Notes:

We will now take a look at theories of health behaviour change at the organizational and community levels.
1.2 Terms of Use

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Notes:

This tool may be freely used without permission for non-commercial purposes only and provided that appropriate credit is given to Public Health Ontario.
1.3 Navigation Menu

Notes:

Throughout this module, you will see these icons. To be reminded of what they mean, please refer to the help tab at any point during the module.
### 1.4 Navigation Menu

**Glossary**
The glossary tab provides definitions of key words highlighted in this component.

**Help**
The help tab reviews the function of each icon.

**Menu**
The menu tab outlines each section in the module. By clicking on a menu title, you can navigate to that section.

**Resources**
The resources tab contains further reading, and a complete list of references.

**Transcript**
The transcript tab provides a full transcript for each slide.

**Notes:**

In the upper right hand corner of the slide, you will see a selection of ‘tabs’.

The glossary tab contains definitions of key words used in this module.

The help tab reviews the function of each icon.

The menu tab provides a list of all the sections in the module and allows you navigate to any one of them.

The resources tab contains further reading options, and a complete list of references for this module.

The transcript tab contains a full transcript of each slide.
1.5 Learning Objectives

Notes:

By the end of this module, you will be able to:

• Define two organization level theories and give examples of the processes they use to create health behaviour change.

• Describe how health innovations are adopted by communities.

• Apply the three approaches of Rothman’s Framework to community mobilization initiatives.
2. Organizational Level Theory

2.1 Ecological Framework Review

Notes:

We’ll begin by reviewing the ecological framework discussed in module 4. This will provide context for our discussion of organizational and community level theories.
2.2 Ecological Framework

Notes:

As you may recall, the ecological framework describes five levels that influence health behaviour. (37) It emphasizes that an ecological approach to health behaviour change involves exploring the complex interactions between people, groups, and their environments; rather than focusing on each of these factors in isolation. (39) In Module 4 we covered individual and interpersonal level theories of behaviour change. In this module we’ll examine behaviour change theories at the organizational and community level.
2.3 Levels of Behaviour Change Theories

Notes:

The ecological framework provides a comprehensive population-wide approach.
to tackling health behaviour change. However, researchers have developed specific theories of health behaviour change that can be targeted at each of the societal levels in the ecological framework. In modules four, five and six of the Health Promotion Foundations series, we discuss specific theories and frameworks that can be applied at each of the five societal levels of the ecological framework developed by McLeroy and colleagues.

- Module four covered common individual and interpersonal level theories,
- module five will explore organizational and community level theories, and
- module six will discuss theories that use a public policy lens.

2.4 Organizational Level Theory

Notes:

We will now discuss organizational level theories of behaviour change.
2.5 *Organizational level theory*

An organization is a group of people intentionally organized to accomplish an overall common goal or set of goals. (47)

An organization is also an integrated social system that is often divided into small units, such as classes within a school or teams within a workplace. Organizations are often the setting for health promotion interventions.

The amount of time people spend in organizational settings, such as work or school, gives practitioners access to a population or sub-population that would not otherwise be possible. For example, health promoters may influence change in schools by offering healthy sexuality classes, developing healthy food policies in school cafeterias or advocating for the implementation of an anti-bullying initiative.

In this module we will discuss two organizational level behaviour change theories: stage theory of organizational change and the organizational development theory.
2.6 Stage Theory

Organizations progress through a series of steps before adopting an innovation\textsuperscript{47}

Notes:

The stage theory of organizational change is built on the idea that organizations must progress through a series of steps before an innovation or behaviour change practice is accepted. (47)

This model resembles the stages of change model that was presented in Module 4, but it is important to note that the two models are in no way derived from another. (47)
## 2.7 Stage Theory

Historically this theory consisted of seven steps, but in 1988 Kaluzny and Hernandez were able to refine it further. Modern stage theory suggests that for an organization to adopt change, it must go through the following four stages:

1. Awareness-raising
2. Adoption
3. Implementation and
4. Institutionalization (47)
2.8 Stage Theory of Organizational Change: Change Agents

Notes:

Before understanding each stage of the model, it is useful to understand which level of the organization provides the “change agents” that act to promote a proposed innovation during each stage. Firstly, awareness-raising must involve raising awareness among staff at the senior administrator level to create a substantial impact. Then the adoption phase must be propagated by mid-level administrators who encourage their staff to adopt the proposed change. Thirdly, all other staff work together to implement an organizational-wide change. Lastly, the chief responsibility for institutionalizing the change falls to the senior administrators. (47)

This can be visualized using the example of “change agents” within the school environment from Butterfloss and colleagues. In this example senior administrative staff would be a school board superintendent, mid-level administrators would be principals at each of the schools and other staff responsible for implementing change may be teachers.
Stage Theory of Organizational Change: Change Agents (Slide Layer)

2.9 Stage One: Awareness

- Create awareness and support at senior management level
- Identify health-related problems and possible solutions

School board example:
Senior administrators
  • i.e. superintendent
Mid-level administrators
  • i.e. principal
Other staff
  • i.e. teachers
Notes:

At the awareness-raising stage, senior management must recognize challenges, impacts and possible solutions that are relevant for the organization. (47)

For example, it may take a serious incident or a highly vocal group of parents to alert senior school management to the impact of bullying. Once aware, senior management may be open to discussing and implementing evidence-based bullying mitigation and prevention strategies. (47)

2.10 Stage Two: Adoption

Notes:

The adoption phase involves planning and choosing a policy, program or intervention to address the problem.

This stage also involves identifying resources and negotiating and modifying the intervention to align it with an organization and its culture. Mid-level managers involved in running the organization are the most directly involved in this stage. (18)
For example, school principals must play a lead role in adopting and implementing an anti-bullying policy at their particular school. (47)

2.11 Stage Three: Implementation

Notes:

The third stage of organizational change is implementation. This stage deals with the technical elements of program delivery, such as resources and training required for change to occur. The capacity-building that occurs during this stage is essential for successful introduction and maintenance of change within organizations. Those who play a direct role in implementing the solution are most closely involved in this stage. (18)

For example, the successful implementation of an anti-bullying policy may require training sessions to increase the capacity of teachers to effectively respond to incidents of bullying. (47)
2.12 Stage Four: Institutionalization

Notes:

The last stage in this model is institutionalization. This stage is focused on the long-term maintenance of an idea or innovation. Senior-level management again become key players by monitoring processes and investing in resources and training. (18)

An example of this would be a school board superintendent identifying and addressing any obstacles that prevent the anti-bullying policy from being integrated into the workplace culture. (47)

2.13 Stop and Think

(Drag and Drop, 10 points, 1 attempt permitted)
### Scenario: The ABC Construction Company is implementing a water drinking policy to prevent heat stress among its employees.

**Drag and drop each event into the corresponding stage of organizational change then click submit to check your answer.**

<table>
<thead>
<tr>
<th>Drag Item</th>
<th>Drop Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>The CEO of ABC Construction receives reports about employees fainting due to intense heat on outdoor job sites.</td>
<td>Drop1</td>
</tr>
<tr>
<td>Site managers at ABC Construction develop new water availability policies and encourage compliance.</td>
<td>Drop2</td>
</tr>
<tr>
<td>Crew members alert the site manager when the water supply is getting low.</td>
<td>Drop3</td>
</tr>
<tr>
<td>The CEO of ABC Construction continues to promote the water availability policy.</td>
<td>Drop4</td>
</tr>
</tbody>
</table>

Drag and drop properties

Reveal drag items one at a time
<table>
<thead>
<tr>
<th>Snap dropped items to drop target (Snap to center)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow only one item in each drop target</td>
</tr>
<tr>
<td>Delay item drop states until interaction is submitted</td>
</tr>
</tbody>
</table>

**Feedback when correct:**

That's right! You selected the correct response.

**Feedback when incorrect:**

You did not select the correct response.

**Notes:**

Now, let's take a moment to reflect on some of the concepts we've learned. Drag and drop each event into the corresponding stage of organizational change.
Correct (Slide Layer)

That's right! You selected the correct response!

When deciding which stage an activity belongs to, it can be useful to identify the key ‘change agents’ involved.

Incorrect (Slide Layer)

Incorrect: please try again!

When deciding which stage an activity belongs to, it can be useful to identify the key ‘change agents’ involved.
2.14 Stop and Think

Think about a time when an organization that you’ve been a part of implemented a substantial change (i.e., your school introduced a no-smoking policy or your workplace implemented a new IT system). Which of the four stages (awareness-raising, adoption, implementation, institutionalization) would you have been involved in?

Feedback: When you were writing about your experience, did you consider the key change agents that are involved in each stage of this theory?
STOP AND THINK

When you were writing about your experience, did you consider the key change agents that are involved in each stage of this theory?

2.15 Organizational Development Theory

Organizational change: a “series of diagnostic, action planning, implementation, and evaluation actions.”

Notes:
The second organizational level theory we will discuss is called organizational development theory.

This theory involves activities that create successful organizational change and improve the overall effectiveness of employees. (47) In organizational development theory, change is described as an ongoing process rather than a specific event. Thomas Cummings describes organizational change as a “series of diagnostic, action planning, implementation, and evaluation actions.” (48)

2.16 Organizational Development Theory

APPLICATION OF ORGANIZATIONAL DEVELOPMENT THEORY

Diagnosis  Action Planning  Implementation  Evaluation

Hover your mouse over each picture to learn more.

Notes:

When applying this theory to a specific organization it can be useful to plan
activities using these four stages. Often trained organizational development consultants are employed to help with the process of identifying issues and developing strategies to address them. (47,48) Roll over each picture to find out more about each of the four stages.

**Diagnosis-**
In the diagnosis stage, steps should be taken to understand organizational problems. This may be done using key informant interviews or employee surveys.

**Action planning-**
Strategic interventions specific to the issues identified the diagnostic stage are planned.

**Implementation-**
The intervention must be implemented and any resultant organizational change should be monitored.

**Evaluation-**
The evaluation stage can assess the impact of the intervention and inform future organizational development plans. (47)
Diagnosis (Slide Layer)

APPLICATION OF ORGANIZATIONAL DEVELOPMENT THEORY

Diagnosis  Action Planning  Implementation  Evaluation

Understand organizational problems

Action Planning (Slide Layer)

APPLICATION OF ORGANIZATIONAL DEVELOPMENT THEORY

Diagnosis  Action Planning  Implementation  Evaluation

Develop strategic interventions
Implementation (Slide Layer)

APPLICATION OF ORGANIZATIONAL DEVELOPMENT THEORY

Diagnosis  Action Planning  Implementation  Evaluation

Take steps for change and monitor progress

Evaluation (Slide Layer)

APPLICATION OF ORGANIZATIONAL DEVELOPMENT THEORY

Diagnosis  Action Planning  Implementation  Evaluation

Assess the impact of the intervention
2.17 Stop and Think

List activities that could occur during each of the following steps if your workplace wants to improve professional development opportunities (i.e., offer skill building workshops and courses) for staff members.

Notes:

Now, let’s take a moment to reflect on how Organizational Development Theory may be applied in the workplace. List activities that could occur during each of the following steps if your workplace wants to improve professional development opportunities for staff members.

Refer to the previous slide to be reminded of the kinds of activities that occur at each stage of the model. When you are finished, click the compare answers icon in the top right corner to see some of our suggestions.

Recommended Answers:

Diagnostic: A survey is e-mailed to staff to determine what kind of professional development opportunities staff may require.

Action Planning: HR proposes offering specific courses internally based on the results of the survey (i.e. project management courses).

Implementation: Professional development courses are offered and attendance data are recorded.

Evaluation: Attendance data and qualitative feedback about the courses are analyzed and used to inform future course offerings.
Our Answer: A survey is e-mailed out to determine what kind of professional development opportunities staff require.

Our Answer: HR proposes offering specific courses internally based on the results of the survey (i.e., project management courses).

Our Answer: Professional development courses are offered and attendance data are recorded.

Our Answer: Attendance data and qualitative feedback about the courses are analyzed and used to inform future course offerings.

Diagnosis

Write answer here

Write answer here

Write answer here

Write answer here

Action Planning

Implementation

Evaluation
2.18 Organizational Development Theory

Notes:

The following three key concepts are important to consider when implementing organizational changes. Click on each purple button to learn more.
2.19 Implications for Practice

**Notes:**

Overall, change at the organizational level involves bringing awareness of the issue to decision-makers and the organization as a whole, which can take a significant amount of time. New ideas and practices that are introduced to an organization must be aligned with organizational culture. And finally, maintaining change requires reinforcement as well as creating and maintaining supportive infrastructures.
3. Community Level Theories

3.1 Community Level Theories

Notes:

We will now discuss community level theories of behaviour change.
3.2 Community Level Theories

Notes:

Let's start by defining the concept of “community” as it applies to a health promotion practice.

Communities are most often viewed by health promoters in geographic terms, such as residents of a city or a neighbourhood. However, a community is any group with a shared sense of identity and affiliation. (36, 47) This may include members of an ethno-racial, religious or political group.

With the rise of social media channels, such as Facebook and Twitter, communities have also become virtual. (47) This has implications for the mobilization of communities around shared health priorities and is an important emerging topic in the field of health promotion practice.
3.3 Community Level Theories

Notes:

The key reason for focusing on the “community” in health promotion is that the causes of many health issues are rooted in the social, environmental, economic and political conditions present in communities. For example, food security and housing conditions impact the overall health of a community.

A second reason for focusing on the community level, ties back to a key principle underlying health promotion practice. That is, in addition to addressing problems or deficits, health promotion also builds on strengths and assets in a community to better enable its members to address shared health concerns. The importance of strengthening community action is explicitly identified as an action area in the Ottawa Charter for Health Promotion.
3.4 Community Level Theories

- Diffusion of Innovations Model
- Rothman’s Framework of Community Mobilization

Notes:
We will begin by introducing the Diffusion of Innovations Model, to help you understand the community-level factors that contribute to health outcomes.

We will then discuss Rothman's Typologies of Community Mobilization, which describes different approaches to working with communities.

While this module thoroughly discusses these two community level models, it is important to remember that this is a complex field within health promotion practice. Click the resource icon on this slide to access more resources related to this topic. You may also refer to the annotated reference list for a complete description of these additional resources.

**Resources (Slide Layer)**

![Resources](image)
3.5 Diffusion of Innovations

Notes:

Adapted and popularized by Everett Rogers, the Diffusion of Innovations Model outlines the “…process that occurs as people adopt a new idea, product, practice, philosophy…”. (49) The model identifies and explains the most effective ways of encouraging people to adopt innovations.
3.6 Diffusion of Innovations

Notes:

An innovation is ““an idea, practice, or product, perceived as new by an individual or another unit of adoption.”” (50)

Diffusion is “the process by which an innovation is communicated through certain channels over time among the members of a social system.” (50)
3.7 Categories of Adopters

Notes:

The Diffusion of Innovations Model divides individuals into five categories according to the length of time they take to adopt a new idea or practice:

These categories are: innovators, early adopters, early majority, late majority, and laggards. This slide shows the percent of individuals generally falling within each category. (49, 50, 51)
3.8 Categories of Adopters

**Notes:**

If you chart the diffusion of an innovation over time, the pattern usually follows a bell shaped curve, with small numbers adopting the innovation early in the process followed by a large wave of "majority" stage adopters before acceptance starts to taper off again. (49)

Following the lead of the early adopters, other individuals adopt the idea or practice, until it eventually becomes the norm within a community. (50) While relevant to ideas and practices far beyond the scope of health promotion, the Diffusion of Innovations Model can offer considerable insight into understanding audiences, the nature of innovations, and how they spread through populations.

Click on each category on the graph to see characteristics of individuals within that population.
Innovators (Slide Layer)

**Diffusion of Innovations: Categories of Adopters**

Innovators: 2.5% of adopters

- Enthusiasts
  - Risk takers
  - Encouraged by the idea of being ‘change agents’
  - Require the shortest amount of time to adopt a new innovation
  - Can become ‘peer educators’

Early Adopters (Slide Layer)

**Diffusion of Innovations: Categories of Adopters**

Early Adopters: 13.5% of adopters

- Visionaries
  - Opinion leaders and trend setters
  - Respected by peers
  - Can be test subjects for a new innovation
Early Majority (Slide Layer)

**DIFFUSION OF INNOVATIONS: CATEGORIES OF ADOPTERS**

**Early Majority: 34% of adopters**

- Pragmatists
  - Have frequent and deliberate contact with peers
  - Want reliable innovations
  - Respond well to recommendations from respected peers

Late Majority (Slide Layer)

**DIFFUSION OF INNOVATIONS: CATEGORIES OF ADOPTERS**

**Late Majority: 34% of adopters**

- Conservatives
  - Influenced by peer pressure
  - Skeptical and cautious
  - Require thoroughly tested and proven innovations
  - Can be influenced by laggards
3.9 Diffusion of Innovations: Conditions for Action

- Compatible
- Flexible
- Reversible
- Advantageous
- Simple
- Cost-efficient

Notes:

Research has consistently shown that people are more likely to adopt
innovations, including health-related practices, if they are:

- Compatible with their needs
- Flexible enough to be used in a variety of situations
- Reversible if people want to return to previous practices
- Advantageous when compared with alternatives
- Simple enough for people to understand and adopt
- Cost efficient, with the perceived benefits outweighing the costs (50)

3.10 Quiz Question

(Pick One, 10 points, unlimited attempts permitted)

<table>
<thead>
<tr>
<th>Correct Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Radio Button 1</td>
</tr>
</tbody>
</table>
Feedback when incorrect:
You did not select the correct response.

Notes:
Now, let's take a moment to reflect on some of the concepts we have learned.

For each description, select the adopter category it applies to.

Incorrect (Slide Layer)
### 3.11 Quiz Question

*(Pick One, 10 points, unlimited attempts permitted)*

**Quiz Question Diagram**

<table>
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<tr>
<td>Radio Button 3</td>
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<tr>
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<td></td>
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</table>

**Feedback when incorrect:**

You did not select the correct response.
3.12 Quiz Question

(Pick One, 10 points, unlimited attempts permitted)
<table>
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<tbody>
<tr>
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<td>Radio Button 3</td>
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<td></td>
<td>Radio Button 4</td>
</tr>
<tr>
<td></td>
<td>Radio Button 5</td>
</tr>
</tbody>
</table>

**Feedback when incorrect:**

You did not select the correct response.

**Incorrect (Slide Layer)**
Try Again (Slide Layer)

Correct (Slide Layer)
3.13 Quiz Question

(Pick One, 10 points, unlimited attempts permitted)

Correct Choice

<table>
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<th>Correct</th>
<th>Choice</th>
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</thead>
<tbody>
<tr>
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<td>Radio Button 5</td>
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</tbody>
</table>

Feedback when incorrect:

You did not select the correct response.
Incorrect (Slide Layer)

Try Again (Slide Layer)
Correct (Slide Layer)

3.14 Quiz Question

(Pick One, 10 points, unlimited attempts permitted)
<table>
<thead>
<tr>
<th>Correct</th>
<th>Choice</th>
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<td></td>
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<td>Radio Button 4</td>
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<td></td>
<td>Radio Button 5</td>
</tr>
</tbody>
</table>

**Feedback when incorrect:**

You did not select the correct response.

**Incorrect (Slide Layer)**
3.15 Implications for Practice

Notes:

Theories of change at the community level have practical implications for health promotion, in explaining the ways in which ideas, innovations, behaviours and practices spread among groups and throughout society.

The Diffusion of Innovations Model is a useful tool for analyzing how populations react to new ideas. It places importance on systematic research and planning, in order to achieve adoption and uptake of health attitudes, ideas and practices.

This model is also useful in helping to understand the nature of behaviours and innovations, and the transfer of evidence-based practice. It has practical implications for the ways in which health promoters adopt and implement intervention-related practices.
3.16 Applications to Other Levels

Notes:

The Diffusion of Innovations Model focuses on characteristics of individuals
imbedded in communities. Although we talk about individual and community level behaviour change separately in this online learning series, it’s important to remember that these behaviours don’t exist in isolation from one another.

Individual change is the most basic level of change because it forms the basis of group behaviour. Individuals are embedded within complex social network structures.

For this reason, individual behaviour change theories also have considerable implications for change at the interpersonal, organizational, community and public policy levels of the ecological framework.

3.17 Rothman’s Framework

Notes:

Perhaps the most influential framework illustrating the various approaches to community mobilization is Rothman’s Framework, which describes three distinct approaches to organizing communities. (52)
They are:

1. Social planning
2. Locality development and
3. Social action

3.18 Social Planning

Notes:

Social planning is a task-oriented method stressing rational problem solving, usually by an outside party, to address community concerns. (52) Outside change agents gather facts about community problems and recommend the most appropriate responses. The level of community engagement is minimal and often limited to responding to needs assessments. Social planning is sometimes known as the ‘top-down’ approach to community change.
3.19 Locality Development

Notes:

Locality development is a more process-oriented approach that attempts to build a sense of group identity and community. (52) Community workers organize a broad cross-section of people into small, task-oriented groups to identify and resolve shared problems. Much of what happens in the name of community capacity building in health promotion reflects this approach.
3.20 Social Action

Notes:

Social action is a more confrontational approach, which seeks to address imbalances of power between marginalized community groups and dominant segments of the community. (52) To do this, groups might work together to support programs and policies that aim to help disadvantaged populations achieve greater health outcomes, and to reduce social injustice and inequity.
3.21 Examples

Notes:

Let’s take a look at some examples to better understand these three approaches for involving communities in health promotion work:

Building social support among a group of new mothers, for example, would be most closely linked to the locality development model of Rothman’s Framework, although it may incorporate aspects of social planning.

Social support programs are designed to give participants a voice in determining program content. For example, in this case, new mothers may discuss the parenting issues that they feel are most relevant, such a safe sleep position. In addition, social support programs usually focus on building collective capacity by increasing the knowledge and skills of participants. Program staff serve as facilitators rather than “leaders”.


3.22 Examples

Notes:

Similarly, an effort to advocate against government cutbacks to income support programs may fall under the category of social action, even though a more cohesive community, which is a key objective of locality development, could emerge as an outcome.

Rothman notes that while none of these approaches are mutually exclusive, most community organization strategies typically fall within one of the three categories.
3.23 Examples

Notes:

Broadly speaking, community change theories help us impact health by addressing social, economic and environmental determinants at the local level.

More specifically, community change theories help us to understand:

• how social structures in the community influence health;
• how communities set up barriers that inhibit good health; and
• how communities can strengthen their own capacity for positive change.
3.24 Quiz Question

Scenario:

Three different strategies for increasing school readiness among pre-school aged children have been proposed for your community.

Notes:

Now, let’s take a moment to reflect on some of the concepts we have learned.

Imagine you are a health promoter that wants to increase school readiness in a community within a big city such as, Toronto. Three different strategies for increasing school readiness among pre-school aged children have been proposed. Your community faces various challenges related to income inequalities. For example, parents in low income neighbourhoods have limited access to training and support programs that would help them prepare their children for school.

3.25 Quiz Question

(Matching Drag-and-Drop, 10 points, 2 attempts permitted)
A school readiness expert conducts a needs assessment and makes recommendations for programs to increase school readiness.

Groups of parents and teachers in your community meet to discuss what can be done at home and within small community groups to increase school readiness.

Community groups advocate for increased access school readiness resources for parents in low income neighbourhoods.

<table>
<thead>
<tr>
<th>Correct</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>A school readiness expert conducts a needs assessment and makes recommendations for programs to increase school readiness.</td>
<td>Social Planning</td>
</tr>
<tr>
<td>Groups of parents and teachers in your community meet to discuss what can be done at home and within small community groups to increase school readiness.</td>
<td>Locality Development</td>
</tr>
<tr>
<td>Community groups advocate for increased access school readiness resources for parents in low income neighbourhoods.</td>
<td>Social Action</td>
</tr>
</tbody>
</table>

**Feedback when correct:**

That's right! You selected the correct response.

**Feedback when incorrect:**
You did not select the correct response.

**Notes:**

In this matching exercise, drag the appropriate approach to the corresponding activity.

**Feedback** - Use same feedback for correct/incorrect, but on the Incorrect box, have the option for trying again (similar to the I&IT module, but it is not necessary to get this right to move on, only ONE additional try should be provided)**

Social planning often utilizes outside change agents, locality development involves a cross section of the community, and social action aims to reduce inequities. Recall that while each approach has a specific definition, professionals regularly blend two or more approaches when creating community mobilization strategies.
Correct (Slide Layer)

That's right! You selected the correct response!

Social planning often utilizes outside change agents, locality development involves a cross section of the community, and social action aims to reduce inequities. Recall that while each approach has a specific definition, professionals regularly blend two or more approaches when creating community mobilization strategies.

Incorrect (Slide Layer)

Social planning often utilizes outside change agents, locality development involves a cross section of the community, and social action aims to reduce inequities. Recall that while each approach has a specific definition, professionals regularly blend two or more approaches when creating community mobilization strategies.
Social planning often utilizes outside change agents, locality development involves a cross section of the community, and social action aims to reduce inequities. Recal that while each approach has a specific definition, professionals regularly blend two or more approaches when creating community mobilization strategies.

3.26 Stop and Think

How might you use Rothman’s framework to make recommendations to increase school readiness in your own community? Would you expect your recommendation to include more than one of Rothman’s approaches?

Notes:
Now, think about the community you actually live in. How might you use
Rothman’s framework to make recommendations to increase school readiness in your own community? Would you expect your recommendation to include more than one of Rothman’s approaches? Please type your answer in the box provided.

**Feedback**

When making your recommendations, did you consider:

- How you could involve more than one of Rothman’s approaches?
- How to involve an outside change agent to identify community concerns and recommend appropriate responses?
- Which groups in your community might want to take a lead role?
- What existing inequalities might need to be addressed in your community?

answer (Slide Layer)
3.27 Review

**Learning Objective #1:**
Define two organization level theories and give examples of the processes they use to create health behaviour change.

- The Stage Theory of Organizational Change
- Organization Development Theory

**Notes:**

This brings us to the end of Module Five: Theory at the Organizational and Community Levels. We began this module by outlining three learning objectives. The first indicated that by the end of this module you would be able to define two organization level theories and give examples of the processes they use to create health behaviour change.

We have now learned that successful organizational change requires alignment with organizational culture, ongoing reinforcement and the creation of a supportive infrastructure. We have explored the main constructs of both The Stage Theory of Organizational Change and Organizational Development Theory.
Our second learning objective indicated that by the end of this module, you would be able to describe how health innovations are adopted by communities.

In this module we discussed the Diffusion of Innovations Model. This model explores the idea that, within a community, individuals will adopt new health practices at different speeds. Individuals can be grouped into different categories of adopters and by understanding this process one can better understand how populations react to new ideas. Researchers have identified “conditions for action” that make community members more likely to accept innovations.
3.29 Review

Notes:

Our third and final learning objective indicated that by the end of this module, you would be able to apply the three approaches of Rothman’s Framework to community mobilization initiatives.

Rothman’s Framework describes three distinct approaches to working with communities. Social planning stresses problem solving, usually by an outside party, to address community concerns. The locality development approach, organizes a broad cross-section of people into small, task-oriented groups to identify and resolve shared problems. Social action is a more hands-on approach, which seeks to address imbalances of power. These approaches highlight different ways communities can strengthen their own capacity for positive change.
3.30 PHO Health Promotion Capacity Building

For service request inquiries, including consultations, webinars, workshops, or to sign up for our mailing list, please go to:

http://www.publichealthontario.ca/en/ServicesAndTools/HealthPromotionServices/Pages/service-request-form.aspx

Our events calendar is at:

http://www.publichealthontario.ca/en/LearningAndDevelopment/Events/Pages/default.aspx

Notes:

This resource is supported and maintained by the health promotion capacity building team at Public Health Ontario. We offer a variety of health promotion services including consultations, webinars, in-person workshops and other resources related to health promotion planning, evaluation, health communication and building healthy public policy.

To request support or find more information please follow the links on this slide.
3.31 Thank you

Click here to provide feedback.

You have successfully completed this module. You can go back to the Health Promotion course page to generate the certificate of completion.

Notes:

Thank you for participation in Module Five: Theory at the Organizational and Community Levels, part of our Health Promotion Foundations course.

Please take a few minutes to provide your feedback on this module and the content we have covered.
4. Help Tab

4.1 Navigation Menu

**Notes:**

- Compare Answers: click this icon to see our response to the exercise
- Resource: click this icon for further reading
- Close Button: clicking on the ‘X’ button will close any window
5. drag and drop reset

5.1 Untitled Slide