



Chapter III: EFFECTIVENESS— Preventing and Improving Risk Factors

WHAT IS EFFECTIVENESS?

In the RE-AIM framework, the dimension of EFFECTIVENESS focuses on the intervention's success at achieving its goals. In WISEWOMAN, EFFECTIVENESS outcomes focus on prevention of and improvements in cardiovascular disease risk factors and adoption of a heart-healthy lifestyle.

WHAT TYPES OF PRACTICES ARE INCLUDED IN EFFECTIVENESS?

The practices within the dimension of EFFECTIVENESS focus on strategies that aim to enhance the delivery of the lifestyle intervention. Projects contribute to EFFECTIVENESS through the development, adaptation, and evaluation of the lifestyle intervention and by providing training and tools to local sites to ensure that the underlying behavior change theories are understood and applied by staff when delivering the lifestyle intervention. Projects can also solicit feedback from women on their experiences with the intervention, which can inform program improvement. Local sites contribute to EFFECTIVENESS by delivering the lifestyle intervention to women according to the project's protocol. Intervention delivery activities include actively contacting women, helping women understand risk-related behaviors, setting goals, supporting women while making lifestyle changes, and incorporating incentives into the intervention.

Notable Quote

From a WISEWOMAN Participant

"I was so worried about everything and everyone else that I had forgotten completely about me. So it was very helpful for me to have someone reminding me that I was worth doing this for and that **I could pay more attention to what I was eating**. The anti-stress piece was really helpful for me."

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SNAPSHOTS OF EFFECTIVENESS PRACTICES FROM SELECTED PROJECTS

	Project-Level Practice	Local-Level Practice	Page Described	Tool Included on Page
DEVELOPING AND ADAPTING THE LIFESTYLE INTERVENTION				
1. Ensure that the lifestyle intervention is culturally appropriate for the diverse populations served	✓		31	
2. Gauge participant satisfaction with program services and use the information to revise or modify services offered	✓		33	
3. Incorporate goal-setting strategies into the lifestyle intervention	✓	✓	34	
4. Incorporate experiential activities into the lifestyle intervention	✓	✓	35	
UNDERSTANDING BEHAVIOR CHANGE THEORY				
5. Ensure that appropriate behavior change theory is understood and applied by staff during lifestyle interventions and that tools are used	✓	✓	37	A.6-A.7
5A. Train local staff on behavior change theories that guide the lifestyle intervention	✓	✓	37	
5B. Reinforce training on a regular basis and build on staff knowledge of the behavior change theory	✓	✓	37	
6. Develop or distribute tools that translate theory into practice for staff to use when working with women	✓		39	A.8-A.12
7. Develop or distribute appropriate tools to monitor behavior changes in women	✓		40	A.13
CONTACTING WOMEN FOR THE LIFESTYLE INTERVENTION				
8. Be active and persistent in reaching women for lifestyle interventions		✓	41	
9. Offer flexibility in staff work schedules to reach women at different times of day		✓	41	
10. Contact women multiple times to support behavior change		✓	42	
DELIVERING THE LIFESTYLE INTERVENTION				
11. Provide women with immediate feedback to capitalize on teachable moments created by the screening		✓	43	
12. Deliver the lifestyle intervention using appropriate adult learning techniques		✓	44	
12A. Incorporate multiple learning styles in lessons		✓	44	

	Project-Level Practice	Local-Level Practice	Page Described	Tool Included on Page
12B. Offer opportunities for experiential learning		✓	44	
13. Deliver the lifestyle intervention using multiple modes of contact		✓	45	
ENHANCING A WOMAN'S ABILITY TO MAKE LIFESTYLE CHANGES				
14. Identify the individual needs of the women served and ensure that the lifestyle intervention targets those needs		✓	46	
15. Encourage women to set goals during intervention sessions		✓	47	
16. Build new skills by teaching about the process of reaching goals		✓	47	A.14-A.18
17. Celebrate when women accomplish the goals they set for themselves		✓	47	A.14-A.18
17A. Identify ways for the program to celebrate goals		✓	47	A.14-A.18
17B. Teach women the importance of goals and how to reward themselves for achieving goals		✓	47	A.14-A.18
18. Incorporate opportunities for extra services into the lifestyle intervention		✓	49	
19. Address women's barriers to behavior change, focusing on environmental barriers		✓	50	
20. Link women to free or low-cost resources that support behavior change and address common barriers to adopting healthier lifestyles		✓	50	
21. Identify resources to address access to care barriers		✓	50	
USING INCENTIVES				
22. Include incentives in the lifestyle intervention		✓	51	
22A. Connect incentives to individual goal setting		✓	51	
22B. Provide incentives that address women's barriers to behavior change		✓	51	
22C. Offer incentives that encourage women to monitor their behavior changes		✓	51	
22D. Use incentives to encourage participation in program activities		✓	51	
22E. Develop incentives that increase program name recognition in the community		✓	51	

	Project- Level Practice	Local- Level Practice	Page Described	Tool Included on Page
PROVIDING WOMEN WITH SUPPORT AND ROLE MODELS				
23. Incorporate systems of support for the women into the lifestyle intervention through contact with staff and other participants	✓	✓	53	
24. Recognize that staff serve as role models for healthy lifestyle choices		✓	54	
GAINING FEEDBACK FROM WOMEN				
25. Use both passive and active mechanisms to assess satisfaction	✓		55	
25A. Assess program satisfaction at the end of education and counseling or support sessions	✓		55	
25B. Encourage women to write success stories to document their satisfaction	✓		55	

DETAILS OF EFFECTIVENESS STRATEGIES FROM SELECTED PROJECTS

DEVELOPING AND ADAPTING THE LIFESTYLE INTERVENTION

Practice(s)	1. Ensure that the lifestyle intervention is culturally appropriate for the diverse populations served (Project)	
Description	<p>Providing services to women in a culturally appropriate manner is part of the foundation of WISEWOMAN. Ensuring that the lifestyle intervention is culturally appropriate is paramount as it is a key delivered service. Many projects engage in lifestyle intervention design or adaptation, and it is important to consider cultural appropriateness during this process. In addition, it is important to recognize that cultural appropriateness often goes beyond language translation—culturally appropriate materials, activities, and tools can be used to integrate relevant cultural beliefs and attitudes into the lifestyle intervention.</p> <p>Identifying the priority population(s) guides how projects should culturally adapt materials. For example, if a project identifies the priority population as relatively homogeneous, the cultural adaptation should be specific to a single population. However, if the project anticipates serving a variety of cultural populations, its staff need to assess whether one adaptation is sufficient or if the materials need adapting for several populations.</p>	
Examples from the Field	<p>Two examples of WISEWOMAN projects that ensured that their lifestyle intervention incorporated culturally appropriate strategies are the Massachusetts project and SEARHC. The Massachusetts project primarily used the Patient-Centered Assessment and Counseling for Exercise and Nutrition (PACE) intervention to serve a culturally diverse group of women (see Appendix B for a description of PACE). When first offering services, the project staff anticipated needing to translate the materials into different languages. However, project staff quickly learned that they needed to complete a more extensive adaptation to best meet the cultural needs of women. Ultimately, their adaptation process entailed convening focus groups with participants to understand their needs and cultural beliefs, translating materials into several languages, and reducing the literacy level of the intervention materials to fifth grade.</p> <p>Unlike the Massachusetts project, SEARHC serves a relatively homogeneous population that primarily consists of Alaska Natives. Non-Native women served by the project typically possess an interest in and respect for Native culture and value the opportunity to engage in traditional Native events. The SEARHC project adapted the A New Leaf materials to reflect more typical food and activity choices for women in the region.</p>	
Things to Consider	Staff Level of Effort:	Ensuring that the lifestyle intervention is culturally appropriate will require a time commitment from staff. The process of adapting the materials, if needed, will require a significant amount of time and will probably be an ongoing process.
	Other Considerations:	The project might be responsible for the production and dissemination of adapted materials or obtaining outside expertise to adapt materials.

Staff Skill Level and Training:	Lifestyle intervention development and design requires staff with skills and content knowledge in curriculum design, behavior change, cardiovascular risk factors, nutrition, and physical activity. Staff must also have knowledge of the cultural norms and values of their target population(s). Staff without these skills and knowledge would benefit from training.
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Cultural Adaptability:	N/A
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DEVELOPING AND ADAPTING THE LIFESTYLE INTERVENTION

Practice(s)	2. Gauge participant satisfaction with program services and use the information to revise or modify services offered (Project)	
Description	One measure of success for the lifestyle intervention is the satisfaction of program participants. Developing a structured mechanism to collect information on participant satisfaction helps ensure that this information is gathered and can be incorporated when modifying program services. Ways to gather this information range from simple, such as providing women the opportunity to report success stories following completion of the lifestyle intervention, to complex, such as conducting a telephone or mail survey with a random sample of the WISEWOMAN population. Each project can evaluate its available time and resources for gathering information on participant satisfaction.	
Examples from the Field	<p>The SEARHC project solicited feedback from women following their annual re-screening visits. Staff distributed a satisfaction survey that asked about positive and negative experiences with the program's screening and lifestyle intervention. Women were encouraged to complete the survey and return it by mail to the project director in a postage-paid envelope provided. The project director analyzed the survey responses and reported findings to staff at the local sites several times each year.</p> <p>The Nebraska project encouraged local sites to solicit success stories from women to better understand their overall satisfaction with WISEWOMAN. Staff at some local sites promoted the writing of success stories by distributing return-addressed, stamped envelopes to women. In Kearney, Nebraska, the program coordinator estimated that the site received success stories from about 90 percent of program participants. In Wisner, Nebraska, the program coordinator received success stories on a weekly basis from women.</p>	
Things to Consider	Staff Level of Effort:	The amount of staff time required will vary depending on the method employed to solicit information on satisfaction. More sophisticated and complex methods will require more time to design, analyze, and share results with staff.
	Other Considerations:	Depending on the method used, the project might be responsible for the production of materials and postage.
	Staff Skill Level and Training:	The skill level required of staff will vary depending on the method employed to solicit information on satisfaction. More sophisticated and complex methods will require a higher level of skill. If the project employs a complex method to solicit information, staff would probably benefit from training in survey and sampling design.
	Cultural Adaptability:	N/A
Related Practices	Chapter III, Effectiveness, Practice #25	
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DEVELOPING AND ADAPTING THE LIFESTYLE INTERVENTION

Practice(s)	3. Incorporate goal-setting strategies into the lifestyle intervention (Project, Local)	
Description	Goal setting is an effective strategy to promote lifestyle changes in nutrition and physical activity. By setting goals, women identify specific areas for change as well as the steps needed to achieve the change. Projects can vary their levels of emphasis on goal setting in the lifestyle intervention, but this strategy establishes a foundation for realistic and targeted individual change in women. Local sites may exercise flexibility in how they incorporate goal setting into the intervention and may also vary the emphasis placed on goal setting within the broader lifestyle intervention.	
Examples from the Field	The Michigan WISEWOMAN project provided individual counseling sessions that aimed to support women in setting and working toward behavior change goals. During the initial session, an interventionist guided the women in selecting up to two goals that focused on nutrition, physical activity, or smoking cessation. Typical goals targeted increased fruit and vegetable intake, increased low-fat dairy product consumption, or increased physical activity. During subsequent counseling sessions, the interventionist inquired about the woman's progress toward the identified goals and helped the woman strategize ways to meet the goals.	
Things to Consider	Staff Level of Effort:	Staff who work with women to set goals will spend time helping them to identify appropriate goals, follow up on their progress, and suggest new tactics to keep them working towards goals. When planning for lifestyle intervention delivery, projects can incorporate time for staff to complete goal setting with women.
	Other Considerations:	Additional considerations are not anticipated.
	Staff Skill Level and Training:	Staff need to understand behavior change theory and how goal setting relates to lifestyle changes in women. Also, staff would benefit from a background in cardiovascular disease risk factors as well as lifestyle change through healthy eating, physical activity, and smoking cessation.
	Cultural Adaptability:	Goal setting is typically completed one-on-one with a woman. This individualized approach is well suited to meeting the cultural needs of the participant. For example, a one-on-one setting promotes a feeling of safety for women when sharing personal information.
Related Practices	Chapter III, Effectiveness, Practice #15	
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DEVELOPING AND ADAPTING THE LIFESTYLE INTERVENTION

Practice(s)	4. Incorporate experiential activities into the lifestyle intervention (Project, Local)	
Description	<p>Experiential engagement offers women the opportunity to learn through doing. By incorporating experiential engagement into the lifestyle intervention, projects encourage women to adopt healthier lifestyles through firsthand experience of the targeted behavior. Experiential activities can focus on either nutrition or physical activity. An example in nutrition is a food-tasting event that allows women to sample low-fat, low-sodium, or high-fiber foods. This type of activity could also offer the opportunity for food preparation. Walking clubs and swimming nights are examples of experiential engagement in the area of physical activity.</p> <p>Both projects and local sites can establish opportunities for experiential engagement. Projects can assist local sites by developing partnerships with organizations that offer opportunities for experiential encounters. If projects do not offer assistance, local sites can develop their own programs for women or establish partnerships with local organizations that offer services to women. High-performing local sites that offered women experiential opportunities developed and conducted multiples types of activities.</p> <p>A woman in a focus group explained the value of incorporating hands-on opportunities into the lifestyle intervention. She stated, “[I liked] getting to try hummus at an event. It’s amazing when you try something new; when you get a taste, your whole world opens up.”</p>	
Examples from the Field	<p>Both the Nebraska and Michigan projects have incorporated experiential engagement into their lifestyle interventions. In Nebraska, women who participated in the ABC Class (see Appendix B for a description of this program) received multiple opportunities for first-hand experiences with healthy food choices. For each class, the educator prepared a heart-healthy meal for the women, providing them an opportunity to taste new foods and gain more knowledge about portion sizes. A prepared meal might include pasta salad with chicken, fresh vegetables, and whole-wheat pasta or a low-sodium soup with vegetables and whole grains. In addition, educators actively taught women to understand the food label on products by incorporating label-reading activities into the classes. While discussing whole grains, women might have the opportunity to select a product they think is high in whole grains. The educator then instructs the women how to read the food label of the selected product to identify whether it is high in whole grains.</p> <p>At Public Health Delta and Menominee Counties in Escanaba, Michigan, the program coordinator organized a walking club for program participants. The club met weekly for 8 weeks. During each meeting, program staff presented brief information on a relevant topic and women walked a set course with program staff. The walking club promoted physical activity, offered women social support while engaging in physical activity, and allowed program staff to develop relationships with the women.</p>	
Things to Consider	Staff Level of Effort:	Staff will spend time preparing for and providing experiential activities. The amount of time spent depends on the frequency and types of activities.
	Other Considerations:	Accompanying supplies and materials will be required for each activity. In addition, the project or local site might need to reserve a facility if the activity occurs offsite.

	Staff Skill Level and Training:	Required staff skill level varies depending on the activity, but generally staff benefit from training in lifestyle change theory and an understanding of cardiovascular disease risk factors. Specific training might be necessary for some activities.
	Cultural Adaptability:	N/A
Related Practices		Chapter III, Effectiveness, Practice #12B Chapter III, Effectiveness, Practice #18 Chapter VI, Maintenance, Practice #8
Contact Information		Every Woman Matters, Nebraska WISEWOMAN Project Phone: 1-800-532-2227 Michigan WISEWOMAN Project Phone: 517-335-1178

UNDERSTANDING BEHAVIOR CHANGE THEORY

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- Practice(s)** 5. Ensure that appropriate behavior change theory is understood and applied by staff during lifestyle interventions and that tools are used (Project, Local)
- 5A. Train local staff on behavior change theories that guide the lifestyle intervention (Project, Local)
- 5B. Reinforce training on a regular basis and build on staff knowledge of the behavior change theory (Project, Local)
- [Practice #5B also applies to the dimension of Implementation, Chapter V.]
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Description Behavior change theory establishes the foundation for each lifestyle intervention used by projects. As such, the effectiveness of intervention delivery increases as staff come to understand the theory, its applications, and how to use related tools when working with women. Applying the practice typically entails training on behavior change theory and clear descriptions of applications, followed by project-provided training on the lifestyle intervention.

Training on behavior change theory requires initial introduction and continual reinforcement. After staff develop an initial understanding of the theory, future training sessions provide the opportunity to deepen staff knowledge related to the theory and its application to the lifestyle intervention.

High-performing local sites deliberately hired staff who already possessed a basic understanding of behavior change theories and arranged training by project or local site staff as well staff outside the project. These training sessions focused on understanding the theory and how to apply it when delivering lifestyle interventions.

Examples from the Field The SEARHC WISEWOMAN project used Traditions of the Heart (see Appendix B for a description of this intervention) to provide one-on-one assessment and counseling to women related to nutrition and physical activity behavior change. Multiple theoretical concepts guide Traditions of the Heart, including the Stages of Change theory. When delivering the intervention to women, staff conducted a brief motivation-enhancing interview with women to determine which lifestyle behaviors they were ready to change and were interested in pursuing.


To develop staff proficiency in applying motivational interviewing techniques to the Traditions of the Heart lifestyle intervention, SEARHC provided multiple training sessions on the topic. Initially, the training focused on teaching staff skills to understand the behavior change theory and conducting motivational interviews. Subsequent training sessions provided refresher courses to staff and focused more on how to combine the motivational interview and the Traditions of the Heart counseling technique.




SEARHC's WISEWOMAN Brief Negotiation Roadmap is included in the appendix on page A.6 as a tool to illustrate the process for conducting a motivation-enhancing interview.

Things to Consider	Staff Level of Effort:	Preparing for and delivering initial and ongoing training requires time from staff, especially when ongoing training programs incorporate material that is different from the material provided during the initial training. Additional staff time is needed to assess understanding and application of the theory.
	Other Considerations:	The project or local site might need to make logistical arrangements, such as reserving facilities and travel. Training might also involve providing tools that facilitate application of the theory.
	Staff Skill Level and Training:	Hiring staff with a background in behavior change theory is useful. Providing training to all staff who deliver the lifestyle intervention will ensure global understanding of behavior change theory.
	Cultural Adaptability:	N/A
Related Practices	Chapter IV, Adoption, Practice #9 Chapter V, Implementation, Practice #5	
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UNDERSTANDING BEHAVIOR CHANGE THEORY

Practice(s)	6. Develop or distribute tools that translate theory into practice for staff to use when working with women (Project)	
Description	Projects develop a variety of tools to translate behavior change theory into practice for participating women. Assigning this task to project staff with specialized training ensures that the theory is applied consistently across local sites within a project.	
Examples from the Field	<p>Both the Nebraska and North Carolina projects developed materials that translate behavior change theory into practical tools for use by local staff when working with women. In Nebraska, the Intervention Management Log has a master key that describes how to use the log, defines the Stages of Change theory, and provides relevant outreach strategies and talking points for each stage of change.</p> <p>The University of North Carolina at Chapel Hill developed the A New Leaf lifestyle intervention and accompanying materials for the North Carolina WISEWOMAN project. The materials include a participant binder with assessment forms and related information. The material draws on multiple behavior change theories and translates the theoretical concepts so that participants can readily understand the material.</p> <p> Nebraska's Intervention Management Log and Master Key are included in the appendix on page A.8</p>	
Things to Consider	Staff Level of Effort:	Staff will spend time developing materials. The amount of time will vary depending on the nature and extent of materials. For example, a form requires significantly less time to develop than a binder full of materials. Project staff will also spend time distributing the tools and ensuring that local staff understand how to use them.
	Other Considerations:	Development will involve the production and distribution of tools.
	Staff Skill Level and Training:	Staff who develop the tools need to know behavior change theory and ways to apply the theory in practical settings. In addition, an understanding of the research supporting the theory is useful in thinking about applications.
	Cultural Adaptability:	N/A
Contact Information	<p>Every Woman Matters, Nebraska WISEWOMAN Project Phone: 1-800-532-2227</p> <p>North Carolina WISEWOMAN Project Phone: 919-707-5301</p>	

UNDERSTANDING BEHAVIOR CHANGE THEORY

Practice(s)	7. Develop or distribute appropriate tools to monitor behavior changes in women (Project)	
Description	The development and distribution of tools for monitoring behavior changes help sites encourage women to adopt and maintain lifestyle changes. Tools are typically based on theory and national guidelines for monitoring the adoption of behavior changes. When this type of tool is incorporated into the lifestyle intervention, women learn the importance of tracking changes over time and come to appreciate the behavior changes they make. Making projects responsible for developing tools to monitor behavior change ensures that the tools are consistently implemented across local sites within a project.	
Examples from the Field	<p>The lifestyle intervention used by the Michigan project emphasized goal setting. To encourage women to track progress toward goals they set, the project developed a WISEWOMAN Goal Progress Chart. The chart includes brief instructions, space for the women to record up to two goals, and calendars for tracking progress over 8 weeks.</p> <p> This chart is included in the appendix on page A.13.</p>	
Things to Consider	Staff Level of Effort:	Staff will spend time developing materials. The amount of time will vary depending on the nature of the tools. A single form will require significantly less time to develop than a lengthy set of tools. Project staff will also spend time distributing the tools and ensuring that local staff understand how to use them.
	Other Considerations:	Development will involve the production and distribution of tools.
	Staff Skill Level and Training:	Staff who develop the tools need knowledge of behavior change theory and ways to apply the theory in practical settings, especially as it relates to monitoring. Staff also need to be familiar with national guidelines and the target population to ensure that the tools are consistent with guidelines and appropriate for the target population.
	Cultural Adaptability:	N/A
Contact Information	Michigan WISEWOMAN Project Phone: 517-335-1178	

CONTACTING WOMEN FOR THE LIFESTYLE INTERVENTION

Practice(s)	<p>8. Be active and persistent in reaching women for lifestyle interventions (Local)</p> <p>9. Offer flexibility in staff work schedules to reach women at different times of day (Local)</p>	
Description	<p>Engaging women in lifestyle interventions requires proactive and persistent effort by staff, especially when women are contacted by telephone. Participants often have busy lives with multiple responsibilities, and it is important for local staff to recognize their schedules when engaging women in lifestyle intervention activities. A strategy to facilitate persistence is to offer staff flexibility in their work schedules, which promotes reaching women during different times of day.</p>	
Examples from the Field	<p>In Nebraska, all participating women received telephone calls to discuss behavior changes and goal setting as part of the lifestyle intervention. Recognizing the challenges associated with reaching women by telephone, staff at local sites adopted a philosophy of persistence. Staff recognized the importance of calling women multiple times and at different times of day. To facilitate this persistence, local sites provided staff with flexibility in their work schedules to conduct telephone calls during day and evening hours.</p>	
Things to Consider	Staff Level of Effort:	Staff might spend a significant amount of time reaching women to complete the lifestyle intervention.
	Other Considerations:	Staff might need to use multiple strategies for contacting women because some participants might not have access to a telephone.
	Staff Skill Level and Training:	Persistence and flexibility when delivering the lifestyle intervention does not require a specific skill level or training.
	Cultural Adaptability:	N/A
Related Practices	<p>Chapter III, Effectiveness, Practice #13</p> <p>Chapter VI, Maintenance, Practice #1B</p>	
Contact Information	<p>Every Woman Matters, Nebraska WISEWOMAN Project</p> <p>Phone: 1-800-532-2227</p>	

CONTACTING WOMEN FOR THE LIFESTYLE INTERVENTION

Practice(s)	10. Contact women multiple times to support behavior change (Local)								
Description	Adopting healthy behaviors is challenging for many women because it often requires changing lifelong habits. Staff at local sites can contact women on an ongoing basis to support them in adopting and maintaining a heart-healthy lifestyle.								
Examples from the Field	The Nebraska and Michigan WISEWOMAN projects incorporated ongoing contact with women into their lifestyle interventions. In Nebraska, local staff contacted women by telephone six times during a 6-month period to provide support in addressing their behavior change goals. In Michigan, local staff contacted women three to six times each year to discuss progress on established goals. These contacts occurred either in person or by telephone, depending on the needs of the women.								
Things to Consider	<table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Staff Level of Effort:</td> <td>Contacting women multiple times requires significant time from staff.</td> </tr> <tr> <td>Other Considerations:</td> <td>Additional considerations are not anticipated.</td> </tr> <tr> <td>Staff Skill Level and Training:</td> <td>Staff contacting women should be clear communicators, comfortable on the telephone, and personable. They should also have an understanding of behavior change theory and motivational interviewing techniques.</td> </tr> <tr> <td>Cultural Adaptability:</td> <td>N/A</td> </tr> </table>	Staff Level of Effort:	Contacting women multiple times requires significant time from staff.	Other Considerations:	Additional considerations are not anticipated.	Staff Skill Level and Training:	Staff contacting women should be clear communicators, comfortable on the telephone, and personable. They should also have an understanding of behavior change theory and motivational interviewing techniques.	Cultural Adaptability:	N/A
Staff Level of Effort:	Contacting women multiple times requires significant time from staff.								
Other Considerations:	Additional considerations are not anticipated.								
Staff Skill Level and Training:	Staff contacting women should be clear communicators, comfortable on the telephone, and personable. They should also have an understanding of behavior change theory and motivational interviewing techniques.								
Cultural Adaptability:	N/A								
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DELIVERING THE LIFESTYLE INTERVENTION

Practice(s)	11. Provide women with immediate feedback to capitalize on teachable moments created by the screening (Local)	
Description	<p>Screening women for cardiovascular risk factors creates an opportunity for a teachable moment during which staff can provide immediate feedback to women regarding their results. Depending on the type of screening tests used, only some results might be available during the appointment. Discussing even a subset of the results with the woman ensures that this opportunity for discussion is not missed.</p> <p>When combining the screening with education, high-performing sites discussed individual screening results prior to discussing behavior changes because the screening results established a foundation for discussing subsequent behavior changes.</p>	
Examples from the Field	<p>At the Guilford County Health Department in Greensboro, North Carolina, staff met in person with women once each year. During this visit, a nurse completed the required risk factor screening and provided education. To fully realize the potential of this in-person encounter, the nurse incorporated the known screening results for blood pressure, height, and weight into the education. Formal screening results, which include blood cholesterol levels, were mailed to each woman about 1 week after her screening appointment.</p>	
Things to Consider	Staff Level of Effort:	Arranging time for staff who conduct the lifestyle intervention to meet with women following the screening will require planning by the local site. The time to provide feedback to the women is incorporated into the staff time needed to deliver the lifestyle intervention.
	Other Considerations:	Additional considerations are not anticipated.
	Staff Skill Level and Training:	Staff who discuss clinical screening results with women must understand how to interpret and explain these results using simple terms. They must also understand how cardiovascular disease risk factors can be modified.
	Cultural Adaptability:	N/A
Contact Information	<p>North Carolina WISEWOMAN Project Phone: 919-707-5301</p>	

DELIVERING THE LIFESTYLE INTERVENTION

Practice(s)	12. Deliver the lifestyle intervention using appropriate adult learning techniques (Local) 12A. Incorporate multiple learning styles in lessons (Local) 12B. Offer opportunities for experiential learning (Local)	
Description	<p>Adult learners benefit from teaching strategies that recognize their unique needs. Women might have visual, auditory, or tactile learning styles. High-performing local sites incorporated multiple learning styles into their in-person lifestyle interventions to ensure that the needs of all participants were addressed. Expanding tactile learning approaches to incorporate experiential opportunities, such as walking groups, provided a rich resource that actively engaged women in the learning process. While ensuring that materials were appropriate in language and literacy level, high-performing local sites paired materials with varied teaching techniques to meet the needs of the population served.</p> <p>A woman in a focus group discussed the benefit of experiential learning during the lifestyle intervention. She described her experience learning to read nutrition labels, especially for fat contents, on snack foods as follows: <i>“[It] was really effective to actually see [the label] and realize that’s what [I’ve] been eating and putting in [my] body for all these years.”</i></p>	
Examples from the Field	As part of their lifestyle intervention, the local sites in SEARHC provided women with a wide range of opportunities that focused on increasing their knowledge about heart-healthy topics or engaged them in heart-healthy activities. The local sites delivered education sessions to women that addressed health behavior topics of great interest. Staff emphasized a teaching approach that recognized the multiple learning styles of women. Approaches included lectures by staff or discussions among women (auditory learning style), distribution of materials and colorful displays (visual learning style), and opportunities to touch and explore materials (tactile learning style). In addition, the local sites engaged women in a range of experiential opportunities that promoted a heart-healthy lifestyle, including swimming, gardening, and strength training.	
Things to Consider	Staff Level of Effort:	Staff might spend time ensuring that the material is presented using a combination of visual, auditory, and tactile approaches.
	Other Considerations:	Additional considerations are not anticipated.
	Staff Skill Level and Training:	To deliver the intervention in ways that accommodate adult learning styles, staff need to be familiar with these techniques. If staff do not have this knowledge before beginning to deliver the lifestyle intervention, they would benefit from training.
	Cultural Adaptability:	N/A
Related Practices	Chapter III, Effectiveness, Practice #4 Chapter III, Effectiveness, Practice #18	Chapter VI, Maintenance, Practice #8
Contact Information	SEARHC WISEWOMAN Project Phone: 907-966-8710 (ask for WISEWOMAN Project Director)	

DELIVERING THE LIFESTYLE INTERVENTION


Practice(s)	13. Deliver the lifestyle intervention using multiple modes of contact (Local)	
Description	<p>Each woman participating in WISEWOMAN has different needs, interests, and availability. Delivering the lifestyle intervention through multiple modes of contact recognizes the complexity of women’s lives and allows the intervention to fit the women’s availability. Multiple modes of contact include in-person encounters as well as telephone and mail contact.</p> <p>One woman described the benefit of participating in a class and receiving supportive telephone calls as part of the lifestyle intervention: <i>“When the class came along, I was just on the verge of not taking care of myself and it reminded me to take care of myself and that there are all these people out there who care about me. The telephone calls showed me this was true.”</i></p> <p>Another woman described her appreciation for receiving mail associated with the lifestyle intervention. She stated, <i>“I just like getting mail because, to me, it’s like Christmas when you get these booklets that you can look through.”</i></p>	
Examples from the Field	<p>The Every Woman Matters program in Nebraska allowed women to choose whether to receive a telephone- and mail-based self-study lifestyle intervention or an in-person class-format lifestyle intervention. These options were based on the recognition that participating in a face-to-face intervention is of interest to women but not always feasible due to time and geographical constraints. The self-study option was more feasible for some women than the class format. Both options contained the same content. However, educators could elaborate on the content and provide hands-on opportunities during class time to meet the interests of participating women.</p>	
Things to Consider	Staff Level of Effort:	This practice does not require staff to allocate additional time. Instead, staff will divide their time delivering lifestyle interventions using multiple forms of contact.
	Other Considerations:	Local sites might use a variety of methods, such as telephone conversations or mailed letters and materials, to deliver the lifestyle intervention to women who cannot attend in-person sessions.
	Staff Skill Level and Training:	Staff need to feel comfortable contacting women in multiple ways. Training might be required to ensure that staff feel prepared to use different modes of contact.
	Cultural Adaptability:	Considering the cultural appropriateness of various forms of contact with respect to literacy, language, and population mobility is helpful in determining what modes should be used.
Related Practices	<p>Chapter III, Effectiveness, Practice #8 Chapter VI, Maintenance, Practice #1B</p>	
Contact Information	<p>Every Woman Matters, Nebraska WISEWOMAN Project Phone: 1-800-532-2227</p>	

ENHANCING A WOMAN'S ABILITY TO MAKE LIFESTYLE CHANGES

Practice(s)	14. Identify the individual needs of the women served and ensure that the lifestyle intervention targets those needs (Local)	
Description	<p>WISEWOMAN projects serve a diverse group of women with a variety of concerns. By identifying the concerns of each woman and targeting the lifestyle intervention to her nutrition, physical activity, and smoking cessation needs, local staff can provide an individualized lifestyle intervention. High-performing local sites tailored their counseling to each woman, provided referrals and supported goals related to nutrition, physical activity, and tobacco cessation.</p> <p>During focus groups, women described how the lifestyle intervention addressed their individual needs. One woman said, <i>"I eat more fruits and vegetables than before. Conversation helped me. I had a 7-year diet and I lost 70 pounds. Then I was at a standstill. The interventionist helped me to figure out that I need more exercise."</i> Another women stated, <i>"I have cut back on red meat and fat and I have increased my exercise."</i></p>	
Examples from the Field	The Women's Health Network in Massachusetts provided telephone counseling to each woman. Local staff discussed the woman's risk factors based on her screening results and identified lifestyle changes that address these risk factors. In addition, the staff offered targeted resources to each woman, such as a free nutrition course, free smoking cessation counseling, or certificates to gyms or yoga studios. The goal of offering these resources was to encourage the woman to adopt lifestyle changes that target her areas of interest.	
Things to Consider	Staff Level of Effort:	This practice does not require staff to allocate additional time. Instead, staff will spend time identifying needs and providing personalized services when delivering the lifestyle intervention. Time might also be spent forming partnerships to obtain free or reduced-cost services to address women's needs.
	Other Considerations:	Additional considerations are not anticipated.
	Staff Skill Level and Training:	Staff should understand the behavior change process to ensure that the intervention addresses each woman's needs.
	Cultural Adaptability:	Personalizing the delivery of the lifestyle intervention allows staff to ensure that the presentation is culturally appropriate.
Contact Information	Women's Health Network, Massachusetts WISEWOMAN Project Phone: 617-624-5434	

ENHANCING A WOMAN'S ABILITY TO MAKE LIFESTYLE CHANGES

Practice(s)	15. Encourage women to set goals during intervention sessions (Local) 16. Build new skills by teaching about the process of reaching goals (Local) 17. Celebrate when women accomplish the goals they set for themselves (Local) 17A. Identify ways for the program to celebrate goals (Local) 17B. Teach women the importance of goals and how to reward themselves for achieving goals (Local)
Description	<p>One strategy for adopting a heart-healthy lifestyle is to set goals that address specific areas of concern. Local staff can play a role in teaching women about the process of reaching goals during intervention sessions. For example, staff can educate women about factors that facilitate attainment of goals, such as identifying a supportive partner to encourage progress, and those that impede goal attainment.</p> <p>Also, staff can discuss the importance of identifying rewards for achieving goals as well as establishing and rewarding interim goals. Rewards that mark goal attainment can be free or low-cost indulgences that the woman enjoys, such as a bubble bath. Local programs can also reward the woman for achieving identified goals by highlighting the woman's accomplishment as a success story or providing an incentive to recognize goal attainment. High-performing local sites provided women with incentives to celebrate behavior changes, encouraged women to document goal attainment by writing success stories, and taught women how to self-reward behavior change.</p>
Examples from the Field	<p>Goal setting was included in the lifestyle interventions offered by the SEARHC and Massachusetts projects. In SEARHC, women had an opportunity to set goals during the initial lifestyle counseling session as well as during follow-up and educational meetings. A health educator at the Juneau, Alaska, site developed a goal-setting form that asks women to identify a goal, steps to achieve the goal, a supportive partner to facilitate goal attainment, potential barriers and strategies to overcome the barriers, and a self-reward for achieving the goal. On request, staff provided additional support after the initial session through in-person or telephone contact to assess progress toward the goal and to brainstorm ways to overcome barriers the woman encountered.</p> <p>The WISEWOMAN program at Jordan Hospital in Plymouth, Massachusetts, also encouraged women to identify goals that support a heart-healthy lifestyle. The project asked women to track their progress toward these goals. To facilitate tracking, staff at the local site developed monitoring forms for the most common goals—increasing physical activity, eating five fruits and vegetables a day, and adopting a low-fat diet. Along with the monitoring forms, staff provided a tip sheet that educates women on a given topic and reinforces the importance of adopting the targeted heart-healthy behavior. Staff asked women to return the completed tracking forms and sent women an incentive to celebrate goal attainment.</p>



The goal-setting form used in SEARHC and the tracking forms used in Plymouth, Massachusetts, are included in the appendix on page A.14.

Things to Consider	Staff Level of Effort:	This set of practices relates to how the lifestyle intervention is delivered. The practice requires that staff allocate a portion of the time they spend delivering the intervention to goal setting.
	Other Considerations:	Local sites can provide women with rewards and incentives to celebrate the goals they achieve.
	Staff Skill Level and Training:	Staff who deliver the lifestyle intervention should understand the goal-setting process, the role it serves in lifestyle changes, and strategies for using goal setting to achieve behavior changes.
	Cultural Adaptability:	Goal setting is personalized (which includes ensuring cultural appropriateness) to meet the needs of each woman.
Related Practices	Chapter II, Effectiveness, Practice #3	
Contact Information	SEARHC WISEWOMAN Project Phone: 907-966-8710 (ask for WISEWOMAN Project Director) Women's Health Network, Massachusetts WISEWOMAN Project Phone: 617-624-5434	

ENHANCING A WOMAN'S ABILITY TO MAKE LIFESTYLE CHANGES

Practice(s)	18. Incorporate opportunities for extra services into the lifestyle intervention (Local)	
Description	A strategy for encouraging women to adopt a heart-healthy lifestyle is to provide ongoing opportunities to engage in physical activity and learn about heart-healthy nutrition. Offering these additional services reinforces the healthy behaviors promoted by WISEWOMAN. Because these are optional activities, women may use them based on their abilities and interests. High-performing local sites offered a wide variety of choices for women to increase the likelihood that women would find a topic of interest.	
Examples from the Field	<p>Local WISEWOMAN programs in the Michigan project offered additional opportunities to women that encouraged the adoption of a heart-healthy lifestyle. The sites in District Health Department 10 offered women a variety of opportunities that targeted smoking cessation and physical activity. Women who expressed an interest in smoking cessation received referrals to the state quitline and for nicotine replacement therapy. In addition, staff provided a guide to area recreation opportunities and walking trails to women who expressed an interest in physical activity.</p> <p>At the Public Health Delta and Menominee Counties in Escanaba, Michigan, staff offered women the opportunity to participate in heart-healthy activities. Staff coordinated a two-session grocery store tour that included education about heart-healthy food choices and a tour of a local grocery store to help women locate these foods. The site also offered a weekly walking group to interested women.</p>	
Things to Consider	Staff Level of Effort:	The amount of staff time required varies depending on how the local site incorporates extra services. If local staff provide the services, they will need to allocate time to coordinating and delivering the services. If local staff provide referrals for extra services, less time will be required.
	Other Considerations:	Local staff who deliver services might need to provide related materials, supplies, and facilities.
	Staff Skill Level and Training:	If the local staff provide the services, the staff will benefit from content knowledge in the area of the service. If the local staff primarily provides referrals, they will benefit from a solid knowledge of resources available to women in the community.
	Cultural Adaptability:	When planning extra services, staff should consider the cultural appropriateness of the service. Also, staff can identify events of particular interest to the cultural groups targeted by the local site.
Related Practices	Chapter III, Effectiveness, Practice #4 Chapter III, Effectiveness, Practice #12B Chapter VI, Maintenance, Practice #8	
Contact Information	Michigan WISEWOMAN Project Phone: 517-335-1178	

ENHANCING A WOMAN'S ABILITY TO MAKE LIFESTYLE CHANGES

Practice(s)	<p>19. Address women's barriers to behavior change, focusing on environmental barriers (Local)</p> <p>20. Link women to free or low-cost resources that support behavior change and address common barriers to adopting healthier lifestyles (Local)</p> <p>21. Identify resources to address access to care barriers (Local)</p>								
Description	<p>Women experience a variety of barriers that impede their ability to adopt heart-healthy behaviors. Local sites can address environmental barriers, such as weather, safety, or transportation, by encouraging physical activity around the home or by providing opportunities for indoor physical activity through free and reduced-price memberships to local gyms. Cost and the lack of access to affordable medical care are also barriers that can limit the adoption of heart-healthy choices. High-performing sites offered women multiple opportunities to address barriers as well as long-term resources. In addition, high-performing sites followed up with women to ensure that they took advantage of referrals.</p> <p>One woman described the benefit of receiving referrals through WISEWOMAN: <i>"The referrals were the best part for me; without the referrals, I would not have done anything."</i></p>								
Examples from the Field	<p>The WISEWOMAN program at Mary Lane Hospital in Ware, Massachusetts, illustrates how a local site can address many of the barriers women face when making behavior changes. Staff at this site provided women access to indoor physical activity opportunities through free and discounted certificates to area gyms. The staff also coordinated multiple opportunities for free support, such as informing women of a multi-session nutrition course offered at the hospital, tobacco cessation support provided by program nurses, and a monthly WISEWOMAN support group. The WISEWOMAN support group offered women the opportunity to discuss heart health in a safe environment. The program's nurse coordinator facilitated the group but encouraged women to take ownership of the group to ensure that it met their needs. In addition, the site recognized the barriers women face in affording necessary medications and identified available community resources to assist the women.</p>								
Things to Consider	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 20%;">Staff Level of Effort:</td> <td>To effectively address barriers, staff will need to allocate a portion of their time during the lifestyle intervention to barrier identification and strategies to address each barrier. Staff will also need to spend time identifying community resources that could address the most common barriers.</td> </tr> <tr> <td style="vertical-align: top;">Other Considerations:</td> <td>Additional considerations are not anticipated.</td> </tr> <tr> <td style="vertical-align: top;">Staff Skill Level and Training:</td> <td>Staff will benefit from understanding the types of barriers women experience and from knowing the resources available in the community. Staff also need appropriate skills to effectively discuss barriers with women.</td> </tr> <tr> <td style="vertical-align: top;">Cultural Adaptability:</td> <td>When discussing potential barriers, staff will need to consider the cultural appropriateness of ways to overcome the barriers discussed.</td> </tr> </table>	Staff Level of Effort:	To effectively address barriers, staff will need to allocate a portion of their time during the lifestyle intervention to barrier identification and strategies to address each barrier. Staff will also need to spend time identifying community resources that could address the most common barriers.	Other Considerations:	Additional considerations are not anticipated.	Staff Skill Level and Training:	Staff will benefit from understanding the types of barriers women experience and from knowing the resources available in the community. Staff also need appropriate skills to effectively discuss barriers with women.	Cultural Adaptability:	When discussing potential barriers, staff will need to consider the cultural appropriateness of ways to overcome the barriers discussed.
Staff Level of Effort:	To effectively address barriers, staff will need to allocate a portion of their time during the lifestyle intervention to barrier identification and strategies to address each barrier. Staff will also need to spend time identifying community resources that could address the most common barriers.								
Other Considerations:	Additional considerations are not anticipated.								
Staff Skill Level and Training:	Staff will benefit from understanding the types of barriers women experience and from knowing the resources available in the community. Staff also need appropriate skills to effectively discuss barriers with women.								
Cultural Adaptability:	When discussing potential barriers, staff will need to consider the cultural appropriateness of ways to overcome the barriers discussed.								
Related Practices	<p>Chapter VI, Maintenance, Practice #11</p> <p>Chapter VI, Maintenance, Practice #15</p>								
Contact Information	<p>Women's Health Network, Massachusetts WISEWOMAN Project</p> <p>Phone: 617-624-5434</p>								

USING INCENTIVES

Practice(s)	22. Include incentives in the lifestyle intervention (Local) 22A. Connect incentives to individual goal setting (Local) 22B. Provide incentives that address women's barriers to behavior change (Local) 22C. Offer incentives that encourage women to monitor their behavior changes (Local) [Practice #22C also applies to the dimension of Maintenance, Chapter VI.] 22D. Use incentives to encourage participation in program activities (Local) 22E. Develop incentives that increase program name recognition in the community (Local)
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Description Providing incentives to women who participate in WISEWOMAN is a common practice in many projects. Incentives are useful and serve multiple purposes. High-performing local sites understood this and took time to explain each incentive's purpose to women during encounters.

One purpose of incentives is to support the goals that women set during the lifestyle intervention. These incentives are offered to either encourage or reinforce adoption of goals or reward goal achievement. An example is a water bottle or walking reflector to support achievement of physical activity-related goals.

Another purpose of incentives is to help overcome women's barriers to behavior change. These incentives are offered to reduce common barriers to the adoption of a heart-healthy lifestyle, such as the costs associated with joining a gym.

Programs also use incentives that assist women in monitoring their behavior changes, such as distributing pedometers to women to support their use of the 10,000 Steps® program. When providing these incentives, staff at high-performing sites gave one-on-one attention to ensure that the women knew how to use the self-monitoring tools.

Incentives are also distributed to women to encourage participation in program activities. For example, the program might distribute a pin or other piece of jewelry to women during each screening visit. Over time, the women might look forward to receiving the incentives and attending the annual screening appointments. High-performing local sites explained the purpose of these incentives during in-person encounters.

A final reason for distributing incentives is to increase recognition of the program in the community. Incentives developed for this purpose need to display the program name visibly and be something that women will carry with them. Tote bags, jackets, towels, and water bottles with the program name are examples of incentives that increase program visibility.

During focus groups, one woman described an incentive that was connected to her individual goals: *"I got vegetarian recipes and a good cookbook . . . I like to eat as little meat as I can and the cookbooks were helpful. I also learned ways to get more fiber."*

Examples from the Field	<p>The WISEWOMAN project in Southeast Alaska incorporated incentives that serve a variety of purposes. To promote physical activity and help reduce financial barriers to physical activity, local sites offered women free swimming sessions at community pools. To encourage participation in the swimming sessions, local sites recorded attendance each week. After attending a specified number of sessions, women earned a towel with the WISEWOMAN logo which they could use at future swimming sessions. The incentive also served to increase recognition of the program in the community and to reinforce positive behavior.</p> <p>The SEARHC project also distributed jewelry to women during each screening visit. The project developed several pins, each of which depicts traditional Alaska Native artwork. Each woman received a pin that corresponded to the number of years she participated in WISEWOMAN. Women could anticipate receiving a new piece of jewelry at each annual screening appointment.</p> <p>In addition to the towel and jewelry, SEARHC distributed other incentives that fulfilled a variety of purposes. The incentives have included tote bags, cutting boards, pedometers, water bottles, and stress-reduction balls.</p>	
Things to Consider	Staff Level of Effort:	To ensure that incentives are used for the desired purposes within the lifestyle intervention, staff will spend time selecting incentives that serve a relevant purpose and explaining the purpose to participants. Staff might also allocate time to designing, purchasing, and distributing incentives.
	Other Considerations:	Local sites can purchase and distribute different types and quantities of incentives.
	Staff Skill Level and Training:	Staff providing the lifestyle interventions will benefit from understanding the intended purpose of each incentive.
	Cultural Adaptability:	When selecting incentives, staff need to consider the cultural appropriateness of the incentives, given the population served by the project.
Related Practices	<p>Chapter II, Reach, Practice #6B Chapter II, Reach, Practice #10A Chapter VI, Maintenance, Practice #2 Chapter VI, Maintenance, Practice #10</p>	
Contact Information	<p>SEARHC WISEWOMAN Project Phone: 907-966-8710 (ask for WISEWOMAN Project Director)</p>	

PROVIDING WOMEN WITH SUPPORT AND ROLE MODELS

Practice(s)	23. Incorporate systems of support for women into the lifestyle intervention through contact with staff and other participants (Project, Local)	
	[Practice #23 also applies to the dimension of Maintenance, Chapter VI.]	
Description	<p>A strong system of social support is important in facilitating behavior change. Both staff and other participants can serve as support systems for women. Through ongoing contact, staff can encourage women to adopt and maintain lifestyle changes. During group intervention and education sessions, participants offer support to each other by discussing common challenges and successes.</p> <p>During focus groups, women described the benefit of social support from other participants and staff members. One woman stated, <i>“When I’m walking with the walking class, I find I must be accountable.”</i> Another woman who received supportive phone calls from WISEWOMAN staff said, <i>“The outreach worker makes me feel like I’ve known her forever, even though I’d never met her [before].”</i></p>	
Examples from the Field	<p>The Every Woman Matters program in Nebraska offered women the choice of either a class-format or self-study lifestyle intervention. Both interventions incorporated social support with the content covered. The class-format intervention was typically conducted during four sessions with the same group of women. Through this regular contact, women developed relationships with each other and the cooperative extension educator who taught the class. With both the class-format and self-study intervention options, women received telephone calls from outreach staff to discuss progress on identified goals. This ongoing contact promoted the development of trusting relationships between program staff and participants.</p>	
Things to Consider	Staff Level of Effort:	Staff who serve as a support system for women might contribute a significant amount of time to this activity. The amount of time will vary depending on the needs of each woman. Staff might also spend time cultivating a system for support among women.
	Other Considerations:	Additional considerations are not anticipated.
	Staff Skill Level and Training:	Providing support requires patience, compassion, and empathy from staff. A specific skill level or training background is not required.
	Cultural Adaptability:	N/A
Related Practices	Chapter VI, Maintenance, Practice #12	
Contact Information	Every Woman Matters, Nebraska WISEWOMAN Project Phone: 1-800-532-2227	

PROVIDING WOMEN WITH SUPPORT AND ROLE MODELS

Practice(s)	24. Recognize that staff serve as role models for healthy lifestyle choices (Local)	
Description	Role models can illustrate how to make healthy lifestyle choices when others observe and discuss their personal experiences. Through interaction with participants, staff can model making positive choices in physical activity and healthy eating, and participants can learn how to apply these choices in their own lives. Program staff at high-performing sites modeled healthy behaviors that were directly related to program objectives, such as food choices and physical activity.	
Examples from the Field	Staff in SEARHC understood the benefit of being role models for participants and attempted to provide women with positive illustrations of heart-healthy living. Local sites in SEARHC offered free swimming sessions for WISEWOMAN participants on a weekly basis. The health educator in Sitka, Alaska participated in these swimming events whenever possible to provide an example of being physically active. The local sites also offered a biweekly strength-training class for participants that staff organized and taught. By leading the class, staff modeled physical activity for the women and developed relationships through frequent contact. In Haines, Alaska, the health educator organized a community garden with participants, which encouraged participants to engage in physical activity while growing fresh vegetables.	
Things to Consider	Staff Level of Effort:	Staff will spend time participating in activities with women that model healthy behaviors.
	Other Considerations:	Additional considerations are not anticipated.
	Staff Skill Level and Training:	Role modeling does not require special skills or training, but staff should be cognizant that the heart-healthy behaviors they practice influence participating women.
	Cultural Adaptability:	The manner in which staff model a healthy lifestyle can reflect the targeted cultural background of the women served.
Contact Information	SEARHC WISEWOMAN Project Phone: 907-966-8710 (ask for WISEWOMAN Project Director)	

GAINING FEEDBACK FROM WOMEN

Practice(s)	<p>25. Use both passive and active mechanisms to assess satisfaction (Project)</p> <p>25A. Assess program satisfaction at the end of education and counseling or support sessions (Project)</p> <p>25B. Encourage women to write success stories to document their satisfaction (Project)</p>	
Description	<p>By assessing participant satisfaction with the lifestyle intervention, projects can measure program success objectively. Participant satisfaction can be identified through formal and structured means as well as through passive methods. Formal methods can include a structured survey that women complete at a specific point in time. Passive methods can include encouraging women to write success stories that illustrate the program's benefits.</p> <p>In many WISEWOMAN programs, the lifestyle intervention concludes before the woman is due for her annual screening appointment. The end of the lifestyle intervention provides an opportunity to assess satisfaction. It is likely that the women have engaged in multiple contacts with the program at this point and have had an opportunity to contemplate its messages and recommendations. The fact that the women are still engaged in program services can increase their likelihood of response.</p> <p>Success stories provide anecdotal evidence of how the lifestyle intervention has affected the lives of the women. These stories illustrate what the women have valued during their participation and focus on their priorities, challenges, and achievements. Projects can use success stories to understand the types of behavior changes women adopt.</p>	
Examples from the Field	<p>The Nebraska and SEARHC projects solicited feedback on participant satisfaction. In the SEARHC project, staff asked women to complete a structured survey after the annual re-enrollment visit and return it using a postage-paid envelope. The survey included questions about the experience with lifestyle counseling, attendance at experiential and educational gatherings, and lifestyle changes that the woman or her friends and family have made as a result of WISEWOMAN. All returned surveys were sent to the project director, who analyzed the results and used them to guide program improvement.</p> <p>To understand the impact of the program on women's lives, the Every Woman Matters program in Nebraska encouraged women to submit success stories after completing the lifestyle intervention. For this purpose, local sites provided a structured form and a postage-paid envelope. In addition, cooperative extension educators who delivered the class-format lifestyle intervention assessed satisfaction using an evaluation form distributed at the end of the class.</p>	
Things to Consider	Staff Level of Effort:	Developing and implementing a system to assess satisfaction and analyzing information from the system to guide program improvement requires staff time.
	Other Considerations:	Projects can produce and distribute survey tools to assess satisfaction.
	Staff Skill Level and Training:	Staff require a background relevant to the type of feedback system developed. For example, if a formal survey is used, staff would benefit from understanding survey design and research methodology.

	Cultural Adaptability:	N/A
Related Practices	Chapter III, Effectiveness, Practice #2	
Contact Information	SEARHC WISEWOMAN Project Phone: 907-966-8710 (ask for WISEWOMAN Project Director) Every Woman Matters, Nebraska WISEWOMAN Project Phone: 1-800-532-2227	

**ACTION CHECKLIST:
EFFECTIVENESS—Preventing and Improving Risk Factors**



	Is the Project or Site Interested in Adopting this Strategy?
DEVELOPING AND ADAPTING THE LIFESTYLE INTERVENTION	
1. Ensure that the lifestyle intervention is culturally appropriate for the diverse populations served	
2. Gauge participant satisfaction with program services and use the information to revise or modify services	
3. Incorporate goal-setting strategies into the lifestyle intervention	
4. Incorporate experiential activities into the lifestyle intervention	
UNDERSTANDING BEHAVIOR CHANGE THEORY	
5. Ensure that appropriate behavior change theory is understood and applied by staff during lifestyle interventions and that tools are used	
5A. Train local staff on behavior change theories that guide the lifestyle intervention	
5B. Reinforce training on a regular basis and work to build on staff knowledge of the behavior change theory	
6. Develop or distribute tools that translate theory into practice for staff to use when working with women	
7. Develop or distribute appropriate tools to monitor behavior changes in women	
CONTACTING WOMEN FOR THE LIFESTYLE INTERVENTION	
8. Be active and persistent in reaching women for lifestyle interventions	
9. Offer flexibility in staff work schedules to reach women at different times of day	
10. Contact women multiple times to support behavior change	
DELIVERING THE LIFESTYLE INTERVENTION	
11. Provide women with immediate feedback to capitalize on teachable moments created by the screening	
12. Deliver the lifestyle intervention using appropriate adult learning techniques	
12A. Incorporate multiple learning styles in lessons	

	Is the Project or Site Interested in Adopting this Strategy?
12B. Offer opportunities for experiential learning	
13. Deliver the lifestyle intervention using multiple modes of contact	
ENHANCING A WOMAN'S ABILITY TO MAKE LIFESTYLE CHANGES	
14. Identify the individual needs of the women served and ensure that the lifestyle intervention targets those needs	
15. Encourage women to set goals during intervention sessions	
16. Build new skills by teaching about the process of reaching goals	
17. Celebrate when women accomplish the goals they set for themselves	
17A. Identify ways for the program to celebrate goals	
17B. Teach women the importance of goals and how to reward themselves for achieving goals	
18. Incorporate opportunities for extra services into the lifestyle intervention	
19. Address women's barriers to behavior change, focusing on environmental barriers	
20. Link women to free or low-cost resources that support behavior change and address common barriers to adopting healthier lifestyles	
21. Identify resources to address access to care barriers	
USING INCENTIVES	
22. Include incentives in the lifestyle intervention	
22A. Connect incentives to individual goal setting	
22B. Provide incentives that address women's barriers to behavior change	
22C. Offer incentives that encourage women to monitor their behavior changes	
22D. Use incentives to encourage participation in program activities	
22E. Develop incentives that increase program name recognition in the community	
PROVIDING WOMEN WITH SUPPORT AND ROLE MODELS	
23. Incorporate systems of support for women into the lifestyle intervention through contact with staff and other participants	
24. Recognize that staff serve as role models for healthy lifestyle choices	
GAINING FEEDBACK FROM WOMEN	
25. Use both passive and active mechanisms to assess satisfaction	

	Is the Project or Site Interested in Adopting this Strategy?
25A. Assess program satisfaction at the end of education and counseling or support sessions	
25B. Encourage women to write success stories to document their satisfaction	

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