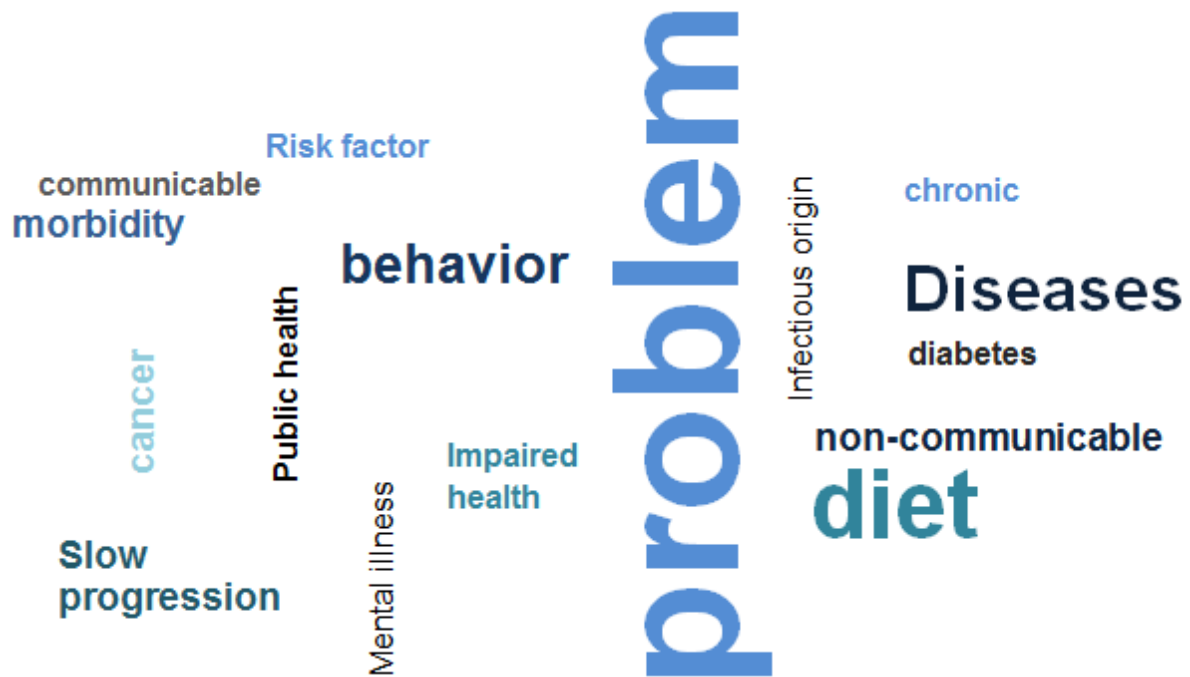


FACILITATOR GUIDE



Selecting Effective Interventions

Created: 2013



Selecting Effective Interventions. Atlanta, GA: Centers for Disease Control and Prevention (CDC), 2013.

Table of Contents

Selecting Effective Interventions.....	3
LEARNING OBJECTIVES	3
ESTIMATED COMPLETION TIME	3
TRAINING TECHNIQUES	3
PREREQUISITES	3
MATERIALS AND EQUIPMENT	3
REFERENCES AND RESOURCES.....	3
PREPARATION CHECKLIST.....	4
FONT GLOSSARY	4
ICON GLOSSARY	4
MODULE CONTENT.....	6
SKILL ASSESSMENT	36

Selecting Effective Interventions

LEARNING OBJECTIVES

At the end of the training, you will be able to:

- Draw a causal diagram to describe a noncommunicable disease (NCD) or risk factor
- Use the Community Guide to identify one evidence-based behavioral intervention and one policy, systems and environmental (PSE) intervention to address an NCD or risk factor
- For one selected intervention: describe how at least one behavioral theory or model has been applied; describe how to adapt the intervention to local culture; or describe at least two non-evidence based factors that may impact the intervention

ESTIMATED COMPLETION TIME

- 5 ½ hours (includes a 1 hour skill assessment and a 30 minute debrief)

TRAINING TECHNIQUES

- Content and examples will be presented using lectures and group discussion. Participants will complete the practice exercise in pairs and the skill assessment in a small group.

PREREQUISITES

- Introduction to NCD Epidemiology
- NCD Burden of Disease

MATERIALS AND EQUIPMENT

For the Facilitator:

- PowerPoint file for presentation
- Marker for slides
- Flip chart and markers

For the Participant:

- Participant Guide
- Skill Assessment Assignment
- Access to the Internet/Community Guide

REFERENCES AND RESOURCES

- The Community Guide. <http://www.thecommunityguide.org/index.html>
- Frieden, T (2010) A Framework for Public Health Action: The Health Impact Pyramid. American Journal of Public Health, 100 (4), 590 – 595.

- US Department of Health and Human Services. (2002) Physical Activity Evaluation Handbook. Atlanta, GA: US Department of Health and Human Services, Centers for Disease Control and Prevention.
- Hoehner, C, Soares, J, et al. (2008) Physical Activity Interventions in Latin America: A Systematic Review. *Am J Prev Med.*;34(3):224-233.
- Glanz, K, Rimer, B (1997) Theory at a Glance. Bethesda, MA: U.S. Department of Health and Human Services, National Institutes of Health, National Cancer Institute.
- McLeroy KR, Bibeau D, Steckler A, Glanz K. An ecological perspective on health promotion programs. *Health Education Quarterly* 15:351–377, 1988.

PREPARATION CHECKLIST

The following are action items to be completed by the facilitator prior to training:

- Review slides
- Prepare the Skill Assessment Guides for participants

FONT GLOSSARY

The following fonts are used in this guide:

Font Type	Font Meaning
Plain	Script
Bold	Instructions
<i>Italics</i>	<i>Answers</i>

ICON GLOSSARY

The following icons are used in this guide:





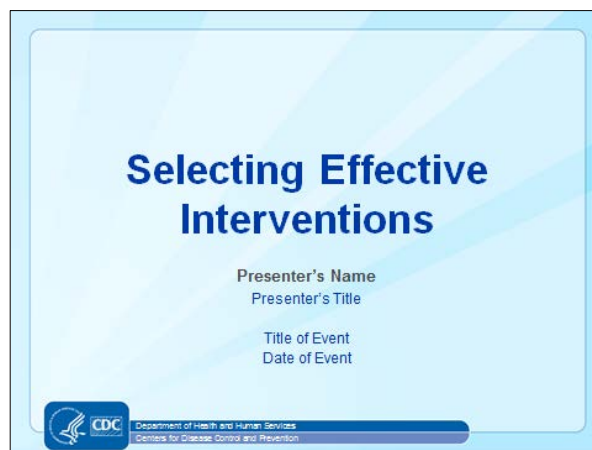
Image Type	Image Meaning
 <p>Activity Icon</p>	Small group exercise.

Image Type	Image Meaning
 Question Icon	Question for facilitator to ask participants.
 Tip Icon	Supplemental information discussion.
 Stop Icon	Do not start the assignment until your facilitator tells you to begin.

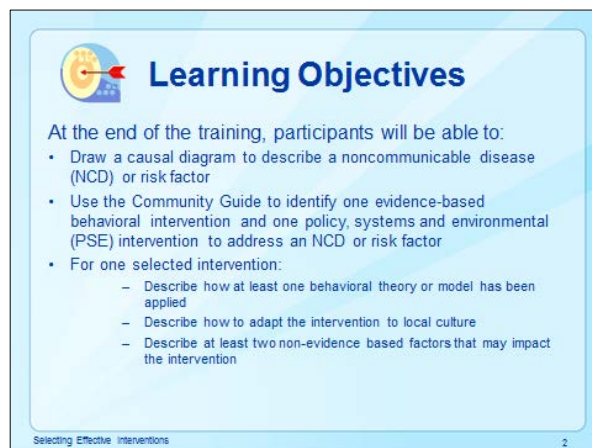
Duration/ Slide Number	What To Do/What To Say
---------------------------	------------------------

5 minutes



- **Introduce yourself to participants if you are a new facilitator.**
- **Tell participants that this lesson will take approximately 5 ½ hours to complete.**

1 minute
Slide 2

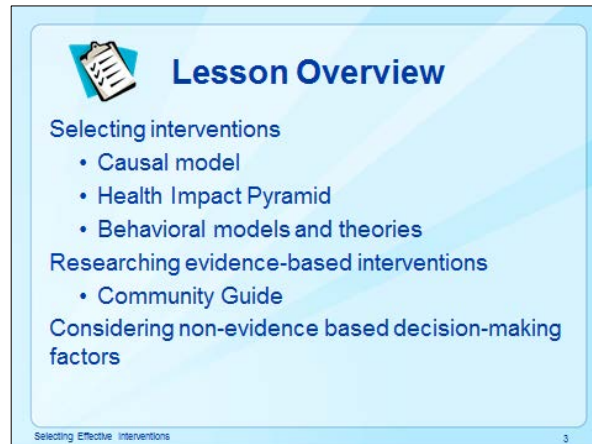


- **Direct participants to slide 1 in their participant guides.**
- **Read the learning objectives from the slide.**

**Duration/
Slide Number**

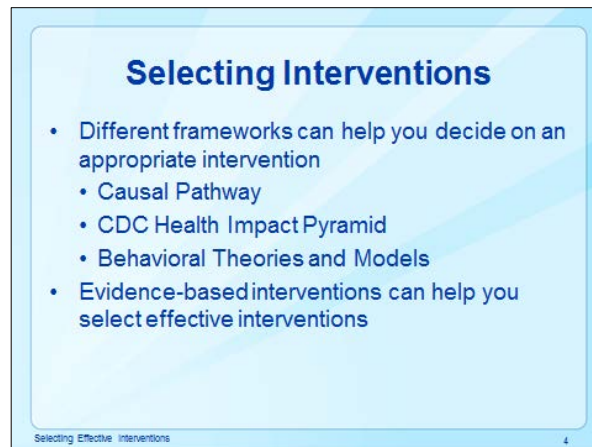
What To Do/What To Say

**2 minutes
Slide 3**



- **Briefly explain what will be covered in the lesson.**
- **Tell participants that there also be 1 activity during the module and one skill assessment at the end of the module.**

**2 minutes
Slide 4**




- **Explain that there are different frameworks that can help you determine potential interventions to use to address a public health problem**
- **Read the slide.**
- **Say:**
 - These frameworks are not mutually exclusive and they can be used in combinations.
 - For example, causal pathways and behavioral theories and models might help you assess what outcomes you would like to change and how particular interventions might (or might not) help you change those outcomes.

Duration/ Slide Number	What To Do/What To Say
---------------------------	------------------------

- The health impact pyramid allows you to consider the potential reach of interventions.
- Evidence based interventions help you assess your level of certainty that particular interventions will help change certain outcomes.
- **Explain** that the last part of the lesson will focus on how to research evidenced-based interventions to help determine whether or not a type of intervention has been shown to be effective.

2 minutes
Slide 5

Causal Methods

- Health professionals desire to understand the causes of disease
- With in-depth study of a disease and its risk factors, we can often identify the causal factors
- Many factors can be associated with a disease but are not causal
- Remember: Association  Causation

Selecting Effective Interventions 5

- **Say:** As public health professionals, we seek to help prevent and control diseases and find which prevention strategies work best. To accomplish this, we first have to identify what causes the disease. However, this can be complicated because during in-depth study, you may find that there are many things that are associated (or linked) with diseases (such as genetics or environmental exposures), but do not cause them!
- Many researchers and health professionals use the causal method when examining a disease. They want to figure out what is the direct CAUSE of the symptoms and the illness. It is a logical and systematic way to determine what causes a disease without confusing cause with association.

**Duration/
Slide Number**
What To Do/What To Say

**2 minutes
Slide 6**

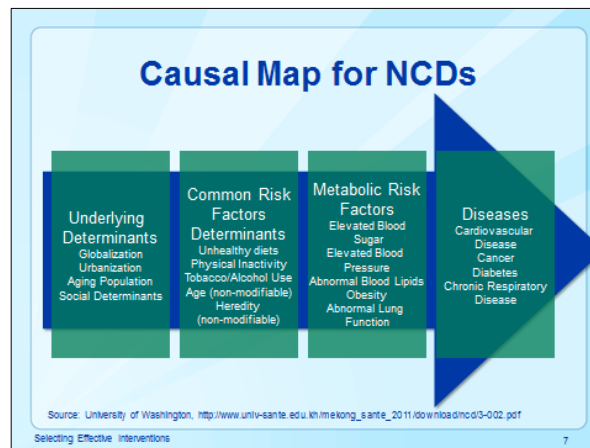
What is the Causal Pathway?

- Shows a visual representation of a hypothesis
- Shows the logical link behind a cause and an outcome
- Can be used to model diseases and treatments
- Can help program planners understand why a problem or risk factor is important

Selecting Effective Interventions 6

- **Say:** Causal Pathways can help identify the logical cause of a problem. They can be used to help create hypotheses about diseases and can help program planners understand why a problem or risk factor is important.
- **Point out that another term for “causal pathway” is “causal map” or “problem analysis” .**

**5 minutes
Slide 7**



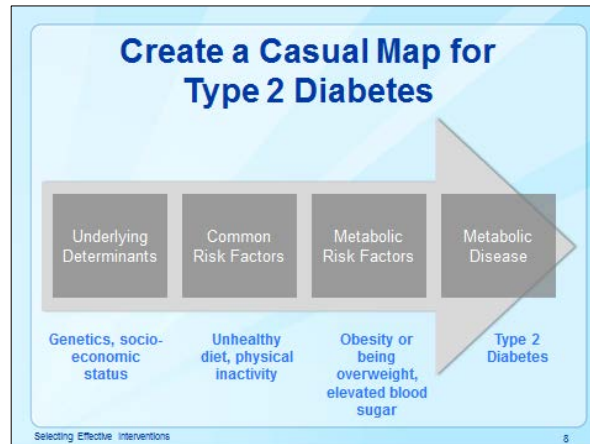
- **Say:** Here is an example of using a causal map/pathway for non-communicable, chronic diseases: We move from underlying determinants, common risk factors, metabolic risk factors to specific diseases. Usually, these maps are not used for general types of diseases (as shown here), but for very specific situations.
- These causal maps generally do not try to illustrate all causes, but rather selected causes that might be amenable to intervention.

Duration/ Slide Number	What To Do/What To Say
	<ul style="list-style-type: none"> • Read the slide and include these points: <ul style="list-style-type: none"> ○ Underlying determinants ○ are different from common risk factors which are <i>individual</i> characteristics. ○ Common risk factors can include the social and economic environment that people live in, their physical Underlying determinants are contextual factors of people’s environments which cannot be changed. ○ Sometimes they are referred to as “environmental determinants”. ○ surroundings, and the lifestyle patterns of their community. ○ Common Risk Factors and Metabolic risk factors represent the individual determinants of a person’s health. Some are modifiable, while others are not. • Say: Often, risk for a disease begins with a non-modifiable variables (like age, sex, ethnicity) and then progresses to a modifiable risk factor (weight, diet, tobacco use). It is the combination and order of specific variables which can ultimately lead to a causation, instead of an association. Notice that many of the same diseases have the same risk factors and underlying determinants. This can often make it hard to create a specific pathway for NCDs. • Say: When we are creating our causal maps for chronic diseases, we are showing that health determinants and risk factors can CAUSE a disease. • Causal maps also help us realize that a comprehensive strategy is needed that integrates the major risk factors and cuts across specific diseases.

Duration/
Slide Number

What To Do/What To Say

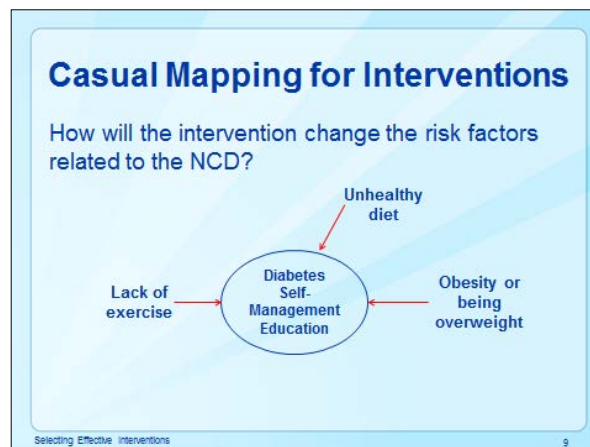
10 minutes
Slide 8



Question

- **Walk through an example of creating a casual map for type 2 diabetes. Click on slide** so that “type 2 diabetes” appears. Then **ask** participants to give you examples of underlying determinants, common risk factors, and metabolic risk factors.
- **Say:** If we created a causal map for CVD, we would notice similar risk factors. When we focus intervention efforts, such as improving diet and exercise, the incidence of diabetes and other NCDs, such as CVD will be reduced. For example, studies show that improving diet and exercise can lower a person’s serum cholesterol. A 10% reduction in serum cholesterol in men aged 40 resulted in a 50% reduction in heart disease. At age 70, there was an average of 20% reduction. (ref: http://www.who.int/chp/chronic_disease_report/part3_ch1/en/index2.html)

5 minutes
Slide 9



Duration/
Slide Number

What To Do/What To Say

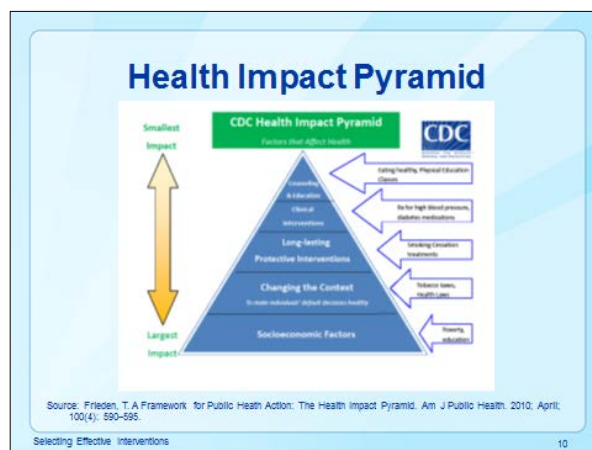


Question

- **Lead a brief discussion on how to use causal mapping for interventions. Explain that when they select an intervention, they can list out (or map) the causes that will be reduced or affected by implementing the intervention. This approach is helpful when you have more than one possible intervention.**
- **Tell participants that you will now discuss the Health Impact Pyramid.**



10 minutes

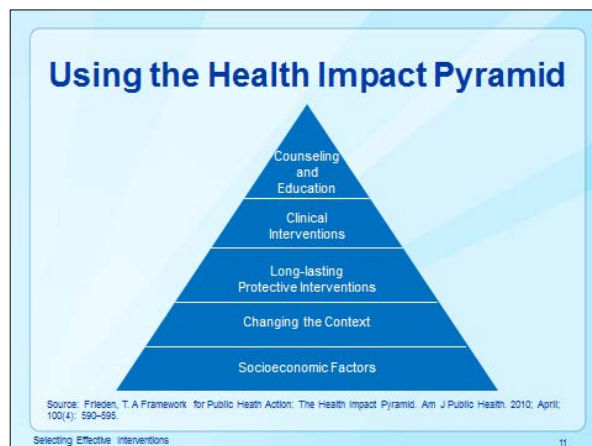
Slide 10



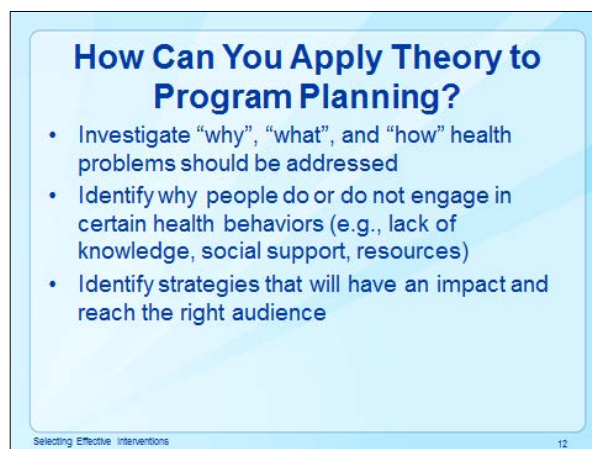
- **Say:** The causal map can help program planners understand why a problem or risk factor is important. Now let us turn our attention to an approach for selecting interventions that can address a health problem and its risk factors.
- **Say:** This is the CDC's health impact pyramid. The 5-tier or level pyramid shows the health impact of different types of public health interventions. There are different versions of this pyramid. Some have more levels; others are specific to a type of disease or group or diseases.
- **Make sure participants understand what is meant by "impact". Use words such as "influence" or "number of people reached"**
- **Explain** that the arrow on the left represents the impact of each level on health. The bottom level has the biggest influence over health, and the top level has the smallest influence over health.
- **Say:** The bottom of the pyramid has levels which have the greatest impact on health. Does anyone see a connection to the examples on the right hand side, and the examples we



Duration/ Slide Number	What To Do/What To Say
<p>Question</p>	<p>gave on our causal model?</p> <ul style="list-style-type: none"> • Answer: <i>The underlying health determinants are much like the bottom tier “Socioeconomic Factors.” These include poverty and education levels, whether you have access to safe and clean housing, and the amount of income inequality in your community</i> • Read the next levels of the pyramid from bottom to top, along with the examples on the right-hand side. • Ask participants to provide additional examples for each level, e.g.: <ul style="list-style-type: none"> ○ Socioeconomic: Reduce violence, environmental toxins exposure ○ Context: Public transportation programs, Nutritional requirements ○ Protective Interventions: Immunizations, Male circumcisions ○ Clinical Interventions: Treatment with antibiotics for viruses, Screenings for cancers ○ Counseling and Education: Behavioral counseling or therapy, public fitness programs, school based health classes • Ask: Which of the levels are easiest to change? Why are some levels harder to work on than others?
<p> Question</p>	<ul style="list-style-type: none"> • Answer: <i>It is usually harder to change the bottom tiers instead of the top tiers. This is because the bottom tiers affect the most number of people. Sometimes, people do not understand that health outcomes are linked to factors like poverty or education, and do not think that they are important things to change. The top of the pyramid has examples which are usually smaller time commitments or cost the least to use. This makes them more favorable, but they also have the smallest impact on health.</i>
<p> Question</p>	

**Duration/
Slide Number****What To Do/What To Say****5 minutes****Slide 11****Question**

- **Ask:** What is a high priority NCD or risk factor in your country? At which level are interventions targeted for that NCD or risk factor?
- **Lead a brief discussion of how they can use the health impact pyramid for determining the levels to target interventions for the NCD being discussed.** For example, if tobacco use is a high priority, discuss the different levels of interventions and the impact they may have (e.g., policy/ taxes may have a large impact; smoking cessation campaigns make have a small impact).

3 minutes**Slide 12**

Duration/
Slide Number

What To Do/What To Say



Question

10 minutes

Slide 13

- **Say:** As we just discussed, the health impact pyramid shows that interventions which change the context for individual behavior can have a greater population impact than one-time clinical interventions. Many NCDs can be prevented, have their onset delayed, or symptoms reduced by modifying behaviors. For example, the CDC estimates that by eliminating these risk factors – poor diet, physical inactivity, and smoking – 80% of heart disease and stroke, 80% of type 2 diabetes, and 40% of cancers would be eliminated. (Ref: Remington P, Brownson R, Wegner M. Chronic Disease Epidemiology and Control, 3rd ed).
- **Explain that you will spend the next hour discussing the application of theory to selecting interventions.**
- **Ask participants the question on the slide.**
- **Solicit responses. Then show the potential answers on the slide.**
- **Say:** Using behavioral models and theory for program planning can help you study health problems and develop appropriate interventions for the most suitable target audiences.

Applying Behavioral Models and Theories to Interventions




- Behavioral models and theories give planners tools to design health behavior and health promotion interventions at 3 levels:
 - Individual
 - Interpersonal
 - Community
- To use these models and theories effectively, health practitioners must understand the target population (e.g., gender, age, geographic location)

Selecting Effective Interventions 13



Question

- **Read the slide.**
- **Ask:** What is meant by individual level intervention strategies? What is an example of an individual level intervention strategy?
- **Potential answer:** *Individual level intervention strategies often intervene with individuals to change the individual's health knowledge, attitudes, and behavior. Example: Program designed to help participants incorporate physical activity into their daily routines.*

Duration/ Slide Number	What To Do/What To Say
 <p data-bbox="321 468 363 499">Tip</p>  <p data-bbox="277 611 407 642">Question</p>	<ul style="list-style-type: none"> • Point out that “individual level” is sometimes referred to “intrapersonal level”. • Ask: What is meant by interpersonal-level intervention strategies? What is an example of an interpersonal-level intervention strategy? • Potential answer: <i>Interpersonal-level intervention strategies focus on relationships people have with family members, friends, peers, coworkers, neighbors, and others who share behavioral norms and patterns. Example: Building, strengthening, and maintaining social networks to improve physical activity, such as a walking group. (Ref: CDC Physical Activity Evaluation Handbook).</i>
 <p data-bbox="277 1005 407 1037">Question</p>	<ul style="list-style-type: none"> • Ask: What is meant by community-level intervention strategies? What is an example of a community-level intervention in your country/region? • Potential answer: <i>Community-level intervention strategies are those that are based on the needs and priorities of a specific population within a geographic or political boundary. Example: community-wide campaign where messages regarding physical activity are promoted through television, radio and newspapers (Ref: CDC Physical Activity Evaluation Handbook.)</i> • Point out that community level interventions can address: <ul style="list-style-type: none"> ○ Organizational or institutional factors: rules, regulations, policies, and informal structures that may discourage or promote behaviors. Example: a work place or other institution that implements a healthy eating initiative or chronic disease management program. ○ Community factors: Social networks and norms, or standards that exist either formally or informally among individuals, groups, and organizations. Example: a formal walking group at a work site ○ Public policy: local or national policies / laws that regulate or support health behaviors. Example: no-smoking laws • Tell participants that you will discuss some theories at each of the 3 levels. • Point out that adequately addressing a health problem may require examining more than one theory. • Additional References:

Duration/
Slide Number

What To Do/What To Say

<http://www.cancer.gov/cancertopics/cancerlibrary/theory.pdf>

2 minutes

Slide 14

Multi-Level Approach

- Effective interventions often address multiple levels: individual, interpersonal, and community
- An individual's health is shaped by many interactions (e.g., family, peers, coworkers, schools, environment)

Selecting Effective Interventions 14

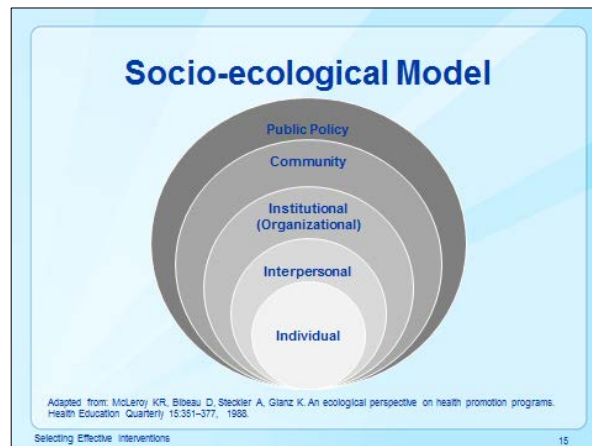


Question

- **Read the slide.**
- Explain that health promotion efforts should involve a multi-level approach that includes strategies to modify an individual's behavior, organizational behavior and the physical and social environment.
- **Ask how this approach relates to the health impact pyramid.**
- **Answer:** *It will have a greater impact -- reach more people.*

5 minutes

Slide 15



- **Explain that we will briefly go over the socio-ecological model** – a multi-level approach to health promotion, but this model is quite comprehensive and further reading is recommended to fully understand its implications and applications for identifying interventions.

Duration/ Slide Number	What To Do/What To Say
---------------------------	------------------------

- **Explain that this model is also referred to as “social ecological”.**
- **Explain that in 1988, Kenneth McLeroy and colleagues identified five levels of influence for health-related behaviors and conditions.**
- **Read the five levels. Explain the following:**
 - Individual = knowledge, skills and attitudes
 - Interpersonal = friends, family, peers
 - Institutional or organizational = organizations and social institutions
 - Community = cultural values and norms
 - Public policy = local, state, federal / national policies and laws
- **Explain that some models label the levels that influence health a bit differently, for example, the CDC uses a 4 level social-ecological model to better understand violence and the effect of potential prevention strategies: individual, relationship, community, and societal. Explain that in this training, we will focus on 3 levels: individual, interpersonal and community (community is made up of the 3 top levels: policy, community and institutional).**
- **Say:** The socio-ecological model has some main principles which we will briefly discuss on the next slide.

3 minutes

Slide 16

**Key Concepts:
Socio-ecological Model**

- Emphasizes the interaction between, and interdependence of, factors across all levels of a health problem (e.g., physical and sociocultural environments)
- Behavior both affects, and is affected by, multiple levels of influence
- An individual's behavior shapes and is shaped by the social and built/natural environment (*Reciprocal Causation*)

Selecting Effective Interventions 16

Duration/ Slide Number	What To Do/What To Say
---------------------------	------------------------



Question

- **Discuss some key concepts of this model as listed on the slide.**
- **Include these points:**
 - Approaches to health promotion should consider the cumulative impact of physical, social, and cultural environmental conditions on the individual's physical, emotional, and social well-being.
 - An individual's health is influenced by the environment *and* personal attributes, such as genetics, psychological dispositions, and behavioral patterns.

- **Ask participants for an example of the last bullet.**

- **Possible answer:** *Reciprocal causation: individuals influence and are influenced by those around them. For example, a woman with high blood pressure may have a difficult time following her doctor's low sodium diet when her company cafeteria does not offer low-sodium options. The woman might influence the cafeteria to change the menu.*



Question

- **Ask: What is an example of using a socio-ecological approach to selecting an intervention for tobacco control?**

- **Possible answer:** *implementing a smoking cessation program at a worksite or local community center where the city has smoke-free laws.*

- **Say: Let us take a closer look at behavioral theories at the individual, interpersonal, and community levels.**

1 minute

Slide 17

Behavioral Theories

- Individual Level: Stages of Change (Transtheoretical) Model
- Interpersonal Level: Social Cognitive Theory
- Community Level: Community Organization Model

Selecting Effective Interventions 17

Duration/ Slide Number	What To Do/What To Say
---------------------------	------------------------

5 minutes

Slide 18

- Explain that there are several behavioral theories at each of the main levels (individual, interpersonal and community), but that this presentation will only discuss one theory for each level.



Question

- Read the slide.
- Ask participants to help you define the 5 levels and provide a type of change strategy. Possible answers include:
 - *Precontemplation – person has no intention of making a behavior change. Strategies: increase awareness of need for change; personalize information about risks and benefits*
 - *Contemplation – person is contemplating (or thinking about) making a behavioral change, but has not made a firm commitment to take action. Strategies: motivate the individual; encourage person to make specific plans of action*
 - *Preparation – person intends to take action within the next 30 days and has taken some preliminary behavioral steps. Strategies: help the person develop and implement specific, measurable action plans; help the person establish gradual goals.*
 - *Action – person has changed his or her behavior for less than 6 months. Strategies: Provide the person feedback, social support and reinforcement; assist with problem solving.*
 - *Maintenance – person has changed behavior for more than 6 months. Strategies: Assist with coping, reminders, avoiding relapses.*



- Ask: What are some examples of interventions that use the Stages of Change model?

Duration/
Slide Number

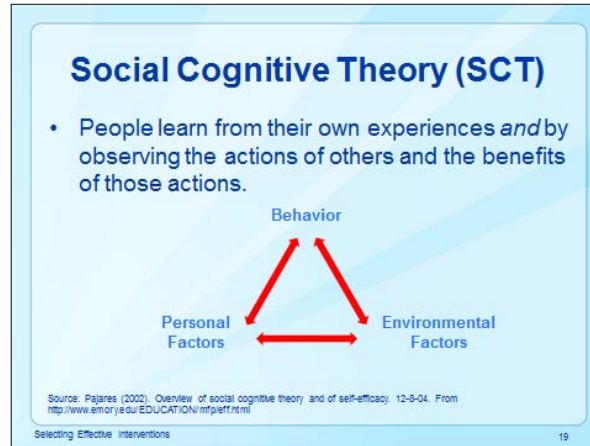
What To Do/What To Say

Question

- **Possible answers:** *smoking cessation program; dietary change program*

2 minutes

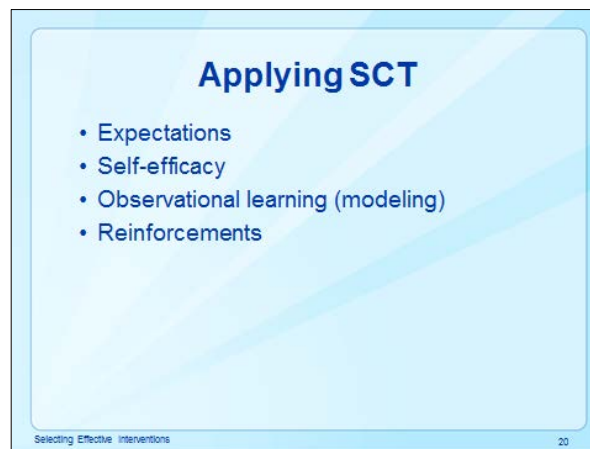
Slide 19



- **Read the slide.**
- **Tell participants that you will now discuss some key concepts of social cognitive theory. Explain that this theory is one of the most frequently used behavior theories.**

10 minutes

Slide 20



- **Explain that you will discuss some of the key concepts of applying social cognitive theory.**
- **Review the key concepts as follows.**
- **Say:** Expectations are the anticipated outcomes an individual anticipates from taking action.
- **Ask:** Can anyone provide a potential strategy or intervention that uses this concept?



Question

Duration/ Slide Number	What To Do/What To Say
---------------------------	------------------------

5 minutes

Slide 21

- **Potential answer:** offer classes that teach participants how healthy eating will benefit them



Community Organization Model

- Public health workers help community identify health and social problems and develop plans to address these problems
- Active community participation is essential
- Three types:
 1. Social planning
 2. Social action
 3. Locality (community) development

Selecting Effective Interventions 21



Question

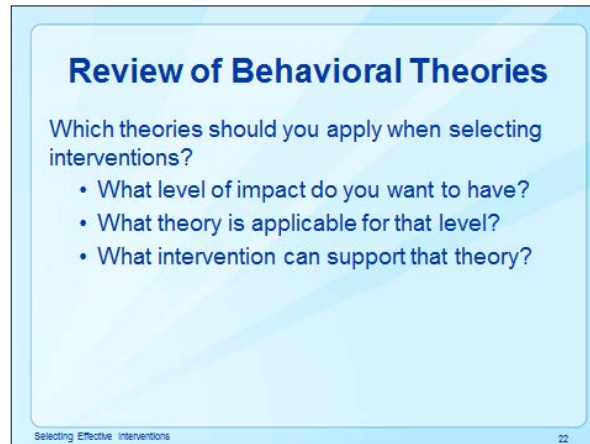
- **Read the slide.**
- **Ask participants to help define the three types of community organizing.**
- **Answers may include:**
 - Social planning stresses problem solving and usually relies heavily on expert practitioners
 - Social action: goal is to increase the community's capacity to solve problems and to achieve changes; goals typically include policy and other significant changes that the community believes is important.
 - Locality development: goal of developing group identity and cohesion; focuses on building consensus and capacity.
- **Say:** Media advocacy is a common tactic in community organizing – that is, using the mass media strategically to advance public policies.
- **Ask participants for an example (real or fictitious) of using community organization.**

**Duration/
Slide Number**

What To Do/What To Say

15 minutes

Slide 22

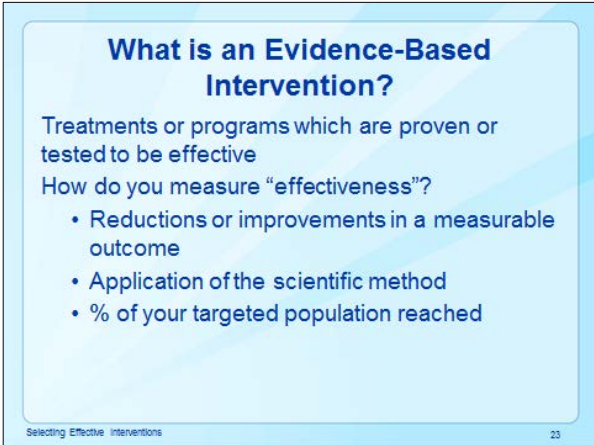



- **Lead a review of the behavioral theories discussed and how to apply them to interventions.**
- **Discuss how you would first determine the level of impact you want to have.** Remind participants that the community level will have a larger impact than the individual level.
- **Explain how they would choose a theory that is applicable to that level.** For example, if tobacco use is a serious problem in your country, and you want to have a large impact, you may want to target the community level. You may apply the Community Organization Model and coordinate a social action campaign with the goal of making policy changes. Or, if you want to focus on the interpersonal level, you may focus on Social Cognitive Theory and how individuals learn by observing actions of others. A program at worksites and other organizations to provide incentives and competitions to increase smoking cessation is an example of this.
- **Brief Activity:**
 - Tell participants that they are all going to identify an intervention to facilitate cancer screening services at different levels: individual, interpersonal, community, and multi-level (socio-ecological).
 - Make (ahead of time) paper balls of varying sizes – one for each group.
 - Throw the largest ball to one group and tell them they are to apply the socio-ecological theory and identify an intervention to facilitate cancer screening services.
 - Continue to throw the different size balls to each group (with the smallest ball representing the individual level).



Activity

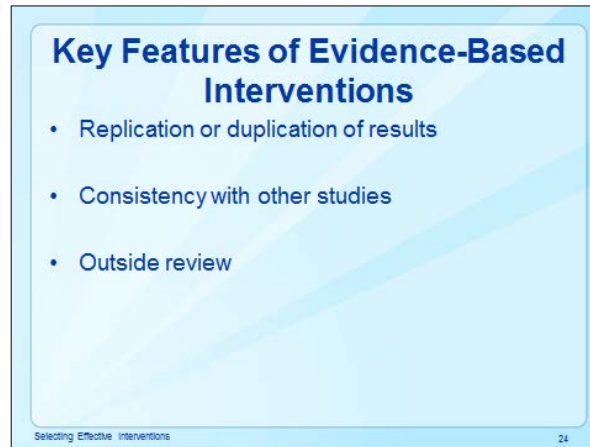


Duration/ Slide Number	What To Do/What To Say
<p>Question</p>	<ul style="list-style-type: none"> • Tell participants to discuss the key concepts of a theory to apply at that level. • Ask participants to identify an intervention that supports that theory. • After approximately 5 minutes, debrief the activity by asking each group to stand up in front of the class to present their intervention.
<p>5 minute Slide 23</p>	
<p> Question</p>	<ul style="list-style-type: none"> • Tell participants that in the previous activity, they identified interventions without knowing if similar interventions have been implemented and what type of evidence exists that supports using that intervention. • Explain that you will now discuss researching evidence-based interventions – identifying interventions that have been proven to improve outcomes of interest. • Ask: Who can define an “evidence-based intervention”? • Click on the slide once to reveal the definition. • Ask: How do you measure effectiveness? • Click on the slide once to reveal answers. Ask if anyone has experience using evidence based interventions, and how they knew that they would work. • Say: Let us now discuss the different features of evidence-based interventions.

**Duration/
Slide Number**

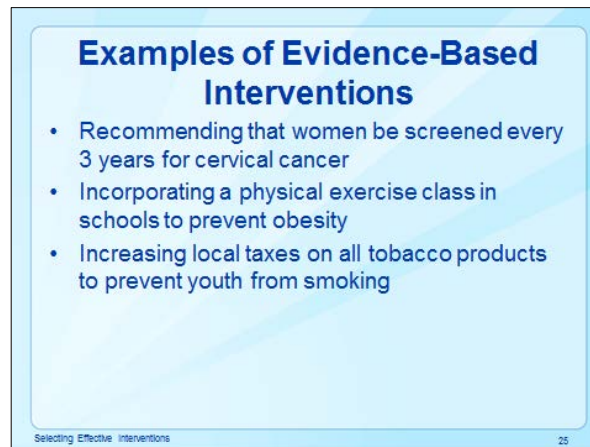
What To Do/What To Say

**2 minutes
Slide 24**



- **Say:** Like any other scientific study, evidence-based interventions must be backed by academic rigor. Results should be valid and reviewed by other experts to gain acceptance and support in the community.
- **The slide shows the key features of what a strong scientific study contains.**
- **Read the bullets.**

**2 minutes
Slide 25**

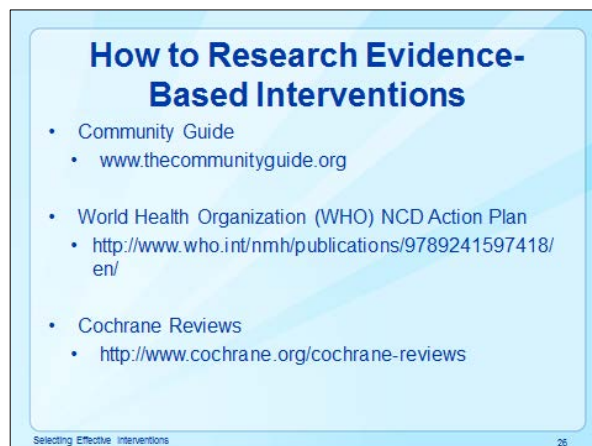


- **Read the examples of evidence-based interventions.**

**Duration/
Slide Number**

What To Do/What To Say

**10 minutes
Slide 26**



Question

- **Explain that there are several ways to research evidence-based interventions.**
- **Ask participants to provide examples with a brief explanation of each source.**
- **Explain that this module will focus on using the Community Guide; however, you will briefly discuss the other examples.**
- **Say:** The World Health Organization’s Non-communicable Chronic Disease Work plan was established in 2008. It is a plan to prevent and control chronic diseases, focusing on middle to low income countries. It is a plan based on current scientific knowledge, available evidence, and reviews the experience of many different health professionals.
- **Note: The following will be in the Participant Guide if learners want more information about the WHO NCD Action Plan:**
- The six main goals for the WHO NCD Plan are:
 1. Raise the priority accorded to NCDs in development work at global and national levels, and integrate prevention of such diseases into policies across all government departments;
 2. Establish and strengthen national policies and plans for the prevention and control of NCDs;
 3. Promote interventions to reduce the main common risk factors for noncommunicable diseases: tobacco use, unhealthy diets, physical inactivity and harmful use of alcohol;
 4. Promote research for the prevention and control of noncommunicable diseases;

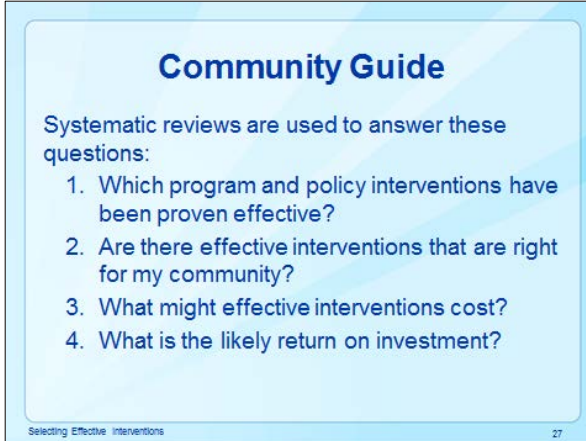
Duration/ Slide Number	What To Do/What To Say
---------------------------	------------------------

5. Promote partnerships for the prevention and control of noncommunicable diseases; and
6. Monitor noncommunicable diseases and their determinants and evaluate progress at the national, regional and global levels.

- **Say:** The Cochrane Reviews are a collection of peer-reviewed journal articles, which have been evaluated and summarized by healthcare topic. Each review addresses a question about a treatment or state of disease in the world. Summaries are available online for the healthcare community to access and use in practice. The Cochrane Reviews help establish standards for treatment of diseases, as well as for healthcare practice.
- **Tell participants that you will now discuss the Community Guide in more detail.**

3 minutes

Slide 27



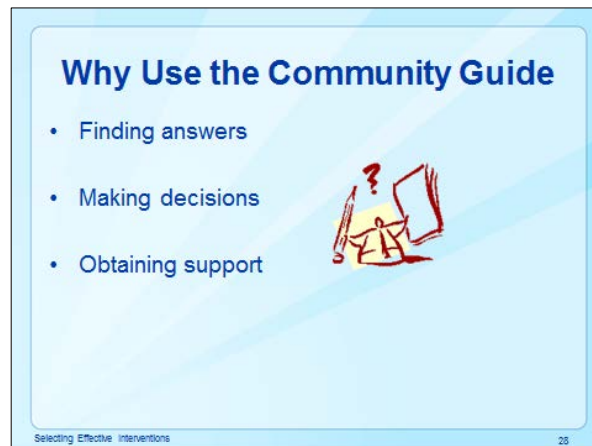
Community Guide

Systematic reviews are used to answer these questions:

1. Which program and policy interventions have been proven effective?
2. Are there effective interventions that are right for my community?
3. What might effective interventions cost?
4. What is the likely return on investment?

Selecting Effective Interventions 27

- **Explain that the Community Guide conducts systematic reviews of interventions in many topic areas to learn what works to promote public health.**
- **Explain that the Community Guide Task Force uses the results of these reviews to issue evidence-based recommendations and findings to the public health community.**
- **Read the slide.**

**Duration/
Slide Number****What To Do/What To Say****5 minutes****Slide 28**

- **Ask:** Why would someone use the Community Guide? How can these systematic reviews be helpful? (Solicit responses and reveal the bullets one at a time.)
- **Explain** that compared to individual studies that provide information about specific programs and policies, the Community Guide offers a larger body of work than can help you find answers about whether or not a type of intervention has been shown to be effective. The Community Guide Task Force uses this information to develop recommendations and findings.
- **Explain that the Community Guide can assist decision-makers in selecting effective interventions that make the best use of scarce resources by answering the following questions:**
 - What interventions work to promote good health behaviors?
 - Are certain interventions cost-effective?
 - What gaps exist in the research?
- **Explain that the Community Guide can also be used to help:**
 - Justify particular programs, services, and policies
 - Foster community support for the interventions
 - Make a strong case for funding proposals or budget requests
- **Explain** that the Community Guide provides interventions developed and validated in the US, Europe and other 'developed'/Euro centric countries. Explain that the methods used in the guide are the same questions and standards the

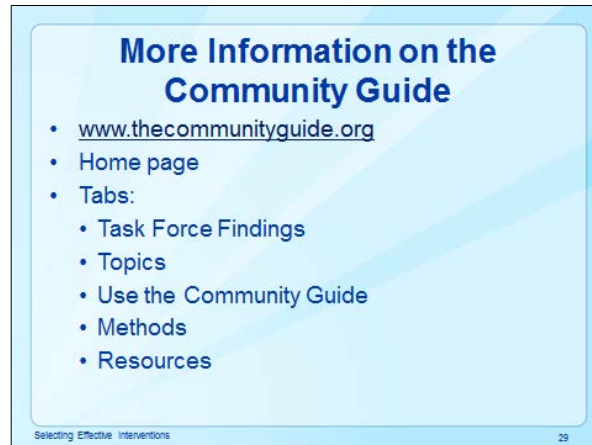
**Duration/
Slide Number**

What To Do/What To Say

students should use when they determine which interventions might work in their locations.

15 minutes

Slide 29



- **Ask participants to access the Community Guide website.**
- **Display the website as you discuss the Community Guide.**
- **Discuss some of the main features and components of the Community Guide, for example:**
 - Home page: list of topics and an explanation of what is the community guide
 - Tabs:
 - Task Force Findings: Access all findings by using a link to a pdf file to download or access findings for a particular topic. You can also select “Understanding the findings” for an explanation of what the Community Guide findings mean. (NOTE: Ask participants to access and read this page. If they do not have access to the website, explain the key points of what is meant by “recommended”, “recommended against” and “insufficient evidence”)
 - Topics: Select the topic for which you want findings. (NOTE: Show participants how they would view findings for a particular NCD, such as diabetes. Ask them to access the findings with you. Explain how they can click on an underlined intervention title for a summary of the review, for example, “Healthcare system level intervention: Disease Management Programs. Point out the summary of the recommendations and

Duration/ Slide Number	What To Do/What To Say
	<p>findings, and some of the systematic reviews, economic findings, and supporting materials.)</p> <ul style="list-style-type: none"> • Use the Community Guide: This tab explains the different ways you can use the Community Guide, for example programs and services explains how to use the guide in program planning, preventative health care services, and employee health and wellness. Education links to ways you can use the guide for education purposes. • Methods: explains the systematic review process that was used for the guide to learn about what works in promoting public health; explains how economic reviews were conducted to understand the cost and economic benefits of the interventions. • Resources: contains list of publications by topic, factsheets and flyers, etc.

45 minutes
Slide 30

Using the Community Guide

Example of how to find recommended interventions for colorectal cancer prevention and control:

1. Click on "Cancer" under Topics.
2. Locate "Increasing Breast, Cervical, and Colorectal Cancer Screening" in the center of screen.
3. Click on "Client-Oriented Interventions"
4. Read the table on Task Force Recommendations & Findings and locate recommended interventions for colorectal cancer.
5. Click on "Client Reminders" and read the summary.

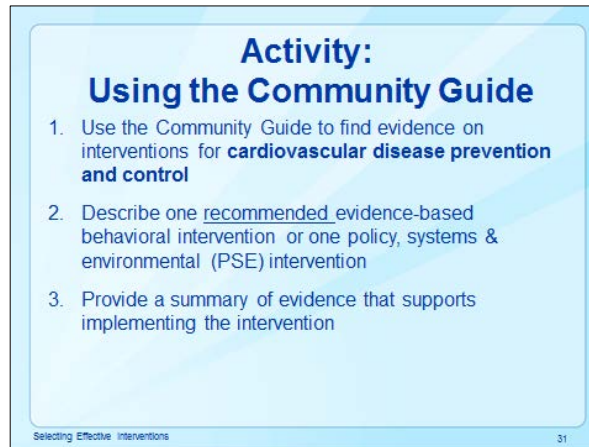
Selecting Effective Interventions 30

- **Note: You will need to click on slide once for text to appear for when you walk through an example of how to use the Community Guide.**
- **For approximately 30 minutes, you will teach participants how to use the Community Guide by:**
 - 1. Demonstrating how to use the guide.**
 - Show how to find evidence-based interventions for obesity prevention and control – interventions in community settings.

Duration/ Slide Number	What To Do/What To Say
	<ul style="list-style-type: none"> ○ Show and discuss the (recommended) behavioral intervention for reducing screen time. ○ Ask participants what theory supports this intervention. ○ Access the mass media intervention and discuss how there was insufficient evidence that it reduced screen time.
	<p>2. Walking through an example of using the guide with participants.</p> <ul style="list-style-type: none"> ○ Click on the slide. ○ Tell participants that as a group they will find recommended interventions for colorectal cancer prevention and control. ○ Tell participants they can refer to the instructions on the slide in their Participant Workbook. ○ Walk through step-by-step how to use the community guide for this example. Pause in between screens to ensure that all the participants have accessed the correct screen. Ask questions such as “Is everyone on the _____ screen?” or “What do you see on the _____ screen?”. ○ Stress the importance of adapting interventions to their country’s cultural setting. Ask participants for an example of how they would adapt one of the recommended interventions to their own country’s culture. ○ Distribute a copy of the <i>Physical Activity Interventions in Latin America: A Systematic Review</i> article and tell participants that it explains how Latin American adapted recommended physical activity interventions from the Community guide to their country. Encourage them to read the article after class.
	<p>3. Asking participants to use the guide (Activity on next slide.)</p>

**Duration/
Slide Number****What To Do/What To Say**

**30 minutes (activity)
and 15 minutes
(debrief)
Slide 31**



Activity:
Using the Community Guide

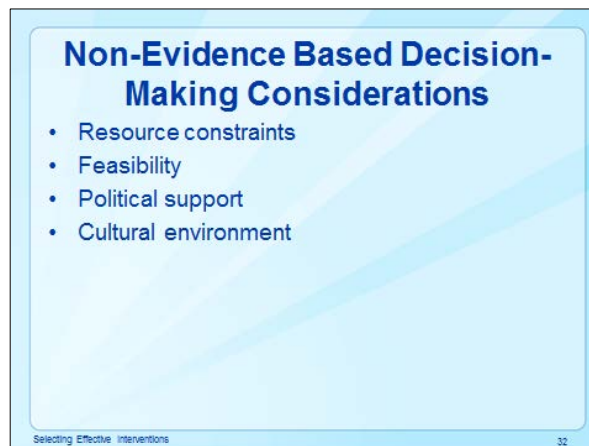
1. Use the Community Guide to find evidence on interventions for **cardiovascular disease prevention and control**
2. Describe one recommended evidence-based behavioral intervention or one policy, systems & environmental (PSE) intervention
3. Provide a summary of evidence that supports implementing the intervention

Selecting Effective Interventions 31

**Activity**

- **Divide the class into pairs**
- **Read the assignment**
- **Give participants approximately 30 minutes to complete the activity.**
- **Ask for volunteers to take turns providing their responses to the questions.**

**10 minutes
Slide 32**



Non-Evidence Based Decision-Making Considerations

- Resource constraints
- Feasibility
- Political support
- Cultural environment

Selecting Effective Interventions 32

**Question**

- **Explain that there are some non-evidence-based decision making considerations they should make before selecting an intervention.**
- **Ask participants to provide you with some considerations.**
- **Show answers on the slide and discuss, for example:**
 - Resource constraints might include money and people to help implement and/or monitor the program.

Duration/ Slide Number	What To Do/What To Say
---------------------------	------------------------

- Feasibility considerations might include whether the intervention is appropriate for the target audience; whether it is feasible given the capacity of your organization; whether it supports any program goals/objectives previously established
- Political support: whether leaders/politicians will support or hinder the intervention / policy.
- Cultural environment: whether the intervention is appropriate for the culture in your setting.

5 minutes
Slide 33

Using Non-Evidence Based Factors in Selecting Interventions

- Do a systematic review of the non-evidence based factors for each potential intervention
- Involve stakeholders in the decision-making process
- Apply criteria to make a decision

Selecting Effective Interventions 33

- **Discuss the process in deciding between potential interventions.**
 1. Doing a systematic review of the critical factors and document for each potential intervention
 2. Important to involve stakeholders to enhance community ownership or “buy-in” in order to motivate and sustain local community participation.
 3. Can take a more formal step of applying criteria to intervention alternatives in order to select one intervention. This could be through detailed discussions or an analytic quantitative process of weighting each criteria reflecting its importance.

**Duration/
Slide Number**
What To Do/What To Say
5 minutes
Slide 34

**Adapting the Intervention to
Your Community**

- Examine demographics of the problem to target the intervention
- Use the non-evidence based factors to inform your adaptations
- Consider implementation issues specific to your community

Selecting Effective Interventions 34


Question

- **Say:** As we mentioned on the previous slide, adapting the intervention enhances community ownership or “buy-in” to motivate and sustain local community participation.
- **Read the slide and discuss how to adapt an intervention.**
- **Ask participants to refer to the intervention they recommended for the previous activity. Ask them to think about these considerations in the context of their own country.** For example, if they were to improve access to healthy foods by changing vending machine content, what would be the resource constraints, would it be feasible to implement for their target population? Would they receive political support? Is there anything about the cultural environment that would hinder successful implementation of this intervention?

**1 hour Activity and
30 minute Debrief**
Slide 35

Skill Assessment

Your facilitator will provide you with an NCD or risk factor to use for this exercise.

You will spend approximately 1 hour with your assigned group to:

1. Draw a causal diagram to describe the NCD or risk factor.
2. Use the *Community Guide* to identify one evidence-based behavioral intervention and one policy, systems and environmental intervention to address the NCD or risk factor.
3. For one selected intervention:
 - a. Describe how at least one behavioral theory or model has been applied.
 - b. Describe how to adapt the intervention to local culture.
 - c. Describe at least two non-evidence based factors that may impact the intervention.

Your group will **present** its findings to the rest of the class.

Introduction to NCD Epidemiology 35



- **Divide the class into small groups of 4 to 5 participants. Provide each group one of the following NCDs / risk**

Duration/ Slide Number	What To Do/What To Say
Activity	<p data-bbox="560 222 1425 289">factors to use: diabetes, motor vehicle injuries, tobacco, physical inactivity.</p> <ul data-bbox="527 310 1425 613" style="list-style-type: none"><li data-bbox="527 310 889 344">• Read the assignment.<li data-bbox="527 365 1398 432">• Give participants approximately 1 hour to complete the activity.<li data-bbox="527 453 1406 520">• Allow each group to give a 5-minute presentation to the rest of the class on its findings.<li data-bbox="527 541 1425 609">• Allow a few minutes for questions and feedback for each group.

- b. policy, systems and environmental (PSE) intervention:
3. Complete the following for one of the interventions selected.
- a) Describe how at least one behavioral theory or model has been applied (or used) to develop the intervention. Consider how the socio-ecological model influences the intervention.

 - b) Describe how you can adapt the intervention to local culture (in your country).

 - c) Describe at least two non-evidence based factors that may impact the intervention.

4. Prepare a 5-minute presentation on **one** selected intervention and defend it with evidence to classmates. Your presentation should include:
 - a. An overview of the recommended intervention
 - b. A description of the evidence that supports the intervention
 - c. How the intervention can be adapted to the local culture