

Lecture 9: Health Education Program Planning

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Health Planning

- “The orderly process of
 - defining community health problems,
 - identifying unmet needs and surveying the resources to meet them,
 - establishing priority goals that are realistic and feasible and
 - projecting administrative action to accomplish the purpose of the proposed programme”.

What Does Planning Entail?

- An assessment of need
- Setting aims - what is it you intend to achieve
- Setting objectives - precise outcomes. Objectives should be SMART: Specific, Measureable, Achievable, Realistic, Time-bound
- Decision about methods or strategies that will achieve your objectives
- Evaluating outcomes in order to make improvements in the future

A Flowchart for Planning & Evaluating Health Promotion



Stage 1:
Identify Needs and Prioritize

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- How do you find out what health promotion is needed?
- If you think you already know, what are you basing your judgement on?
- Who has identified the need: you, your clients, someone else or ALL?
- How do you establish your priorities?

Concept of Needs

There are four kinds of needs:

- Normative need - defined by the expert
- Felt need - need which people feel (wants)
- Expressed need - what people say they need (demands)
- Comparative need - need defined by comparison between similar group of clients in terms of what they have

Assessing Health Promotion Needs (I)

Can be approached systematically by asking a series of questions:

- What sort of need is it?
 - Is it normative, felt, expressed or comparative need?
- Who is deciding that there is a need?
 - the health promoter, the client, funder or both

Assessing Health Promotion Needs (II)

- What are the grounds for deciding that there is a need?
 - Is there any evidence of need in the form of objective data, such as facts and figures
- What are the aims and the appropriate response to the need?
 - Health promotion cannot solve all problems or meet all health needs.
 - We need to be clear what the need is, then what our aims are for meeting that need, then the appropriate way to meet it

Setting Health Promotion Priorities

- There is a huge workload of health promotion needs which should be met
 - **not always possible** because of constraints of time, resources and energy
- Concentrating effort on priority areas is more effective and rewarding
- Before attempting to set priorities it is helpful to analyse current 'real life' practice and recognize the wide range of criteria which will affect such decisions

Stage 2:
Set Aims and Objectives

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- This is the point where we ask ourselves “what exactly am I trying to achieve?”
- We go on asking until we have the answer very clearly defined
- A whole range of words are used to describe statements of ‘what I am trying to achieve’ - aims, objectives, targets, goals, mission, purpose, achievement, result product, outcome

Setting Objectives

- A key stage in planning
- Objectives are the specific goals to be achieved and the measurement of the extent to which this happens in evaluation
- There is a balance to be struck between setting objectives which are realistic but also challenging
- Educational objectives should be relevant, realizable and measurable

Setting Objectives

Ewles and Simnett (1992) identify 3 types of educational objectives.

1. Cognitive objectives concerning increased level of knowledge
2. Affective objectives concerning attitudes and beliefs
3. Skills in psycho-motor objectives concerning skills acquisition and competence

Setting Objectives

In addition, Health Promotion objectives may include:

4. Behaviour change objectives - concerning changes in lifestyle and increased take-up of services
5. Policy objectives - concerning changes in policy
6. Process objectives - concerning increase in participation and working together
7. Environmental objectives - concerning changing the environment to make it more healthy

Elements of an Objective

- To ensure that an objective provide direction and be useful in the evaluation process, it must be written in such a way that it:
 - can be clearly understood
 - states what is to be accomplished, and
 - is measurable
- Objectives should be **SMART**:
 - Specific,
 - Measurable,
 - Achievable,
 - Realistic,
 - Time-bound

Stage 3:
Deciding the Best Way of
Achieving the Aims

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- There is no one best way for health promotion as a whole. Some factors to consider include:
 - Which methods are the most appropriate and effective for your aims and objectives?
 - Which methods will be acceptable to the consumers?
 - Which methods will be easiest?
 - Which methods are cheapest?
 - Which methods are the most acceptable to the people involved?
 - Which methods do you find comfortable to use?

STAGE 4:
Identify Resources

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- What resources are you going to use? You need to clarify:
 - what resources are already available
 - what you are going to need
 - what additional resources you are going to have to acquire, and
 - whether you need money

Stage 4: Identify Resources

A number of different kinds of resources can be identified:

- 1. You:** Your experience, knowledge skills, time, enthusiasm and energy are a vital resource
- 2. People who can help you:** Identify all the people with something to offer.
- 3. Your client or client group or ex-client:** Clients may have knowledge, skills, enthusiasm, energy and time which can be used to build upon.

Stage 4: Identify Resources

- 4. People who influence your client or client group:** These may include clients' relatives, friends, volunteers, patients associations and self-help groups. It may also be possible to harness the help of significant people who are regarded as opinion-leaders or trendsetters (political figures, religious leaders or pop stars)
- 5. Existing policies and plans:** Find out if there is already an existing policy promoting the health problem you are going to work with. If there is, you can use it to back up the work you plan to do. Also find out whether your work fits into national strategies for health

Stage 4: Identify Resources

- 6. Existing facilities and services:** Find out what facilities already exist and whether these are fully utilized.
- 7. Material resources:** These might include leaflets, posters, display/publicity materials, rooms, space, seats, audio-visual materials and teaching/learning materials.

**STAGE 5:
PLAN EVALUATION
METHODS**

Stage 5: Plan Evaluation Methods

- is health promotion successful?
- And how will you measure success?
- On a large scale, sophisticated research is required but modest methods of evaluating everyday practice of health promotion can, and should, be used routinely

Stage 5: Plan Evaluation Methods

- Evaluation means making a judgement about the value of a health promotion activity
- Evaluation is the process of assessing what has been achieved and how it has been achieved
- It means looking critically at the activity or programme, working out what was good about it, and how it could be improved

Stage 5: Plan Evaluation Methods

- The judgement can be about outcome (what has been achieved): whether you achieved the objectives which you set
- Judgement can also be about the process (how it has been achieved): whether the most appropriate methods were used, whether they were used in the most effective way, and whether they gave value for money

Why Evaluate? (I)

- To justify the use of resources that went into the work, and to provide evidence to support the case for doing this work in future
- To give you the satisfaction of knowing how useful or effective your work has been
- To identify any unplanned or unexpected outcomes that could be important

Why Evaluate? (II)

- To improve your own practice: next time you do something similar, you will build on your successes and learn from any mistakes
- To help other people to improve their practice: if you tell people about your experiences, it can help them to improve their practice as well. It is vital to publicise failures as well as successes, to prevent other people re-inventing square wheels

Assessing the Process

- This is looking at what went on during the process of implementation, and making judgements about it
- Three key for assessing the process:
 - Measuring the input
 - Self-evaluation
 - Feedback from other people

Assessing the Outcome

Achievement of objectives in terms of specific changes stipulated:

- Changes in health awareness
- Changes in knowledge or attitude
- Behaviour change
- Policy changes
- Changes to the physical environment
- Changes in health status

Stage 6: Set an Action Plan

- **Having known or identified:**
 - **what we are trying to achieve**
 - **the best way to go about it**
 - **how to evaluate it**
 - **what resources we need**
- **A detailed plan of action can be worked out specifying who will do what, with what resources and by when**

Stage 7: Action!

This is the stage in which the actual health promotion work is done, remembering to evaluate the process as we go along

Questions?

