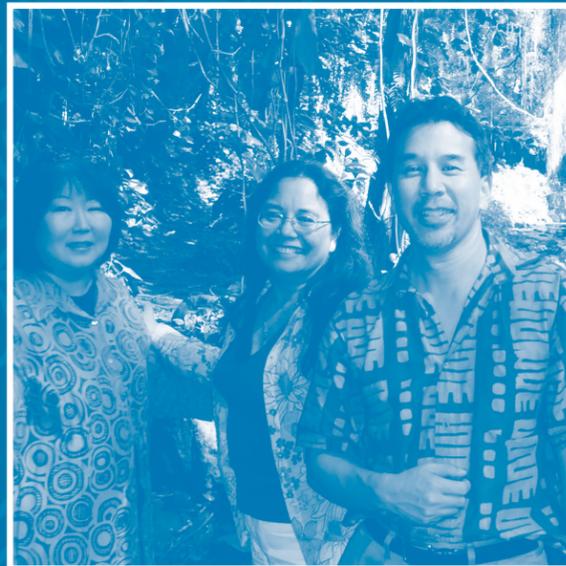


MODULE 2:

PLANNING YOUR DIABETES AWARENESS AND EDUCATION ACTIVITIES



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OBJECTIVES

AFTER COMPLETING THIS SESSION, YOU WILL BE ABLE TO:

1. Identify problems in diabetes awareness and education in your community.
2. Prioritize problems in your community.
3. Develop a goal to address the problems.
4. Develop objectives to reach your goal.
5. Develop activities to promote diabetes awareness and education.

INTRODUCTION

Planning is an essential part of developing and managing effective activities to promote diabetes awareness and education.

Too often communities rush into action and seek immediate solutions without proper planning. Because poorly planned activities set the stage for failure, it is important to invest time and effort on the planning steps.

Think of planning diabetes awareness and education activities the same way you would think of planning a canoe voyage. Before setting off on your canoe, you need to know where you are going and how you are getting there. You need to know in advance your final destination (goal) and the steps (activities) that will help you reach that destination.

Planning allows communities to identify and prioritize problems; to set goals and objectives; and to determine activities. This process gives focus and direction to the activities.

SECTION 1: IDENTIFYING PROBLEMS IN DIABETES AWARENESS AND EDUCATION

WHAT ARE THE PROBLEMS?

Before you set goals, objectives, and activities for your activities, you must identify the problems that affect your community. Use the information from the community assessment (Module 1) to identify the problems in diabetes awareness and education in the community.

How do you know what the problems are? What constitutes a problem? For there to be a problem, there must be:

- Awareness/Agreement: A considerable number of people identify a condition to be a problem.
- Verification/Justification: The data, statistics, and facts indicate a problem.

The diabetes problems should be directly related to a lack of awareness or education on one or more of these:

- The number or percentage of people with diabetes;
- The number of deaths from diabetes;
- Illness and complications from diabetes;
- Diabetes risk factors in the community; and
- Cost of diabetes in the community.

SECTION 2: PRIORITIZING PROBLEMS IN DIABETES AWARENESS AND EDUCATION

ON WHICH PROBLEM ARE WE GOING TO FOCUS?

It is impractical and often impossible to address every diabetes-related problem in the community. For the purposes of planning your activities, it is necessary to prioritize the problems in diabetes awareness and education in your community and focus on one or two.

Before moving on to setting objectives and activities, the priority problem must be determined. Success of the activities depends on having a focus.

With so many problems to choose from, on which one do you focus? When prioritizing diabetes concerns, consider these factors:

IMPORTANCE OF ADDRESSING THE PROBLEM

- How many people are affected by the problem?
- How great or urgent is the need to address the problem (according to data/statistics or community opinion)?

FEASIBILITY OF ADDRESSING THE PROBLEM

- How realistic/possible is it to solve the problem?
- Are there resources in the community to address the problem?
- What are the cultural beliefs, traditions, and values of the community related to the problem?

Example 2.1

Prioritizing the Community Diabetes Problem

COMMUNITY DIABETES PROBLEM	IMPORTANCE OF ADDRESSING THE PROBLEM (How great is the need or urgency to address the problem?) Consider: # of people affected; complication rates; risk factor rates; community views related to the problem.	FEASIBILITY OF ADDRESSING THE PROBLEM (How realistic or possible is it to address the problem?) Consider: availability of resources in the community; community views related to the problem.	PRIORITY The problem with the highest score has priority.
People at risk for foot complications	1 ② 3 4 5	1 2 3 ④ 5	6
Most people in the community do not exercise	1 2 ③ 4 5	1 ② 3 4 5	5
Lack of diabetes awareness in the community	1 ② 3 4 5	1 2 ③ 4 5	5
Lack of physical activity and exercise among youths	1 2 3 4 ⑤	1 2 3 ④ 5	9

Exercise 2.1 (form available in Appendix D, pg. 85)

Prioritizing the Community Diabetes Problem

COMMUNITY DIABETES PROBLEM	IMPORTANCE OF ADDRESSING THE PROBLEM (How great is the need or urgency to address the problem?) Consider: # of people affected; complication rates; risk factor rates; community views related to the problem.	FEASIBILITY OF ADDRESSING THE PROBLEM (How realistic or possible is it to address the problem?) Consider: availability of resources in the community; community views related to the problem.	PRIORITY The problem with the highest score has priority.
	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	
	1 2 3 4 5	1 2 3 4 5	

SECTION 3: SETTING A GOAL

WHAT DO WE HOPE TO ACCOMPLISH IN THE LONG TERM?

Defining a goal involves writing a broad, general statement that describes what you hope to accomplish in the long term. A goal describes the desired outcome.

Once you have specified your goal, you can develop appropriate objectives and activities to meet this goal.

EXAMPLE

Goal: Increase diabetes awareness and education activities for young children.

SECTION 4: SETTING OBJECTIVES

HOW DO WE REACH OUR GOAL?

Objectives are specific and measurable results or achievements that contribute to reaching the goal. Objectives must describe an end result or outcome—not an activity.

Clearly stated objectives should include information about:

1. Who? The intended audience or target population.
2. What? The problem.
3. When? The time frame in which the goal will be achieved.
4. How much? The degree to which the change will occur.

EXAMPLE

Objective: By February 2007, increase youths' (ages 6–9) awareness of diabetes and its risk factors by 50 percent.

SECTION 5: DESIGNING ACTIVITIES TO PROMOTE DIABETES AWARENESS AND EDUCATION

HOW DO WE ACHIEVE OUR OBJECTIVES?

Activities are all the things you need to do in order to achieve the objectives. To design the activities, use all the information gathered from the community assessment and the problem statement. The community assessment will point out the resources in the community that you can use in program activities. Use this information to determine possible solutions that can also help to shape your activities.

Remember to:

- Address each objective separately and develop activities needed to meet that objective.
- Address the causes of the problem.
- Use cultural beliefs and customs of the community in each activity.
- Plan activities that will build capacity (skills and knowledge) within the community.
- Find out what activities have been successful so that you can duplicate them.
- Use the resources in the community and involve community members who are interested in achieving the goal and objectives.

EXAMPLE

Program Activities:

1. Plan a youth diabetes education and awareness program
2. Develop educational materials for youths
3. Pre-test materials
4. Finalize materials
5. Print materials

SUMMARY OF MODULE 2: PROGRAM PLANNING

HAS YOUR GROUP COMPLETED THE FOLLOWING?

- Identified problems in diabetes awareness and education in your community.
- Prioritized problems in your community.
- Developed a goal for your activities.
- Developed objectives for your activities.
- Developed activities to promote diabetes awareness and education.

