

Developing Community Outreach Education Strategies

MODULE 2

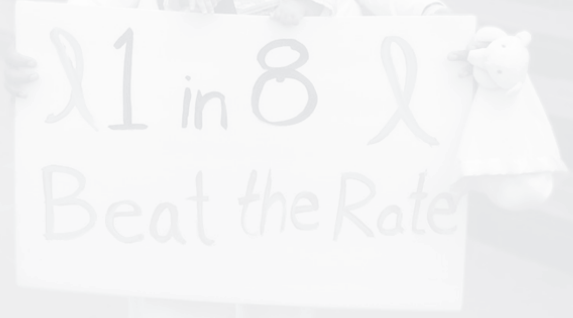
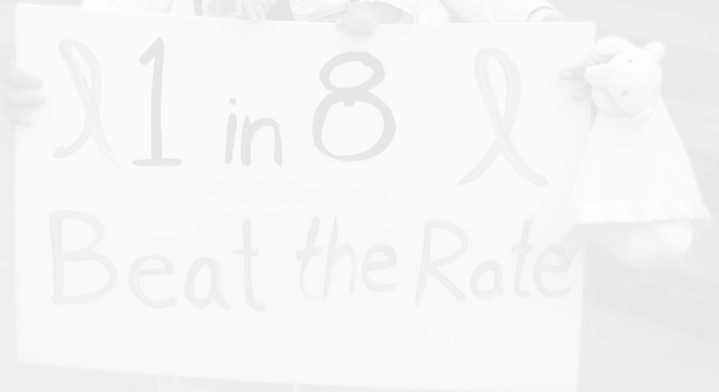


Table of Contents

1. What is Community Outreach?
2. What is Community Education?
3. Outreach vs. Engagement
4. Setting Goals/Measuring Outcomes
5. Establish Your Message-Tailoring Your Message
6. Tailoring Outreach to Target Population and Setting
7. Educational Material for Targeted Population - Health Literacy

What is Community Outreach?

Described in your own words



Community Outreach

| 4

“Outreach is the activity of providing services to a group of people who may not otherwise have access to these services.

It involves **meeting someone in need at the location where they are** in the community. Services are provided closer where people live”.

Wikipedia, 2022. <https://en.wikipedia.org/wiki/Outreach>

Examples Outreach

- ❖ Health fairs
- ❖ Presentations
 - Schools, private & business places, public lectures, workshops
- ❖ Distributing brochures and pamphlets
- ❖ One on one conversation
- ❖ Service you provide to someone who may not have access



What is Community Engagement?



Community Engagement

“Is the process of **working collaboratively** with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people.”

CDC, 2022. https://www.atsdr.cdc.gov/communityengagement/pce_what.html

Community engagement



- Ensure bi-directional communication and information-sharing to improve the impact of our clinical care, laboratory research and population science.
- Prioritize engagement, outreach, research in areas most relevant to the patients and populations we serve.

Community Outreach vs Engagement

- One-way communication
- Reaches Out, One group benefits
- Tell community members about an issue, problem, opportunity, decision
- Flyers, postcards, website posting, meeting announcement
- Bi-directional way of communication
- Relationship building is formative
- Community benefits
- Take many forms, and can include organized groups, agencies, institutions, or individuals

What can A do for B?

What can A and B do together?

Activity # 1 Outreach VS Engagement



Setting Goals, Objectives & Measuring Outcomes

The Key to Measuring Impact



Goals

- Broad statements of desired health status or expected outcomes.
- Essential to ensure a successful execution of a project.
 - Need not be time-limited or quantifiable
 - Provide overall programmatic direction
 - Are political, hard to disagree with
 - Provide vision, ideal, purpose

First step: Identify what are the project goals.





WHAT are we going to do?



WHY is it important for us to accomplish this activity?



WHO is going to be responsible for the activities?



WHEN do we want this to be completed?



HOW are we going to do these activities?

Objectives

| 14

- ❖ Provide the framework for program planning
- ❖ Has an activity or indicator, a target, and a time-frame
 - Derived from the goal(s)
 - What you intend to do, for whom, over what period of time, and to what degree
 - Clear, specific, measurable, limited in time and realistic; time-limited, quantifiable, and specific
- ❖ Clarify responsibility; guide decision-making; communicate strategy
- ❖ Critical for monitoring and evaluation

Define SMART Objectives

- **Specific:** Concrete, detailed, and well defined so that you know where you are going and what to expect when you arrive
- **Measurable:** Numbers and quantities provide means of measurement and comparison
- **Achievable:** feasible and easy to put into action
- **Realistic:** Considers constraints such as resources, personnel, cost, and time frame
- **Time-Bound:** A time frame helps to set boundaries around the objectives



- What is the specific task?
- What are the standards or parameters?
- Is the task feasible?
- Are sufficient resources available?
- What are the start and end dates?

The Action Plan

- Achievement of the objectives and progress toward the goal
 - Action steps
 - Activities
 - Tasks
- Detailed information on Module 3



Measuring Outcomes

- Start by the objectives and plan of action
- What do you measure to achieve success?
- Measuring tools
 - Surveys of participants – paper and telephone
 - Measure satisfaction, how program was received, barriers achieved, knowledge of issue
 - Number of activities/events conducted
 - Records of screening navigations
 - Records of program attendance
 - Databases (Census data, state & national surveys) to measure change in cancer markers, behavioral change
- Interpretation and sharing of results

Exercise

Establishing Your Message



Your Message

*Establishing Your
Brand Message*

Arudia
STEP INTO POWER

<https://www.youtube.com/watch?v=Nx63gQuQbJE&t=110s>

Message & Health Communication

- Your Message = Health communication
 - verbal and written strategies to influence and empower individuals, populations, and communities to make healthier choices
- Health communication often integrates components of multiple theories and models to promote positive changes in attitudes and behaviors
- Health communication is related to social marketing, which involves the development of activities and interventions designed to positively change behaviors

Your **PURPOSE** determines your **MESSAGE**

Rural Health Info, 2022. <https://www.ruralhealthinfo.org/toolkits/health-promotion/2/strategies/health-communication>



Who You Plan to Target

| 22

- Consider the **overall communication goals** of the intervention
- **Understand the target population** so that the content created is relevant to the target population
- It is also important to ensure that the **target population has access to the communication channels being used.**

How Do You Plan to Reach?

| 23

- Important to consider overall communication goals of the intervention
- Use multiple channels of communication and media strategies – this will ensure a broader reach
- Tailor messages to the communication channel being used
 - Radio messages are different than written messages in post cards
- Ensure that the target population has access to the communication channels being used
 - If no internet is available, then online messages are irrelevant

Components of Effective Communication

| 24

1. Use **research-based strategies** to shape materials and products and to select the channels that deliver them to the intended audience.
2. Understanding of conventional wisdom, concepts, language, and priorities for **different cultures and settings**.
3. Consideration of **health literacy, internet access, media exposure, and cultural competency** of target populations
4. Develop diverse materials **tailored to population**: brochures, billboards, newspaper articles, television broadcasts, radio commercials, public service announcements, newsletters, pamphlets, videos, digital tools, case studies, group discussions, health fairs, field trips, and workbooks among others media outlets.

What's the Message? Exercise



Tailoring Outreach to Targeted Population and Setting



Health Education Outreach

- Health education strategies are tailored for their target population
- They focus on health topics, including the health benefits/threats they face, and provides tools to build capacity and support behavior change in an appropriate setting.

Examples of health education activities include:

- Lectures
- Courses
- Seminars
- Webinars
- Workshops
- Classes

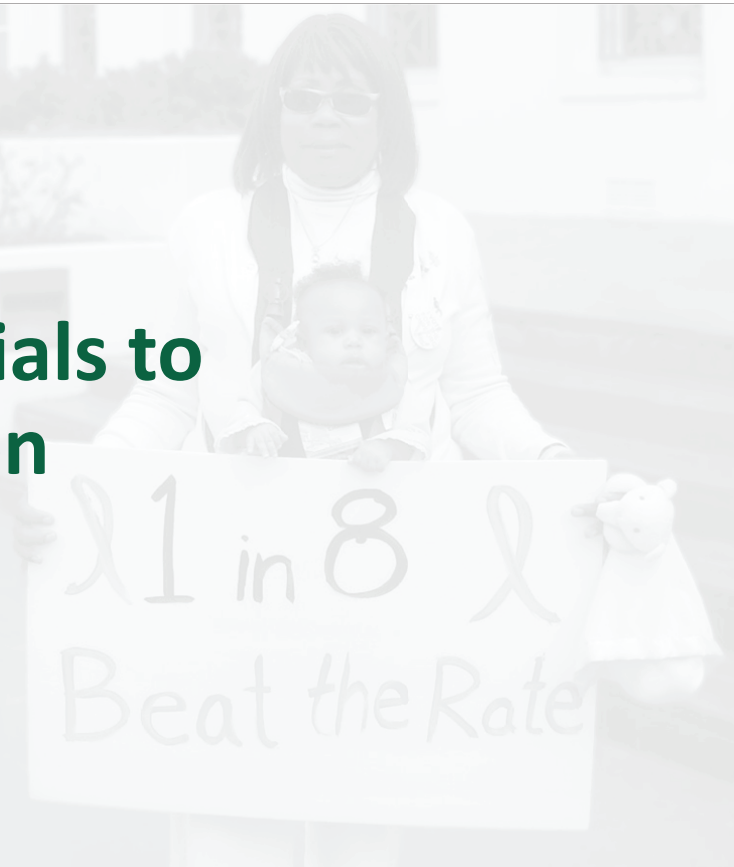


Strategies for Health Education Outreach

| 28

- Include participation of the target population
- Complete a **community needs assessment** to identify community capacity, resources, priorities, and needs
- Plan **learning activities** that increase participants' knowledge and skills
- Implement programs with **integrated, well-planned curricula and materials** that take place in a setting convenient for participants
- Present information with **audiovisual and computer-based supports** such as slides and projectors, videos, books, CDs, posters, pictures, websites, or software programs
- Ensure **proficiency of program staff**, through training, to maintain fidelity to the program model

Educational Materials to Targeted Population Health Literacy



What is Health Literacy?

Is the degree to which individuals have the ability to **find, understand, and use information and services** of inform health-related decision and actions for themselves and others.



Low health literacy is more prevalent among:

- Older adults
- Minority populations
- Those who have low socioeconomic status
- Medically underserved people

Health

Literacy

Healthy People 2030

Tips for low health literacy

31

- ❖ Use simple language, short sentence and define technical terms
- ❖ Supplement instruction with appropriate materials
 - Videos, models, pictures
- ❖ Teach back method – ask to explain your instructions
- ❖ Organize information so that the most important points stand out and repeat
- ❖ Use materials that reflects age, cultural ethnic and racial diversity of community
 - Mid age Black men pictures when targeting prostate cancer in Selma, AL

HRSA Health Literacy, 2022. <https://www.hrsa.gov>

Use Language that is Clear in Educational materials

32

- ❖ It's all about you and me
 - I, you, me – make the document conversational, help focus on message
 - Increase document's clarity
- ❖ Match your words to your audience
- ❖ Choose words that will help readers
 - Use positive words
 - Avoid long strings of nouns
 - Use inclusive language (don't use only male pronouns...)

Use Language that is Clear

33

❖ Keep it

- Simple
- Short
- Take our padding _ remove very, really, actually and carefully don't save any purpose
- Be direct – get to the point

❖ Use active verbs

❖ Get the tone right

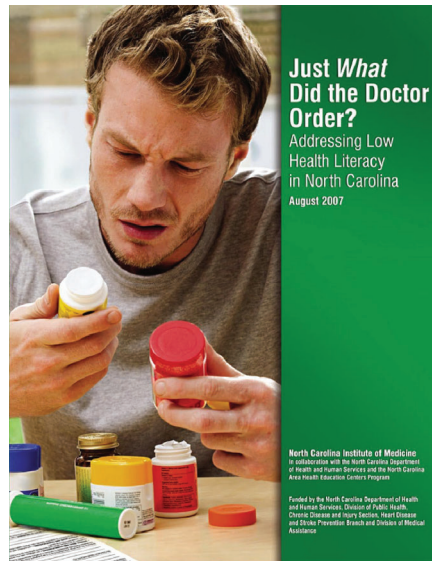
- Compelling, inviting, respectful, memorable?
- Would someone in your audience want to read it?

Formatting

34

- ❖ Use visual tools, help explain content
- ❖ Choose fonts, bullets and italics that are easier to read
- ❖ White space in documents break up text and make it easier to understand
- ❖ Organize your documents in a clear way

Health Literacy Activity





WORKSHEETS

COMMUNITY OUTREACH VS. COMMUNITY ENGAGEMENT

Word and Phrase Association: Write down all the words and/or phrases that you associate with the words outreach and engagement.

Outreach	Engagement

What is the main difference? Are there any similarities?

What are some activities you could conduct for smoking cessation?

Outreach	Engagement

Which method, outreach or engagement, do you think would work best with communities and why? (think about your community and how you're most receptive to information).

Write a 1-2 sentence definition of community engagement. Compare with the group or with a partner.

S.M.A.R.T GOALS – TEMPLATE

SMART goals help improve achievement and success. A SMART goal clarifies exactly what is expected and the measures used to determine if the goal is achieved and successfully completed. A SMART goal may be used when drafting Maintenance or a Growth Goal.

A SMART goal is:

Specific: Linked to departmental goals/mission, and/or strategic plans. Answers the question—Who? and What?

Measurable: The success toward meeting the goal can be measured. Answers the question—How?

Attainable: Goals are realistic and can be achieved in a specific amount of time and are reasonable.

Relevant: The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.

Time Oriented: Goals have a clearly defined time-frame including a target or deadline date.

Examples:

Not a SMART goal:

- Decrease the rate of obesity in Jefferson County

Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.

SMART goal:

- By 2030, decrease the rate of obesity in Jefferson County from its obtained baseline by 15% to address the high rates of Alabama obesity on a county-level.

S.M.A.R.T Goal Planning Form

Specific – WHO? WHAT? *What exactly will you accomplish?*

Measureable – HOW? ... *How will you know when you have reached this goal?*

Attainable– REASONABLE? *Is achieving this goal realistic with effort and commitment? Have you got the resources to achieve this goal? If not, how will you get them?*

Relevant – EXPECTED RESULT? *Why is this goal significant to what you're doing?*

Timed Oriented – WHEN? *When will you achieve this goal?*

Final SMART Goal

This goal is important because:

The benefits of achieving this goal will be:

Congratulations!

You now know how to make an effective and complete SMART Goal. Set these to accomplish goals in your organization, community, and in your life to make focused change.

PROBLEM STATEMENT

BACKGROUND

Why this problem is important? How did it come about?

VISION

A broad, uplifting, easily communicated message that could fit on a t-shirt:

Ex:

- *Safe streets, safe neighborhoods*
- *Health for All*

How would things look if the problem was perfectly addressed?

MISSION

A concise, one to two sentence, outcome-oriented inclusive statement that describes what your group is going to do and why it is going to do that.

Examples:

Promoting child health and development through a comprehensive family and community initiative.

OBJECTIVE CREATION

OBJECTIVES

Think SMART goals.

What outcome do you want as a result of this project?

TARGET AUDIENCE

Describe the primary audience, and any secondary audience or other stakeholders.

Who is this for/about?
Is there a focus on a main group and then a secondary group?
Who do you want listening so that they'll help?

STRATEGY/MESSAGE AND CAMPAIGN DEVELOPMENT

OBSTACLES

What difficulties do you expect to encounter along the way with the audience, solution implementation, etc?

KEY PROMISE/ MESSAGE

What's the main takeaway you want people to walk away with?

TONE

Ex: serious and urgent

What's the look and feel of this intervention/project?

DELIVERABLE PRODUCTS/ PROGRAMMING

What are you going to do to address the problem?

HEALTH LITERACY

Circle the best option to communicate health issues below.

Remember that health literacy relies on more than the individual being communicated to. It relies on how the information is being communicated. Remember more white space, contextualized pictures, and digestible chunks of information all make it easier to learn. While people may prefer one look over the other, ultimately one is easier to read and comprehend.

1.

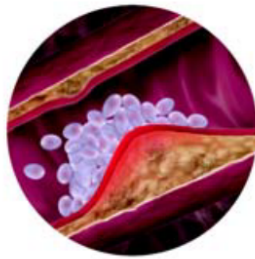


Image A

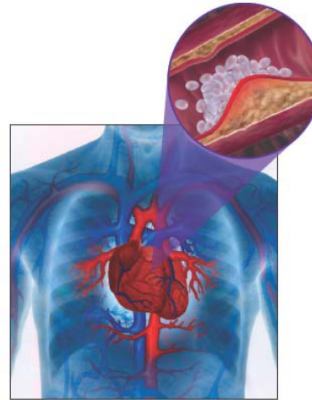
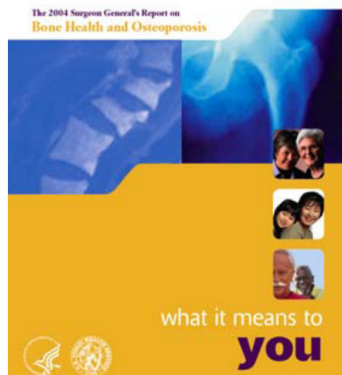
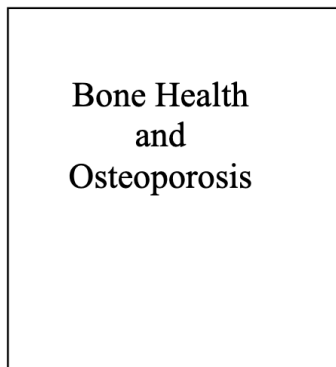


Image B

2.



Cover A



Cover B

3.

Secondhand smoke hurts adults too.
The longer you are around secondhand smoke, the more likely it is to hurt you.

Nonsmokers who breathe smoke at home or at work are more likely to become sick and die from heart disease and lung cancer. Studies show that secondhand smoke may cause other serious diseases, too.

Secondhand smoke is bad for your heart.
Breathing secondhand smoke makes the platelets in your blood behave like those of a regular smoker. Even a short time in a smoky room causes your blood platelets to stick together. Secondhand smoke also damages the lining of your blood vessels. In your heart, these bad changes can cause a deadly heart attack.


Secondhand smoke changes how your heart, blood, and blood vessels work in many ways. Adults who breathe 5 hours of secondhand smoke daily have higher "bad" cholesterol that clogs arteries.

WHAT CAN YOU DO?

Protect your health.

More restaurants and bars are smoke-free than ever. New York City restaurants and bars increased business by 8 percent after becoming smoke-free.

- Choose restaurants and bars that are smoke-free. Thank them for being smoke-free.
- Let owners of businesses that are not smoke-free know that smoke bothers you. Tell them a "no smoking" section is not good enough.



11

Document A

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Secondhand smoke changes how your heart, blood, and blood vessels work in many ways. Adults who breathe 5 hours of secondhand smoke daily have higher "bad" cholesterol that clogs arteries.

Secondhand smoke is bad for your lungs.
Breathing secondhand smoke makes the platelets in your blood behave like those of a regular smoker. Even a short time in a smoky room causes your blood platelets to stick together. Secondhand smoke also damages the lining of your blood vessels. In your heart, these bad changes can cause a deadly heart attack.

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Document B

4.

Example A

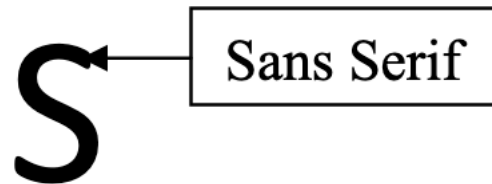
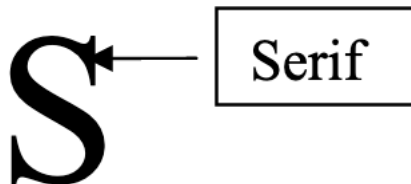
Children should get six shots by age 2:

- measles, mumps, rubella
- Haemophilus influenzae* type b
- polio
- diphtheria, tetanus, pertussis
- hepatitis B
- varicella

Example B

By age 2, children should get shots against measles/mumps/rubella; *Haemophilus influenzae* type b; polio; diphtheria, tetanus, pertussis; hepatitis B; and varicella.

5.



Discuss with a partner/group why you picked the options that you did.

Based on what you discussed, make a list of 5 things that you can do to make increase the health literacy index (the readability) of your health communication materials.

1. _____

2. _____

3. _____

4. _____

5. _____
