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# Online Health Program Planner

NCCSI

Thursday, July 9



National Collaborating Centre  
for Methods and Tools

Centre de collaboration nationale  
des méthodes et outils



Public Health  
Agency of Canada

Agence de la santé  
publique du Canada

# Partners: Major roles



- THCU
  - » Lead development
- NCCMT
  - » Funder and help shaping during early discussion
  - » Participated/advised during usability
- Canadian Best Practices Portal
  - » Enhancements (in progress)
  - » Conference and other promotions
  - » Outsert in CJPH

# THCU

## THE HEALTH COMMUNICATION UNIT

at the Centre for Health Promotion, University of Toronto

EN FRANÇAIS

WORKPLACE HEALTH  
PROMOTION PROJECT

- **ABOUT THCU**
- **WORKSHOPS AND EVENTS**
- **CONSULTATION SERVICES**
- **INFORMATION AND RESOURCES**
- **CONTACT US**

### New from THCU and NCCMT...

The Online Health Program Planner  
([www.thcu.ca/ohpp](http://www.thcu.ca/ohpp))

*Evidence-informed planning with ease.  
Interactive. Flexible. Intuitive.*

[Click here to view!](#)



THCU is a member of *OHPRS* and is funded by the  
*Ontario Ministry of Health Promotion*

### News and Updates as of April 21, 2009

**NEW Skills for Health  
Promotion Workshop**  
[Click here for more details](#)  
[Click here to register now](#)

**Use of Social Media for  
Health Promotion** audio files  
and powerpoint slides are now  
available online!

**Skills for Health Promotion  
Series in Whitby**  
Dec 1-2 Follow-up Resources

[Check out our blog!](#)

[Search our new THCU  
resource database!](#)

**Health Promotion Skills  
Essential Resource Tour**



National Collaborating Centre  
for Methods and Tools

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Centre de collaboration nationale  
des méthodes et outils

# sharing what **works** in public health

National Collaborating Centre  
for Methods and Tools

[www.nccmt.ca](http://www.nccmt.ca) (English) | [www.ccnmo.ca](http://www.ccnmo.ca) (French)



## CBPI

[Home](#)[Interventions-at-a-Glance](#)[Population Health Approach: the Organizing Framework](#)[Access Training and Consultation Services](#)[Join/Login](#)[Get Help](#)[About Us](#)

## POPULAR PAGES...

[New User Tutorial](#)[Glossary](#)[Nominate Resources and Interventions](#)

+/- TEXT PRINT

## THE CANADIAN BEST PRACTICES PORTAL FOR HEALTH PROMOTION AND CHRONIC DISEASE PREVENTION

Welcome to the Canadian Best Practices Portal. The purpose of the Portal is to improve policy and program decision-making by enabling access to the best available evidence on chronic disease prevention and health promotion.

Look at all the Interventions-At-A-Glance

## Click here to go to Interventions-at-a-Glance

<a href="#">Nobody's Perfect</a>		Analytic obs., Descriptive obs., Case study, Narrative
<a href="#">Quality Daily Physical Education (QDPE)</a>		Descriptive obs., Phenomenological
<a href="#">Friendship Enrichment Program</a>		Quasi-exp., Narrative

Find effective interventions and recommended resources in the database using my own search terms

All Canadians now have free access to the full content of [The Cochrane Library](#).

## SPOTLIGHT



## Peer Nutrition Program

The **Peer Nutrition Program** provides culturally and linguistically appropriate nutrition education to parents, grandparents and caregivers of children aged six months to six years in

# Uses

1. I need help to plan my program in a systematic, evidence-informed way.
2. I want to create a logic model.
3. I am interested in a painless way to write objectives.
4. I need a structured plan to collect situational assessment data.
5. I'm looking for a way to organize my situational assessment data.
6. I want to reflect on and review some critical decisions.
7. I need to prioritize a long list of possible activities.
8. And more!

1. From start to finish, I  
need help to plan...



## Steps

**Step 1**  
Project Management

**Step 2**  
Situational  
Assessment

**Step 3**  
Set Goals,  
Audiences, and  
Outcome Objectives

**Step 4**  
Choose Strategies  
and Activities and  
Assign Resources

**Step 5**  
Develop Indicators

**Step 6**  
Review the Plan

## Step 1

### Project Management

- 1.1 Understand the Context
- 1.2 Identify Stakeholder Roles and Expectations
- 1.3 Assess Resources for Planning
- 1.4 Develop Workplan for the Planning Process

## Step 2

### Situational Assessment

- 2.1 Develop a data gathering plan
- 2.2 Summarize the situation
- 2.3 Analyze influences on the situation
- 2.4 List possible actions
- 2.5 Consider how to proceed

## Step 3

### Set Goals, Audiences, and Outcome Objectives

- 3.1 Set Goals, Audiences, and Outcome Objectives

## **Step 4**

Choose Strategies  
and Activities and  
Assign Resources

4.1 Choose Strategies  
and Brainstorm  
Activities

4.2 Assess and Choose  
Activities

4.3 Assign Resources  
and Outcome  
Objectives

4.4 Develop Process  
Objectives

## **Step 5**

Develop Indicators

5.1 Develop Outcome  
Indicators

5.2 Develop Process  
Indicators

## **Step 6**

Review the Plan

6.1 Review your plan

## Steps

**Step 1**  
Project Management

**Step 2**  
Situational  
Assessment

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**Step 4**  
Choose Strategies  
and Activities and  
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Choose Activities**

4.3 Assign Resources  
and Outcome  
Objectives

4.4 Develop Process  
Objectives

**Step 5**  
Develop Indicators

**Step 6**  
Review the Plan

## Choose Strategies and Activities and Assign Resources

### Worksheet 4.2: Assess and Choose Activities

This worksheet includes 5 questions that will help you create two documents:

Adds to  
Logic Model

Worksheet has  
Pre-requisites

- Activity assessment table (questions 1-4), and
- List of final activities that will be included in your program plan (question 5).

Depending on your stage of planning or experience with planning, you may decide to work first on the activity assessment table, then use the table to inform your answers on question 5, about which activities you want included in your final plan. Alternatively, you may choose to skip the activity assessment table and move straight to question 5 - selection of final activities that you want to include in your program plan.

*\*Note: You cannot complete this worksheet unless you have completed worksheet 4.1.*

Worksheet 4.2 allows you to work through a series of reflective questions for each of the possible activities you added to worksheet 4.1. When completing this worksheet, you should consider:

- available information about effectiveness for meeting your outcome objectives
- available information on appropriateness for the audience
- resources needed vs. resources available to implement the activity properly

Then, you can make your decision about which activities 'make the grade', and will be included in your program.

**Quick track!** *If you do not want to repeat through the reflective questions for each activity, you can skip to the final question in this worksheet (question 5) to make your final activity choices.*

## Worksheet Help

How to do this  
worksheet  
instructions

[Completed example  
of this worksheet](#)

Print your answers to  
MS Word

Print your logic model

Print your whole plan

## Learning Centre

Other Planning Tools  
and Resources

Evidence to Support  
Planning Decisions

**THCU's Planning  
Workbook Online**

What is this Step  
About?

Importance of Step

How to do this Step

How to Tips

Planning Case  
Studies

## 2. I want to create a logic model.





**3. I am interested in a painless way to write objectives.**



## Objective Builder

[Click here to write or edit your own objectives](#)

(Remember to save your answers before you switch to the Write Your Own objectives)

You have answered this question 1 times. Click on a link below to edit your other answers.

	Actions	Outcome Objective
1	<a href="#">Edit via "Write your own"</a>	To increase by 25% parents who know that youth violence can be prevention by March 2012 (medium-term)

### 3. What do you want to change to help you reach your goal?

- beliefs
- knowledge
- number or type of discussions among friends
- rates of participation
- volunteer rates
- feelings of support
- behaviours
- intention to change
- awareness
- thoughts about a topic
- level of confidence
- knowledge
- perceptions of social pressure
- level of comfort talking to friends/family about a topic
- level of agreement that change is needed
- habits
- a law
- policies

### 4. What do you want to change?

HELP

that youth violence can be prevention

### 5. Who do you want to change? That is, who is your audience?

HELP

- Parents within X community
- Parents
- Children
- Teachers
- Adults
- Women
- Seniors
- Men
- Childcare providers
- Community decision-makers
- Workplace decision-makers
- Physicians

## Freehand Objective Writer/Editor

Click to use Objective Builder (save your work first!)

### 3. In the spaces below enter your outcome objectives

#### Objective 1 [Delete this objective](#)

To increase by 50% parents who have confidence that they can reduce the chance of their child suffering from an injury or worse by March 2010 (medium-term)

#### Objective 2 [Delete this objective](#)

To increase by 50% parents who are aware of the rates and types of injuries among children 0-6 by March 2010 (medium-term)

#### Objective 3 [Delete this objective](#)

To increase by 50% parents who are aware of the recommended actions or household changes needed to reduce the risk of childhood injury by March 2010 (medium-term)

#### Objective 4 [Delete this objective](#)

To increase by 50% parents who believe most childhood injuries are preventable, rather than 'accidents' or 'fate' by March 2010 (medium-term)

#### Objective 5 [Delete this objective](#)

To increase by 50% parents who have implemented at least 75% of the items on the Injury Prevention in the Home Checklist by March 20011 (long-term)

#### Objective 6

#### Objective 7

## Step 3: Set Goals, Audiences, and Outcome Objectives

### Worksheet 3.1: Set Goals, Audiences, and Outcome Objectives

#### Goals

	Question	Response
1	What is your goal?	Reduce the number of childhood injuries and deaths in the region.

#### Audiences

	Question	Response
1	Which audiences will require special attention to meet your goal?	Parents, children and childcare providers

#### Outcome objectives

1	To increase by 50% parents who have confidence that they can reduce the chance of their child suffering from an injury or worse by March 2010 (medium-term)
2	To increase by 50% parents who are aware of the rates and types of injuries among children 0-6 by March 2010 (medium-term)
3	To increase by 50% parents who are aware of the recommended actions or household changes needed to reduce the risk of childhood injury by March 2010 (medium-term)
4	To increase by 50% parents who believe most childhood injuries are preventable, rather than 'accidents' or 'fate' by March 2010 (medium-term)
5	To increase by 50% parents who have implemented at least 75% of the items on the Injury Prevention in the Home Checklist by March 2011 (long-term)

# Uses

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## Learning Centre

Other Planning Tools  
and Resources

Evidence to Support  
Planning Decisions

### **THCU's Planning Workbook Online**

What is this Step  
About?

Importance of Step

How to do this Step

How to Tips

Planning Case  
Studies

## Health Promotion Planning Resources

**Tip!** Click on the "ALL" or "non-THCU" button under the keyword search.

Click on the Narrow by Steps link, if you want to choose what steps to

ALL
  THCU only
  Non-THCU only

**Narrow by Steps** Search All Resources

THCU	Resource Title <small>sort</small>	Resource Type <small>sort</small>	Update Date <small>sort</small>
THCU	Useful Tools for Program Planning	'How-to' resources and tools	Mar 25
THCU	Objectives Game Answer Key	Teaching tools	Jan 13
THCU	Situational Assessment Slideshow	Teaching tools	Dec 9
THCU	THCU Products and Services Summary	Organizations, networks, groups	Dec 3
THCU	Situational Assessment and Program Effectiveness	Recommended background reading	Oct 4 2
THCU	Ethical Issues Related to Private Sector Sponsorship of Public Health Programs and Interventions	Recommended background reading	Oct 4 2
THCU	Components of Effective Health Promotion Programs	Recommended background reading	Oct 4 2
THCU	Adult Learning Theory	Recommended background reading	Oct 4 2
THCU	Acceptance of Corporate Advertising on a Health Organization's Website	Recommended background reading	Oct 4 2008
THCU	Introduction à la Planification de Programmes de Promotion de la Santé Slideshow	Teaching tools	Oct 2 2008
THCU	Introduction to Health Promotion Planning Slideshow	Teaching tools	Oct 2 2008

### Narrow by Planning Steps (click and drag to move this window)

THCU's health program planning resources are organized by our 6-step model. You can narrow the list of resources by selecting the step of interest. Click the "Submit and Close" button when you are done. To get the selection box to appear again, click 'narrow by steps' above the list of resources.

#### Topics

Check/Uncheck all Topics

#### Program Planning/Planning

- About program planning in general
- THCU's 6 planning steps
- Step 1. Project management
- Step 2. Situational assessment
- Step 3. Program objectives
- Step 4. Program strategies and activities
- Step 5. Program indicators of success
- Step 6. Review program plan
- Ethics in planning
- Logic models
- Best practices/recommended interventions
- Intervention mapping
- Strategic planning

# Evidence to Support Planning Decisions

**Tip!** Click on the "ALL" or "non-THCU" button under the keyword search to see what useful resources we have found from other organizations!


N UNIT

Click on the Narrow by Steps link, if you want to choose what steps to display.

Search by keyword    

ALL  THCU only  Non-THCU only 

**Narrow by Steps**  [Search All Resources](#)

 Resource Title <input type="text" value="sort"/>	Resource Type <input type="text" value="sort"/>	Updated Date <input type="text" value="sort"/>
 Literature Search Results from THCU consultations	Recommended background reading	Oct 2 2008
 Catalogue of Well-Regarded Interventions	Examples, samples and case studies	Sep 16 2008
The Ontario Health Planning Data Guide	Recommended background reading	Dec 8 2008
The Ontario Health Planning Survey Guide	Recommended background reading	Dec 8 2008
Population Health Profiles	Examples, samples and case studies	Dec 8 2008
Socioeconomic Indicators Atlas	Recommended background reading	Dec 8 2008
Statistics Canada	Recommended background reading	Sep 16 2008
Healthevidence.ca	Examples, samples and case studies	Sep 16 2008
Canadian Best Practices Portal for Health Promotion and Chronic Disease Prevention	Examples, samples and case studies	Sep 16 2008
Effective Public Health Practice Project	Examples, samples and case studies	Sep 16 2008
Guide to Community Preventive Services	Examples, samples and case studies	Sep 16 2008
Medline	Recommended background reading	Sep 16 2008
U.S. Project Lean - Research and Evaluation Reports	Recommended background reading	Sep 16 2008
Canadian Policy Research Network's E-network Newsletter	Recommended background reading	Sep 16 2008

## Resource Details

**Healthevidence.ca**

[Click here to send to a friend](#)

### Web Link

[Visit site](#)

### Description

This is a web site designed to provide quality research evidence to public health decision makers, saving you time by searching, screening, and rating the systematic review evidence to compile it in a free, searchable online registry.

### This resource applies to the following topics:

#### Health Communication/Communication

Step 4. Resource inventory  
Effectiveness of health communication

#### Program Planning/Planning

Best practices/recommended interventions

### Resource Type

List of Recommended Campaigns/Interventions

## Steps

### Step 1

#### Project Management

1.1 Understand the Context

1.2 Identify Stakeholder Roles and Expectations

1.3 Assess Resources for Planning

1.4 Develop Workplan for the Planning Process

### Step 2

Situational Assessment

### Step 3

Set Goals, Audiences, and Outcome Objectives

### Step 4

Choose Strategies and Activities and Assign Resources

### Step 5

Develop Indicators

### Step 6

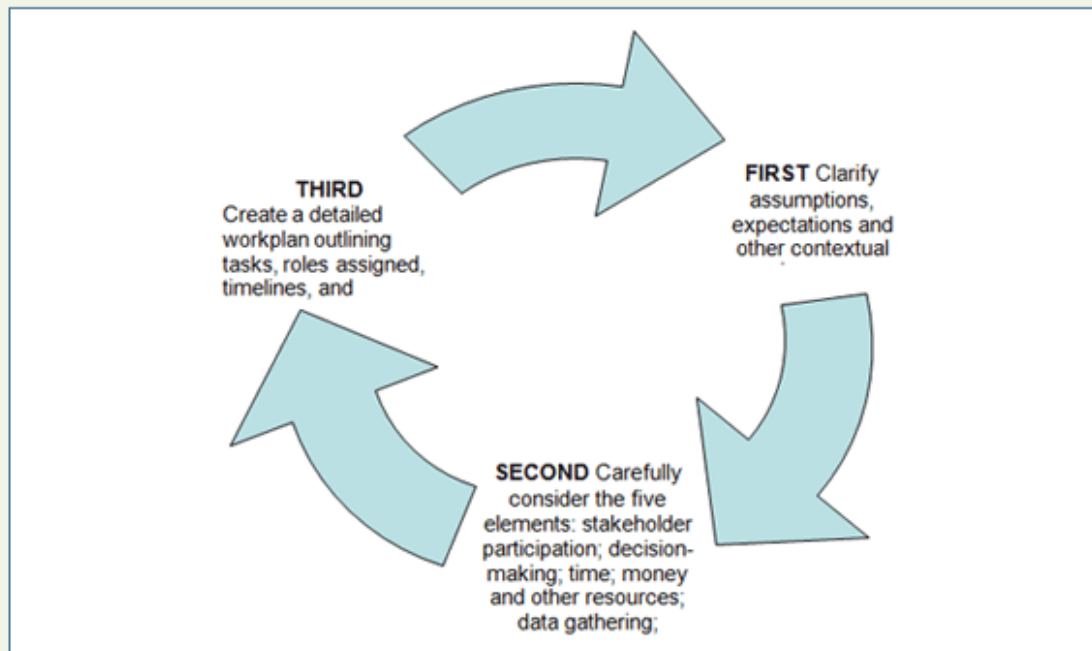
Review the Plan

## Step 1: Project Management

### What is this step about?

Project management is about developing and managing a "plan to plan". The primary project management tool is a workplan that indicates tasks necessary to produce a comprehensive, credible and compelling program plan. A good project management plan clearly describes steps and tasks, assigns people to various roles, sets deadlines and milestones, and shows resource allocations.

Project management starts at the very beginning of the planning process and must take into account any assumptions and expectations and other contextual issues. Project management does not end until the program plan is completed and approved (thus signaling the beginning of the development and implementation phase of the program).



## Learning Centre

[Other Planning Tools and Resources](#)

[Evidence to Support Planning Decisions](#)

[THCU's Planning Workbook Online](#)

[What is this Step About?](#)

[Importance of Step](#)  
[How to do this Step](#)  
[How to Tips](#)

[Planning Case Studies](#)



## Worksheet Help

How to do this worksheet instructions

Completed example of this worksheet

Print your answers to MS Word

Print your logic model

Print your whole plan

## B. Data gathering plan table instructions

### *To create the table*

1. Answer questions 2-11 in the space provided.
2. Click the **'Save'** button in the upper left-hand corner of the worksheet **OR** the **'Save and Add Another Data Gathering Task'** button. This saves the information and creates a table. *\*Note: The table appears above question 1.*

### *To view data in the table*

There are three ways to view all of the data you enter into the worksheet.

1. Use the horizontal scroll bar underneath the table to see your answers. *\*Note: The table contains one column for each question and one row for each data gathering task.*
2. Click on the **'Print Your Answers to MS Word'** option in the **Worksheet Help** menu in the top right hand corner of the page. This will export your answers to a Word document. *\*Note: Changes made to your Word document are not saved in your online account.*
3. Click on the **'Print My Plan'** button in the **Worksheet Help** menu in the top right hand corner of the page. This will export your answers for *all* worksheets in the Online Health Program Planner. *Note: Worksheets that you have not yet completed will appear, but will be blank.*

### *To add more data gathering tasks to the table*

There are four steps.

1. Click the **'Save and Add Another Data Gathering Task'** button after completing questions 2-11 for your *first* data gathering task. This saves the information and clears the worksheet so you can add another data gathering task. *\*Note: The row that is bold in the table above question 1 is the one you are working on.*

# Data Gathering Plan

	Type of data	Method	Source	Additional Details	Lead	Support	Time allocated	Deadline	Budget	Other resources
1	Research findings	Literature searches and reviews, including systematic reviews	Public libraries, Consultants, Websites, Resource centres such as THCU, Researchers	To find out knowledge levels and attitudes of child caregivers about injury risk and prevention, we are going to get the THCU librarian to do a literature search for us. She will use Medline and other online databases and will generally search the internet for information. We will retrieve relevant information from our local library, or online, as is possible/feasible. We will also consult the Injury Prevention Resource Centre to see if they have collected any data on this subject. Finally, we will interview a medical researcher at the children's hospital who specializes in pediatrics to see what literature (her own, or someone else's) she is aware of.	Consultant researcher/evaluator	Project assistant (PHN)	.5 day to review the results of the THCU librarian literature review. 1 day to retrieve relevant documents from the literature review. 1 day to review documents retrieved. 1 day to interview, record and organize the results of the researcher interview. TOTAL 3.5 DAYS	Apr 24 2009	None	None other than time.
2	Community health status indicators	Large data sets	Community service organizations	We are going to get our children's hospital contact to run data from their records about emergency visits and admissions related for the age group 0-6, for the last five years. We will also ask them, using postal code contact information for the child, general information about the incident provided by the person who brought the child in, and demographic information about the parent or person who brought the child in (supplied upon admission) to see whether any obvious risk factor patterns are evident.	Research/evaluation consultant	Children's hospital coalition member	3 days of researcher time as needed for children's hospital coalition member.	Apr 17 2009	None, other than time	Access to hospital records and staff to help run the data queries, secured by the children's hospital contact.
3	Quantitative polling/survey data	Surveys	Community service organizations, Community spokespersons	We are going to survey community forum attendees about their experiences and feelings about what the main 0-6 childhood injury prevention priorities should be for this program. We will also survey them about injury prevention activities that they are already involved in. We will do this during the forum, so we don't take	Consultant researcher/evaluator	Project coordinator and PHN assistant	1 day to develop and test the survey tool. 1 day to collect and enter the data. 2 days to analyze the data and create a report summarizing the data. [TOTAL: 4 DAYS	Apr 24 2009	Just consultant time and the cost associated with the community forum.	A secretary to enter the data and an appropriate computer program to manage the data. Both of these things are available

# Promotional materials



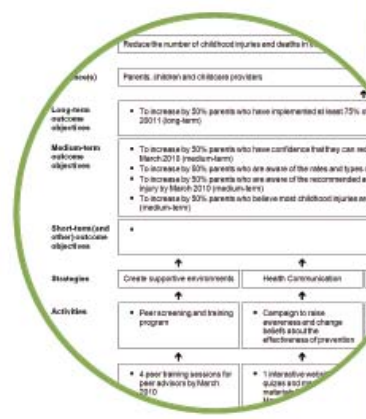
- 4-page full colour flyer, showing examples of what can be produced
- HTML announcement
- Canadian Journal of Public Health Outsert

# 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.

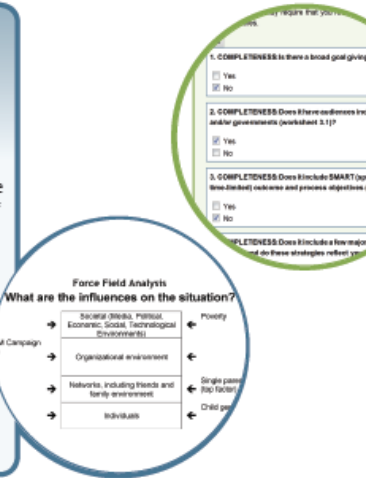
Produce the logic model.

It's easier than ever.

I'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.

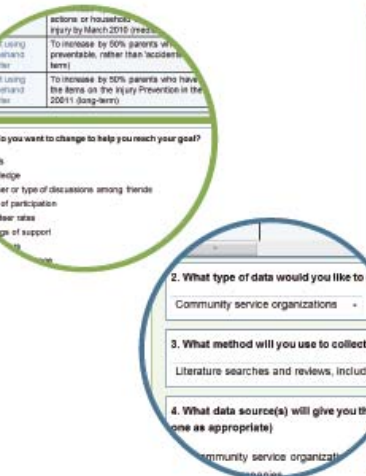
Is my plan complete, logical, aligned with the results of my situational assessment, and presented in a visually appealing way?

Use the Plan Review checklist to reflect on critical decisions.

I 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.



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.

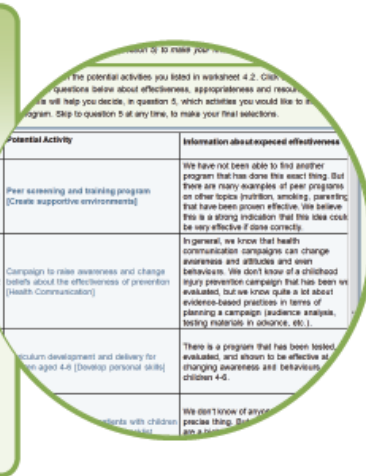
Assign task responsibilities, timelines and resources.

There you have it — your data collection plan.

I 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.



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.

# New from THCU and NCCMT...

## The Online Health Program Planner (OHPP)

*Evidence-informed planning with ease.  
Interactive. Flexible. Intuitive.*

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

» [Check it out](#)

I want to create a **logic model**.



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

Enter your decisions. Produce the logic model.

» [See a completed example](#)

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**. It's easier than ever.

» [Try the Objective Builder](#)

# Ongoing supports



- Online supports
- Webinars
- Consultations
- Peer to peer (share plans, and experiences)
- Dialogue groups (NCCMT)