



Involving patients and citizens in decision making:

A guide to effective engagement



Forward

This document outlines the strategic positioning and practical tools for implementing effective and meaningful engagement initiatives for Nova Scotia Health Authority (NSHA). It includes foundational, planning, and practical components to support the successful delivery of an engagement initiative.

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Introduction

Patient and public engagement (PPE) is a philosophy and methodology that contributes to better, more sustainable, person-focused decisions and outcomes. This framework document:

1. Provides NSHA a consistent approach to engagement based on current best practices.
2. Demonstrates the link between engagement and accountability.
3. Supports the Community Health Boards with the community health planning process.
4. Supports engagement as a priority as identified in the Health Authorities Act (2015), the provincial legislation that created NSHA.

OUR PHILOSOPHY FOR ENGAGEMENT

We are part of a public system and rely on building and maintaining effective relationships with patients, citizens, partners, communities and stakeholders in order to achieve our mandate.

We must change the way we see our organization, from that of a dominant organization to the perspective that we are one of many interdependent organizations in a complex system working to achieve a healthy society for all.

We operate within a public policy context set by all three levels of government. We encourage public engagement in decision-making to the greatest extent possible under our governing legislation. The Health Authorities Act (2015) provides a legislative framework for greater patient and public engagement. In particular, Section 40 of the legislation explains how the health authority's engagement activities will allow it to "become informed about the views, opinions and experiences of the members of the public whom the health authority serves".

ENGAGEMENT POLICY

A policy governing the engagement approach, obligations and accountabilities for NSHA is in development.

DEFINITION OF ENGAGEMENT

Engagement is any process that involves a broad range of interests (patients, families, communities, stakeholders, staff, physicians and/or the public) to identify and set priorities or direction, contribute to or make decisions, influence change, assess and evaluate programs, policies and service. Engagement is two-way, involves the transparent exchange of information, seeks common understanding and common ground, and leads to trust-based, sustainable relationships.

Outcomes

Engaging people¹ and stakeholders² in health and health care is a pathway to shared accountability for health.

The formal engagement work at NSHA will focus on three principle outcomes:

1. Involving more people and stakeholders in making decisions and setting priorities through engagement initiatives.
2. Ensuring that people and stakeholders are able to influence decisions and priorities in a meaningful and satisfactory way.
3. Building a culture within NSHA so that engagement is embedded in how we work, make decisions and set priorities.

Engagement:

1. Leads to better and more widely supported decisions.
2. Requires an investment of time and other resources.
3. Is an expected leadership practice at NSHA.
4. Strengthens relationships with diverse communities.

¹ We will refer to “people” as an inclusive term meaning patients, families and citizens.

² By stakeholders we mean any group or organization who may be a significant partner or influencer of NSHA and its mission, or who may have a significant stake or role in decisions or action of the health authority.

Engagement Guiding Principles and Values

The following diagram displays the principles that guide patient and public engagement at NSHA. Every step of the engagement process draws from these eight principles.



Note: For more information on NSHA's PPE guiding principles, refer to Appendix A

IAP2'S PUBLIC PARTICIPATION SPECTRUM®

NSHA's approach to engagement is founded in the IAP2* Public Participation Spectrum© (see diagram below). While proper engagement practice requires significant planning and development; the IAP2 Spectrum® provides a high-level snapshot and diagnostic tool for helping to make decisions about the level and direction of potential engagement processes.

Increasing Level of Public Impact					
	Inform	Consult	Involve	Collaborate	Empower
Public Participation Goal	To provide the public with balanced and objective information to assist them in the understanding the problem, alternatives, opportunities and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public
Promise to the Public	We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
Example Techniques	<ul style="list-style-type: none"> • Fact sheets • Websites • Open houses 	<ul style="list-style-type: none"> • Public comment • Focus Groups • Surveys • Public Meetings 	<ul style="list-style-type: none"> • Workshops • Deliberate polling 	<ul style="list-style-type: none"> • Citizen advisory committees • Consensus-building • Participatory decision-making 	<ul style="list-style-type: none"> • Citizen juries • Ballots • Delegated decision

Note: Further information about the International Association for Public Participation can be found on their website, www.iap2.org

COORDINATION

Engagement processes need to be coordinated and monitored to:

- Prevent community fatigue.
- Align organizational engagement and accountability outcomes.
- Ensure appropriate, consistent engagement planning and execution with a diversity of community interests.
- Cooperate, collaborate and create partnerships whenever possible.
- Track and report policy compliance.
- Evaluate activities to ensure the use of best practices in planning and delivery; document influence on plans and decisions and measure progress or success of strategic outcomes.

NSHA will endeavor to coordinate its engagement activities in collaboration with Community Health Boards and others. The following support may be provided:

- Coordinate with other partners and organizations conducting engagement within the community and link to initiatives underway.
- Identify partnership opportunities where appropriate.
- Track engagement activities
- Provide direct support to corporate engagement initiatives undertaken by NSHA.
- Consult with NSHA programs and services that are seeking to engage people and stakeholders in their work. Provide advice and guidance in developing engagement plans.
- Build and maintain a database of information gathered through NSHA's engagement activities.
- Monitor and evaluate engagement initiatives.

PROTOCOL

1. Contact the Public Engagement (PE) team for advice, to identify cooperation/ collaboration opportunities, and to avoid duplication.
2. Thoroughly review this document. Complete a Project Charter and send it to your PE advisor before proceeding to planning. Please contact your PE advisor for the Project Charter template.
3. In consultation with the PE team/advisor, determine the level of service support for your project:
 - **Level 1 – Full Project Support:** The project is a corporate initiative and has province-wide impact. The project addresses a key strategic priority. The lead sponsor is the Executive Leadership Team or one or more vice presidents. It requires the PE advisor to play a central role on the project team. Budget and other resources to complete the project have been dedicated. Full project support includes: consultation, planning, capacity building, design, implementation, facilitation, evaluation and reporting.
 - **Level 2 – Advisory Support:** The project is a medium organizational priority, may not directly support or enable strategic outcomes of NSHA or may not

have impacts beyond a single zone, community, program, service or patient population. Resources for the project have not been dedicated or may be part of other initiatives. Advisory support includes: advice, consultation, design support on an agreed-upon frequency/schedule; the PE advisor may provide more support depending on total service demands and other priorities. Engagement training and capacity building for the team who is leading an engagement project is a key component at this support level.

- **Level 3 – Consultation:** The project is considered a low organizational priority with minimal impacts on strategic initiatives. No or minimal resources have been dedicated to the project. Consultation includes: An initial meeting with the PE advisor to help scope out the project and provide guidance and direction.

4. Work with your PE advisor to obtain a foundational level of training and knowledge about engagement, if you have not already completed this in previous projects.
5. Develop an engagement plan using the legislation, project charter, engagement framework and PE advisors as resources according to the support level noted above.

Engagement Planning Process

The following model helps identify the necessary planning steps to execute an efficient and successful engagement initiative.



Alignment

Ensure that the rationale for engaging with people and stakeholders is legitimate, the intent of the process is clear, and the process is aligned with any legislated or regulatory requirements and/or organizational strategies, policies and principles.

NSHA's commitment to engagement provides the grounding for patient, public and stakeholder engagement:

- Person-centered care.
- Public engagement and accountability.
- Openness, transparency and accountability.
- Taking action to effect societal change and improve the health of people and communities.

The following table helps identify your rationale and intention for engaging people. This will contribute to later steps in the planning process by clarifying specific engagement goals and outcomes, create questions, and identify potential participants in the process. You can have more than one reason for wanting to engage people in a decision-making process, just be aware that the more complex and multifaceted the decision is, the more ambitious and resource intensive your engagement plan will need to be. The key question you want to answer at this point is, "What are your reasons for wanting to engage the public?" **If you cannot answer 'yes' to any of the following goals, you should not proceed.**

	Yes	No		Yes	No
To ensure appropriate treatment and care for diversity of people we serve			To improve service design		
To improve health outcomes for all			To set priorities for action		
To reduce risk factors and prevent ill health			To manage demand		
To improve safety			To meet expectations		
To reduce complaints and litigation			To strengthen accountability		

* This table adapted from Healthy Democracy: The future of involvement in health and social care (NHS National Centre for Involvement)

Engagement Readiness Assessment

The next table will help determine and assess if you are ready to engage with patients, families/caregivers or the public. Please check the appropriate box.

Please check the appropriate box:

- Red** Means “no,” or you have not addressed all the concerns or don’t have the information required
- Amber** Means “maybe,” you need to proceed with caution, or you may not have all the information required
- Green** Means ‘yes,’ or you have addressed all the concerns and information required

Should We Engage?	Yes	?	No
Is there a decision to be made?			
Will there be tangible outcomes as a result of the decision process?			
Can patients/the public contribute to the decision in a meaningful and substantive way?			
Is NSHA truly open to considering diverse perspectives of people/stakeholders in the decision?			
Are all people/stakeholders well informed enough to participate?			
Is the decision or discussion relevant to people/stakeholders?			
Is the organization ready to engage with people or stakeholders?			
Any legal, regulatory or policy requirements for engagement have been considered.			
The potential risks and benefits of involvement, or not being involved, have been identified.			
The anticipated level of people/stakeholder engagement has been assessed.			
There is genuine potential for people/stakeholder influence on outcomes.			
The final decision-maker is likely to consider people/stakeholder input in their decision.			
There are adequate resources to support formal engagement initiatives.			
The level of controversy surrounding the decision has been assessed.			
Are people/stakeholders ready to engage?			
We have assessed the level of complexity/difficulty from the people/stakeholder perspective.			
The potential for risk outrage has been assessed.			
There are significant impacts on those affected by the decision as a result of the engagement initiative.			
We have assessed interest in the decision by major stakeholders (e.g. government, major partners, etc.).			
People/stakeholders expect to be involved in the decision.			

Note: A majority of “no” (red) responses indicates that the project is not ready to proceed. A majority of maybe (yellow) responses means that the project should proceed slowly. The PE advisor can provide strategic advice about appropriate planning steps, strategies and approaches to increase engagement readiness

The following sections include tools to help plan and define critical components of the PE initiative. The questions proposed and the supporting documents in the appendix in conjunction with the **Project Charter** are intended to shape the planning process in order to effectively plan for successful PE activity.

Decision

Define the **scope** of the decision to be made, or frame the discussion to be held.

Questions to Answer	Helpful Hints
What is the decision or discussion topic?	<ul style="list-style-type: none"> • Create a problem/opportunity statement that outlines the scope of the decision/discussion. • What assumptions and biases might exist in indentifying the topic? • Include in your review of the decision/discussion, information on the background, diversity of perspectives, current factors, pressures, risks and benefits, and the issue that needs to be resolved.
What are the goals of the decisions/discussion?	<ul style="list-style-type: none"> • What will be the result once the decision has been made, or what will be gained through a deeper dialogue on the topic?
Who is the final decision maker?	<ul style="list-style-type: none"> • Refer to the public participation goals in the IAP2 Spectrum®. Consider who is making the final decision, and to what extent is decision-making being shared with the people/stakeholders. • Identify how the decision-maker will use input from people/stakeholders.
What is the decision-making process?	<ul style="list-style-type: none"> • Outline the decision-making steps, including identifying the points in the process where input and feedback can be included and may influence the final outcome.

Participants

Identify who will be participating in the engagement process and their issues. Use this information to refine the scope of the decision. To establish trust and openness and to ensure that the decision problem/opportunity statement is objective, ask others who are interested and/or involved in the issue assist you at this phase.

Questions to Answer	Helpful Hints
<p>Who is involved?</p>	<ul style="list-style-type: none"> • Who are the main decision-makers? • Who are the participants that will play a substantial role in defining the issues and questions, and implementing the decision, including decision makers? <p>Example: The Minister of a department would be involved as a decision-maker, and his/her department would be involved by virtue of its subject expertise and implementation role.</p>
<p>Who has a stake?</p>	<ul style="list-style-type: none"> • Who are the participants that will be materially and/or significantly affected by the decision? • Have you considered a diversity of individuals and perspectives? <p>Example: Businesses that may be impacted, employees who will be affected, and individuals and/or communities affected by the decision.</p>
<p>Who is interested?</p>	<ul style="list-style-type: none"> • Who are the participants that hold a deep and abiding interest in the issues and questions surrounding the decision but may not be directly or materially affected? <p>Examples: academics or researchers; interest or lobby groups; curious observers, etc.</p>
<p>What are the key issues for each of the participants?</p>	<ul style="list-style-type: none"> • What are the issues that can realistically be addressed through this engagement process? • Are there issues that could be raised but are outside the scope of the process? How will you handle these issues?
<p>What are the information needs of participants?</p>	<ul style="list-style-type: none"> • What will participants want/need to know to participate in a meaningful way? <p>Tip: Identifying information needs is an opportunity to connect with participants, will build trust, and encourage future participation.</p>
<p>How will participants be involved in the decision?</p>	<ul style="list-style-type: none"> • Refer to the “Promise to the public” row in the IAP2 Spectrum® (Above).

Note: A convenient participant checklist can be found in Appendix B

Design

Identify the details and logistics for the engagement project. A planning template is included in the appendices to provide guidance in designing your process.

Questions to Answer	Helpful Hints
<p>What level of engagement, according to the IAP2 Spectrum®, does the project require?</p>	<ul style="list-style-type: none"> • Use the <i>IAP2 Spectrum</i> and the <i>Engagement Readiness Assessment</i> template to help determine the appropriate level of participation. <p>Tip: In large, complex engagement projects the needs of different participants may vary significantly. It may be helpful to assess ideal participation levels of various participants, or groups of participants separately and customize your engagement process to meet these various needs.</p>
<p>What is/are the engagement question(s)?</p>	<ul style="list-style-type: none"> • Use the information gathered from the previous Decision section to identify and draft the engagement question(s).
<p>What principles will guide the engagement process?</p>	<ul style="list-style-type: none"> • Use <i>Guiding Principles for Engagement</i>. (Appendix A) • Identify any additional guiding principles or values that may be specific to your issue/topic and process, recognizing any bias that may exist.
<p>What information will help people/stakeholders participate in the process, and how will it be presented and communicated?</p>	<ul style="list-style-type: none"> • Involve key participants in the development of information to: <ul style="list-style-type: none"> - Inform them about the decision whenever appropriate. - Present balanced and objective information on an issue. - Ensure all views on a topic are represented. - Ensure transparency to the greatest extent possible within existing limits, respecting confidentiality agreements, proprietary information, and privacy legislation.
<p>What is the most appropriate method or technique for engaging people and stakeholders?</p>	<ul style="list-style-type: none"> • The selection of the method or technique should be chosen to help achieve the intended outcomes of the engagement process. • Various factors (such as the complexity of the decision/discussion process, nature of the target audience, varying levels of understanding of the issue within a community), may demand several layers of engagement opportunities and require different approaches.

continued on next page

Design

Identify the details and logistics for the engagement project. A planning template is included in the appendices to provide guidance in designing your process.

Questions to Answer	Helpful Hints
What are logistical and tactical considerations for the engagement process?	<ul style="list-style-type: none">• Recruitment: How will you ensure unrepresented or under-represented groups are engaged. How will you reach out to them?• Duration of project: Have you realistically considered and planned for the amount of time required to complete your project?• Timing of the project: Pay attention to other events in the community scheduled for the same period that may affect participation in your event.• Scheduling of events: Ensure that your key participants will be available on the days and at the times of your events.• Location of events: Go to where communities typically gather. Ensure that the locations are familiar, easy to get to, are physically accessible, are large enough to accommodate your session, have appropriate equipment and facilities, etc.• Materials and equipment: Ensure you have all the audiovisual and other equipment you will need (e.g. laptops, projectors, flip chart stands, etc.).• Information: Ensure you have copies to distribute of easy-to-understand, culturally relevant background information.• Consider participant supports: Child care, transportation supports, sign language, interpretation, and other incentives such as food or money.

Techniques

There are dozens of different methods and techniques to engage people and stakeholders, so this can seem like a daunting task. Choosing the best technique to use in an engagement process is not an exact science. Here are some tips to keep in mind when you are choosing a technique to support your engagement process:

- Try to choose the technique that will meet the needs of the organizer and people and stakeholders to support effective participation.
- Use techniques with which you are familiar and/or have past experience using.
- Identify your project's participation goal using the IAP2 Spectrum©. Where your engagement project is situated on the Spectrum (i.e. Inform, Consult, Involve, Collaborate, Empower) will help you choose a technique that best meets the participation goal.
- Consider what you want to achieve from the process and select a technique that will help you get there.

Consider the role you would like people and stakeholders to have in the decision-making process, and consider techniques that will help them in their specific role. Simple, easy to understand processes are best. Be flexible and ready to change your technique once participants have signed up.

- Consider some of these factors:
 - Controversial subject matter – choose a technique that minimizes the chances for conflict with and among participants.
 - The level of trust between participants and NSHA– choose a technique that supports safe discussions, openness and transparency, and gives all participants the opportunity to be heard and take part.
 - Complex and/or detailed information needs to be shared and understood – use a technique that provides time and opportunity to all for learning and inquiry.
 - There are multiple options to consider as part of the decision – use a technique that provides opportunities and time for deep inquiry.

Note: IAP2 has tools and offers in-depth training to help with technique selection. PE advisors have the training and use these tools, so if you are feeling challenged, consult with them on selecting the most appropriate technique for your process.

Helpful logistics planning tools:

Appendix B: Location Checklist

Appendix C: Role and Responsibilities Checklist

Appendix D: Budget Review

Appendix E: Communications Plan Template

Appendix F: Techniques

Engage

Communicate broadly with participants using a variety of tools and opportunities. Make sure your information is easy to read and understand. Seek opportunities to create sustained, two-way dialogue for the sake of building an ongoing relationship.

Questions to Answer	Helpful Hints
<p>What are the most appropriate methods for communicating the decision/opportunity statement, engagement process and the decision question?</p>	<ul style="list-style-type: none"> • How would participants prefer to be informed? • Keep participants informed about the process and progress throughout. • Follow through with your promise to the participants!
<p>How will you monitor participation to ensure that your engagement process is reaching key audiences?</p>	<ul style="list-style-type: none"> • Check with the evaluation protocols, adjust when/where necessary. If you set levels of participation for specific groups, are you reaching these levels? • Are you seeing a repetitive pattern in responses? You may have heard all you are going to hear.
<p>How will you monitor to ensure that the feedback gathered through the process is providing insight into the decision question?</p>	<ul style="list-style-type: none"> • Create and distribute a summary report, brief, etc. after each event or session. Integrate any feedback you may receive. • Consult the IAP2 Spectrum and consider the objectives identified in your plan.
<p>How will you retain connections and relationships established throughout this phase of the engagement process?</p>	<ul style="list-style-type: none"> • Establish trust in participants by committing to report back on the findings from the process in a timely way, then follow through. • Select a reasonable date for reporting back. This will depend on the level of resources that are available to collate and analyze the data. In terms of building credible, trusting relationships, it is important to set and meet participant's reporting expectations.

Analyze and Decide

Create a comprehensive process to sort, theme and distill information gathered through the diversity of the engagement process. Transparency is a useful practice in this stage. Validate the information with participants and opinion leaders. You may wish to involve them in the collation and analysis of data to ensure objectivity.

Questions to Answer	Helpful Hints
<p>How will information from the engagement process be sorted and analyzed?</p>	<ul style="list-style-type: none"> • Review your roles and responsibilities during the planning process. • Consider having participants sort and theme information they are providing as part of the engagement activities, or help validate what you heard. Be aware of biases.
<p>What is the process to identify themes, key priorities, etc?</p>	<ul style="list-style-type: none"> • Depending on the technique chosen, extracting the necessary information will not be the same for each engagement activity. • Consider involving participants.
<p>How will you handle issues outside the scope of the decision question but which may have relevance or importance for participants?</p>	<ul style="list-style-type: none"> • Be sensitive to the opinions and thoughts of all participants but reinforce the goals and objectives of the engagement. • Re-direct issues/concerns that are outside the scope of the project to appropriate sources.
<p>How will you report the summary of the information received back to participants?</p>	<ul style="list-style-type: none"> • An important component of this communication is establishing a time frame for the decision and how the data will be used in the decision process.
<p>How does the feedback inform the decision?</p>	<ul style="list-style-type: none"> • It is important to honour participant feedback and the engagement process. • You need to be transparent in how feedback influenced the decision/discussion and if not, explain why not.
<p>How will decision-makers receive the feedback?</p>	<ul style="list-style-type: none"> • Have this planned out before the session begins.

Report

Communicate the decision and rationale for the decision broadly to participants using established methods from the **Design** section (above).

Questions to Answer	Helpful Hints
<p>Do you require communications advice and support?</p>	<ul style="list-style-type: none"> • Consider the complexity of the issues/potential for controversy. • Discuss with your PE Advisor. • Engage communications expertise. • Think about your communication needs early in the planning process.
<p>How do participants, decision-makers, and others (e.g. news media) wish to receive the information?</p>	<ul style="list-style-type: none"> • Map out your communications methods and timelines in the communication plan template in Appendix E.
<p>How will you report the findings from your engagement process?</p>	<ul style="list-style-type: none"> • Refer to your plan created in the Analyze and Decide section.
<p>How will you handle feedback/reaction to the decision and rationale?</p>	<ul style="list-style-type: none"> • Preparation and anticipation are key. Plan out scenarios of public reaction. Hope for the best and plan for possible negative reactions.

Note: For more support on communication and reporting, please refer to **Appendix E** for the Communication Plan Template. The elements of the communication plan need to link back to the appropriate sections in the Engagement Plan. The communication goals need to be connected to the overall engagement goals and questions in the Engagement Plan.

Evaluation

The evaluation component of NSHA engagement initiatives draws from the collaborative work of a group of PE practitioners and researchers from across Canada as part of a Canadian Institute for Health Research grant. There are three evaluation questionnaires, one for participants, project sponsors and organizations.

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For more information about the evaluation process, please contact your PE advisor.

For more information about the PPEET evaluation tool, visit <http://fhs.mcmaster.ca/publicandpatientengagement/>



Appendices



Appendix A: Guiding Principles and Values

PUBLIC INVOLVEMENT

- The views of patients, citizens and stakeholders contribute to quality, values, needs, preferences, open debate and dialogue, shared language and understanding, accountability, and protection of the public interest.

PARTICIPATORY DECISION-MAKING

- People and stakeholders have opportunities to participate in decisions that affect their health, care, services and community's health status.
- The outcomes of engagement activities are a legitimate form of evidence that will be used in decision making.
- The rationale for decisions will be shared openly.
- Patients and families will be welcomed as part of the care team and will be involved in clinical decisions affecting them consistent with the CanMEDS Framework and the Position Statement on Interprofessional Collaborative Practice.

CLARITY OF PURPOSE AND INTENT

- The goals of engagement will be clearly established at the outset of each engagement initiative or project.

CAPACITY BUILDING

- Evaluation and learning must be central objectives of engagement activities to ensure responsible use of public resources and build on the body of knowledge held publicly about health, care and services.
- Adequate time will be allocated to engagement activities to ensure a level playing field of understanding exists in which to ground dialogue and decision-making.

COMMITMENT AND ACCOUNTABILITY

- Participation in decision-making sets the expectation of action and outcome. NSHA will be publicly accountable for reporting to citizens the rationale for participatory decisions.
- Patients, citizens, stakeholders and NSHA share responsibility for achieving the best state of health possible for individuals and the community.
- NSHA is a responsible steward of public funds and are accountable for wisely choosing the means and extent of engagement.

EQUITY AND INCLUSION

- A diversity of patients, citizens and stakeholders have opportunities to participate in NSHA's decision-making and priority setting.
- Ensuring equity means open and transparent exchanges and sharing of information and opinion.
- Equity and inclusion requires sufficient resources be allocated to enable broad participation.
- Process has been designed to be culturally safe, relevant and responsive.

RIGHTS AND RESPONSIBILITIES

- In a publicly funded health system, citizens hold both rights and responsibilities.
- Our rights include access to quality health services and programs in a timely, safe and sustainable manner.
- Our responsibilities include making decisions and taking action to ensure the highest quality of personal and family health; advocating for and participating in action that leads to a sustainable and quality and equitable health system; and, as stewards of the health system, holding ourselves and others accountable for achieving optimal performance.

Appendix B: Location Checklist

Item or Question	Yes	No	Included in contract?		
			Yes	No	N/A
Is the venue a familiar location within the target community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the space welcoming for everyone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there cancellation fees in the rental contract?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will the hours of operation suit the needs of your event?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there on-site staff support?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there on-site security staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is room set-up provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the facility physically accessible? (ramps, lifts, elevators, washrooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there adequate parking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the venue located on bus routes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there on-site child care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the room large enough to accommodate your expected numbers of participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the facility have an external sign available to promote your event?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the lighting in the room sufficient?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the room acoustics satisfactory?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is audio visual equipment provided? (projectors, screens, microphones, sound systems, easels, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is AV technical support provided?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is furniture provided? (chairs, tables, risers, podiums, flags and stands, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there adequate wall space for posting flip chart notes, display boards or posters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you permitted to affix posters, etc. to the walls?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there sufficient washroom facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there on-site catering available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there additional charges for catering services? (set-up, water jugs and glasses, staff time, tablecloths and table skirts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is external catering permitted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there kitchen facilities on-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there rules regarding room clean-up?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there additional space available for break-out space or refreshments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there access to telephones for emergency purposes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there a photocopier available on-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is there Internet access on-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there public access computers on-site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the facility have rules regarding smoking on its premises?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C: Roles and Responsibilities Checklist

Role	Responsibilities
Host/Sponsor/Convener	Invitations and invitation lists, background and context, question development, report writing, agenda and process design, contract authority, budget
Administration	Event organizing, registration, recording, minutes, copying, transcribing
Facilitation	Agenda and process design, question development, meeting management, recording (Depending on the engagement method being used, size, duration and difficulty of the event, you may need to have a facilitation team)
Logistics	Room set up, catering, AV, transportation
Communication and Promotion	Advertising, media, graphic design, websites, blogs, report writing, invitation, social media
Evaluation	Process and outcome evaluation, survey/interview design, report writing

Appendix D: Budget Template

Budget Item	Cost/Session	Total Cost
		(based on total # of sessions identified in the plan)
Event Logistics		
Facility rental (# of locations, time required)	\$	\$
Refreshments	\$	\$
Equipment Rentals (chairs, tables, AV, etc; list)	\$	\$
Supplies (pens, paper, flip charts, etc.)	\$	\$
Facilitation and support staff (cost of hired consultants, support staff, translation, sign language interpretation)	\$	\$
Transportation (list shipping and courier costs, travel costs for staff or volunteers, etc.)	\$	\$
Communications/Promotion		
Promotion and advertising (outline media)	\$	\$
Printed materials – including any reports (cost of production, #'s required)	\$	\$
Displays (cost of production)	\$	\$
Electronic resources (websites, social media, e-surveys, cost of design and dissemination)	\$	\$
Postage/Information Distribution	\$	\$
Media Kits	\$	\$
Participation		
Participant Incentives (list costs of honoraria, transportation costs for participants, parking, child care, prizes, recognition, or any other incentives)	\$	\$
Partner Incentives (list costs incurred to encourage partnerships with other groups or organizations, i.e. donations, recognition or sponsorship)	\$	\$
Language interpretation, hard of hearing, visually impaired needs	\$	\$
Miscellaneous/Other	\$	\$
Total (not including HST)	\$	\$

Appendix E: Communication Plan Template

Communication Goals (what the communications must achieve)

1. _____
2. _____
3. _____

Objectives (specific communication actions or targets to help achieve each communication goal)

- | | | |
|-------------|-------------|-------------|
| 1. a. _____ | 2. a. _____ | 3. a. _____ |
| b. _____ | b. _____ | b. _____ |
| c. _____ | c. _____ | c. _____ |

Key Messages (simple, clear, informative, action-oriented)

Message 1: _____
 (supporting fact 1) _____
 (supporting fact 2) _____
 (supporting fact 3) _____

Message 2: _____
 (supporting fact 1) _____
 (supporting fact 2) _____
 (supporting fact 3) _____

Message 3: _____
 (supporting fact 1) _____
 (supporting fact 2) _____
 (supporting fact 3) _____

Communications Methods, Tools and Vehicles	When Required?	Budget (if applicable)
(example: news release)		

(example: news release)

Audience/Stakeholder Contact (who and where)	Information Needs (what)	Message(s) (what)	Communication Method/Tool (how)	Timing (when)	Accountability (sender) (responsibility)

Appendix F: Techniques

Here are several commonly used techniques at NSHA and some guidance on how to use them most effectively. These represent only a few of the techniques used at NSHA. Consult with the PE team if you are looking for advice on different techniques. In all techniques it is important to have a diversity of participants and a technique that allows diverse voices to be heard.

Technique	Participation Goal	Helpful Hints
Surveys, Feedback Forms	Consult	<ul style="list-style-type: none"> Useful for gathering feedback and assessing options. Note: Surveys and feedback forms are helpful for gathering data but are not considered engagement, although can support engagement. Can be used to gather both quantitative and qualitative data. Limited opportunities to explore emerging issues with participants. Surveys are over used. Good survey design requires a specific set of technical skills. Distribution and data collection is resource-intensive. Analysis of collected data can be resource-intensive.
Focus Groups	Consult Involve (The decision-making process and role must be clearly detailed and an accountability mechanism identified)	<ul style="list-style-type: none"> Useful for gathering feedback and assessing options. Participant's recruitment selection is challenging and time consuming. Strong facilitation is needed. Question development and planning are important. Best used to gather qualitative data. Participant incentives may be needed. Time is a limiting factor on how much and how detailed your line of inquiry can be during a focus group. Analysis of collected data can be resource intensive.
Circle Conversations	Consult Involve Collaborate Empower (The decision-making process and role must be clearly detailed and an accountability mechanism developed)	<ul style="list-style-type: none"> Useful for in-depth discussion in which there are many perspectives to consider; useful for gathering stories Can be unwieldy with large numbers. Technique relies on active participation. Can make some participants uncomfortable. Use of a trained facilitator recommended. Need to identify the mechanism to harvest information from the discussion.
Panel Discussions	Inform Consult (Used in a limited way)	<ul style="list-style-type: none"> Useful for sharing expert perspectives and data; may be used to gather questions or feedback. Requires planning and promotion in advance; requires note takers to gather feedback.
Open House	Inform Consult (Used in a limited way)	<ul style="list-style-type: none"> Be prepared for early arrivals. Choose an appropriate size venue. Consider acoustics with many people talking at once. Consider more than one event, at different times and locations. Make sure displays are informative and easy to understand. Be prepared to speak with media.

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Technique	Participation Goal	Helpful Hints
World Café	<p>Consult</p> <p>Involve</p> <p>Collaborate</p> <p>Empower (The decision-making process and role must be clearly detailed and an accountability mechanism developed)</p>	<ul style="list-style-type: none"> • Requirements: A minimum of 12 participants; space and appropriate supplies; experienced facilitators. • Useful for gathering multiple perspectives and stories; can accommodate large number of people. • Useful when creating a safe, trusting environment is important. • Easy for participants to understand. • Requires advanced planning and question development • Modifiable format and compatible with other techniques.
Advisory Committees/ Councils	<p>Consult</p> <p>Involve</p> <p>Collaborate</p> <p>Empower (The decision-making process and role must be clearly detailed and an accountability mechanism developed)</p>	<ul style="list-style-type: none"> • Resource intensive (time, support, money); requires ongoing staff support. • Requires a charter or terms of reference, expert facilitation, planning, organization, and ongoing staff support. • Recruiting outside participants is a challenge and is time consuming (3-4 months on average). • Ensuring power balance is critical to success. • Requires strong volunteer commitment. • Requires clear description of people/stakeholder role, decision making process, etc.
Revolving Conversation	<p>Consult</p> <p>Involve</p> <p>Collaborate (The decision-making process and role must be clearly detailed and an accountability mechanism developed)</p>	<ul style="list-style-type: none"> • Room set-up is important; technical requirements can be complex and costly. • Documentation of proceeding can be challenging. • Minimal facilitation needed; experienced planner required. • Useful in situation where there may be low trust and a need to surface a range of issues and concerns. • Vulnerable to domination by assertive/aggressive interests. • Best for re-addressing topics where sharing detailed/technical information is not necessary. • Can make some participants uncomfortable.

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Here are several commonly used techniques at NSHA and some guidance on how to use them most effectively. These represent only a few of the techniques used at NSHA. Consult with the PE team if you are looking for advice on different techniques. In all techniques it is important to have a diversity of participants and a technique that allows diverse voices to be heard.

Technique	Participation Goal	Helpful Hints
Audience Response System	Consult Involve	<ul style="list-style-type: none"> • Audience response system (clickers) can be used to anonymously poll participants in a gathering for instant feedback, to “break the ice”, gather open ended responses, and more. • Clickers are user friendly although there is instruction required on their proper use. • For more information, please contact your PE advisor.
Online Engagement Platform	Inform Consult Involve Collaborate	<ul style="list-style-type: none"> • Online engagement tools offer a variety of options to survey, brainstorm, discuss, share and collaborate with a wide variety of people. • Feedback can be analyzed for themes and other valuable information. • For more information, please contact your PE advisor.

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To connect with a community health board, visit the NSHA website for more information. <http://www.nshealth.ca/get-involved/community-health-boards>