

Lesson Plans

Lesson Plans

Getting Ready for the Training

Things To Do

- Refer to pages 4-6 for a detailed preparation, delivery, and post-training activity checklist.
- Read the Background Reading chapter.
- Read the lesson plans contained in this chapter and familiarize yourself with the training resources chapter.
- Make copies of all handouts and transparencies. The handouts and transparencies will be used as the participant's manual. Be sure you have one copy for each participant.
- Make copies of the test and evaluation form.
- Create certificates of completion for participants. (A sample certificate is included on page 152.)
- Create a list of participants' names and contact information (addresses, phone numbers, fax numbers, and e-mail addresses, if applicable) to hand out during the training.
- In your mind, walk through the activities until you feel comfortable with how to lead them. You may wish to practice out loud, in front of a mirror, with a tape recorder, or with friends or colleagues.
- Write down the steps of the National Breast and Cervical Cancer Early Detection Program (NBCCEDP) Health Communication Wheel on newsprint.
- Set up the training room so that participants can see each other (e.g., in a circle) and move freely around the room.
- Set up the overhead projector, and use one transparency to focus the projector.

Materials, Equipment, and Supplies

- Newsprint pad
- Easel
- Markers
- Masking tape
- Name tags
- CD or cassette tape player and two songs of your choice
- Five examples of print materials that contain information on breast or cervical education, screening, or diagnosis (e.g., brochures, pamphlets, printed public-service announcements, after-care instructions)
- Overhead projector and screen
- Blank transparencies
- Transparency pens

- Transparency Masters for Trainers
 - T-1, p. 98: Purpose
 - T-2, p. 99: Objectives
 - T-3, p. 100: Health Communication
- Transparencies for Participants
 - T-1, p. 102: Purpose
 - T-2, p. 102: Objectives
 - T-3, p. 102: Health Communication
- Handouts
 - HO-1, p. 104: Making Cancer Communication Work Training Agenda
 - HO-2, p. 105: NBCCEDP Health Communication Wheel
 - HO-3, p. 106: Define the Health Issue
 - HO-4, p. 108: Set Goals and Objectives
 - HO-5, p. 113: Describe the Audience
 - HO-6, p. 116: Develop a Communication Plan
 - HO-7, p. 120: Develop and Pretest Message Concepts
 - HO-8, p. 125: Develop and Pretest Messages
 - HO-9, p. 128: Develop a Promotion Plan
 - HO-10, p. 131: Implement Your Strategies
 - HO-11, p. 134: Evaluate Your Efforts
 - HO-12, p. 137: Glossary of Terms Worksheet
 - HO-13, p. 138: Learner Verification Exercise
 - HO-14, p. 139: Assessment of Printed Materials Worksheet
 - HO-15, p. 141: Materials Redesign Workshop Guidelines
 - HO-16, p. 143: Action Steps Template
 - HO-17, p. 144: Additional Resources on Health Communication
- Trainer Resources
 - TR-1, p. 146: Training Evaluation Form
 - TR-2, p. 148: Training Test
 - TR-3, p. 150: Test Answer Key
 - TR-4, p. 152: Sample Certificate of Completion

Training Agenda

• Welcome and Introductions	30 minutes
• Framework for Health Communication	90 minutes
• Break	15 minutes
• Developing Audience-Appropriate Materials	30 minutes
• Pretesting	45 minutes
• Lunch	60 minutes
• Assessing Print Materials	45 minutes
• Materials Redesign Workshop	75 minutes
• Break	15 minutes
• Next Steps	45 minutes
• Key Take-Home Messages and Evaluation	30 minutes
Total Time	8 hours

Icons

The following icons are included in the “Facilitator Notes” column:



Approximate Activity Time (Times for specific parts of activities are included in parentheses next to smaller clock icons.)



Show Transparency



Refer to Handout



Distribute Trainer Resource



Welcome and Introductions

Step 1: Welcome participants and go over “housekeeping” details.

- As participants arrive, ask them to fill out name tags and put them on.
- Welcome participants and thank them for taking time to participate in this training.
- Briefly introduce yourself.
- Go over “housekeeping” details—location of restrooms, phones, water fountains, and so forth.

Note to Trainer: If this training is offered as a continuation of the Community Analysis training or Overview of Outreach Strategies training, the welcome and introductions should focus on addressing issues from the previous day’s training, answering questions, and providing an overview of what will be covered during this portion of the training.



Step 2: Conduct the Circles Icebreaker (below) or an icebreaker of your choice.

- Ask participants to stand up and move to an area in the room that has space.
- Divide the group into two smaller groups of equal size and ask one group to form a large circle.
- Ask the other group to form a smaller circle inside the first group’s circle.
- Ask people in the outer circle to turn a quarter turn to their right.
- Ask people in the inner circle to turn a quarter turn to their left.

- Explain that you will play music. When the music begins
 - The outer circle will walk clockwise (in the direction they are facing); and
 - The inner circle will walk counterclockwise (in the direction they are facing).
 - Play the music for a few seconds, and then stop the music.
 - Ask participants to face the person in the other circle and to take turns introducing themselves and telling each other where they are from.
 - Give them 1 minute to accomplish this task.
 - Start the music again and ask them to continue walking in the same direction they were walking in before.
 - After a few seconds, stop the music.
 - Ask participants to face the person in the other circle and tell them where they work and what kind of work they do.
 - Continue the process of walking to music and stopping to talk to the person in the other circle, asking them to discuss the following:
 - What are your expectations for today?
 - What is your favorite family food dish and why?
 - What would you do with a million dollars?
 - If you could go anywhere on vacation, and money was no object, where would you go?
- Note to Trainer:** Do as many or as few topics as time will allow, but be sure to ask participants about their expectations. Encourage dancing around the circle as well as walking.
- After 5 minutes, stop the activity, have participants return to their seats, and ask them if anyone would like to share something interesting they learned. Take a few responses; be mindful of time constraints.

Facilitator Notes

Facilitator Outline

- Ask them what their partner's expectations were for today and record the answers on newsprint. (If you have already created a list based on the expectations that they mentioned on their application forms, ask them if they want to add to the list.)
- Thank everyone for their willingness to share information and get into the fun of the exercise, and encourage a round of applause for all.

Note to Trainer: This list of expectations—along with information provided on the application form—will help you gain an understanding of participants' training needs. To the greatest extent possible, provide examples, resources, and information to help ensure that the training is relevant and useful to them.

If someone lists an expectation that is clearly not going to be met in the training (e.g., "I want to learn a step-by-step process for doing a community analysis"), it is a good idea to explain at this point that this particular training will not cover that information. Make suggestions for other trainings or resources to help that participant learn the information or build the skills he or she is seeking.



Step 3: Describe the purpose and learning objectives of this training and go over the agenda.

- Explain that the purpose of this training program is to learn about cancer communication and the skills needed to develop and implement effective cancer communication.
- Tell participants that by the end of this 6½-hour training program, they will be able to
 - Define health communication;
 - Describe the steps of the NBCCEDP Health Communication Wheel;
 - Describe characteristics of effective print materials;
 - Develop a plan for redesigning a printed health communication piece so that it is appropriate for the intended audience; and
 - Develop a plan for applying what has been learned back on the job.

Facilitator Notes



HO-1



(5 mins)

Facilitator Outline

- Refer them to Handout #1, Making Cancer Communication Work Training Agenda, and briefly go over the day's sessions.

Step 4: Establish norms for the training.

- Explain to participants that setting “norms”—or ground rules—for the training will help to make the training a safe, respectful, comfortable environment for everyone.
- Ask them to create a list of norms for this training. Write the list on newsprint or a transparency.

Note to Trainer: You may wish to provide the following norms as examples if participants do not list them:

- One person talks at a time.
- Respect others' confidentiality.
- Help each other learn.
- Help the training stay on track by returning on time from breaks and lunch.
- All feedback is to be given in a supportive manner, with the goal of helping others improve their skills.

Note to Trainer: If you will be offering continuing education credits for this training, explain the process for receiving credits at this time.



Framework for Health Communication

Step 1: Introduce health communication.

- Ask participants to turn to the person sitting next to them and discuss how they have, in the past, learned about health and health-related issues. Both people should have an opportunity to talk.
- Give them 2 minutes to talk and then ask for a few volunteers to tell the group what they discussed.
- Ask them to turn to the same person and discuss if, when they learned about health, what they learned was usually accurate. Ask participants to also discuss the various ways they have learned accurate health information. Both persons should have an opportunity to talk.
- Give them 2 minutes to talk and then ask for a few volunteers to tell the group what they discussed.
- Make the point that providing and receiving accurate, effective, health information is not as easy as we would like to think, both in our personal and our professional lives.
- Explain that health communication consists of a range of activities intended to increase knowledge, promote positive changes in attitude, and increase screening behavior among the intended audience.
- Explain that in the context of outreach, the overall goal of health communication is to enroll and screen women for breast and cervical cancer. Therefore, this training will focus on how to use health communication effectively to recruit older medically underserved women for breast and cervical cancer screening.
- Tell them that it is crucial not to assume that communication is automatically the solution to a public health issue, such as how to recruit women for breast and cervical cancer screening. Instead, it essential to
 - Acquire a thorough understanding of a health issue and who is affected by it;
 - Explore a wide range of possible strategies for influencing the issue;

- Systematically select the strategies that show the most promise; and
 - Understand the role communication can play in planning, implementing, and evaluating selected strategies (CDC/ATSDR 1998).
- Explain that, in general, effective outreach involves multiple strategies that are selected based on a thorough community analysis.

Note to Trainer: Community analysis will not be discussed in depth in this training because the “Community Analysis” Lesson Plans are available. (See Part 1 of this series.)

You may need to help participants stay focused on health communication by deferring a discussion of community analysis until another time.



(5 mins)

Step 2: Introduce the National Breast and Cervical Cancer Early Detection Program Health Communication Wheel.

- Explain that some time will be taken to review the NBCCEDP Health Communication Wheel, which will be the foundation for this training.

Note to Trainer: Have newsprint with the nine steps of the health communication wheel ready to put up on the wall. Leave the newsprint up for the rest of the training.



HO-2

- List the steps of the NBCCEDP Health Communication Wheel:
 - Step 1: Define the Health Issue
 - Step 2: Set Goals and Objectives
 - Step 3: Describe the Audience
 - Step 4: Develop a Communication Plan
 - Step 5: Develop and Pretest Message Concepts
 - Step 6: Develop and Pretest Messages
 - Step 7: Develop a Promotion Plan
 - Step 8: Implement Your Strategies
 - Step 9: Evaluate Your Efforts

Facilitator Notes



(60 mins)



HO-3
thru
HO-11



HO-3

Facilitator Outline

Step 3: Provide an overview of each of the nine steps.

- Refer participants to handouts #3 through #11, which describe each of the nine steps, for this discussion.

Note to Trainer: For each of the nine steps of the model, you will share information and then lead a discussion using the questions provided. To manage time effectively, you will need to average about 6 minutes for covering each step. (Some steps will take more time to discuss than others.)

- Tell participants that the nine-step model will be explained by a series of questions that program planners need to ask themselves when planning health communication efforts. After the questions for a step are covered, participants will be reading and discussing an example of how the questions might be answered by a fictional breast and cervical cancer early detection program.
- Explain that planning for effective health communication efforts begins with a statement of the health issue or problem to be addressed. Share the following questions that planners need to answer in **Step 1**:
 - Describe the health issue or problem:
 - What *is* happening with the health issue?
 - What *should be* happening with the health issue?
 - Relevance to your organization (internal factors):
 - Do you have organizational support to work on this health issue?
 - Does your organization have funding, authority, mandate, and the knowledge, expertise, and technology to work on this health issue?
 - Does your organization have a mission that supports this work?

- Relevance outside the organization (external factors):
 - What effect might social, cultural, and political forces have on your ability to tackle this health issue?
 - Is there demand from the public to tackle this issue?
- Describe the health issue in detail:
 - Who is affected by it?
 - Where is it happening?
 - When is it happening?
 - Are there any trends you notice with the health issue?
- Ask participants to spend 1 minute reading the example for **Step 1**. Then, encourage discussion by asking the following questions:
 - What is the health issue that concerns breast and cervical cancer early detection programs (BCCEDPs)?

Note to Trainer: Make sure that participants define the issue specifically as enrolling and screening medically underserved women for breast and cervical cancer.

- What is the difference between what *is* happening and what *should be* happening?
- To what extent does BCCEDP “X” have funding, organizational support, authority, mandate, and mission to work on this issue?

Note to Trainer: You may wish to acknowledge that the answer to this question may seem obvious, as working on this issue is BCCEDPs’ reason for existence. This will not be true of all organizations or all health issues, however, so it is a worthwhile question to ask in the health communication planning process.



HO-4

- Explain that once you have reviewed the need for the health communication effort, it is time to clarify goals and set communication objectives. Writing clear objectives helps set the stage for evaluating the program when it is implemented. Share the following questions that planners need to answer in **Step 2**:

- Your overall reason for health communication efforts (abstract, long term, attainable, not necessarily measurable)
 - What is your “grand reason” for developing a health communication effort?
- The overall objectives for health communication within the program
 - What do you want to affect through this communication effort? Do you want to increase awareness, improve knowledge, change attitudes or beliefs, and/or change behavior? (Keep in mind that BCCEDP objectives must include behavior change—women enrolling and obtaining screening services.)
 - How can you make objectives supportive of and derived from the goals and objectives of your BCCEDP program?
 - To what extent do your objectives reflect a public health framework such as the Healthy People 2000 national health promotion and disease prevention objectives?
 - How can you make your objectives specific, measurable, attainable, realistic, and time bound?
 - How can you make sure that your objectives state the expected results of the communication activity (e.g., how much of *what* outcome is expected from *whom* and by *when*)?
- Factors that contribute to the health issue
 - To what extent do environmental factors, such as clinic locations, road conditions, lack of providers, or lack of transportation, contribute to the health issue?
 - To what extent does biology contribute to the health issue?
 - To what extent does individual behavior contribute to the health issue?
 - To what extent do policies, such as those related to insurance coverage for screening services, contribute to the health issue?

- Other related health communication efforts or interventions
 - Are other organizations already conducting or planning to conduct a communication effort or other intervention on the same topic?
 - How have messages been communicated in the past?
 - Which health communication efforts have been demonstrated to be successful in the past?
 - What is the level of knowledge, and what are the attitudes, beliefs, and behaviors related to the health issue in the community?
- The strategy or combination of strategies that can best influence the health issue
 - What contribution can health communication make to the overall program?
 - What other strategies, such as influencing policies, removing environmental barriers (e.g., improving road conditions), or improving health services, are needed?
- Ask participants to spend 1 minute reading the example for **Step 2**. Then, encourage discussion by asking the following questions:
 - How do BCCEDP X's objectives support its overall goals?
 - What are some examples of environmental factors that affect the health issue?
 - What contribution can health communication play in affecting this health issue? What are the limitations of health communication?
- Explain that any effective health communication effort is based on a thorough understanding of the intended audience—the specific group of people you want to reach and influence with your message. Share the following questions that planners need to answer in **Step 3**:
 - Ways to describe and divide up the group(s) in the area served by your program



HO-5

- What physical characteristics, such as environmental exposures and family histories, are shared among groups?
- What demographic and cultural characteristics, such as age, gender, race, ethnicity, literacy levels, and media habits are shared among groups?
- What behavioral characteristics, such as history of cancer screening, are shared among groups?
- What psychosocial characteristics, such as attitudes about health and health care, feelings about cancer, and cultural beliefs, are shared among groups?
- What levels of knowledge about the health issue are shared among groups?
- Your program’s priorities for selecting the intended audience
 - What guidance does your program’s overall goals, objectives, mandates, and funding provide about selecting the intended audience?
 - Will you concentrate on certain groups based on the overall size of the population, vulnerability to the health problem, ease of reaching the population, the population’s responsiveness or readiness to change behavior, politics, or an opportunity to build on or “piggyback” existing efforts to reach the group(s)?
- Primary audiences vs. secondary audiences
 - Who will be the primary audience—the group(s) you wish to affect in some way (e.g., women ages 50 to 64, uninsured or underinsured, of a particular racial or ethnic group)?
 - Who will be your secondary audience—the group(s) that have influence on your primary audience (e.g., health care providers, family members of the intended audience, social service agencies)?



HO-6

- Ask participants to spend 1 minute reading the example for **Step 3**. Then, encourage discussion by asking the following questions:
 - How did BCCEDP X choose its primary intended audience?
 - How can the secondary audiences identified help BCCEDP reach the primary audience?

- Explain that once you have identified the intended audience(s), it is time to plan specific audience objectives, and choose channels, settings, and activities that will be most effective in reaching the intended audiences. Share the following questions that planners need to answer in **Step 4**:
 - Audience-specific communication objectives for the primary and secondary audiences
 - What do you want to affect through this communication effort? Do you want to increase awareness, improve knowledge, change attitudes or beliefs, and/or change behaviors?
 - How can you make objectives supportive of and derived from the goals and objectives of your BCCEDP program?
 - How can you make your objectives specific, measurable, attainable, realistic, and time bound?
 - How can you make sure that your objectives state the expected results of the communication activity (e.g., how much of *what* outcome is expected from *whom* by *when*)?
 - Channel selection
 - From which sources do members of the intended audience seek or receive news, other information, and entertainment (i.e., which channels are most likely to be credible and accessible to the intended audience)?
 - What are the timeline and budget for your communication activities? Placement of articles in magazines often requires lead time of several months, whereas a video news release can be distributed and aired during the same afternoon. Production of a television public service announcement (PSA) can cost

many thousands of dollars, whereas a live-announcer radio script can be produced at little expense.

- Setting selection
 - Where can you reach the intended audience when they are attentive and open to your communication effort?
 - Where can potential partners help you reach the intended audience?
- Activity selection
 - What activities are likely to have no negative effects on the intended audience?
 - Which activities can be used in combination with other activities?
 - What resources do you have and need?
 - What other agencies work with and have established trust and credibility with the intended audience?

- Ask participants to spend 1 minute reading the example for **Step 4**. Then, encourage discussion by asking the following questions:

- How do the audience-specific objectives set in this step differ from the overall communication objectives set in Step 2?
- How does identifying appropriate channels help improve a program's chances of reaching the intended audience?
- What are the benefits of using multiple channels, settings, and activities to reach your intended audiences?



HO-7

- Explain that a crucial step in creating effective health communication efforts is determining what message ideas or concepts have the best chance of “hitting home” and influencing the intended audience. This process begins with using formative research and pretesting. Share the following questions that planners need to answer in **Step 5**:

- Information needs of the intended audience

- What is the intended audience’s awareness of the health issue or problem: Have they ever thought about the health issue? What myths or misinformation do they hold? What are their cultural belief systems about the health issue? To what extent do they think that they might be affected by the health issue?
- To what extent are they practicing the desired behavior?
- If the intended audience is already practicing the desired behavior, but not on a regular basis, do they need reinforcement to continuing practicing the behavior?
- Relevance to the intended audience:
 - What situations (e.g., family reunions, church picnics, community festivals) are familiar to the intended audience?
 - What works best with the intended audience for changing the factors that lead to the health issue or problem?
 - What health benefits (e.g., remaining healthy for the sake of one’s family, avoiding death) would motivate the intended audience?
 - What cultural or social norms (e.g., protecting one’s family, being part of the community, seeing everything in life as connected, holding special respect for elders) would motivate the intended audience?
 - What things might keep the intended audience from adopting the desired health behavior (e.g., inconvenience, fear, negative experiences in health care settings)?
- Accuracy of the message
 - Is there agreement among scientists about what the message should be (e.g., cancer screening recommendations)? If not, how will you handle the lack of consensus?
 - What are the key points that need to be made about the health issue or problem? For example, yearly mammograms are recommended for women age 50 and older.

- Writing concepts
 - What does a literature review tell you about the concepts—ideas or themes that you will eventually develop into messages— that work well for your intended audience?
 - How can you fit the concept to the channel(s) you have chosen? For example, TV and radio are excellent choices to get across brief, simple, motivational concepts and messages. Interpersonal and small-group/organizational channels, such as community health workers and group educational sessions in workplaces, lend themselves better to more complex concepts and messages.
 - How can you use all of the above—information needs, cultural relevance, channels selected, and message accuracy—to make a first attempt at writing a concept?
 - How can you make your concept easy to understand, attention getting, credible, and culturally appropriate?
- Pretesting message concepts
 - What pretesting methods will you use?
 - How will you make sure that people participating in your intercept interviews, and/or focus groups are members of the intended audience?
 - What questions will you include in the moderator guide to help determine whether the concepts are relevant to pretest participants?
- Ask participants to spend 1 minute reading the example for **Step 5**. Then, encourage discussion by asking the following questions:

Note to Trainer: Ask participants to read the descriptions of focus groups, intercept interviews, and screeners, as well.

- How were information needs of the intended audience determined?
- What pretesting methods were used?



HO-8

- How did planners ensure that women participating in focus groups and intercept interviews were actually members of the intended audience?
- Explain that crafting specific messages is possible once you have determined which message concepts are most relevant to your communication goals and objectives, and meaningful to the intended audience. Each concept can be developed into several different messages, which are then pretested. Share the following questions that planners need to answer in **Step 6**:
 - Writing messages
 - How can you apply what you learn in pretesting message concepts? Which concepts are most relevant to your communication goals and objectives *and* motivational to members of the intended audience? What will make the message culturally and linguistically relevant to the intended audience? What will be the tone and style of the message? What will be the type of appeal used in the message?
 - How can you tailor messages for each channel, setting, and activity through which they will be delivered?
 - Who will review messages before they are pretested (e.g., how can you enlist the help of colleagues or people who work with the intended audience)?
 - How can you develop a review checklist that addresses whether reading level and word choice are appropriate for the intended audience?
 - Pretesting
 - Which pretesting methods will you use?
 - How will you make sure that people participating in your intercept interviews and/or focus groups are members of the intended audience?
 - What question will you ask to address the following points, which will help determine whether the concepts are relevant to pretest participants: Are messages understandable and relevant? Are messages in a format and style appropriate for the intended

audience? Do messages incorporate the cultural norms of the audience? Is word choice appropriate for the intended audience?

- How will you revise your messages based on the results of the pretest before proceeding with “finished” products?

- Ask participants to spend 1 minute reading the example for **Step 6**. Then, encourage discussion by asking the following questions:

- What information from concept pretesting was used to develop messages for African American women? For Hispanic/Latina women?
- What type of “appeal”—or method for motivating the intended audience—was used in the poster for African American women?
- What suggestions did women in the focus group have for making the poster more relevant?



HO-9

- Explain that developing a sound promotion plan for a communication activity is critical to ensure that it reaches its intended audiences. Most effective health communication efforts include much more than delivery of a single product through a single channel. Share the following questions that planners need to answer in **Step 7**:

- Developing a promotion plan
 - How can you make the promotion plan consistent with the communication objectives and the overall program goals?
 - How “do-able” is the promotion plan (i.e., is it within your ability to carry out)?
 - How can you use more than one channel and activity to deliver messages?
 - What other communication components, such as press conferences, other special kickoff functions, and visits to newspaper editorial boards, can be used?
 - How can you identify and enlist the help of “gatekeepers” or secondary audiences who will be of assistance in endorsing and promoting your messages?

- How will you make sure that the plan includes all of the following necessary elements: a description of the intended audience; the channels, settings, and activities to be used; how materials and information will be distributed; how materials will be stored and tracked; roles and responsibilities for personnel who will be responsible for different aspects of the communication effort; and a timetable for carrying out communication activities?
- Packaging and pilot testing
 - How can materials be packaged to ensure the best use by primary and secondary audiences?
 - How will you orient partners to the plan?
 - How will you pilot test activities to get an idea of anticipated response?
 - What preparations will you make to meet the anticipated response?
- Ask participants to spend 1 minute reading the example for **Step 7**. Then, encourage discussion by asking the following questions:
 - What role did partnering organizations play in promotional activities and packaging decisions?
 - How did pilot testing activities help BCCEDP X prepare for the response generated by communication activities?
- Explain that careful planning and pretesting throughout the communication development process set the stage for action. During implementation, process evaluation is needed to determine whether mass media and organizational gatekeepers are actively participating in the communication activities, whether messages and materials are reaching intended audiences, and whether the overall activity is proceeding on time, on strategy, and within budget. Share the following questions that planners need to answer in **Step 8**:



HO-10

- Implementation
 - How can you ensure that partners and “gatekeepers” (secondary audiences) have enough materials?
 - How can you establish processes to deliver materials and information quickly?
- Process evaluation
 - How can you measure where and when the messages are broadcast, published, and delivered; the level of participation and satisfaction of gatekeepers; and how frequently the intended audiences are being exposed to the messages?
 - Who will be responsible for each part of the process evaluation?
 - How will you revise your promotion plan based on ongoing process evaluation results?

- Ask participants to spend 1 minute reading the example for **Step 8**. Then, encourage discussion by asking the following questions:

- How was process evaluation information collected?
- What changes were made based on that information?
- Based on this example, why is process evaluation an essential part of health communication efforts?



HO-11

- Explain that the goal of short-term evaluation is to measure the effects of the communication activity on the intended audiences. For most programs, the focus of short-term evaluation will be on the extent to which your communication efforts were successful in enrolling women for breast and cervical cancer screening within a short (e.g., 3 months) period of time. Share the following questions that planners need to answer in **Step 9**:
 - Short-term evaluation
 - How will you make your evaluation plan consistent with the communication objectives and overall program goals?

- How will you include the following in your evaluation plan:
What type of data you will collect and how you will collect it?
How will you show the effect of the messages on the intended audience? What types of analysis will be done?
 - How will you measure the cost of the communication effort relative to the benefits?
 - What might be important reasons to evaluate separately the effects of health communication and the effects of other parts of the program?
 - How can you measure unexpected aspects or effects—positive or negative—of your health communication activities and what the effects might be?
 - Who will be responsible for each part of the outcome evaluation?
 - How will you disseminate your evaluation results: For whom must reports be written about your communication efforts? Who else might benefit from your experience? How might you share information with them? What lessons learned need to be considered in planning future communication efforts?
- Ask participants to spend 1 minute reading the example for **Step 9**. Then, encourage discussion by asking the following questions:
- What was the focus of BCCEDP X’s short-term evaluation?
 - Where can BCCEDPs find assistance in conducting evaluation?
 - What are some reasons to disseminate a report of your evaluation findings to partnering organizations, colleagues, volunteers, and others?

Facilitator Notes



(15
mins)

Facilitator Outline

Step 4: Summarize the discussion.

- Summarize the discussion by asking participants the following questions:
 - What questions do you have about the nine steps?
 - To what extent do you think you will be able to use the model in your health education work?
- Reiterate that communication activities are one aspect of successful recruitment of women for breast and cervical cancer screening. A crucial part of this model is using the results of a thorough community analysis to determine the role health communication can play in reaching program goals and objectives.
- Answer any questions and address any concerns.
- Remind them that they each have information on their handouts about all of the steps.
- Tell them that in the next session they will be focusing on developing materials that are appropriate and effective for an intended audience.



15
minutes

Break



Developing Audience-Appropriate Materials

Step 1: Introduce the activity.

- Explain to participants that there are several steps in developing effective health communication materials, once it has been determined that the identified health issue can be addressed effectively through health communication.
- Point out that for the purposes of this training, we will assume that health communication is an appropriate solution for an identified health issue. In real life, other strategies might be needed, including ones that influence policy-level changes or create structural changes in the environment (e.g., improving road conditions to improve women's access to screening facilities).
- Explain that, for the purposes of the next few activities, we will assume that through careful planning, it has been determined that mass media—print, audio, and/or video—channels and activities are appropriate for the intended audience.
- Point out that there are various tools that can be used to help develop effective health communication materials. Participants will become familiar with a few of these tools as they move through this training.
- Explain that the focus for the next session will be on how to make print materials more user friendly. However, the information and skills also can be applied to audio and video materials.
- Remind them of the request for them to bring their program's printed materials.

Note to Trainer: Participants who did not bring printed materials can use examples you provide.

- Share the following information:
 - The content and structure of print, audio, and video materials are most effective when they are tailored specifically for the intended audience.

Facilitator Notes

Facilitator Outline



- Take into consideration the information habits of the intended audience, how they get their health information and from which sources. This information should be determined in Step 4.

Step 2: Conduct the activity.

- Explain that the next activity will help get participants thinking about the words they use when they develop health communication materials.
- Divide the group into four smaller groups by having them count off 1, 2, 3, 4. All 1's will be a group, all 2's will be a group, and so forth.
- Ask them to turn to Handout #12, Glossary of Terms Worksheet.
- Ask them to work together in their small groups to fill in the worksheet. They will have 10 minutes to work on this task. Explain that they should focus on words and expressions related to breast and cervical cancer education and screening.
- After 10 minutes, ask the groups to write their lists of difficult words and easier words on newsprint. Allow 2 to 3 minutes for groups to transfer their lists to newsprint; then, bring the large group back together.
- Put all the glossary lists up on the wall, cross off any repeated terms, and briefly review the lists with the whole group.
- Ask if anyone would like to add any words or expressions. If there are any words or expressions that you feel would be important, add them as well.

Note to Trainer: If possible, arrange to have the lists of terms typed up and sent to them soon after the training. If you will be able to send the lists to them, let them know at this time.

Facilitator Notes



(5 mins)

Facilitator Outline

Step 3: Process the activity.

- Have participants share what they learned through this activity by asking the following questions:
 - What did you learn through this activity?
 - What will you do differently in your job as a result of this activity?
- Explain that the next session will focus on how to pretest concepts and messages you have developed.



Pretesting

Step 1: Introduce the activity.

- Review the following information about pretesting:
 - Even when people working on health communication campaigns know their intended audience well, pretesting is vital. Pretesting helps ensure that health messages are relevant and culturally and language appropriate.
 - There are two commonly used methods for pretesting—focus groups and intercept interviews.
 - Focus groups are structured, planned, discussion groups that are designed to collect unrehearsed opinions from community residents. They may hear about the materials and then have an opportunity to review the materials and give feedback about them.
 - Intercept interviews are commonly used in market research and are simple to conduct. Individuals appearing to fit predetermined criteria are approached in public places such as grocery stores, shopping malls, and sports arenas. These predetermined criteria may include age, race or ethnicity, and gender, among others. The individuals may be given a brief explanation and then asked for their opinion of the materials.
 - For both focus groups and intercept interviews, it is essential to develop a “screener”—a set of questions that the interviewer or focus group moderator asks of all potential participants. These questions should help determine if the potential participant is a member of the intended audience. For example, if your intended audience is African American women ages 50 to 64 who do not have health insurance, you would want to ask questions that identify race/ethnicity, age, and insurance status.
 - There is an important distinction between the pretesting that planners do in Step 5: Develop and Pretest Message Concepts and in Step 6: Develop and Pretest Messages. Concepts *are not* health-related messages. They *are* central themes or abstract ideas that serve as the springboard for discussion with an audience to get their input and the language to be used to develop health messages.

- For example, the Connecticut Breast and Cervical Cancer Early Detection Program was developing its video PSA, “What is a Woman?” The program pretested the concept of using a celebrity to deliver messages about the importance of screening and early detection.
- Focus-group participants felt strongly that viewers would relate better to noncelebrities than to celebrities. Consequently, the PSA was eventually filmed with “regular people.”
- To pretest the actual messages, the program developed a storyboard, which laid out the proposed scenes and dialog for the PSA.
- The storyboard indicated that the narrator would be saying, “She’s a wife, she’s a mother . . .,” and so forth, as a way of listing the many roles that women play.
- When this message was pretested, focus-group participants felt that the narrator should speak directly to the listener. The dialog was therefore changed to say, “You’re a wife, you’re a mother . . .,” and so forth.
- These opinions gathered from the intended audience were crucial in the PSA-development process. Pretesting concepts *and* messages in this manner not only helps ensure that the materials are appropriate for the intended audience, it also saves time and money that might have to be spent in redoing a video.



Step 2: Conduct the activity.

- Explain that the purpose of this activity is to develop and practice using pretesting questions. The questions they will come up with can be used in focus groups or intercept interviews.
- Ask participants to get back together with their last group, and turn to Handout #13, Learner Verification Exercise.
- Give the following directions:
 - Each group will select one piece of printed material to focus on.

Facilitator Notes**Facilitator Outline**

- Everyone in the group will take turns being interviewed about one of the five components, or topics, listed on the handout— attraction, comprehension, self-efficacy, acceptance, and persuasion.
- A description is provided for each component on the handout.
- To start, one person will be interviewed by the other three people in the group on the topic of attraction. The three interviewers will think of questions to ask the interviewee related to the attractiveness of health communication materials. For example, one question related to attractiveness might be, “Would you stop to look at this flier?”
- Then, another person in the group will be interviewed on the topic of comprehension. Again, the three interviewers will think of and ask questions related to this topic.
- Try to cover all five topics in the 20 minutes allotted for this activity.
- If the person being interviewed looks confused by a question, or if he or she answers in a way that is not appropriate to the question, there is a good chance that the particular question is not effective.
- Groups should record on newsprint questions that worked well for each of the five topics.
- Circulate among the small groups to provide participants with periodic time checks to keep them moving through the topics (every 4 minutes or so, encourage them to move onto the next topic).
- After about 15 minutes, bring the whole group back together and tape the newsprint lists on the wall.
- Briefly review the lists of questions. If you see repetitions, cross them off.
- Ask if anyone would like to add anything to the lists.

Note to Trainer: If possible, arrange to have the questions participants come up with typed up and sent to them soon after the training. If you will be able to send questions to them, let them know at this time.



(5 mins)

Step 3: Process the activity.

- Process the activity by asking participants the following questions:
 - How does pretesting contribute to the process of developing health communication materials?
 - How will you use what you learned in this activity in your work?
- Reiterate that tools such as the ones they have used so far in the training provide a step-by-step process to help ensure that health communication materials are appropriate for the intended audience.
- Thank them for their hard work. Tell them that in the next session they will work in small groups to assess existing materials and develop plans for adapting materials for a specific audience.



60
minutes

Lunch

Facilitator Notes



Facilitator Outline

Assessing Print Materials

Step 1: Introduce the activity.

- Explain that the purpose of this activity is to take a critical look at already existing materials, and to assess their effectiveness and appropriateness for an intended audience. Using or adapting materials that already exist—instead of creating them from scratch—can save a lot of time, energy, and work.
- Remind participants that although the group will be focusing on printed materials for this training, many of the principles may be applied to other channels, activities, and materials.

Step 2: Conduct the activity.

- Ask participants to pair up with another person in the group whom they have not yet worked with in this training.
- Ask them to turn to the Handout #14, Assessment of Printed Materials Worksheet.
- Walk through the components of this worksheet:
 - **Format/Layout**
 - *Organizational style* is the order in which information is presented.
 - *White space* is the space on the page with no words or pictures (even if the paper is a color other than white).
 - *Margins* are the white space on the top, bottom, left, and right sides of the page; margins usually do not have words or pictures in them.
 - *Grouping of elements* is the way in which words and pictures are grouped together.
 - *Headers/advance organizers* are the “titles” that are used for different sections.
 - **Type** is the actual letters, or the “font” used.

- **Verbal Content**

- *Clarity* is the extent to which the messages are easy to understand.
- *Quantity* is the amount of words on the page; often people try to “cram” too much information in one printed piece.
- Use of *active voice* means that things are described in a way that suggests that the reader can act instead of be acted upon. For example, “She made an appointment for a mammogram” is written in active voice; “An appointment for a mammogram was made by her” is in passive voice.
- *Readability level/difficulty* is how hard the messages are to read.
- *Accuracy* is whether or not the messages are factual.

- **Visual Content**

- *Tone/mood* relates to the feeling the message conveys the reader (e.g., scary, upbeat, empowering).
- *Cueing* is whether the pictures relate to the words and help the reader understand the messages.
- *Currency* reflects how up-to-date the information is.

- **Esthetic Quality** is how attractive the materials are.

- Instruct pairs to review their own printed materials with the help of these guidelines. They should take 10 minutes to review one set of materials together, and then take another 10 minutes to review the second set of materials together.
- Explain that they will need to decide who is the primary intended audience—the group of people who will actually be reading the printed piece—before doing their critical review. They will need to use their best judgment and their experience working with the intended audience in reviewing materials.
- Remind pairs when 10 minutes have passed that they should switch to the second set of materials.

Facilitator Notes



(5 mins)

Facilitator Outline

- At the end of the allotted time, ask participants to come back into the large group.

Step 3: Process the activity.

- Invite participants to share their experiences, using the following questions:
 - What did you learn about your own materials?
 - What did you learn from this activity?
- Thank everyone for their hard work and willingness to review their own and their partner's materials.
- Point out that in real life, they would probably want to have several people—including members of the intended audience or people who work closely with the intended audience—review materials.
- Explain that the next activity will focus on developing a plan to adapt materials.



Materials Redesign Workshop

Step 1: Introduce the activity.

- Explain to participants that they will now have an opportunity to develop a plan for adapting materials to meet the needs of an intended audience. They will be working in small groups and will be provided with a scenario that describes an intended audience. They will develop a plan for how to adapt materials to meet the needs of that audience.
- Point out that in the real world, it takes longer than 30 minutes to develop a plan for adapting materials, and much longer to actually adapt the materials. This workshop is intended to give them a chance to apply what they have learned so far in the training.

Step 2: Conduct the activity.

- Divide the group into smaller groups of five. Each group of five will work together on materials.
- Ask participants to turn to Handout #15, Materials Redesign Workshop Guidelines.
- Give the following directions:
 - They will read Handout #15, including the scenario on the back of the page.
 - They will review the materials members of the group brought with them, and select one piece to be adapted to the intended audience described in the scenario. Then they will apply what they have learned in previous sessions of this training to the selection of the appropriate material.
 - Groups will then report back to the full group about how they would adapt this printed material, including the following in their report:
 - Communication objectives
 - Design (content, look, language, appeal)
 - Pretesting methods
 - Implementation plan

Facilitator Notes**Facilitator Outline**

- Promotion plan
- Methods for process and short-term evaluation
- The focus of the workshop should be on *planning the process for redesigning materials*—not on actually redesigning them.
- They may use any of the tools from this training as they go through the process of planning their adaptation. For example, they will want to refer back to handouts #2 through #11, which explain the NBCCEDP Health Communication Wheel. In addition, they may find the Glossary of Terms Worksheet, the Learner Verification Exercise, and the Assessment of Printed Materials Worksheet (handouts #12 through #14) helpful.
- They will be provided with any supplies they need, including newsprint, markers, masking tape, blank transparencies, and so forth.
- They will have 30 minutes for this part of the workshop.
- You will be available for questions during the time they are working on their materials and presentations.
- Give them a 5-minute warning before the 30 minutes are up, and then ask groups to come back together into the large group. Groups may stay together if they choose.
- Ask them to make their presentations. (Presentations can be made in any order.)
- After each group presents, ask the other groups if they have any questions or comments to share.

Note to Trainer: As groups present, make sure they cover each of the following items:

- Communication objectives
- Design (content, look, language, appeal)
- Pretesting methods
- Implementation plan
- Promotion plan
- Methods for process and short-term evaluation

If groups do not cover these items on their own, ask them about the item(s) they missed.



(5 mins)

Step 3: Process the activity.

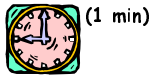
- Process the activity by asking participants the following questions:
 - How confident do you feel in your ability to adapt materials?
 - How do you feel you can use the information we have covered in this training?
 - How do you feel you can utilize this information when you get back to your jobs?
- Answer any questions and address any concerns.
- Thank them for their hard work and great presentations.



15
minutes

Break

Facilitator Notes



Facilitator Outline

Next Steps

Step 1: Introduce the activity.

- Explain that during this session, participants will think about how they will apply what they have learned in this training to their work.
- Tell them that they will prioritize new ideas they have gained from this training, determine who else they should consult and what additional assistance they will need, and set deadlines for implementing these ideas.
- Explain that Handout #16, Action Steps Template, has been developed to help facilitate the process of turning ideas into action steps.

Step 2: Conduct the activity.

- Give the following instructions.
 - Participants will write three ideas for implementing health communication activities in their BCCEDP on the Action Steps Template and begin to list actions to be taken within 1 month, in the next 1 to 3 months, and in the next 3 to 6 months. If actions involve budgetary decisions, the first step, for example, may be to draft a proposal for obtaining funds.
 - They also will make a list of the three key people whose buy-in will be essential to implementing their action steps.
- Give them 15 minutes to work individually.
- Bring the group back together.
- Ask them to brainstorm the following two lists, and record their answers on newsprint:
 - List 1: Things that will help them implement their action steps (for example, buy-in of the project director);
 - List 2: Things that will hinder them in implementing their action steps (for example, lack of funding).

Facilitator Notes



(10
mins)

Facilitator Outline

Step 3: Process the activity.

- Ask the group to offer solutions for the things that have been identified as hindrances. Record suggestions on the newsprint with list 2 (hindrances).
- Give participants 5 minutes to record “solutions” on their Action Steps Template.

Facilitator Notes



Facilitator Outline

Key Take-Home Messages and Evaluation

Step 1: Thank participants for their hard work and elicit key take-home messages.

- Compliment the group on areas in which it is strong or in which you observed improvement during the training.
- Ask participants to summarize what they will “take home” with them from this training. Record their responses on newsprint or a blank transparency.

Note to Trainer: You may wish to go around the room and have each participant contribute one key message.

Step 2: Review participants' expectations.

- Refer back to the transparency or newsprint of participants' expectations (from the Welcome and Introductions session).
- Ask them to identify expectations met in this training. Check off expectations that have been met.
- Provide suggestions for additional training or resources to help participants with expectations that were not met during the training. (Refer to the group for ideas in addition to providing your own suggestions.)
- Refer them to Handout #17, Additional Resources on Health Communication, and explain that this handout contains resources to help them learn more about this topic.
- Hand out the participant list so that they can continue to share ideas and resources after the training.

Step 3: Ask participants to complete evaluation forms for the session.

- Ask participants to complete the evaluation form for this training.
- Collect completed evaluation forms.

Facilitator Notes



(15 mins)



TR-2



TR-3



TR-4

Facilitator Outline

Step 4: Administer the test.

- Distribute the test to participants.
- Collect completed tests.
- Go over test answers with the whole group. (The Test Answer Key is located on page 150.)

Post-Training Activities

- Distribute or send certificates of completion to participants.
- If you had this training accredited for continuing education credits, submit materials to the appropriate organization.