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Appendix F: Reference for Chapter 5

PROGRAM PLANNING WORKSHEET

This worksheet can be used to plan a community benefit program. Download this worksheet from the CHA website at www.chausa.org/guideresources.

Program name:
STEP 1: Define the problem: Define the problem that the program will address.
Community need being addressed:
<p>How need was determined:</p> <p><input type="checkbox"/> Community health need assessment</p> <p><input type="checkbox"/> Documentation demonstrating need or request from a public agency or community group is basis for initiating or continuing the program</p> <p><input type="checkbox"/> Unrelated, collaborative tax-exempt or government organizations are partners in the program.</p> <p><input type="checkbox"/> Other. Please explain.</p>
<p>Community benefit objective being addressed:</p> <p><input type="checkbox"/> Improving access</p> <p><input type="checkbox"/> Enhancing public health</p> <p><input type="checkbox"/> Advancing medical or health care knowledge</p> <p><input type="checkbox"/> Relieving or reducing government burden to improve health</p>
STEP 2: Target population: Describe the target population of the program.
<p>Category:</p> <p><input type="checkbox"/> Primarily for persons living in poverty <input type="checkbox"/> Primarily for the broader community</p>



Special needs populations:

- Persons with disabilities
- Racial, cultural and ethnic minorities
- Uninsured/underinsured
- Other

Ages of targeted audience:

- Infants Adults Children
- Seniors Teenage All Ages

Gender: Male Female Both

STEP 3: Goals: Goals are general statements about what changes your program hopes to achieve. They answer the question: What will be different in people's lives or the community as a result of the program?

List goals for the program:

- 1.
- 2.

STEP 4: Objectives and indicators: Objectives are more precise statements of a goal that clearly state: the name of the program, the primary client or target population, the behavior or condition that will be changed, how it will be changed, by how much and the time frame for the change.

Objectives can be short-term, intermediate, or long-term.

You can use the following template to develop your objectives.

The _____ program will _____ (increase, decrease, add, create, modify) _____ (a condition or behavior) among (whom) _____ through or by (how) _____ % (how much) from a baseline of _____ by June 30, 20XX (specific date).

Indicators are a measure of whether an objective has been met. For each objective, ask: How will I know if this objective has been accomplished? The answer is your indicator.

List objectives and indicators for the program goals:

<p>Goal 1:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Objective(s) <i>A goal may have one or more objectives.</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Indicator(s) <i>An objective may have one or more indicators.</i></p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Goal 2:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Objective(s) <i>A goal may have one or more objectives.</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Indicator(s) <i>An objective may have one or more indicators.</i></p> <p>_____</p> <p>_____</p> <p>_____</p>

Plan for evaluation: Ask yourself what you need to know in order to show that you have achieved the objective. For example, will you need to compare program results to baseline data? What changes would you like to see as a result of implementing your strategy? This will help you identify data to be collected and when it needs to be collected.



STEP 5: Program theory/strategy: A programs theory/strategy describes the strategies that the program will undertake to achieve stated objectives. Statements of theory are usually expressed as: if we do this, then this will happen (e.g., objective achieved).

State the program theory for your program:

Evidence-based programs: When dealing with problems without clear solutions, look for evidence-based programs, that is, approaches that have been tried and proven successful. Sources for evidence-based programs include the Centers for Disease Control and Prevention, the public health literature and other published articles about successful programs.

STEP 6: Activities: The specific activities your program will complete in order to achieve your objectives.

List the activities:

- 1.
- 2.
- 3.
- 4.

STEP 7: Program outputs: Outputs describe the type and amount of items the program will produce, provide, generate, the number of persons who will be served or who participated. For example, the number of booklets produced, workshops held or people who were educated.

Identify the outputs of the program's activities and who was reached or targeted by the program.

Outputs	Who was reached/targeted
_____	_____
_____	_____
_____	_____

STEP 8: Inputs
<p>What is invested in the program (e.g., funding, staff, volunteers, materials, evidence base).</p> <ol style="list-style-type: none"> 1. 2. 3. 4.
STEP 9: Identify partners
<p>1. Is this a collaborative effort? If so, who are your partners and what are their respective roles? If not, are there potential partners you could join with to extend the reach of the program or make it more effective?</p>
(OPTIONAL) STEP 10: Develop a logic model
<p>You now have the information necessary to develop a logic model. A logic model can reveal gaps and challenges in a program (e.g., missing resources or activities). It can also be used to ensure that all stakeholders have a common understanding of the program.</p> <div style="text-align: center; margin: 10px 0;"> <pre> graph LR A[INPUTS] --> B[OUTPUTS] B --> C[OUTCOMES] </pre> </div> <p>Inputs: Use information from Step 8 to complete this box. Tie resources to the activities they will support.</p> <p>Outputs: Use information from Step 6 and 7 and complete this box. Tie outputs to the specific activities that will produce them.</p> <p>Outcomes: These are the intended results of the program. They can be short-term, intermediate or long-term. Use information from Step 4 to complete this box.</p>

