

Strategic Communication: From Planning to Action

July 9, 2018, 2:30-3:45pm ET

- ✓ Welcome! We will begin shortly.
- ✓ While you wait, please chat in *Your Name, Your Organization, and the names of anyone else on the phone line with you.*
- ✓ *What are some process evaluation measures you could use to evaluate a cheeseburger?* Please do not put us on hold as you wait, as the hold music may play for everyone.

Technical Tips

- Technical problems? Call Adobe Connect at 800-422-3623
- Please type any questions or comments into the chat text box.
- To mute your line, click  and you will be muted.
- To unmute, click  and your line will be unmuted.
- To raise your hand, click .
Click  again to lower your hand.
- Click  on the upper right to make the presentation larger.
Click  again to return to normal view.



Strategic Communication: From Planning to Action

July 9, 2018

Suicide Prevention Resource Center



@SPRCTweets

EDC

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Center





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Meeting Agenda

- ✓ Group norms
- ✓ Recap from last session
- ✓ Discussion time
- ✓ Measuring the impact of your communication efforts
- ✓ Presentation: Dr. Rajeev Ramchand
- ✓ Ask the expert
- ✓ Announcements & wrap-up



Overview of the Series

- ✓ May 14 - Laying the foundation: strategies for effective communication
- ✓ June 11 - Knowing your audience and how to reach them
- ✓ ***July 9 - Measuring the impact of your communication efforts***

Group Norms

- ✓ Be engaged/talk
- ✓ Learn from each other
- ✓ Mute phone line when not speaking
(and never put us on hold!)
- ✓ Review the supplemental activity
before each session
- ✓ Ask lots of questions!



Please share your ideas in the chat pod!

Recap from Last Session

- ✓ Define your audience
 - Agent of change vs. Target of change
- ✓ Use audience research to inform both your message and delivery channel
 - Build on motivation and address attitudes/beliefs
- ✓ Use culturally competent messaging
- ✓ Promote a positive narrative
- ✓ Pre-test your message



Discussion Question

- ✓ Get Ready for Session 3 Activity
 - What specific measures will show you that your communication efforts are successful?



Discussion Time: Evaluating Your Communication Efforts



- ✓ What are some of the challenges you've faced with evaluation (lack of resources, time, staff, funding etc.)?
- ✓ How are you overcoming these challenges?

Develop Your Evaluation Plan

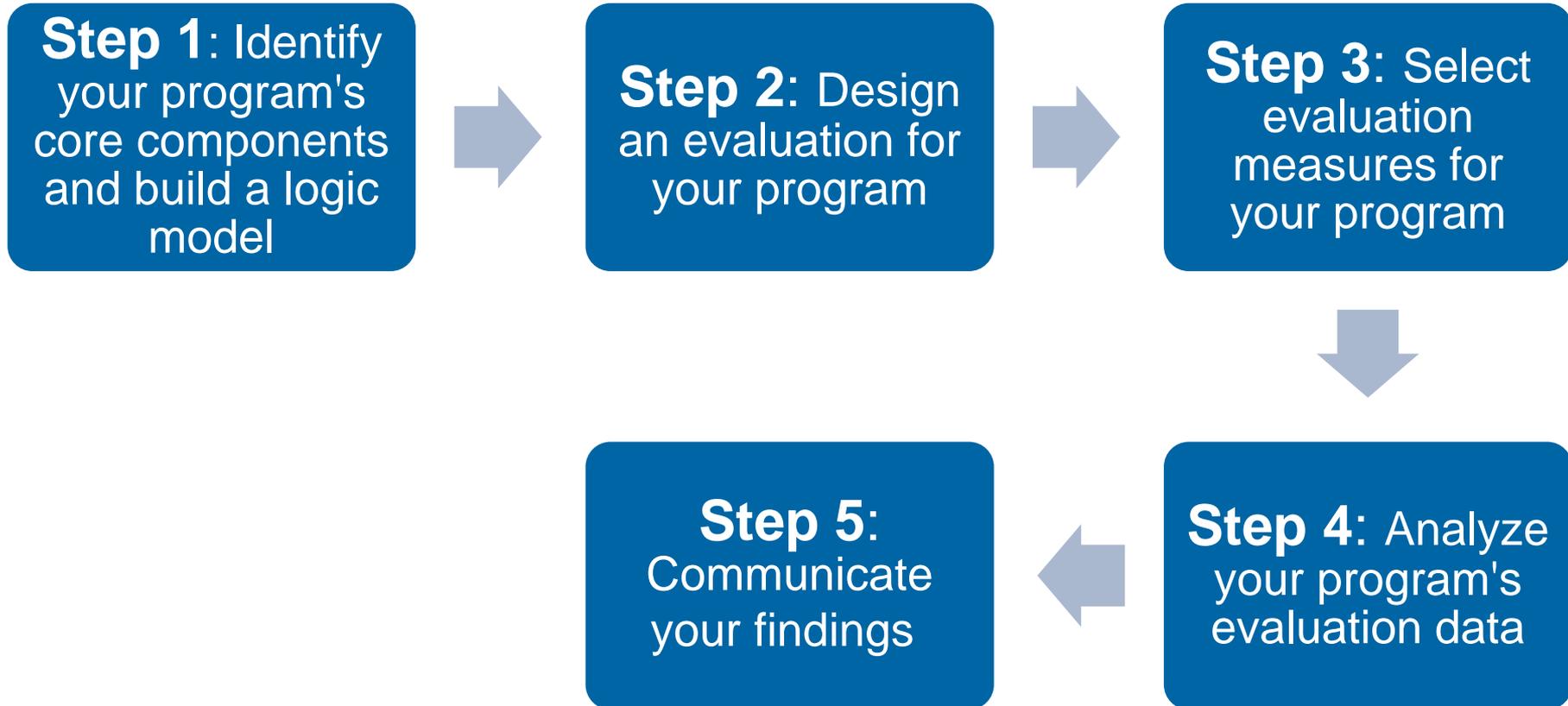
✓ *What questions to consider?*

- Based on objectives -- what are you trying to change?
- Include:
 - Did you reach your intended audience?
 - Did knowledge/attitudes change? behavior?
 - Did changes last?
 - Any unintended effects?

✓ *When should you start?*

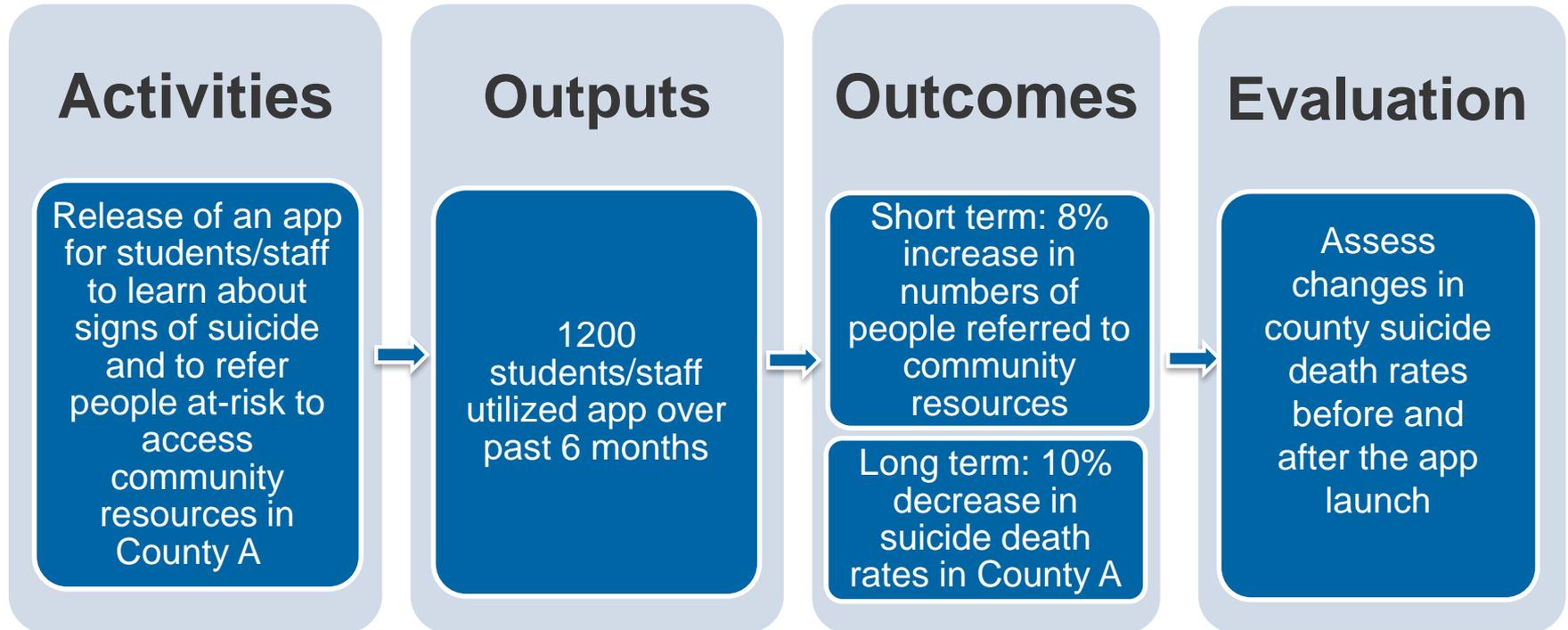
- Plan for evaluation before implementing
- Assess as you go -- use results for improvement

Evaluation Steps



Sample Logic Model

Target population: School districts in County A – pilot site



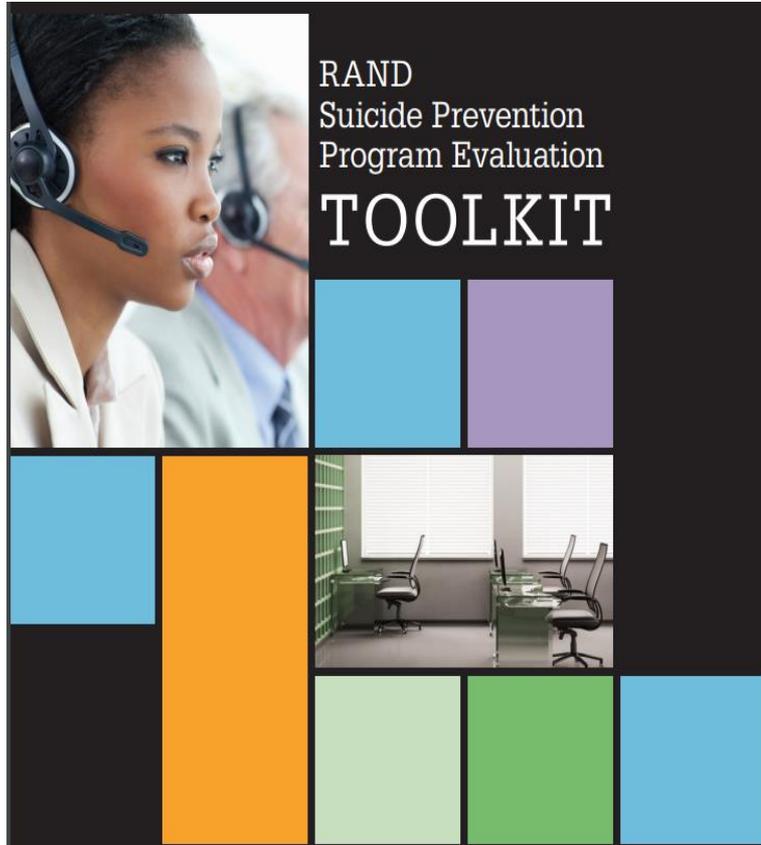
Design an Evaluation for Your Program

Method	Ease of Execution	Confidence in Result	Cost
Pre-/post-intervention evaluation with control group	Hard to find group willing to be randomly assigned; ethical issues of withholding beneficial program from control participants	Provides excellent level of confidence that the program caused the change	High; doubles the cost of the evaluation
Pre-/post-intervention evaluation with comparison group	Can be hard to find group that is similar to program group	Provides good level of confidence that the program caused the change	High; doubles the cost of the evaluation
Interrupted time series analysis	Requires several years of data collected in the same way, which can be hard to find	Tracks short- and long-term changes, but one cannot be sure that the program caused the change	Inexpensive (data usually collected by other sources)
Pre-/post-intervention evaluation	Easy way to measure change	Only moderate confidence that the program caused the change	Moderate
Retrospective pre-/post-intervention evaluation	Easier than the standard pre/post evaluation	Only moderate confidence that the program caused the change and it may be hard for participants to recall how they were at the start	Inexpensive

Types of Evaluation

Evaluation Types	When to Use	What It Shows
Formative Evaluation	<ul style="list-style-type: none"> • During the development of a new program • When an existing program is being modified or is being used in a new setting 	<ul style="list-style-type: none"> • Whether the proposed program elements are likely to be needed, understood, and accepted by the population you want to reach.
Process evaluation	<ul style="list-style-type: none"> • As soon as program implementation begins • During operation of an existing program 	<ul style="list-style-type: none"> • How well the program is working • The extent to which the program is being implemented as designed
Outcome evaluation	<ul style="list-style-type: none"> • After the program has made contact with at least one person or group in the target population 	<ul style="list-style-type: none"> • Degree to which the program is having an effect on the target population's behaviors
Impact evaluation	<ul style="list-style-type: none"> • At the end • During the operation of an existing program at appropriate intervals 	<ul style="list-style-type: none"> • The degree to which the program meets its ultimate goals

Analyze Your Program's Evaluation Data



- ✓ Chapter 5 (pgs. 75-100)
 - Provides guidance on how to:
 - ✓ Create an evaluation database
 - ✓ Decide how to analyze your evaluation data
 - ✓ Analyze data using Excel

Case example

“A state grantee discussed an experience they had launching a crisis line in a small, rural area of their state. The hotline was aimed at youth in the 15–24 age range, and their communication campaign was targeted for this population. However, their evaluation results showed that a lot of older adults, aged 60 or older, were using the crisis line with questions about how to help young people in their lives.”

Communicate Your Findings

- ✓ Use evaluation results to:
 - Share with your team
 - ✓ Identify needed improvements and modifications
 - Share with your partners
 - ✓ Demonstrate impact
 - ✓ Share successes to build sustained support and buy-in
 - ✓ Empower other coalitions/groups to follow in your footsteps



Resources

- CDC Type of Evaluation:
<https://www.cdc.gov/std/Program/pupestd/Types%20of%20Evaluation.pdf>
- Challenges and Recommendations for Evaluating Suicide Prevention Programs: <http://www.sprc.org/sites/default/files/resource-program/ChallengesRecommendationsEvaluatingSPPrograms.pdf>
- Framework for Successful Messaging:
www.SuicidePreventionMessaging.org
- Rand Suicide Prevention Program Evaluation Toolkit:
<https://www.rand.org/pubs/tools/TL111.html>

Rajeev Ramchand, PhD
Senior Behavioral Scientist
RAND Corporation

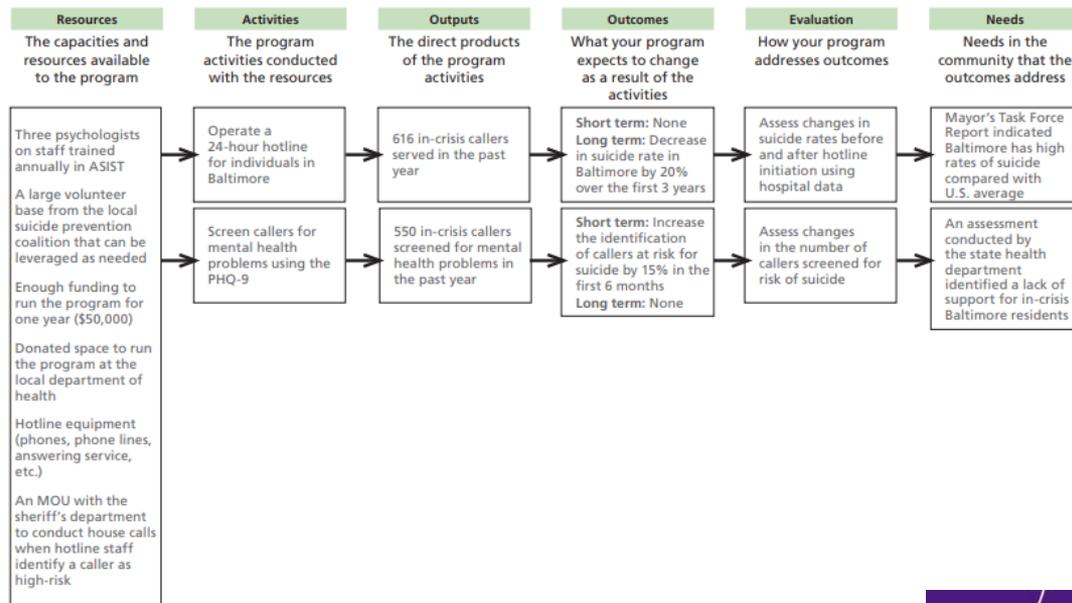


Evaluation Basics

Outputs & Outcomes

Rajeev Ramchand

Program Name: Fictional Crisis Hotline Date: 6/1/13
 Target Population: In-crisis residents in the metropolitan areas of Baltimore, Maryland (zip codes 21201, 21202, and 21210)



Your program's core components

1

Resources

5

Intended Outcomes

2

Activities

6

Evaluation Activities

3

Target Population

7

Needs

4

Outputs

Core components “fit” together

Core components are connected by a series of if-then statements

If we have the **Resources**

then we can conduct the **Activities**

for the **Target Population**.

If the population participates, we produce **Outputs**

that will translate into producing our **Intended Outcomes**

which can be measured by our **Evaluation Activities**

to inform whether we are meeting our community's **Needs**.

def·i·ni·tion

\dē-fə'-nī-shən\

The amount, quality, or volume of goods or services provided by the program

- Individuals Trained, Individuals Provided with Services, Materials Developed, Etc.

EXAMPLE

- 20 weekly webinars
- 3800 campers
- 480 Rehabilitative Exercise Sessions
- 40 Integrative Nutrition Cooking Classes
- 326 veterans awarded a service fellowship

Example output measures



Communication

Number of campaigns completed, number of media hits, awareness among target audience, etc.



Training/education

Participant satisfaction with information provided and with program staff



Counseling

Number of staff providing services, number of people reached, awareness of services, participant satisfaction



Group activities

Number of participants enrolled, attendance level

def·i·ni·tion

\dē-fə'-nī-shən\

Changes in the target population expected as a result of engaging in the program activities

- Knowledge, Attitudes, Skills, Behaviors, Etc.

Specific: Describe precisely what will change and for whom

Measurable: Must be a way to determine change and its extent

Achievable: Feasible for the target population

Realistic: Accomplished with the available resources

Time-bound: Describe time frame when the change will occur

def·i·ni·tion

\dē-fə'-nī-shən\

Changes in the target population expected as a result of engaging in the program activities

- Knowledge, Attitudes, Skills, Behaviors, Etc.



What do you expect to change?



For whom do you expect to change?



When do you expect the change?



How much change do you expect?

def·i·ni·tion

\dē-fə'-nī-shən\

Changes in the target population expected as a result of engaging in the program activities

- Knowledge, Attitudes, Skills, Behaviors, Etc.

EXAMPLE

- 65% of completers report substantial increase in at least 2 of 5 key skill areas
- 75% of providers achieve “provider status” (completion of 2 cases to fidelity)
- 9 individuals report significant symptom reduction within first 6 months

Select outcome evaluation measures

What can change as a result of participation?



Knowledge



Beliefs/
Attitudes



Intentions

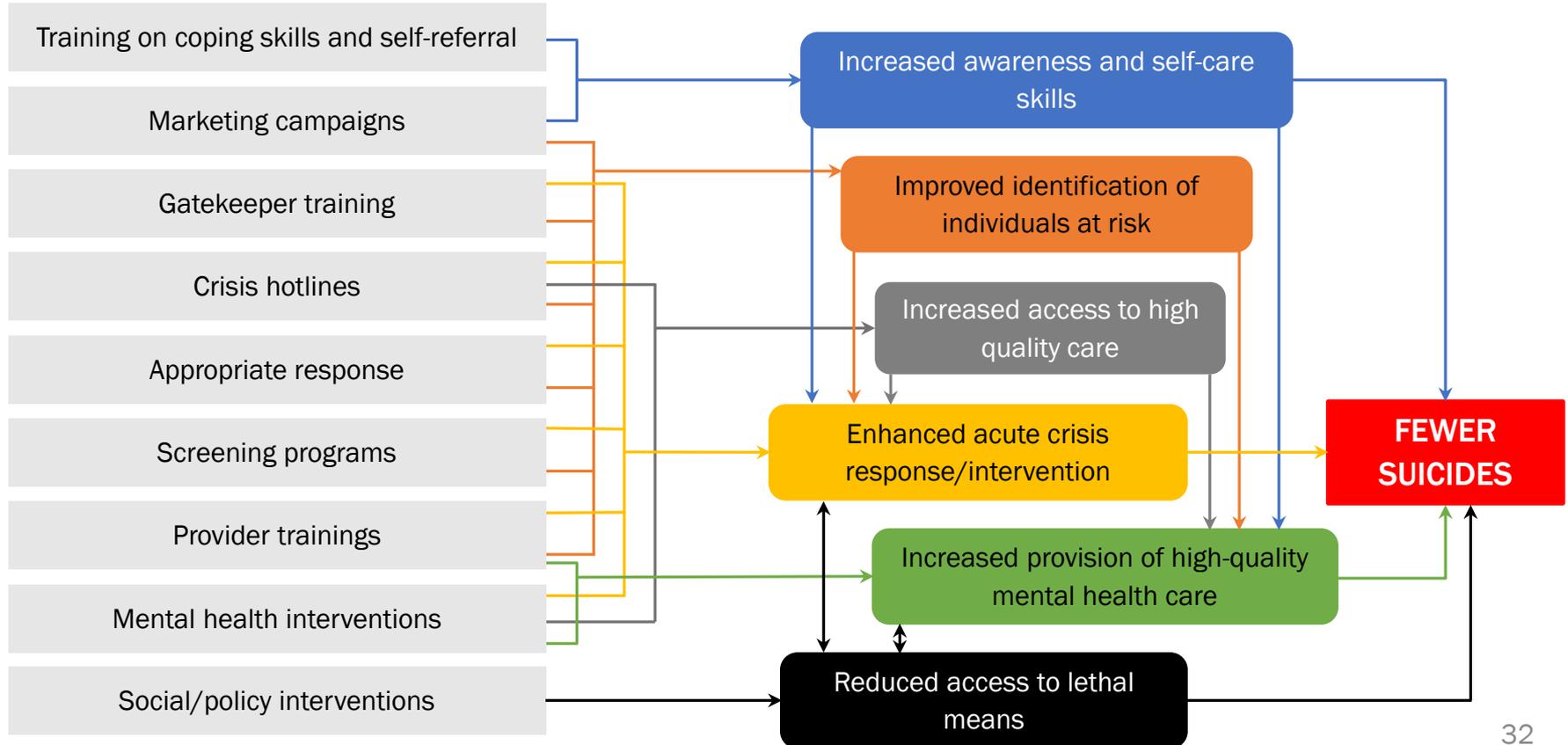


Behaviors



Conditions

A “framework” for preventing suicide



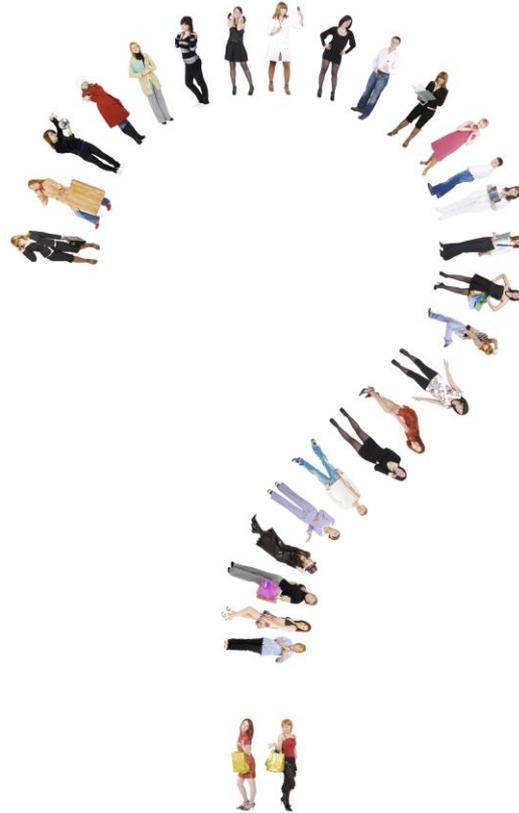
Rajeev Ramchand

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703-413-1100 ext. 5096

Thank you!



Ask the Expert!



Communication Checklist

RAND Checklist of Best Practices for Suicide Prevention Mass Media Campaigns

(Taken from Acosta J, Ramchand R, Becker A. 2016. Best Practices for Suicide Prevention Messaging and Evaluating California's "Know the Signs" Media Campaign. *Crisis*, 38(5):287-299)

SECTION 1. CHECKLIST ITEMS FOR ALL HEALTH COMMUNICATION CAMPAIGNS

1A. THEORETICAL BASIS •

- Item 1: The Mass Media Campaign has a theoretical basis. Theoretical basis is defined as a proposed explanation of empirical phenomena (e.g., behavior change, help-seeking).
- Item 2: The Mass Media Campaign guiding theoretical model identifies determinants of the behavior that the campaign is trying to change.
- Item 3: The Mass Media Campaign has clear goals and objectives.
- Item 4: The Mass Media Campaign's messages and activities align closely with the goals and objectives of the campaign.
- Item 5: The Mass Media Campaign communicates messages that are targeted at determinants of behavior (as specified by the campaign theory).



Discussion Time

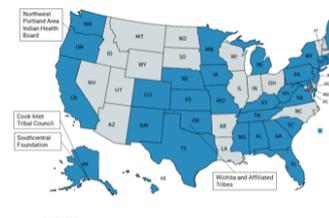
- What takeaway(s) resonated with you from the entire series?
- What changes have you made or plan to make (if any) to your communication planning efforts as a result of participating in this workshop series?



Keep the Conversation Going...

Make connections!

- ✓ Members list on the online supplement site has contact information
- ✓ Utilize the listservs
- ✓ Private pages



Workshop Members Map

Areas shaded in **blue** on the map indicate locations of participating workshop members. **Select the map to zoom in.**

Download Workshop Members List

We will keep the list of workshop members up to date. Please contact Irene Cho (icho@edc.org) or Ashleigh Husbands (achusbands@edc.org) if you have any changes to your contact information.



2018 Communication Workshop Participants.pdf

388.4 KB



Workshop Members' Profile

Learn more about your peers and their thoughts from the registration survey.

Your Grant Type



Your Communication Goals



Announcements & Reminders

Coming to you via email:

1. Session 3 Meeting Summary
2. Help us improve by providing us your feedback - <http://sgiz.mobi/s3/e988555e362c>

고맙습니다

Gomapseumnida Mahalo

Na gode O se 谢谢 Spasiba Asante

Obrigado Arigato

Thank You

Grazie

Danke sehr

Ngiyabonga

Gracias

धन्यवाद

Merci

Thank you!

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