LMCH STEPS 4 & 5 OVERVIEW

February 14, 2017

WELCOME AND INTRODUCTIONS

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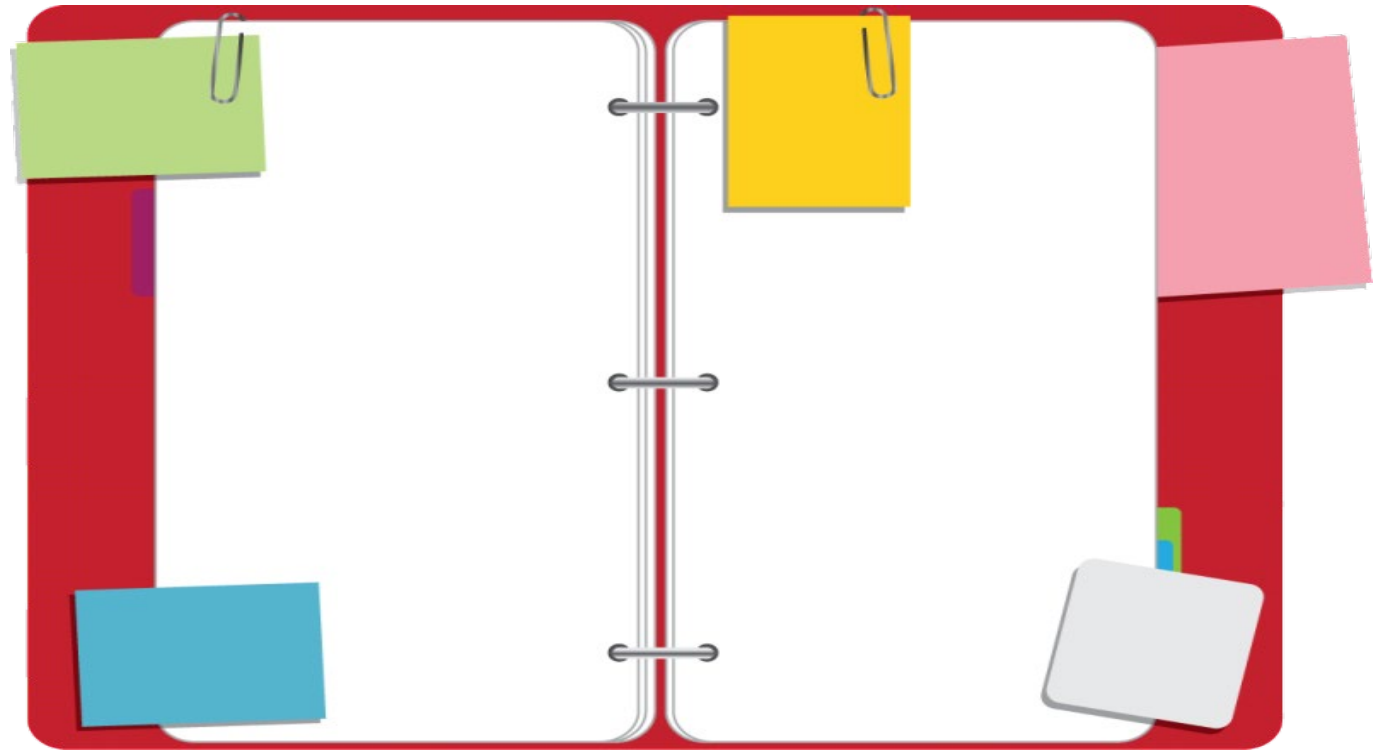
AGENDA

- Overview
- Specifics on Steps 4 & 5
  - Assessment 2: Community Themes and Strengths Assessment
- Next Steps
- Questions

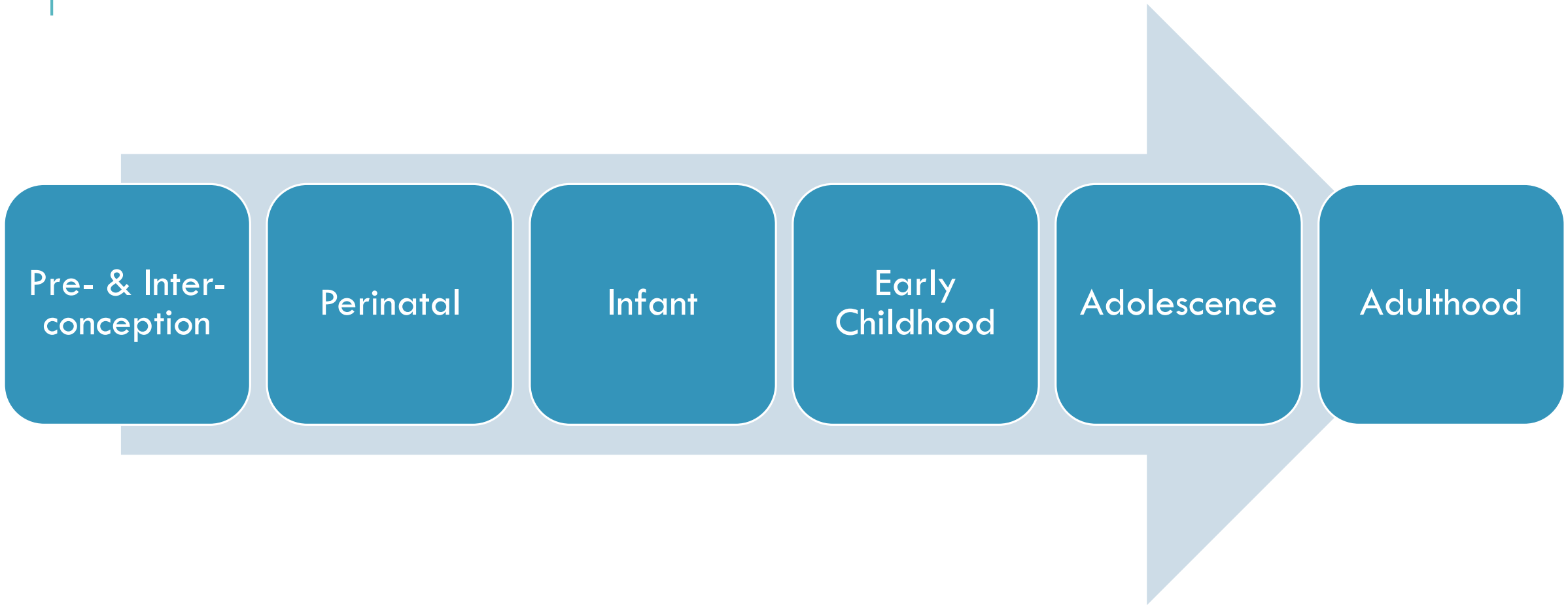


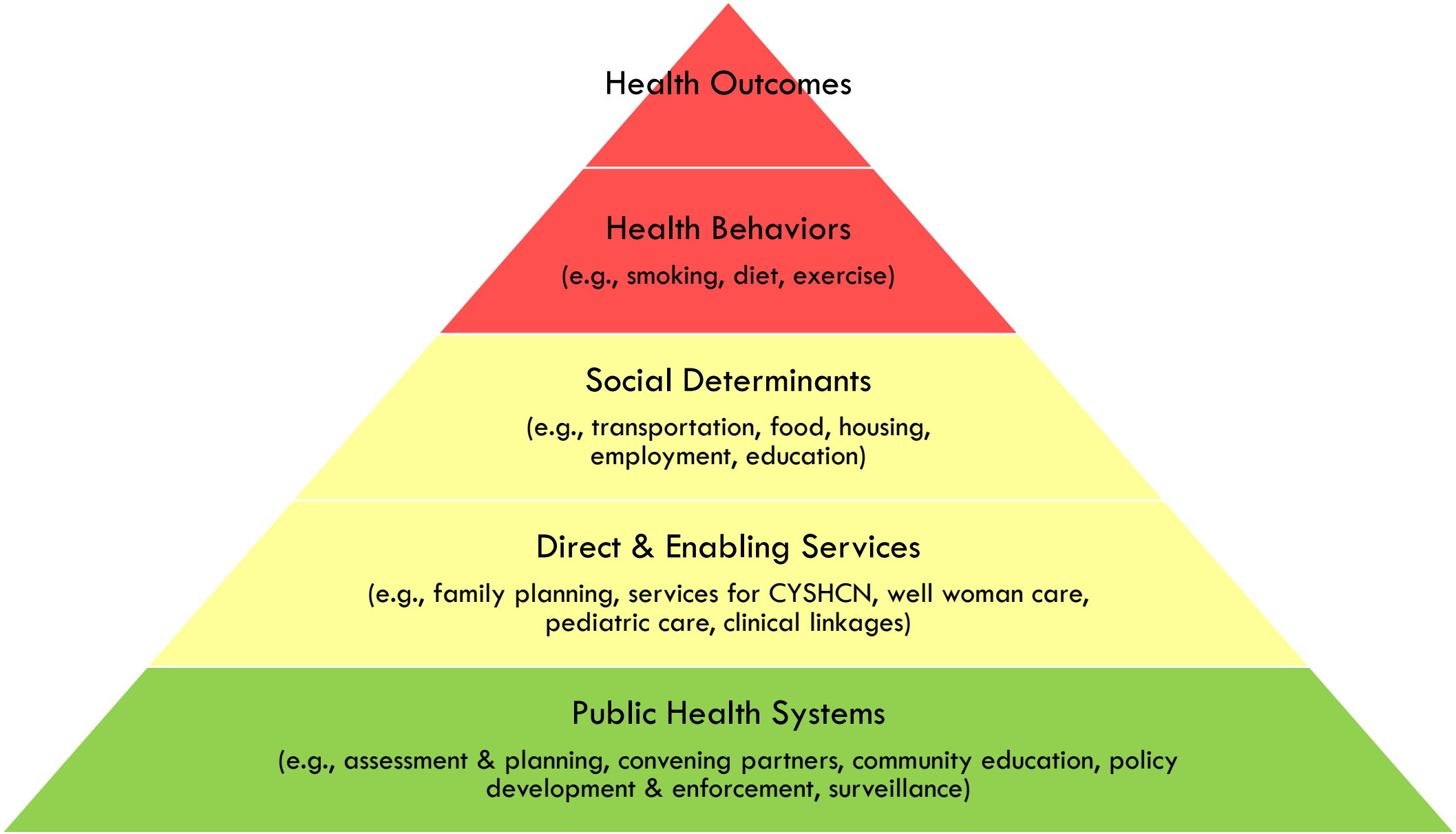
Steps to cover today

TIMELINE OF ASSESSMENTS

Within steps 4 & 5, there are three assessments:

1. Community Themes and Strengths Assessment
   - ➢ **Covered Today** ★
2. Maternal and Child Health Status Assessment
   - ➢ **Covered March 9**
3. Maternal Child Health System Assessment
   - ➢ **Covered March 29**


Pre- & Inter-conception
Perinatal
Infant
Early Childhood
Adolescence
Adulthood


Health Outcomes
Health Behaviors
(e.g., smoking, diet, exercise)
Social Determinants
(e.g., transportation, food, housing, employment, education)
Direct & Enabling Services
(e.g., family planning, services for CYSHCN, well woman care, pediatric care, clinical linkages)
Public Health Systems
(e.g., assessment & planning, convening partners, community education, policy development & enforcement, surveillance)

COMMUNITY THEMES AND STRENGTHS ASSESSMENT

Assessment 2

COMMUNITY THEMES AND STRENGTHS

The purpose of this assessment is to gather input from community partners and community members about:

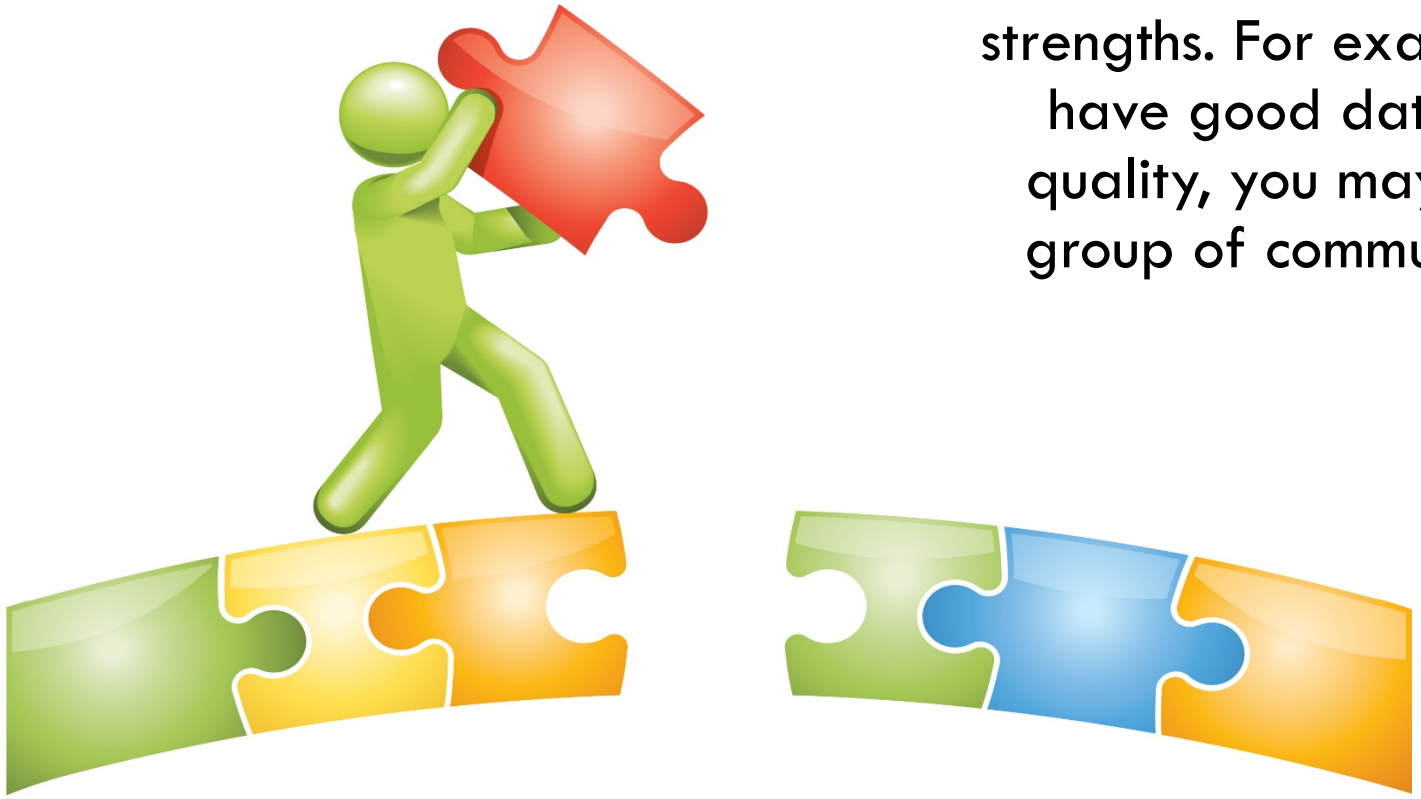
- Features of the community that support health and put health at risk across the life course; and
- Health needs and concerns during each stage of the life course and for CYSCN.

ENGAGING COMMUNITY PARTNERS

Things to consider…

- Who will you invite to participate?
- How will you select topics to focus on?
- How will you involve partners in the data collection process?
- How will you include partners in developing key findings?

COMMUNITY THEMES AND STRENGTHS



This assessment is a great opportunity to gather feedback from customers, community members, and stakeholders about their perceived community strengths. For example, if you know that you do not have good data in your community on child care quality, you may want to use this time to gather a group of community members to discuss this topic.

COMMUNITY THEMES AND STRENGTHS

These are the types of questions that you will answer through this assessment:

1. What do you believe are the 2-3 characteristics of this community that promote health across the life course?
2. What are some specific examples of people or groups working together to improve maternal and child health in your community?
3. What do you believe are the 2-3 more important issues that must be addressed to improve health across the life course?
4. What do you believe is keeping your community from doing what needs to be done to improve maternal and child health?
5. What actions, policy, or funding priorities would be required to improve maternal and child health in your community?

COMMUNITY THEMES AND STRENGTHS

- In order to complete this assessment, you will gather **original qualitative data** from community members.
- You may also use ***existing* qualitative data** collected by your organization or your partners.
- You have many options for collecting data. The options you select should:
  - Align with your capacity
  - Make sense in your community
  - Address the questions you want to answer
- Several options are described in the upcoming slides

COMMUNITY INPUT WALL

A **Community Input Wall** is…

- An easy, low cost way to gather perspectives anonymously from community members or people who spend time at a specific location.

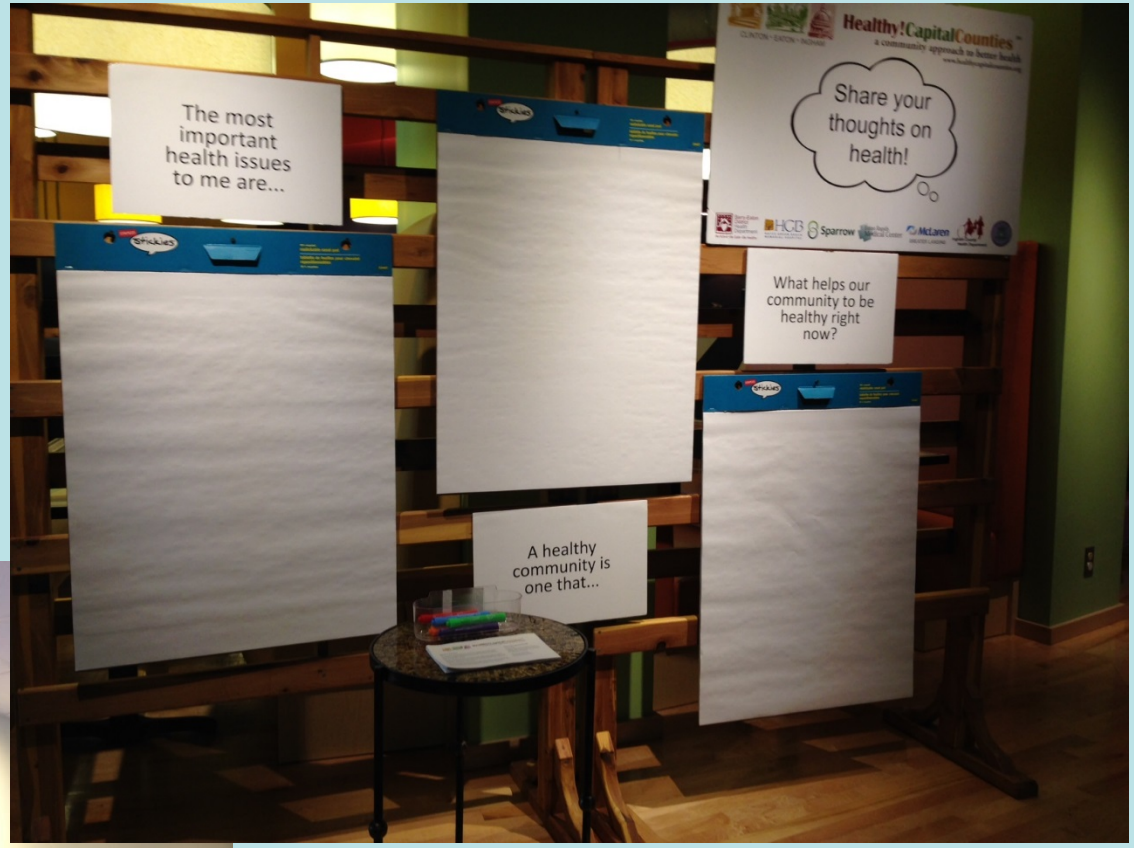
HOW TO ORGANIZE A COMMUNITY INPUT WALL

1) Post a large piece of paper, sticky wall, or poster board in a location where it will be seen by community members and/or clients. (e.g., community event, clinic walls, school or child care facility, etc.)
2) It should be large enough to cover a large space (e.g., 6 feet by 4 feet).
3) Divide the paper into sections and write a key question at the top of each section (e.g., What about our community helps families stay healthy?)
4) Leave markers by the wall and encourage community members to write down their ideas. If privacy is a concern, the question can be posted above a drop box, and feedback can be written on cards.

BEDHD COMMUNITY INPUT WALL EXAMPLE

Mockup

Sticky Wall In Action



A Different Format

BEDHD COMMUNITY INPUT WALL EXAMPLE

How to present your findings from a community input wall…

"Word Cloud" generator - http://www.wordle.net/create

"Results from the input walls were grouped into categories and visualized by creating word clouds from the responses. Categories receiving two or more mentions were included in the word clouds; those with only one mention are described below each word cloud. The size of each category corresponds to the number of times it was mentioned. Each category was multiplied by four to create a specific font size and then displayed in the word cloud. For instance, if the category of community support received 12 responses, then 12 was multiplied by four to create a size 48 font."

-Healthy! Capital Counties Health Needs Assessment

INTERCEPT SURVEY

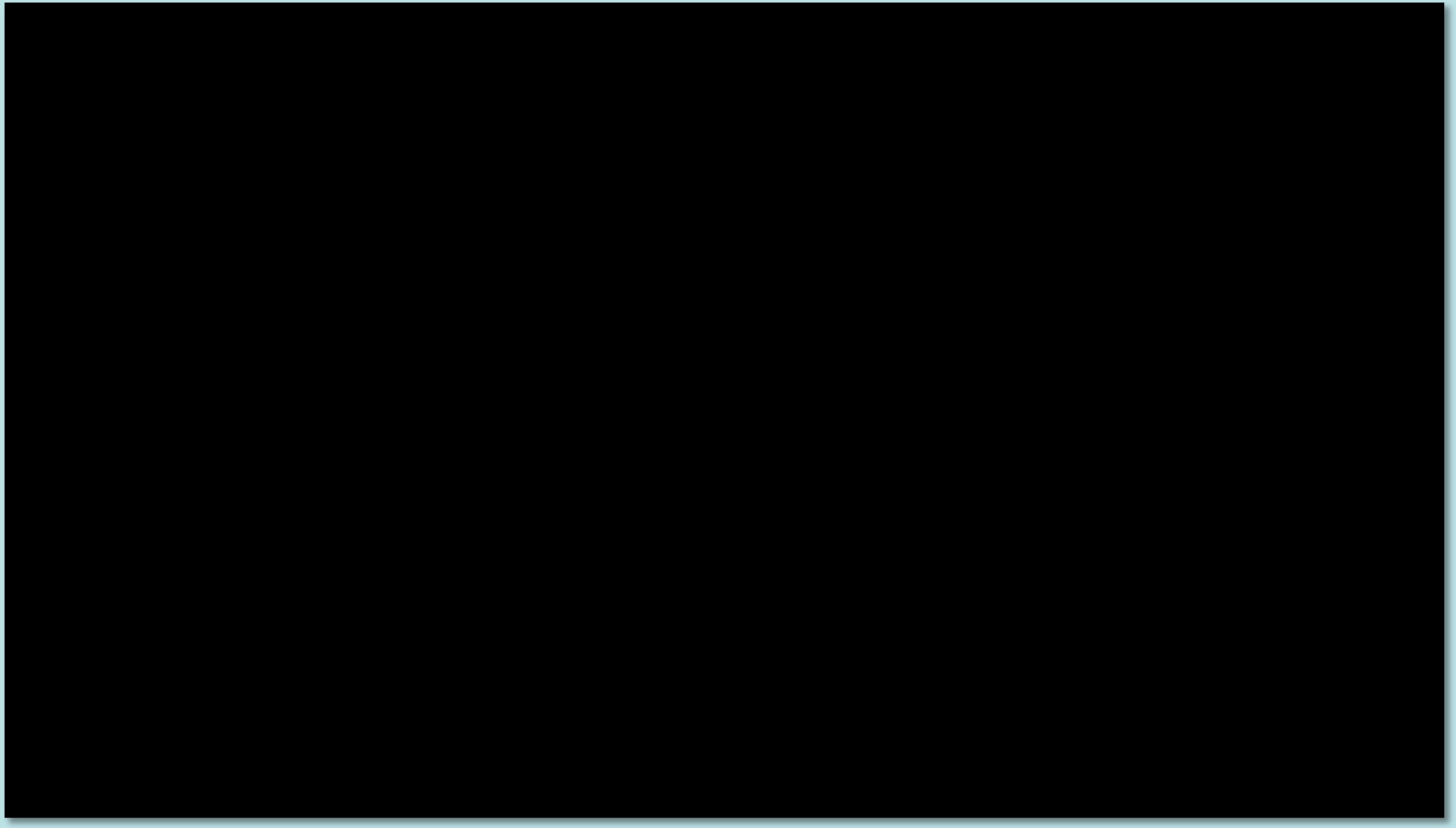
Intercept Surveys are…

- A quick way to gather opinions on a targeted topic from many people.
- Are especially useful when you have a question for which most people will have a ready answer.

HOW TO CONDUCT AN INTERCEPT SURVEY

1) Develop a short set of open-ended questions that can be asked of community members or clients during a quick (five minute) chat.
2) Print the questions with space to write in answers, and bring them to events or places where families can be found.
3) Approach potential participants with a quick spiel describing your purpose and ask if they would be willing to share their ideas. If they are willing, ask the questions, jot down their answers, and thank them for their help.

INTERCEPT SURVEY EXAMPLE



PHOTOVOICE

Photovoice is…

- A helpful method for exploring experiences and perceptions of community members that focuses on images.
- Especially helpful with people and groups who might be less comfortable talking about their experiences without the opportunity for reflection.

HOW TO CONDUCT A PHOTOVOICE

1) Identify a group of community members who represent a particular perspective (e.g., adolescents, teen parents, children with special healthcare needs).
2) Hold a photovoice orientation - tell the group that you want them to show what the community looks like from their eyes.
3) Ask the group to take photos on their phone/disposable camera that illustrate aspects of their community that help them stay healthy or aspects that put their health at risk.
4) Give them a week or two to take pictures and have them turn their photos in to you (*keep straight whose photos belong to whom*).
5) Bring the group back together and ask each person to pick a few pictures that best represent their answers to each of the questions.
6) Go around the group and ask them to describe their pictures and what they meant to them. Carefully document the conversation in writing.
7) Review the documentation and the photos for themes and bring those themes back to the group to check your understanding.

BEDHD PHOTOVOICE EXAMPLE

Photos were taken by student volunteers that were recruited through several local venues.

Youth were asked to take pictures that explored the following themes..

- How healthy are you and your friends?
- How healthy is your family? Your community, your school?
- What is needed to create more health on individual, family, school and community levels?
- What causes lack of health at each of these levels?
- How does stress play into your health and that of your community?

"Taking the stairs may seem like a small task, but it can be the first step in being a healthier person."

Photo Project

"Have you ever chewed more than you could handle? Teens need to learn ways to decrease their stress and how to prioritize."

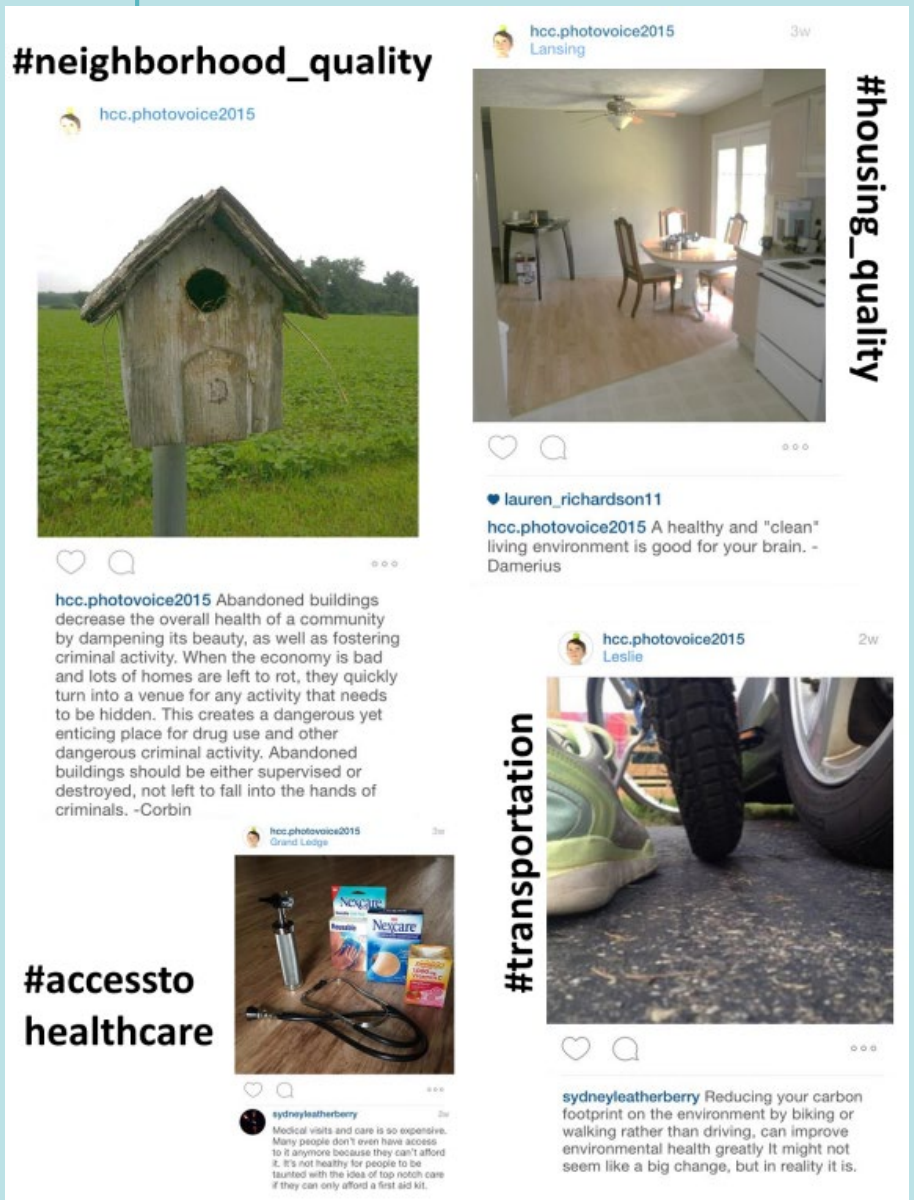
- Ashley, Mason, Youth Photo Project

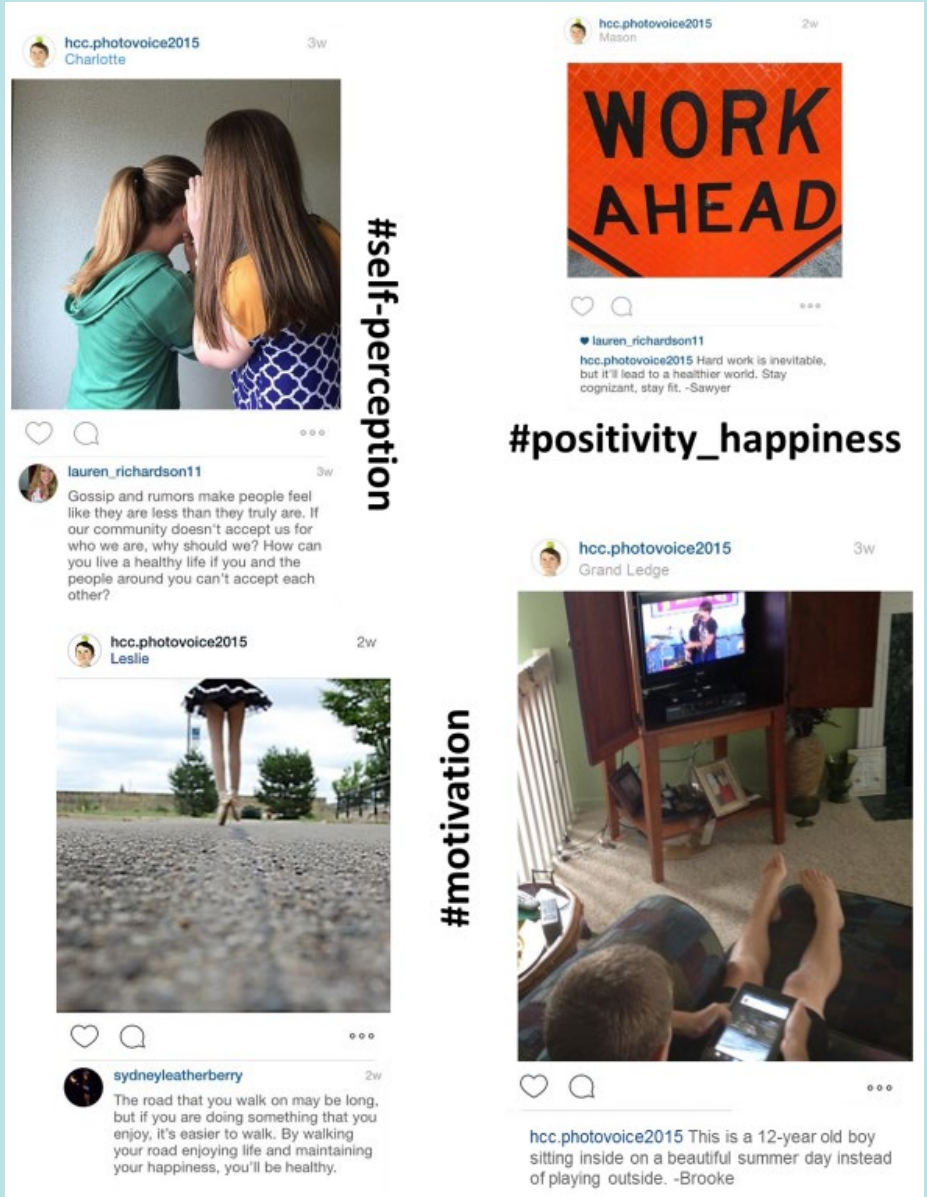
"Everyone an has an inner rainbow. They just have to let it shine. Surround yourself with people who help you shine."

-Harmonie, Holt,
Youth Photo Project

BEDHD PHOTOVOICE EXAMPLE

How to present your findings from a Photovoice project…





Photographs for the Healthy! Capital Counties Photo Project were selected based on their clarity and power to represent the project themes. The students, project facilitators, and health department staff narrowed down the 100 plus photo entries to be representative of the major health themes that emerged from the students.

-Healthy! Capital Counties Health Needs Assessment

You can access this entire report by visiting: www.healthycapitalcounties.org

FOCUS GROUPS

Focus groups…

- Enable participants to react to ideas and build off of each other's comments.
- Are a quick way to gather various perspectives, and provide opportunities for focus group participants to share experiences.
- Are useful for exploring a specific topic (e.g., behavioral health, access to healthcare, developmental services) with a targeted group (e.g., first time parents, mothers recovering from substance abuse).

HOW TO CONDUCT FOCUS GROUPS

1) Bring together a small group (8-10) of community members to respond to a specific set of questions.
2) Identify a facilitator who can keep the group focused and make sure everyone has an opportunity to share their perspective. Also identify a recorder who can take notes.
3) Develop a small set of open-ended discussion questions (5-8) to guide the conversation.
4) When the group convenes, share the purpose of the focus group, introduce participants, and encourage group members to keep the conversation confidential.
5) Keep the conversation on track and moving forward, while remaining neutral and encouraging varied opinions. Try to conclude the conversation within an hour.
6) At the end of the conversation, summarize main themes and ask the group if you missed any important ideas.

FOCUS GROUP EXAMPLE

TOWN HALL/COMMUNITY MEETING

- Meant to serve as an opportunity for open discussions among a large group of participants.
- An inclusive community meeting (60-100 people) comprised of various members of the community.
- Can be conducted multiple times in larger communities.
- Require a strong facilitator and at least one recorder.
- Should be guided by a facilitation plan.

COMMUNITY THEMES AND STRENGTHS

After you gather your community input, you will answer the following questions:

1. What method(s) did you choose?
2. What participants did you target (characteristics and how many) and why?
3. What information gathering tools did you use?
4. Describe the process you used to gather information.

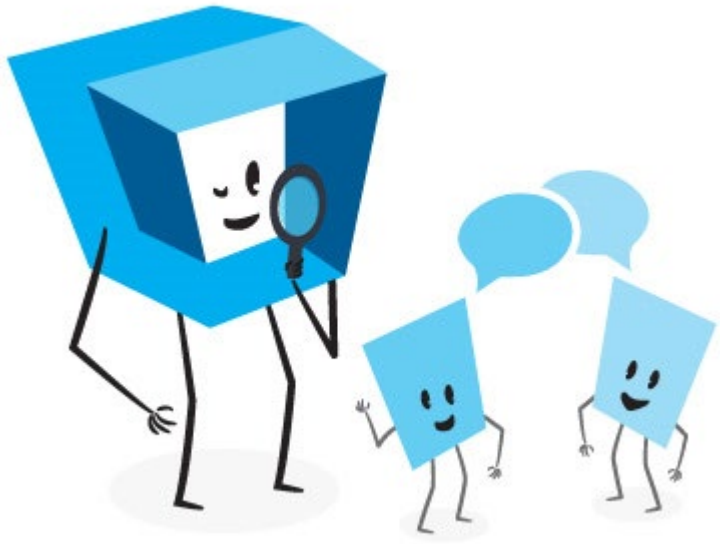
COMMUNITY THEMES AND STRENGTHS

- Organize your findings by the method(s) you used, and indicate if your finding reflects an opportunity for improvement or a community strength.
- Each bullet should reflect one finding.
- Try to keep your description to one sentence, but include enough detail that anyone would be able to tell who and what the finding is about.
- Each method will identify multiple opportunities for improvement and community strengths.

QUALITATIVE DATA

Tips on handling qualitative data:

1. Pay attention to ideas that come up multiple times
2. Make a note of unique or innovative ideas
3. Notice differences in perspectives between different people or groups of people
4. Highlight the ‘why’ or the meaning



EXAMPLE

Table 8: Community Themes and Strengths – Key Findings

Method(s)	Opportunities for Improving MCH	Community Strengths
Input Wall	• Increased access to healthcare • New parks/recreational settings • Increased children/family support	• Large hospital/(s) in the community/surrounding area • Large fitness center/spa in Charlotte (Alive) • Community parks offer walking trails, and playgrounds for children
Photovoice	• Create opportunities for outdoor exercise and activity to avoid too much screen-time indoors • Increased bike/walking transportation to reduce carbon footprint from car/bus emissions • Reduce the cost of medical care	• Many bus routes in the community • Libraries and community centers • Social support networks at schools
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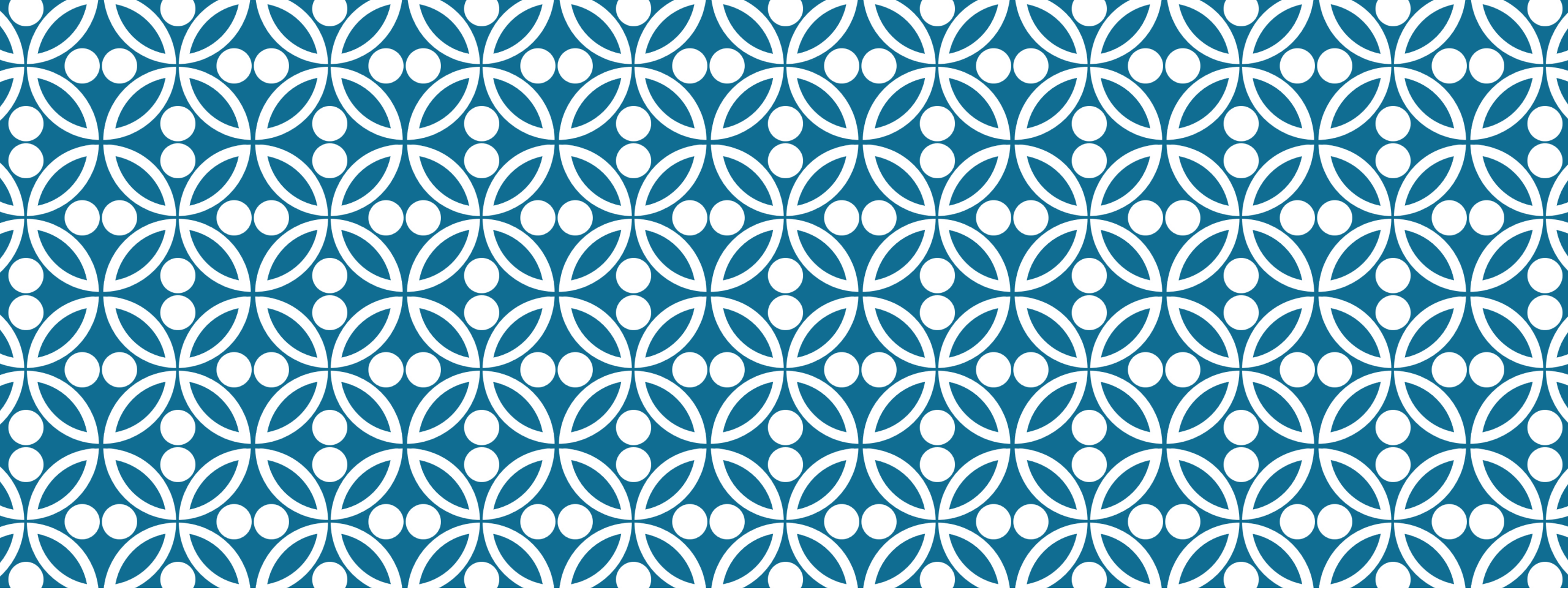
JUST A NOTE…

All examples that were used in today's Webinar will be uploaded to the LMCH SharePoint website in the documents section, as well as community input training guides for your use.

https://public.mphi.org/sites/mihomevisiting.org/lmch/Pages/default.aspx



NEXT STEPS

LOOKING AHEAD

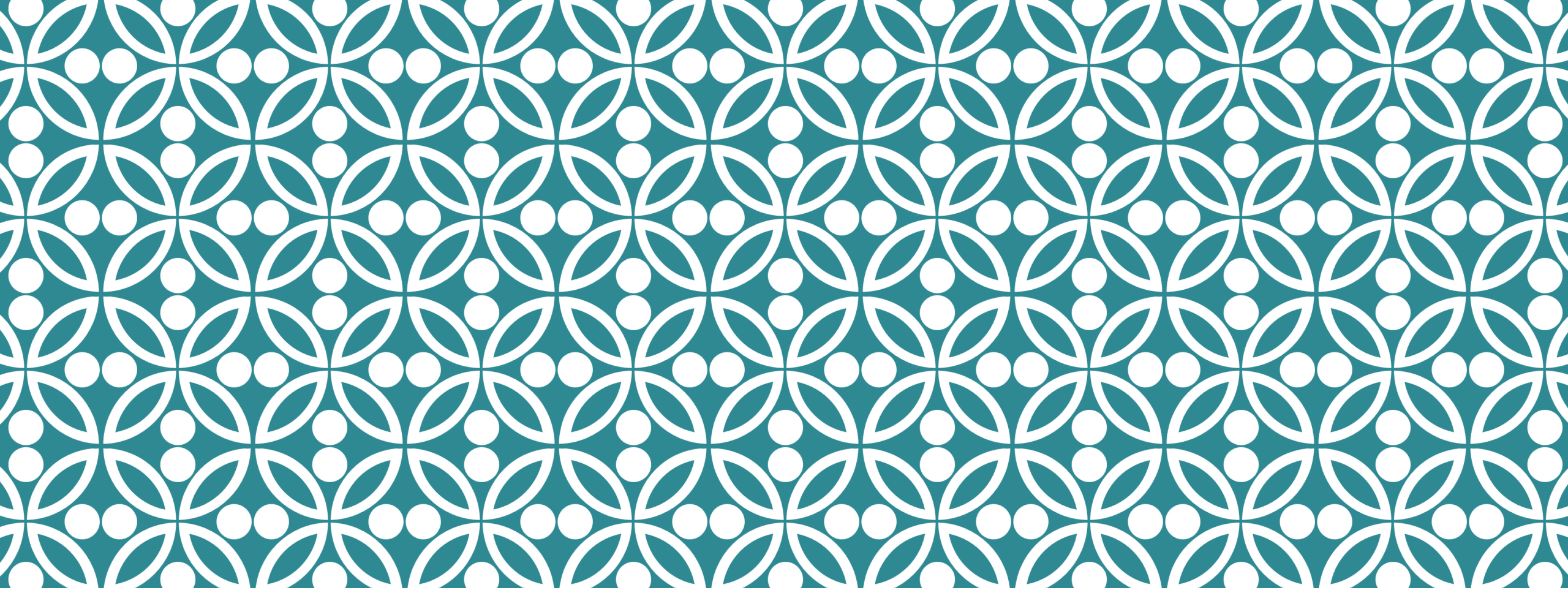
We will be providing you with the *vast majority** of the data you will need to complete the health status assessment, which we will discuss in detail during the March 9th Webinar.

**There may be a few measures you will need to search for on your own.*

NEXT STEPS

- Completed steps 4 & 5 submitted to MPHI by **June 23rd**
  - Email Submissions to:
    - Lauren LaPine, llapine@mphi.org
- Next Webinar: **March 9, 1-3pm**

QUESTIONS?



THANK YOU!