

# Beyond Schedule A: Evidence-based program planning for community needs

## HANDOUT

The purpose of this handout is to share resources that promote the use of evidence in the program planning process from situational/needs assessment through to determining your program elements. This handout is supplementary material for a workshop by PHO health promotion consultant Allison Meserve presented on October 24, 2017 for the Association of Family Health Teams of Ontario.

**“Planning... involves a series of decisions based on collecting and analyzing a wide range of information.”<sup>1 p. 1</sup>**

## Principles of program planning

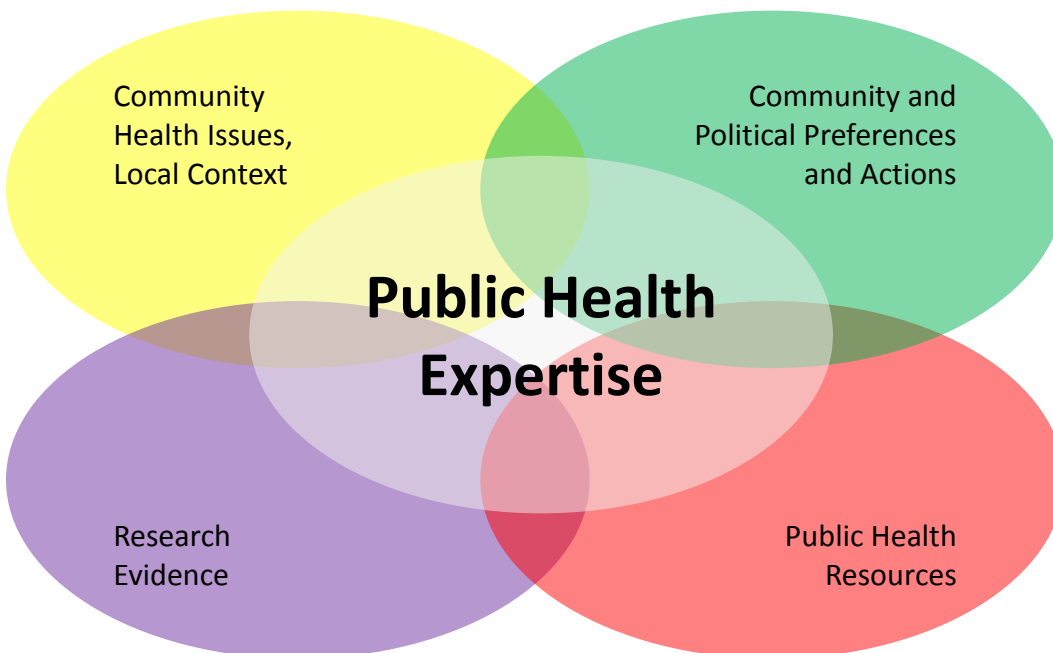
1. Tie program to mission and strategic plan
2. Conduct program planning as a team
3. Explore opportunities for collaboration
4. Take a population health approach
5. Focus on outcomes
6. Plan key indicators of program success<sup>4</sup>

## “Ideal” program plan cycle

Steps <sup>4</sup>	Outputs <sup>4</sup>
Step one: conducting a situational /needs assessment	Completed needs assessment template : <ul style="list-style-type: none"> <li>• Current context and landscape</li> <li>• Data identifying the problem</li> <li>• Prioritization of possible programs</li> </ul>
Step two: setting program direction	Completed program direction template: <ul style="list-style-type: none"> <li>• Program description and goal statement</li> <li>• Target population</li> <li>• SMART objectives</li> <li>• Logic model</li> </ul>

Steps <sup>4</sup>	Outputs <sup>4</sup>
Step three: determining program elements	Completed program element template: <ul style="list-style-type: none"> <li>• Program inputs</li> <li>• Program activities</li> <li>• Performance measures and targets</li> </ul>
Step four: conducting a program evaluation	Completed program evaluation template: <ul style="list-style-type: none"> <li>• Description of the program</li> <li>• Summary of outcomes</li> <li>• Recommendations</li> </ul>

### Model of EIDM in public health<sup>3</sup>



### Steps in a situational assessment

1. Understanding current context and landscape
2. Identifying problem, gap or need
3. Gathering data
4. Determining possible actions and how to proceed<sup>4</sup>

## Case study: Developing a data gathering plan

**CASE STUDY A:** Your FHT currently provides a smoking cessation program to patients who smoke. Uptake of the program by adolescent patients has been lower than uptake by older patients and below what other FHTs/NPLCs in your LHIN have achieved. To determine if a separate program for adolescents who smoke should be developed you have put together a team to answer the following questions:

1. What are the patient demographics of smokers in this practice?
2. Why are adolescent patients who smoke declining to participate in the smoking cessation program?
3. What smoking cessation programs and services are being offered a) in the community the FHT serves and b) by other FHTs in the LHIN region? Are others offering specific programs targeted to adolescents?

**CASE STUDY B:** One of your nurses suggests that your FHT/NPLC should be offering mental health promotion programs for your patients. This has also been suggested by some patients in your suggestion box. To determine if there is a need for mental health promotion programs you have put together a team to answer the following questions:

1. What is the burden of mental health problems in this FHT's patient roster? What is the burden of mental health problems in this community?
  - a) Who is affected and how are they affected?
  - b) What mental health problems are most common?
2. What mental health promotion and prevention programs are currently available for patients? Are there gaps in care?
3. How does this program idea align with the vision or strategic intent of the FHT/NPLC?

### FOR ALL GROUPS TO DISCUSS:

- a) Where would you go to find existing information/evidence to answer these questions?
- b) What types of new information/evidence would you need to collect, if any?
- c) Are there particular partners/stakeholders you would want to engage?
- d) Are there other questions you might have about this situation? If so, what questions and where you find the information to answer them?

## Activity: Writing a program description

With a partner, choose either of the program descriptions below. First edit the program description by yourself (2 mins) and then share with your partner. Together create a revised program description (3 mins). *Another option:* improve upon an existing program description from your FHT's current Schedule A (3 mins). Ask your partner to review and provide feedback.

### **PROGRAM DESCRIPTION 1:**

To support patients who smoke.

### **PROGRAM DESCRIPTION 2:**

- Screen for mental health problems
- Provide patient education to teach patients the skills of cognitive behavioural therapy (CBT)
- Improve quality of life of patients

## Outcome objectives

Outcome objectives “are the specific changes expected in your target populations(s) as a result of your program.”<sup>4p.9</sup> They describe:

- What will change?
- For whom?
- By how much?
- By when?<sup>4</sup>

“Better” objectives are:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-limited<sup>1</sup>

## Activity: Writing SMART objectives

Write two outcome objectives for the program description used in Activity 2 (either your own or one of the examples) on the blank pieces of paper provided to you (5 mins). Have 2-3 other people review your objectives.

# Resources

## Association of Family Health Teams of Ontario

- Program planning and evaluation: framework for FHTs and NPLCs
- Program performance measures indicator catalogue
- Quick reference guide to the catalogue
- Programs & services tip sheet and flow diagram
- Choosing better indicators: how teams are using the PPMC
- Program planning webinar

## Health Quality Ontario

- A primary care performance measurement framework for Ontario

## National Collaborating Centres for Methods and Tools

- Rapid review guidebook
- Learning centre

## Public Health Ontario

- Focus on: six strategic steps for situational assessment
- Planning health promotion programs: introductory workbook

## References

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