objectives.



A few clicks in our Objective Builder menus and you've got a complete outcome objective.

Tailor the objective or write your own with the Freehand Writer/Editor.

1. What do you want to change to help you reach your goal?
 beliefs
 knowledge
 number or type of discussions among friends
 rates of participation
 number of support people
 other

2. What type of data would you like to collect?
 Community service organizations

3. What method will you use to collect your data?
 Literature searches and reviews, including systematic reviews

4. What data source(s) will give you the most information as appropriate?
 Community service organizations

I need a structured plan to collect situational assessment data.



From comprehensive drop-down menus, choose the right combination of data types, methods and sources to answer your research questions.

Assign task responsibilities, timelines and resources.

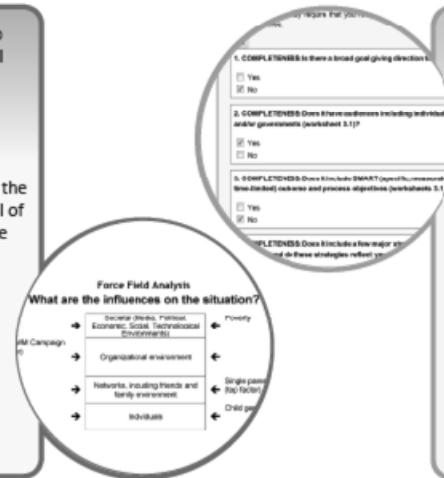
There you have it — your data collection plan.

I'm looking for a way to organize my situational assessment data.



What factors influence the situation? At what level of the environment? Is the impact positive or negative?

Organize your findings into a table or Force Field Analysis diagram to inform your planning decisions.



I want to reflect on and review some critical planning decisions.



Is my plan complete, logical, aligned with the results of my situational assessment, and presented in a visually appealing way?

Use the Plan Review checklist to reflect on critical decisions.

I need to prioritize a long list of possible activities.



What do you know about effectiveness, appropriateness, and resources required to implement your activity?

Clarify, sort, rank, choose.

Potential Activity	Information about proposed effectiveness
1. Peer screening and training program (Create supportive environments)	We have not been able to find another program that has done this exact thing. But there are many examples of peer programs on other topics (nutrition, smoking, parenting) that have been proven effective. We believe this is a strong indication that this idea could be very effective if done correctly.
2. Campaign to raise awareness and change beliefs about the effectiveness of prevention (Health Communication)	In general, we know that health communication campaigns can change awareness and attitudes and even behaviors. We don't know of a childhood injury prevention campaign that has been evaluated, but we know quite a bit about evidence-based practices in terms of planning a campaign (audience analysis, testing materials in advance, etc.).
3. Curriculum development and delivery for (age) 4-6 (Develop personal skills)	There is a program that has been tested, evaluated, and shown to be effective at changing awareness and behaviors, children 4-6.
4. Peer support groups with children (age) 4-6	We don't know of any programs that have been tested, evaluated, and shown to be effective at changing awareness and behaviors, children 4-6.

And more!



Work on some or all of your plans. Use one worksheet, or all worksheets.

Start now. Return later. Print your plan. Change it as it develops.

For beginners, managers, teachers and seasoned practitioners.

A one-stop planning shop.

Online Health Program Planner

- <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

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

Health Promotion Skills Essential Resource Tour



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

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/>

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>

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.

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

Blog/ THCU's Online Learning Community

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

A big thank you to

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



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.