CBPM

Community-Based Prevention Marketing

Facilitator Guide

Build a Strong Foundation

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CBPM for Policy Development
Step 1 Facilitator Guide

Each step of Community Based Prevention Marketing for Policy Development includes a learning module on the CBPM Policy Development website, a corresponding Facilitator Guide, and resources and worksheets specific to the activities for each step. The training module and Facilitator Guide complement each other and provide the facilitator and the coalition with a comprehensive understanding of the purpose of each step as well as the resources to complete the activities for each step.

These Facilitator Guides were developed primarily to assist the facilitator by providing a lesson plan and activities to be completed by the coalition during each meeting. The corresponding training modules on the CBPM Policy Development website should also be viewed by the facilitator prior to the coalition meeting. The facilitator may then choose all or parts of the training module to share with the coalition. While some of the information provided in the website training modules may be helpful for the coalition, the decision to watch all or parts of the module—either as a group or separately before the coalition meeting—is for the facilitator to make, based on the needs of the coalition.

Title	Step 1: Building a Strong Foundation
Time	60-90 minutes
Materials	**Materials needed:** **Group** • Display mechanism for eight steps in the *CBPM for Policy Development* process flowchart • Learning Module: *Marketing Upstream: CBPM for Policy Development* • Mechanism to keep track of coalition ideas and recommendations for building a strong foundation for success **Individual** • Readiness checklist Worksheet • SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis Worksheets • Meeting evaluation worksheet **Additional Resources:** • Sample recruitment letter for inviting new people to join the coalition • Prevention Institute Report: Developing Effective Coalitions Frieden, T., Dietz, W., & Collins, J. (2010). Reducing childhood obesity through policy change: Acting now to prevent obesity. *Health Affairs, 29*(3), 357-363. • Institute of Medicine Report: Local Government Actions to

	Prevent Childhood Obesity
Objectives	Upon completion of this step, coalition members will have: 1. Identified the eight steps in the *CBPM for Policy Development* process 2. Decided if they have the resources and member interest needed to use *CBPM for Policy Development* 3. Identified roles and responsibilities they want to have in the process 4. Identified additional people and other resources needed for success

Prior to the meeting	**Coalition Readiness**

Activity	1. Develop a mechanism for displaying the *CBPM for Policy Development* flow chart
	 2. Using the Readiness Checklist worksheet, complete a preliminary review of the coalitions' readiness to use the *CBPM for Policy Development* framework.
	 3. Review social marketing training resources as needed.
	 4. In collaboration with a university partner, develop a document describing policies that have been enacted in other communities and a brief summary of evidence regarding the impact these policies have had on childhood obesity and/or its behavioral determinants. The document should be structured to answer two questions:
	     a. What is known about the impact a respective policy has had on obesity?
	     b. How difficult has it been to adopt and implement the policy?

Anticipatory Steps	• To reinforce the *CPBM for Policy Development* process among coalition members, display the eight step flow chart in a place of prominence in the meeting space. We suggest using a large poster board that can be displayed at every meeting. • The readiness checklist is designed to identify gaps that could create problems in applying *CBPM for Policy Development* successfully and determine when the group is ready to begin. o Ideally, the coalition will have members with varying expertise and experience needed to select evidence-based policies, conduct and/or oversee research with priority audiences, and advocate for policy adoption. Not every member will participate in each of these activities, but it is important to

	have the required skills available. o Even though training materials and technical assistance will be provided by the University Partner, it is a requisite to have someone who is a coalition member with strong marketing expertise to introduce the marketing concepts underlying each step and provide guidance throughout. • It is essential that the facilitator is trained in social marketing. Refer to the training resource list under the 'Resources' tab of the CBPM website for learning materials. • In order to present a thorough, yet manageable list of evidence-based policies to the coalition, it is important to collaborate with University Partners in developing a comprehensive document for the coalition to review. From this document the coalition should be able to quickly review and eliminate policy options that do not meet coalition objectives and needs.	

Instructional Input			
During the Meeting	**Min**	**Activity**	**Objective**
Procedure	20-30	1. The facilitator explains the purpose of the meeting, and notes the difference between program planning and policy development, emphasizing the increased impact coalitions can have by changing organizational, local, and state policies. 2. The facilitator leads a discussion about members' perceptions of benefits and barriers to policy change and emphasizes the benefits to participating organizations. 3. Using the *Marketing Upstream: CBPM for Policy Development* training module from the CBPM website, the marketing expert or facilitator gives a short presentation on the purpose and overview of the eight steps in the *CBPM for Policy Development* framework. 4. The facilitator leads a discussion of the benefits and barriers to adopting *CBPM for Policy Development*. They also discuss ways each member can communicate the benefits to their respective organizations, as a way to build support for their interest in and commitment to the project.	1
	30-	5. Using the Readiness Checklist worksheet, work as a	2,3,4

| | 50 | group to complete a review of the coalitions' readiness to use the *CBPM for Policy Development* framework.
6. The facilitator reviews the coalition's responsibilities to make key decisions, emphasizing that individual members can volunteer for specific roles depending on their interests and expertise (e.g., conduct research with priority audiences, write policy briefs, meet with policy makers, monitor progress, recruit new members, raise funds). The facilitator asks each member to provide a list of their skills and activities to which they are willing to contribute.
7. Using the SWOT Worksheets, the facilitator leads the coalition through a SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats; SWOT) to identify any gaps in the resources or knowledge they will need in order to be successful. Of special importance is identifying additional coalition members and consultants who can provide skills needed for success using *CBPM for Policy Development*.
• Examples include content experts, marketers, researchers, advocates, story gathers, fund raisers, people with connections to decision makers and stakeholders, among others. | |
| **Conclusion** | 10 | 8. Members are given a document describing policies that have been enacted in other communities and a brief summary of evidence regarding the impact these policies. The facilitator explains the objective of the next meeting (i.e., generate a list of ten or fewer policies to be evaluated in terms of their "return on investment" {ROI}). Members are to review the document in advance and come to the second meeting prepared to discuss criteria for eliminating policies from further consideration and select the "short list" of policies they believe should be considered as the focus of the coalition's advocacy work (Step 2).
9. The facilitator collaborates with the coalition to develop a feedback mechanism (to express thoughts, feelings, concerns, grievances and suggestion) for | N/A |

		each step.	
		• This could include the completion of a meeting evaluation form, discussion at the end of each session, emails with meeting feedback that are communicated at the start or end of the subsequent session, etc. • This is an opportunity for the group to "check-in", clarify questions, and make improvements in the process.	
Measures of Progress	• Activity completion • Feedback process established		
Note to Facilitator	With regard to the group setting and dynamic, whenever possible, it is suggested that the facilitator ensure furniture be arranged in a circular fashion to encourage group discussion and a sense of collaboration. Additionally, it is recommended that coalition members and university contributors intermix among each other.		