

# HMP Approaches & Strategies for Reporting in KIT Prevention System

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This document has been re-issued for the purpose of providing guidance on the definitions of approaches and strategies. Some sections of the document, such as “Business Rules” are obsolete and should be ignored.

## HMP Approaches & Strategies for Reporting in KIT Prevention System

### **PURPOSE OF THIS DOCUMENT:**

1. To aid you in completing the strategy tracker module in KIT including a list of business rules.
2. To aid you in linking your activities with the most appropriate strategy in achieving the MCP.
3. To define the approaches, strategies and other terms and how they align with the MCP Objectives.
4. To help you better understand the excel spreadsheet that has all the strategies and counts.
5. To give you a table of contents so you can find the HPCs easier in the excel spreadsheet.

### **Business Rules**

The new **Strategy Tracker Module** in KIT **replaces** the **local HMP Outcome Survey**. The **MCP coding spreadsheet** (excel doc) is organized in numerical order by MCP. This spreadsheet is basically a **blueprint for the strategy tracker module and for linking your activities with the appropriate approaches and strategies**. The counts in the excel spreadsheet are written exactly as they should appear in the strategy tracker module. Please note that sometimes the text in the excel spreadsheet cells is cut-off. Some specific **business rules** related to the strategy tracker module includes:

- **BEFORE YOU SELECT A STRATEGY, LOOK AT THE COUNTS AND POPULATION CODES TO MAKE SURE IT ALIGNS WITH YOUR ACTIVITY.**
- You will report the results of your efforts by town or SAU for community and by SAU for schools.
- The counts have been defined for you. Just type-in the numbers you are being asked for.
- For the school, if you are asked to report results with an SAU then your count will be a zero or one. One reflects that you were success with the SAU (according to the defined count), zero reflects that you were unsuccessful in changing whatever has been defined.
- For the community, if you are working with an SAU you will find the count setup for you to report on the number of schools, not SAU. If you work with an SAU to pass a policy that impacts all seven schools in that union, then you would enter seven. Just remember to follow the defined count.
- You select your towns and SAUs by MCP in the workplan matrix module.
- When you get to the strategy tracker module you report by town or SAU. Because of this set-up, all of the towns and SAUs you selected for your MCP will populate in tracker once you select the strategy from the drop-down menu. The thing is that you might not have worked on a strategy in every single one of those towns or SAUs. If this happens, there will be check-box to indicate that reporting for this town/SAU is not applicable. This is different than if you made some effort to work with a town/SAU and were unsuccessful then there should be some data reported even if it is zero.
- You'll notice that some counts are 'not required'. In these instances you will not need to enter any information. Some of the 'reach counts' in the excel spreadsheet will be replaced by 'not required' once the evaluation team has an opportunity to revisit these counts.

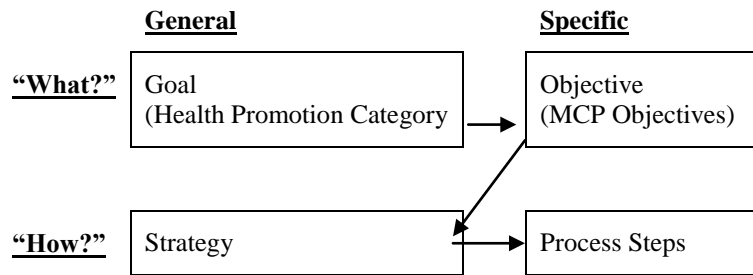
### **HPC page numbers in excel spreadsheet:**

Tobacco: p.1  
Substance Abuse: p.6  
Nutrition: p.14  
Physical Activity / Sun Exposure: p.18  
Chronic Disease – Early Identification & Treatment: p.23  
Chronic Disease – Access to Self-Management Supports: p.29  
CSHP: p.34

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# HMP Approaches & Strategies for Reporting in KIT Prevention System

## Definitions



**Goal:** A broad, general statement about what is expected to be accomplished in the future. The Health Promotion Categories would be considered goals.

Keywords include but are not limited to: achieve, ensure, eliminate, prevent, provide, reduce, increase.

**Objective:** A specific, measurable result expected within a particular time period. This is a way of describing the desired outcomes for the goal. These are the Minimum Common Program Elements/Objectives although they are not written exactly like an objective.

Keywords include but are not limited to: increase, decrease, reduce, improve, enhance.

**Approach:** The overarching method(s) for achieving the objectives.

**Strategy:** Within the “approach”, the action performed to achieve an objective. This is ‘how’ you are planning on achieving the objective in a general (more abstract) way.

Keywords include but are not limited to: establish, train, develop, assist, educate, adopt, communicate, enforce, identify, provide, conduct, promote, collaborate, implement, support\_(something).

**Process steps:** The specific tasks, activities and action steps used in the process of completing the strategy. This is best described as the ‘how’ you are going to do the strategy as outlined in your process step planning notes. This is the very explicit and concrete steps you will take.

**Please explain what an output is?**

- This is the immediate result of your efforts on a particular strategy. In the Strategy Tracker Module, the output count captures the number of efforts for a particular strategy. Using strategy 1.1a as an example – you are asked to promote policies that meet PTM tobacco-free school criteria to SAUs in your service area. The number of schools that you work with to adopt the policies is the output count. Again, the number of schools advocated (actual output/strategy count language) is what comes from your efforts – it’s what you do.

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### **Q: Please explain result.**

- This is the potential outcome from your efforts on a particular strategy. Keeping with strategy 1.1a as an example – some portion of the schools you worked with (output count) might then decide to adopt/institute new policies meeting PTM criteria. The number of schools with new policies meeting PTM criteria is your result count. The result may not occur immediately following your effort. It is important to go back into the Strategy Tracker Module and complete this at that time.
- Sometimes the result is defined as “not required.” This typically happens when you are conducting an educational activity for a specific group. The kind of outcome we might expect to see from your training would require a different evaluation approach and instrumentation – something that would be extremely burdensome to make consistent across all the different strategies for a meaningful statewide evaluation. There is certainly value in evaluating your training activities and this could be managed better at the local level.

### **Q: Please explain what reach refers to?**

- This is the number of people impacted by the result/potential outcome of your efforts. Using strategy 1.1a – if you were able to pass new policies in two schools then you would count the total number of students in those schools who will be impacted by the new policy (actual language: total number of students in schools with new policies meeting PTM criteria). The reach defines who will ultimately be impacted by your efforts if the other organization/institution makes the changes you are asking them to make. The reach may or may not occur immediately following your effort. sometimes takes even longer than the result to achieve. It is important to go back into the Strategy Tracker Module and complete this at that time.

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### **COLLABORATION APPROACH [COL]**

Collaboration is a process of participation through which people, groups, and organizations come together in a mutually beneficial and well-defined relationship to work toward results they are more likely to achieve together than alone.

**Keywords include but are not limited to:**

- Collaborate; Partner

**Sample Strategies for the Collaboration Approach include but are not limited to:**

- Community development
- Community / Social mobilization
- Strengthening inter-organizational linkages
- Community organizing (organizing for policy changes to reduce youth access to alcohol)
- Collaboration (collaborating with retailers to prioritize reducing underage access and implement strategies such as voluntary mystery shopper program)
- Partnership (partnering with local media, parent groups, schools, doctor's offices, businesses, etc. to get the message out)

### **COMMUNICATION APPROACH [COM]**

Also referred to as Health Communication, the use of various media to influence community norms as well as increase public awareness about specific health issues, to attract community support for program efforts or reinforce other program components, and to keep the public informed about program progress. This approach typically targets large audiences.

**Keywords include but are not limited to:**

- Communicate; Promote; Encourage; Share; Advocate

**Sample Strategies for the Communications Approach include but are not limited to:**

- Public education
- Information Dissemination (attempt to raise awareness, sometimes to take action, through messages on: brochures, pamphlets, posters, newsletters, e-mails, and websites)
- Counter-marketing
- Media advocacy (encourage various media outlets to change the way they portray health issues in order to ultimately influence policy changes)
- Media literacy programs (educate people to be critical of what they see and read in the media)
- Social marketing campaigns (apply marketing principles to the design and implementation of communication campaigns - materials targeting parents; publicize school policies and law enforcement policies regarding underage drinking)
- Promotion/Personal selling (persuasive communication between one individual/group and another individual/group designed to influence the person's/group's decision about a product <goods, services, ideas>)
- Advocacy (The process or act of speaking with the intention to influence, change or build support for an idea, opinion, practice, or policy.)

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- Alcohol Warning Posters (strategic use of the Media to increase public perception that the laws are being enforced and that retailers will not sell to minors)

### **EDUCATION APPROACH [EDU]**

Instructional approaches that combine social and thinking skills are one of the most effective ways of enhancing individual knowledge, skills, abilities, attitudes, and behaviors. These methods tend to be far more effective at changing behavior than educational programs that focus simply on imparting knowledge. Instructional programs are typically found in schools and in some after-school programs. While instructional programs have been important and necessary, and even effective at imparting knowledge, developing skills, and changing some behaviors, *most* are insufficient to produce far reaching and long-lasting change if they are the only strategy employed. This approach targets smaller audiences (individuals, families, groups).

**Keywords include but are not limited to:**

- Assist; Educate; Train

**Sample Strategies for the Education Approach include but are not limited to:**

- Health education programs (non-school-based or after-school based)
- School-based (or after-school) health education programs
- Training and technical assistance
- Merchant education, Clerk training, Responsible Beverage Service Training (RBS)

### **ENFORCEMENT APPROACH [ENF]**

The act of observing that a specific policy, regulation or ordinance is being adhered to by another party. Consistent enforcement and reinforcement is needed to enhance the effectiveness of existing as well as new policies. Police, young people, parents, school personnel, and other community members play a different and important role in determining whether there is policy compliance. Police and other officials can administer sanctions as a consequence for not complying with a policy.

**Keywords include but are not limited to:**

- Enforce; Reinforce

**Sample Strategies for the Enforcement Approach include but are not limited to:**

- Compliance checks (includes Retail Compliance Checks)
- Investigation (investigating underage drinking incidents to ensure retail violations are addressed)
- Enforcement

### **ENVIRONMENTAL / SYSTEMS CHANGE APPROACH [ESC]**

Interventions that support healthy lifestyles by providing opportunities and creating a supportive environment for individuals and families within organizations/workplaces, educational or other institutions, and/or within a delineated geographic area to make healthy choices and reinforce healthy behaviors. These changes within an environment do not necessarily require a written policy - it can reflect a shift in the culture of an environment. For example, an organization may decide to change the options in a vending machine without needing a formal, written policy.

**Sample Strategies for the Environmental/Systems Change Approach include but are not limited to:**

- Community organizing

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- Organizational interventions/change

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### **POLICY APPROACH [POL]**

The creation and communication of written policies (i.e., laws, rules, and regulations) designed to change, for the better, the environments in which people live and work. Policies also codify norms about (un)healthy behaviors and specify sanctions for violations. Governments (municipal, state, and federal levels), public agencies (e.g., police departments, school systems), and private organizations (e.g., HMOs, hospitality establishments, convenience stores) all institute policies which can impact people's decisions around healthy living.

**Keywords include but are not limited to:**

- Adopt; Communicate (a policy)

**Sample Strategies for the Policy Approach include but are not limited to:**

- Policy development
  - Retailer Level (minimum age of seller requirements, training requirements, checking age identification requirements , responsible retailing systems—management policies & practices)
  - Community Level (community festivals regulations; zoning ordinances to limit alcohol outlet density)
  - State Level Administrative Penalties
  - Pricing strategies (changing the price of products to make alcohol and tobacco less accessible by minors under 21 and 18 respectively)
- Policy communication

### **PROBLEM IDENTIFICATION AND REFERRAL APPROACH [PIR]**

The identification of risk factors or disease with subsequent referral for appropriate healthcare services.

**Sample Strategies for the Problem Identification and Referral Approach include but are not limited to:**

- Early Identification
- Screening

### **TREATMENT AND SELF-MANAGEMENT APPROACH [TSM]**

The active use of professional services or self/peer-help resources to reduce, eliminate or manage risk factors or disease.

**Sample Strategies for the Treatment and Self-Management Approach include but are not limited to:**

- Individual risk factor follow-up education and counseling (following screening, this is the most effective intervention component in terms of reducing employee health risks and in helping individuals control their chronic disease risk factors)
- Self-care / Self-management
- Self-help / Mutual aid
- Cessation Services

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