



Primary Palliative Care at California Public Hospitals: A Needs Assessment CO-ADVISER MEETING #4 DISCUSSION GUIDE

Discussion Topics:

1. Draft Predisposing, Enabling, & Reinforcing (PER) Factors Planning Worksheet¹
2. Plan Round 2 Stakeholder Interviews

Suggested Discussion Prompts:

1. Draft PER Worksheet.
 - a. Write your target audience and behavior in the top part of the Predisposing, Enabling, & Reinforcing (PER) Factors Planning Worksheet on the following pages.
 - b. Based on your collective experience, and what you learned in Round 1 Stakeholder Interviews, create a preliminary draft of the Predisposing, Enabling, & Reinforcing (PER) Factors Planning Worksheet using the instructions and template on the following pages.
 - c. Don't worry about being correct for this draft, just add any thoughts you have about what may be predisposing, enabling, and reinforcing your target audience to perform your target behavior.
2. Plan Round 2 Stakeholder Interviews.
 - a. The purpose of the 2nd round interviews is to refine and add to your PER worksheet draft.
 - b. Brainstorm possible stakeholders to interview for Round 2 Stakeholder Interviews. Choose 3-5 to prioritize, and make a plan for reaching out and scheduling these interviews.
 - c. Identify key areas of the PER worksheet that you want input on and plan questions to ask.

¹ Langlois MA, Hallam JS. Integrating multiple health behavior theories into program planning: the PER worksheet. *Health Promot Pract.* 2010 Mar;11(2):282-8.

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Worksheet with Prompts: Predisposing, Enabling, & Reinforcing (PER) Factors Planning Worksheet

Instructions: Use the questions below to guide your drafting of the blank PER worksheet on the following page.

HOSPITAL & ADVISER NAMES	<i>List your hospital and both advisers names</i>	
PARTNER SVC LINE / ORG	<i>List your partner service line or organization</i>	
AUDIENCE TO TARGET	<i>What is the main group of people whose behavior you want to change?</i>	
BEHAVIOR TO TARGET	<i>What specific behavior do you want the target audience to perform?</i>	
OTHER KEY INDIVIDUALS	<i>Which other individuals influence the audience to perform the desired behavior?</i>	
<i>PREDISPOSING:</i> Stages of Precontemplation & Contemplation	<i>ENABLING:</i> Stages of Preparation & Action	<i>REINFORCING:</i> Stages of Maintenance of Behavior
KNOW <i>What does target audience need to know in order to perform target behavior?</i>	BE ABLE TO (skills) <i>What does target audience need to be able to do in order to perform target behavior?</i>	REMINDED <i>How could the target audience be reminded to perform the target behavior?</i>
BELIEVE / VALUE <i>What beliefs and values will encourage the target audience to perform target behavior?</i>	ACCESS TO <i>What does target audience need to have access to, in order to perform the target behavior?</i>	POSITIVE REINFORCEMENT <i>What positive reinforcements / rewards will the target audience receive if they perform the target behavior?</i>
INTENTION <i>What intentions will the target audience need to have in order to perform target behavior?</i>	BARRIERS REMOVED <i>What are the barriers that would need to be removed in order for the target audience to perform the target behavior?</i>	NEGATIVE REINFORCEMENT <i>What negative reinforcements /outcomes will the target audience receive if they perform the target behavior?</i>
		SOCIAL SUPPORT <i>What social supports will reinforce or reward the target audience for performing the target behavior?</i>

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Blank Worksheet: Predisposing, Enabling, & Reinforcing (PER) Factors Planning Worksheet

Draft responses to each of the items below using the prompts on the previous page. Note: bullets are for your convenience, you don't have to have 4 items in each box! Do try to think of 1-2 items for each box.

HOSPITAL & ADVISER NAMES		
PARTNER SVC LINE / ORG		
AUDIENCE TO TARGET		
BEHAVIOR TO TARGET		
OTHER KEY INDIVIDUALS		
<i>PREDISPOSING:</i> Stages of Precontemplation & Contemplation	<i>ENABLING:</i> Stages of Preparation & Action	<i>REINFORCING:</i> Stages of Maintenance of Behavior
KNOW <ul style="list-style-type: none"> • • • • 	BE ABLE TO (skills) <ul style="list-style-type: none"> • • • • • 	REMINDED <ul style="list-style-type: none"> • • • • •
BELIEVE / VALUE <ul style="list-style-type: none"> • • • • 	ACCESS TO <ul style="list-style-type: none"> • • • • 	POSITIVE REINFORCEMENT <ul style="list-style-type: none"> • • • •
INTENTION <ul style="list-style-type: none"> • • • • 	BARRIERS REMOVED <ul style="list-style-type: none"> • • • • 	NEGATIVE REINFORCEMENT <ul style="list-style-type: none"> • • •
		SOCIAL SUPPORT <ul style="list-style-type: none"> • • •

Plan for Round 2 Interviews:

A. Brainstorm: Which specific people would help us refine and add to the draft PER worksheet?

B. List stakeholders who are priorities to interview, and who will contact them to arrange:

1.

2.

3.

4.

5.

C. Review draft PER worksheet. Which areas of the PER worksheet do you most want input on? Plan questions / topics that you will ask your interviewees. Start with the prompts from the PER Worksheet, then put these into language used by your target audience.

1.

2.

3.