Program Planning Part 1
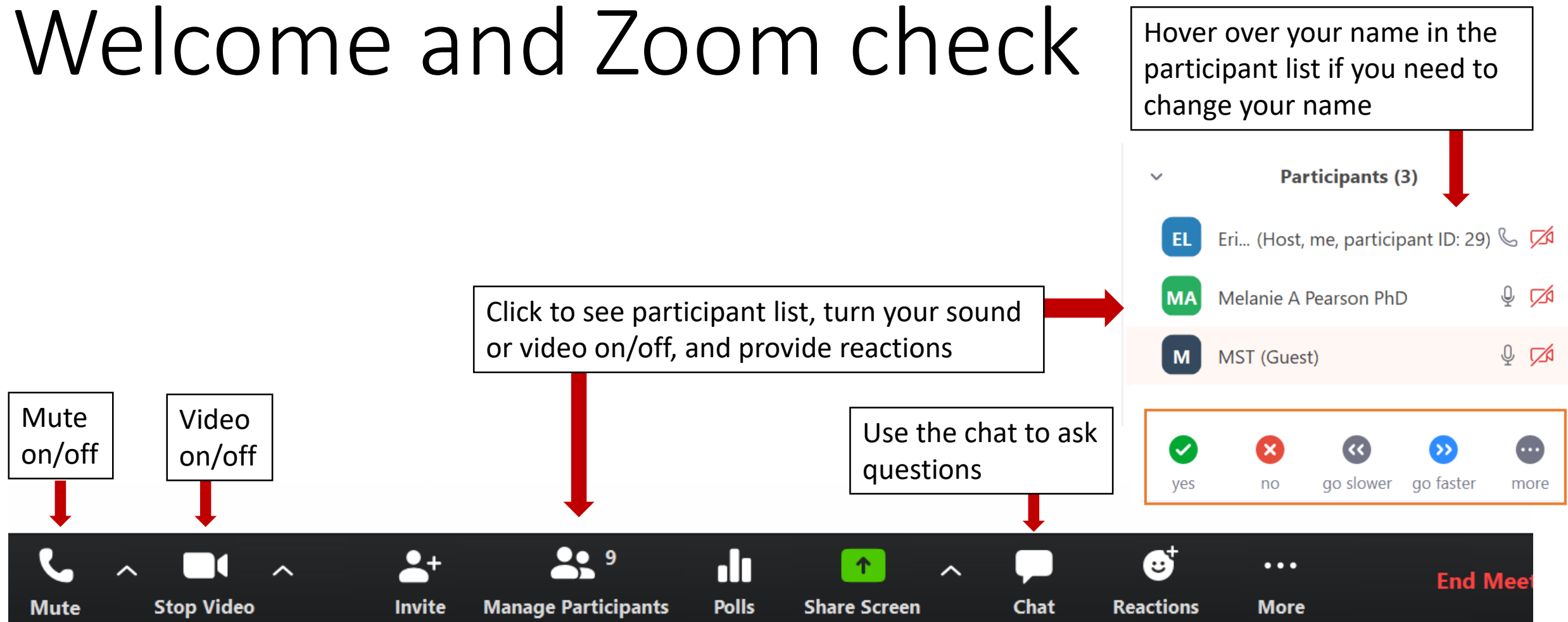
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Welcome and Zoom check

Hover over your name in the participant list if you need to change your name

Click to see participant list, turn your sound or video on/off, and provide reactions

Use the chat to ask questions

Mute on/off

Video on/off

Participants (3)

EL   Eri... (Host, me, participant ID: 29)

MA   Melanie A Pearson PhD

M   MST (Guest)

yes   no   go slower   go faster   more

Mute   Stop Video   Invite   Manage Participants   Polls   Share Screen   Chat   Reactions   More   End Meet

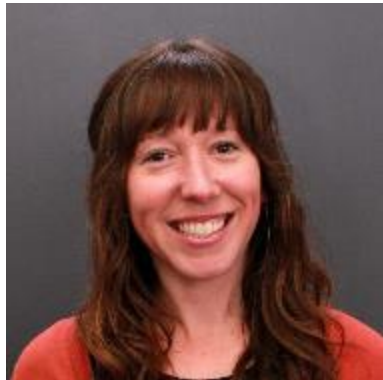Emory Prevention Research Center

Welcome and Presenter Introductions

Cam Escoffery, PhD, MPH, CHES
Associate Director, Emory Prevention Research Center
Professor, Rollins School of Public Health

Erin Lebow-Skelley, MPH
Training and Communications Lead, Emory Prevention Research Center
Lead Public Health Program Associate, Rollins School of Public Health

Poll introduction

- What type of organization do you represent?

- Have you planned a program before?

- Chat/Discussion: What are the reasons you want to learn about program planning?

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Emory Prevention Research Center (EPRC)

- EPRC is one of 25 prevention research centers that conducts research on public health interventions focused on prevention

- It is based at the Rollins School of Public Health under the leadership of Dr. Michelle Kegler

- Our core research is to disseminate a healthy eating intervention among residents in Georgia through the 2-1-1 networks

- Website: http://web1.sph.emory.edu/eprc/

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Learning Objectives

1. Describe the program planning cycle

2. Identify health determinants and community needs

3. Develop program goals and objectives based on community assessment results

4. Describe theories that relate to behavioral, organizational, and policy change

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Best Practices of Program Planning

- Be tailored to specific populations and settings
- Involve participants in planning, implementation, and evaluation
- Build on the strengths of participants and communities (assets)
- Use resources within the environment

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Stakeholders

Key contacts and other key informants in the community, public health organizations and other related services, target population

Bartholomew et al., 2006

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Stakeholders

- Who are your stakeholders?

- What will their role be?

- What will the participation process be?
  - How will decisions be made?

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Types of Stakeholders

(a) people who have decision authority over the program, including other policy makers, funders, and advisory boards;

(b) people who have direct responsibility for the program, including program developers, administrators in the organization implementing the program, program managers, and direct service staff

(c) the intended beneficiaries of the program, their families, and their communities

(d) people disadvantaged by the program, as in lost funding opportunities'

(e) others with a direct or indirect interest in program effectiveness, including journalists, taxpayers, participants in ''civil society,'' and members of the general public

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The Health Communication Unit, University of Toronto
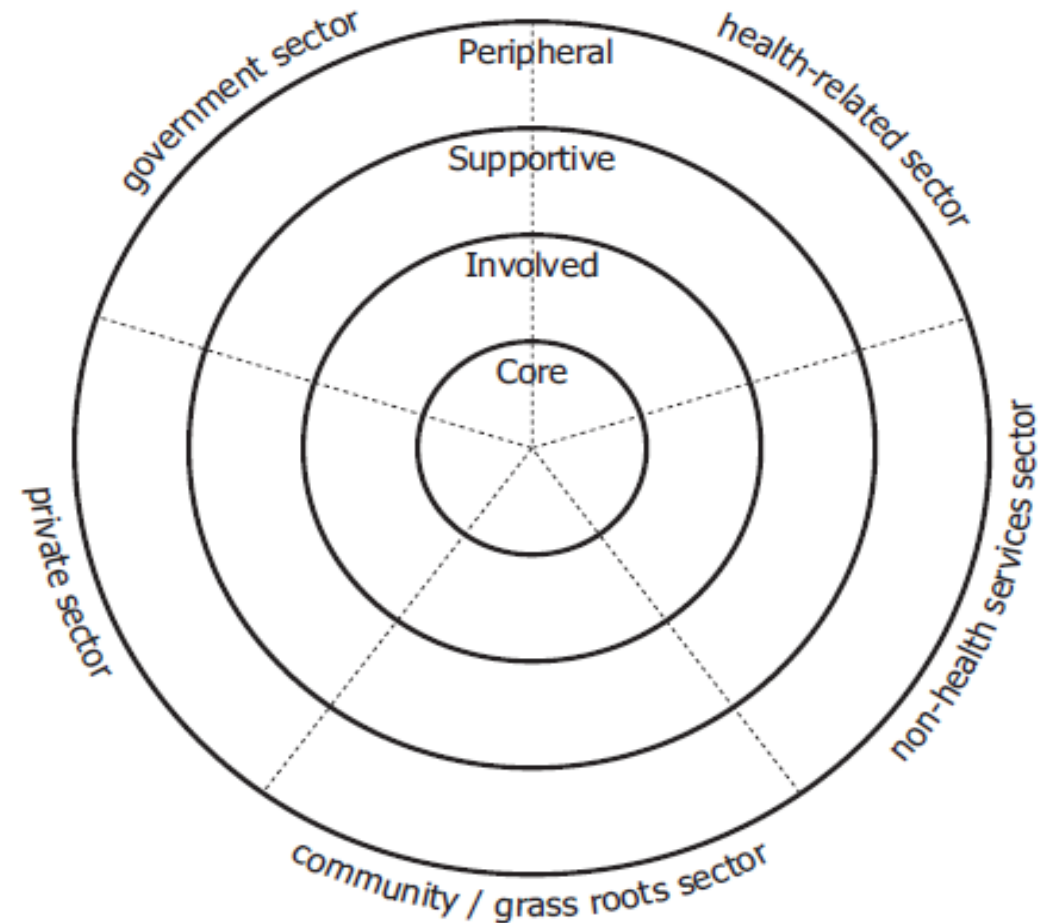
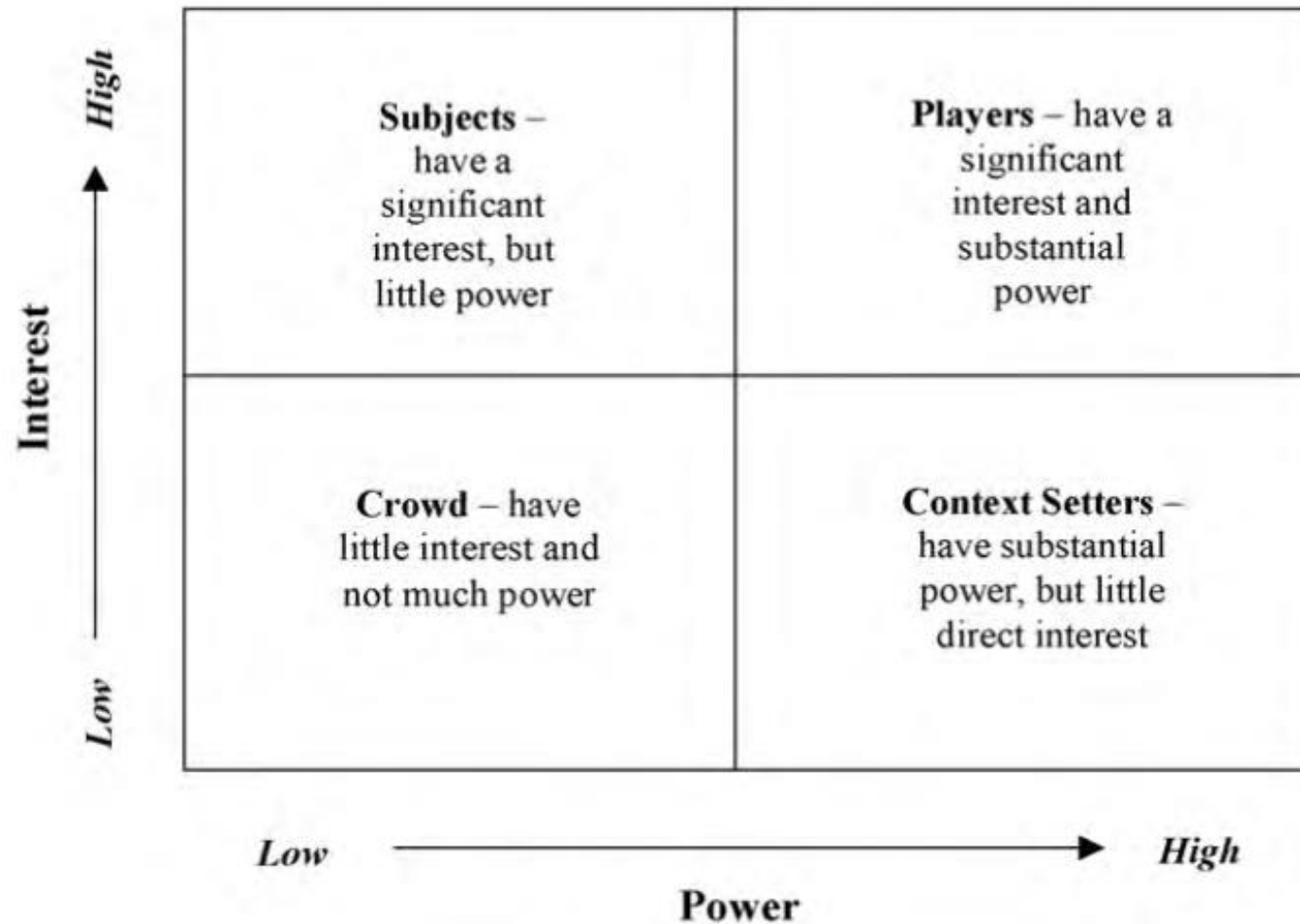# Stakeholder Power vs. Interest

Fig. 2. Power versus interest grid. *Source*: Eden and Ackermann (1998, p. 122)

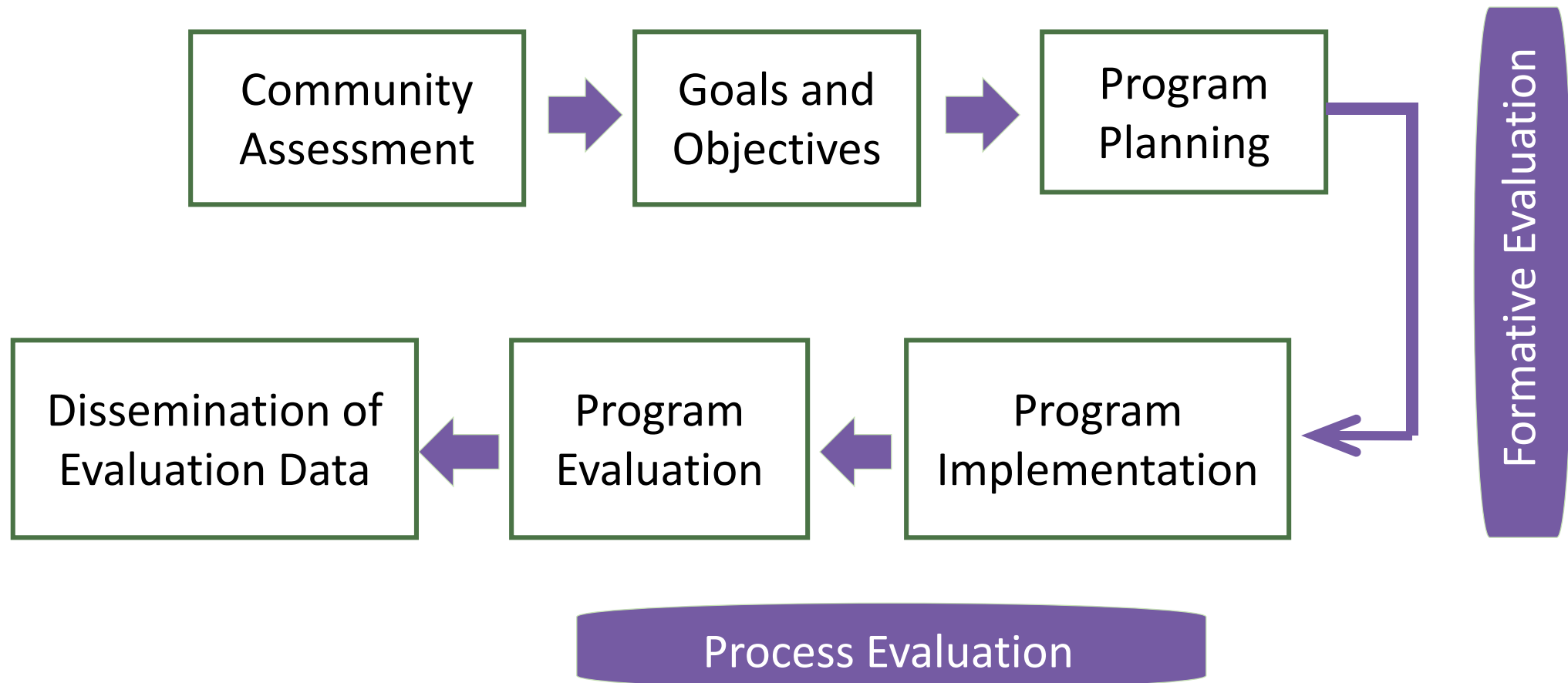# Activity:

- Type in the chat:

  Who are the stakeholders in a current project you are planning?

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Program Planning Model

What is Community Assessment?

A process by which community members gain an understanding of the health, concerns, and health care systems of the community by identifying, collecting, analyzing, and disseminating information on community assets, strengths, resources, and needs.

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Health Data to Collect

Health Statistic	Definition
Vital Statistics	government database recording births and deaths
Mortality	the number of deaths in a population (i.e., COVID-19 deaths in a county)
Morbidity	number of cases of a specific disease in a population (i.e., diabetes)
Incidence	the number of new cases of a specific disease occurring during a certain period in a population at risk
Hospital Discharge	number of hospital stays and the reason for hospitalization
Risk Factor	variable associated with an increased risk for disease (i.e., smoking, unhealthy eating)

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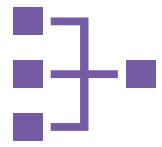
Understand the Health Issue and Community Needs: Methods

Diverse stakeholders

- Community members

- Community organizations

- Healthcare providers and staff

Multiple Methods

- Qualitative
  - Focus groups
  - Interviews
  - Observations
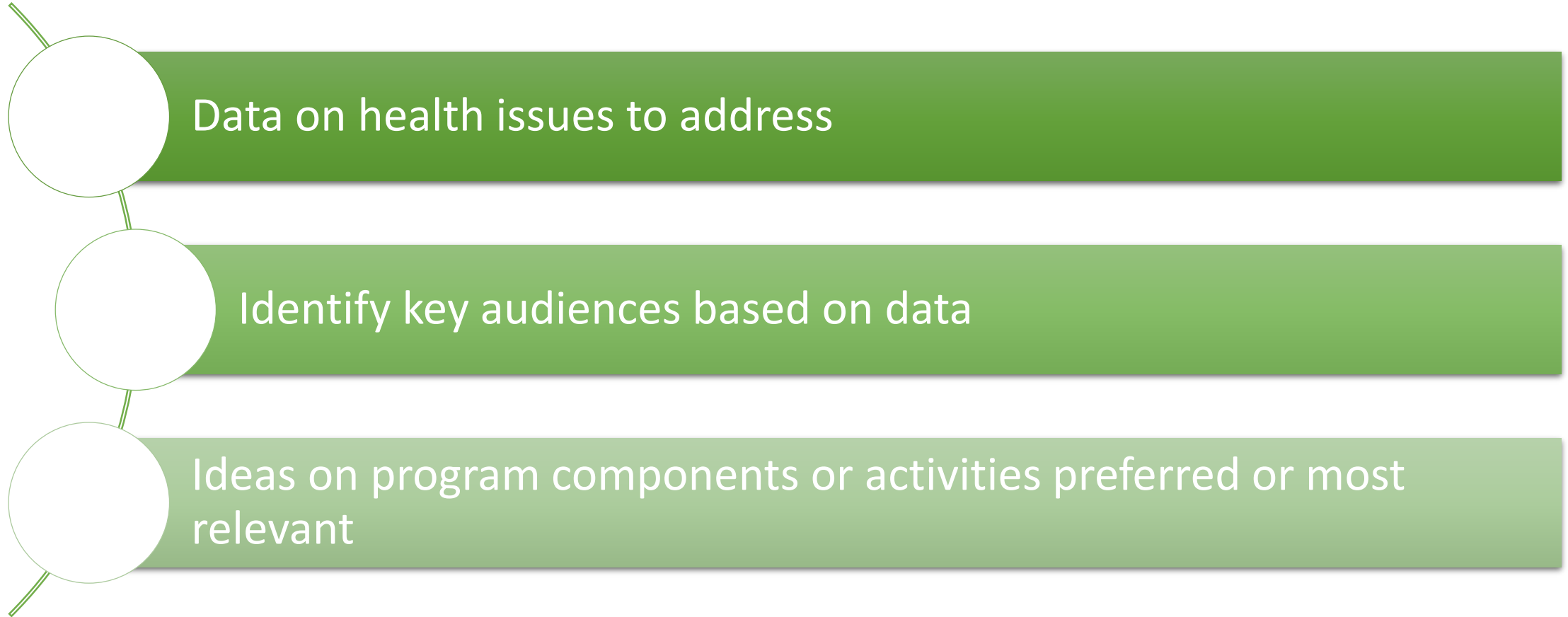
- Quantitative
  - Surveys

Secondary Data

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Factors related to the Issue at SEM Levels

Individual	Interpersonal	Organizational	Community	Policy
• Knowledge of the condition or disease • Confidence in ability to perform required task • Attitudes and beliefs related to healthcare	• Influence of family, friends, peers • Knowing someone with the condition or disease	• Services offered • Patient-centered philosophy • Quality measures or data pertaining to the condition or disease	• Availability of healthcare providers and resources • Public awareness campaigns • Cultural values • Transportation	• Health insurance reimburse-ment • Laws regarding coverage for preventive health services

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Results of Community Assessment

Data on health issues to address

Identify key audiences based on data

Ideas on program components or activities preferred or most relevant

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Program Goals

- A **program goal** is a statement that provides specific long-term direction for the program.

  - Is written to include all aspects or components of a program
  - Provides overall direction of a program
  - Does not have a deadline
  - Is often not measureable in exact terms

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Example: Program Goal

1. To reduce the incidence of cardiovascular disease in the employees of the Smith Company.

2. To increase physical activity among Baker County residents.

3. To prevent the spread of HIV in the youth of Atlanta.

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Goals and Objectives

> "A goal is a future event toward which a committed endeavor is directed; objectives are the steps to be taken in pursuit of a goal."

Ross and Mico 1980

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Program Objectives

- **Program objective** - a specific statement of short-term application that is measurable
  - Includes activities that have a specific time limit and expected results of each activity
  - Specifies intermediate accomplishments or benchmarks that represent progress towards a goal
  - A bridge between community assessment and a planned intervention

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SMART Objectives

Specific

Measurable

Achievable

Realistic

Time-phased

Half of all those in the county who complete a regular, aerobic, 12-month exercise program will reduce their "risk age" on their follow-up health risk appraisal by a minimum of two years compared to their preprogram results.

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Program Objectives

Questions to consider when developing objectives:

1. Can the objective be realized during the life of the program?

2. Can the objective be realistically achieved?

3. Does the program have enough resources?

4. Are the objectives consistent with the policies and procedures of the organization?

5. Do the program objectives align with the cultural characteristics of your priority population and the changes sought?

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Healthy Heart Program

➢ Health Topic: Cardiovascular Health

➢ Goal: To reduce the incidence of cardiovascular disease in the residents of Tift county, GA

➢ What are some short-term, intermediate, and long-term objectives for this program?

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Healthy Heart Program

➢Objectives:

➢By August 4, 2012, two different heart disease brochures that outline risk factors and prevention strategies will be distributed to all residences in the county. (short-term)

➢At least 20% of residents will be able to identify two of their own heart disease risk factors after receiving the brochures. (short-term)

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Healthy Heart Program

➢Objectives:

➢During the telephone interview follow-up, at least 50% of residents will report having had their blood pressure taken during the previous six months. (intermediate)

➢The percentage of people who have access to safe walking trails will increase by 55% by the year 2012. (intermediate)

➢By the year 2015, the incidence of heart disease will be reduced by 15% in the residents of Tift County. (long-term)

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🔍 Program Planning Activity

- Consider a program to increase awareness about COVID-19 and to increase vaccination

- In your group: (20 min)
  - Identify an audience and a setting (e.g., worksite, neighborhood)
  - Write **a goal and at least one SMART objective**
  - Note some strategies that you want to use
  - Elect group spokesperson to report back to full group!

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Project Name:

Project	
Audience of interest:	
Setting:	
Goal 1:	Objective 1: Objective 2:
Goal 2:	Objective 1: Objective 2:
Strategies	

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Health Behavior Change Theory
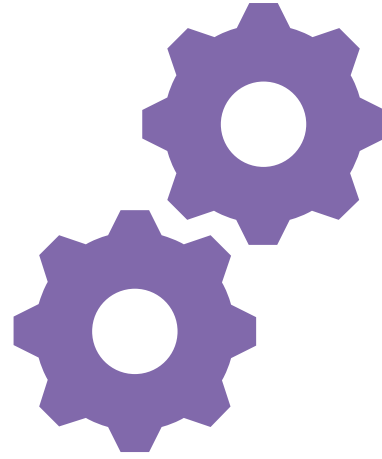
Theories are Program Tools

"There is nothing so practical as a Good Theory. "

– Kurt Lewin

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Theories and Models Help to:

- Explain the dynamics of behavior

- Offer ways to achieve behavior change

- Explain external influences of behavior

- Identify what should be included in a program (e.g., strategies to use)

- Identify what should be measured for evaluation

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Levels of Theories

Theories help determine what influences our behavior.

Things influence us at different levels:
- Individual
- Interpersonal (e.g., relationships)
- Group
- Organizational
- Community

Common Theory: Social Cognitive Theory

Cognitive Factors (also called "Personal Factors")
- Knowledge
- Expectations
- Attitudes

Determines Human Behavior

Environmental Factors
- Social norms
- Access in community
- Influence on others (ability to change own environment)

Behavioral Factors
- Skills
- Practice
- Self-efficacy
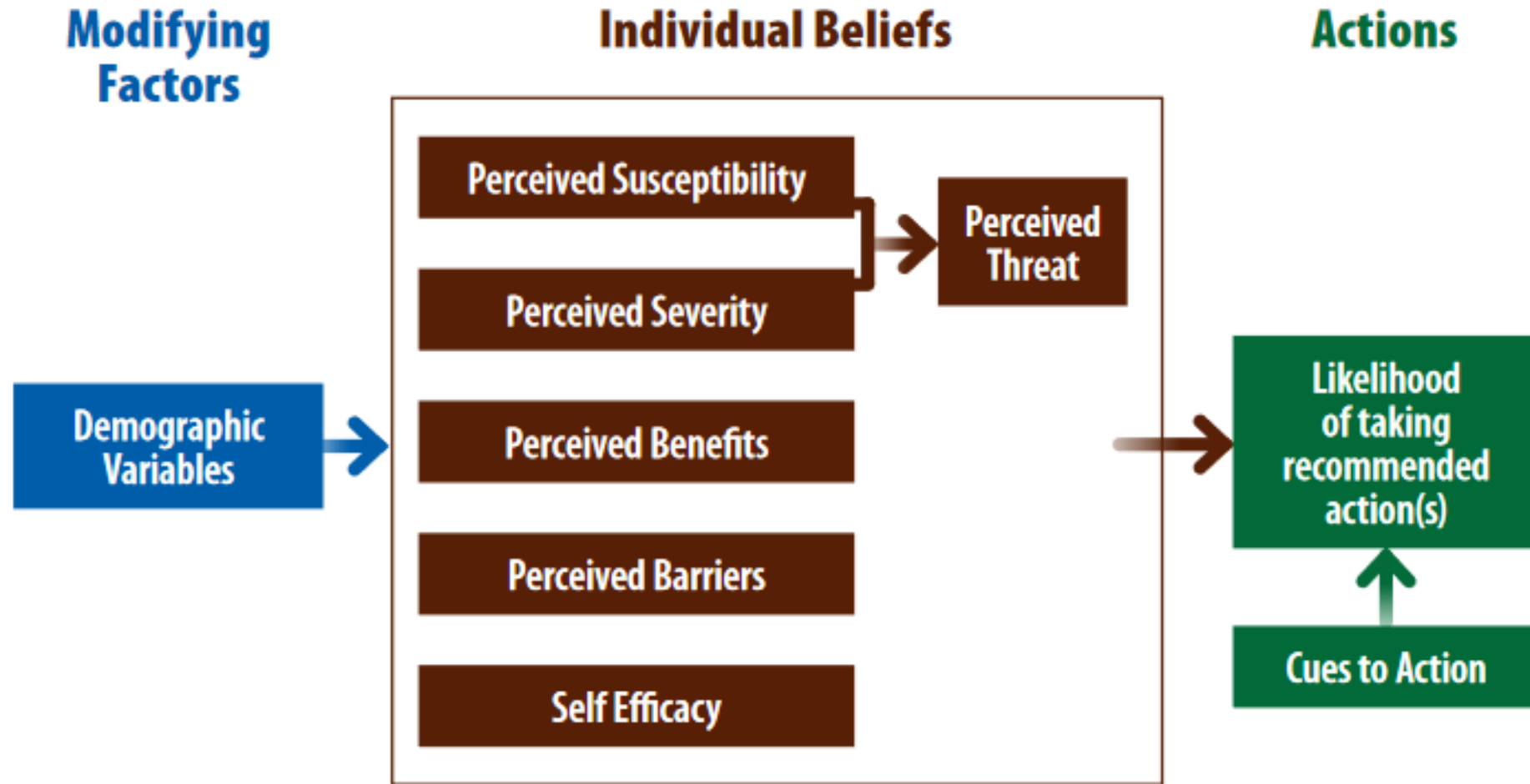
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Health Belief Model

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Health Belief Model

- *Perceived susceptibility*: Person's belief of the chances of getting a disease, illness, or disability

- *Perceived severity of disease*: Person's opinion of the seriousness of a disease and its consequences

- *Perceived benefits*: Person's opinion of effectiveness of the recommended action to reduce the risk or the seriousness of the disease

- *Perceived barriers*: Person's opinion of the psychological and tangible costs or impediments of the recommended action

- *Cues to action*: Strategies that motivate an individual to take action

- *Self-efficacy*: Confidence in a person's ability to take action

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Using Theory Activity - Health Belief Model

- Review the educational flier: Getting the COVID-19 Vaccine

- Look for what Health Belief Model topics appear in the print material
  - Risks of getting the disease or of the vaccine
  - Severity of the disease
  - Benefits or barriers of doing the behavior
  - Cues to action

- Identify the part of the materials (e.g., logo tag line, brochures language, etc.) where the model concepts are applied
  - Type in the chat or mark on the screen using the "annotate" feature!

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Theory Activity:

What examples of messages or content do you see that use concepts from the Health Belief Model?

Questions & Follow-up

Email elebows@emory.edu with additional questions

Register now for Part 2: Program Design and Implementation!

September 10th, 10-11:30am

https://bit.ly/3s5k2Mo

Please fill out the evaluation for today's training:

https://rsph.co1.qualtrics.com/jfe/form/SV_8CVKTlTgRPCSdq6

Find our past training materials on the EPRC website:

https://web1.sph.emory.edu/eprc/training/

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