

# Welcome to the Opioid Settlement Technical Assistance Learning Series

## *Determining Local Needs and Assets through Engaged Community Assessment*

May 16, 2023 | 12:00 - 1:30 pm



# HOUSEKEEPING ITEMS

- This Zoom event will be recorded
- Participants will be on mute when presenters are speaking
- To ask a question, please use the QA feature
- Any follow-up questions or requests for the Technical Assistance Collaborative (TAC), please email: [MDHHS-opioidsettlementhelp@michigan.gov](mailto:MDHHS-opioidsettlementhelp@michigan.gov)



# About the TAC & Introduction of Presenters

Stella Resko, PhD

Professor, School of Social Work; Director and CADAS Coordinator  
Wayne State University



# ABOUT THE TAC

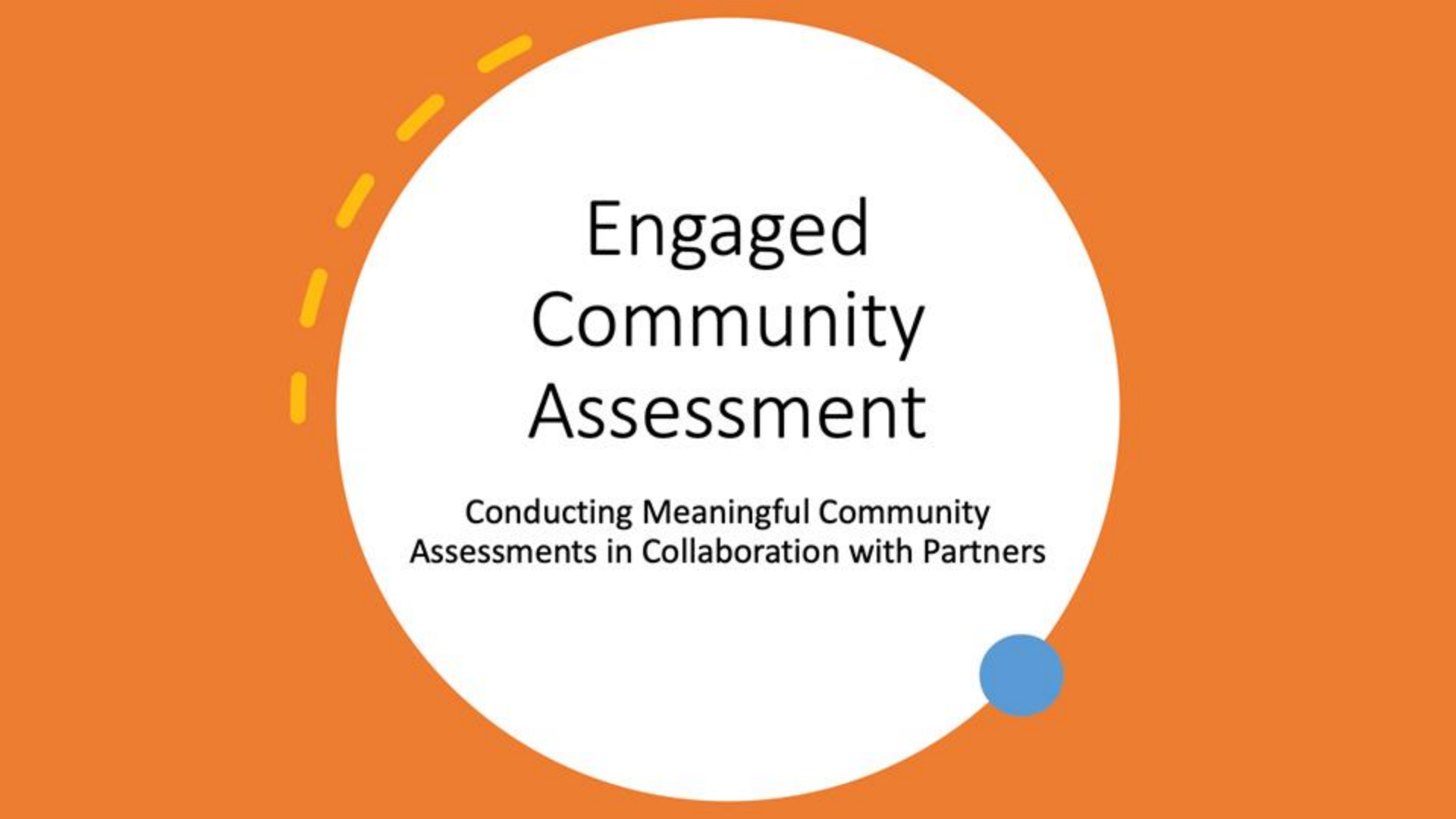
- Technical Assistance Collaborative (TAC) established in April 2023
- Comprised of MSU, U-M, and WSU
- Partnership with MDHHS
- Provides technical assistance and expertise to communities at the county, municipal, and township levels receiving opioid settlement funds
- Focus on evidence-based, best practices, promising programs and strategies to remediate opioid overdose deaths
- TA Learning Series is an opportunity for government officials, communities, and the public to hear from our TAC experts on a monthly basis



# Presenters

- **Dr. Jessica Barnes-Najor, Ph.D.**, Director for Community Partnerships, Office for Public Engagement and Scholarship
- **Rose Henderson**, Program Manager, Opioid Prevention and Education Network at Michigan State University
- **Thomas Panther**, VISTA Leader for Community Assessment, Opioid Prevention and Education Network at Michigan State University
- **Reiana Merrill**, Community Assessment Coordinator, Opioid Prevention and Education Network at Michigan State University





# Engaged Community Assessment

Conducting Meaningful Community  
Assessments in Collaboration with Partners

# Key Elements of a Community Assessment

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- Community Strengths
- Community Needs
- Call to Action





# First Activity & Discussion


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Write down the questions you would like to answer through your community assessment. Post your starting question or questions in the chat.



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## Developing Guiding Questions

- Cyclical process: answering questions leads to new questions
  - Questions should be broad enough to address your starting point
  - Questions should either be answerable or lead to sub-questions that are answerable
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## Examples of Guiding Questions

### **Too Broad:**

“Where is the need and how do we address it?”

### **Too Specific:**

“Will X program be a productive and beneficial way to spend our funds?”

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### **Too Broad:**

“Where is the need and how do we address it?”

### **Too Specific:**

“Will X program be a productive and beneficial way to spend our funds?”

### **Good Start:**

“How big is this problem in our county and where does it cut through?”

“How can we support our local judicial system, so we aren’t seeing the same people in and out of jail?”


“How can we focus on education and working with K-12?”



# First Activity & Discussion

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Revisit your question. Make revisions, if needed, to your question(s). Post your final question in the chat.



~~YES~~  
NO

## What is NOT a Community Assessment

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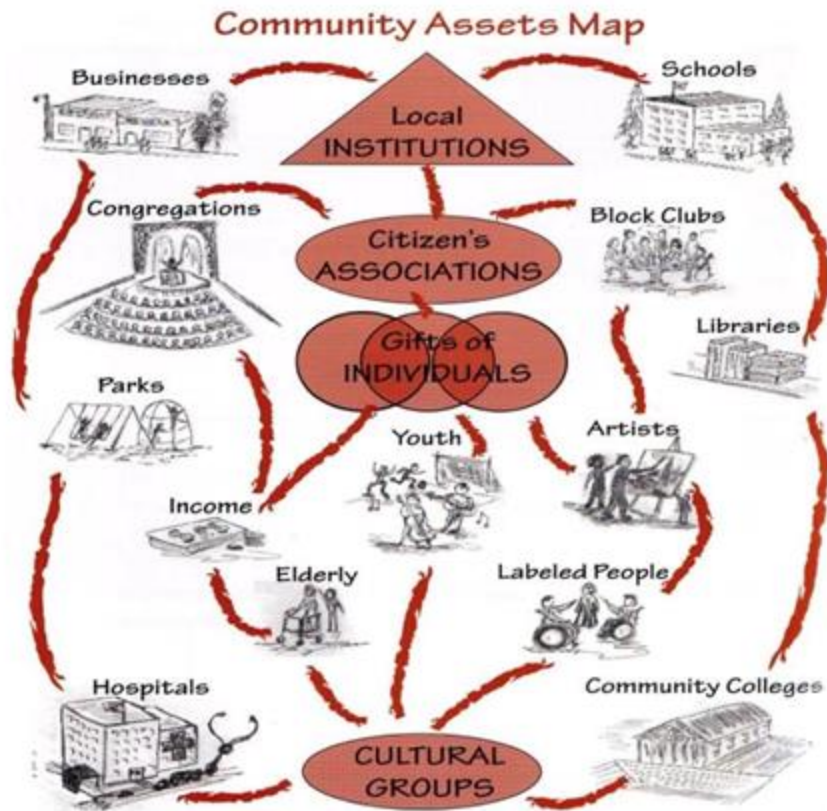
- One size fits all approach
- Strictly a Needs Assessment (deficit-oriented)
- Driven by people outside the community or from the top down

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“Efforts by *local* people are likely to have the greatest and most sustainable impact in solving *local* problems and in setting *local* norms”

- Community Readiness: Research to Practice (Edwards et al., 2000)





## Assets-Oriented Community Assessment

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- Balanced between strengths and needs
- Can nurture a sense of ownership of project
- Asset Mapping
- Visioning



## Turkana Fish Processing Factory – Kenya

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- Planned by Norway's aid agency in 1970s
- Wanted to take advantage of largely unexploited fish stocks in Lake Turkana
- Region had a history of famine
- Agency spent \$152 million dollars over 20 years
- Project was abandoned and facility closed down



## Why it Failed

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- Turkana had no history of fishing
- Salted fish was taboo
- Many Turkana unable to marry without livestock
- Would have taken more electricity than was available in the district



## Identifying Potential Partners

Who is working on this issue?

Whose daily life is influenced by this issue?

Who has resources that could be used to address this issue?



## Second Activity & Discussion

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Write down which community organizations, sectors, and community representatives you would like to involve in *planning your process*.

Write down which community organizations, sectors, and community representatives you would like to include as *informants*.



# Community Assessment Tools



## Existing Data

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- Good starting point
- Small part of the big picture

# Reno County Opioid Community Assessment

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- Used existing data on opioid overdoses, prescription rates and types, and community health
- Identified active/ongoing resources
- Surveyed members of Drug Impact Task Force



# Surveys

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- Useful in reaching large number of people
- Questions must be phrased carefully
  - Review and get feedback before sending it out
- Consider accessibility and inclusivity
- Keep it short and succinct





# Maternal and Child Health in Ethiopia (1)

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- Conducted through BASICS project in the Southern Nations, Nationalities and Peoples' Region of the country
- Goal was for government health staff and community members to jointly identify and prioritize maternal and child health emphasis behaviors and develop a plan to solve them
- Trained five Ministry of Health teams to conduct community assessments





## Maternal and Child Health Ethiopia (2)

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- Teams built rapport with community members
- Developed structured questionnaire



## Maternal and Child Health Ethiopia (3)

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- Conducted surveys
- Developed matrix rankings
- Encouraged action plans



# Interviews

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- Find key informants in the community
- Community members conduct the interviews



# 2018 Opioid Assessment

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- In 2018, WHI-OP decided to do a community assessment
- Organized by preventative medicine resident
- Members of WHI-OP guided the assessment process





# Surveys in Washtenaw County

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- Distributed questionnaires
- Asked Providers and Community Organizations different questions
- Analyzed survey responses for common themes



## Interviews in Washtenaw County

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- Conducted interviews with stakeholders involved in WHI-OP efforts
- Interviewed across a broad spectrum of sectors
- Analyzed common themes



# Focus Groups

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- Small groups; 5-12 people
- Moderator leads the group in discussion
- Should include a wide variety of constituencies
- Usually recorded and transcribed





## NAACP/United Way 1990 Case Study

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- NAACP requested support from United Way to conduct a community assessment in a small town
- Town had 8,904 individuals and was predominantly low income
- 43% of the population was black

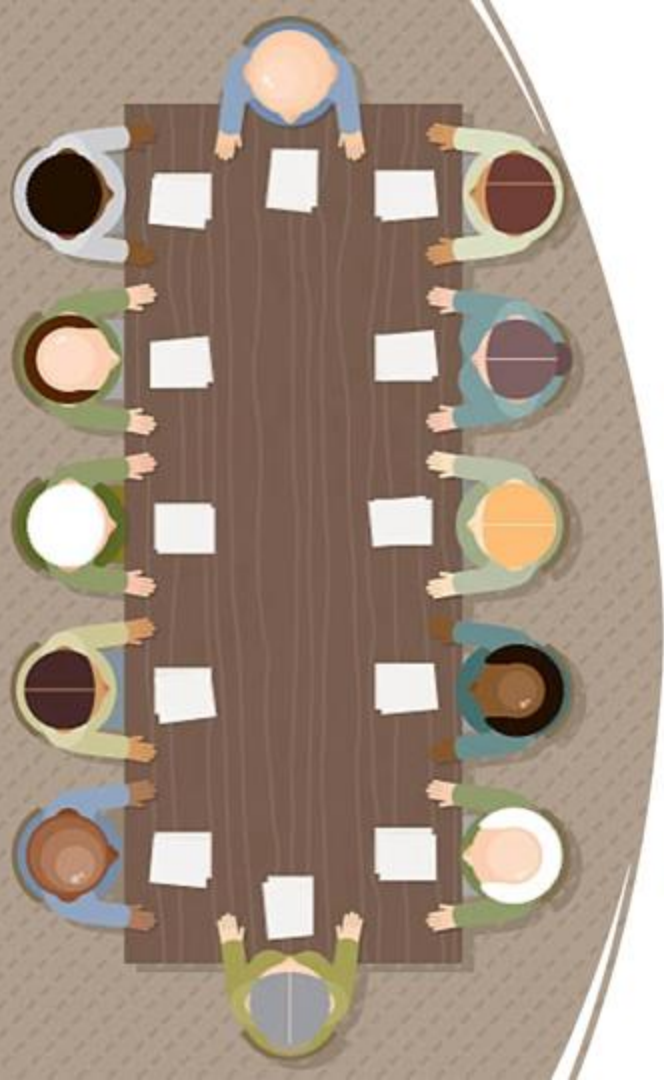


# Forming a Committee

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- Formed a planning committee
- Members were selected to ensure an equal number of black and white residents were included





## Identifying Focus Groups

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- Planning committee formed five focus groups:
  1. Owners of businesses
  2. Agency representatives
  3. Community leaders and “average citizens”
  4. Teenagers
  5. Law enforcement personnel
- Members of focus groups were self-selected and many were familiar with each other

# Creating Survey Questions

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- Focus group guided survey questions
- Survey responses and focus group answers were consistent





## Third Activity & Discussion

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What methods would you like to use in your community assessment?

Which of these methods would use as a starting point?

# Sources

- Bhattacharyya, Karabi. *Human Organization*, vol. 59, no. 2, 2000, pp. 255–266. Summer.
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- Harden, Blaine. “How Not to Aid African Nomads.” *Washington Post*, 5 Apr. 1986.
- “Learning From Failure: An Analysis of the Turkana Fish Processing Plant In Kenya.” *YouTube*, Harvard University, 2 May 2019, <https://www.youtube.com/watch?v=oWMMyUM8feKA>.
- Lynch, Jane. “Participation in Community Needs Assessments.” *Journal of Applied Sociology*, vol. 10, 1993, pp. 125–136.
- Marquez, Juan. “Assessing Community Needs to Combat the Opioid Epidemic in Washtenaw County, Michigan.” *Journal of Public Health Management and Practice*, vol. 7, 2021, pp. 174–178.
- Ortiz Aragón, Alfredo. “Asset-Based Capacity Building for Local Development: How Do Asset-Based CB Approaches Uniquely Support Local Empowerment?” *Root Change*, Mar. 2015.
- Sharpe, Patricia. “Assets-Oriented Community Assessment.” *Public Health Reports*, vol. 115, no. 2/3, 2000, pp. 205–211.

# Thank You!

For questions and to make requests to the TAC, please email [MDHHS-opioidsettlementhelp@michigan.gov](mailto:MDHHS-opioidsettlementhelp@michigan.gov)

The next TAC Learning Series will be on **June 8 from 2:30 - 3:30 pm**, *Opioid Settlement Overview & Discussion on Exhibit E*

Matthew Walker, Assistant Attorney General &

Amy Bohnert, PhD, Co-Director of U-M's Opioid Research Institute

