Appendix 1. A checklist for planning an outreach program

Chapter 5 and Chapter 6 of this manual provide details on planning, implementing and evaluating outreach programs. The following checklist is an example only, which can be adapted or used as a guide for planning and delivering outreach programs.

This checklist has been adapted from the *STI and BBV Manual: Early Detection and Treatment of Sexually Transmissible Infections and Blood-borne Viruses.* Aboriginal Health and Medical Research Council of NSW (AH&MRC) 2014.

Identify the goals of the program, the priority population and what other organisations should be involved	Notes, roles and responsibilities of staff members and time frame for actions
Identify the priority or target group.	☐
Do you need to engage and involve their broader peer or social group in the program?	☐
What STIs and/or BBVs are common among the priority group?	☐
What are the aims of the program? e.g. provide education, testing and treatment, or both?	☐
Does the priority group have any recognisable leaders or organisations that represent or advocate for them who should be involved in the program?	☐
What services or other organisations do they already access? e.g. sporting clubs	☐
Could the program be integrated or delivered alongside an existing program? i.e. Would it be appropriate and feasible? Consider whether the target groups are the same.	☐
What other services or organisations should be involved?	☐
Do partnerships already exist with those organisations that could be built on?	☐
Which specific staff members should be approached to discuss the program?	☐
Is there an appropriate mix of skills from participating organisations? e.g. male, female and Aboriginal practitioners	☐
Estimate the timeframes needed to plan and deliver the program.	☐

Are adequate resources (staff and costs) available to run the program?	☐
Do you need to seek additional resources from your own or other organisations? e.g. seek donations from local organisations that could be used as incentives or prizes	☐

Community engagement and ownership

Does permission need to be gained from Elders, community representatives and/or leaders to run the program? With regard to Aboriginal communities, first seek advice from the local ACCHS or other Aboriginal organisations in the absence of a local ACCHS.	☐
Identify key people in the community who need to be informed and give permission to run the program.	☐
Identify key people who could liaise between program staff and the community.	☐

Plan the overall program delivery

|	
Estimate the number of participants.	☐
Map what resources will be needed in terms of time, workforce and what mix of skills is needed.	☐
Will you be using any activities, competitions or incentives to engage participants?	☐
Clarify the roles and responsibilities of participating organisations and individual staff members. e.g. Who will: ▶ liaise with the community ▶ promote the program ▶ organise the equipment needed ▶ deliver the program (education, testing, treatment, contact tracing) ▶ manage the data (data entry, analysis, reporting) ▶ give feedback to the community and/or organisations.	☐ ☐ ☐ ☐ ☐ ☐
Where will the program be delivered? e.g. at an existing health service or another site?	☐
Will transport need to be organised for participants?	☐
Will the program be run over several days or require several visits? e.g. to deliver education and/or testing and follow-up	☐
Visit the site to check whether the facilities and space are adequate for the program. e.g. does it have private rooms, sinks, toilets? Do you need separate spaces for men and women?	☐

Think about how participants will flow through the site on the day. e.g. from information giving to consent and testing.	☐
Ensure workforce health and safety and the safe disposal of sharps and other medical waste.	☐
Develop consent forms.	☐
What data will be collected and how will it be managed? e.g. Will it be entered into a database or spreadsheet? How will it be analysed and reported on? How will confidentiality be maintained?	☐
Consider whether a simple memorandum of understanding (MOU) is required with participating organisations regarding the collection and use of data.	☐
What will be the most effective way to advertise the program to the priority group? e.g. posters, local radio, social media. Do you need to approach other organisations, such as the local radio station, to assist with promoting the program?	☐

Plan the detail of the program

Decide on the dates for the program to enable: ▶ providing information/education ▶ delivering the program ▶ follow-up ▶ feedback	☐ ☐ ☐ ☐
Decide what tests and specimens will be taken.	☐
Determine how you will manage informing people of both positive and negative results and how you will conduct contact tracing.	☐
Estimate the expected number of positive test results.	☐
Will other tests or referrals be needed for people with positive test results?	☐
Estimate the amount of equipment, medications and other supplies that may be needed.	☐
Can pathology forms be pre-printed/stamped/signed prior to the day to reduce the amount of paperwork on the day?	☐
Determine how specimens will be transported to the laboratory and equipment needed e.g. eskies, ice packs	☐
Do you need to inform the laboratory if you are expecting a large number of specimens?	☐
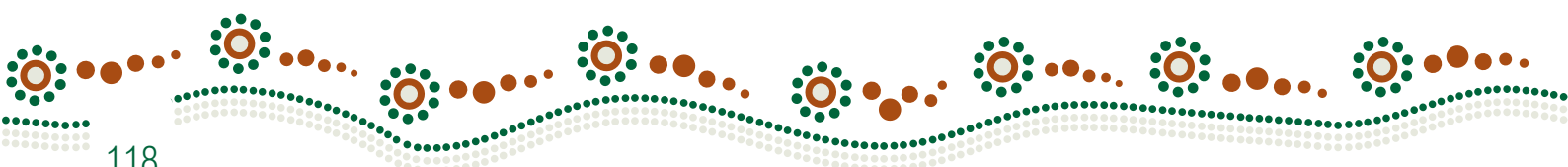
Check or order equipment needed for taking specimens, including gloves, sharps and waste disposal.	☐
Check or order medications.	☐
Prepare pathology forms.	☐
Prepare a participation list, if applicable.	☐

Evaluation and feedback

How will data be managed and who will be responsible?	☐
How will the data be analysed? e.g. by: ▶ number of participants by 5-year age groups and gender ▶ % of tests returning a positive result by specific STI/BBV, age and gender ▶ % of participants treated at follow-up	☐ ☐ ☐
Who will write a brief report on the process and outcomes of the program?	☐
How will results be fed back to the community, participating organisations or funding bodies?	☐
Use a continuous quality approach to identify what went well, what didn't go well, how the program could be improved. Consider whether the program was effective and should be repeated or adapted.	☐