

Appendix B: Evaluation Matrix and Results

Evaluation Questions	Relevant Areas of Inquiry	Results
Process – How was the SFF initiative implemented in Alberta? How was it similar and/or different from SFF Australia?		
<p>1) What supported workshop implementation?</p> <ul style="list-style-type: none"> • Planning logistics • Relationships, networks 	<ul style="list-style-type: none"> • Venue selection: appropriateness, effectiveness, convenience • Ability to initiate and complete the SFF pilot project within the given time line and budget 	<p>1.1) THE SFF ALBERTA PILOT PROJECT WAS SUPPORTED BY MULTIPLE STAKEHOLDERS AT MULTIPLE LEVELS.</p> <p>1.1.1) SUPPORT AND APPROVAL OF PILOT PROJECT The Farm Safety Centre (FSC) generated buy-in for the SFF pilot project among key decision makers in agriculture at the governance level. This buy-in contributed to financial support of the project.</p> <ul style="list-style-type: none"> • FSC Board • Farm Safety Working Group • Government of Alberta (Alberta Agriculture & Rural Development and Alberta Health Services (AHS)) <p>1.1.2) IMPLEMENTATION OF PILOT PROJECT Several stakeholders supported operationalization:</p> <p>1.1.2.1) Planning, including content review & revisions, and meeting supports were delivered by:</p> <ul style="list-style-type: none"> • Hutterite Education Committee member • Alberta Centre for Injury Control & Research (now the Injury Prevention Centre) • Alberta Agriculture & Rural Development • FSC staff <p>Note: AHS originally intended to provide nursing support to the initiative, but the designated nurse was unable to continue work and a replacement was offered after manual revisions were complete.</p> <p>1.1.2.2) Promotion, information sharing and advertising in target communities, such as Lethbridge, Raymond, Grande Prairie, Leduc, were arranged through:</p> <ul style="list-style-type: none"> • Local media (newspapers, radio) • Local agriculture societies <p>1.1.2.3) Individual farm producers were reached through provincial Producer Organizations that:</p> <ul style="list-style-type: none"> • Invited FSC to present about SFF to their membership at meetings • Covered hotel costs for FSC to attend a meeting

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		<p>1.2) FARM SAFETY CENTRE WAS INSTRUMENTALLY INVOLVED IN ALL ASPECTS OF SFF ALBERTA.</p> <p>1.2.1) IDENTIFYING A NEED AND A SOLUTION</p> <p>1.2.1.1) Identified need</p> <ul style="list-style-type: none"> • Feedback from their school-based farm safety program made the FSC aware of the need to engage parents to better support child/youth farm safety. <p>1.2.1.2) Investigated SFF Australia</p> <ul style="list-style-type: none"> • FSC learned about SFF Australia at a conference in 2010 • FSC reviewed the program and visited Australia to observe a workshop <ul style="list-style-type: none"> - Realized health could be an entry point to promote safety with adults • FSC saw SFF as a way to connect with parents to build their capacity to support the safety education given to their kids through the school-based FSC safety program (meet the identified need). • Ultimately – FSC believed SFF could be a vehicle to improve safety on Alberta farms <p><i>“Safety is the key focus with parents, but health is the hook”</i></p>

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		<p>1.2.2) FSC SUPPORTED ALL ASPECTS OF OPERATIONALIZING SFF ALBERTA</p> <p>Figure 1: Overview of the SFF Alberta Planning Timeline</p> <table border="1"> <thead> <tr> <th data-bbox="630 277 905 313">Date (2014)</th> <th data-bbox="905 277 1820 313">Planning Milestone</th> </tr> </thead> <tbody> <tr> <td data-bbox="630 313 905 423">January 29</td> <td data-bbox="905 313 1820 423"> <ul style="list-style-type: none"> Received approval from Alberta Agriculture to implement SFF Alberta pilot project </td> </tr> <tr> <td data-bbox="630 423 905 496">March 10</td> <td data-bbox="905 423 1820 496"> <ul style="list-style-type: none"> SFF Alberta manager hired </td> </tr> <tr> <td data-bbox="630 496 905 570">January to June</td> <td data-bbox="905 496 1820 570"> <ul style="list-style-type: none"> Waited for licensing approval from SFF Australia (workshop content not released without licensing approval) </td> </tr> <tr> <td data-bbox="630 570 905 643">June 3</td> <td data-bbox="905 570 1820 643"> <ul style="list-style-type: none"> Received licensing approval from SFF Australia </td> </tr> <tr> <td data-bbox="630 643 905 716">August 11-15</td> <td data-bbox="905 643 1820 716"> <ul style="list-style-type: none"> SFF Australia training for all staff (ED, Manager, RNs, Farm Facilitators) </td> </tr> <tr> <td data-bbox="630 716 905 789">August</td> <td data-bbox="905 716 1820 789"> <ul style="list-style-type: none"> 2 RNs dismissed </td> </tr> <tr> <td data-bbox="630 789 905 862">August</td> <td data-bbox="905 789 1820 862"> <ul style="list-style-type: none"> Hutterites withdrew intention to participate </td> </tr> <tr> <td data-bbox="630 862 905 967">August to October</td> <td data-bbox="905 862 1820 967"> <ul style="list-style-type: none"> Approached individual producers and Producer Organizations about SFF Alberta </td> </tr> <tr> <td data-bbox="630 967 905 1040">September 17</td> <td data-bbox="905 967 1820 1040"> <ul style="list-style-type: none"> AHS nurse unable to continue with initiative* and not replaced </td> </tr> <tr> <td data-bbox="630 1040 905 1114">September 19 and October 17</td> <td data-bbox="905 1040 1820 1114"> <ul style="list-style-type: none"> 2 new RNs hired </td> </tr> <tr> <td data-bbox="630 1114 905 1187">Late October</td> <td data-bbox="905 1114 1820 1187"> <ul style="list-style-type: none"> 4 workshops confirmed </td> </tr> <tr> <td data-bbox="630 1187 905 1260">October 28</td> <td data-bbox="905 1187 1820 1260"> <ul style="list-style-type: none"> Hutterites confirmed they would send representatives to 1 workshop </td> </tr> <tr> <td data-bbox="630 1260 905 1399">November 25-26 December 1-2 December 3-4 December 9-10</td> <td data-bbox="905 1260 1820 1399"> <ul style="list-style-type: none"> 4 workshops implemented </td> </tr> </tbody> </table>	Date (2014)	Planning Milestone	January 29	<ul style="list-style-type: none"> Received approval from Alberta Agriculture to implement SFF Alberta pilot project 	March 10	<ul style="list-style-type: none"> SFF Alberta manager hired 	January to June	<ul style="list-style-type: none"> Waited for licensing approval from SFF Australia (workshop content not released without licensing approval) 	June 3	<ul style="list-style-type: none"> Received licensing approval from SFF Australia 	August 11-15	<ul style="list-style-type: none"> SFF Australia training for all staff (ED, Manager, RNs, Farm Facilitators) 	August	<ul style="list-style-type: none"> 2 RNs dismissed 	August	<ul style="list-style-type: none"> Hutterites withdrew intention to participate 	August to October	<ul style="list-style-type: none"> Approached individual producers and Producer Organizations about SFF Alberta 	September 17	<ul style="list-style-type: none"> AHS nurse unable to continue with initiative* and not replaced 	September 19 and October 17	<ul style="list-style-type: none"> 2 new RNs hired 	Late October	<ul style="list-style-type: none"> 4 workshops confirmed 	October 28	<ul style="list-style-type: none"> Hutterites confirmed they would send representatives to 1 workshop 	November 25-26 December 1-2 December 3-4 December 9-10	<ul style="list-style-type: none"> 4 workshops implemented
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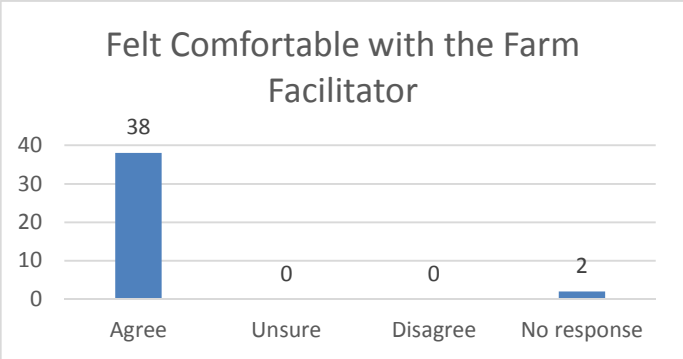
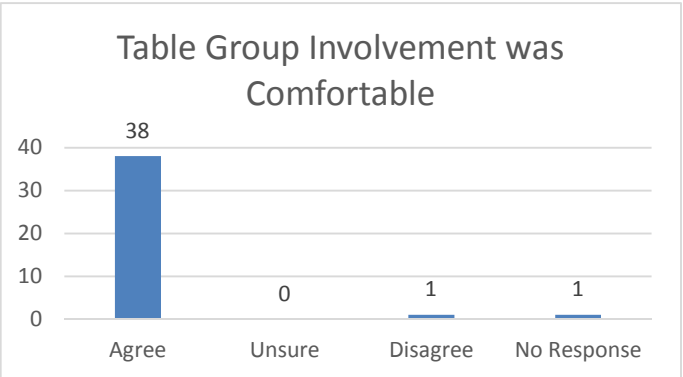
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		<p>1.2.2.1) Staffing – recruitment, hiring/firing, training, and providing ongoing support</p> <ul style="list-style-type: none"> • Manager was hired specifically for SFF Alberta. • FSC originally anticipated RNs would be seconded from AHS to perform physical assessments, but this staff commitment did not occur. <ul style="list-style-type: none"> - AHS initially provided nursing support for content revisions to the workshop manual, but this individual was unable to continue. • FSC needed additional insurance to cover nursing staff. • Originally advertised for RNs (job postings). • 3 RNs were hired, but 2 were dismissed after the SFF Australia training session. • After the 2 RNs were dismissed, replacements were successfully recruited through FSC staff members’ networks. • Farm facilitators were drawn from existing FSC programming. <p>1.2.2.2) Workshop promotion and participant recruitment</p> <p><i>Hutterite Engagement</i></p> <ul style="list-style-type: none"> • Hutterite engagement was based on a history of trust built through the FSC school safety program. • Dialogue with the Hutterite Education Committee about the colonies’ needs for safety education for their youth began before SFF Alberta was planned. • FSC staff reviewed the SFF Australia manual with a Hutterite Education Committee member to determine if the program would meet the Hutterite’s education needs. <p><i>Producer Organizations</i></p> <ul style="list-style-type: none"> • Originally, different Producer Organizations and/or individual farmers were not pursued because meeting the Hutterite demand for workshops would use all of the available resources. • Hutterites withdrew their intention to attend workshops in August, 2014 • 3 promising Producer Organizations were identified through the FSC network after the Hutterites reduced their commitment to workshops • The Executive Director of each Producer Organization was personally approached about SFF Alberta • FSC representatives were invited to attend Producer Organization meetings in-person to introduce and explain SFF Alberta to the producer members • Overall, these Producer Organizations believe SFF Alberta is relevant to their members, but they need more time to communicate its value and get their Boards on-side

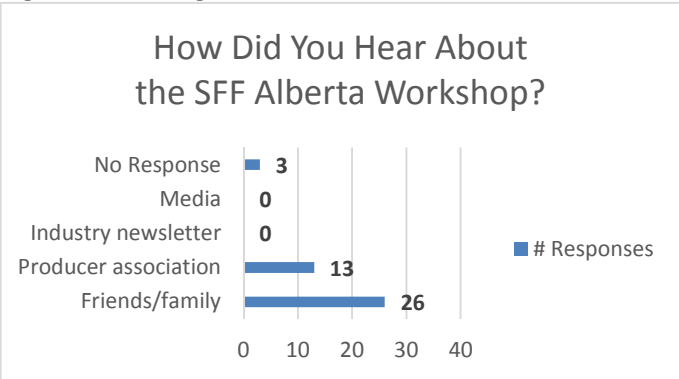
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		<p>1.2.2.3) Workshop locations and logistics A key planning challenge was finding appropriate space to host the workshops</p> <ul style="list-style-type: none"> • Needed a large group area and private breakout rooms <p>1.2.2.4) Training and continuous improvement Several in-person training sessions were provided by SFF Australia</p> <ul style="list-style-type: none"> • The 1-week intensive training session was attended by 3 RNs (but only 1 of them continued with SFF to actually deliver the program), farm facilitators, manager, data entry person, & ED • SFF Alberta team members viewed the workshop content through 2 lenses in the SFF Australia training: first as a farmer, then as a facilitator <p>Additional activities were undertaken to prepare for workshop implementation:</p> <ul style="list-style-type: none"> • The 2 nurses who were hired after the 1-week intensive training watched a video recording of the training session in Raymond • All team members were trained to facilitate all topics, within their areas of expertise/experiences (e.g., medical, farm) • All team members participated in a mock workshop <p>The SFF Alberta team was committed to continuous improvement throughout the workshops.</p> <ul style="list-style-type: none"> • All team members participated in team review and debrief sessions at the end of each day. • These conversations were perceived as critical for strengthening the workshop processes. • Team members were open to constructive criticism that ultimately enabled them to improve the workshop flow, timing and content.
<p>2) How was the SFF program adapted for the Alberta context?</p> <ul style="list-style-type: none"> • Manual content • Workshop processes • Innovations (e.g., Maps, Risky Ruben) 	<ul style="list-style-type: none"> • Ability to duplicate the SFF program in Alberta • Ability to customize workshops for different farm producer groups, particularly: - Different cultural groups (i.e., mainstream) 	<p>OVERALL: SFF AUSTRALIA WAS SUBSTANTIALLY ADAPTED TO THE ALBERTA FARM CONTEXT.</p> <ul style="list-style-type: none"> • Changes were made to Australian workshop content and processes. <p>2.1) CONTENT REVISIONS The SFF Australia manual was a guide – or template – but all of the written content and photos were tailored to the Alberta rural context. Some videos were revised for Alberta, but others were used with Australian content in its entirety.</p> <p>2.1.1) Content on every page of participant manual/resource kit was revised Examples of content that was tailored to the Alberta rural context:</p>

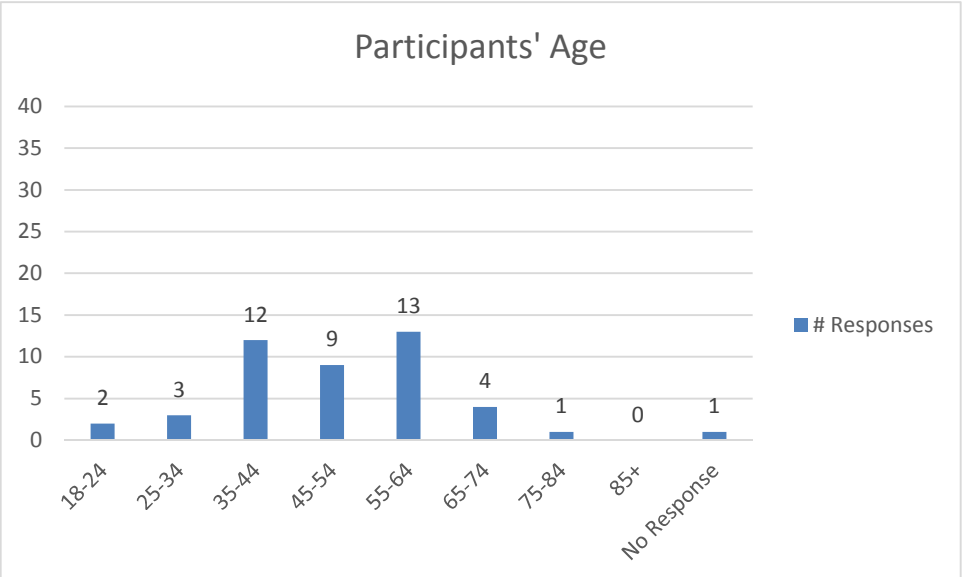
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	<p>employees vs. Mexican TFWs)</p> <ul style="list-style-type: none"> - Different sizes (i.e., Large family farm, corporate operations) - Different types (i.e., Potato vs. cattle operations) 	<ul style="list-style-type: none"> • Changed the references to types of crops, e.g., “<i>Australian crops included cotton, sugar cane; we replaced that with forage and cereal crops for Alberta</i>”. • Decreased emphasis on heat exposure, increased the focus on cold weather conditions. • Decreased the number of statistics overall and also replaced Australian statistics with Alberta/Canadian statistics. • Zoonotic diseases were changed to include diseases relevant in Alberta. • Diabetes information was revised as per Alberta standards. <p>2.1.2) Images changed to reflect Alberta</p> <ul style="list-style-type: none"> • Replaced Australian photos with Alberta pictures, e.g., pictures of Alberta landscapes, machinery, and people and their way of dressing. <p>2.1.3) Few Australian videos were used</p> <ul style="list-style-type: none"> • Strong accents and poor audio quality made viewing Australian videos difficult. • Some content in the Australian videos was judged as incongruent with Alberta cultural mores and/or the target population age group. • e.g., The video with a group of young men ‘partying’ (drinking and casual sex) was deemed too graphic and age-inappropriate. • Video footage from existing FSC safety resources was formatted for viewing in the workshop context. • It included farmer testimonials about safety incidents that resonate with Albertans (e.g., child drowning in a dug-out). <p>2.1.4) PowerPoint slides were created for the presentations using Alberta images, statistics and content</p> <p>2.1.5) A hearing assessment was added to the physical assessment</p> <p>2.2) PROCESS REVISIONS</p> <p>2.2.1) The order for covering the chapters was changed to improve the flow of information and events.</p> <ul style="list-style-type: none"> • Nutrition and Diet was covered before the Supermarket Tour. • The Alberta safety video was shown before the Safety module.

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		<p>2.2.2) A solution-focused and strengths-based approach was added as the starting point for the Safety chapter.</p> <ul style="list-style-type: none"> Two opening discussion questions were developed: <ol style="list-style-type: none"> What farm safety practices have always been a priority to you and are consistently followed on your farm? What are some farm safety practices you have changed after close calls or near misses? <p>2.2.3) More time was spent on discussion, and less time on reviewing the PowerPoint slides.</p> <ul style="list-style-type: none"> The focus was on sharing and learning through facilitated discussion (engagement, not didactic lecturing). Facilitated discussion was key to building an atmosphere of trust and acceptance.
<p>3) Who participated in the SFF program?</p> <ul style="list-style-type: none"> Health professionals Facilitators Farm producers Other community stakeholders (e.g., Producer organizations) 	<ul style="list-style-type: none"> Ability to recruit and retain SFF facilitators and health professionals Ability to recruit SFF farm producer participants Ability to obtain, assess and track clinical health indicators of farm producer participants 	<p>3.1) SFF ALBERTA TEAM</p> <ul style="list-style-type: none"> The SFF Alberta team consisted of 1 manager, 3 RNs, and 2 farm facilitators. Substantial support for planning and implementing the workshops was also provided by the FSC Executive Director. Consistent staffing during the workshops facilitated the development of trust between RNs/farm facilitators and workshop participants (e.g., participants had the same nurse for their physical assessment and results review). <p>3.1.1) SFF Alberta team background</p> <ul style="list-style-type: none"> All RNs and farm facilitators were from farming and rural communities. All RNs and farm facilitators were experienced working with Hutterites and members of rural populations. The team members each have slightly different lenses, based on their professional experiences, but all are committed to enabling individuals to improve their own health. Their philosophical orientations to health improvement are grounded in: <ul style="list-style-type: none"> - Prevention & promotion - Translating evidence to action - Primary health care & screening <p>3.1.2) Key RN & farm facilitator qualities:</p> <ul style="list-style-type: none"> Enthusiastic about SFF Alberta Committed to team work Use plain language that is not condescending to non-health professionals Understand and appreciate the farm context Coming from a farm family or a rural background was perceived as more important than clinical/nursing expertise.

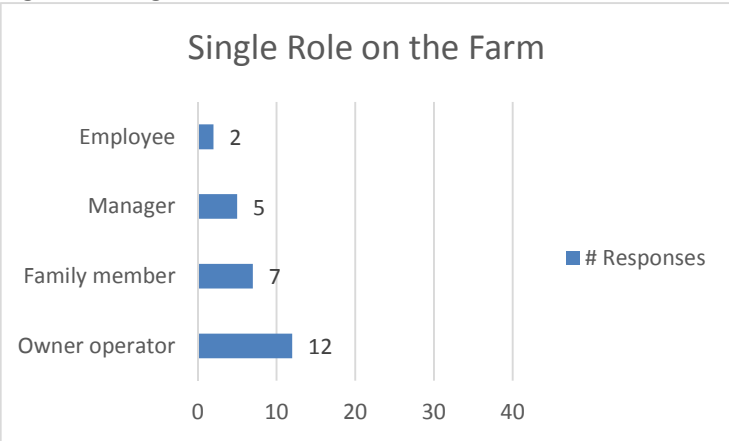
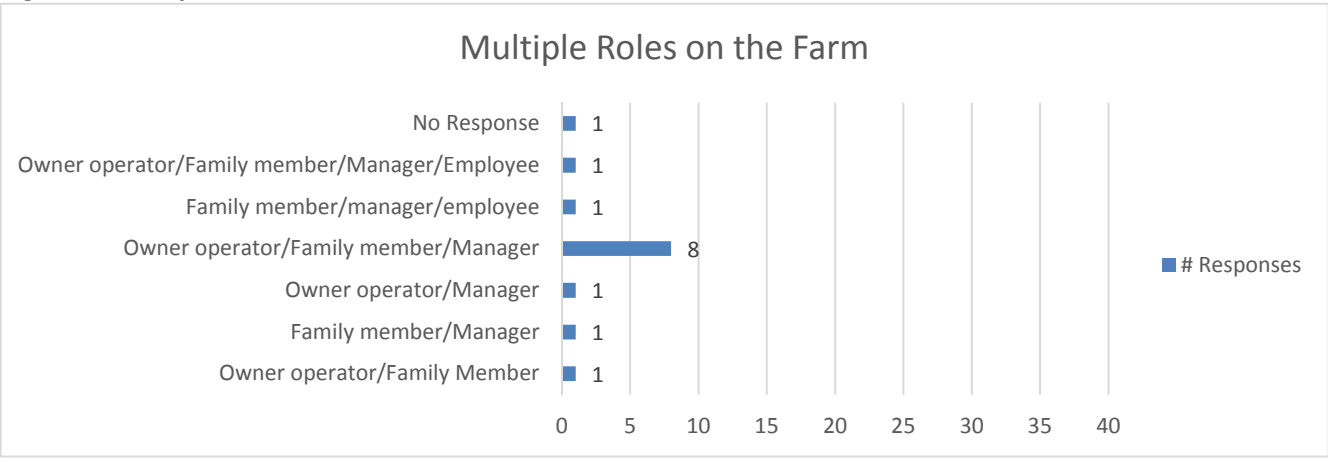
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		<ul style="list-style-type: none"> • Flexible work availability • Strong facilitation skills • Strong participant engagement skills and a commitment to engaging others in a non-judgemental, respectful manner <p>3.1.3) Changes within the SFF Alberta team over time</p> <ul style="list-style-type: none"> • RN turnover occurred before workshop implementation began. • 2 of the 3 RNs who were originally hired were dismissed immediately following the 1-week intensive training. • The dismissed RNs' rigid expectations about health content (e.g., insistence on using medical language rather than plain language descriptions) and inability to value non-health professionals' perspectives were not a good fit for program. • There was no turnover with the manager and farm facilitators. <p>A strong sense of team developed over time:</p> <ul style="list-style-type: none"> • Increased trust and team work amongst RNs, farm facilitators and the manager as the workshops progressed. • Increased role clarity and confidence. • Mutual respect very evident among team members (RNs, farm facilitators, manager, ED). <p>Nearly all of the workshop participants reported feeling comfortable with the farm facilitators (95%, n=38 of 40; see Figure 2) and table group discussion (95%, n=38 of 40; see Figure 3). It seems likely that the key RN and farm facilitator qualities and the cohesive sense of team enabled the SFF Alberta team to create a safe space for participants to discuss and reflect on their health and farm safety.</p>

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		<p>Figure 2: Comfort with Farm Facilitator</p>  <table border="1"> <caption>Felt Comfortable with the Farm Facilitator</caption> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>38</td> </tr> <tr> <td>Unsure</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>No response</td> <td>2</td> </tr> </tbody> </table> <p>Figure 3: Comfort with Table Group</p>  <table border="1"> <caption>Table Group Involvement was Comfortable</caption> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>38</td> </tr> <tr> <td>Unsure</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>1</td> </tr> <tr> <td>No Response</td> <td>1</td> </tr> </tbody> </table>	Response	Count	Agree	38	Unsure	0	Disagree	0	No response	2	Response	Count	Agree	38	Unsure	0	Disagree	1	No Response	1
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		<p>3.2) SFF WORKSHOP PARTICIPANTS – THE FARM PRODUCERS</p> <p>3.2.1) Workshop participant recruitment (after the Hutterite commitment changed)</p> <ul style="list-style-type: none"> • FSC ED and the SFF manager provided in-person presentations about SFF Alberta with a questions and answer session at two different producer group meetings. • The manager phone called individual producers who expressed interest at the meetings to facilitate their workshop attendance. • Multiple attempts were made to reach individual producers. • Personal communication (in-person, by phone) was key to producer engagement and recruitment. • Email correspondence was not successful. • The number of interested producers decreased when they found out more about workshop requirements. Perceived barriers included: <ul style="list-style-type: none"> - Too much paperwork before participation - 2 full days’ off-farm time commitment - No child care available <p>Figure 4: Hearing About SFF Alberta</p>  <table border="1"> <caption>How Did You Hear About the SFF Alberta Workshop?</caption> <thead> <tr> <th>Source</th> <th># Responses</th> </tr> </thead> <tbody> <tr> <td>No Response</td> <td>3</td> </tr> <tr> <td>Media</td> <td>0</td> </tr> <tr> <td>Industry newsletter</td> <td>0</td> </tr> <tr> <td>Producer association</td> <td>13</td> </tr> <tr> <td>Friends/family</td> <td>26</td> </tr> </tbody> </table> <p>Overall, personal relationships were key to workshop participant recruitment.</p> <ul style="list-style-type: none"> • More than half (65%; n= 26 of 40) of the workshop participants reported hearing about SFF Alberta from friends and family (see Figure 4). • In many cases, family members (or Hutterite colony members) convinced their relatives to attend the workshop (6 of 10 mainstream, Hutterites). • Another key factor in recruitment was a personal connection with FSC Board Members or programs and/or SFF program staff (6 of 10 producers, Hutterites). 	Source	# Responses	No Response	3	Media	0	Industry newsletter	0	Producer association	13	Friends/family	26
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		<p>3.2.2) Workshop Participant profile</p> <p>4 workshops were attended by a total of 42 participants.</p> <ul style="list-style-type: none"> • More men (73.8%; n=31 of 42) than women (26.2%; n=11 of 42) participated in the workshops • 95% (n=40 of 42) completed the physical assessment • 71.4% (n=30 of 42) attended all workshop sessions • 47.6% (n=20 of 42) attended the workshop with their spouse • 80.9% (n=34 of 42) were between 35 and 64 years old (see Figure 5) <p>Figure 5: Workshop Participants' Age</p>  <table border="1" data-bbox="636 560 1591 1133"> <caption>Participants' Age</caption> <thead> <tr> <th>Age Group</th> <th># Responses</th> </tr> </thead> <tbody> <tr> <td>18-24</td> <td>2</td> </tr> <tr> <td>25-34</td> <td>3</td> </tr> <tr> <td>35-44</td> <td>12</td> </tr> <tr> <td>45-54</td> <td>9</td> </tr> <tr> <td>55-64</td> <td>13</td> </tr> <tr> <td>65-74</td> <td>4</td> </tr> <tr> <td>75-84</td> <td>1</td> </tr> <tr> <td>85+</td> <td>0</td> </tr> <tr> <td>No Response</td> <td>1</td> </tr> </tbody> </table> <p>Of the 42 workshop participants:</p> <ul style="list-style-type: none"> • 40 completed evaluation surveys (response rate of 95%, n= 40 of 42) <p>Qualitative data were collected from 23.8% (n=18 of 42) of workshop participants:</p> <ul style="list-style-type: none"> • A total of 10 people participated in interviews: • 2 interviews (1 in-person, 1 telephone) with Managers from very large farms with many employees and/or defined corporate structure 	Age Group	# Responses	18-24	2	25-34	3	35-44	12	45-54	9	55-64	13	65-74	4	75-84	1	85+	0	No Response	1
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		<ul style="list-style-type: none"> • 8 telephone interviews with: <ul style="list-style-type: none"> - 6 owner/operators - 1 managers - 1 family member - 4 participants identified multiple roles on the farm - 5 men - 3 women • 1 focus group with 8 Hutterite men representing 6 Colonies <p>Note: Saturation was achieved in qualitative data analysis</p> <p>3.2.2.1) Roles on the Farm</p> <p>Typically, people who live and work on a family farm do whatever needs to be done to keep the farm going. That's why the survey question about roles on the farm asked participants to identify all of their different roles</p> <p>More than half (65%, n=26 of 40) of the participants identified a single role on the farm, most of whom said they were owner/operators (see Figure 6).</p> <p>The remaining 14 participants (35%) identified multiple roles. However, there were so many different role combinations that it is not possible to succinctly report all of the multiple roles. All but one of the most common multiple role descriptions include some combination of "family member and owner/operator" or "family member and manager". In fact, the most common multiple role included all three: Owner/Operator, Family member and Manager (see Figure 7). This suggests that family members are the key decision makers on the family farm, regardless of what role title they assume.</p>

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		<p>Figure 6: Single Role on the Farm</p>  <table border="1"> <caption>Single Role on the Farm</caption> <thead> <tr> <th>Role</th> <th># Responses</th> </tr> </thead> <tbody> <tr> <td>Employee</td> <td>2</td> </tr> <tr> <td>Manager</td> <td>5</td> </tr> <tr> <td>Family member</td> <td>7</td> </tr> <tr> <td>Owner operator</td> <td>12</td> </tr> </tbody> </table> <p>Figure 7: Multiple Roles on the Farm</p>  <table border="1"> <caption>Multiple Roles on the Farm</caption> <thead> <tr> <th>Role Combination</th> <th># Responses</th> </tr> </thead> <tbody> <tr> <td>No Response</td> <td>1</td> </tr> <tr> <td>Owner operator/Family member/Manager/Employee</td> <td>1</td> </tr> <tr> <td>Family member/manager/employee</td> <td>1</td> </tr> <tr> <td>Owner operator/Family member/Manager</td> <td>8</td> </tr> <tr> <td>Owner operator/Manager</td> <td>1</td> </tr> <tr> <td>Family member/Manager</td> <td>1</td> </tr> <tr> <td>Owner operator/Family Member</td> <td>1</td> </tr> </tbody> </table> <p>3.3) PRODUCER ORGANIZATIONS</p> <p>3.3.1) Provincial Producer Organizations facilitated SFF Alberta connections with their members</p> <ul style="list-style-type: none"> The size and nature of the members' farm operations varies. The amount of acreage and types of crops are different for different types of producers (e.g., Potato vs. Beef). 	Role	# Responses	Employee	2	Manager	5	Family member	7	Owner operator	12	Role Combination	# Responses	No Response	1	Owner operator/Family member/Manager/Employee	1	Family member/manager/employee	1	Owner operator/Family member/Manager	8	Owner operator/Manager	1	Family member/Manager	1	Owner operator/Family Member	1
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		<ul style="list-style-type: none"> Some farms are operated by single families, others by multi-generation families, and others by large international corporations. Some farms employ seasonal workers with limited English skills, others do not have employees with language barriers. <p>3.3.2) Producer Organizations are responsive to their members' interests and priorities.</p> <ul style="list-style-type: none"> They believe the SFF Alberta workshop will facilitate open dialogue different types of producers that may surface new perspectives on issues. They also believe <i>"The workshop is a way to publically demonstrate our commitment to safety"</i>. <p>3.3.3) Producer Organizations see a link between safety and health</p> <ul style="list-style-type: none"> Producer Organizations believe health and safety are linked, but report that farmers seem to have little concern for their own health. Given the aging farmer population, they believe there needs to be a greater focus on health. <i>"Without health, no farming"</i> Overall, the Producer Organizations report <i>"We are not far along in building a culture of health and safety"</i>. They support SFF Alberta, in principle, as an opportunity to improve farm health and safety. 																						
<p>4) Why did farm producers participate in the SFF workshop?</p> <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 Likelihood that farm producer participants would continue through the 3 year program should it be available to them 	<p>Figure 8: Reasons for Attending the Workshop</p> <table border="1"> <caption>Why Did You Attend the SFF Workshop?*</caption> <thead> <tr> <th>Reason</th> <th># Responses</th> </tr> </thead> <tbody> <tr> <td>No Response</td> <td>1</td> </tr> <tr> <td>Encouraged by other producers</td> <td>2</td> </tr> <tr> <td>Encouraged by co-worker</td> <td>6</td> </tr> <tr> <td>Encouraged by employer</td> <td>4</td> </tr> <tr> <td>Encouraged by spouse or family member</td> <td>11</td> </tr> <tr> <td>For safety information</td> <td>29</td> </tr> <tr> <td>For health information</td> <td>27</td> </tr> <tr> <td>For physical assessment</td> <td>17</td> </tr> <tr> <td>To support producer association</td> <td>10</td> </tr> <tr> <td>General interest</td> <td>23</td> </tr> </tbody> </table> <p>*Multiple responses to this question were possible.</p>	Reason	# Responses	No Response	1	Encouraged by other producers	2	Encouraged by co-worker	6	Encouraged by employer	4	Encouraged by spouse or family member	11	For safety information	29	For health information	27	For physical assessment	17	To support producer association	10	General interest	23
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Evaluation Questions	Relevant Areas of Inquiry	Results
		<p>4.1) WORKSHOP PARTICIPANTS SIGNED UP FOR SAFETY, AND STAYED FOR HEALTH</p> <p>The chief motivators for farm producers to attend SFF Alberta seemed to be to get safety information (73%, n= 29 of 40), health information (69%, n= 27 of 40) and simply because of general interest (59%, n=23 of 40). In fact, nearly all of the evaluation interview and focus group participants (7 of 10 and Hutterites) expressed interest in learning more about health and safety, and improving their personal health.</p> <p>The influence of personal relationships on attendance (as discussed in participant recruitment, section 3.2.1) was also evident, as several workshop participants identified ‘encouragement’ by people in their lives as a reason for attending (Figure 8).</p> <p>4.1.1) A strong focus on farm safety.</p> <ul style="list-style-type: none"> • A majority of evaluation interview and focus group participants (7 of 10 interviews and all Hutterites) were deliberately seeking farm safety information through the SFF Alberta workshop. • A couple (2 of 10 interviews) shared that their interest in improving farm safety is motivated by personal close calls on their farms. • Some participants (3 of 10 interviews and Hutterites) were motivated by concerns about how to make their farms safer for their children (or grandchildren). <ul style="list-style-type: none"> - It should be noted that many participants (6 of 10 interviews and Hutterites) have children and youth living on the farm. <p>4.1.1.1) Existing organizational practices and policies may influence the type of farm safety program/content that participants were seeking.</p> <ul style="list-style-type: none"> • A couple of family farms with ad hoc safety education were seeking a formal safety program to use for employee safety preparation. • This was not the case for a farm manager with a well-established safety program, where a structured educational curriculum is delivered at monthly meetings and financial disincentives are in-place for safety violations (safety performance is tied to annual performance bonus). <p>4.1.1.2) Some participants hoped SFF Alberta would satisfy government safety requirements.</p> <ul style="list-style-type: none"> • Some interview participants (2 of 10 interviews and producer organizations) expressed concern about possible provincial government legislation for farm safety. <ul style="list-style-type: none"> - They hoped SFF Alberta could demonstrate producer-led commitment to farm safety. • The Hutterites were seeking a safety education program to meet the Alberta Education requirements for their apprenticeship program for 15 – 17 year old youth. <ul style="list-style-type: none"> - They hoped participation in SFF Alberta would demonstrate their commitment to “<i>safety-mindedness</i>”

Evaluation Questions	Relevant Areas of Inquiry	Results
Impact – What were the results of participation? What was the immediate impact of the 2-day workshop?		
<p>5) What difference did participation make?</p> <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 community (i.e., awareness) 	<ul style="list-style-type: none"> Effectiveness of workshop delivery/presentation Ability of facilitators and health care professionals to develop and maintain relationships with farm producer participants Ability of the program to influence farm producers' behaviours with respect to health, safety and well-being 	<p>5.1) SFF ALBERTA'S THEORY OF CHANGE</p> <p>5.1.1) Individual behaviour change is grounded in concepts of the Health Belief Model (HBM) and the Transtheoretical Model (TTM) and Stages of Change theory.</p> <p>5.1.1.1) Health Belief Model</p> <ul style="list-style-type: none"> HBM theory posits that an individual will take action on health concerns if he believes he is susceptible to a risk/condition, perceives the condition to be serious, and believes action (the health behaviour) will reduce the risk or serious burden of disease.¹ RNs and facilitators believe that context-specific (farming, rural settings), relevant and personalized information about health risks will motivate people to change their behaviours to improve their health. Essentially, they believe that increased knowledge about relevant health issues and an increased perception of personal risk motivates lifestyle behaviour changes (for health and safety). This is congruent with the HBM, which is identified as one of the theoretical underpinnings of SFF Australia.² <p>5.1.1.2) Transtheoretical Model (TTM) and Stages of Change theory</p> <ul style="list-style-type: none"> Evaluation reports and publications from SFF Australia identify the Transtheoretical Model (TTM) and Stages of Change theory as one of the program's core theories.³ TTM proposes that individuals go through different stages of readiness to change their health behaviours. The stages begin with complete unawareness of the need to change (pre-contemplation), and progress through contemplation (awareness of need to change), preparation (ready to change), action (actively changing) and maintenance (keeping up the new behaviour). The theory also outlines a number of processes that actively facilitate behaviour change, such as consciousness raising (learning new information), self re-evaluation (realizing behaviour change is important to one's identity), helping relationships (social support for change) and self-liberation (committing to change).⁴

¹ Strecher, V.J. & Rosenstock, I.M. (1997). The Health Belief Model. In K. Glanz, F.M. Lewis, B.K. Rimer (Eds.) Health Behavior and Health Education: Theory, Research and Practice (pp. 41-59). San Francisco, CA: Jossey-Bass Inc.

² Storey, J. (2009). *Sustainable Farm Families Impact Evaluation (2007-2009)*, Roberts Evaluation Pty Ltd.

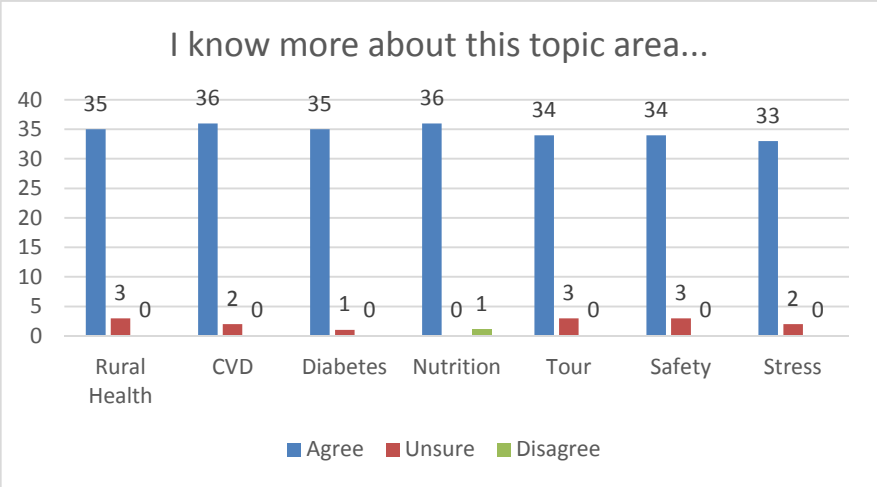
³ Ibid.

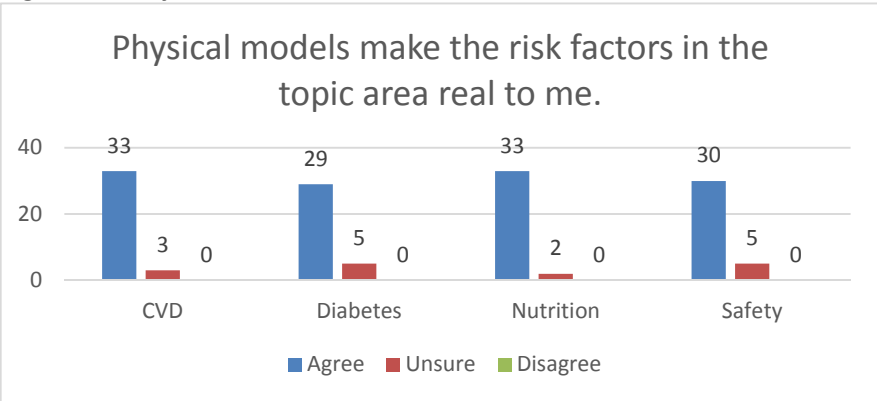
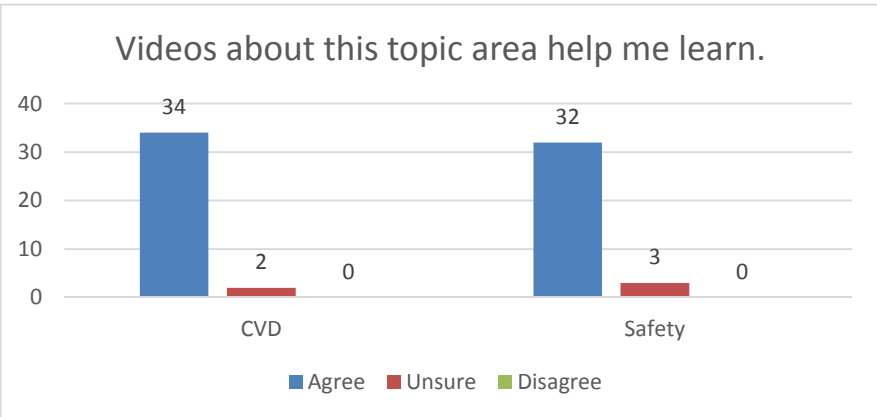
⁴ Prochaska, J.O., Redding, C.A., Evers, K.E. (1997). The Transtheoretical Model and Stages of Change. In K. Glanz, F.M. Lewis, B.K. Rimer (Eds.) Health Behavior and Health Education: Theory, Research and Practice (pp. 60-84). San Francisco, CA: Jossey-Bass Inc.

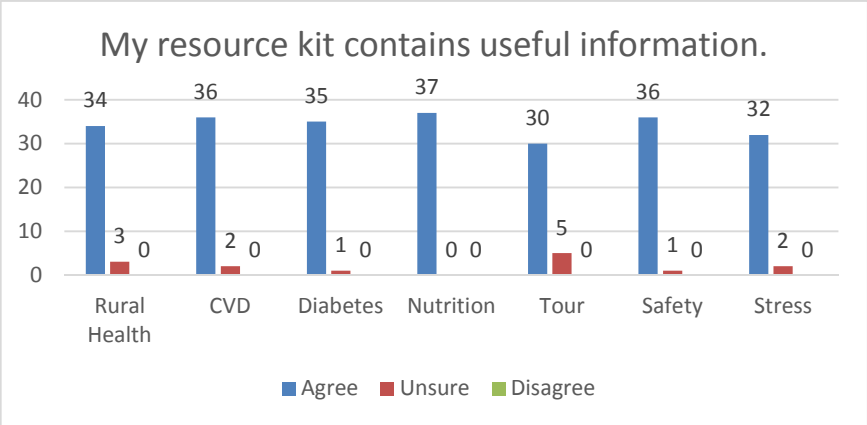
Evaluation Questions	Relevant Areas of Inquiry	Results
and support for SFF)		<p>While it seems that assessment of participant readiness to change (i.e., stage of change) was not part of SFF Alberta, several TTM processes of change were evident:</p> <ul style="list-style-type: none"> • The health and safety information that is core to the workshop, together with opportunities to apply the knowledge (e.g., supermarket tour, assessment results), are consistent with consciousness raising processes of change. • A sense of social support for change was nurtured among workshop participants through the table group discussions (which is consistent with helping relationships). • Goal setting was a key element of the behaviour change intervention, as operationalized through the action planning activities (which is consistent with self-liberation). Action planning (goal setting) was expected to increase individuals' motivation for change and accountability for behaviour change. <ul style="list-style-type: none"> - Several participants (4 of 8 interview participants) indicated they are interested in re-visiting their action plans in the next 2 years. - Participants see this follow up as an important step in sticking to their personal lifestyle goals (the accountability motivates them to make the changes) <p>5.1.2) Recognition that individual behaviour is influenced by other levels and factors</p> <p>5.1.2.1) Farmers have little control over many stressors</p> <ul style="list-style-type: none"> • Stressors include weather, isolation, input costs, fatigue and time pressures (too much to do, too little time), language barriers with employees, and complacency with farm hazards. • Low locus of control over one's work is linked with more stress, engaging in more health-risk behaviours and lower levels self-perceived health status.⁵ • SFF Alberta deliberately addresses stress and mental health, as they relate to farming. <p>5.1.2.2) Rural health inequities impact farmers health</p> <ul style="list-style-type: none"> • Curriculum raises awareness of rural health inequities. • RNs and farm facilitators report that prior to their SFF Alberta training, they were unaware of extent of rural health inequities.

⁵ e.g., Marmot, M.G., Smith, G.D., Stansfeld, S., Patel, C., North, F., Head, J., White, I., Brunner, E., Feeney, A. (1991). Health inequalities among British civil servants: the Whitehall II study. *Lancet*, Jun 8;337(8754):1387-93.

Evaluation Questions	Relevant Areas of Inquiry	Results
		<p>Overall Anticipated Impact of Workshops</p> <ul style="list-style-type: none"> SFF team members believe the essence of the SFF Alberta program theory is: <i>Farmers will believe they are valuable to their farm business and will take care of their own personal health and safety as well as they take care of their livestock, fields, crops, machinery, etc.</i> <p>5.2) IMMEDIATE IMPACT OF SFF ALBERTA</p> <p>5.2.1) Changes in knowledge of health issues and risks</p> <ul style="list-style-type: none"> The majority of participants reported that after participating in SFF Alberta, they knew more about all of the specific health risks and issues covered in the program (see Figure 9). <ul style="list-style-type: none"> Between 82.5% (n=33 of 40) and 90% (n=36 of 40) of workshop participants agreed and strongly agreed that they knew more about rural health, cardiovascular disease, diabetes, nutrition and diet, farm safety and stress management. 85% of participants (n=34 of 40) indicated the Supermarket Tour increased their knowledge about making healthy food choices. Furthermore, 70% of participants (n= 28 of 40) indicated they ‘strongly agreed’ that they had more knowledge specifically about cardiovascular disease. Although most of the information across the different topic areas was not entirely novel to participants, it was presented in a practical way that made sense to farmers. Descriptions included: <ul style="list-style-type: none"> <i>“...a dang good brain wash session on personal health: keep your mind active and your body well fed, but not too well fed.”</i> <i>“A lot of common sense information – but details that made you pay attention.”</i> More importantly, in addition to increased knowledge across the content areas, the vast majority of workshop participants (between 82.5% (n= 33 of 40) and 92.5% (n=37 of 40) reported that they understood how the health risk factors in each topic area were relevant to their personal health (see Figure 10).

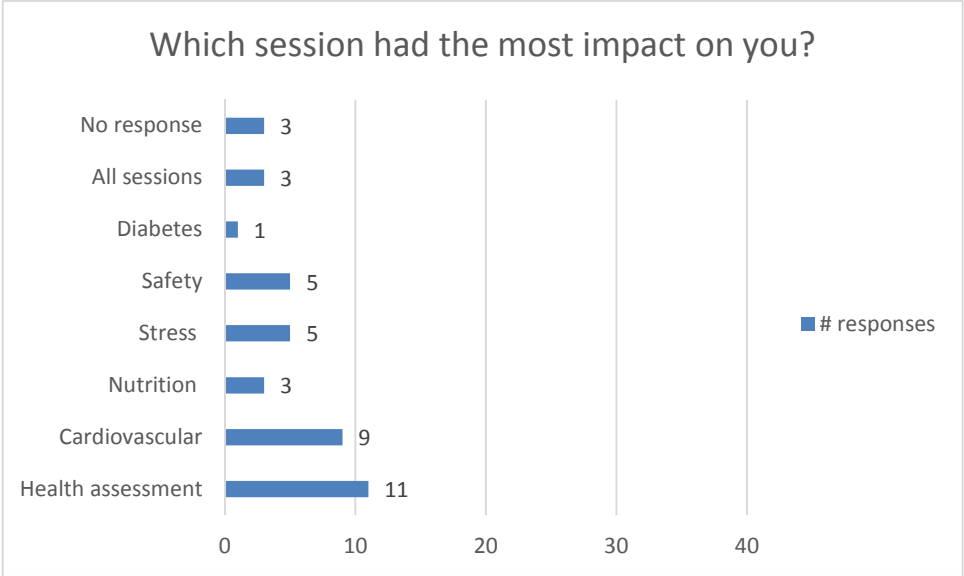
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		<p>Figure 9: Know More about Topic</p>  <table border="1"> <caption>I know more about this topic area...</caption> <thead> <tr> <th>Topic</th> <th>Agree</th> <th>Unsure</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td>Rural Health</td> <td>35</td> <td>3</td> <td>0</td> </tr> <tr> <td>CVD</td> <td>36</td> <td>2</td> <td>0</td> </tr> <tr> <td>Diabetes</td> <td>35</td> <td>1</td> <td>0</td> </tr> <tr> <td>Nutrition</td> <td>36</td> <td>0</td> <td>1</td> </tr> <tr> <td>Tour</td> <td>34</td> <td>3</td> <td>0</td> </tr> <tr> <td>Safety</td> <td>34</td> <td>3</td> <td>0</td> </tr> <tr> <td>Stress</td> <td>33</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Figure 10: Know How Topic Could Affect Me</p>  <table border="1"> <caption>I know more about how this particular topic could affect me...</caption> <thead> <tr> <th>Topic</th> <th>Agree</th> <th>Unsure</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td>Rural Health</td> <td>34</td> <td>4</td> <td>0</td> </tr> <tr> <td>CVD</td> <td>37</td> <td>1</td> <td>0</td> </tr> <tr> <td>Diabetes</td> <td>35</td> <td>1</td> <td>0</td> </tr> <tr> <td>Nutrition</td> <td>35</td> <td>1</td> <td>1</td> </tr> <tr> <td>Tour</td> <td>33</td> <td>4</td> <td>0</td> </tr> <tr> <td>Safety</td> <td>35</td> <td>2</td> <td>0</td> </tr> <tr> <td>Stress</td> <td>34</td> <td>1</td> <td>0</td> </tr> </tbody> </table>	Topic	Agree	Unsure	Disagree	Rural Health	35	3	0	CVD	36	2	0	Diabetes	35	1	0	Nutrition	36	0	1	Tour	34	3	0	Safety	34	3	0	Stress	33	2	0	Topic	Agree	Unsure	Disagree	Rural Health	34	4	0	CVD	37	1	0	Diabetes	35	1	0	Nutrition	35	1	1	Tour	33	4	0	Safety	35	2	0	Stress	34	1	0
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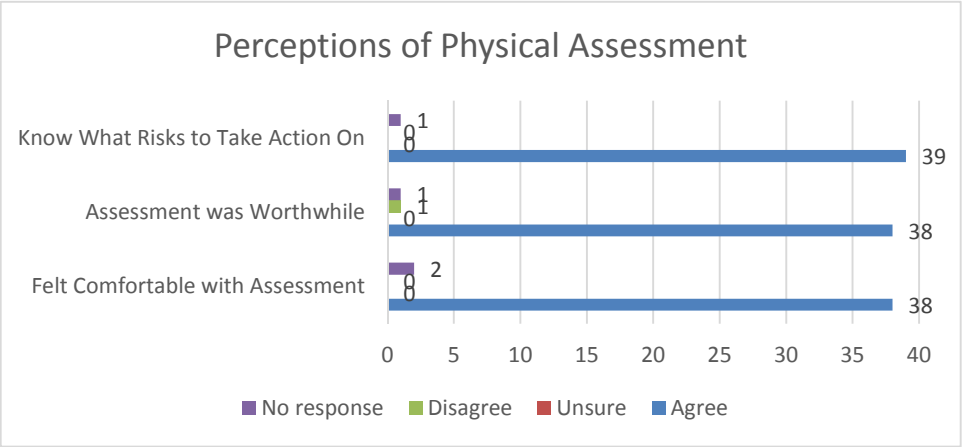
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		<p>Participant feedback also indicated that hands-on, active learning techniques facilitated learning. About three-quarters or more of the participants reported that the physical models, videos and resource kit helped them learn (see Figures 11, 12 and 13). In fact, no one disagreed that the physical models and resource kit were useful.</p> <p>Figure 11: Physical Models</p>  <table border="1"> <caption>Physical models make the risk factors in the topic area real to me.</caption> <thead> <tr> <th>Topic Area</th> <th>Agree</th> <th>Unsure</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td>CVD</td> <td>33</td> <td>3</td> <td>0</td> </tr> <tr> <td>Diabetes</td> <td>29</td> <td>5</td> <td>0</td> </tr> <tr> <td>Nutrition</td> <td>33</td> <td>2</td> <td>0</td> </tr> <tr> <td>Safety</td> <td>30</td> <td>5</td> <td>0</td> </tr> </tbody> </table> <p>Figure 12: Videos</p>  <table border="1"> <caption>Videos about this topic area help me learn.</caption> <thead> <tr> <th>Topic Area</th> <th>Agree</th> <th>Unsure</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td>CVD</td> <td>34</td> <td>2</td> <td>0</td> </tr> <tr> <td>Safety</td> <td>32</td> <td>3</td> <td>0</td> </tr> </tbody> </table>	Topic Area	Agree	Unsure	Disagree	CVD	33	3	0	Diabetes	29	5	0	Nutrition	33	2	0	Safety	30	5	0	Topic Area	Agree	Unsure	Disagree	CVD	34	2	0	Safety	32	3	0
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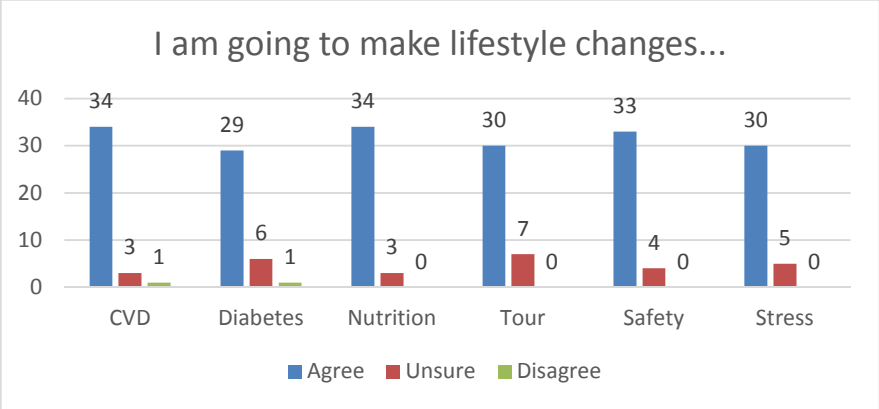
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		<p>Figure 13: Resource Kit</p>  <table border="1"> <caption>My resource kit contains useful information.</caption> <thead> <tr> <th>Topic</th> <th>Agree</th> <th>Unsure</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td>Rural Health</td> <td>34</td> <td>3</td> <td>0</td> </tr> <tr> <td>CVD</td> <td>36</td> <td>2</td> <td>0</td> </tr> <tr> <td>Diabetes</td> <td>35</td> <td>1</td> <td>0</td> </tr> <tr> <td>Nutrition</td> <td>37</td> <td>0</td> <td>0</td> </tr> <tr> <td>Tour</td> <td>30</td> <td>5</td> <td>0</td> </tr> <tr> <td>Safety</td> <td>36</td> <td>1</td> <td>0</td> </tr> <tr> <td>Stress</td> <td>32</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Men's Health and Women's Health Sessions</p> <ul style="list-style-type: none"> • Since these sessions were gender-specific (only women attended Women's Health and only the men attended Men's Health), the total number of participants for each session was not 40 and these results are reported separately. • The responses indicated that 9 women and 26 men provided feedback about the women's and men's sessions. However, participants were not asked to indicate their sex on the workshop survey and for 5 participants it is unclear from their responses whether they are male or female. <ul style="list-style-type: none"> - Therefore, 5 participants are excluded from the total number of respondents to questions about the women's and men's sessions. <p>Women's Health Sessions (n=9)</p> <ul style="list-style-type: none"> • Women participants overwhelmingly indicated they learned relevant information about women's health and intend to make changes (between 77.8%, n=7 of 9 and 100%, n=9 of 9) (Figure 14). • Most found the active learning activities helpful for learning (e.g., between 77.8%, n=7 of 9 and 100%, n=9 of 9). • About three-quarters of the women (77.8%, n=7 of 9) reported they intend to make lifestyle changes in this area. 	Topic	Agree	Unsure	Disagree	Rural Health	34	3	0	CVD	36	2	0	Diabetes	35	1	0	Nutrition	37	0	0	Tour	30	5	0	Safety	36	1	0	Stress	32	2	0
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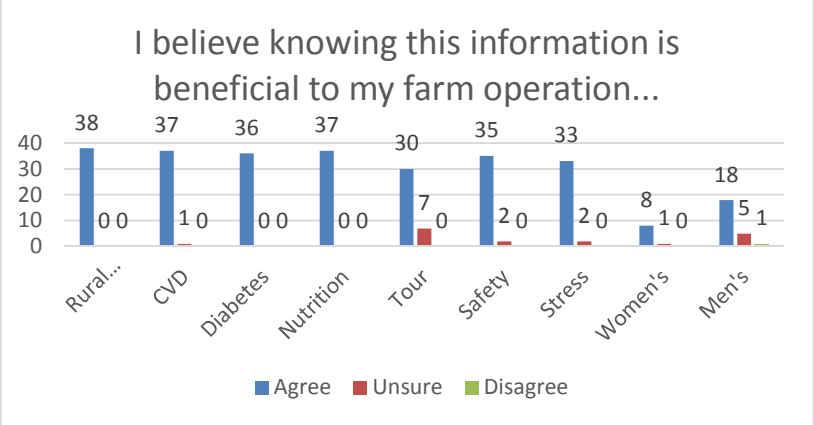
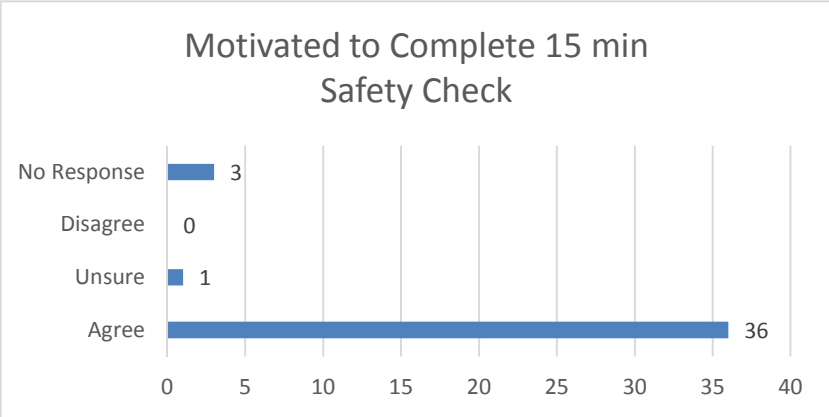
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		<p>Figure 14: Women's Health</p> <div data-bbox="636 240 2003 719" style="border: 1px solid gray; padding: 10px;"> <p style="text-align: center;">Women's Health Session</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Statement</th> <th>Disagree</th> <th>Unsure</th> <th>Agree</th> </tr> </thead> <tbody> <tr> <td>My resource kit contains useful information</td> <td>2</td> <td>0</td> <td>7</td> </tr> <tr> <td>I recorded my thoughts about this topic area in my resource kit</td> <td>0</td> <td>0</td> <td>7</td> </tr> <tr> <td>Videos about this topic area help me learn</td> <td>0</td> <td>1</td> <td>7</td> </tr> <tr> <td>Physical models make the risk factors in this topic area real to me</td> <td>0</td> <td>1</td> <td>8</td> </tr> <tr> <td>I believe knowing this information is beneficial to my farming...</td> <td>0</td> <td>1</td> <td>8</td> </tr> <tr> <td>I am going to make lifestyle changes</td> <td>0</td> <td>2</td> <td>7</td> </tr> <tr> <td>I know more about how this particular topic could affect me</td> <td>0</td> <td>0</td> <td>9</td> </tr> <tr> <td>I know more about this topic area</td> <td>0</td> <td>0</td> <td>9</td> </tr> </tbody> </table> <p style="text-align: center;"> ■ Disagree ■ Unsure ■ Agree </p> </div> <p>Men's Health Sessions (n=26)</p> <ul style="list-style-type: none"> • As with the other sessions, the majority of participants indicated they learned about men's health issues (between 92%, n=24 of 26 and 96%, n=25 of 26) (Figure 15). • While the majority also valued the active learning activities (between 69.2%, n=18 of 26 and 84.6%, n=22 of 26), a few men were unsure or did not find videos, models and writing in the resource kit helpful. • Just under half of the men indicated they plan to make lifestyle changes (46.7%, n=7 of 15). <ul style="list-style-type: none"> - 60% of the men (n=9 of 15) were unsure or did not plan to make lifestyle changes. - This was the lowest rate of intention to change across all of the sessions. 	Statement	Disagree	Unsure	Agree	My resource kit contains useful information	2	0	7	I recorded my thoughts about this topic area in my resource kit	0	0	7	Videos about this topic area help me learn	0	1	7	Physical models make the risk factors in this topic area real to me	0	1	8	I believe knowing this information is beneficial to my farming...	0	1	8	I am going to make lifestyle changes	0	2	7	I know more about how this particular topic could affect me	0	0	9	I know more about this topic area	0	0	9
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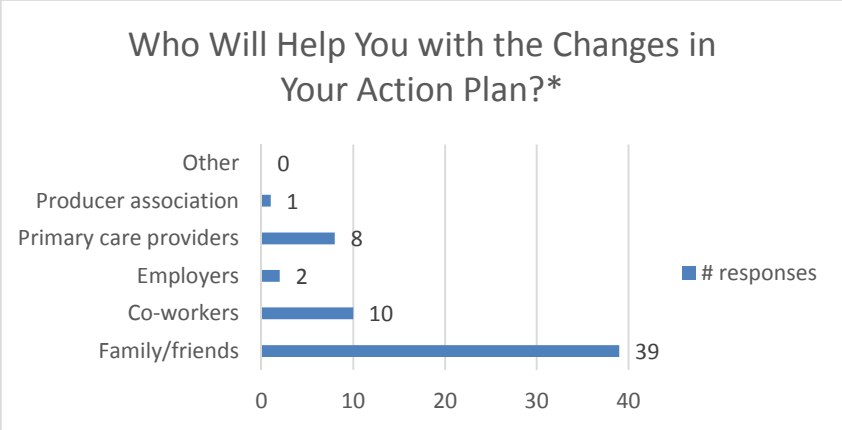
Evaluation Questions	Relevant Areas of Inquiry	Results																																				
		<p>Figure 15: Men's Health</p> <table border="1"> <caption>Men's Health Session Data</caption> <thead> <tr> <th>Statement</th> <th>Disagree</th> <th>Unsure</th> <th>Agree</th> </tr> </thead> <tbody> <tr> <td>My resource kit contains useful information</td> <td>0</td> <td>0</td> <td>25</td> </tr> <tr> <td>I recorded my thoughts about this topic area in my resource kit</td> <td>2</td> <td>0</td> <td>18</td> </tr> <tr> <td>Videos about this topic area help me learn</td> <td>1</td> <td>0</td> <td>22</td> </tr> <tr> <td>Physical models make the risk factors in this topic area real to...</td> <td>0</td> <td>3</td> <td>22</td> </tr> <tr> <td>I believe knowing this information is beneficial to my farming...</td> <td>1</td> <td>5</td> <td>18</td> </tr> <tr> <td>I am going to make lifestyle changes</td> <td>2</td> <td>7</td> <td>15</td> </tr> <tr> <td>I know more about how this particular topic could affect me</td> <td>0</td> <td>2</td> <td>24</td> </tr> <tr> <td>I know more about this topic area</td> <td>1</td> <td>0</td> <td>25</td> </tr> </tbody> </table> <p>5.2.1.1) Most meaningful areas of learning</p> <ul style="list-style-type: none"> • Five of the 9 workshop session areas were identified by some participants as most meaningful (Figure 16). • Although 3 respondents (7.5%) replied “all sessions” were most meaningful, about one-quarter indicated that the health assessment (n=11 of 40, 27.5%) and cardiovascular health (n= 9 of 40, 22.5%) had the greatest impact. • No one listed the State of Rural Health, Supermarket Tour, Men’s Health and Women’s Health sessions as most meaningful. <ul style="list-style-type: none"> - One participant believed that the men’s health content was “<i>too personal for boss-employee discussions</i>”. • Learning was very personal. Most interview and focus group participants identified a key learning that aligned with what they found most relevant at workshop <ul style="list-style-type: none"> - A participant who identified the cardiovascular session as most relevant described the image of “<i>grain bin showing how much blood is pumped in a year</i>” as a key learning. • It seems that overall, the most meaningful aspect was the chance to pause and reflect on the value of one’s own health <p><i>“A time to reflect on what we are doing personally to stay healthy. We have a great health care system, and we need to do our part to stay healthy so we don’t need health care, we don’t use it so much.”</i></p> 	Statement	Disagree	Unsure	Agree	My resource kit contains useful information	0	0	25	I recorded my thoughts about this topic area in my resource kit	2	0	18	Videos about this topic area help me learn	1	0	22	Physical models make the risk factors in this topic area real to...	0	3	22	I believe knowing this information is beneficial to my farming...	1	5	18	I am going to make lifestyle changes	2	7	15	I know more about how this particular topic could affect me	0	2	24	I know more about this topic area	1	0	25
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Evaluation Questions	Relevant Areas of Inquiry	Results																		
		<p>Figure 16: Most Impactful Session</p>  <table border="1"> <caption>Which session had the most impact on you?</caption> <thead> <tr> <th>Session</th> <th># responses</th> </tr> </thead> <tbody> <tr> <td>No response</td> <td>3</td> </tr> <tr> <td>All sessions</td> <td>3</td> </tr> <tr> <td>Diabetes</td> <td>1</td> </tr> <tr> <td>Safety</td> <td>5</td> </tr> <tr> <td>Stress</td> <td>5</td> </tr> <tr> <td>Nutrition</td> <td>3</td> </tr> <tr> <td>Cardiovascular</td> <td>9</td> </tr> <tr> <td>Health assessment</td> <td>11</td> </tr> </tbody> </table> <p>5.2.1.2) Least relevant areas of learning</p> <p>Nine interview participants were asked what they thought was least relevant in the workshop. Three-quarters (n= 6 of 8) did not identify an area, but said “<i>all was very relevant</i>”.</p> <p>Very few people expressed displeasure about certain aspects:</p> <ul style="list-style-type: none"> • Supermarket tour (1 of 8) • Waited too long for assessment results (to meet with nurse) (1 of 8) • Need for more practical resources and suggestions to make change easier (2 of 8; Hutterites). Participants suggested that resources need to be “<i>...brief, relevant, targeted and easy to integrate into farm activities</i>”. <p>The men’s health section was not compatible with Hutterite culture. In their culture, sexual health information is private information, shared only within the family and with one’s personal physician.</p>	Session	# responses	No response	3	All sessions	3	Diabetes	1	Safety	5	Stress	5	Nutrition	3	Cardiovascular	9	Health assessment	11
Session	# responses																			
No response	3																			
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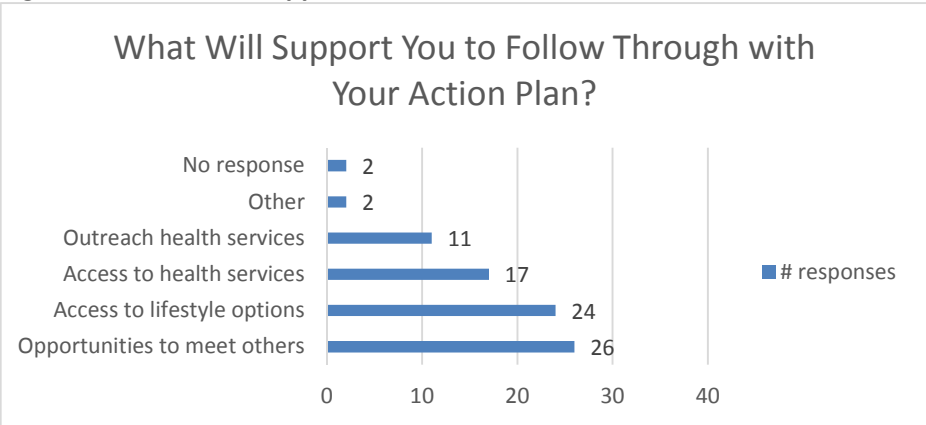
Evaluation Questions	Relevant Areas of Inquiry	Results																				
		<p>5.2.2) Value of the physical assessment and personal coaching about results</p> <p>The health assessment was particularly valued. Nearly all of the participants reported they were comfortable with the assessment (n=38 of 40, 96.4%), believed it was worthwhile (n= 38 of 40, 96.4%) and it identified what risk factors they need to address (n=39 of 40, 97.5%) (Figure 17). It seems that meeting with the nurse to understand the results - even when normal – motivated people to plan to change their lifestyle to address certain risk factors.</p> <p>Figure 17: Perceptions of the Physical Assessment</p>  <table border="1"> <caption>Data for Figure 17: Perceptions of the Physical Assessment</caption> <thead> <tr> <th>Statement</th> <th>No response</th> <th>Disagree</th> <th>Unsure</th> <th>Agree</th> </tr> </thead> <tbody> <tr> <td>Know What Risks to Take Action On</td> <td>1</td> <td>0</td> <td>0</td> <td>39</td> </tr> <tr> <td>Assessment was Worthwhile</td> <td>1</td> <td>0</td> <td>0</td> <td>38</td> </tr> <tr> <td>Felt Comfortable with Assessment</td> <td>2</td> <td>0</td> <td>0</td> <td>38</td> </tr> </tbody> </table> <p>5.2.3) Intentions to change behaviours</p> <p>5.2.3.1) Creating an action plan was useful</p> <p>In each of the workshops, time was specifically allocated to writing action plans. All of the interview participants created action plans, but it is unknown if the Hutterites also wrote action plans.</p> <ul style="list-style-type: none"> Nearly half of the participants (3 of 8) perceived the action plans to be important tools for accountability and motivation. Nearly half of the participants (3 of 8) explicitly related writing action plans to setting goals, which in their view, are an important part of making change happen and keeping track of change that has occurred. <i>“Simply saying I’m going to exercise is pie in the sky... I have always advocated that if you want to succeed, you need to set measurable goals”</i> However, the same participants (3 of 8) recognized that there could be a gap between knowing and doing. In essence, <i>“Will the plans actually work?”</i> 	Statement	No response	Disagree	Unsure	Agree	Know What Risks to Take Action On	1	0	0	39	Assessment was Worthwhile	1	0	0	38	Felt Comfortable with Assessment	2	0	0	38
Statement	No response	Disagree	Unsure	Agree																		
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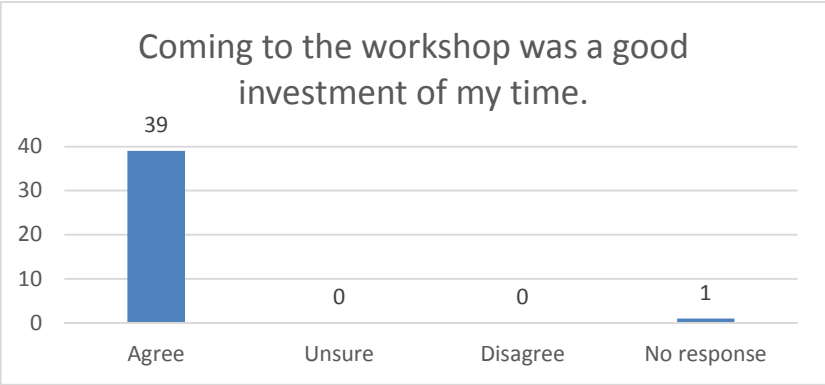
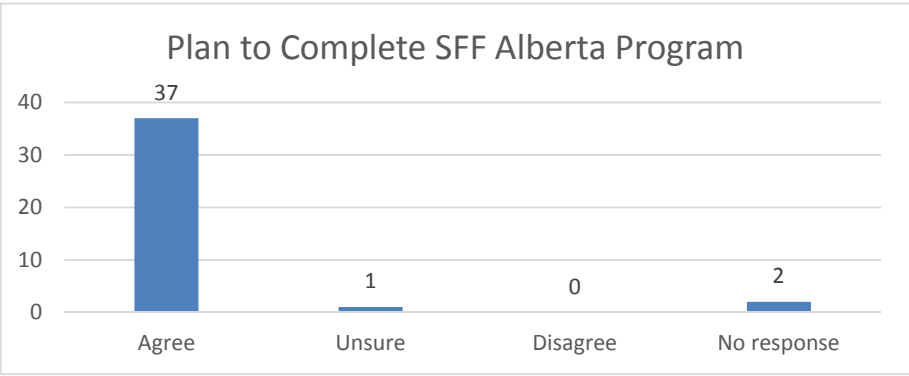
Evaluation Questions	Relevant Areas of Inquiry	Results																												
		<p>5.2.3.2) Personal lifestyle changes</p> <p>Figure 18: Personal Lifestyle Changes</p>  <table border="1" data-bbox="638 277 1509 683"> <caption>I am going to make lifestyle changes...</caption> <thead> <tr> <th>Category</th> <th>Agree</th> <th>Unsure</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td>CVD</td> <td>34</td> <td>3</td> <td>1</td> </tr> <tr> <td>Diabetes</td> <td>29</td> <td>6</td> <td>1</td> </tr> <tr> <td>Nutrition</td> <td>34</td> <td>3</td> <td>0</td> </tr> <tr> <td>Tour</td> <td>30</td> <td>7</td> <td>0</td> </tr> <tr> <td>Safety</td> <td>33</td> <td>4</td> <td>0</td> </tr> <tr> <td>Stress</td> <td>30</td> <td>5</td> <td>0</td> </tr> </tbody> </table> <ul data-bbox="638 727 1984 1182" style="list-style-type: none"> • As indicated in Figure 18, across the sessions, between 72.5% (n=29 of 40) and 85% (n=34 of 40) of workshop participants reported they intended to change their lifestyle. • All of the interview participants and Hutterites reported that they intend to change some aspects of their personal lifestyle. • Each participant identified personal changes unique to their life and context. Common intentions included exercising, “<i>being more careful about food selection</i>” and being safer on the farm. • In Cardiovascular (CVD) and Diabetes, only 2 people (5%) indicated that they were unsure or did not intend to change their lifestyle. • Interestingly, across all sessions, some people expressed uncertainty about making personal lifestyle changes. Given the high percentages of participants who reported increased knowledge and perceived action planning as valuable, it is possible that these were people who wondered whether change was feasible. 	Category	Agree	Unsure	Disagree	CVD	34	3	1	Diabetes	29	6	1	Nutrition	34	3	0	Tour	30	7	0	Safety	33	4	0	Stress	30	5	0
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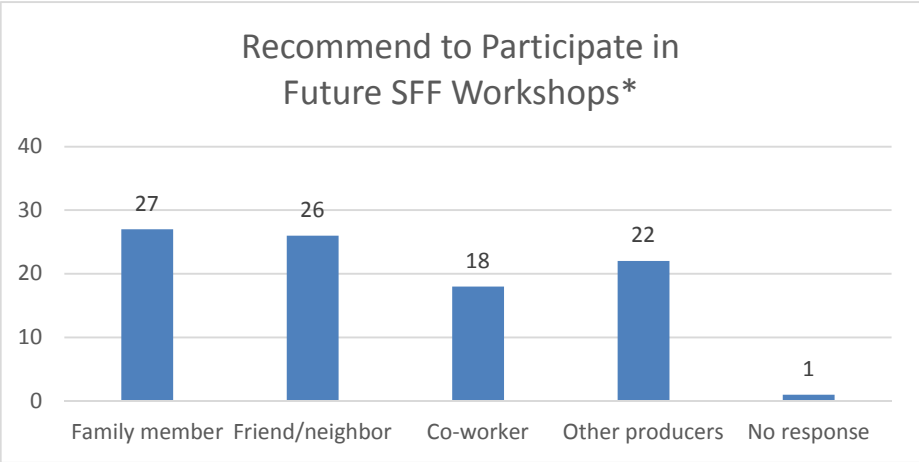
Evaluation Questions	Relevant Areas of Inquiry	Results																																																		
		<p>5.2.3.3) Farm operation changes</p> <ul style="list-style-type: none"> Workshop participants overwhelmingly indicated that the information they learned at the workshop was important to their farm operation. An average of 87.5% (mean n = 35 of 40) of participants believed the information on rural health, CVD, diabetes, nutrition, supermarket tour, safety and stress management will benefit their farm (Figure 19). 90% (n= 36 of 40) reported they are motivated to do 15 minute safety checks – a substantive change to the farm operations (Figure 20). <p>Figure 19: Information Benefits My Farm Operation</p>  <table border="1"> <caption>Data for Figure 19: Information Benefits My Farm Operation</caption> <thead> <tr> <th>Topic</th> <th>Agree</th> <th>Unsure</th> <th>Disagree</th> </tr> </thead> <tbody> <tr> <td>Rural...</td> <td>38</td> <td>0</td> <td>0</td> </tr> <tr> <td>CVD</td> <td>37</td> <td>1</td> <td>0</td> </tr> <tr> <td>Diabetes</td> <td>36</td> <td>0</td> <td>0</td> </tr> <tr> <td>Nutrition</td> <td>37</td> <td>0</td> <td>0</td> </tr> <tr> <td>Tour</td> <td>30</td> <td>7</td> <td>0</td> </tr> <tr> <td>Safety</td> <td>35</td> <td>2</td> <td>0</td> </tr> <tr> <td>Stress</td> <td>33</td> <td>2</td> <td>0</td> </tr> <tr> <td>Women's</td> <td>8</td> <td>1</td> <td>0</td> </tr> <tr> <td>Men's</td> <td>18</td> <td>5</td> <td>1</td> </tr> </tbody> </table> <p>Figure 20: Motivated to Complete 15 Minute Safety Check</p>  <table border="1"> <caption>Data for Figure 20: Motivated to Complete 15 Minute Safety Check</caption> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>No Response</td> <td>3</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>Unsure</td> <td>1</td> </tr> <tr> <td>Agree</td> <td>36</td> </tr> </tbody> </table>	Topic	Agree	Unsure	Disagree	Rural...	38	0	0	CVD	37	1	0	Diabetes	36	0	0	Nutrition	37	0	0	Tour	30	7	0	Safety	35	2	0	Stress	33	2	0	Women's	8	1	0	Men's	18	5	1	Response	Count	No Response	3	Disagree	0	Unsure	1	Agree	36
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Evaluation Questions	Relevant Areas of Inquiry	Results														
		<ul style="list-style-type: none"> Nearly all of the interview participants (9 of 10) reported that they intended to make changes to their farm operation. Again, they described intentions to exercise more, eat better and make the farm safer, especially for the children and youth living on the farm. <ul style="list-style-type: none"> By the time of the interview (2 days post-workshop), one manager had already placed an order for an Automatic Defibrillator for the farm. <p>It is important to note that similar examples are cited as examples of personal and business change.</p> <ul style="list-style-type: none"> This reinforces the interconnection between personal health and business on a family farm, regardless of the size of the operation. <p>5.2.4) The influence of other factors on farm health and safety</p> <p>5.2.4.1) Social and emotional support for change</p> <p>Figure 21: Who Will Help You?</p>  <table border="1" data-bbox="636 776 1472 1203"> <caption>Who Will Help You with the Changes in Your Action Plan?*</caption> <thead> <tr> <th>Category</th> <th># responses</th> </tr> </thead> <tbody> <tr> <td>Other</td> <td>0</td> </tr> <tr> <td>Producer association</td> <td>1</td> </tr> <tr> <td>Primary care providers</td> <td>8</td> </tr> <tr> <td>Employers</td> <td>2</td> </tr> <tr> <td>Co-workers</td> <td>10</td> </tr> <tr> <td>Family/friends</td> <td>39</td> </tr> </tbody> </table> <p>*Multiple responses to this question were possible Note: No 'no response' category needed– everyone checked off an answer; no responses to 'other'</p>	Category	# responses	Other	0	Producer association	1	Primary care providers	8	Employers	2	Co-workers	10	Family/friends	39
Category	# responses															
Other	0															
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Evaluation Questions	Relevant Areas of Inquiry	Results
		<ul style="list-style-type: none"> • Nearly all (n=39 of 40) of the workshop participants believed that family and friends will help them make their intended changes (Figure 21). • Most of the interview participants spoke with their families about their desired changes within a day or two of the workshop. <ul style="list-style-type: none"> - Participants said: <i>“we are in this together”</i> • Although none of the Hutterites attended the workshop with their wives, all spoke with their wives, and other Colony members, about the information and intended changes after workshop. • While the Hutterite participants believe they need to make some changes on the Colony, in their culture, changes are determined by the Church and Colony, not by individuals. • 25% (n 10 of 40) and 5% (2 of 40) identified co-workers and employers, respectively, as sources of help. <ul style="list-style-type: none"> - This low response for work-related supports should be interpreted with caution, as in most cases, participants’ co-workers or employers could also be family members. If one’s brother also works on the farm, it is more likely he would be identified as “family” than simply “co-worker”. <p>5.2.4.2) Tangible supports for change</p> <ul style="list-style-type: none"> • More than half (n=26 of 40) of workshop participants indicated opportunities to meet others are important for follow-through on their action plan. This reinforces the importance of social support for change (see Figure 22). • Others indicated access to lifestyle options (65%, n=26 of 40), health services (42.5%, n=17 of 40) and outreach services (27.5%, n=11 of 40) as important. • These responses are difficult to interpret, as they could reflect chronic concerns related to access inequities in rural Alberta, or they could reflect the fact that walking paths and fitness programs (lifestyle options) could be important for enabling one to exercise more.

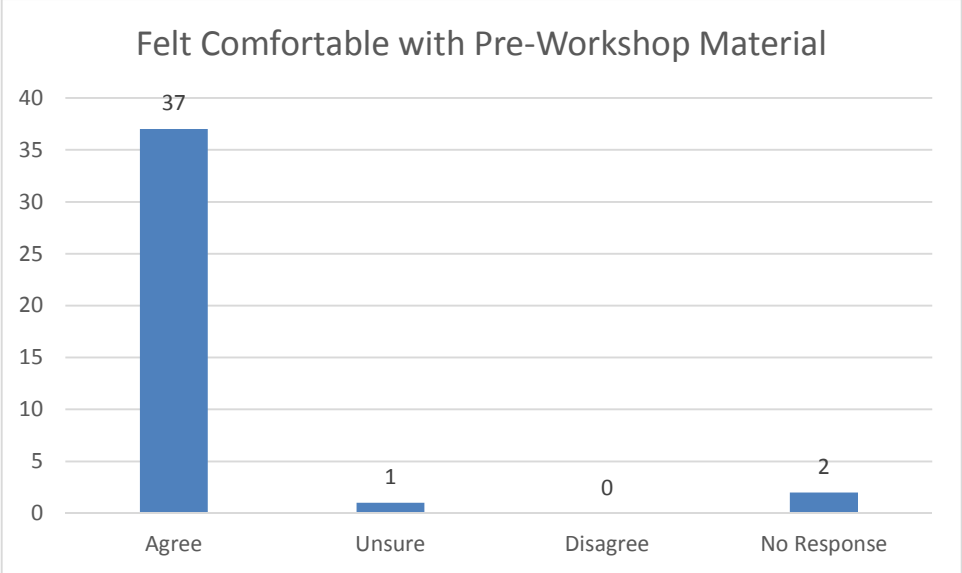
Evaluation Questions	Relevant Areas of Inquiry	Results														
		<p>Figure 22: What Will Support You?</p>  <table border="1"> <caption>What Will Support You to Follow Through with Your Action Plan?</caption> <thead> <tr> <th>Support Factor</th> <th># responses</th> </tr> </thead> <tbody> <tr> <td>No response</td> <td>2</td> </tr> <tr> <td>Other</td> <td>2</td> </tr> <tr> <td>Outreach health services</td> <td>11</td> </tr> <tr> <td>Access to health services</td> <td>17</td> </tr> <tr> <td>Access to lifestyle options</td> <td>24</td> </tr> <tr> <td>Opportunities to meet others</td> <td>26</td> </tr> </tbody> </table> <p>Note: Other responses were 1) don't know and 2) awareness of body and health.</p> <p>5.2.4.2) Barriers to changes</p> <ul style="list-style-type: none"> Over half of the interview participants (6 of 10) and the Hutterites said lack of time is a key barrier to change: <i>"too much to do, too little time"</i> Other factors cited included: <ul style="list-style-type: none"> Changing habits is tough (30%; n=3 of 10) Don't know where to begin to implement changes (20%, n=2 of 10) 	Support Factor	# responses	No response	2	Other	2	Outreach health services	11	Access to health services	17	Access to lifestyle options	24	Opportunities to meet others	26
Support Factor	# responses															
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Opportunities to meet others	26															
Other areas of learning																
<p>6) What was learned about future implementation of SFF Alberta? How, if at all, did SFF Alberta differ from the Australian initiative?</p>	<ul style="list-style-type: none"> Areas for improvement Level of 3rd party interest in the SFF program Expand the project beyond the single year pilot 	<p>6.1) SFF ALBERTA SHOULD CONTINUE</p> <ul style="list-style-type: none"> All SFF Alberta staff and workshop participants believe SFF Alberta should continue. All participants who provided a response to this question perceived the workshop to be a "good investment of my time" (97.5%; n=39 of 40) (Figure 23). Most people (92.5%; n=37 of 40) who came to the first workshop intend to complete the series, if it is available (Figure 24). Interview participants and Hutterites shared that <i>"a commitment to reflection and improvement is key to making the changes"</i>. 														

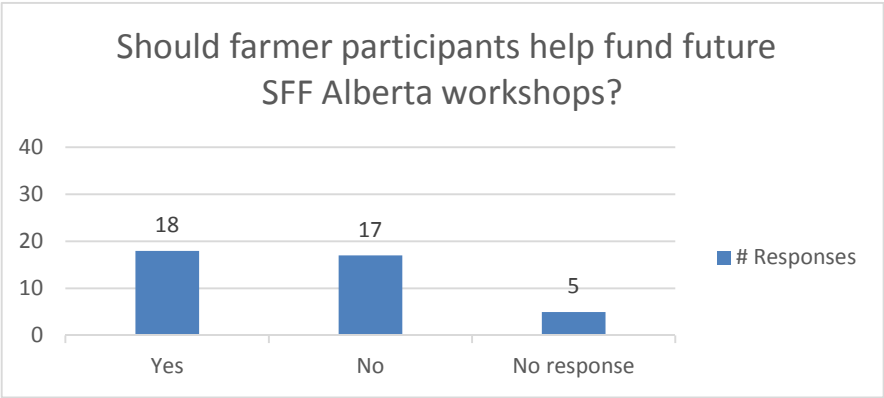
Evaluation Questions	Relevant Areas of Inquiry	Results																				
		<p>Figure 23: A Good Investment</p>  <table border="1"> <caption>Coming to the workshop was a good investment of my time.</caption> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>39</td> </tr> <tr> <td>Unsure</td> <td>0</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>No response</td> <td>1</td> </tr> </tbody> </table> <p>Figure 24: Plan to Complete the Program</p>  <table border="1"> <caption>Plan to Complete SFF Alberta Program</caption> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>37</td> </tr> <tr> <td>Unsure</td> <td>1</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>No response</td> <td>2</td> </tr> </tbody> </table> <p>6.2) Workshop participants would recommend SFF Alberta to others The survey results show that more than half of the participants would recommend SFF Alberta to their family and friends. They also would endorse the workshop with other producers and their co-workers (Figure 25).</p>	Response	Count	Agree	39	Unsure	0	Disagree	0	No response	1	Response	Count	Agree	37	Unsure	1	Disagree	0	No response	2
Response	Count																					
Agree	39																					
Unsure	0																					
Disagree	0																					
No response	1																					
Response	Count																					
Agree	37																					
Unsure	1																					
Disagree	0																					
No response	2																					

Evaluation Questions	Relevant Areas of Inquiry	Results												
		<p>Figure 25: Recommend the Workshop to Others</p>  <table border="1"> <caption>Recommend to Participate in Future SFF Workshops*</caption> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Family member</td> <td>27</td> </tr> <tr> <td>Friend/neighbor</td> <td>26</td> </tr> <tr> <td>Co-worker</td> <td>18</td> </tr> <tr> <td>Other producers</td> <td>22</td> </tr> <tr> <td>No response</td> <td>1</td> </tr> </tbody> </table> <p>*Multiple responses to this question were possible.</p> <p>6.2.1) Other farmer producers</p> <ul style="list-style-type: none"> Nearly half of the interview participants (40%, n=4 of 10) had already recommended the workshop to others by describing the value of the experience by the time of the interview. If SFF is tailored to fit better with Hutterite culture (e.g., remove chapters on men’s and women’s health), it could be recommended to 160 Alberta Hutterite Colonies for the adult members <i>“SFF is a no-brainer for [Hutterite] adults”</i> <p>6.2.2) Farm employees</p> <ul style="list-style-type: none"> Engaging farm employees in SFF Alberta is less certain Some employers see value in sending employees to the workshop <ul style="list-style-type: none"> Some encouraged their employees to attend and paid their time, but others won’t send employees because it is too much time off-farm and too expensive to pay wages for 2 days attendance. There seems to be a perceived distinction between employer responsibilities vs. personal responsibilities for health and safety. <i>“Safety is my job; it’s not my job to tell someone they need to eat well – I’m not going to check their lunch.”</i> <i>“Health is an individual responsibility.”</i> Consensus that workshop attendance for employees cannot be mandatory <i>“Can’t go to something like this against your will”</i> 	Category	Count	Family member	27	Friend/neighbor	26	Co-worker	18	Other producers	22	No response	1
Category	Count													
Family member	27													
Friend/neighbor	26													
Co-worker	18													
Other producers	22													
No response	1													

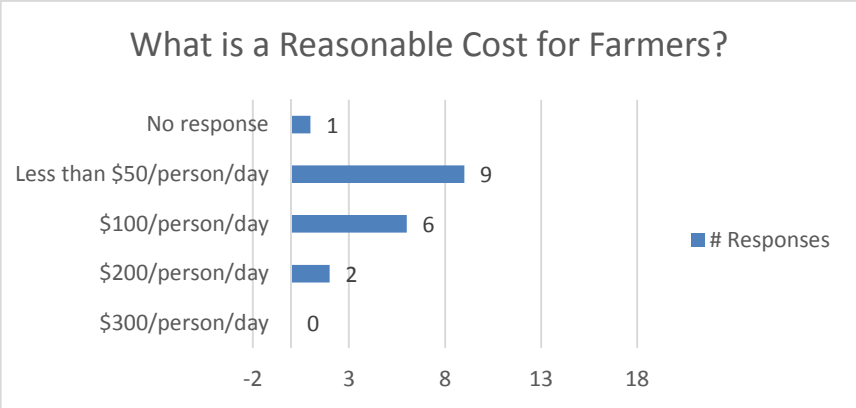
Evaluation Questions	Relevant Areas of Inquiry	Results
		<p>6.2 AREAS FOR IMPROVEMENT</p> <p>6.2.1 Farm Safety Focus Some workshop participants (15%; n=6 of 40) perceived a need for an increased emphasis on farm safety in the SFF Alberta workshop.</p> <ul style="list-style-type: none"> • A few interview participants would shift the focus to have less emphasis on personal health and more on farm safety (3 of 10 interviews). • They suggested the revised focus could be <i>“70% safety, 30% health”</i> <ul style="list-style-type: none"> - Creating a stronger safety curriculum may link with being proactive to avoid legislated safety • Develop and provide practical safety resources to use on the farm. • Such resources <i>“needs to be: brief, relevant, targeted and easy to integrate into farm activities”</i> <ul style="list-style-type: none"> - Examples included name and contact info for businesses that sell yard safety signs and recommended contents for First Aid kits <p>6.2.1.1 Hutterites</p> <ul style="list-style-type: none"> • The current workshop (manual content and process) was not tailored specifically for the Hutterite culture because at the time of revisions, the Hutterites had withdrawn their intention to participate. • The current workshop does not meet the Hutterite’s need for an educational safety program for 15-17 year old apprentices. <ul style="list-style-type: none"> - They still need a safety program specifically designed for apprenticed youth that satisfies the Alberta Education requirements <p>Overall – even though several participants recommended a stronger safety focus, they all found farm-oriented health information valuable. <i>“I take good care of my combine, but who’s going to run it if I don’t take care of myself?”</i></p> <p>6.2.1 Practical learnings</p> <p>6.2.1.1 Planning</p> <ul style="list-style-type: none"> • Several significant, unanticipated obstacles were encountered during workshop planning: <ul style="list-style-type: none"> - Absence of AHS support for the workshop by providing nursing staff and timely content revisions in the participant manual - Change in workshop target population due to Hutterite withdrawal - Nursing staff turnover

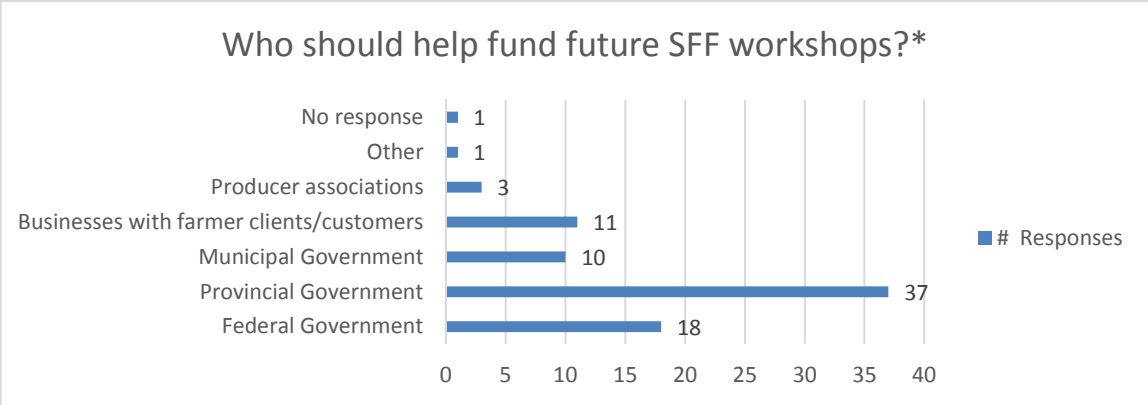
Evaluation Questions	Relevant Areas of Inquiry	Results
		<ul style="list-style-type: none"> • These challenges were beyond the control of FSC/SFF staff, but led to significant changes in how the workshop was planned. <ul style="list-style-type: none"> - These shifts occurred during the final 3-4 months of the pilot timeline. • Given this context, it's not surprising that evaluation participants suggested allowing more time for planning future workshops. • They also recommended not trying to engage farmers in the fall. <p>6.2.1.2 Participant recruitment</p> <ul style="list-style-type: none"> • Evaluation participants believed that in-person presentations or discussions with producers and producer groups were key to communicating its value. • Many participants suggested that farmer/participant engagement could be broadened by engaging more producer groups, such as <i>"beets, table crops, carrots, onion, feeder associations, canola, wheat..."</i> • There were mixed opinions about which farmer population groups to target in the future: <ul style="list-style-type: none"> - Some suggested targeting sub-populations of farmers, such as Hutterites, Mexican Mennonites, or First Nations ranchers - Some suggested continuing to offer the workshop to all farmers, with particular emphasis on those not regulated by OH&S <p>6.2.1.3 Workshop Processes</p> <ul style="list-style-type: none"> • Both SFF staff and interview participants suggested streamlining and/or decreasing the amount of paperwork for workshop participants, such as the pre-workshop information and evaluation forms.

Evaluation Questions	Relevant Areas of Inquiry	Results										
		<p data-bbox="730 175 1367 203">Figure 26: Comfortable with Pre-Workshop Material</p>  <table border="1" data-bbox="730 207 1686 776"> <caption>Felt Comfortable with Pre-Workshop Material</caption> <thead> <tr> <th>Response Category</th> <th>Number of Participants</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>37</td> </tr> <tr> <td>Unsure</td> <td>1</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> <tr> <td>No Response</td> <td>2</td> </tr> </tbody> </table> <ul data-bbox="636 816 1997 1096" style="list-style-type: none"> • 92.5% (n= 37 of 40) of workshop participants reported feeling comfortable with pre-workshop material (Figure 26) • However, this should be interpreted with caution. Feeling comfortable does not give information about whether participants thought there was too much paperwork • Furthermore, these are the people who completed the pre-workshop package, came to the workshop and provided evaluation feedback. • This perspective likely does not represent the people who received the pre-workshop package and did not participate in the workshop. <p data-bbox="636 1138 1098 1166">Other process improvements included:</p> <ul data-bbox="636 1175 1986 1274" style="list-style-type: none"> • Improve collaboration and support from AHS, particularly to ensure accurate and relevant health information in participant binder • Revise workshop timelines for different modules, e.g., allow more time for the Nutrition and Safety sessions 	Response Category	Number of Participants	Agree	37	Unsure	1	Disagree	0	No Response	2
Response Category	Number of Participants											
Agree	37											
Unsure	1											
Disagree	0											
No Response	2											

Evaluation Questions	Relevant Areas of Inquiry	Results								
		<p>6.2.1.4 Change the workshop time commitment</p> <ul style="list-style-type: none"> 15% (n=6 of 40) of workshop participants openly stated that 2 full days is too much time off the farm. <ul style="list-style-type: none"> This theme was supported by half of the producer interview participants (5 of 10) They suggested a number of configurations for future workshops: offer the workshop over several half days, several evenings, 1 half day and 2 evenings, or condense material into a 1 day workshop. They believed it could <i>“get really focused – and the time could be decreased with the same messages and impact.”</i> <p>6.2.1.5 Ensure sensitivity to participants’ culture and business interests</p> <ul style="list-style-type: none"> Producer sensitivities about nutrition material as it relates to their farm business were unanticipated by the RNs and farm facilitators, but would need to be considered during workshop planning in the future. <ul style="list-style-type: none"> Awkward group dynamics occurred when they suggested dietary improvements such as reducing French fry consumption (potato growers did not support) and red meat consumption (beef producers did not support). As mentioned previously, sexual health content is considered a private family matter in Hutterite culture. <p>6.3 Future SFF Alberta funding</p> <p>6.3.1 Should farmers help pay for the workshop?</p> <p>Figure 27: Should Farmers Help Fund SFF Alberta?</p>  <table border="1"> <caption>Should farmer participants help fund future SFF Alberta workshops?</caption> <thead> <tr> <th>Response</th> <th># Responses</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>18</td> </tr> <tr> <td>No</td> <td>17</td> </tr> <tr> <td>No response</td> <td>5</td> </tr> </tbody> </table>	Response	# Responses	Yes	18	No	17	No response	5
Response	# Responses									
Yes	18									
No	17									
No response	5									

Evaluation Questions	Relevant Areas of Inquiry	Results
		<ul style="list-style-type: none"> • Opinion was basically split among workshop participants regarding whether farmers should pay for future workshops: 45% (n=18 of 40) said ‘yes’ and 42.5% (17 of 40) said ‘no’ (Figure 27). <p>Interview participants were less equivocal in their opinions:</p> <ul style="list-style-type: none"> • All of the interview participants (n= 10 of 10) stated they would not (and should not) pay for the first workshop. • Some (n=3 of 10) said they might pay a small amount for the 2nd and 3rd years – once they knew the value of participating. • Half (n= 5 of 10) said they would never be willing to pay for the workshop. <ul style="list-style-type: none"> • Many interview participants (n=5 of 8) saw the absence of workshop fees as a participation incentive: <i>“Must have a way to get people through the door. Free is one incentive.”</i> <ul style="list-style-type: none"> • Many interview participants (n= 5 of 8) noted that they gave up 2 work days to be at workshop. <ul style="list-style-type: none"> - They perceived their lost income as an investment in the workshop. • They expressed concern that more costs would turn off farmers, or make the experience unaffordable and inaccessible for farmers. <p>6.3.1.1) If farmers should contribute to the workshop, how much should it cost?</p> <ul style="list-style-type: none"> • Of the 18 workshop participants who thought farmers should help pay for the workshop, half (n=9 of 18) believed it should be a modest amount (less than \$50/person/day) (Figure 28). • Just under half (n=8 of 18) supported \$100 or \$200/person/day, but no one supported \$300/person/day.

Evaluation Questions	Relevant Areas of Inquiry	Results												
		<p>Figure 28: What is a Reasonable Cost?</p>  <table border="1"> <caption>What is a Reasonable Cost for Farmers?</caption> <thead> <tr> <th>Cost Category</th> <th># Responses</th> </tr> </thead> <tbody> <tr> <td>No response</td> <td>1</td> </tr> <tr> <td>Less than \$50/person/day</td> <td>9</td> </tr> <tr> <td>\$100/person/day</td> <td>6</td> </tr> <tr> <td>\$200/person/day</td> <td>2</td> </tr> <tr> <td>\$300/person/day</td> <td>0</td> </tr> </tbody> </table> <p>6.3.2 Explore a variety of potential funding sources</p> <p>6.3.2.1 Participants suggested a collaborative approach to funding future SFF Alberta workshops (Figure 29)</p> <p>Participants believed different levels of government should provide funding.</p> <ul style="list-style-type: none"> Nearly all of the participants (92.5%, n=37 of 40) believed the Government of Alberta should contribute money, but they also identified other levels of government (federal was 45%; n=18 of 40 and municipal was 25%; n=10 of 40). <i>“The [provincial] government should put more money into safety; puts billions into health, but very little into safety”</i> 	Cost Category	# Responses	No response	1	Less than \$50/person/day	9	\$100/person/day	6	\$200/person/day	2	\$300/person/day	0
Cost Category	# Responses													
No response	1													
Less than \$50/person/day	9													
\$100/person/day	6													
\$200/person/day	2													
\$300/person/day	0													

Evaluation Questions	Relevant Areas of Inquiry	Results																
		<p>Figure 29: Who Should Help Fund SFF Alberta?</p>  <table border="1"> <caption>Who should help fund future SFF workshops?*</caption> <thead> <tr> <th>Category</th> <th># Responses</th> </tr> </thead> <tbody> <tr> <td>No response</td> <td>1</td> </tr> <tr> <td>Other</td> <td>1</td> </tr> <tr> <td>Producer associations</td> <td>3</td> </tr> <tr> <td>Businesses with farmer clients/customers</td> <td>11</td> </tr> <tr> <td>Municipal Government</td> <td>10</td> </tr> <tr> <td>Provincial Government</td> <td>37</td> </tr> <tr> <td>Federal Government</td> <td>18</td> </tr> </tbody> </table> <p>*Multiple responses were possible to this question. Note: other = “self”</p> <p>They also suggested other sources of funding:</p> <ul style="list-style-type: none"> • Agribusinesses, such as agricultural industry (Monsanto, John Deere dealers, etc.) and food industry (Frito Lay, Kraft Canada) (27.5%; n=11 of 40) • Producer Organizations, such as Wheat Board, Dairy Board, Beef Producers (7.5%; n=3 of 40) <i>“If the growers report a benefit, the Producer Organization will support the workshop”</i> <p>6.3.2.2 Acknowledge in-kind supports</p> <p>There were several unanticipated and unacknowledged in-kind supports that contributed to the implementation of SFF Alberta:</p> <p>Communications company</p> <ul style="list-style-type: none"> • Video-taped a presentation to a Producer Organization, so it could be used for future presentations/marketing • Produced an Alberta-specific safety video specifically for the workshop (to replace an Australian video) <p>FSC corporate sponsor</p> <ul style="list-style-type: none"> • Donated computers to use at workshops <p>Producer Organization</p> <ul style="list-style-type: none"> • Covered accommodation costs for FSC staff to attend a Producer Organization meeting to present on SFF 	Category	# Responses	No response	1	Other	1	Producer associations	3	Businesses with farmer clients/customers	11	Municipal Government	10	Provincial Government	37	Federal Government	18
Category	# Responses																	
No response	1																	
Other	1																	
Producer associations	3																	
Businesses with farmer clients/customers	11																	
Municipal Government	10																	
Provincial Government	37																	
Federal Government	18																	

Overall Conclusions and Future Considerations

1) SFF effectively created the conditions for individual health behaviour change to occur

- SFF Australia research demonstrated the effectiveness of the program model and theory. The SFF Alberta workshops were theoretically consistent with SFF Australia.

2) Ensure future SFF Alberta workshops are tailored for specific target populations

- By sub-population

Farmer producers are a heterogeneous population, composed of different sub-groups with varying cultures and sensitivities. Representatives from specific sub-groups could be engaged in a review of the curriculum to ensure cultural sensitivity of content and processes in the future.

- By community priorities

The workshop could be tailored by selecting modules that are relevant to community priorities. For example, modules on alcoholism and substance use could be included in communities with high rates of addictions.

- By stage of change (readiness to change)

According to the TTM, participants should be at least in the pre-contemplation, if not contemplation and action stages of change, to fully benefit from the workshop. Understanding participants' readiness to change is likely to become more important for success in years 2 and 3 of SFF, when participants review what has or has not changed in their lives (their action plans).

- By type of farm

It seems that there are two distinct types of farm operations: Intergenerational family farms (with or without employees) and farms that are owned by corporations, not family members. It seems that family farms have little distinction between work and personal life, with emotional attachments to the farm: "*It's our way of life.*" On the other hand, the 'corporate' farms seem to be a place of work for employees, with a clearer distinction between work time and personal life. The key differences between these types of farms need further exploration in order to fully understand the different population, their realities, and their health and safety needs.

3) Content priorities vary with perceived needs

- Perceived relevance and reflection on health issues may change with age, stage of life and type of population. A possible association between age and perceived relevance of topics should be explored more in future workshop evaluations.

- The initial need identified by the Hutterities for a safety program for apprenticed youth was not met by the workshop. However, Hutterites expressed interested in the SFF Alberta health and safety content for adult colony members.

4) Perceptions of reasonable workshop duration and time commitment vary

- Hutterite participants believed two full days back-to-back was optimal. For other producers, two full days off the farm was a hardship. An additional barrier for participants with young families were start-end times that were outside the school day and child care needs.
- Other barriers cited by participants included:
 - Fatigue
 - Lack of time and/or time pressures for management and employees
 - Language barriers
- Future workshops could address these and other challenges during the planning and participant recruitment stages.