**State Health Assessment**

**Regional community forums: Breakout sessions**

**Participant Breakout Session Packet**

- Community’s themes and strengths
- Forces of change
- Selection of regional health priorities
- Community’s gaps and potential strategies
WORKSHEET 1: Community’s themes and strengths

Name: ________________________________

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?
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2. What makes you most proud of your county and region?
__________________________________________________________________________________________
__________________________________________________________________________________________
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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?
__________________________________________________________________________________________
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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?
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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?
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WORKSHEET 2: Forces of change

Name: ________________________________

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

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

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________
6. ______________________________________________________________________
7. ______________________________________________________________________
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9. ______________________________________________________________________
10. _____________________________________________________________________
11. _____________________________________________________________________
12. _____________________________________________________________________
WORKSHEET 3: Selection of regional health priorities

Name: ________________________________

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

(Scoring range 1-10)  

<table>
<thead>
<tr>
<th>Health Issue</th>
<th>Magnitude of the health problem</th>
<th>Severity of the health problem</th>
<th>Magnitude of Health Disparities and Impact on vulnerable populations</th>
<th>Region’s performance relative to Ohio and U.S.</th>
<th>Total Score (max. of 40)</th>
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<tbody>
<tr>
<td><strong>Health Conditions</strong></td>
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<tr>
<td>1. <strong>Cardiovascular disease</strong> Such as heart disease, hypertension, coronary artery disease, congestive heart disease, heart failure, heart attack (MI), stroke</td>
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<td>2. <strong>Diabetes</strong> Such as pre-diabetes, diabetes mellitus 1, diabetes mellitus 2, insulin dependent diabetes, non-insulin dependent diabetes</td>
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<td>3. <strong>Chronic respiratory disease</strong> Such as asthma, COPD, childhood or adult lung disease</td>
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<td>4. <strong>Obesity</strong> Such as overweight, obesity, morbid obesity, healthy weight, weight reduction; childhood or adult</td>
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<td>5. <strong>Cancer</strong> Such as lung, breast, prostate, cervical, any type</td>
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<td>6. <strong>Infectious Diseases</strong> Such as sexually transmitted infections, influenza, hospital-acquired, novel virus, HIV, Hepatitis C, immunization rates, access to and completion of recommended immunizations, etc.</td>
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<td>7. <strong>Maternal and infant health</strong> (prenatal through first year of life) Focusing on infant mortality, low birth weight, prematurity, prenatal care</td>
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<td>8. <strong>Oral Health</strong> Such as dental care/treatment, cavities, extractions</td>
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<td>9. <strong>Drug and alcohol abuse</strong> Such as addiction, abuse, misuse or dependence of alcohol, marijuana, prescription drugs, opioids, heroin, MDMA, etc.</td>
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<td>10. Mental health</td>
<td>Such as depression, PTSD, bipolar disorder, schizophrenia, other mental illness conditions, stress, emotional well-being, coping skills, suicide, behavioral health (unspecified)</td>
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<td>11. Tobacco</td>
<td>Such as Use of cigarettes, cigars, hookah, e-cigarettes, chew, flavored products</td>
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<td>12. Physical activity</td>
<td>Such as physical inactivity, fitness, exercise, sedentary lifestyle, active living with a focus on individual behaviors</td>
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<td>13. Nutrition</td>
<td>Such as diet, junk food consumption, healthy eating with focus on individual behaviors</td>
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<td>14. Sexual and reproductive health</td>
<td>Such as sexual activity, condom use, prevention of unplanned pregnancy/teen pregnancy, use of contraception</td>
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<td>15. Violence</td>
<td>Including physical and emotional violence, such as relationship or intimate partner violence, domestic violence, child abuse, elder abuse, sexual violence, street violence, bullying</td>
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<td>16. Injury</td>
<td>Such as motor vehicle/motorcycle, bicycle, occupational safety, gun-related injuries or deaths, falls, etc.</td>
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<td>Social and economic environment</td>
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<td>17. Employment, poverty and income</td>
<td>Such as unemployment rate, poverty rate, wages, working conditions</td>
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<td>18. Education</td>
<td>Such as preschool enrollment, school readiness, academic success, high school graduation, educational attainment</td>
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<td>19. Family and social support</td>
<td>Such as social-emotional support, social capital and cohesion, single-parent households, racism, etc.</td>
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<td>Physical Environment</td>
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<td>20. Housing</td>
<td>Such as affordable housing, housing conditions (mold, heat), residential segregation</td>
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<td>21. Transportation</td>
<td>Such as access to active and public transportation, commute times, driving alone to work/carpool, transportation to healthcare services</td>
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<td>22. <strong>Air, water and toxic substances</strong></td>
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<td>Such as pollution, secondhand smoke, drinking water, fluoridation, lead poisoning</td>
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<td>23. <strong>Food environment</strong></td>
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<td>Such as healthy food access, food insecurity, farmers markets, etc.</td>
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<td>24. <strong>Active living environment</strong></td>
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<td>Such as green space, fitness opportunities, complete streets, trails, children walking/biking to school, parks, etc.</td>
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<td><strong>Access</strong></td>
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<td>25. <strong>Coverage and affordability</strong></td>
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<td>Such as uninsured, underinsured, out of pocket expenses, high deductible health plans, medication coverage and cost</td>
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<td>26. <strong>Access to health care/medical care</strong></td>
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<td>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)</td>
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<td>27. <strong>Access to behavioral health care</strong></td>
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<td>Such as number of providers, distribution of providers, access to behavioral health/treatment specialists (includes mental health and substance use treatment providers)</td>
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<td>28. <strong>Access to dental care</strong></td>
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<td>Such as number of providers, distribution of providers, specific dental coverage, access to dental clinic, etc.</td>
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<td><strong>Equity/Disparities</strong></td>
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<td>29. <strong>Equity/Disparities</strong></td>
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<td><strong>Other (must be specific)</strong></td>
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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

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. _______________________________________________________________________________________________