

Prescription 6: Health Outreach

Facilitator Overview

Competency:	<i>Health Outreach</i>
Content:	Covers safe and effective community outreach; social marketing and how it addresses barriers within the community served.
Lessons:	<ul style="list-style-type: none">• Lesson A: <i>Elements of Outreach</i>• Lesson B: <i>Strategic Effectiveness</i>
Estimated Total Time:	2 hours 45 minutes max
Methods / Media	<ul style="list-style-type: none">• “Reader”• Prepared flipchart pages• Team discussion• Brainstorming• Worksheets• Small-group activities
Assessment Method:	<ul style="list-style-type: none">• Pre- and Post-test• Worksheets• Report back• Creation of a product• Demonstration

Facilitator Preparation



What You Will Need for All Lessons in this Module:

- easel
- flip pad
- large colored markers
-

Introduction to the Competency – 5 minutes

The Competency



Present the definition of this competency:

- Health Outreach is a set of skills that enables you to inform the community about preventive and primary health care services available to them in a way that is attractive and appropriate.



Point out the lesson(s) that you have selected for the Site Team to cover in this module, from the 2 lessons available to you.

If you will have other presenters or lessons separate from this curriculum, **review** the schedule with the Team.

Lesson A: *Elements of Health Outreach*

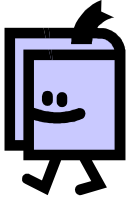
Lesson:	Elements of Health Outreach
Objectives:	<p>After completing this lesson, members will be able to:</p> <ul style="list-style-type: none"> • Discuss the philosophy and components of outreach as defined by Community HealthCorps. • Identify 4 elements of “meeting people where they are” and engaging them appropriately. • List 4 techniques for conducting outreach safely. • Name 3 similarities between non-profit outreach and commercial marketing.
You will need:	<ul style="list-style-type: none"> • Prepared flip page labeled <i>Lesson Objectives</i> • “HealthCorps Reader” for this module • Flipchart, markers • Prepared flip page labeled <i>HealthCorps Definition</i> and the text, “The use of particular techniques to reach people where they are and to deliver your message in a way that increases their understanding, gains their interest, and motivates them to act” • Worksheet: <i>And Now for a Commercial Break</i> • Prepared flip page labeled <i>And Now for a Commercial Break</i> with activity instructions • Prepared flip page labeled <i>Community Health Services</i> with bulleted list of topics for groups • Worksheet: <i>Onward & Outward!</i>
Estimated Time	2 hours max
Gaining an Understanding:	<ol style="list-style-type: none"> 1. Introduce lesson objectives. 2. Members read Part One: Conducting Outreach in the “HealthCorps Reader.” 3. Ask questions from the “Reader.” 4. Display prepared flip page labeled <i>HealthCorps Definition</i>. 5. Ask 3 questions to ensure understanding. 6. Ask for any personal experiences being the “target” of outreach or doing outreach. 7. Brainstorm techniques for safe outreach beyond those listed in the “Reader.”

Break:	Give a 10-15 minute break.
Building Skills:	<ol style="list-style-type: none"> 1. Refer members to <i>Effective Outreach Strategy</i> section of Part One in the “Reader.” 2. Discuss comparison of non-profit outreach with commercial marketing. 3. Members complete Worksheet: <i>And Now for a Commercial Break</i> in small groups. 4. Two groups present on TV commercials. 5. Debrief on marketing techniques/strategy that can be applied in non-profit outreach. 6. Assign an outreach topic to each group. 7. Members complete Worksheet: <i>Onward & Outward!</i> in the same groups. 8. All groups present their strategies. 9. Members ask questions of presenters. 10. Lead a “quickly-quickly” review.
Reflection might include:	<p>Suggested discussion questions:</p> <ul style="list-style-type: none"> • Were you surprised by anything you learned today? • What do you think about applying commercial marketing principles and methods to non-profit outreach? • What aspects of your service assignment lend themselves to health center outreach?
Follow-up activities might include:	<ul style="list-style-type: none"> • Notify site supervisors that members have successfully completed this lesson and should be encouraged to practice/strengthen their “safe and effective” outreach techniques. • Request site supervisors keep you informed about members’ use of <i>safe</i> outreach methods. • Assign some homework: Individual members or groups start taking notes about radio and TV ads and/or collecting brochure samples from banks, drugstores, and private doctors’ offices for future discussion of strategy and techniques of marketing. • Guest speaker from the health center or other medical facility who is involved in promoting primary and/or preventive care outreach.

Lesson A



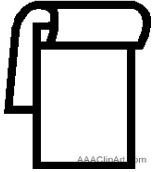
Elements of Health Outreach -- 1 hours max



Direct members to Prescription 6: Health Outreach in the Participant Guide.

Lesson Objectives

Introduce the objectives of this lesson:



After completing this Lesson, members will be able to:

- Discuss the philosophy and components of outreach as defined by Community HealthCorps.
- Identify 4 elements of “meeting people where they are” and engaging them appropriately.
- List 4 techniques for conducting outreach safely.
- Name 3 similarities between non-profit outreach and commercial marketing.



Direct members to locate the “HealthCorps Reader” for this module and to read Part One: Conducting Outreach.

Allow 5-7 minutes while observing individuals to gauge their reading comfort and speed.

Gaining an Understanding

1 hour max



Ask a few questions from the “Reader,” such as:

- “What is the relationship between earlier lessons we’ve done and health outreach?”
- “Can you point to specific pieces of information in Part One that you’ve learned in earlier lessons?”
- “What roles do language, culture play in effective outreach?”
- “What do you think is the difference between *techniques* and *strategy*?”
- “What does it mean to say, ‘outreach is a client-driven process’?”

Explain that health outreach as described in the “Reader” is the HealthCorps version. That is, there are various philosophies and strategies for doing outreach, but ours is aligned specifically with the values of community health care:

- Community involvement,
- Personal contact with community members, and
- Respect for our differences as well as our similarities.



Display the prepared flip page labeled *HealthCorps Definition* and the text, “The use of particular techniques to reach people where they are and to deliver your message in a way that increases their understanding, gains their interest, and motivates them to act.”

Ask 3 questions to help members grasp the definition:

1. “How do we increase another person’s understanding of a thing or an idea?”

Answers should include:

- ✓ *Use the language with which they are most comfortable — both their preferred “tongue” (English, Spanish, etc.) and their preferred “register” (street slang, formal, academic style, etc.).*
- ✓ *Keep the focus on the central thing you want them to know, rather than risk confusing them with too many things.*
- ✓ *Present the most important pieces of information first.*
- ✓ *Use a simple presentation (brief bulleted or numbered list, for example) rather than long sentences and paragraphs.*
- ✓ *Use clear, simple diagrams or other illustrations.*

2. “How do we gain another person’s interest?”

Answers should include:

- ✓ Use dynamic colors, pictures, sounds, etc.
- ✓ Show pictures of people like them (in gender, age, skin color, clothing style, etc.).
- ✓ Show or describe how the product or service would help them.
- ✓ Present the most interesting pieces of information first.

3. “What does the health center want community members to act on? What does the outreach worker hope will happen?”

Answer: We want community members to use the resources of the health center to improve and/or maintain their health and that of their families, which may involve enrollment in a government insurance program and help with applications for other forms of assistance.



Ask, “Have any of you ever been approached by someone doing outreach of any kind?”

Answers may include:

- ✓ Door-to-door religious outreach
- ✓ Leafleting at the mall or grocery store
- ✓ Political demonstrations

Be sure to differentiate between:

- People doing outreach and those collecting money (doing fundraising), even for a non-profit cause.
- People providing information and those engaging in debate (persuading, demonstrating, picketing) over a philosophical or political issue, even if related to health care.

Ask, “Have any of you ever participated in community outreach of any kind?”

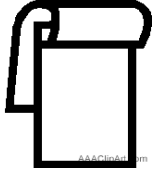
If so, **follow up** on their response(s) by asking:

- Member(s) to share their experiences.
- Whether they know of any results from their outreach.
- If their outreach program involved any training for them.
- If they used any ground rules for safety.

Segue into safety for health center outreach in your community.

Direct members to turn over their “Readers” or close their binders.

Label a new flip page *Safety Techniques*.



Brainstorm on any safety measures for health center outreach:

- From the “Reader,”
- From their own experience, and
- From any other source.

Record key words on the flip page.

When the Team runs out of ideas, **direct** them to check the “Reader” to see if all of HealthCorps’ required safety techniques are on the flip page. If not, **add** the missing ones.

Then **check off** all items that are from the “Reader.”

Reinforce that the safety techniques in the “Reader” are required of all HealthCorps Teams at all of our sites around the country.

Note: If your health center has additional safety requirements, add them to the list — or, if already there, check them off.

Address the listed items that are not from the “Reader”:

- **Ask**, “Which of these have you actually used or seen used? Why were they used? Were they effective?”
- For the items that have not actually been used or observed by members, **ask** for more information.

Cross off any items that are not recommended or not deemed necessary in your community. **Explain** why.

Give members a 10-15 minute break.

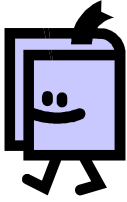


Meanwhile, **prepare** for Building Skills:

- “Reader” Part One, section titled *Effective Outreach Strategy*, page 2, and
- Worksheet: *And Now for a Commercial Break!*

Building Skills

1 hour max



Welcome members back to *Elements of Health Outreach*.

Announce that:

- It's time to think about some of the *styles* and *media* that can be used for outreach, and
- Members will do that through both an analytical activity and a creative activity.

But first, **direct** them to page 2 of the "Reader" with the section titled, *Effective Outreach Strategy*.

Ask, "From the information presented on this page, how would you compare health center outreach with advertising?"

Use member responses to **segue** into the skills activity.

Direct members to locate the Worksheet: *And Now for a Commercial Break* in the Participant Guide and read the instructions.

Ask whether there are questions about the instructions.

Explain, "This activity is an opportunity to bring out a lot of what you already know about commercial marketing. The next activity will allow you to apply that to non-profit outreach."

Divide the Team into groups of 3.

Direct the groups to complete the worksheet.

Circulate to see how the groups are doing and to help if requested. Also, **ensure** that at least one group selects an example of service marketing.

Allow 20-30 minutes.

Alert the Team when there are 5 minutes remaining.

Call, "Time!"

Tell the Team that you are going to ask for 2 examples of effective television commercial marketing, preferably one for a product and one for a service.



Note:
If you have a large Team, use groups of 4.



Ask for a volunteer group to present the information on a product commercial, and **tell**:

- The selected group that they have 3 minutes to present and then the Team will discuss, and

- The audience that they are to listen for techniques and/or strategy that might be useful in non-profit outreach.

Ask for a volunteer to refresh everyone’s memory on the difference between *techniques* and *strategy*.

Answer: Techniques are the individual methods used (color, music, writing, style, vocabulary, etc.) while strategy is the overall plan.



After the product presentation:

- **Label** a new flip page *Non-Profit Outreach*.
- **Ask** the audience what ideas they picked up for outreach.
- **Record** key words on the flip page.
- Once the audience has run out of responses, **ask** the presenters for any additional thoughts and **record** those.

Point out how many ideas they have already been able to transfer from the marketing which is so familiar on television to the outreach they are beginning to learn about.

Ask for a volunteer group to present on a service project.

After the service presentation:

- **Ask** the audience for new ideas for outreach.
- **Record** key words on the flip page.
- Once the audience has run out of responses, **ask** the presenters for any additional thoughts and **record** those.

Ask the whole Team, “Why was it important to cover the marketing of services as well as the marketing of products?”

Answer: Because most health center outreach is for services — such as primary care, health education, immunization, support groups, and counseling — as opposed to a product that people take home and use.

Review quickly the techniques/strategies listed on the flip page.

Give a 5-minute break if you wish — or **add** 5 minutes to the next activity and **point out** that members can take short breaks during that time.



Display the prepared flip page labeled *Community Health Services* with a list of topics for the groups. These might include:

- *Help in Applying for an Rx Drug Card for Seniors*
- *Health Insurance for Adults*
- *Pre-Natal Care for Pregnant Women*
- *Medical Exams for Enrollment in Public School*
- *Peer Support Groups for Teens (boys, girls, both, or co-ed)*
- *Immunizations (childhood schedule; flu shots)*
- *Screenings (select cholesterol, diabetes, depression, or vision)*
- *New Health Education Class (choose any topic)*

With members in the same groups as for the previous activity, either **assign** a topic to each or **allow** them to select from the list.

Note: If you're allowing them to select, everyone will benefit from having at least 2 more topics listed than there are groups.



Direct members to locate the Worksheet: *Onward & Outward!* in the Participant Guide and read the instructions.

Ask members for any questions about the instructions.

About the 1st row of the table, **explain** that:

- Commercial marketing generally uses the term *target audience*, while public health and community health generally use *target population*.

About the 4th row of the table, **explain** that people pay a price even for free services. For example:

- They may have to take two buses to get to the health center — that's time and energy as well as the money to pay for the bus.
- They may have to struggle to understand what they are told at the health center, because their English is rudimentary and no one at the center speaks their primary language— that's time, energy, and patience.

Emphasize, “Your #1 goal in this activity is to convince us of the importance of your service!”

Direct the groups to complete the worksheet.

Circulate to see how the groups are doing and to help if requested.



Allow 15-20 minutes.

Alert the Team when there are 5 minutes remaining.

Call, “Time!”

Going around the room, **invite** each group in turn to make their 2-3 minute presentation.

After each presentation, **encourage** the audience to ask questions. **Ask** each group one question yourself to increase their learning.

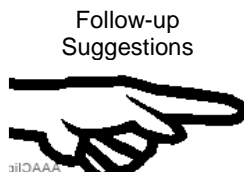
Lead a round of applause after each presentation.

After all of the groups are done, **lead** a quick review by asking each member for a brief answer to the question, “What was the most important thing you learned in this lesson?”



Suggested discussion questions:

- Were you surprised by anything you learned today?
- What do you think about applying commercial marketing principles and methods to non-profit outreach?
- What aspects of your service assignment lend themselves to health center outreach?



- Notify site supervisors that members have successfully completed this lesson and should be encouraged to practice/strengthen their “safe and effective” outreach techniques.
- Request site supervisors keep you informed about members’ use of *safe* outreach methods.
- Assign some homework: Individual members or groups start taking notes about radio and TV ads and/or collecting brochure samples from banks, drugstores, and private doctors’ offices for future discussion of strategy and techniques of marketing.
- Guest speaker from health center or other medical facility who is involved in promoting primary or preventive care.



Proceed to either:

- Lesson B: *Strategic Effectiveness*, Module 6: Health Outreach, or to
- The beginning of Prescription 7: Health Education.

Lesson A: Elements of Health Outreach

Worksheet: And Now for a Commercial Break

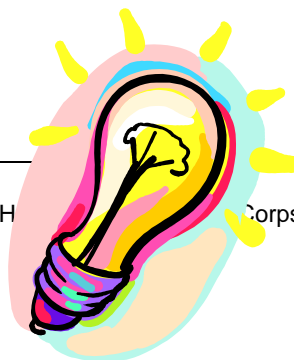
Instructions:

1. Meet with a few other members and ask one to be scribe for this activity.
2. Together, list any television commercials that you all know and think are special.
3. From the list, select 2 commercials to work with. If possible, select one that is marketing a product and another that is marketing a service.
4. For each commercial, complete the table of information.

Commercial #1: _____

Does the commercial advertise:	<input type="checkbox"/> A PRODUCT? <input type="checkbox"/> A SERVICE?
What is the specific thing the commercial is advertising?	
Is that word or name presented:	<input type="checkbox"/> By HUMAN VOICE? <input type="checkbox"/> In WRITING? <input type="checkbox"/> On a CONTAINER? <input type="checkbox"/> On something else (truck, building, sign, T-shirt, etc.) <input type="checkbox"/> NOT PRESENTED AT ALL
Is the price given?	<input type="checkbox"/> YES – once <input type="checkbox"/> YES – more than once <input type="checkbox"/> NO
Is the value presented in any other terms?	<input type="checkbox"/> YES – as compared to earlier version of same thing <input type="checkbox"/> YES – as compared to another company's <input type="checkbox"/> YES – as an improvement in your life <input type="checkbox"/> YES – as compared to another person's life <input type="checkbox"/> YES — _____ <input type="checkbox"/> NO
What was the style of	<input type="checkbox"/> VOICEOVER? Style: _____

<p>presentation?</p>	<input type="checkbox"/> MUSIC? Style: _____ <input type="checkbox"/> WRITING? Style: _____ <p style="text-align: center;">□ LOTS □ SOME □ A BIT</p> <input type="checkbox"/> SOUND EFFECTS? _____ <input type="checkbox"/> "REAL" SCENES, PEOPLE, TALKING? <input type="checkbox"/> ACTED OUT? (cartoons, silly actors, etc.) <input type="checkbox"/> DANCING? Style: _____ <input type="checkbox"/> Other: _____
<p>If you ever <u>seen</u> or <u>used</u> the product or service:</p>	<input type="checkbox"/> IT MATCHED THE COMMERCIAL CLOSELY. <input type="checkbox"/> IT WAS BETTER THAN THE COMMERCIAL INDICATED, because: _____ <input type="checkbox"/> IT WAS NOT AS GOOD AS THE COMMERCIAL INDICATED, because: _____
<p>What is <u>so effective</u> about the commercial that made you remember and like it?</p>	<input type="checkbox"/> REMEMBERED IT because: _____ _____ _____ <input type="checkbox"/> LIKED IT because: _____ _____ _____
<p>What techniques did the makers use that <u>you</u> would like to apply to health center outreach?</p>	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____



Commercial #2: _____

Does the commercial advertise:	<input type="checkbox"/> A PRODUCT? <input type="checkbox"/> A SERVICE?
What is the specific thing the commercial is advertising?	
Is that word or name presented:	<input type="checkbox"/> By HUMAN VOICE? <input type="checkbox"/> In WRITING? <input type="checkbox"/> On a CONTAINER? <input type="checkbox"/> On something else (truck, building, sign, T-shirt, etc.) <input type="checkbox"/> NOT PRESENTED AT ALL
Is the price given?	<input type="checkbox"/> YES – once <input type="checkbox"/> YES – more than once <input type="checkbox"/> NO
Is the value presented in any other terms?	<input type="checkbox"/> YES – as compared to earlier version of same thing <input type="checkbox"/> YES – as compared to another company's <input type="checkbox"/> YES – as an improvement in your life <input type="checkbox"/> YES – as compared to another person's life <input type="checkbox"/> YES — _____ <input type="checkbox"/> NO
What was the style of presentation?	<input type="checkbox"/> VOICEOVER? Style: _____ <input type="checkbox"/> MUSIC? Style: _____ <input type="checkbox"/> WRITING? Style: _____

	<p style="text-align: center;"> <input type="checkbox"/> LOTS <input type="checkbox"/> SOME <input type="checkbox"/> A BIT </p> <p> <input type="checkbox"/> SOUND EFFECTS? _____ </p> <p> <input type="checkbox"/> "REAL" SCENES, PEOPLE, TALKING? </p> <p> <input type="checkbox"/> ACTED OUT? (cartoons, silly actors, etc.) </p> <p> <input type="checkbox"/> DANCING? Style: _____ </p> <p> <input type="checkbox"/> Other: _____ </p>
<p><i>If you have ever <u>seen</u> or <u>used</u> the product or service:</i></p>	<p> <input type="checkbox"/> IT MATCHED THE COMMERCIAL CLOSELY. </p> <p> <input type="checkbox"/> IT WAS BETTER THAN THE COMMERCIAL INDICATED, because: _____ </p> <p> <input type="checkbox"/> IT WAS NOT AS GOOD AS THE COMMERCIAL INDICATED, because: _____ </p>
<p><i>What is <u>so</u> effective about the commercial that made you remember and like it?</i></p>	<p> <input type="checkbox"/> REMEMBERED IT because: _____ </p> <p>_____</p> <p>_____</p> <p> <input type="checkbox"/> LIKED IT because: _____ </p> <p>_____</p> <p>_____</p>
<p><i>What techniques did the makers use that <u>you</u> would like to apply to health center outreach?</i></p>	<p> <input type="checkbox"/> _____ </p> <p> <input type="checkbox"/> _____ </p> <p> <input type="checkbox"/> _____ </p> <p> <input type="checkbox"/> _____ </p> <p> <input type="checkbox"/> _____ </p>

Lesson A: Elements of Health Outreach

Worksheet: Onward & Outward!

Instructions:

1. Meet with the same group as before but pick a different member to be scribe.
2. Take a few minutes to share what you know about the assigned topic.
3. Answer the questions on this page before deciding on marketing techniques to use.
4. Then fill in the worksheet on the next page to build your marketing strategy.
5. Prepare a 2-3 minute presentation on your topic **that will convince the audience to act on your idea!**

Who is in your <u>specific</u> target population?	<input type="checkbox"/> AGE? _____ <input type="checkbox"/> GENDER? _____ <input type="checkbox"/> SEXUAL ORIENTATION? _____ <input type="checkbox"/> ETHNIC GROUP? _____ <input type="checkbox"/> NEIGHBORHOOD? _____ <input type="checkbox"/> MEDICAL DIAGNOSIS? _____ <input type="checkbox"/> EDUCATION LEVEL? _____
Who is offering the service?	<input type="checkbox"/> Your health center organization <input type="checkbox"/> Your organization + partners (city, state or federal agency; school system; corporation, etc.) <input type="checkbox"/> A separate organization or partnership
Where will people go to access the service you are telling them about?	<input type="checkbox"/> Central health center <input type="checkbox"/> Satellite health center <input type="checkbox"/> Health center in or nearest their neighborhood <input type="checkbox"/> Health fair site (school, mall, hospital, etc.) <input type="checkbox"/> Government agency <input type="checkbox"/> Other: _____
What "price" will people pay to access the service?	<input type="checkbox"/> In time: _____ <input type="checkbox"/> In energy: _____ <input type="checkbox"/> In patience: _____ <input type="checkbox"/> In money: _____
Develop a <u>core message</u>	

of 10 words or less about the service.		
Select up to 6 pieces of supporting information.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
With your <u>target population</u> in mind, what is the best medium for carrying your message?	<input type="checkbox"/> LIVE PRESENTATION by: _____ <input type="checkbox"/> TABLETOP or FLOOR DISPLAY <input type="checkbox"/> WRITTEN MATERIAL to hand out or mail <input type="checkbox"/> WRITTEN MATERIAL to post <input type="checkbox"/> NEWSPAPER announcements <input type="checkbox"/> NEWSPAPER stories by: _____ <input type="checkbox"/> AM RADIO public service announcements (PSAs) <input type="checkbox"/> FM RADIO public service announcements (PSAs)	
What language(s) will you use?	<input type="checkbox"/> ENGLISH <input type="checkbox"/> ENGLISH + another language: _____ <input type="checkbox"/> Another language only: _____ <input type="checkbox"/> Multiple languages: _____	
If <u>live presentation, display, or written materials</u> — where will people have to go to see them?	<input type="checkbox"/> Your health center <input type="checkbox"/> Your center + other locations (hospitals, schools, local businesses, city health department, etc.) <input type="checkbox"/> Location(s) in their own neighborhood(s) <input type="checkbox"/> Other: _____	
If <u>live presentation or display</u> , what "props" will best match your message?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If <u>written materials</u> , how will the look match the message?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Lesson B: Strategic Effectiveness

Lesson:	<i>Effective Strategies for Health Outreach</i>
Objectives:	<p>After completing this lesson, members will be able to:</p> <ul style="list-style-type: none"> • Discuss the impact of trust, respect, and active listening on health center outreach. • Identify the strengths and weaknesses of various outreach strategies in light of the barriers faced.
You will need:	<ul style="list-style-type: none"> • Prepared flip page labeled <i>Lesson Objectives</i> • Prepared flip page labeled <i>From a HealthCorps Site</i> with the text: “I think one thing is just establishing trust between a HealthCorps member and the family, because a lot of families have a history of hooking up with an agency and either being dropped because they didn’t do what the agency wanted them to do, or they will tell their whole life story to one social worker who will leave in ten months and then they will have to tell it all over again to another one. So, I don’t think anything can happen until that trust is started.” • Prepared flip page labeled <i>Remember Your Responsibilities</i> with a list of key words such as ACCESSIBLE, KNOWLEDGEABLE, etc. • “HealthCorps Reader” for this module • Information Sheet: <i>Fundamental Outreach Strategies</i> • Worksheet: <i>Competitive Proposal for SCHIP Campaign</i> • List of actual community contacts whom you want members to gradually be able to identify and get to know (complete with organizational affiliations, job titles, etc.) to serve (a) as hypothetical resources for the Building Skills activity, and (b) real resources in later service efforts. • Sample materials from (a) the health center’s own marketing campaigns, and (b) other health care marketing campaigns
Estimated Time:	2 hours 45 minutes max

<p>Gaining an Understanding:</p>	<p><i>Note: If this lesson is being used soon after members have completed Lesson A, you will not need to review Community HealthCorps' definition of outreach.</i></p> <ol style="list-style-type: none"> 1. Introduce lesson objectives. 2. Display prepared flip page labeled <i>From a HealthCorps Site</i>. 3. Members discuss how respect is displayed, how trust is built, and their relation to active listening. 4. Ask how these relate to community health care. 5. Display prepared flip page labeled <i>Remember Your Responsibilities</i>.
<p>Building Skills:</p>	<ol style="list-style-type: none"> 1. Members read Part Two: Social Marketing in the "HealthCorps Reader." 2. Ask questions from the "Reader." 3. Divide the Team into groups of 2-5. 4. Read the introduction to the activity. 5. Groups read and discuss Information Sheet: <i>Fundamental Outreach Strategies</i>. 6. Discuss the usefulness of community contacts. 7. Hand out list of actual community contacts. 8. Discuss potential barriers to outreach. 9. Hand out a different barrier to each group, unknown to the others. 10. Groups read instructions for Worksheet: <i>Competitive Proposal for SCHIP Campaign</i>. 11. Groups complete worksheet and present. 12. Record techniques groups used to address barriers.
<p>Reflection might include:</p>	<p>Suggested discussion questions:</p> <ul style="list-style-type: none"> • Do you think that certain marketing/outreach techniques should <u>not</u> be used for the particular community served by the health center? • Are you interested more in the design of a social marketing campaign or its implementation?
<p>Follow-up activities might include:</p>	<ul style="list-style-type: none"> • Assign members to gather information, back at their service assignments, on what the health center and/or other local non-profits and agencies currently do for outreach and what strategy/techniques they are using. • Revisit the four "Ps" and apply them to other aspects of service (e.g., health education classes, planning a health fair, planning National HealthCorps Day events, or even recruiting HealthCorps members).

Lesson B



Effective Strategies for Health Outreach – 2 hrs 45 min. max



Direct members to Prescription 6: Health Outreach in the Participant Guide.

Lesson Objectives



Introduce the objectives of this lesson:

After completing this Lesson, members will be able to:

- Discuss the impact of trust, respect, and active listening on health center outreach.
- Identify the strengths and weaknesses of various outreach strategies in light of the barriers faced.

Gaining an Understanding

30 minutes max



Display the prepared flip page labeled *From a HealthCorps Site*.

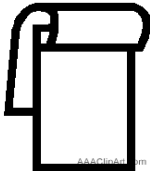
Lead a discussion of the fact that a trusting relationship is built on mutual respect.

Then **ask** members questions such as the following:

- In your personal life, whom do you feel respected by?
- How does s/he communicate that respect?
- How do you interact with people you respect?
- When no one else is watching, how do you interact with people you don't respect?
- What traits or behaviors in other people make it hard for you to respect them?
- Does this interfere with your ability to fulfill your service assignment at the health center?
- Do you share any of these traits or behaviors?

Point out that:

- A mutually respectful relationship with the client / patient and his or her family will foster a feeling of self-respect in both the HealthCorps member and the family members.
- In turn, this will make it easier for this entire Team to fulfill its service responsibilities to them and their neighbors.

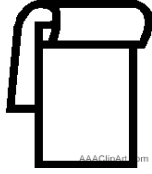


Label a new flip page *Earning Trust*.

Lead a discussion around some of the following questions.

Record responses on the flip page.

- “How does such trust develop — on its own?”
- “What can any of us do to help it along?”
- “How can we develop trust with people with whom we’ll have contact for only a limited period (e.g., while they are in my diabetes self-management class, or during your term of service)?”
- “Generally, how do we develop trust with people of very different backgrounds and ‘identities’?”
- “Specifically, how can I develop trust with members of this community if I am not from ‘the neighborhood’?”
- “What are the signs that another person doesn’t trust you?”
- “How do you know when others do trust you?”



Direct members to point out on the flip page list any references to listening and its role in respect / trust. **Star** these items.

If there are only 1 or 2 such items, **ask** members to add several based on what they learned in Module 2: Patient Relations. **Star** these items as well.

Point out that:

- This lesson on health outreach began with a very broad subject — trust;
- It narrowed to specific behaviors involved in communicating respect; and
- Now it has narrowed further to all of those little behaviors making up a single facet of communication — active listening.



Ask the Team what they think these subjects may have to do with community health and health outreach.

The central answer: Community health is about what members of each particular community have decided they need. If providers don't listen to members of the community, they will not understand what services are needed or the best way to deliver those services.

Answers may also include:

- ✓ *Listening is a direct sign of respect.*
- ✓ *If we don't show respect for the people we want to serve, they will not trust us.*
- ✓ *If they don't trust us, they won't listen when we do outreach, let us enroll them for insurance, want us to interpret for them; won't respond when we call to remind them of appointments...*

Emphasize that it is for all of these reasons that HealthCorps members must keep in mind certain standards of service when conducting health center outreach.



Display the prepared flip page labeled *Remember Your Responsibilities* with key words related to being:

- Accessible to community members,
- Welcoming to anyone interested,
- Knowledgeable about the service you are marketing,
- Understanding of its relation to their needs and interests,
- Responsive to those needs and interests, and
- Able to build and maintain mutually respectful relationships.

Building Skills

2 hours 15 min. max



Direct members to locate the “HealthCorps Reader” for this module and read Part Two: Social Marketing.

Allow 5-10 minutes while observing individuals to gauge their reading comfort and speed.

Ask members a few questions from the “Reader”:

- “What is the difference between commercial marketing and *social marketing*?”
- “What is the best thing the health center can do before deciding what and how to market?”
- “Tell me about the 3 important steps to take before beginning the design of your outreach campaign?”
- “Where have you learned about some of these ideas already?”
- “What does the ‘Reader’ tell us is the relation between the first 3 Ps and the success of an outreach promotion?”

Customize your next questions to your health center: (If necessary, **provide** clues for the members.)

- “What are some products and services that our health center offers to the community?”
- “Where are these offered? In what places?”
- “What is the cost to the community members? What price might they have to pay even for a ‘free’ product or service?”
- “Have you come across any promotional materials or activities related to these products/services?”
- “How does the _____ promotion by our health center address some of the considerations on page 7?”

Ask the Team, “Are you ready to try your hand again at designing an outreach campaign, now that you’ve got even more details to think about?!”



Divide the Team into groups of 2-5 members.

Point out that, unlike the outreach exercise in Lesson A, this time all of the groups will be working to promote the same “product.”

Introduce the activity by reading aloud the following:

“Your outside marketing group has been chosen to propose a new outreach campaign for the SCHIP program, called _____, through the community health center. The health center has received a special grant for this project, and they expect you to develop an exciting campaign strategy that will convince parents of the importance of enrolling their children. You very much want to put together some dynamite ideas, because you are competing with several other top-notch marketing companies!”

NOTE: If the Team is so new that they do not know much about your state’s SCHIP program and how the health center relates to it, provide that information now.



Direct the groups to:

- Locate Information Sheet: *Fundamental Outreach Strategies* in the Participant Guide,
- Read it, and
- Discuss each strategy briefly in relation to the “product.”

Allow 10 minutes.

Direct them to locate Worksheet: *Competitive Proposal for an SCHIP Campaign* and read the instructions.

Allow 2 minutes.

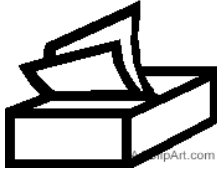
Ask whether members have any questions about the instructions.



Remind the Team that they must involve the community served during their design process. **Point out** that they may also benefit from building relations with potential partners outside of the community served.

Ask, “How might you identify the best people to talk with in the community served? How might they help you? How about other organizations and businesses?”

Encourage members to generate a lot of ideas (even somewhat impractical or elaborate ones).



Then **hand out** your list of actual community contacts (board members, other leaders, businesses that have helped in the past, partners such as hospitals, etc.).

Explain that each group is free to “build in” one or more of these contacts into their proposed outreach campaign.



Ask the Team what barriers might exist which can make any health care outreach harder or more expensive or less effective. *Note: Do not discuss at this point the solutions for such barriers.*

Answers should include:

- ✓ *Stigma of being on “public assistance”*
- ✓ *Lack of awareness of particular diseases*
- ✓ *Lack of awareness of the need for prevention (immunizations, education)*
- ✓ *Lack of awareness that certain problems can be healed or helped (arthritis, respiratory problems, obesity, etc.)*
- ✓ *Fear of what they’ll find out if they go to a doctor*
- ✓ *Fear as an undocumented immigrant of being caught*
- ✓ *Cultural beliefs that cast doubt on either the content or the method of outreach (women should not be out knocking door to door; taboo on discussion of sexual issues of any kind; etc.)*
- ✓ *Language (limited English proficiency; native languages which are not spoken by anyone at the health center)*

Explain that you will now hand out to each group an actual or hypothetical barrier which the group must address in the design of their proposed outreach campaign — and each group will get a different barrier.



Direct members to locate Worksheet: *Competitive Proposal for an SCHIP Campaign* and read the instructions.

Allow 2 minutes.

Ask whether members have any questions about the instructions.

Suggest that the groups spread out, perhaps into other rooms.



Allow 30 minutes.

Circulate around the room(s) to see how the groups are doing and to be of assistance.

Alert the groups when 5 minutes remain.

Call “Time!”

Going around the room, **invite** each group to make their 3-5 minute presentation.

After each presentation, **encourage** the audience to ask questions. **Ask** each group one question yourself to increase their learning.

Lead a round of applause after each group is done.



After all of the groups are done, **label** a new flip page *Addressing Barriers*.

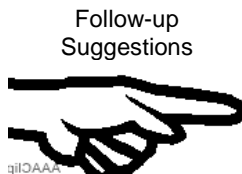
Direct members to dictate to you every technique other groups used to address barriers to health care outreach. **Record** key words.

Emphasize that anyone doing outreach — whether designing it or implementing it — must be prepared even for unexpected barriers to arise.



Suggested discussion questions:

- Do you agree with all aspects of social marketing?
- Are there any techniques of outreach/social marketing that you see as culturally inappropriate in this community?
- How can the knowledge you’ve gained about health center outreach be applied to other aspects of your service?
- Assign some homework: Individual members or groups start taking notes about radio and TV ads and/or collecting brochure samples from banks, drugstores, and private doctors’ offices for future discussion of strategy and techniques of marketing.
- Guest speaker from health center or other medical facility who is involved in promoting primary or preventive care.





Proceed to:

- The beginning of Prescription 7: Health Education.

Lesson B: *Strategic Effectiveness*

Information Sheet: *Fundamental Outreach Strategies*

Door-to-Door Campaigns: Identifying a particular community where you knock on everyone's doors to tell them face to face about a service, provide written material on it, ask if they are interested in knowing more, and so on. Generally if no one answers after the second knock, we leave the written materials in the screen door or other place where the resident is likely to see them when s/he returns. Door-to-door outreach is always done in pairs.

Sometimes, this kind of campaign:

- ✓ Targets specific addresses, because the health center knows the people they want to reach with the particular information.
- ✓ Gives the outreach workers a specific goal to meet for each person who answers the door, such as collecting particular information about the household; making an appointment with one of the parents to come in for an SCHIP enrollment meeting; or getting an adult's name and phone number so they can be contacted about the next opportunity for free childhood immunizations.

In-reach: Applying the same principles as outreach, except the target population is within the health center setting. The people you want to talk with might be those in the waiting room without an appointment, who are most likely to be new to the center or at least have a poor grasp of how the center works. Or they are current patients who've recently been given a particular diagnosis, and the clinician wants to them to receive relevant follow-up information.

In this type of campaign, a second or third step is to make a home visit to the people with whom you've begun to build a relationship.

Street Outreach: This can mean either:

- ✓ Reaching out to people who are homeless wherever they may be living "on the streets" and supplying information geared to their extensive needs, or
- ✓ Simply intercepting people as they are walking along a major street in their community to let them know about health center services.

Street outreach is always done in teams.

Outreach to the homeless is basically an attempt to establish rapport that gradually leads to acceptance by the individual and openness to receiving or even seeking help.

Health / Community Fairs: This strategy gives us the opportunity to "display" the program we want people to know about and talk about it to potential clients face to face. If well publicized, fairs attract people from the surrounding community who are curious, generally interested, or know they need a particular type of help. Often drawn by free services such as blood pressure screenings and free food or other give-aways, people are very likely to check out all of the booths and activities while there.

Because the community members have come of their own volition and know that the fair is about or includes health care topics, they may be more open to hearing the description of your program, reading some material, adding their names to a mailing list, and so on.

Flyer / Poster Campaign: This is getting the information out where it can be seen by your target population by posting attractive flyers (8.5" x 11") or posters (2-4 times larger) in one or more languages appropriate to their community. This might be outdoors on telephone poles (although you should become familiar with your city or county rules on placards) and/or inside at laundromats, mom-and-pop stores, schools, the nearest supermarket, etc.

For a non-health care example, our AmeriCorps sites post recruitment flyers at high schools, community colleges, and universities, when targeting the younger population.

Building relationships with other service providers: Although sometimes overlooked, talking and networking with area agencies such as the federal HHS, state / county / city health department, WIC coordinators, home health care agencies, private practice physicians and dentists, the local nursing association chapter, and others can be an excellent base from which to reach a specific population for your program.

Participation on community agency boards and coalitions: Each community has boards of directors and organizational coalitions (e.g., churches, Rotary Club, PTA, veterans groups, non-governmental social service groups) who act as gatekeepers for their particular populations. These groups are well informed about the needs of their community members and have a wealth of information to provide.

Public Service Announcements (PSAs): These non-profit announcements are usually heard on radio but are sometimes run on local television as well. Also, they are usually brief written scripts for the radio or TV announcer to read. However, if the health center is partnering with a much larger organization (e.g., AMA Foundation, Covering the Uninsured Week) which is providing an audio- or videotape, the PSA will sound / look much like a regular commercial, followed by the announcer providing your health center's name and contact information.

Lesson B: Strategic Effectiveness

Worksheet: Competitive Proposal for Marketing SCHIP

Instructions:

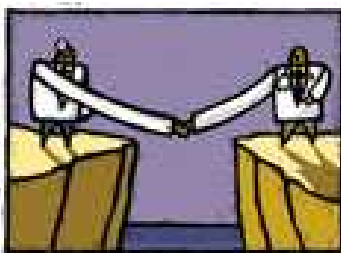
1. Read the Information Sheet: Fundamental Outreach Strategies.
2. Discuss briefly the advantages and disadvantages of each specifically for marketing this “product.”
3. Receive from the facilitator 2 types of information: (a) a list of actual community contacts whom you may “build in” to your proposal, and (b) a real or hypothetical barrier which your group must address in your proposal.
4. You will now have 30 minutes to design your strategy and prepare to present it in 5 minutes or less. Use this worksheet to build an outline of your campaign.
5. For the presentation, you may either (a) describe the campaign, being sure to include your assigned barrier and any community partners you would involve, or (b) fit all of that information into a skit showing the implementation of the outreach campaign.

Gathering Your Initial Information	
Assigned product	SCHIP enrollment
Your state’s name for its SCHIP program	
Assigned barrier	
Community contacts you will call on for information / advice	1. 2. 3. 4.
Questions you would ask these people	1. 2. 3. 4. 5.
Designing Your Proposed Campaign	

Target audience(s)	
Selected strategy	
Community contacts you will partner with	1. 2.
The role HealthCorps will play	
The role your partners will play	
Necessary written material(s)	1. 2. 3. 4.
Necessary graphic materials	1. 2.
Necessary tasks & time commitments to develop the campaign	1. 2. 3. 4.
Necessary tasks & time commitments to implement the campaign	1. 2. 3. 4.

Prescription 6: Health Outreach

Health Outreach is a set of skills that enables you to inform the community about preventive and primary health care services available to them in a way that is attractive and appropriate.



Lesson A: *Elements of Health Outreach*

After completing this Lesson, members will be able to:

- Discuss the philosophy and components of outreach as defined by Community HealthCorps.
- Identify 4 elements of “meeting people where they are” and engaging them appropriately.
- List 4 techniques for conducting outreach safely.
- Name 3 similarities between non-profit outreach and commercial marketing.

Lesson B: *Strategic Effectiveness*

After completing this Lesson, members will be able to:

- Discuss the impact of trust, respect, and active listening on health center outreach.
- Identify the strengths and weaknesses of various outreach strategies in light of the barriers faced.

HealthCorps Reader

Part One: Conducting Outreach

Outreach is the process of connecting with individuals and groups within the community served in such a way that they are empowered to ask questions, state their needs, identify barriers to meeting those needs, and describe how they would like to have their needs met. In other words, *outreach is a client-driven process.*

Some people in the world of community health describe outreach as “meeting people where they are.” And that communicates several important aspects of successful health outreach:

- **Outreach workers go physically into the community** – they don’t wait for people to come to them.
- They present information and ask questions **in the language of the community**. This may mean translation into a foreign language, providing sign language interpretation, or simplifying words to avoid medical jargon.
- They **respect the beliefs and traditions of the community culture**. Some groups will respond well to having a pair of outreach workers knock on their doors and talk with each family or resident individually; this approach is seen as neighborly and an expression of respect. Meanwhile, other groups might be much more comfortable attending a meeting together at their community center where health outreach workers do a presentation and lead a discussion.
- When possible, they **recruit and train community members to do some or all of the outreach**, because people usually respond well to leaders within their community who have similar experiences and concerns. People need to believe in the benefits of any change being suggested to them; a leader who has made such personal lifestyle changes can serve as an inspiration.

Effective Outreach Strategy

Like any other effort in community health, effective outreach requires both *skills* and *techniques*. Cultural competency, patient relations, and professional communication are among the skill sets outreach workers develop as they prepare for doing health outreach and as they get more and more practice at it. These skills ensure that any outreach worker will:

- Have at least a basic understanding of the community culture.
- Be emotionally and physically accessible to clients and prospective clients, i.e., focus on the community member, listen actively and receive him/her in a place that ensures privacy.
- Be responsive to clients' current needs and interests as expressed in their questions, comments, and body language.
- Believe in the message they are presenting and in the ability of the community to respond.
- Welcome and encourage clients who show interest by building and maintaining mutually respectful relationships.
- Make every effort to ensure that the staff of any partner organizations with which they do outreach also understand the community and support what the community has to offer, and make available to such partners an in-service training about the target community if it seems advisable.

This module of the curriculum offers a strong opportunity to learn *techniques* of effective outreach based on skills practiced in earlier modules. Together these techniques form a *strategy* for exchanging important information within the community served.

Conducting Outreach Safely

When conducting outreach, members may be walking or driving through neighborhoods with which they are unfamiliar. As in the rest of life, safety is a reasonable concern. Here are several guidelines that will increase member safety:

1. “**Do not go alone**” – neighborhood outreach is done in pairs.

2. Before leaving the health center, members tell their site supervisor the route they are taking for the day.
3. Members also ensure that center staff knows how to reach an emergency contact for them in case something disturbing does happen. The site coordinator can be that contact.
4. Members should set their personal boundaries early in each meeting with a client or prospective client. In other words, they decide beforehand what behaviors are unacceptable *to them* and are ready to decline an inappropriate request or leave an unsafe environment. *For example:* Members do not smoke with the client, do not “bum” a cigarette from anyone in the neighborhood or lend anyone money.
5. Members remove themselves from uncomfortable situations. *For example:* They walk out of an apartment building or home if they see illegal activities occurring or if someone begins harassing them.

Part Two: Social Marketing

Marketing brings to mind advertisements and commercials, jazzy graphics, loud music, funny acting, maybe high-pressure selling. It means to most of us that some person or group or corporation is trying to convince us to do something *they want us to do*: Buy their product, pay for their service, vote for their candidate, share their political beliefs, and so on.

However, there is a strategy called *social marketing* which uses some of the same techniques as the business and political kind without pushing information or ideology down anyone's throat. Social marketing is used for getting across various messages – about why we should protect the environment, what to do in a local disaster, how to avoid accidents in the home, when to file our income tax, etc.

Health information is of no practical use unless it is available to those who need it, and social marketing helps put the health center's message out to the public — but the message must be crafted in such a way that community members will be open to it. People want to be informed and have the opportunity to respond; they do *not* want to feel harassed or talked down to.

Surveying the community before starting a marketing promotion helps ensure that the health center addresses true needs of the target audience. Surveying again after full implementation is an evaluation of the usefulness of the message and effectiveness of the methods; results may indicate a need to revise either the overall campaign or parts of it.

Starting the Marketing

There are four critical steps to follow when starting a social marketing campaign. After that, developing the health center's specific message involves its own set of steps. At that point, it is wise to include community representatives if they have not yet been invited to join the process. They are able to help confirm whether the center's message speaks to them appropriately.

First, decide the subject of the information the health center will be communicating. Perhaps the health center currently works (a) to prevent the spread of HIV/AIDS, (b) to launch newly diagnosed diabetes patients onto a path of self-management, and (c) to decrease asthma triggers in homes and schools. The center's

senior management may have assigned one of these to the marketing team or allowed the team to select one.

Second, identify the desired audience. If the marketing team seeks to prevent the spread of HIV/AIDS, they might target all adolescent boys, adolescent girls, adult men, or adult women – or a more limited audience, such as females in their twenties or gay teenagers. If this is the team’s first outreach effort, it is wise not to try to address the message to *all* people. In the future, the marketing team may develop a different message for *each* of those six target audiences.

Third, select one or two media of communication from the many, many possibilities. Yes, advertising is most familiar to us from TV, radio, movies, billboards, magazines and newspapers, and sometimes those media *are* used for social marketing. However, they are expensive and require professional-level skills. So this curriculum focuses on the media that are easily within the grasp of HealthCorps members: knocking on doors, posting flyers, creating displays, making presentations, participating in health fairs, writing a brochure or pamphlet, hosting a press conference or submitting public service announcements to local radio stations and newspapers. In other words, direct contact with community members blended with public announcements and printed materials that they can read on their own.

Fourth, develop the message for that audience. Social marketing is a complex interaction between the information presented and the “consumer” of that information. Thus the message should be designed so it is appropriate *both to the subject and to the audience*. A message will be very different, for example, if the health center is talking about sexual matters with adolescents or talking about dust and other allergens around the house with the parents of very young children. Whatever the subject, a testimonial from within the target audience can illustrate the benefits of a specific lifestyle change, whether it’s walking 40 minutes a day and losing 40 pounds or practicing safe sex with the use of condoms.

The Four Ps of Marketing

Before discussing the steps of developing the social message, there is more to learn about marketing in general by reading up on the “four Ps”:

- **Product** – This is what the health center is offering its clients or prospective clients. It might be a booklet on “Tips for Managing Your Diabetes,” or a one-on-one session with a nutritionist, or a community meeting about the link between obesity and diabetes, or a health fair with many activities including glaucoma screening.
- **Price** – This is the amount of money, time, energy, or personal exposure outside the community that the client perceives he or she will have to “spend” to enroll in the center’s program or even to go to the center and ask for the product. It might be bus transportation, payment for a babysitter, overcoming a language barrier, and/or having to share one’s personal story with strangers (i.e., health center staff).
- **Place** – How does the product reach the client or vice-versa? The health center may be the only “channel of distribution” or there may be partners such as hospitals, pharmacies, nutritionists, specialists, schools, community centers, retail businesses, or employers. Are the location(s) and hours of availability convenient to members of the target audience? Do the places seem welcoming to all people? Are they places where members of the target audience are likely to go for other purposes as well?
- **Promotion** – Unless the first three Ps have been thoroughly considered, promotion of the product (publication, service, event, or whatever) *will not work!*

Promotion includes the specific message(s), the media used to communicate the message(s), the text and graphics selected, and so forth.

Developing the Promotion

Involving members of the target community in the development process will be invaluable to the success of the outreach campaign. They can help identify the *right* product, price, place, and promotion, in a wide variety of ways including:

- Has another outreach effort on this same topic been done recently in their community?

- Do they know of people working within other organizations – prospective partners – who are already sensitive to the needs and strengths of the target audience, speak the language of the immigrant community, or otherwise “connect” well with them?
- Are members of the target audience more likely to be open to the message from a source closer to them – their parents, extended family, or family doctor? If so, then the health center’s message could be directed to the “messengers” rather than directly to the diabetes patient or gay teenager.
- Does the community have particular attitudes about this subject area that will cause them to reject the message? *For example:* Social disapproval if kids resist the peer pressure to smoke or when adults stop shopping at their “cultural” bakery in order to limit their carbohydrates and sugars. If so, then the message(s) will have to acknowledge and address these attitudes in order to counteract them.
- Are there commercial entities target-marketing and selling within the community products that could counteract the success of the health center message? *For example:* With a doughnut shop or other fast-food retailer on every corner, audience members may pay no attention to a message on avoiding obesity, diabetes, or bad cholesterol.
- Are there other environmental factors affecting the target audience? Has there been a big news event that could distract people for a while? Or maybe a big change in local politics that could affect how the message sounds to the people in the neighborhoods? Perhaps a fear of nighttime crime, so people won’t want to leave their houses for a meeting after dark. The marketing team should monitor such happenings and adjust the promotion accordingly.

A health outreach campaign might have a hundred factors to be considered. By starting small, building skills, and trying different approaches, a marketing team learns how to be effective in their own communities and in others with important messages about health care and disease prevention.

Lesson A: Elements of Health Outreach

Worksheet: And Now for a Commercial Break

Instructions:

5. Meet with a few other members and ask one to be scribe for this activity.
6. Together, list any television commercials that you all know and think are special.
7. From the list, select 2 commercials to work with. If possible, select one that is marketing a product and another that is marketing a service.
8. For each commercial, complete the table of information.

Commercial #1: _____

Does the commercial advertise:	<input type="checkbox"/> A PRODUCT? <input type="checkbox"/> A SERVICE?
What is the specific thing the commercial is advertising?	
Is that word or name presented:	<input type="checkbox"/> By HUMAN VOICE? <input type="checkbox"/> In WRITING? <input type="checkbox"/> On a CONTAINER? <input type="checkbox"/> On something else (truck, building, sign, T-shirt, etc.) <input type="checkbox"/> NOT PRESENTED AT ALL
Is the price given?	<input type="checkbox"/> YES – once <input type="checkbox"/> YES – more than once <input type="checkbox"/> NO
Is the value presented in any other terms?	<input type="checkbox"/> YES – as compared to earlier version of same thing <input type="checkbox"/> YES – as compared to another company's <input type="checkbox"/> YES – as an improvement in your life <input type="checkbox"/> YES – as compared to another person's life <input type="checkbox"/> YES — _____

	<input type="checkbox"/> NO
<p>What was the style of presentation?</p>	<input type="checkbox"/> VOICEOVER? Style: _____ <input type="checkbox"/> MUSIC? Style: _____ <input type="checkbox"/> WRITING? Style: _____ <input type="checkbox"/> LOTS <input type="checkbox"/> SOME <input type="checkbox"/> A BIT <input type="checkbox"/> SOUND EFFECTS? _____ <input type="checkbox"/> "REAL" SCENES, PEOPLE, TALKING? <input type="checkbox"/> ACTED OUT? (cartoons, silly actors, etc.) <input type="checkbox"/> DANCING? Style: _____ <input type="checkbox"/> Other: _____
<p>If you have ever <u>seen</u> or <u>used</u> the product or service:</p>	<input type="checkbox"/> IT MATCHED THE COMMERCIAL CLOSELY. <input type="checkbox"/> IT WAS BETTER THAN THE COMMERCIAL INDICATED, because: _____ <input type="checkbox"/> IT WAS NOT AS GOOD AS THE COMMERCIAL INDICATED, because: _____
<p>What is <u>so effective</u> about the commercial that made you remember and like it?</p>	<input type="checkbox"/> REMEMBERED IT because: _____ _____ _____ <input type="checkbox"/> LIKED IT because: _____ _____ _____
<p>What techniques did the makers use that <u>you</u> would like to apply to health center outreach?</p>	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Commercial #2: _____

Does the commercial advertise:	<input type="checkbox"/> A PRODUCT? <input type="checkbox"/> A SERVICE?
What is the specific thing the commercial is advertising?	
Is that word or name presented:	<input type="checkbox"/> By HUMAN VOICE? <input type="checkbox"/> In WRITING? <input type="checkbox"/> On a CONTAINER? <input type="checkbox"/> On something else (truck, building, sign, T-shirt, etc.) <input type="checkbox"/> NOT PRESENTED AT ALL
Is the price given?	<input type="checkbox"/> YES – once <input type="checkbox"/> YES – more than once <input type="checkbox"/> NO
Is the value presented in any other terms?	<input type="checkbox"/> YES – as compared to earlier version of same thing <input type="checkbox"/> YES – as compared to another company's <input type="checkbox"/> YES – as an improvement in your life <input type="checkbox"/> YES – as compared to another person's life <input type="checkbox"/> YES — _____ <input type="checkbox"/> NO
What was the style of presentation?	<input type="checkbox"/> VOICEOVER? Style: _____ <input type="checkbox"/> MUSIC? Style: _____ <input type="checkbox"/> WRITING? Style: _____ <div style="text-align: center;"> <input type="checkbox"/> LOTS <input type="checkbox"/> SOME <input type="checkbox"/> A BIT </div> <input type="checkbox"/> SOUND EFFECTS? _____

	<input type="checkbox"/> "REAL" SCENES, PEOPLE, TALKING? <input type="checkbox"/> ACTED OUT? (cartoons, silly actors, etc.) <input type="checkbox"/> DANCING? Style: _____ <input type="checkbox"/> Other: _____
<p>If you have ever <u>seen</u> or <u>used</u> the product or service:</p>	<input type="checkbox"/> IT MATCHED THE COMMERCIAL CLOSELY. <input type="checkbox"/> IT WAS BETTER THAN THE COMMERCIAL INDICATED, because: _____ <input type="checkbox"/> IT WAS NOT AS GOOD AS THE COMMERCIAL INDICATED, because: _____
<p>What is <u>so</u> effective about the commercial that made you remember and like it?</p>	<input type="checkbox"/> REMEMBERED IT because: _____ _____ _____ <input type="checkbox"/> LIKED IT because: _____ _____ _____
<p>What techniques did the makers use that <u>you</u> would like to apply to health center outreach?</p>	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

Lesson A: Elements of Health Outreach

Worksheet: Onward & Outward!

Instructions:

6. Meet with the same group as before but pick a different member to be scribe.
7. Take a few minutes to share what you know about the assigned topic.
8. Answer the questions on this page before deciding on marketing techniques to use.
9. Then fill in the worksheet on the next page to build your marketing strategy.
10. Prepare a 2-3 minute presentation on your topic **that will convince the audience to act on your idea!**

<p>Who is in your <u>specific</u> target population?</p>	<input type="checkbox"/> AGE? _____ <input type="checkbox"/> GENDER? _____ <input type="checkbox"/> SEXUAL ORIENTATION? _____ <input type="checkbox"/> ETHNIC GROUP? _____ <input type="checkbox"/> NEIGHBORHOOD? _____ <input type="checkbox"/> MEDICAL DIAGNOSIS? _____ <input type="checkbox"/> EDUCATION LEVEL? _____
<p>Who is offering the service?</p>	<input type="checkbox"/> Your health center organization <input type="checkbox"/> Your organization + partners (city, state or federal agency; school system; corporation, etc.) <input type="checkbox"/> A separate organization or partnership
<p>Where will people go to access the service you are telling them about?</p>	<input type="checkbox"/> Central health center <input type="checkbox"/> Satellite health center <input type="checkbox"/> Health center in or nearest their neighborhood <input type="checkbox"/> Health fair site (school, mall, hospital, etc.) <input type="checkbox"/> Government agency <input type="checkbox"/> Other: _____
<p>What "price" will people pay to access the service?</p>	<input type="checkbox"/> In time: _____ <input type="checkbox"/> In energy: _____ <input type="checkbox"/> In patience: _____ <input type="checkbox"/> In money: _____

Develop a <u>core message</u> of 10 words or less about the service.		
Select up to 6 pieces of supporting information.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
With your <u>target population</u> in mind, what is the best medium for carrying your message?	<input type="checkbox"/> LIVE PRESENTATION by: _____ <input type="checkbox"/> TABLETOP or FLOOR DISPLAY <input type="checkbox"/> WRITTEN MATERIAL to hand out or mail <input type="checkbox"/> WRITTEN MATERIAL to post <input type="checkbox"/> NEWSPAPER announcements <input type="checkbox"/> NEWSPAPER stories by: _____ <input type="checkbox"/> AM RADIO public service announcements (PSAs) <input type="checkbox"/> FM RADIO public service announcements (PSAs)	
What language(s) will you use?	<input type="checkbox"/> ENGLISH <input type="checkbox"/> ENGLISH + another language: _____ <input type="checkbox"/> Another language only: _____ <input type="checkbox"/> Multiple languages: _____	
If <u>live presentation, display, or written materials</u> — where will people have to go to see them?	<input type="checkbox"/> Your health center <input type="checkbox"/> Your center + other locations (hospitals, schools, local businesses, city health department, etc.) <input type="checkbox"/> Location(s) in their own neighborhood(s) <input type="checkbox"/> Other: _____	
If <u>live presentation or display</u> , what “props” will best match your message?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
If <u>written materials</u> , how will the look match the message?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Lesson B: *Strategic Effectiveness*

Information Sheet: *Fundamental Outreach Strategies*

Door-to-Door Campaigns: Identifying a particular community where you knock on everyone's doors to tell them face to face about a service, provide written material on it, ask if they are interested in knowing more, and so on. Generally if no one answers after the second knock, we leave the written materials in the screen door or other place where the resident is likely to see them when s/he returns. Door-to-door outreach is always done in pairs.

Sometimes, this kind of campaign:

- ✓ Targets specific addresses, because the health center knows the people they want to reach with the particular information.
- ✓ Gives the outreach workers a specific goal to meet for each person who answers the door, such as collecting particular information about the household; making an appointment with one of the parents to come in for an SCHIP enrollment meeting; or getting an adult's name and phone number so they can be contacted about the next opportunity for free childhood immunizations.

In-reach: Applying the same principles as outreach, except the target population is within the health center setting. The people you want to talk with might be those in the waiting room without an appointment, who are most likely to be new to the center or at least have a poor grasp of how the center works. Or they are current patients who've recently been given a particular diagnosis, and the clinician wants to them to receive relevant follow-up information.

In this type of campaign, a second or third step is to make a home visit to the people with whom you've begun to build a relationship.

Street Outreach: This can mean either:

- ✓ Reaching out to people who are homeless wherever they may be living "on the streets" and supplying information geared to their extensive needs, or
- ✓ Simply intercepting people as they are walking along a major street in their community to let them know about health center services.

Street outreach is always done in teams.

Outreach to the homeless is basically an attempt to establish rapport that gradually leads to acceptance by the individual and openness to receiving or even seeking help.

Health / Community Fairs: This strategy gives us the opportunity to "display" the program we want people to know about and talk about it to potential clients face to face. If well publicized, fairs attract people from the surrounding community who are curious, generally interested, or know they need a particular type of help. Often drawn by free services such as blood pressure screenings and free food or other give-aways, people are very likely to check out all of the booths and activities while there.

Because the community members have come of their own volition and know that the fair is about or includes health care topics, they may be more open to hearing the description of your program, reading some material, adding their names to a mailing list, and so on.

Flyer / Poster Campaign: This is getting the information out where it can be seen by your target population by posting attractive flyers (8.5" x 11") or posters (2-4 times larger) in one or more languages appropriate to their community. This might be outdoors on telephone poles (although you should become familiar with your city or county rules on placards) and/or inside at laundromats, mom-and-pop stores, schools, the nearest supermarket, etc.

For a non-health care example, our AmeriCorps sites post recruitment flyers at high schools, community colleges, and universities, when targeting the younger population.

Building relationships with other service providers: Although sometimes overlooked, talking and networking with area agencies such as the federal HHS, state / county / city health department, WIC coordinators, home health care agencies, private practice physicians and dentists, the local nursing association chapter, and others can be an excellent base from which to reach a specific population for your program.

Participation on community agency boards and coalitions: Each community has boards of directors and organizational coalitions (e.g., churches, Rotary Club, PTA, veterans groups, non-governmental social service groups) who act as gatekeepers for their particular populations. These groups are well informed about the needs of their community members and have a wealth of information to provide.

Public Service Announcements (PSAs): These non-profit announcements are usually heard on radio but are sometimes run on local television as well. Also, they are usually brief written scripts for the radio or TV announcer to read. However, if the health center is partnering with a much larger organization (e.g., AMA Foundation, Covering the Uninsured Week) which is providing an audio- or videotape, the PSA will sound / look much like a regular commercial, followed by the announcer providing your health center's name and contact information.

Lesson B: Strategic Effectiveness

Worksheet: Competitive Proposal for Marketing SCHIP

Instructions:

6. Read the Information Sheet: Fundamental Outreach Strategies.
7. Discuss briefly the advantages and disadvantages of each specifically for marketing this “product.”
8. Receive from the facilitator 2 types of information: (a) a list of actual community contacts whom you may “build in” to your proposal, and (b) a real or hypothetical barrier which your group must address in your proposal.
9. You will now have 30 minutes to design your strategy and prepare to present it in 5 minutes or less. Use this worksheet to build an outline of your campaign.
10. For the presentation, you may either (a) describe the campaign, being sure to include your assigned barrier and any community partners you would involve, or (b) fit all of that information into a skit showing the implementation of the outreach campaign.

Gathering Your Initial Information	
Assigned product	SCHIP enrollment
Your state’s name for its SCHIP program	
Assigned barrier	
Community contacts you will call on for information / advice	1. 2. 3. 4.
Questions you would ask these people	1. 2. 3. 4. 5.
Designing Your Proposed Campaign	

Target audience(s)	
Selected strategy	
Community contacts you will partner with	1. 2.
The role HealthCorps will play	
The role your partners will play	
Necessary written material(s)	1. 2. 3. 4.
Necessary graphic materials	1. 2.
Necessary tasks & time commitments to develop the campaign	1. 2. 3. 4.
Necessary tasks & time commitments to implement the campaign	1. 2. 3. 4.