Health Communication

Best Start Conference
February 9, 2007

Nancy Dubois
519.446.3636
n.dubois@utoronto.ca
GOAL:

To increase confidence in participants in their ability to plan, implement and evaluate an evidence-based health communication campaign, with a particular focus on issues related to maternal / newborn health.
Process

- Introductions
- Overview of Health Communication
- Focus on Step 3: Audience Analysis
- Focus on Step 5: Objectives
- Focus on Step 6: Channels & Vehicles
- Focus on Step 8: Messages
- Summary
Overview to Health Communication Campaign Planning Workbook & on-line version

Slides from this session

Toolkit

Evaluation Form

www.thcu.ca
Scenario 1: Physical Activity among Children aged 6 - 10

**Primary Audience:** Children aged 6 - 10

**Goal:** Increase the number of children who are physically active at home, in school and in the community.

### Individual Level

<table>
<thead>
<tr>
<th>2nd Audience</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>• Increase the proportion of parents who understand and support the benefits of physical activity for children.</td>
</tr>
<tr>
<td>Parents</td>
<td>• Increase the proportion of parents who provide opportunities for their children to be active.</td>
</tr>
</tbody>
</table>

### Network Level

<table>
<thead>
<tr>
<th>2nd Audience</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td>• Increase the proportion of children who positively reinforce and support other children who become physically active or more active.</td>
</tr>
<tr>
<td>Parents</td>
<td>• Increase the proportion of parents who positively reinforce and support their children and other children in the community who become physically active or more active.</td>
</tr>
</tbody>
</table>

### Organizational Level

<table>
<thead>
<tr>
<th>2nd Audience</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>• Increase the proportion of teachers who support physical activity in their schools.</td>
</tr>
<tr>
<td>School Board Executives</td>
<td>• Increase the number of school boards who are aware of the benefits, and value, of physical activity programming.</td>
</tr>
<tr>
<td>School Board Executives</td>
<td>• Increase the number of schools which have QDPE.</td>
</tr>
</tbody>
</table>

### Societal Level

<table>
<thead>
<tr>
<th>2nd Audience</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Municipal Politicians</td>
<td>• Increase local resources for physical activity programs for children and families with young children by 10%.</td>
</tr>
<tr>
<td>Community Leaders</td>
<td>• Increase the number of community leaders who support more physical activity opportunities for children.</td>
</tr>
</tbody>
</table>

### Step 5: Campaign Objectives

### Step 6: Channels / Vehicles

<table>
<thead>
<tr>
<th>Channels / Vehicles</th>
</tr>
</thead>
<tbody>
<tr>
<td>mail / brochure</td>
</tr>
<tr>
<td>radio / PSAs</td>
</tr>
<tr>
<td>print / newspaper ads</td>
</tr>
<tr>
<td>presentations</td>
</tr>
</tbody>
</table>

### Step 7: Sequence Activities

**YEAR 1**

<table>
<thead>
<tr>
<th>S</th>
<th>O</th>
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<th>D</th>
<th>J</th>
<th>F</th>
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<th>A</th>
<th>M</th>
<th>J</th>
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<th>A</th>
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</thead>
</table>

**YEAR 2**

<table>
<thead>
<tr>
<th>S</th>
<th>O</th>
<th>N</th>
<th>D</th>
<th>J</th>
<th>F</th>
<th>M</th>
<th>A</th>
<th>M</th>
<th>J</th>
<th>J</th>
<th>A</th>
</tr>
</thead>
</table>
People

In table groups:

- Name
- A memorable message & why

Share highlights.
Overview of Health Communication
OTTAWA CHARTER FOR HEALTH PROMOTION

Strengthen Community Action

Develop Personal Skills

Enable Mediate Advocate

Create Supportive Environments

Reorient Health Services

BUILD HEALTHY PUBLIC POLICY

Health Canada, Health Promotion and Programs Branch AB/NWT/Nunavut
Stages of Change

- These stages are defined in the Transtheoretical Model (James Prochaska)
Communication campaigns can ...

- influence values, attitudes, knowledge levels
- influence intention & motivation to change
- illustrate what people could / should be doing
- lead to behaviour change but very large “dose” required.

BUT ... you need to be able to attract people’s attention – often an emotional appeal required.
Behavior Change Conditions: Necessary and Sufficient

1. The person has formed a strong positive intention (or made a commitment) to perform the behaviour.

2. There are no environmental constraints that make it impossible for the behaviour to occur.

3. The person has the skills necessary to perform the behaviour.
4. The person believes the advantages of performing the behaviour outweigh the disadvantages.

5. The person perceives more social pressure to perform the behaviour than not.

6. The person perceives that the behaviour is consistent with their self-image.

7. The person’s emotional reaction to performing behaviour is more positive than negative.

8. The person has confidence that they can execute the behaviour under a number of different circumstances.
Types of Health Communication

- Persuasive or Behavioural Communications
- Risk Communication
- Media Advocacy
- Entertainment Education
- Interactive Health Communication
- Development Communication
- Participatory Communication
Noted: +68
Associated: +52
Read Most: +75

- Gun provides a clear focal point.
- Text on tag tells a clear story that helps readers make an emotional connection.
- Simple, clean design enhances overall readability.
- Noted: +15
- Associated: +16
- Read Most: +47

- Picture ‘pays off’ headline, so headline is positioned at top of ad as initial focal point.

- Colour photo is eye catching and contributes to tragic story.

- Copy is legible and compelling with few words.
My kid will be home at ________________ today.

If you can’t fill in the blank, you need to start asking. It’s a proven way to steer kids clear of drugs. It’s not pestering. It’s parenting.

ASK: WHO? WHAT? WHEN? WHERE?
QUESTIONS. THE ANTI-DRUG.

For ideas on questions to ask, contact us. 1-800-788-2800 • www.theantidrug.com • www.drugfreeamerica.org
Call Toll Free
1-866-RING-CAM

Examine yourself monthly.

Breast Cancer Society of Canada

AdCritic.com
HOW TO RAPE YOUR DATE

#3 GET HER DRUNK

An oldy but a goody. Alcohol is an effective way to get her in bed. It’s difficult for her to say “No” when she can barely speak. Turn a night out with a friend into a night of sex. You the man.

Oh by the way, it’s a crime.

Toronto Rape Crisis Centre
Multicultural Women Against Rape
Babies were born to be breastfed.

1-800-994-WOMAN  www.4woman.gov

Or talk to your healthcare provider.
BREASTFEED FOR 6 MONTHS. YOU MAY HELP REDUCE YOUR CHILD'S RISK FOR CHILDHOOD OBESITY.

Recent studies show babies may be less likely to develop childhood obesity when exclusively breastfed for six months. Call 800-994-WOMAN or visit www.4woman.gov to learn more. Or talk to your healthcare provider. Babies were born to be breastfed.

U.S. Department of Health and Human Services
BREASTFEED FOR SIX MONTHS. HELP REDUCE YOUR CHILD’S RISK FOR EAR INFECTIONS.

Recent studies show you can lower your child’s risk of ear infections by breastfeeding exclusively for six months. Call 800-994-WOMAN or visit www.4woman.gov to learn more. Or talk to your healthcare provider.

Babies were born to be breastfed.

U.S. Department of Health and Human Services
Three Approaches to Health Communication

- **Media**
  - Limited involvement
  - Appropriate only for certain objectives

- **Interpersonal Communication**
  - May flow from media messages as opinion leaders and others share, endorse, etc.
  - More involvement

- **Events**
  - Combination of media and interpersonal
  - Designed to be newsworthy
The 12 Steps in Planning Health Communication Campaigns

1. Project Management
2. Revisit Your Health Promotion Strategy
3. Analyze and Segment Audiences
4. Develop Inventory of Communication Resources
5. Set Communication Objectives
6. Select Channels and Vehicles
7. Combine and Sequence Communication Activities
8. Develop the Message Strategy
9. Develop Project Identity
10. Develop Materials
11. Implement Your Campaign
12. Complete the Campaign Evaluation
<table>
<thead>
<tr>
<th>Category</th>
<th>Steps</th>
</tr>
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<tbody>
<tr>
<td><strong>PROJECT MANAGEMENT</strong></td>
<td>Step 1. Project Management</td>
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<tr>
<td><strong>PRE-PLANNING</strong></td>
<td>Step 2. Revisit Your Health Promotion Strategy</td>
</tr>
<tr>
<td></td>
<td>Step 3. Analyze and Segment Audiences</td>
</tr>
<tr>
<td></td>
<td>Step 4. Develop Inventory of Communication Resources</td>
</tr>
<tr>
<td><strong>PLANNING</strong></td>
<td>Step 5. Set Communication Objectives</td>
</tr>
<tr>
<td></td>
<td>Step 6. Select Channels and Vehicles</td>
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<tr>
<td></td>
<td>Step 7. Combine and Sequence Communication Activities</td>
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<tr>
<td><strong>MESSAGE PRODUCTION</strong></td>
<td>Step 8. Develop the Message Strategy</td>
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<td></td>
<td>Step 9. Develop Project Identity</td>
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<td>Step 10. Develop Materials</td>
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<tr>
<td><strong>IMPLEMENTATION</strong></td>
<td>Step 11. Implement Your Campaign</td>
</tr>
<tr>
<td><strong>EVALUATION</strong></td>
<td>Step 12. Complete the Campaign Evaluation</td>
</tr>
</tbody>
</table>
Throughout all of the steps, the campaign coordinator(s) must carefully consider and effectively manage:

- meaningful stakeholder participation
- time
- money and other resources
- data gathering and interpretation
- decision making.
Participation

Diagram showing levels of participation:
- Core
- Involved
- Supportive
- Peripheral

sectors:
- government sector
- health-related sector
- private sector
- non-health services sector
- community / grass roots sector
Levels of Stakeholders

- **Core** - on the planning team
- **Involved** - frequently consulted or part of planning process
- **Supportive** - providing some form of support
- **Peripheral** - needs to be kept informed
STEP 2: Your Health Promotion Strategy

- Your communication materials complement an overall approach to meeting your goals.
  - Mandatory Programs
  - Ready people for other change strategies
Step Three

Audience Analysis and Segmentation
Audience Analysis

- Involves getting to know your audience.
- Allows you to better predict behaviours and develop messages that appeal to your audience.
- Consists of the gathering, interpretation, and application of demographic, behavioural, and psychographic information.
To keep a slender figure
No one can deny...

Reach for a LUCKY instead of a sweet

"It's toasted"

No Threat Inhales - No Cough
Bob, I've got emphysema.
Hi, I’m Carla. I’m so psyched you’re here. You’ll find lots of cool information on this site about how to be a powerful girl and take good care of your bones!

Let’s Get to it ...

Carla

Hiking is a fun weight-bearing physical activity you can do alone or with friends.

WHAT’S NEW: Get your Instant Messenger Icons now! There’s 24 to choose from so don’t wait, get yours today! Click here now!

MAKE A NEW YEAR’S RESOLUTION TO STAY POWERFUL!

Make a promise to yourself to be a powerful girl this year! Include food, fun, friends, and weight-bearing physical activity as part of your New Year’s resolutions.

GET A FREE CALENDAR!

Get your own cool new Calendar! - download it here!
# Audience Analysis

## Questions

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Behavioural</th>
<th>Psychographic</th>
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<tbody>
<tr>
<td>• gender</td>
<td>• current behaviour</td>
<td>• values and beliefs</td>
</tr>
<tr>
<td>• age ranges</td>
<td>• benefits from behaviour</td>
<td>• key personal characteristics</td>
</tr>
<tr>
<td>• typical occupation</td>
<td>• readiness for change</td>
<td>• where they get their health-related information</td>
</tr>
<tr>
<td>• income range</td>
<td>• current social or medical consequences</td>
<td>• organizations and social networks they belong</td>
</tr>
<tr>
<td>• Education</td>
<td></td>
<td>• how they spend their time and money</td>
</tr>
<tr>
<td>• family situation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• location home and work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• cultural characteristics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Demographic Behavioural Psychographic**
  - **Demographic**: gender, age ranges, typical occupation, income range, Education, family situation, location home and work, cultural characteristics
  - **Behavioural**: current behaviour, benefits from behaviour, readiness for change, current social or medical consequences
  - **Psychographic**: values and beliefs, key personal characteristics, where they get their health-related information, organizations and social networks they belong, how they spend their time and money
# Audience Analysis Techniques

**Qualitative**
- focus groups
- consultations
- observation
- cybertours
- lurking
- diaries and journals
- collages
- bedroom tours
- interviews
- media outlet profiles

**Quantitative**
- questionnaires (mail, telephone, on-line)
- web search patterns
Segmentation

- The process of breaking down a large audience into a smaller number of subgroups that are as homogenous as possible, and as different from each other group as possible.

- Helps to:
  - better describe and understand a segment
  - predict behaviour
  - formulate tailored messages and programs to meet specific needs
  - set objectives that will reflect your overall goal.
The four basic personality types

The glass is half full!
The glass is half empty.

Hey! I ordered a cheeseburger!

Half full... No! Wait! Half empty! No, half... What was the question?
Your Audiences?
Application: Describing your Audience

- Choose a relevant audience segment for a campaign
- Segment them as specifically as possible
- Describe them:
  - Demographically
  - Behaviourally
  - Psychographically
- What don’t you know that you would like to in order to communicate effectively? How could you find that out?

- Checklist for Steps 1-4
Step Four

Develop an Inventory of Communication Resources
Develop a Communication Inventory

- Assess the communication resources in your community.
- Think about the alliances or good relationships you may have with different individuals.
- Assess the ease of getting your message delivered through these resources.
- Assess the strengths and weaknesses of each resource/alliance/relationship.
Step Five

Set Communication Objectives
A Good Objective Is:

- Communication-related
- Outcome, rather than process-oriented
- Aligned with a change process and the right level
- Strategic
- SMART
  - Specific, measurable, attainable, realistic, time-limited
- “How much of what should happen to whom by when?”
Aligned with the change process at the right level

- If it addresses personal change, it affects individuals.
- If it addresses social influence, it works on informal social networks.
- If it addresses policies and procedures, it guides organizations.
- If it addresses laws and regulations, it influences governments of communities/societies of varying size.

Samples in Toolkit Menu
With the audience segment assigned:

- write / select 2-3 objectives that describe "How much of what should happen to whom by when"
- Try to address more than one level of change (beyond the individual)
Step Six

Select Communication Channels and Vehicles
The way in which a message is sent.

For example, via:

- television
- radio
- interpersonal communication
- newspaper
A specific way to deliver a message through the channel (e.g., in a newspaper)

- Advertisements
- In-depth articles
- Political Cartoons
- Supplements
Best Vehicle = Effectiveness + Efficiency

- **Effectiveness** = Vehicle’s characteristics are best fit to objective / audience

- **Efficiency**
  = (Reach * Frequency) / Cost
  = Cost per impression

- **Reach** =
  # exposed to the message
  - those not in the population of interest
  + sharing with others (second-hand exposure)
  + multiplication effect (promotes other channels and vehicles)
Menu of Channels and Vehicles

**Media**
- Broadcast
- Narrowcast

**Interpersonal**

**Events**
- Toolkit handout of ideas
The rule of three

- Pick one simple vehicle, largely to create and maintain awareness

- Pick one moderately complex vehicle, largely to enhance motivation, change attitudes, overcome barriers

- Pick one substantial vehicle to carry major messages, background, demonstrations, testimonials, etc
Application

With the audience segment assigned:

- What are the best channels and vehicles to reach your population, in order to meet your objectives?
- Which channels and vehicles would you NOT recommend?

- Use handout list for ideas; refer back to AA
Step Seven

Combine and Sequence Communication Activities
In this step communication activities are laid out on a timeline and put together logically according to audience needs, opportunities and/or competing messages or events in the environment.

This is a way to sustain energy and resources over the life of the campaign.
Tips for Combining & Sequencing

- Hold a big event first or gradually build your activities to a grand finale.

- Include activities with both high and low visibility.

- Mix the shelf life of your activities (e.g. run a news story that has short duration and develop posters, pamphlets, magnets, etc. that are long lasting.

- Be acutely aware of special events and holidays.

- Try to fit your communication activities with the season so you don’t look out of step with the world.
Checklist

- Steps 5 – 7 handout
Step Eight

Message Development
Three Main Message Elements

- The ‘What?’
- The ‘So What?’ (‘Why now?’)
- The ‘Now What?’
Personal relevance ...
Type of Appeal

- Rational
- Emotional
  - Humour
  - Fear
  - Compassion
- Ethical
- Positive
- Negative
Persuasion, according to Aristotle

- **logos**
  - facts, reason, evidence

- **ethos**
  - trust, reliability, ethics

- **pathos**
  - emotion
Strengthen the Logical / Rational Component

- **Statistics – social math**

  The tobacco industry spends more money promoting smoking in a week than the entire federal government spends on preventing smoking in a year.

  In 1991 U.S. college students consumed 430 million gallons of alcoholic beverages per year at a cost of $5.5 billion. Enough alcohol was consumed by college students to fill 3,500 Olympic-size swimming pools, about one on every campus in the United States. The overall amount spent on alcohol per student exceeded the dollars spent on books and was far greater than the combined amount of fellowships and scholarships provided to students.

  The alcohol industry spends more than $2 billion every year to advertise and promote consumption. This amounts to approximately $225,000 every hour of every day.
Strengthen the Emotional Component

- Stories of your own personal experiences.
- Sound bytes and short statements such as quotations from historical figures, folk sayings, etc.
- Stories such as news, parables, movies and TV.
- Music and powerful visuals such as photographs, cartoons and props.
  - For more sources, visit www.images.google.com.
Qualities of a Strong Ad

- It grabs target group attention
- It draws the target group into deeper consideration of the issue
- It establishes a strong emotional connection with the target group
Why is an emotional connection so important in health communication?

- People need a strong personal reason to open up to your message
  - We often ask for changes that are difficult - in terms of time, learning, personal change

This is a lot easier than this
The *messenger* is the model appearing in message who delivers information, demonstrates behavior, or provides a testimonial. The source messenger is helpful in attracting attention, personalizing abstract concepts by modeling actions and consequences, bolstering belief formation due to source credibility, and facilitating retention due to memorability.

*Above information presented by Dr. Chuck Atkin at 2000 Special Topics, THCU workshop.*
Selection of Messengers

- In selecting the appropriate messenger, the crucial factor is which component of influence model needs a boost. For example,
  - celebrities help draw attention to a dull topic,
  - experts enhance response efficacy,
  - ordinary people heighten self-efficacy,
  - victims convey the severity of harmful outcomes, and
  - victims who share similar characteristics of the audience should augment susceptibility claims.

- Atkin (1994) provides an elaborate discussion of strengths and weaknesses of various types of messengers.

Above information presented by Dr. Chuck Atkin at 2000 Special Topics, THCU workshop.)
Diffusion of Innovations

Early adopters:
- Media & individual
- Change programs

Late adopters:
- Macro level ES & policy

% of adopters

0 50 100

Time

Plateau

Diffusion

Discontinuance
Stages of Adoption

- Innovators – first to adopt - 2.5% of pop.
- Early Adopters – fast followers, generally opinion leaders – 13.5% of pop.
- Early then Late Majority – wait for proof, influenced by interpersonal comm. – 68%
- Laggards – late or may never adopt – 16%
Review of Health Communication Messages

1. The message is positive rather than negative in tone.
2. Any action to be taken is clearly stated.
3. Behaviour change incentives presented are comprehensive.
4. The audience is asked to adopt simple behaviours.
5. The message is persuasive.
6. The message is believable.
7. The messenger (e.g., celebrity, expert, survivor), when used, is seen as a credible and authoritative source of information and advice by the user.
8. The message addresses a need of its users.
9. The message is clear in terms of its text and visuals.
10. Presentation (e.g. text, graphics, visuals, sound) is attractive.
11. The type of appeal is appropriate.
12. Groups (as related to gender, age, and culture) would not feel offended by it.
Examine existing materials against the Message Review Checklist
Step Nine

Develop a Project Identity
Identity

- Defines how people will perceive your project.
- Communicates who you are, how you do business, and your intended relationship with the subject and the audience.
- Your project will have an identity whether you intend it or not.
Key Elements of an Identity

- Name
- Positioning Statement or Copy Platform
- Logo
- Images
- Other Considerations
You can typically only pick two of these:

- Speed
- Quality
- Low Cost
11: Implement Your Campaign

12: Evaluation
Three Types of Evaluation

- **Formative** evaluation includes audience analysis and pre-testing. Purpose is to maximize chance of success before starting.

- **Process** evaluation examines how a program in progress is operating.

- **Summative** evaluation methods usually consist of a comparison between audience’s awareness, attitudes and/or behaviour before and after. This often includes impact (immediate) and outcome (longer term) results.
# Evaluation & the 12 Steps

<table>
<thead>
<tr>
<th>Health Communication Step</th>
<th>Applicable Type of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Project Management</td>
<td>Formative: Situational Assessment</td>
</tr>
<tr>
<td>2. Revisit Health Promotion Strategy</td>
<td>Formative: Logic Model</td>
</tr>
<tr>
<td>3. Analyze and Segment Audiences</td>
<td>Formative: Audience Analysis</td>
</tr>
<tr>
<td>4. Develop Inventory of Resources</td>
<td></td>
</tr>
<tr>
<td>5. Set Communication Objectives</td>
<td>Summative: Set Comm. Objectives/Indicators</td>
</tr>
<tr>
<td>6. Select Channels and Vehicles</td>
<td>Process: Set Implementation Objectives/Indicators</td>
</tr>
<tr>
<td>7. Combine and Sequence Activities</td>
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</tr>
<tr>
<td>10. Develop Materials</td>
<td>Formative: Pre-testing</td>
</tr>
</tbody>
</table>
| 11. Implement Your Campaign | Process: Advertising Model  
Summative: Impact Monitoring Model, Experimental/Quasi-experimental |
| 12. Complete Campaign Evaluation | All types: Analysis, Interpretation, Action |
Additional Supports

- THCU Web links
  - http://www.thcu.ca/infoandresources/health_communication.htm#pr

- Your communications staff
- Other similar organizations
- Health Promotion 101
- Ontario Health Promotion Email Bulletin
HP-101 Course

The Ontario Health Promotion Resource System (OHPRS) developed this free course, "Health Promotion 101," as a collaborative effort between our 22 member organizations with funding from the Ontario Ministry of Health and Long Term Care. The OHPRS' role is to support health promoters in Ontario - and we define "health promoter" very broadly:

Health promoters include those who work to promote health as defined in the Ottawa Charter, regardless of professional designation. It includes people, organizations, and groups from various sectors. Health promotion work may be paid or voluntary.

People come to work in health promotion through many and varied paths, and most report a need for additional professional development. This course will help people familiarize themselves with essential health promotion concepts and, in so doing, will help raise the profile of health promotion in Ontario.

We chose to create the course in a stand-alone online format to help maximize its accessibility. We recognize that many of our members’ clients find it difficult to travel to scheduled, face-to-face events or simply prefer alternative methods of learning. We hope that by making these materials available online, with no registration required, people will find innovative ways to use them to support their health promotion work.
The Ontario Health Promotion E-mail Bulletin (OHPE) is a weekly newsletter for people interested in health promotion produced by the Ontario Prevention Clearinghouse and The Health Communication Unit. We provide information on workshops, conferences, job postings, projects, issues and resources. The first section (events, announcements and jobs) is distributed by email on Friday afternoon. The second and third sections (features and resources) are included every second week.

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Questions

Comments

Evaluation Form

Reflections
- Process
- Outcome
It's been a long day!
The Health Communication Unit and its resources and services are funded by the Community Health Promotion Branch, Ontario Ministry of Health and Long-term Care. The opinions and conclusions expressed in this paper are those of the author(s) and no official endorsement by the Ministry of Health and Long-term Care, Community Health Promotion Branch is intended or should be inferred.