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General Community

Overview

Activities selected from the General Community category will help lay a foundation of health for generations to come. Area leaders will choose from many health promotion options, including developing websites and media campaigns, encouraging Gold Medal Schools and healthy worksites, and developing community coalitions. Making these general commitments now can lead to specific healthy achievements in the future.

Policy

- Official proclamation or resolution to participate in Healthy Community Awards Program (HCAP) by Mayor, city manager, and/or city or community council
- Written HCAP plan that describes which policy, infrastructure and outcome the community will work on

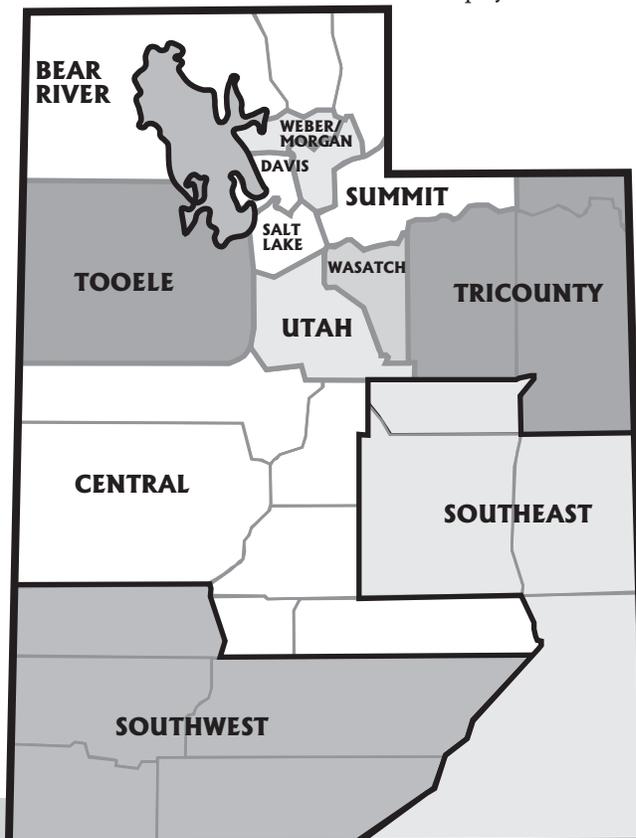
Infrastructure

- Community-wide health coalition addressing each of the 4 health topic areas in HCAP
- Existence of city/town and/or county website
- City/town and/or county government websites link with relevant state and local community service websites
- 75% of city's/town's elementary schools participate in the Gold Medal School Program
- City/town and/or county government worksites participate in the Healthy Worksite Award

Outcomes

- Increase number of visitors to health-related resources on city/town website
- Increase media outreach on city's/town's HCAP
- Increase in number of city/town elementary schools that are Gold Medal Schools
- Each Gold Medal School achieves the next highest level
- Increase in number of government worksites that qualify for the Healthy Worksite Award.
- Conduct a family-based community needs assessment to identify available resources for physical activity and healthy eating

Utah's 12
Local
Health
Districts



Utah Local Association of Community Health Education Specialists (ULACHES) Last Updated: December 2007

Health Department	City	Contact Name	Phone	E-mail
Bear River Health Department	Logan	Farrin Wiese	(435) 792-6522	fwiese@utah.gov
Central Utah Public Health Department	Richfield	Lisa Taylor	(435) 896-5451	lisataylor@utha.gov
Davis County Health Department	Farmington	Marcie Johnson	(801) 451-3322	mmjohnson@daviscountyutah.gov
Salt Lake Valley Health Department	Salt Lake City	Beverly Hyatt	(801) 468-2868	Bhyatt@Slco.Org
Southeastern Utah District Health Department	Price	Georgina Nowak	(435) 637-3671	gnowak@utah.gov
Southwest Utah Public Health Department	St. George	Jordan Mathis	(435) 986-2593	jmathis@utah.gov
Summit County Public Health Department	Park City	Geri Essen	(435) 615-3912	gessen@utah.gov
Tooele County Health Department	Tooele	Louise Ekenstam	(435) 843-2312	lekenstam@utah.gov
Tricounty Health Department	Vernal	Jeramie Tubbs	(435) 781-5471	jtubbs@utah.gov
Utah County Health Department	Provo	Eric Edwards	(801) 851-7097	Uchlth.Erice@State.Ut.Us
Wasatch County Health Department	Heber City	Jonelle Fitzgerald	(435) 657-3260	Jfitzer@Utah.Gov
Weber-Morgan Health Department	Ogden	Claudia Price	(801) 399-7104	cprice@co.weber.ut.us

Utah Recreation and Parks Association Agencies

Title	Agency	Address	City	Phone
Recreation Director	American Fork Recreation Department	454 North Center Street	American Fork	(801) 763-3084
Director	Bountiful City Parks/Rec.	150 West 600 North	Bountiful	(801) 298-6220
Director	Brigham City Parks/Rec.	PO Box 1005	Brigham City	(435) 734-6624
Director	Carbon County Recreation	81 North 200 East	Price	(435) 637-5092
Director	Cedar City Parks & Recreation	286 North Main, P.O. Box 249	Cedar City	(435) 865-9223
Recreation Supervisor	Centerville City	250 North Main Street	Centerville	(801) 295-3477
Recreation Coordinator	Clearfield Parks & Recreation	55 South State Street	Clearfield	(801) 525-2795
Recreation Director	Clinton City Recreation	1906 West 1800 North	Clinton	(801) 774-2666
Director	Cottonwood Heights Rec. Ctr.	7500 S. 2700 E.	Salt Lake City	(801) 943-3190
	Draper City Parks	11761 South 700 East	Draper	(801) 576-6517
	Ephraim City Recreation	150 College Avenue	Ephraim	(435) 283-4021
Recreation Director	Farmington City Parks & Recreation	720 West 100 North	Farmington	(801) 451-0953
	Fruit Heights City Recreation	910 South Mountain Road	Fruit Heights	(801) 546-0861
	Highland City	5378 W. 10400 N.	Highland	(801) 756-5751
	Hill Youth Services	7712 6th St. Bldg. 883	Hill AFB	(801) 777-2419
Recreation Director	Kaysville Parks & Recreation	85 North 100 East	Kaysville	(801) 544-1788
General Manager	Kearns Oquirrh Recreation & Parks Dist.	5624 South 4800 West	Kearns	(801) 966-5555
Director	Layton City Parks & Recreation	437 N. Wasatch Dr.	Layton	(801) 336-3900
Recreation Director	Lehi City Recreation	153 North 100 East	Lehi	(801) 768-7124
Park Superintendent	Lindon City Recreation	946 W. Center Street	Lindon	(801) 735-2452
Director	Logan City Parks & Recreation	195 South 100 West	Logan	(435) 716-9240
Director	Mapleton City	125 West 400 North	Mapleton	(801) 489-5655
Director	Marriott/Slatterville	1724 West 700 South	Slatterville	(801) 731-6777
Recreation Director	Millard County Recreation	81 South Manzanita Ave	Delta	(435) 864-1470
	Moab City Recreation	115 West 200 South	Moab	(435) 259-2255
Recreation Director	Monticello Recreation	PO Box 457	Monticello	(435) 587-2957
Public Services Director	Murray Parks and Recreation	4646 South 500 West	Murray	(801) 270-2404
Superintendent	Nephi City Parks/Cemeteries	21 East 100 North	Nephi	(435) 623-0822
	North Ogden Parks & Recreation	505 East 2600 North	North Ogden	(801) 737-0587
Recreation Director	North Sevier Recreation	PO Box 52	Salina	(435) 979-7778
Parks & Recreation Mngr.	Ogden City Recreation	1875 Monroe Blvd.	Ogden	(801) 629-8259
Director	Orem City Recreation	93 North 400 East	Orem	(801) 229-7152
Recreation Coordinator	Park City Leisure Services	PO Box 1480	Park City	(435) 615-5400
Director	Payson City Recreation	1050 South Main	Payson	(801) 465-6031
Recreation Manager	Pleasant Grove Recreation	65 East 200 South	Pleasant Grove	(801) 785-6172
Parks Superintendent	Price City	PO Box 893	Price	(435) 636-6957
Parks Superintendent	Providence City Corp	15 South Main	Providence	(435) 752-9441
Director	Provo City Parks/Rec.	351 W. Center Street	Provo	(801) 852-6601
Recreation Coordinator	Richfield City Recreation	75 East Center - PO Box 250	Richfield	(435) 896-5546
Community Services Coord.	Riverdale City	4360 So. Parker Drive	Riverdale	(801) 621-6084
Recreation Coordinator	Riverton City	12830 South 1700 West	Riverton	(801) 208-3121
Assist. City Manager	Roy City	5051 South 1900 West	Roy	(801) 776-0970
Recreation Director	Salem City	60 N. 100 E. - PO Box 901	Salem	(801) 423-1035
Director	Salt Lake City Recreation	1965 West 500 South	Salt Lake City	(801) 972-7800
Recreation Program Mgr.	Salt Lake County Parks & Rec.	2001 S. State St. Ste. 4400	Salt Lake City	(801) 468-2503
Director	Sandy City Parks/Rec.	440 East 8680 South	Sandy	(801) 568-2900
Recreation Manager	Santaquin City	45 West 100 South	Santaquin	(801) 754-3211
Recreation Coordinator	Saratoga Springs	1307 N. Commerce Dr. #200	Saratoga Springs	(801) 310-0609
Director	Smithfield City	315 East 600 South	Smithfield	(435) 563-0048
Director	Snyderville Basin Special Rec. Dist.	P.O. Box 980127	Park City	(435) 649-1564
Director/Ice Arena Mgr.	South Davis Recreation District	550 North 200 West	Bountiful	(801) 298-6220
Director	South Jordan City Recreation	10996 South Redwood Rd.	South Jordan	(801) 254-3048
Director	South Ogden Parks & Recreation	3950 S. Adams Ave. - Suite #1	South Ogden	(801) 479-4613
Recreation Coordinator	South Summit Aquatic & Fitness Center	350 East 200 South	Kamas	(435) 783-4048
Director	Spanish Fork City Corp.	40 South Main	Spanish Fork	(801) 798-5087
Director	Springville Recreation	1205 East 900 South	Springville	(801) 489-2730
Director	St. George Leisure Services	86 South Main Street	St. George	(435) 634-5850
Director	Sunset City Recreation	200 West 1300 North	Sunset	(801) 614-9105
Director	Syracuse City P&R	1912 West 1900 South	Syracuse	(801) 614-9660
Parks Supervisor	Tooele City Corp.	90 N. Main	Tooele	(801) 843-2140
Director	Tremonton City Recreation	102 South Tremont Street	Tremonton	(435) 257-2691
Director	Uintah Rec. District	134 W. Main Street - Suite 101	Vernal	(435) 781-0982
Director	Wasatch County Recreation	90 North 100 West	Heber City	(435) 657-3240
Leisure Service Director	Washington City Parks Dept.	111 North 100 East	Washington City	(435) 680-0634
	Weber County Parks & Recreation	1181 North Fairgrounds Dr.	Ogden	(801) 399-8491
Parks Supervisor	West Jordan City	8030 South 4000 West	West Jordan	(801) 381-4695
Director	West Point City Parks	3200 West 300 North	West Point	(801) 336-6196
Director	West Valley City Recreation	5415 West 3100 South	West Valley City	(801) 955-4007

Worksites and Schools

The *A Healthier You Awards Program* also recognizes achievements of worksites and schools in promoting healthy behaviors.

The *Healthy Worksite Awards Program* recognizes the outstanding achievements of businesses in implementing worksite health promotion programs, including on-site policies and work environments that support healthy lifestyles. The Utah Council for Worksite Health Promotion (UCWHP) administers the awards.

For a list of the most current worksite award recipients, visit www.healthy.utah.gov/worksitewellness

The Gold Medal School (GMS) Program recognizes Utah's schools that create opportunities for students to eat healthy, be active, and stay tobacco free.

For a current list of all Gold Medal Schools in the state, please visit www.hearhighway.org/gms

Healthy Community Award Recipients - 2007

Platinum – 18 policies; 18 infrastructure; 5 outcomes

Logan City

All six Logan elementary schools participated in the Gold Medal Schools program. An ordinance was passed in May 2007 that prohibits smoking in the City's parks, recreational facilities, cemeteries and near mass gatherings. Logan City's master plan includes active community environments, requires sidewalk & trail development in grants when possible and has an action plan to address increased opportunities for community members to be more active.

Gold – 12 policies; 12 infrastructure changes; 4 outcomes

Nibley City

Nibley paid for flu shots for senior citizens last year. There are two new parks with playgrounds and soccer fields. New parks and recreation areas are included in the new development plan. Newsletters are sent monthly to residents with regular health messages and health messages are posted on the website. Signage was placed at the two main entrances with the 25 foot rule for the Utah Indoor Clean Air Act.

Silver – 7 policies; 7 infrastructure; 3 outcomes

Orem

Orem has eight elementary schools participating in the Gold Medal Schools initiative. As part of the year-end party and award program, each child and teacher was presented with a pass to the Orem Fitness Center. Orem City experienced a 5% decrease in traffic accidents during 2006. Orem City established a new recreation scholarship program with the Mayor and City Council approving \$10,000 for scholarships for those that financially would not be able to use the recreational facilities otherwise. Due to the Japanese beetle infection, a Share the Harvest program was established so anyone able to grow a garden can donate their extra produce at a designated location. Left over food is given to the local food bank. One of the contributors to the Share the Harvest is the Utah County Jail's 5-acre garden which produces hundreds of pounds of vegetables.

Richmond

Richmond recently established a new website, with extensive health-related links to government, city departments, businesses and community services. Their monthly city newsletters include health messages for all residents. Richmond's Park Elementary School is a Gold Medal School, providing physical activity and healthy nutrition choices for children in Richmond. The Richmond City Council established a Mothers' Lounge in the City office building to encourage breastfeeding.

Salt Lake County

Mayor Peter Corroon led out in a Weigh Active & Healthy community initiative, and issued a challenge to other area mayors whose citizens collectively logged over 3 million miles in eight weeks. Parks and Recreation directed all county recreation facilities to offer more healthy choices and limit non-nutritious selections in vending machines, and Mayor Corroon issued a directive to serve only healthy snacks and beverages at county functions. Public Works has made bike lanes a priority and adds several miles of bike lanes every year to county roads.

South Jordan City

To increase use of community gardens, a youth group is growing a garden which produces as much as 10,000 lbs of fruits and vegetables, to donate to South Jordan senior citizens. Smoking is prohibited in all City parks, recreational areas and the cemetery. Child passenger safety inspections can be done at the police station on request. Police also conduct 4-6 car seat checkpoints annually.

Bronze – 3 policies; 3 infrastructure changes; 2 outcomes

Hooper

Hooper City adopted an extensive Parks and Trails Master Plan requiring that all subdivisions include trails and sidewalks. Two new walking trails have recently been paved and improved with signage promoting their use. The City has also established a Healthy Lifestyles Committee with city council members and community representatives, who organize and supervise activities such as a Family Fun Walk with the Mayor, and a program offering incentives for family members who walk a minimum of 100 miles. They have encouraged more walking by providing better lighting, safer neighborhoods, and a new curfew in city parks, which lowered the crime rate and made residents feel safer about walking outside.

Midway

Midway passed an ordinance making it unlawful for any person to bring, sell, possess or consume any tobacco products, alcoholic beverages or controlled substances in a park or on a trail. Both Elementary schools participated in the Gold Medal School program and have achieved platinum levels. To increase residents' use of physical activity facilities, the ice rink manager visits each of the schools and offers great group rates to motivate the kids to use the rink, introducing them to ice skating, and the fun and physical benefits of participating.

Healthy Campus Award Recipients

Snow College– Silver

Accomplished: 5 policy - 8 infrastructure - 4 outcomes

Examples:

- Bike racks at least at one of the entrances to every building on campus. Bike racks at every dorm.
- Emergency phones and cameras posted throughout campus
- Student employees work for campus police as campus security, escort students who need it
- Peer mentors are trained as victim advocates.

Utah State University– Silver

Accomplished: 5 policy - 8 infrastructure - 4 outcomes

Examples:

- Domestic violence and sexual assault services: One in Four and Walk a Mile .The program One in Four consisted of a short presentation by male student volunteers to other student groups. Walk a mile is now an annual event that raises funds and awareness of sexual violence against women
- Clearly identify non-smoking areas with signs. Signage with 25ft rules posted.
- Policy implemented requiring sidewalks be clear of snow and vegetation.
- Provide a Health/Wellness Website for students. Site was recently revised and updated and includes health and wellness resources available to students on campus.

Utah Valley State College – Silver

Accomplished: 5 policy - 8 infrastructure - 4 outcomes

Examples:

- Dining Services has a ‘healthy meal of the week’ which meets ADA & AHA requirements. Has a rating system for snack food items. Posts nutrition facts at the restraints to include fat, calories, sodium & protein.
- Walking group established that meets every Monday-Thursday @ noon and walks the wolverine mile
- Wolverine mile is a permanent one mile walking path around campus that is marked with signs.
- Provide a health check once a month in the main hallway on campus
- Walktober” encourages students, faculty & staff to increase their walking

Category Definitions:

Policy - written and monitored city/town policies, procedures or ordinances

Infrastructure - basic facilities, equipment, resources and environmental supports provided in/by the city/town

Outcome - expected changes that will result from the implementation of the program/activity and methods to measure progress

National Health Observances www.healthfinder.gov	
January	Cervical Health Awareness Month National Birth Defects Prevention Month National Glaucoma Awareness Month National Radon Action Month Thyroid Awareness Month
February	AMD/Low Vision Awareness Month American Heart Month Children of Alcoholics Week Congenital Heart Defect Awareness Week Give Kids A Smile Day International Prenatal Infection Prevention Month National Burn Awareness Week National Children's Dental Health Month National Condom Week National Donor Day National Eating Disorders Awareness Week National Wear Red Day 2008 National Wise Health Consumer Month
March	American Diabetes Alert Day Brain Awareness Week Multiple Sclerosis Awareness Week National Brain Injury Awareness Month National Colorectal Cancer Awareness Month National Endometriosis Awareness Month National Inhalants and Poisons Awareness Week National Multiple Sclerosis Education and Awareness Month National Nutrition Month® National Patient Safety Awareness Week National Problem Gambling Awareness Week National School Breakfast Week National Sleep Awareness Week® Root Canal Awareness Week Save Your Vision Month Workplace Eye Health and Safety Month World Kidney Day
April	Alcohol Awareness Month Cancer Control Month Counseling Awareness Month Irritable Bowel Syndrome Awareness Month March for Babies National Autism Awareness Month National Donate Life Month National Infant Immunization Week National Public Health Week National SAFE KIDS Week National Sarcoidosis Awareness Month SAAM Day of Action Sexual Assault Awareness Month Day of Action Sports Eye Safety Month STD Awareness Month Women's Eye Health and Safety Month World Tai Chi & Qigong Day
May	American Stroke Month Asthma and Allergy Awareness Month Better Sleep Month

National Health Observances — (continued)

<p>May - continued</p>	<p>Clean Air Month Cornelia de Lange Syndrome Awareness Day Fibromyalgia Awareness Day Food Allergy Awareness Week Healthy Vision Month Hepatitis Awareness Month Lupus Awareness Month Lyme Disease Awareness Month Melanoma/Skin Cancer Detection and Prevention Month Mental Health Month Multiple Chemical Sensitivity Awareness Month National Alcohol- and Other Drug-Related Birth Defects Week National Anxiety Disorders Screening Day National Celiac Disease Awareness Month National Emergency Medical Services Week National Employee Health and Fitness Day National High Blood Pressure Education Month National Neurofibromatosis Month National Neuropathy Week National Physical Education and Sport Week National Physical Fitness and Sports Month National Stuttering Awareness Week National Teen Pregnancy Prevention Month National Women's Check-up Day National Women's Health Week North American Occupational Safety and Health Week (NAOSH) Recreational Water Illness Prevention Week Sex Differences in Health Awareness Day Tuberos Sclerosis Awareness Month Ultraviolet Awareness Month</p>
<p>June</p>	<p>Fireworks Safety Month Helen Keller Deaf - Blind Awareness Week Home Safety Month Myasthenia Gravis Awareness Month National Aphasia Awareness Month National ASK Day National Cancer Survivors Day National Headache Awareness Week National Men's Health Week National Scleroderma Awareness Month Sun Safety Week Vision Research Month</p>
<p>July</p>	<p>Hemochromatosis Awareness Month International Group B Strep Awareness Month UV Safety Month</p>
<p>August</p>	<p>Cataract Awareness Month Children's Eye Health and Safety Month National Immunization Awareness Month National Minority Donor Awareness Day Psoriasis Awareness Month</p>
<p>September</p>	<p>America On the Move's September Campaign Craniofacial Acceptance Month Fruit and Veggies - More Matters Month Get Ready Day Healthy Aging® Month</p>

National Health Observances — (continued)

September - continued	Hearing Aid Awareness Week National Alcohol and Drug Addiction Recovery Month National Celiac Disease Awareness Day National Cholesterol Education Month National Farm Safety & Health Week National Pediculosis Prevention Month/ Head Lice Prevention Month National Rehabilitation Awareness Celebration National Suicide Prevention Week Ovarian Cancer Awareness Month Prostate Cancer Awareness Month Reye's Syndrome Awareness Month Reye's Syndrome Awareness Week Sports and Home Eye Safety Month Whole Grains Month World Alzheimer's Day World Heart Day
October	"Talk About Prescriptions" Month Bone and Joint Decade National Action Week Drive Safely Work Week Eye Injury Prevention Month Fire Prevention Week Halloween Safety Month Healthy Lung Month International Stuttering Awareness Day Interstitial Cystitis Awareness Day Let's Talk Month National Celiac Disease Awareness Month National Chiropractic Month National Dental Hygiene Month National Disability Employment Awareness Month National Domestic Violence Awareness Month National Down Syndrome Awareness Month National Health Education Week National Mammography Day National Medical Librarians Month National Physical Therapy Month National Spina Bifida Awareness Month Sarcoidosis Awareness Day Stop America's Violence Everywhere Today Sudden Infant Death Syndrome Awareness Month World Mental Health Day
November	American Diabetes Month Diabetic Eye Disease Month Gastroesophageal Reflux Disease Awareness Week Great American Smokeout Jaw Joints - TMJ Awareness Month Lung Cancer Awareness Month National Alzheimer's Disease Awareness Month National Hospice Palliative Care Month Pancreatic Cancer Awareness Month Prematurity Awareness Day Prematurity Awareness Month Pulmonary Hypertension Awareness Month
December	National Aplastic Anemia and MDS Awareness Week National Handwashing Awareness Week Safe Toys and Gifts Month World AIDS Day

Steps to Creating a Focus Group

Planning a Focus Group: An Introduction, adapted from Focus Groups by Richard Krueger

Resources:

- Krueger, Richard A. and Casey, Mary Anne. Focus Groups, 3rd Edition: A Practical Guide for Applied Research.
- Scott, Foresman. Organizations: A micro/macro approach.
- Morgan, David L. The Focus Group Guidebook.
- Krueger, Richard A. Developing Questions for Focus Groups.
- Krueger, Richard A. Involving Community Members in Focus Groups.
- The Focus Group Kit. (1998) Sage Publications.
- Krueger, Richard A. Analyzing & Reporting Focus Group Results.

Step I - Initial Set-up

1) Clarify the purpose

Write a one sentence stating the purpose of the focus groups. Also, add your objectives. What do you hope to know or confirm when you have done this focus group?

2) Determine a budget.

Will you plan and conduct a group yourself or will you rely on a research firm?

A) Research firm - The cost can range from \$2,500 to \$4,000 for one focus group, with each additional group costing less. The advantage of going with a research firm is that the results are highly accurate and very credible; the moderator is extremely skilled and professional.

B) Do-It-Yourself - There are several factors to consider in determining the cost of focus group research.

Facility

A dedicated focus group facility with a one-way mirror, observation area, recording equipment, etc. can be convenient but the

cost may range as high as \$500 or more. Low or no-cost alternatives include a conference room in a hospital, a local public library, or hotel. It is important that you find a very neutral room (e.g. chairs without arms so people will not lean back and decide not to involve themselves, no pictures on the walls). You want participants to focus on the inside. Stay away from churches and political places.

Incentives

Without offering a monetary incentive, it is very difficult to recruit a reasonable representative sample of participants. Usually, \$30 to \$50 is an adequate incentive for each person in a two-hour focus group. Pay more for individuals that are more difficult to recruit ie. Cardiologist.

Recruiting

It can take 10 to 15 hours or more to recruit individuals for a single group. If you do not have the time to do this, you may have to hire outside help.

Moderator

An experienced moderator charges between \$300 to \$700 to moderate a group.

Refreshments

This includes light refreshments or a meal for the participants. Sliced fruit, cookies, and juices can help people feel comfortable. Offering a meal may be important if the group is to be held during lunch or dinner hours.

Transcription

If the audio recording of the group is to be transcribed, the cost is about \$150 (this can take up to 10 hours for a less experienced transcriptionist).

3) Generate a sample list from which to recruit

Generally, a sample list should contain about 7 to 10 times as many names as are needed for the group; your sample list may include at least 75-100 people.

4) Determine the number of groups and the number in each group

You should never have only one focus group. Plan on at least 2 or 3 focus groups. A focus group should consist of about 8 and no more than 12 people. Decide on the number you want for each group.

5) Identify a moderator

A trained, experienced, and objective moderator with some knowledge of the research topic is ideal. However, it is certainly possible for someone who is willing to learn basic moderating skills and techniques to do a good job.

6) Establish a date, time, and location

Usually, evening groups on Tuesdays, Wednesdays, and Thursdays seem to be the most successful in terms of a “show rate” for participants. Choose a location that is easy to find and in a safe area.

7) Arrange for an audio and/or video recording of the group and transcription

At least an audio recording is necessary. A video recording is also good, however, if you want to examine participants’ gestures or facial expressions. It is not necessary to transcribe the audio tape recording of the group; but if you are planning to do so it may be a good idea to arrange early for someone to do this. It can take 10 hours or more to transcribe a single 1 ½ hour focus group.

8) Prepare the moderator’s guide

This is a tight outline of the questions that will be asked in the group and when they will be asked. It also contains the introduction to be read aloud that explains the purpose of the group, how the discussion will go, the purpose of the audiotape, etc.

Step II - Recruiting Participants**1) Determine the recruitment criteria**

You may need to screen potential recruits in order to create a representative sample of your target group. Groups should be homogenous ie. Do not mix low-income with high-income participants.

2) Prepare a recruiting script

This should be the precise working that will be used in each recruitment call.

3) Recruit participants

Recruiting should be finished about 2-2 ½ weeks before the date of the focus group. All you need is a representative sample of the target group. You may intercept the recruits ie. Talk to people who buy Einstein Bagels - (with Einstein Bagels’ permission) stand outside Einstein’s and recruit. If working with kids, start with parents - get parents’ permission. Get a list of people from referrals.

4) Send a formal confirmation letter

Within one day of recruiting an individual, a letter should be mailed that confirms the group date, time, and location/directions as well as other information you think they may find helpful. Ask participants to arrive 15 minutes early. No children please, as they generally detract from the focus group setting.

Step III – Secure Your Plans**1) 7-10 days before**

Confirm all arrangements. Make sure everything in the initial set up is still secure ie. The room, catering, equipment, etc.

2) 4-5 days before

Conduct reminder calls and/or mailing reminders. To insure a high attendance rate, it is a good idea to make reminder calls

and sometimes even to mail out a reminder post card or letter.

3) 1 day before

- Reminder calls - Call to confirm the final list of participants
- Prepare a final list of participants.
- Prepare all the materials and equipment - This may include, for example, a tape recorder with microphone and tapes, name cards, markers, note pads and pencils, sign-in sheet, dry erase board or easel with markers, etc.
- Secure the incentive cash - It is usually best to place the cash incentive in a plain envelope for each participant.

Step IV – Focus Group And The Moderator

To simply outline the way a focus group should be conducted or how questions should be asked will extremely limit the scope and proper effects of a focus group. There are many resources available on how to conduct focus groups as listed in the beginning.

1) Use the outlined discussion guide

Open-ended questions, about five or less specific ones, will usually be enough to moderate discussion for 1 ½ to 2 hours. Spend 15 minutes on the introduction and warm-up to the questions.

2) Understand the role of the moderator: the qualitative researcher

The moderator's job is to get the information from all participants, record, and take a few notes. He/she must create an environment where all participants feel comfortable to participate.

The moderator should know about the research topic but should not let on to participants how much they know. Moderator may "play dumb" or simply ask participants to "Tell me more." Acknowledge participants' questions, but do not validate them. Do not show bias to any participants

or questions. Do not lead a participant to a desired answer through questioning or nod your head in approval or disapproval. Think neutral!

Moderator may use one or more leadership styles (ie. directive leadership, participative leadership, achievement-oriented leadership, or supportive leadership).

Moderator may use different interviewing styles or operate between both approaches (directive and non-directive approach).

Moderator must have these skills:

- Demonstrating comfort and familiarity with group processes
- Able to make transitions and maintain interest and enthusiasm
- Sense of time (ie. probe, pause)
- Good listener
- Background knowledge of purpose
- Communicate clearly
- Sense of humor
- Know how/when to get the group back on target
- Show that there is no right answer

3) Use good questioning skills and routes

Good focus group questions sound conversational and use words that the participants would use when talking about the issue. They are easy to say, clear, are usually short, and usually open-ended. Examples include "What did you think of..." or "How did you feel about..." Start with questions that are general, and then move to more specific ones. Also if you need to ask a negative question, ask the positive form of the same question first. ie. "What do you like about your community facilities?" then "What don't you like about..."

Step V – Analyzing The Results

It is important to remember that what is not said can be more important than what is said. Visual observations can be as important as

oral observations ie. body language, facial expressions, etc.

The analyzing of data is as challenging as forming the entire focus group and questions. You may hire a research firm to analyze the results or you may do it yourself for a lower cost. It is important to be cautious on your findings. Do not jump to generalizations or conclusions about the target or general population.

Along with analyzing data, you must write and publish a report.

Creating Policy

Step I – Review the current policy

- Is there an existing policy?
- Conduct a baseline survey (Do this before new policy takes effect.)
- What are people in the community already doing for physical activity and nutrition? (i.e., do malls have walking programs and do parks have mile-marker signage?)
- What committees already exist for promoting healthy habits?
- How do people know what supports/resources are available?

Step II – Get commitment

- Talk with parents, kids, community leaders, etc about attitudes toward the current policy and summarize the results.
- Based on these results, identify and prioritize:
 - » Problems related to current policy or lack of policy
 - » Barriers to changing/creating a policy and following it
- Identify local educational, health, and economic reasons for why it is important to make and/or follow this policy.
- Present hard facts and/or statistics at a local committee meeting.
- Request support and cooperation from community in developing the new policy or strengthening the current one.

Step III – Form an advisory

committee (or use an existing one) to revise the policy or create a new one

- Get a wide representation of leaders and members of the community ie. teachers, kids, parents, work places, malls, parks and recreation committees.
- Select a few members to provide feedback as the policy and plans are being developed.
- As a committee, discuss and address concerns.
- As a committee, use the baseline survey to help develop policy; adjust plans if needed.

Step IV – Write a draft of the new policy

- Keep the policy simple and specific.
- Identify a meaningful date to implement and enforce the policy ie. Fitness Week, Bike to Work Day, Walk to School Week, etc.

The policy should:

- Identify the reason for having the policy
- Identify to whom it applies – community members, parents, etc.
- Identify where it applies – local parks, inside malls (for “mall walkers”), in a certain neighborhood, etc.
- Include a plan for promoting the policy
- Identify accessibility to program (ie. which malls participate in mall walking programs) and places for resources (ie. parks and rec. info)
- Identify a strategy for evaluation and way to enforce policy
- Identify roles and responsibilities for key people involved in implementing or enforcing the policy
- Make a date to evaluate the new policy and make necessary changes.
- Make final draft of policy.

Step V – Present the new policy to the organization

- Make copies of final draft and share with advisory committee.
- Provide information to committee members before the meeting, regarding facts and statistics (continued on the next page...).

- If possible, meet individually with committee members before the meeting.
- Gather support and recruit additional community members to attend meeting.
- Select a group to present the policy (ie. local health care provider, teacher, student, parent, board of parks and recreation, etc.)
- Present the policy to the advisory committee and the pertinent organizations.

Step VI – Plan how to implement and/or enforce this policy

- Conduct pre-surveys before implementing the policy.
- Confirm the date you will implement or enforce the policy.
- Allow sufficient time for administration, executive board members, community members, parents, teachers, etc to prepare for the implementation date.
- Prepare for complaints about the new policy and decide how conflicts will be resolved.
- Prepare for questions about the new policy and decide how and who will answer.
- Organize special sessions to train and educate those who will be implementing the policy or promoting the new program

Step VII – Communicate the policy throughout the organization and in surrounding communities

Provide the following information to those who it will effect:

- The date of implementation.
- A description of the new policy.
- The educational, health, and economic benefits of the new policy or program.
- Plan for enforcement or monitoring of policy.
- How and where to get resources or support.

Step VIII – Implement the new policy

- Recognize that ongoing commitment from key people is necessary to ensure effective policy implementation.

- Expect an initial testing period.
- Keep and enforce plans to continue support and promotion of the policy, while ensuring compliance.

Step IX – Plan and conduct ongoing promotion of the policy and an evaluation

- Collect stories of positive effects of the new policy; solicit comments.
- Publicize comments and stories in the local newspapers or community or school newsletters.
- Develop a way to recognize those who comply with the policy or participate in the program.
- Develop a way to tell new community members or leaders about the policy.
- Identify problems with policy implementation and made necessary corrections.
- Now, conduct pre-surveys after implementing the policy.

Behavioral Risk Factor Surveillance System (BRFSS)

The BRFSS, the world's largest telephone survey, tracks health risks in the United States. Information from the survey is used to improve the health of the American people.

Questionnaire

The BRFSS questionnaire is designed by a working group of state coordinators and CDC staff. Currently, the questionnaire has three parts: 1) the core component, consisting of the fixed core, rotating core, and emerging core, 2) optional modules, and 3) state-added questions.

The fixed core is a standard set of questions asked by all states. It includes queries about current behaviors that affect health (e.g., tobacco use, women's health) and questions on demographic characteristics.

The rotating core is made up of two distinct sets of questions, each asked in alternating

years by all states, addressing different topics. During the years that the rotating topics are not used in the core, they can be used as optional modules. The emerging core is a set of up to five questions that are added to the fixed and rotating cores. Emerging core questions typically focus on issues of a “late breaking” nature and do not necessarily receive the same scrutiny that other questions receive before being added to the instrument. These questions are part of the core for one year and are evaluated during or soon after the year concludes to determine their potential

value in future surveys.

Optional CDC modules are sets of questions on specific topics (e.g., smokeless tobacco) that states elect to use on their questionnaires. Although the modules are optional, CDC standards require that, if they are used, they must be used without modification. Module topics have included survey items on smokeless tobacco, oral health, cardiovascular disease, and firearms.

For a resource on frequently asked questions, questionnaire information, state information, technical information, prevalence data, training

Resources

The Utah League of Cities and Towns represents municipal government interests with a strong, unified voice at the state and federal levels and provides information, training and technical assistance to local officials on municipal issues in order to create a greater public awareness and understanding of municipal responsibilities, governance and administration.

Utah League of Cities and Towns Web Site
www.ulct.org

Guide for community coalitions and policy making
www.cdc.gov/nccdphp/dnppa/pahand.htm

The Utah BRFSS Small Area Report, 2001-2005 is available online. The report is useful in planning local health initiatives.

www.health.utah.gov/opha/OPHA_BRFSS.htm (click on Small Areas Report)