



Sustainable Farm Families Alberta

EVALUATION REPORT

SHARLENE WOLBECK MINKE AND BIRGITTA LARSSON

Table of Contents

Evaluation Highlights	2
1.0 Background	5
2.0 Approach to Evaluation	5
3.0 How was SFF Alberta Implemented in 2016-2017?	6
3.1 SFF Team Composition.....	6
3.2 Workshop Participants.....	6
3.3 SFF Alberta Curriculum	7
3.4 Participant Feedback Across the Workshop Years	9
4.0 Impact of SFF Alberta	12
4.1 Importance of the Physical Assessment	12
4.2 Understanding Change.....	13
4.3 Health and Well-being	15
4.4 Farm Safety	16
4.5 Motivation and Commitment	17
4.6 Continuing and Completing the Workshop Series.....	17
5.0 Conclusion	19
6.0 Recommendations	19
6.1 Keep – and strengthen – the focus on Farm Health and Safety	19
6.2 Facilitate the development of cross-cutting, multi-level Action Plan goals	20
6.3 Strengthen the annual curriculum review	20
6.4 Consider strategically focusing resource allocation on Hutterite Colonies.....	21
Appendix A: Evaluation Methods	22

Evaluation Highlights

Sustainable Farm Families (SFF) Alberta is a multi-faceted health education program operated by the Farm Safety Centre. Developed specifically for the rural farm context, the program consists of workshops facilitated by registered nurses (RNs) and farm facilitators that occur annually over three years. To support change, the participants also receive regular follow-up. While the specific content covered each year is different, every workshop includes a physical assessment, health and farm safety information, and farmer-to-farmer discussions. Throughout the workshop, participants are encouraged to commit to making changes in their lifestyle and farm safety practices by creating 'action plans'.

The evaluation of SFF Alberta in 2016-2017 sought to understand the impact of the program over time as participants proceed through the program. Multiple mixed methods were used to collect data from program staff, current workshop participants and people who did not return for subsequent years of the program.

1.0 How was SFF Alberta Implemented?

The core SFF Alberta team stayed the same, but more staff were added to meet the demand for workshops. People remain the greatest strength of the program; trusting relationships between participants and program staff are the key to engagement.

A total of 25 workshops were delivered to 408 participants between October and February. Of these, 340 (83%) participants were Hutterites from 17 Colonies across Alberta, which is nearly triple the Hutterite uptake from 2015-2016. Demand for workshops was so great SFF Alberta started a waiting list. To-date, 16 Colonies and 3 Local Producer groups are on the list for a workshop next year.

Few revisions were made to the curriculums for Year 1 and Year 3 workshops. In response to Hutterite-identified information needs, substantive changes were made to the 'Substance Misuse' curriculum in Year 2. In response to farmer requests, general information about Bill 6 was added to all Farm Health and Safety sessions.

As in previous years, participants strongly endorsed the Year 1 workshop. While Hutterite participants perceived the Year 2 sessions as relevant and informative, there was less alignment between the Mental Health and Substance Misuse content and Local Producers' needs. Year 3 results also indicated slightly lower levels of learning and relevance when compared to previous years.

Access to information and literacy levels are very different between Local Producer and Hutterite participants. Local Producers tended to view the workshops as a "good reminder," but often knew the information already. Hutterites, on the other hand, report "there is so much we don't know." They hold the workshop information in very high regard and regularly consult – and share – the resource binder.

2.0 What Difference Did SFF Alberta Make?

The physical assessment is consistently the most valuable component of the program. It influences initial attendance and motivates people to return. Following discussion of their personal physical assessment results, most people know what health risks to take action on.

Health and Well-Being

Health and well-being action plan goals from both Local Producers and Hutterites targeted similar lifestyle changes to improve physical and mental health:

- More physical activity
- Healthier eating
- Stress management or reduction.

A key difference between the two populations is that Hutterites intuitively understand that personal health is influenced by family, work setting and Colony-policy contexts. They know that action must occur at these different levels to support individuals' efforts to change. At each workshop, Hutterites develop personal and Colony goals. Most often, these goals reinforce each other. For example, one Colony identified sidewalk levelling as a goal, which improved the built environment for daily walking (individual goal of increased physical activity). Ultimately, the interplay between individual and Colony goals results in a Colony environment that facilitates change.

Farm Safety

Both Local Producers and Hutterites farm safety goals indicate they know improving safety takes more than a personal behaviour change. Local Producers' goals focus on:

- Farm work environment: *"Improve farm by cleaning up work areas" and "Build structure for chemical storage and flammable storage."*
- Group training and putting resources into action: *"Try some monthly tailgate training sessions" and "All employees go to a 2 day first aid course in Edmonton."*

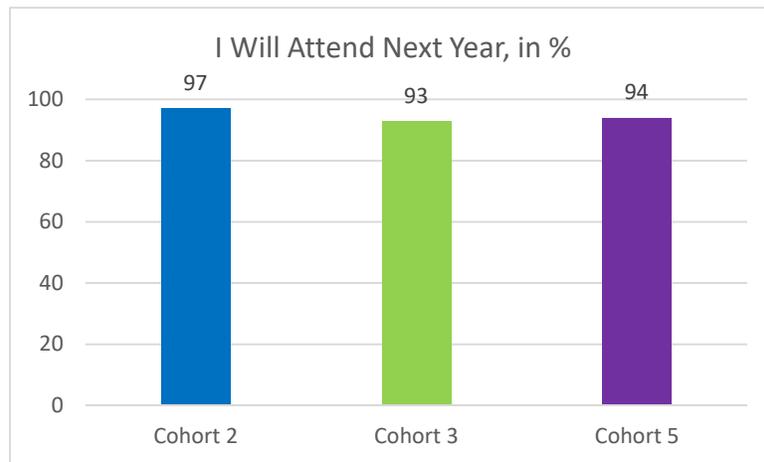
Hutterite goals target:

- Farm work environment: *"There will always be an adult with the kids when they are around machinery."*
- Colony built environment: *"Build fence around the dugout."*
- Unwritten Colony policies: *"No kids on trucks and tractors, it is not allowed anymore." and "One seat, one driver."*

A cumulative effect may occur, as key messages from another Farm Safety Centre program are evident in the Colony safety goals. To-date, all Colony-level goals have been achieved.

Overall, both Hutterite and Local Producer participants continue to understand – and buy into – the connection between health, well-being and farm safety: *"can't take care of the farm if you don't take care of yourself."* Participants continue to believe the workshop is a good investment of their time and overwhelmingly intend to complete the program (Figure 1).

Figure 1: Intention to Complete the Program¹



3.0 Recommendations

3.1 Keep – and strengthen – the focus on Farm Health and Safety.

- Ensure there are practical tools and strategies to help farmers make safety improvements.
- Ensure Bill 6 information comes directly from government stakeholders.

3.2 Facilitate the development of cross-cutting, multi-level Action Plan goals with all participants.

- Intentionally facilitate discussion of strategies to address multiple determinants and settings that influence health.
- Explore perceived relevance and usefulness of resources and referrals in future evaluation.

3.3 Strengthen the annual curriculum review.

- Focus on the Year 2 curriculum during the summer 2017 review, especially the Mental Health and Substance Misuse sections.
- Engage an external content advisor to review the curriculum revisions.

3.4 Consider strategically focusing resource allocation on Hutterite Colonies.

- Offer workshops to Local Producers to complete their program, but allocate future resources to Colonies.

¹ Cohort 1 completed the Year 3 of the program, so this question was not relevant to them.

1.0 Background

Sustainable Farm Families (SFF) Alberta is a multi-faceted education program operated by the Farm Safety Centre. Developed specifically for the rural farm context, the program consists of workshops delivered by farm and nurse facilitators that occur annually over three years. To support change, the participants also receive regular follow-up. While the specific content covered each year is different, every workshop includes a physical health assessment, numerous farmer to farmer discussions, as well as health and farm safety information.

Originally piloted in southern Alberta in 2014-2015, the Farm Safety Centre expanded the program in 2015-2016 to reach farmers in other parts of the province. Previous evaluation results indicated that the program engaged the farmers in thinking about their health and safety and created a commitment by participants to return the following years (complete all three years).

Between October 2016 and April 2017, SFF Alberta completed the 3-year program with the original 2014-2015 participants, delivered Year 2 of the program to farmers who began participation in 2015-2016 and engaged new farmers in Year 1 workshops throughout Alberta.

2.0 Approach to Evaluation

This evaluation of SFF Alberta occurred between July 2016 and April 2017, with data collection between October 2016 and February 2017. As with the previous evaluations, the evaluation was grounded in a participatory and capacity building approach. The evaluation approach was consistent with previous years and the same ethical risk mitigation strategies from the ARECCI Second Opinion Review were implemented. A full description of the evaluation methods and tools is found in Appendix A.

In 2016-2017, the SFF Alberta overarching evaluation questions continued to be:

- How was SFF Alberta implemented?
- What were the results of participation?
- What was the immediate impact of the workshops?
- How, if at all, did participants change over time?

To answer these questions, data were collected from SFF team members, workshop participants and previous participants who did not return to the program. The mixed methods tools used to collect the data were grounded in the 2014-2015 approach to the evaluation. Table 1 provides an overview of the methods and number of data collection points in the evaluation.

Table 1: Overview of Methods and Participation

Method	Number of Participants
Workshop participants - End of Chapter surveys	355
Workshop participants - End of Workshop surveys	389
Online non-attendee survey	9
Interviews - participants (by phone)	6
Interviews - staff (in-person)	1 ²
Focus groups	2
Action plans	44
Workshop observations	2

3.0 How was SFF Alberta Implemented in 2016-2017?

3.1 SFF Team Composition

The core SFF Alberta team of Program Manager and Registered Nurses (RNs) stayed the same. Since the demand for workshops increased in 2016-2017, the overall size of the team grew. More RNs were added to the team and each workshop was attended by two or three RNs, depending on number of participants in the workshop, to reduce participant waiting time during physical assessment. The team also added a part-time data clerk to process and organize participant records at each workshop and afterwards.

The relationships between the SFF Team and participants continue to be key to the workshops' success. In particular, Hutterite feedback indicates that SFF staff are respected and build trust with participants. Staff are perceived as approachable and professional. Hutterite participants explain: "*Their profession is health*"; "*They explain the big words.*" The Hutterites also believe that staffs' personal anecdotes help de-stigmatize health issues.

The critical importance of trusting relationships with the Program Manager is particularly evident with Hutterite participants. There is little doubt that the Program Manager is the key to entry and success with the Hutterite Colonies.

3.2 Workshop Participants

SFF Alberta workshop delivery occurs between late October and early April in order to be respectful of primary producers' heavy workloads during the Alberta growing season. A total of 408 farmers were reached through 25 workshops that occurred between October 2016 and March 2017 (Table 2). Of these, 340 people were from 17 Hutterite Colonies. This is nearly triple the Hutterite uptake from 2015-2016, when 129 Hutterites participated in a workshop. In fact, the interest was so great, SFF Alberta allocated all Year 1 resources to meet the Hutterite demand. This left no capacity to engage and provide

² Although there was one formal interview with the Program Manager, interview topic areas were explored with all staff members through informal conversations during the workshop observations.

Year 1 workshops to Local Producers (therefore, there was no Cohort 4). Eight workshops in 2016-2017 were with Local Producer groups.

Table 2: Workshop Participation Across Cohorts in 2016-2017

Cohort	# Workshops	# Returned/ Attendees	# Did Not Return from 2015-2016	Comments
Cohort 1	4	32	10	<ul style="list-style-type: none"> Year 3 of program Local Producers and Hutterites from southern and central Alberta
Cohort 2	4	36	9	<ul style="list-style-type: none"> Year 2 of program Local Producers from southern and northern Alberta
Cohort 3	5	93	30 ³	<ul style="list-style-type: none"> Year 2 of program Hutterites from Colonies mainly in southern Alberta
Cohort 4	0	0	n/a	<ul style="list-style-type: none"> No capacity to plan and implement workshops.
Cohort 5	12	247	n/a	<ul style="list-style-type: none"> Year 1 of program Hutterites from Colonies in southern, central and northern Alberta
TOTAL	25	408	49	

In 2016-2017 the total number of participants from Cohorts 1, 2 and 3 who did not return to the workshop was 49 (23%). In Cohort 1, six of the eight Hutterite participants were unable to go to the workshop because of a scheduling conflict with a provincial meeting they had to attend. Nine Local Producer participants from Cohort 1 and Cohort 2 who did not return to the workshop completed the 'did not return' online survey⁴. Two-thirds (n=6 of 9) of these respondents indicated that the main reason for not attending was a scheduling conflict. The second most common reason identified by two respondents was illness.

3.3 SFF Alberta Curriculum

3.3.1 Curriculum Across the Workshops

The physical assessment is the only component that is common to workshops in all three years of the program (Table 3). The assessment always begins the day. During the assessment an RN measures and assesses key indicators of individual health status, such as respiratory function, blood pressure, blood

³ Fourteen people who did not return to Year 2 were from a Colony where the minister forgot to tell everyone about the workshop until the morning of the workshop. The people were unable to be released from their responsibilities to attend the workshop.

⁴ Hutterite participants who did not return to the workshop were not asked to complete the on-line survey. Not only is the method of administration inappropriate for them, we have learned that Hutterites are not comfortable with individual data collection methods. They find it incongruent with their communal culture.

sugars and total cholesterol levels. At the conclusion of the workshop, participants are invited to again meet one-on-one with their RN to further discuss personal test results. For returning participants, this discussion also includes a comparison with their previous results.

In 2016-2017, SFF Alberta continued to respectfully navigate Hutterite culture. SFF team members use care when referencing off-colony resources related to sensitive subjects. Men’s and Women’s Health sessions were omitted during this delivery cycle at colony request.

Table 3: Curriculum Across 2016-2017 Workshops

Session	Cohort 1	Cohort 2	Cohort 3	Cohort 5
All Workshops				
Physical Health Assessment				
Year 1 Workshops				
State of Rural Health				
Cardiovascular Disease				
Diabetes				
Nutrition & Diet				
Mental Health/Stress-Less				
Farm Health & Safety				
Wise Men’s Health				Omitted
Wise Women’s Health				Omitted
Year 2 Workshops				
Mental Health				
Substance Misuse				
Occupational Health & Safety				
Wise Men’s Health			Omitted	
Wise Women’s Health			Omitted	
Year 3 Workshops				
Cancer				
Respiratory				
Farm Health & Safety				
Physical Activity				

3.3.2 Curriculum Revisions in 2016-2017

3.3.2.1 All Years

Throughout 2016, the Farm Safety Centre fielded many information requests from farmers about new Alberta farm and ranch workplace legislation, the *Enhanced Protection for Farm and Ranch Workers Act*, which is commonly known as “Bill 6.” In response to these repeated requests, information about Bill 6 was added to Farm Health & Safety sessions in all years of the workshop. The information was a general overview of what is publicly known, as well as points about outstanding questions regarding the implementation of the legislation.

No other substantive changes were made to the Year 1 or 3 curriculum in 2016-2017.

3.3.2.2 Substantive Changes to Year 2 Curriculum in 2016-2017

Substantive changes were made to the Year 2 curriculum. To begin with, the review of Year 1 content was condensed and in a few instances omitted to allow more time for the mental health sessions. The mental health content was “tweaked” from the Australian model by updating statistics to Canadian/ Alberta information. Part of the purpose for adding time to the mental health session was to ensure mental health issues were framed as a chemical imbalance, rather than a matter of personal will power: *“...we are trying to get the Hutterites to understand that a Doctor is needed and maybe they need to talk to a counsellor.”*

The “Substance Misuse” unit was developed directly in response to Hutterite-identified need for accurate information about alcoholism, including a focus on the adverse effects of alcohol overconsumption and recommendations on safe alcohol consumption. Content was drafted by SFF and reviewed with members of the Hutterite Education Committee. Even though the “Substance Misuse” content was developed specifically for the Hutterite context, it was also presented to Local Producer participants.

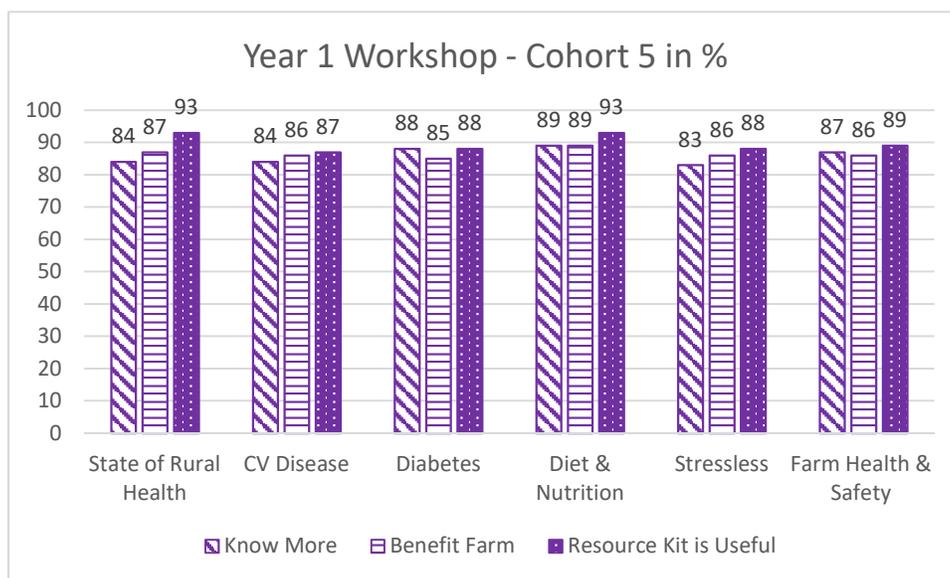
The “Farm Health & Safety” session, which was re-named “Occupational Health and Safety (OH&S)” in Year 2, primarily focused on an update about Bill 6. There were no specific safety-related tools or strategies in this session.

3.4 Participant Feedback Across the Workshop Years

3.4.1 Year 1 Workshop

As in previous years of SFF Alberta, the Year 1 Hutterite workshop participants (Cohort 5) strongly endorsed the workshop (Figure 1). They found the information valuable and relevant, and once again, the resource kit was particularly well-received.

Figure 1: Feedback about the Year 1 Workshop



3.4.2 Year 2 Workshop

The Year 2 workshops were delivered to Cohort 2 (Local Producers) and Cohort 3 (Hutterites). Local Producer (Cohort 2) feedback about Year 2 workshops indicated less alignment between their needs and the curriculum provided than did Hutterite (Cohort 3) feedback. The least valuable session was the Substance Misuse curriculum, where less than half (38%, n= 12 of 32) of the Local Producers found it useful to their farming operation (Figures 2 and 3). In contrast, Hutterites perceived the session as informative (92%, n=82 of 89) and relevant (96%, n= 86 of 89).

Figure 2: Perceptions of Year 2 Information

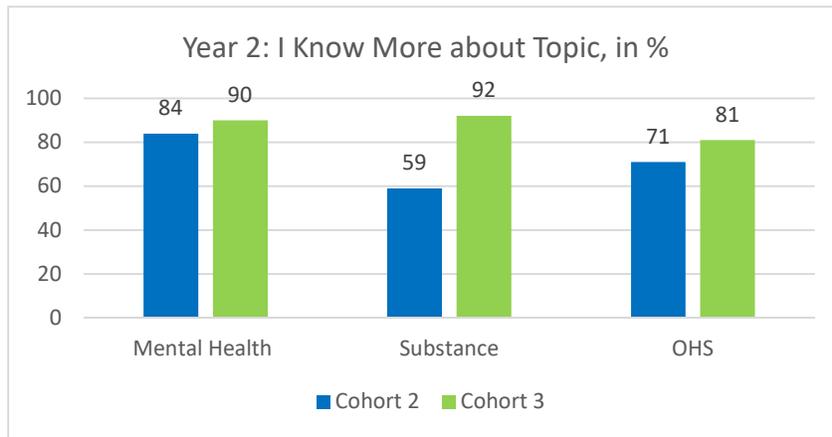
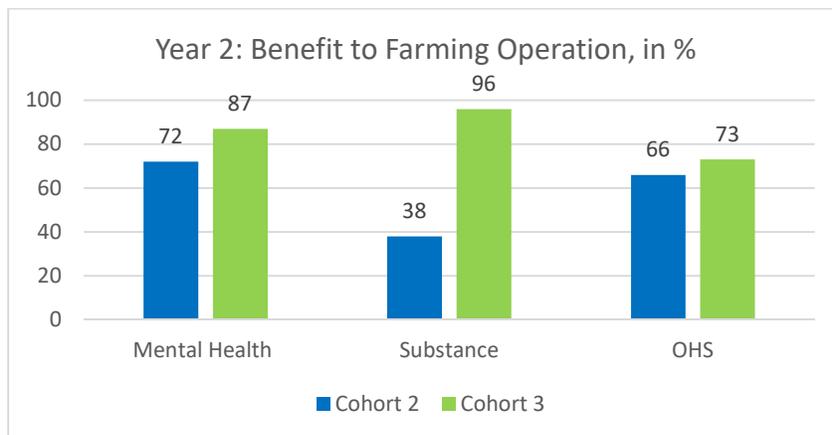


Figure 3: Perceptions of Year 2 Relevance



Local Producers indicated that, in their view, the depth of information in the Mental Health section was insufficient for the complexity of the topic area. Participants also described a need to learn strategies; they believe the lack of practical tools, resources, and referral sources impedes action on identified mental health issues.

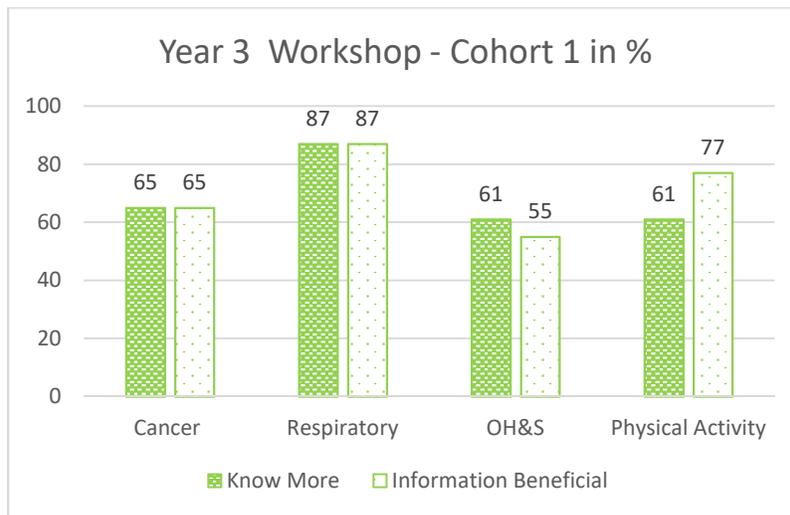
“If you notice this in a person – this is what you need to do. No tools. We need to talk about tools [strategies] – they were not helpful with what to do. If we had had more people, if there was someone at the workshop who did realize they had it [mental health issues], but not knowing where to go after the workshop, they wouldn’t know what to do. Awareness is hard to get as well. This [topic] is not a one day workshop.”

While the Hutterite participants strongly endorsed all sessions, they perceived the OH&S session as slightly less beneficial.

3.4.3 Year 3 Workshop

Cohort 1, which is primarily comprised of Local Producers, also reported lower levels of learning and relevance in the Cancer, Farm Safety and Physical Activity sessions than they found in the previous years of the workshop.

Figure 4: Perception of Year 3 information



3.4.4 The Health Information in the Workshops

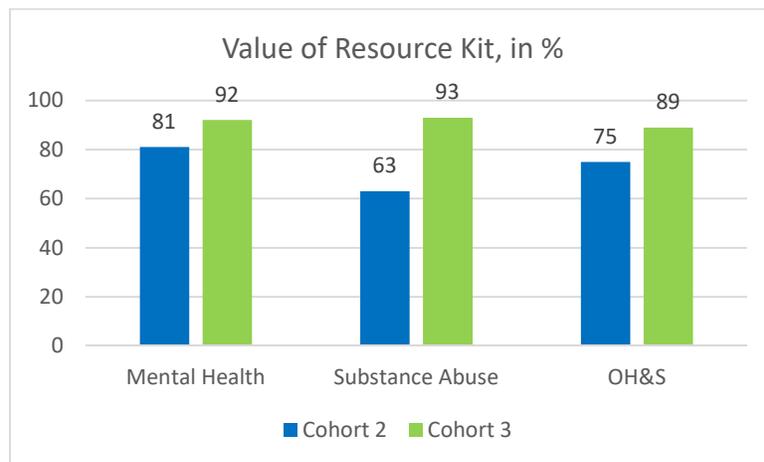
As in previous years, feedback from Local Producers indicated they found the health information was a “good reminder” that health is important. This year, however, some participants also noted that “...if you stayed on top of things, you knew it [the health information] already.” Most Local Producer interview participants noted that the workshop content did not address complex topics, such as mental health issues, in sufficient depth or complexity. This may reflect the fact that most Local Producers have access to multiple sources of information, such as online resources, traditional print media, support groups and other workshops, to answer to their health questions. While the workshops are intentionally designed to provide general information, some Local Producer participants may be seeking a more in-depth, complex understanding of the issues.

More specifically, Local Producers did not perceive the Year 2 content to be as relevant as the previous year: *It was not as interesting as the first year workshop ... the topics were not really as relevant to me as much as year one.* As some of the Year 2 content was specifically developed in response to Hutterite-identified need, it may not have been relevant for the Local Producers' context.

The Hutterites, in contrast to Local Producers, do not seem to have ready access to multiple sources of health information and therefore hold the workshop's health information in high regard. The resource kit, or binder, is a trusted resource for health information. Colony members who have completed the workshop reported that they review the content and share the binder with other Colony members, especially those who have not completed the workshop. More than one-quarter of participants identify health information as the single-most important support for changing their health behaviour: 28% Cohort 3 and 22% Cohort 5.

Their interest in reading and re-reading the binder content indicates Hutterites' interest in health and safety information, and their readiness to learn. Hutterite focus group participants shared *"There is so much we don't know"* and *"When we went to school, we weren't as interested in learning as we are now."* Not surprisingly, Local Producers who completed Year 2 did not rate the resource kit's usefulness as high as did Hutterite participants (Figure 5).

Figure 5: Perceived Value of Resource Kit by Year 2 Workshop Participants



4.0 Impact of SFF Alberta

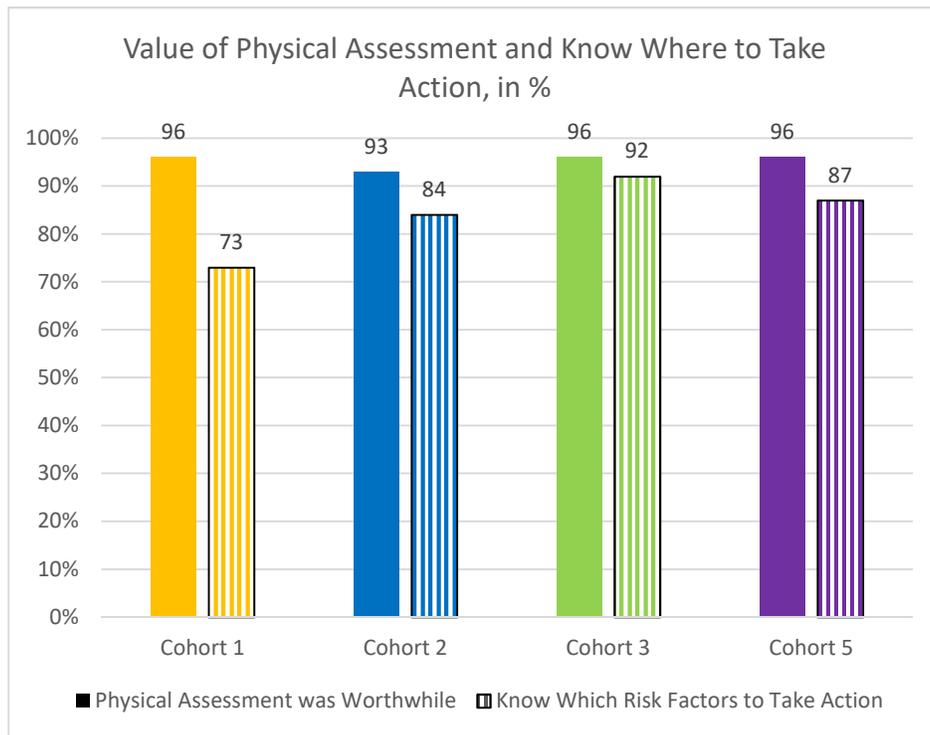
4.1 Importance of the Physical Assessment

Consistently since SFF Alberta began, the physical assessment component has been the most highly rated part of the program. This perceived value is common across cohorts (Figure 6). As word of the program spreads across Colonies, new Hutterite participants are particularly keen to experience the physical assessment and discussion with the RN. Clearly, the physical assessment component is the program's most valued feature.

Not only does the physical assessment influence initial attendance, it motivates participants to return. Both Local Producer and Hutterite participants in subsequent years of the program described the value of returning to follow-up on their physical assessment results and check their health status changes or progress over time. Hutterites, in particular, described that they were better able to understand the meaning of the test results in the second year of the program.

Following the discussion of their physical assessment results, most participants believe they know which risk factors to take action on. These results are the backbone of the Action Plans, in which participants integrate new health and safety information with knowledge of their personal health status to formulate their goals. Participants are encouraged to develop Action Plan goals that relate to their farm safety, health and well-being. Interestingly, participants in their final year of the program (Cohort 1) report the lowest score for knowing where to take action (73%). How this should be interpreted is difficult to determine as there is no follow-up past the workshop in year 3.

Figure 6: Value of the Physical Assessment and Knowing Where to Take Action



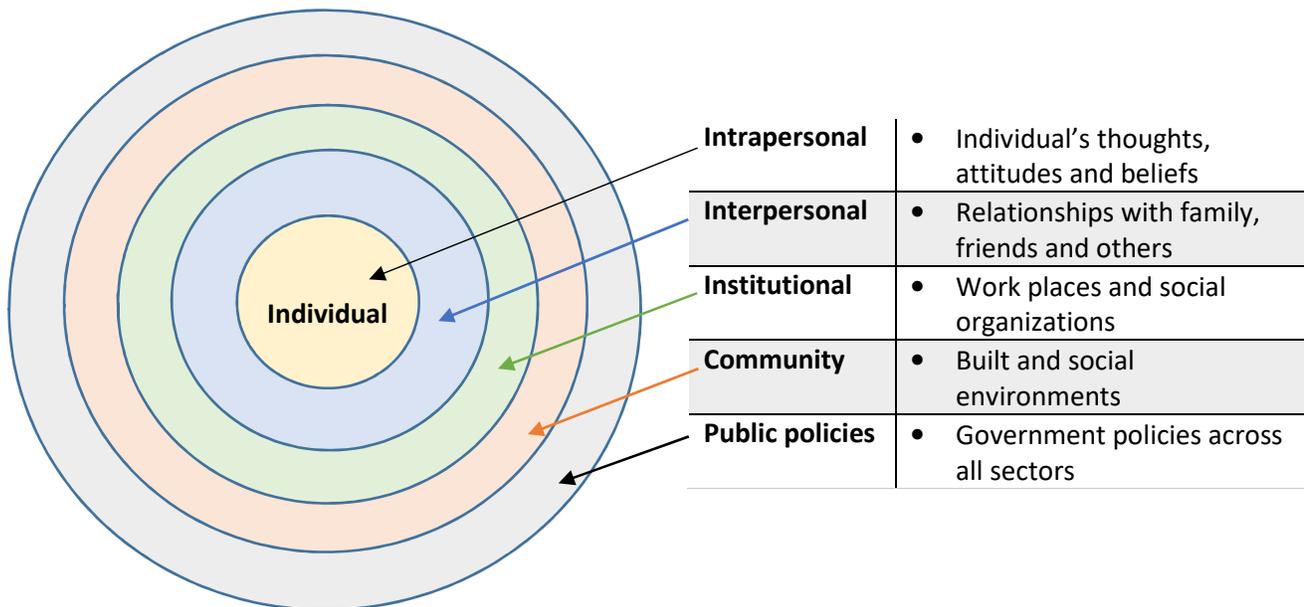
4.2 Understanding Change

Ecological approaches to understanding health account for multiple, broad influences on an individual's health behaviours and ultimately, health status. Ecological approaches consider the interrelationships between people, determinants and the settings around them. The importance of context and socially

constructed meaning are key concepts, as is collaboration among people to create a shared agenda for change.⁵

More practically speaking, an ecological approach situates individual health behaviours within broader socio-environmental and policy contexts, and considers the interplay of the social determinants of health (SDOH) at each level. Some key SDOH are social support, education/literacy, work environments, social environments and personal health practices.⁶ The assumption is that individuals are influenced by SDOH at multiple levels: intrapersonal factors, interpersonal factors, institutional factors, community factors and public policies. The multiplicity of intrapersonal, interpersonal, institutional, community, and public policy influences on individuals is best portrayed as nested levels (Figure 7). The approach posits that if individual health behaviour is produced by the interactions among determinants at these levels, then change requires interventions that target multiple levels and determinants.^{7,8}

Figure 7: Ecological Approach to Health Promotion



⁵ Richard, L., Gauvin, L., Raine, K. (2011). Ecological models revisited. Their uses and evolution in health promotion over two decades. *Annual Review of Public Health, 32*, 307-26.

⁶ Public Health Agency of Canada, What Determines Health. Accessed 3 May 2017. Available at: <http://www.phac-aspc.gc.ca/ph-sp/determinants/index-eng.php#determinants>

⁷ McLeroy, Bibeau, Steckler & Glanz, 1988, cited in Glanz, K., Lewis, F.M., Rimer, B. (1997). *Health Behaviour and Health Education*, 2nd Ed. San Francisco, CA: Jossey-Bass Inc.

⁸ Richard, L., Gauvin, L., Raine, K. (2011). Ecological models revisited. Their uses and evolution in health promotion over two decades. *Annual Review of Public Health, 32*, 307-26.

4.3 Health and Well-being

Although measurement limitations prevent quantitative analysis of Action Plan goal ratings, qualitative data reveal important differences in how change occurs for Local Producer and Hutterite participants.

Local Producers identified specific, measureable goals in their Action Plans. Most participants' goals focused on lifestyle changes to improve their physical and mental health (personal intentions at the individual level). While physical and mental health goals often co-existed, it was slightly more common for participants to have physical health intentions. Such goals commonly involved increasing physical activity and improving eating habits. For example: *"Exercise with elliptical at least 3 times a week in the winter"* and *"reduce junk food, less alcohol."* Mental health intentions to change typically involved stress reduction and stress management: *"reduce stress, delegate, complete tasks, more quality time for me & family."*

In general, Local Producers tended to describe their health improvements as *"an ongoing process"*. Some changes were described as simple and straightforward, such as getting new eye glasses. Overall, however, there was a recognition that changing established habits, such as eating and physical activity, is more complicated: *"started changes last year, but fell off the wagon... so now will go back and try to get other strategies."*

It seems that Local Producers view health changes as a personal responsibility; a matter of individual will power. Across cohorts, the most common factor identified to support change was 'more available time': listed by 30% (n= 10) of participants in Cohort 2 and 23% of participants in Cohort 1. Very few identified supports or resources beyond strategies to change their lifestyle choices. In essence, the Local Producers tend to focus on their own personal health behaviour in isolation of other influences. They do not systematically seek other socioenvironmental supports or address other factors to change the conditions that influence their physical and mental health. This strong focus on individual lifestyle choices is not uncommon, as Canadians generally seem to have a limited understanding of the impact of broader, socioenvironmental factors on their own health.⁹

The Hutterite Colonies, on the other hand, always situate individual behaviour within the family (interpersonal), work (institutional) and Colony (community) contexts. In the workshop, facilitators intentionally ask Hutterite participants to develop Action Plan goals at two levels: Personal and Colony.

Similar to the Local Producers, Hutterite's personal Action Plan goals often focus on lifestyle changes to improve physical health. They focus on improving healthy eating habits: *"...loved all the vegetables and trying new ones all year"*. *"The nicest and easiest time is during the summer when anyone can access the Colony garden and help themselves to fresh vegetables. Vegetable intake really increased during the summer."*, and increasing physical activity: *"...to walk more often with 10,000 steps per day."*

A few also intend to address mental health, such as practicing stress management techniques or reducing stress through *"deep breathing and time out to collect oneself."*

⁹ Snyder, J., Cheff, R., & Roche, B. (2016). *Perception of the Social Determinants of Health Across Canada: An Examination of the Literature*. Toronto, ON: Wellesley Institute.

The interplay between individual and Colony-level goals is readily apparent, as individuals' health goals often influence other Colony member's decisions, particularly those who have not attended the workshop. Focus group participants described how they work together to support each other as they develop new habits and those who don't attend the workshop still learn from others' example. For example, as a group, the women decided to restrict their intake of high calorie food: *"At coffee, we only take 4 chips each"*. This influence also reaches food selection and preparation practices in Colony kitchens: *"We talk to the girls after each meal and ask them to use less fat"*.

Not only does inter-personal influence occur within the Colony, it also reaches across Colonies. When one Colony completely stopped using its deep fryer after a Year 1 workshop, and members lost weight, word quickly spread across other Colonies. It seems that Hutterite members' efforts to change their own health behaviour are seamlessly integrated across more than one level of ecological influence.

4.4 Farm Safety

In contrast to their health commitments, Local Producers' farm safety-related Action Plan goals indicate that they understand farm safety improvements require more than personal behaviour change. In fact, nearly all of their farm safety action plan goals specified changes to the farm work environment (institutional level), such as *"keep equipment in good working order"*, *"improve farm by cleaning up work areas"*, *"build structure for chemical storage and flammable storage."* Some also involved putting training resources into action (interpersonal level), such as *"try some monthly tailgate training sessions,"* or seeking training by sending *"all employees ... to a 2-day first aid course in Edmonton."* When asked to identify their top priority goal from the prior year, the most common goals for participants who did not return to the workshop were farm safety. Furthermore, the majority of these respondents indicated they attained their farm safety goals.

Hutterite safety improvements are typically Colony goals that also target aspects of the farm work environment, Colony built environment and (unwritten) Colony policies. Examples of changes to the Colony's built environment include building a fence around a dugout and improving unlevel sidewalks. Policy-type changes seem to focus on taking more caution around machinery, particularly to keep children safe, such as: *"No kids on trucks and tractors, it is not allowed anymore; one seat one driver; there will always be an adult with the kids when they are around machinery."* It should be noted that "One Seat, One Rider" is a key message from the Farm Safety Centre program, "Safety Smarts", which is delivered to Hutterite school children. To-date, focus group and workshop data indicate that Hutterites have consistently achieved all of their Colony-level goals.

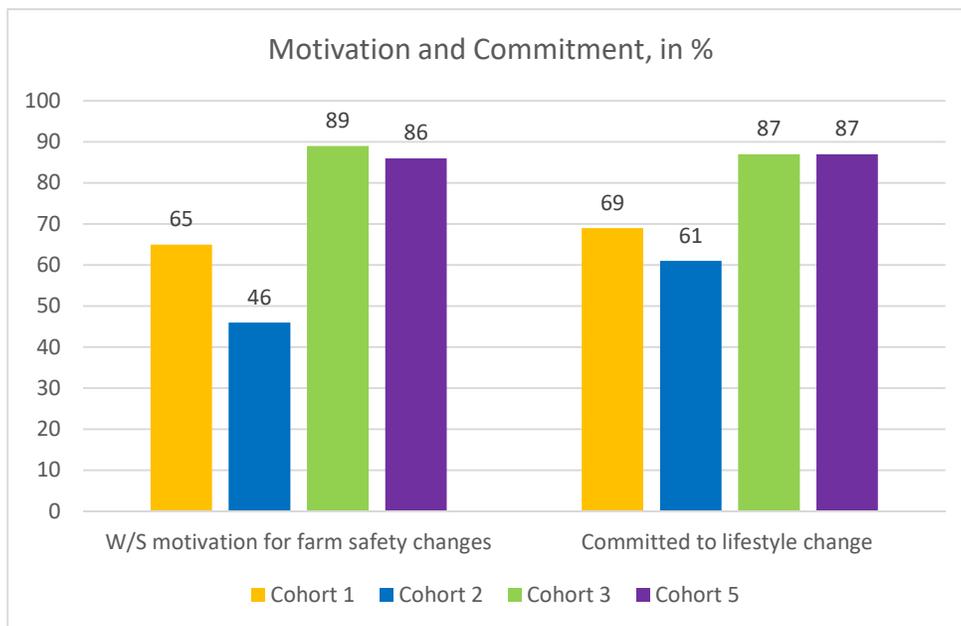
Overall, both Hutterite and Local Producer participants continue to understand – and buy into – the connection between health, well-being and farm safety: *"can't take care of the farm if you don't take care of yourself."* Many continue to work on similar goals– or more realistic versions of their original goals – across years of the programs. A key difference, however, could be that the Hutterite culture and social context intuitively facilitates the development of goals that address multiple determinants and levels, thereby creating a social context that supports individual change.

4.5 Motivation and Commitment

Differences in motivation and commitment to change between Local Producers (Cohort 1 and 2) and Hutterites (Cohort 3 and 5) are readily apparent (Figure 8). For example, after the Year 2 workshop, less than half of the Local Producers in Cohort 2 (46%, n=15) found the workshop motivated them to make farm safety changes, whereas 89% (n=74) of Hutterites (Cohort 3) were motivated to make safety changes. Both cohorts received the same Year 2 workshop “OH&S update” content, but a conversation about Colony-level safety changes was deliberately facilitated with Hutterites. A comparable focused conversation about institutional (farm workplace) or community-level safety strategies did not occur with Local Producers.

A similar trend is apparent with lifestyle changes. Again, the Local Producer cohorts (1 and 2) rated their commitment considerably lower than the Hutterites (Cohorts 3 and 5). Once again, this may be related to the supportive interplay of individual and Colony factors.

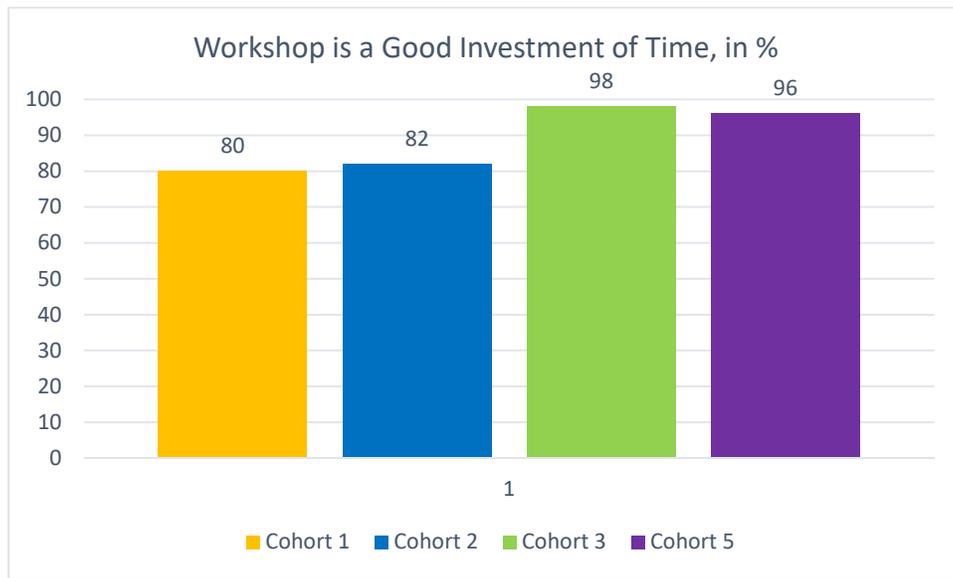
Figure 8: Motivation and Commitment to Change Across Cohorts



4.6 Continuing and Completing the Workshop Series

Across the cohorts, participants overwhelmingly continue to perceive the workshop to be valuable and a good use of their time (Figure 9). Participants find the Year 1 workshop to be informative and relevant, which creates interest in the Year 2 experience. After the Year 2 workshop, many participants feel committed to finishing what they started.

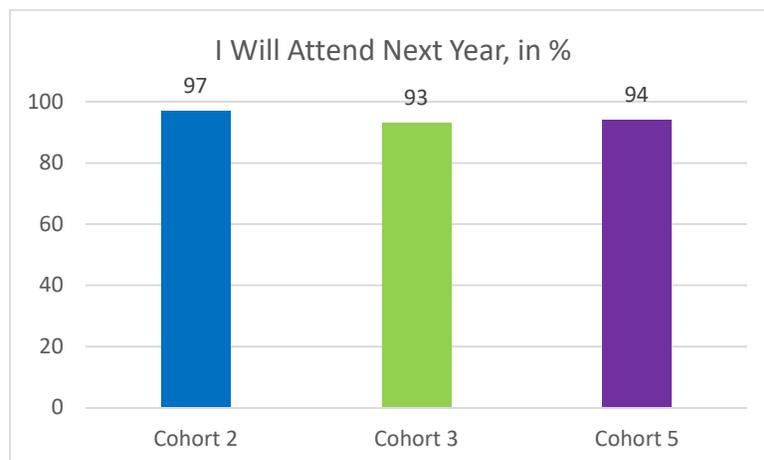
Figure 9: Perceptions of the Workshop as a Good Investment of Time



Further to this point, Hutterites nearly unanimously intend to complete workshop series (Figure 10). They enthusiastically recommend the workshop to other Colonies, sometimes even before their two-day Year 1 workshop is complete.

Local Producers intend to complete the series, too, but in the interviews some who completed Year 2 were more hesitant to definitively commit. Their reservations were grounded in a concern that the current Year 2 workshop may not suit everyone equally well. More specifically, they believed that the content may be too general for people with more experience or higher levels of health knowledge.

Figure 10: Intention to Attend Workshop Next Year¹⁰



¹⁰ Cohort 1 is not included because they completed the workshop series in 2016-17.

5.0 Conclusion

In 2016-2017, SFF Alberta continued to expand and a total of 25 workshops were delivered to 408 participants over three months and two weeks during producers' slow season. The interest in SFF workshops grew most among Hutterite Colonies, where the demand for workshops outgrew the supply and a waiting list was established for additional workshops. In fact, by the end of April 2017 there were 19 groups on a waiting list for SFF Alberta in the fall, 16 of whom are Hutterites Colonies.

Clearly, SFF Alberta has successfully reached a population that other initiatives have not. The program's success with the Hutterite colonies seems to rest on its respect for Hutterite culture, flexible and adaptive processes, and most importantly, its people. The Program Manager, in particular, is held in very high regard by Hutterites Colonies and participants.

Since the SFF Alberta pilot in 2014-2015, evaluation data have shown that Hutterite participants find the workshop to be a great motivator for changes to lifestyle and farm safety practices. The communal context of Hutterite life seems to intuitively facilitate action on individual, institutional and community levels to improve health and farm safety. A cumulative or cross-pollination effect may also occur, as key messages from another Farm Safety Centre program in Hutterite communities is evident in SFF Alberta data. Evaluation results suggest that Hutterites are attaining their farm safety goals.

Finally, a key strength of the program continues to be the physical assessment. Not only does this draw Local Producer and Hutterite participants to the workshop in Year 1, it keeps them coming back in subsequent years. Participants value learning about their own health status through a personalized process that facilitates priority setting. They feel very committed to completing all three years of the program.

6.0 Recommendations

6.1 Keep – and strengthen – the focus on Farm Health and Safety

The Farm Safety Centre has a reputation for being a source of valuable farm safety information. Across all three years, Farm Health and Safety is a highly anticipated component of the workshops. In 2016-2017, many participants, particularly in Year 2, found their expectations were greater than what the curriculum delivered.

- Across all years of the program, SFF Alberta should ensure there are practical, evidence-based tools or strategies to help farmers implement safety improvements.
- If an update about Bill 6 legislation is included in the workshop, the information should be novel, rather than re-stating publically available information. As such, it likely should come directly from government ministry stakeholders and be regularly updated throughout the year as progress, amendments and decisions are made in the regulatory system.

6.2 Facilitate the development of cross-cutting, multi-level Action Plan goals

Participants find the physical assessment very valuable, but their health-related intentions tend to rely on personal change, or will power, at the individual level.

- SFF Alberta should intentionally facilitate discussion of strategies that address multiple determinants across different settings to support change with all participant groups. Currently, this type of discussion occurs only with Hutterite participants.
- Little is known about the perceived usefulness or relevance of existing resources and referrals that are provided to participants. This should be an evaluation focus in 2017-2018.

6.3 Strengthen the annual curriculum review

Multiple evaluation data sources suggest that Hutterites unquestioningly accept information from SFF. Their evaluation feedback suggests that they may not be accustomed to questioning new information, do not reflect on what might be missing in the information, or do not consider to what extent new learnings align with other sources of information. Whether this unquestioning acceptance is related to their culture or literacy level is unclear. Regardless, this level of trust for the program creates a tremendous responsibility for SFF Alberta to ensure the SFF Alberta curriculum is up-to-date, evidence-based and relevant to Alberta.

Each year, as part of their commitment to continuous improvement, the Farm Safety Centre has completed a program review of SFF Alberta during the summer months. Much of the SFF Alberta curriculum, particularly in the Year 1 and Year 3 workshops, rests on the SFF Australian outline. At this point in its development, part of the SFF Alberta curriculum review should focus on the relevance and translation of the key concepts to the Alberta context.

It is challenging to ensure the SFF Alberta curriculum is evidence-based and up-to-date with health and safety priorities in Alberta, while still maintaining its practical relevance. The evaluation results suggest that the Year 2 workshop components require priority attention during the 2017 summer review. For example, the current “Substance Misuse” material does not include discussion of the opioid crisis in Alberta or implications of the legalization of marijuana. Furthermore, given the distinctly different characteristics of the program’s two priority populations, parallel curriculums may be needed. Local producers likely will require more in-depth information and discussion on certain topics than will Hutterite populations. Throughout the curriculum review process, a clear link between health and farm safety must be maintained.

- In order to ensure the SFF Alberta curriculum is grounded in the best evidence, curriculum revisions should be reviewed by an external content advisor, or a ‘second set of eyes.’ In this way, the SFF program staff can blend specialized content knowledge with practical relevance. This peer-reviewed, evidence-based process is likely to yield a curriculum that will stand up to external scrutiny.
- Key areas to contemplate in the 2017 review could include:
 - Are the identified health and safety topics consistent with priorities for action in Alberta?

- Is the framing of the health or safety issue consistent with Albertan approaches?
- Are all of the content areas and strategies, resources or tools grounded in current best practices?
- Are there practical, evidence-based strategies, resources or tools that enable participant action on multiple determinants of health and ecological levels?

6.4 Consider strategically focusing resource allocation on Hutterite Colonies

The level of engagement and trust between SFF Alberta and the Hutterites is unprecedented. Furthermore, evaluation results suggest that SFF's respect for the communal context of the Colonies facilitates multi-level goal setting by Hutterites, thereby increasing the likelihood of broad-based, sustainable change on Colonies.

- Workshops should be offered to current Local Producers who wish to complete the program, but SFF Alberta should consider allocating all resources for future Year 1 workshops to the Hutterite Colonies.

Appendix A: Evaluation Methods

This evaluation of SFF Alberta occurred between July 2016 and April 2017. As with previous evaluations, our approach was grounded in participatory, capacity building methods.

- We worked with the Farm Safety Centre and the SFF Alberta Evaluation Committee to develop and implement the evaluation.
- We built the capacity (knowledge and skills) of the Farm Safety Centre to conduct evaluations.
- We collaboratively developed realistic and actionable recommendations with the Farm Safety Centre.
- We facilitated processes that support evidence-based decision making.

Our approach involved collecting quantitative and qualitative data (mixed methods) from different data sources at multiple points in time (triangulation of data).

- We implemented rigorous methods that created confidence in the evaluation results, to allow for sound decision making for future steps.

Sustainable Farm Families (SFF) Alberta Evaluation Committee Members

- Laura Nelson, Farm Safety Centre
- Jordan Jensen, Farm Safety Centre/SFF Alberta Manager
- Kim Andrus-Just, Lead RN, SFF Alberta
- Raelyn Peterson, Farm Safety Coordinator, Alberta Agriculture & Forestry
- Sharlene Wolbeck Minke, SWM Consulting Services
- Birgitta Larsson, BIM Larsson & Associates

1.0 Evaluation Questions

In 2016-2017, SFF Alberta followed-up with participants who received Year 2 and Year 3 of the program, and engaged new participants in Year 1 of the program. There were four distinct participant groups in the program:

- Cohort 1: Follow-up participants in Year 3 of the program (Local Producers and Hutterite producers)
- Cohort 2: Follow-up participants in Year 2 of the program (Local Producers)
- Cohort 3: Follow-up participants from Hutterite Colonies in Year 2 of the program
- Cohort 5: New participants from Hutterite Colonies in Year 1 of the program

Although original plans included a fourth cohort of Local Producers in Year 1 of the program, this did not occur.

The SFF Alberta evaluation in 2014-2015 established that the intervention developed in Australia, and modified to the Alberta context, works in the Alberta context. Therefore, exploring how SFF Alberta is similar to or different from the Australian model was no longer relevant.

While the evaluation questions outlined in Table 1 sought to continue the learning, they especially explored the impact of SFF on participants' behaviour as they proceed through the program. The questions guided all aspects of the evaluation, namely development of the data collection tools, data analysis and reporting results.

Table 1: Evaluation Questions and Relevant Areas of Inquiry

Evaluation Questions	Relevant Areas of Inquiry
<i>Process – How was the SFF initiative implemented in different Alberta contexts?</i>	
Revise Q: What improvements, if any, has SFF made to: <ul style="list-style-type: none"> • Resource Kit content • Workshop processes • Other innovations 	<ul style="list-style-type: none"> • Ability to engage a) new participant groups and b) farm-related industries • Ability to customize workshops for different farm producer groups, particularly cultural groups (e.g., Hutterites)
Why did farm producers participate in the SFF workshops? <ul style="list-style-type: none"> • Motivating factors – i.e., health concerns, beliefs about health and farming • Expectations of participation • Commitment to health, wellbeing and safety 	<ul style="list-style-type: none"> • Level of farm producer participant interest, engagement and commitment
<i>Impact – What were the results of participation? What was the immediate impact of the workshops? How, if at all, did participants change over time? What were the longer-term impacts of participating in the program?</i>	
What difference did participation make? Why did participants continue on into subsequent years? What were the main reasons that participants did not participate in subsequent years? What was the main reason participants returned after missing a year? <ul style="list-style-type: none"> • Impact on individual farm producers (i.e., health knowledge, perceptions and behaviours) • Impact on farm business (i.e., intentions to change or changes in farm practices) • Impact on farm-related industries (i.e., awareness and support for SFF) 	<ul style="list-style-type: none"> • Effectiveness of workshop delivery/presentation with different cultural groups • Proportion of participants who returned to subsequent years and completed the program • Supports and barriers to continuing in the program • Ability of facilitators and health care professionals to develop and maintain relationships with farm producer participants • Ability of the program to influence farm producers' knowledge, attitudes and behaviours with respect to health, safety and well-being • Types of knowledge, attitude and behaviour changes (intentions and maintained changes)

2.0 Ethics Review

The evaluation approach was screened with ARECCI decision making support tool and rated as somewhat more than minimal risk. A Second Opinion Review was provided by Birgitta Larsson and strategies to mitigate risk to participants were implemented.

See: <http://www.aihealthsolutions.ca/arecci/screening/87437/156bd946c37455d902d979b2abb6fb36>

2.1 Informed Consent to Participate in the SFF Alberta Evaluation

Informed consent was requested and captured for each component of the data collecting process:

- SFF team explained all data collection points and data use during the workshop delivery (End of Chapter and End of Workshop surveys).
- The Program Manager provided information regarding the purpose, rationale and use of data to all workshop participant to ensure information was understood before asking for volunteers for telephone interviews. Then consent was recaptured by the evaluator prior to the interview beginning.
- Verbal consent to participate in the focus groups were gathered by the SFF team as part of the participant recruitment process and once again confirmed by the evaluators prior to the focus group beginning. The recruitment process followed accepted cultural protocols, as known by the SFF team.

3.0 Data Collection and Evaluation Tools

In order to facilitate measurement consistency across the years of program implementation, no revisions were made to the data collection tools from previous evaluations. Please see Appendix B for data collection tools.

3.1 Interviews and Focus Groups

All of the interview and focus group questions covered the same content areas as in previous evaluations. Copies of the data collection tools are available in 2015/2016 evaluation report.

3.1.1 Follow-up interviews with Cohort 1 and Cohort 2 participants

- Questions focused on intention to change in Year 1, experience in Year 2 and commitment to the program.

3.1.2 Program Manager

- An in-depth, in-person interview was conducted with the Program Manager. While the questions were grounded in the previous years' tools, the interview was quite open-ended in order to explore emerging learnings more fully.

3.1.3 Focus Group with Hutterite Participants

- As with the interview questions, the four conversational questions covered the same content areas.

3.2 Surveys

No revisions were made to the workshop survey content.

3.2.1 End of Chapter

- Participants completed three closed-ended questions that assessed their knowledge and attitudes about the information.
- The survey was administered electronically, via an iClicker program, rather than in hard copy.

3.2.2 End of Workshop

- Participants completed nine closed-ended and three open-ended questions.
- The survey continued to be administered on paper.

3.2.3 Cohort 1 participants who did not return

- A link to an online survey hosted on Survey Monkey was sent to participants who did not participate in a 2016-2017 workshop.

3.3 Action Plans

- A sample of Action Plans was drawn from each Cohort who returned to a workshop (Cohort 1, 2 and 3).
- Using a systematic selection process, the Farm Safety Centre selected every fourth Action Plan from participant records in alphabetical order. The selected Action Plans were marked in order to avoid duplicate sampling.
- The selected Action Plans were de-identified, scanned and sent electronically to the evaluators.

4.0 Evaluation Participant Recruitment

4.1 Interviews and Focus Groups

The SFF Alberta Program Manager invited the different stakeholders to participate in the in-person/telephone data collection by a common, informed consent process:

- Standard information about the evaluation purpose and approach was shared (read an information sheet or emailed the content)
- The interview or focus group questions were provided
- The option to not participate was clearly stated
- If participant was willing to participate, their name, email and/or phone number were provided to evaluation consultants for scheduling

4.2 Surveys

4.2.1 Online

- For the on-line survey, the Program Manager sent an email message stating the invitation to participate and purpose of the survey. The link to the on-line survey was embedded in the email.
- The initial request was followed by two reminder messages.

4.2.2 Workshop

- Workshop participants used iClickers to record their responses to the End of Chapter questions. No identifiable data were collected with the electronic response system. The data were transferred to an excel template by the Farm Safety Centre and provided to the evaluators.
- They also completed paper-based surveys that they dropped in an anonymous box at the end of the workshop. Farm Safety Centre entered the End of Workshop data into an excel template for each cohort. The completed template was provided to the evaluators.

Table 2 outlines the characteristics of stakeholders who participated in the evaluation.

Table 2: Evaluation Participants

Participants	Method	Number of Participants
Program Staff		
• SFF Program Manager	• In-person interview	• 1 participant
Workshop Participants		
Cohort 1 – Local Producers and Hutterites who returned to Year 3 workshop	<ul style="list-style-type: none"> • Workshop survey • Telephone interview • Action Plans 	<ul style="list-style-type: none"> • 31 completed End of Chapter surveys • 26 completed End of Workshop surveys • 1 telephone interview with Local Producer participants: Interview was about 30 minutes long • 15 Action Plans (from Years 1 and 2 of program)
Cohort 2 – Local Producers who returned to Year 2 workshop	<ul style="list-style-type: none"> • Workshop survey • Telephone Interview • Observations • Action Plans 	<ul style="list-style-type: none"> • 32 completed End of Chapter surveys • 33 completed End of Workshop surveys • 5 telephone interviews with: <ul style="list-style-type: none"> - Participants came from different workshops • Each interview was about 30 minutes long • Both evaluators attended a full Year 2 workshop in northern Alberta • 9 Action Plans
Cohort 3 – Hutterites who returned to Year 2 workshop	<ul style="list-style-type: none"> • Workshop survey • Focus group • Observations • Action Plans 	<ul style="list-style-type: none"> • 89 completed End of Chapter surveys • 83 completed End of Workshop surveys • 2 groups total with men and women in each group <ul style="list-style-type: none"> - Participants came from 2 different Colonies • Each group was 60 minutes long • Both evaluators attended a full Year 2 workshop in northern Alberta • 20 Action Plans
Cohort 5 – Hutterites who participated in Year 1 workshop	<ul style="list-style-type: none"> • Workshop survey 	<ul style="list-style-type: none"> • 203 completed End of Chapter surveys • 247 completed End of Workshop surveys
Cohorts 1 & 2 – who did not return	<ul style="list-style-type: none"> • On-line survey 	<ul style="list-style-type: none"> • 9 participants who did not return completed surveys

5.0 Data Analysis and Interpretation

As in previous evaluations, an analytic template based on the evaluation questions guided analysis and interpretation.

First, survey results from all cohorts were analyzed quantitatively with descriptive statistics, such as means (averages). Data from the End of Chapter survey were modified from a 5-step Likert scale to a three-step response scale (Agree, Not Sure and Disagree). On the other hand, responses in the End of Workshop survey were collected with a five-step Likert Scale with ordinal response options.

Then the qualitative data from interviews, focus groups and Action Plans were analyzed by identifying themes and patterns in the data.

Once the preliminary analyses were complete, the results from the quantitative and qualitative data sources were added into the appropriate category in the analytic template. This integrated approach made it possible to understand similarities and differences across the different data sources.

Interpretation particularly focused on change over time, and similarities and differences between Local Producer and members of Hutterite Colonies. Preliminary findings and recommendations were reviewed and refined with the Evaluation Committee.

6.0 Limitations

6.1 End of Chapter Survey Questions

Although the questions were the same as previous years, the implementation of the response options changed with the iClicker data collection. In 2015-2016, the questions were accompanied by a five-point Likert scale, where 1 = 'strongly agree' and 5 = 'strongly disagree'. In 2016-2017, the response categories were collapsed in 3 response options: 1 = 'agree', 5 = 'disagree', and 2, 3 and 4 were all grouped as 'unsure'.

Using a 3-point scale rather than a 5-point scale changed the magnitude of the response options. For example, if 1 = 'strongly agree' in 2015-2016, but 1 = 'agree' in 2016-2017, participants were not provided with the same extent of agreement, even though the number was the same. Furthermore, having 3 points to rate 'unsure' tripled the options for uncertainty, which may have conflated the 'agree' or 'disagree' categories. In total, these measurement changes limited the ability to validly compare results from previous years. Therefore, quantitative analysis focused on the results for 'agree' or 'disagree' for 2016-2017.

6.2 End of Workshop Survey Questions

Although the response options on the End of Workshop surveys did not change in 2016-2017, we should note there is a chance that completing the 3-point End of Chapter scale could have impacted participants' perceptions of the response choices in final survey. To mitigate this risk, analysis of the focused on the 'strongly agree' and 'strongly disagree' response options. Ordinal scales, such as the 5-point Likert, do not contain equal spacing between each response options. The use of ordinal scales has shown that the responses most likely to have the highest confidence level are the two end spectrums: Strongly agree and Strongly disagree. For this reason, the response categories were not clustered in the analysis of the End of Workshop data.

6.3 Action Plans

Workshop participants were asked, in the full groups setting, to choose one action plan goal to rate, rather than rating each goal, which resulted in incomplete ratings of the goals. Participants also completed the rating of the goal, and discussed the change/lack of change, in the group setting. This method of rating created a high likelihood of social desirability bias in the perceptions of change (the

rating). It follows that we were unable to reliably or validly quantitatively calculate degree or perceptions of change in Action Plan goals. Therefore, analysis focused on qualitative features of types of goals.