



Governor's Office of
Health Transformation



Ohio
Department of Health

State Health Assessment

Regional community forums: Breakout sessions

Facilitator preparation checklist

- Review facilitator guidelines
- Review breakout session process
- Review breakout session worksheets (four total)
- Review your table assignments (handout at check-in)

Facilitator guidelines

Facilitate means “to make easy.” As a facilitator, your job is to make the meeting easier for the breakout session participants. Your main task is to help the breakout session **improve the quality of the discussion** and **increase its effectiveness in answering the breakout session questions**.

1. Clearly define breakout session goals and objectives

- “The purpose of this breakout session is to [state objective of the breakout session]”
- Review worksheet session instructions with the group

2. Check for understanding and consensus

- Ask for clarity when needed
- Summarize key points and ideas
- Check for consensus on key take-aways

3. Optimize time

- Ask participants to be concise in their comments
- Redirect the group if the discussion goes off-track
- Limit side conversations

4. Encourage open and honest discussion

- Stay neutral, check personal biases
- Be respectful of divergent views
- Focus on ideas, not people and entities
- Ask questions – elicit comments and opinions from all breakout session members

5. Scribe

- Provide clear and detailed notes
- Summarize key points and themes arising from group discussion

Breakout session process

Facilitators will be assigned to a table and will remain at the table for the duration of the breakout sessions. There will be four breakout sessions:

- 1.** Breakout session: Community’s themes and strengths
- 2.** Breakout session: Forces of change
- 3.** Breakout session: Selection of regional health priorities
- 4.** Breakout session: Community’s gaps and potential strategies

WORKSHEET 1: Community's themes and strengths

Region: _____

Facilitator name: _____ Counties represented: _____

Facilitators should document on this worksheet the themes and/or findings arising from the group's discussion.

Instructions: Answer the following questions about your county and region. Keep in mind the issues, concerns, assets and perceptions about the quality of life in your county and region.

1. What do you believe are the 2-3 most important characteristics of a healthy county and region?

2. What makes you most proud of your county and region?

3. What are some specific examples of people or groups working together to improve the health and quality of life in your county and region?

4. What do you believe are the 2-3 most important issues that must be addressed to improve the health and quality of life in your county and region?

5. What do you believe is keeping your county and region from doing what needs to be done to improve health and quality of life?

WORKSHEET 2: Forces of change

Region: _____

Facilitator name: _____ Counties represented: _____

Facilitators should document on this worksheet the themes and/or findings arising from the group's discussion.

The following worksheet is designed for the State Health Assessment (SHA) attendees to use in preparing for the forces of change brainstorming session. The results of this activity will inform development of the State Health Assessment and will be used along with other sources of information to help guide decision making during the State Health Improvement Plan process later in 2016.

What are forces of change?

- Forces are a broad all-encompassing category that includes trends, events and factors.
- Trends are patterns over time, such as migration in and out of a community or a growing disillusionment with government.
- Factors are discrete elements, such as a community's large ethnic population, an urban setting or a jurisdiction's proximity to a major waterway.
- Events are one-time occurrences, such as a hospital closure, a natural disaster or the passage of new legislation.

What kind of areas or categories are included?

Be sure to consider any and all types of forces, including:

- Social
- Economic
- Political
- Technological
- Environmental
- Scientific
- Legal
- Ethical

How to identify forces of change

Think about forces of change — outside of your control— that affect the overall health and quality of life for your community.

1. What recent changes or trends are occurring or are on the horizon that may impact the health of your community?
2. Of these changes or trends, which are occurring locally? Regionally? Nationally? Globally?
3. What characteristics of your region or state may pose an opportunity or threat to your community's health?
4. What may occur or has occurred that may pose a barrier to achieving the shared vision?

WORKSHEET 2: Forces of change

Region: _____

Facilitator name: _____ Counties represented: _____

Instructions: Using the information from the previous page, list all brainstormed forces, including factors, events and trends.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

WORKSHEET 3: Selection of regional health priorities

Region: _____

Facilitator name: _____ Counties represented: _____

Facilitators should document on this worksheet the common priorities identified from the group's discussion.

The purpose of this activity is to begin to narrow down the list of potential health priority areas to inform Ohio's State Health Improvement Plan. The results of this activity will inform development of the State Health Assessment, and will be used along with other sources of information to help guide decision making regarding Ohio's health priorities during the State Health Improvement Plan process later in 2016.

For the purpose of this exercise, please focus on the highest priorities for your county and region (rather than for the state overall).

Please consider how the priorities are framed. For example, if you think it is most useful to frame issues as health conditions, then you would prioritize issues from the "Health Conditions" category. Alternatively, if you think it is most useful to frame issues as behaviors or environments, you would prioritize issues from the "Health Behaviors, Violence and Injury" or "Social and Economic Environment" categories, etc.

Rate Health Problems (Scale of 1-10 for each item)

The group should rate the identified health issues using the following criteria:

- **Magnitude of the health problem:** Number or percent affected in the region
- **Severity of the health problem:** Risk of morbidity and mortality associated with the problem
- **Magnitude of health disparities and impact on vulnerable populations:** Gaps in outcomes between sub-population groups (such as racial/ethnic, income, age, education-level, Appalachian/rural) where applicable
- **Region's performance relative to Ohio and U.S.:** Extent to which region is doing much worse than Ohio and U.S.

Note: Health issues with a score of 10 for each criterion would indicate that it is of the greatest magnitude, has the most serious consequences, has the greatest magnitude in terms of health disparities and impact on vulnerable populations and worst performance when compared to Ohio and U.S. Health issues earning a score of 1 for each criterion are ones with the least magnitude, the least serious consequences, have the lowest magnitude in terms of health disparities and impact on vulnerable populations and best performance when compared to Ohio and U.S.

WORKSHEET 3: Selection of regional health priorities

Region: _____

Facilitator name: _____

Counties represented: _____

Health Issue	Total Score
Health Conditions	
1. Cardiovascular disease Such as heart disease, hypertension, coronary artery disease, congestive heart disease, heart failure, heart attack (MI), stroke	
2. Diabetes Such as pre-diabetes, diabetes mellitus 1, diabetes mellitus 2, insulin dependent diabetes, non-insulin dependent diabetes	
3. Chronic respiratory disease Such as asthma, COPD, childhood or adult lung disease	
4. Obesity Such as overweight, obesity, morbid obesity, healthy weight, weight reduction; childhood or adult	
5. Cancer Such as lung, breast, prostate, cervical, any type	
6. Infectious Diseases Such as sexually transmitted infections, influenza, hospital-acquired, novel virus, HIV, Hepatitis C, immunization rates, access to and completion of recommended immunizations, etc.	
7. Maternal and infant health (prenatal through first year of life) Focusing on infant mortality, low birth weight, prematurity, prenatal care	
8. Oral Health Such as dental care/treatment, cavities, extractions	
9. Drug and alcohol abuse Such as addiction, abuse, misuse or dependence of alcohol, marijuana, prescription drugs, opioids, heroin, MDMA, etc.	

Facilitator name: _____

Region: _____

Counties represented: _____

Health Issue	Total Score
10. Mental health Such as depression, PTSD, bipolar disorder, schizophrenia, other mental illness conditions, stress, emotional well-being, coping skills, suicide, behavioral health (unspecified)	
Health behaviors, violence & injury	
11. Tobacco Such as Use of cigarettes, cigars, hookah, e-cigarettes, chew, flavored products	
12. Physical activity Such as physical inactivity, fitness, exercise, sedentary lifestyle, active living with a focus on individual behaviors	
13. Nutrition Such as diet, junk food consumption, healthy eating with focus on individual behaviors	
14. Sexual and reproductive health Such as sexual activity, condom use, prevention of unplanned pregnancy/teen pregnancy, use of contraception	
15. Violence Including physical and emotional violence, such as relationship or intimate partner violence, domestic violence, child abuse, elder abuse, sexual violence, street violence, bullying	
16. Injury Such as motor vehicle/motorcycle, bicycle, occupational safety, gun-related injuries or deaths, falls, etc.	
Social and economic environment	
17. Employment, poverty and income Such as unemployment rate, poverty rate, wages, working conditions	
18. Education Such as preschool enrollment, school readiness, academic success, high school graduation, educational attainment	
19. Family and social support Such as social-emotional support, social capital and cohesion, single-parent households, racism, etc.	
Physical Environment	
20. Housing Such as affordable housing, housing conditions (mold, heat), residential segregation	
21. Transportation Such as access to active and public transportation, commute times, driving alone to work/carpool, transportation to healthcare services	

Facilitator name: _____

Region: _____

Counties represented: _____

Health Issue	Total Score
22. Air, water and toxic substances Such as pollution, secondhand smoke, drinking water, flouridation, lead poisoning	
23. Food environment Such as healthy food access, food insecurity, farmers markets, etc.	
24. Active living environment Such as green space, fitness opportunities, complete streets, trails, children walking/biking to school, parks, etc.	
Access	
25. Coverage and affordability Such as uninsured, underinsured, out of pocket expenses, high deductible health plans, medication coverage and cost	
26. Access to health care/medical care Such as number of providers, distribution of providers, access to patient-centered medical home, access to primary care, access to specialty care (not including dental or behavioral health), wait time, general access to health care (unspecified)	
27. Access to behavioral health care Such as number of providers, distribution of providers, access to behavioral health/treatment specialists (includes mental health and substance use treatment providers)	
28. Access to dental care Such as number of providers, distribution of providers, specific dental coverage, access to dental clinic, etc.	
Equity/Disparities	
29. Equity/Disparities	
Other (must be specific)	
30.	
31.	

WORKSHEET 4: Community's gaps and potential strategies

Region: _____

Facilitator name: _____ Counties represented: _____

Facilitators should document on this worksheet the themes and/or findings arising from the group's discussion.

A **gap** is an area where the community needs to expand its efforts to reduce a risk, enhance an effort, or address another target for change. A **strategy** is an action the community will take to fill the gap. This worksheet is designed to help the workgroup identify gaps and consider potential strategies.

Instructions: For each gap identified, review the current community resources and identify plausible strategies that might be implemented in your community to fill any gaps. Give a rationale for your strategy. Keep in mind that a gap could be a community gap, a school gap, a family gap, or an individual gap.

Gap #1 _____

Potential strategies:

1. _____
2. _____
3. _____

Gap #2 _____

Potential strategies:

1. _____
2. _____
3. _____

Gap #3 _____

Potential strategies:

1. _____
2. _____
3. _____

WORKSHEET 4: Community's gaps and potential strategies

Facilitator name: _____

Region: _____

Counties represented: _____

Gap #4 _____

Potential strategies:

1. _____

2. _____

3. _____

Gap #5 _____

Potential strategies:

1. _____

2. _____

3. _____

Gap #6 _____

Potential strategies:

1. _____

2. _____

3. _____

Gap #7 _____

Potential strategies:

1. _____

2. _____

3. _____