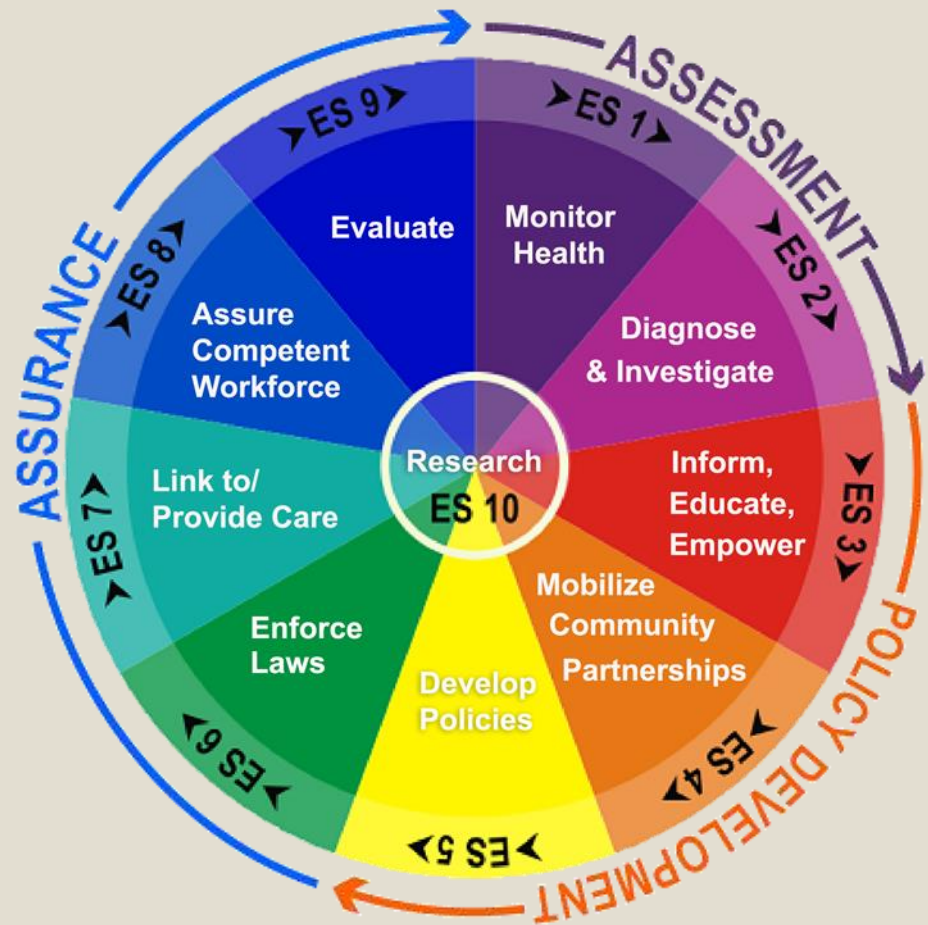


Essential Service 3: Inform, Educate, and Empower People about Health Issues

Breakout Session B:
11:00AM-1:10PM

Facilitators:
Peggy Rios, PhD
Florence Greer, MPH, MPA

- How well do we keep all segments of our community informed about health issues?



Session Outline

- ❖ **Introductions**
- ❖ Review ground rules
- ❖ **Process and material overview**
- ❖ Essential service and activities review
- ❖ **Review current Essential Service activity**
- ❖ Repeat the following for each Model Standard:
 - **Read Model Standard**
 - Discuss Model Standard activity (i.e., examples)
 - **Facilitate Discussion Questions**
 - Score Performance Measures
 - **Further discussion as needed/re-vote if necessary**
 - Consensus on final score
 - **Summarize strengths, weaknesses, and short- and long-term improvement opportunities for the Model Standard**
- ❖ Session Summary and Recap

Ground Rules

- Stay present (phones on silent/vibrate, limit side conversations)
- Speak one at a time
- Be open to new ideas
- Step up/step back (to make sure all participate)
- Avoid repeating previous remarks
- Allow facilitator to move conversation along
- Welcome all perspectives
- Use electronic device to vote (everyone votes at same time)
- Raise hand to request additional discussion before voting
- Prepare to provide examples and explanation to inform group and increase understanding of your rating



NACCHO
National Association of County & City Health Officials

National Public Health
Performance Standards
Local Assessment Instrument
Version 3.0

Essential Service 3

Inform, Educate, and Empower People about Health Issues

- Creating community development activities
- Establishing social marketing and targeted media public communication
- Providing accessible health information resources at community levels
- Collaborating with personal healthcare providers to reinforce health promotion messages and programs
- Working with joint health education programs with schools, churches, worksites, and others



Essential Service 3 Partners

Model Standard 3.1: Health Education and Promotion

- Designs and puts in place health promotion and health education activities to create environments that support health
- Address risk and protective factors at the individual, interpersonal, community, and societal levels
- Identifying needs, setting priorities, and planning health promotional and educational activities



Model Standard 3.1: Health Education and Promotion

To accomplish this, members of the LPHS work together to:

- Provide policymakers, stakeholders, and the public with ongoing analyses of community health status and related recommendations for health promotion policies
- Coordinate health promotion and health education activities at the individual, interpersonal, community, and societal levels
- Engage the community in setting priorities, developing plans, and implementing health education and health promotion activities



Discussion Questions for Model Standard 3.1

Involvement



How many of you provide information on community health to the general public, policymakers, and public and private stakeholders?



How do your organizations work together to plan, conduct, and implement health education and promotion activities?

Discussion Questions for Model Standard 3.1

Involvement



How do your organizations work with others beyond your usual LPHS partners on specific health promotion activities (e.g., supermarkets and nutrition interventions)?



How do LPHS entities work with community advocates and local media outlets to publicize health promotion activities (e.g., campaigns about the public health effects of laws, media campaigns)?

Discussion Questions for Model Standard 3.1

Quality and Comprehensiveness



Are the health education and health promotion campaigns based on sound theory, evidence of effectiveness, and/or best practice?



How do organizations in the LPHS support healthy behavior?



How do organizations in the LPHS tailor campaigns for populations with higher risk of negative health outcomes?

Discussion Questions for Model Standard 3.1

Quality and Comprehensiveness



How do organizations in the LPHS design campaigns to reach populations in specific settings?



How are the health education programs and health promotion campaigns evaluated?

Discussion Questions for Model Standard 3.1

Usability



How are evaluation results used to revise and strengthen the programs?

We will be using Participoll in this presentation.
Please have this website ready:

<http://lphsa.participoll.com/>

<http://LPHSA.participoll.com/>



If technical difficulties are encountered during the polling, please use the five assorted color index cards found in your welcome packet to vote.

Scoring Chart

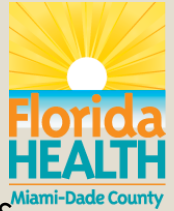


A	Optimal Greater than 75% of the activity described within the question is met.
B	Significant Greater than 50% but no more than 75% of the activity described within the question is met.
C	Moderate Greater than 25% but no more than 50% of the activity described within the question is met.
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E	No Activity 0% or absolutely no activity.

To vote, visit <http://lphsa.participoll.com/>

If technical difficulties are encountered during the polling, please use the five assorted color index cards found in your welcome packet to vote.

To vote, visit <http://lphsa.participoll.com/>



Performance Measures for Model Standard 3.1

At what level does the LPHS... 3.1.1 Provide policymakers, stakeholders, and the public with ongoing analyses of community health status and related recommendations for health promotion policies?

A	Optimal Greater than 75% of the activity described within the question is met.
B	Significant Greater than 50% but no more than 75% of the activity described within the question is met.
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E	No Activity 0% or absolutely no activity.



To vote, visit <http://lphsa.participoll.com/>



Performance Measures for Model Standard 3.1

At what level does the LPHS...

3.1.2 Coordinate health promotion and health education activities at the individual, interpersonal, community, and societal levels?

A	Optimal Greater than 75% of the activity described within the question is met.
B	Significant Greater than 50% but no more than 75% of the activity described within the question is met.
C	Moderate Greater than 25% but no more than 50% of the activity described within the question is met.
D	Minimal Greater than zero but no more than 25% of the activity described within the question is met.
E	No Activity 0% or absolutely no activity.



To vote, visit <http://lphsa.participoll.com/>



Performance Measures for Model Standard 3.1

At what level does the LPHS... 3.1.3 Engage the community throughout the process of setting priorities, developing plans, and implementing health education and health promotion activities?

A	Optimal Greater than 75% of the activity described within the question is met.
B	Significant Greater than 50% but no more than 75% of the activity described within the question is met.
C	Moderate Greater than 25% but no more than 50% of the activity described within the question is met.
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Discussion Notes for Model Standard 3.1

Strengths

Weaknesses

**Short-Term
Improvement
Opportunities**

**Long-Term
Improvement
Opportunities**

Model Standard 3.2: Health Communication

- Health communication strategies to contribute to healthy living and healthy communities
- Print, radio, television, the Internet, media campaigns, social marketing, entertainment education, and interactive media
- Mass media approaches
- Health messages

Model Standard 3.2: Health Communication

To accomplish this, members of the LPHS work together to:

- Develop health communication plans for media and public relations and for sharing information among LPHS organizations
- Use relationships with different media providers (e.g., print, radio, television, and the Internet) to share health information, matching the message with the target audience
- Identify and train spokespersons on public health issues

Discussion Questions for Model Standard 3.2

Involvement



How many of your organizations have developed health communication plans?



How do your organizations work collaboratively to link the communication plans to one another?

Discussion Questions for Model Standard 3.2

Usability



What policies and procedures are in place to coordinate responses and public announcements related to public health issues?

Discussion Questions for Model Standard 3.2

Quality and Comprehensiveness



Do the communications plans include policies and procedures for creating, approving, sharing, and disseminating information with partners and key stakeholders?



How are different sectors of the population identified in order to create targeted public health messages for various audiences?



How does the LPHS coordinate with local media to develop information or features on health issues?

Discussion Questions for Model Standard 3.2

Quality and Comprehensiveness



What mechanism(s) is/are in place to document and respond to public inquiries?



Who, if anyone, has been designated as Public Information Officers (PIOs) to provide important health information and answers to public and media inquiries?



How are designated spokespersons trained in providing accurate, timely, and appropriate information on public health issues for different audiences?

To vote, visit <http://lphsa.participoll.com/>



Performance Measures for Model Standard 3.2

At what level does the LPHS...

3.2.1 Develop health communication plans for media and public relations and for sharing information among LPHS organizations?

A	Optimal Greater than 75% of the activity described within the question is met.
B	Significant Greater than 50% but no more than 75% of the activity described within the question is met.
C	Moderate Greater than 25% but no more than 50% of the activity described within the question is met.
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To vote, visit <http://lphsa.participoll.com/>



Performance Measures for Model Standard 3.2

At what level does the LPHS... 3.2.2 Use relationships with different media providers (e.g., print, radio, television, the Internet) to share health information, matching the message with the target audience?

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Performance Measures for Model Standard 3.2

At what level does the LPHS...

3.2.3 Identify and train spokespersons on public health issues?

A	Optimal Greater than 75% of the activity described within the question is met.
B	Significant Greater than 50% but no more than 75% of the activity described within the question is met.
C	Moderate Greater than 25% but no more than 50% of the activity described within the question is met.
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Discussion Notes for Model Standard 3.2

Strengths

Weaknesses

**Short-Term
Improvement
Opportunities**

**Long-Term
Improvement
Opportunities**

Model Standard 3.3: Risk Communication

- Health risk communications strategies in emergency events
- Designated Public Information Officer (PIO)
- Identify potential risks (crisis or emergency) that may affect the community
- Develop plans to effectively and efficiently communicate information about risks
- Pre-event, event, and post-event communication strategies for different types of emergencies



Model Standard 3.3: Risk Communication

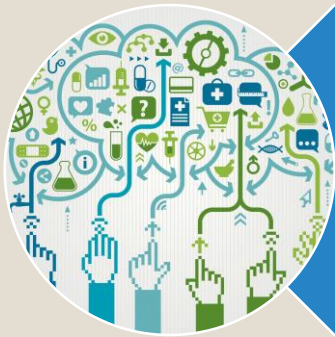
To accomplish this, members of the LPHS work together to:

- Develop an emergency communications plan for each stage of an emergency to allow for the effective creation and dissemination of information
- Make sure that systems and mechanisms are in place and enough resources are available for a rapid emergency communication response
- Provide crisis and emergency communication training for employees and volunteers



Discussion Questions for Model Standard 3.3

Involvement



Who is involved in or aware of the LPHS emergency communications plans?



How do multiple agencies coordinate emergency communication planning within the LPHS?

Discussion Questions for Model Standard 3.3

Quality and Comprehensiveness



Can the emergency communication plans be adapted to different types of emergencies (e.g., disease outbreaks, natural disasters, bioterrorism)?



Do the plans include established lines of authority, reporting, and responsibilities for emergency communications teams in accordance with the National Incident Management System (NIMS)?



How do the plans alert communities, including special populations, about possible health threats or disease outbreaks?

Discussion Questions for Model Standard 3.3

Quality and Comprehensiveness



How do the plans provide information from emergency operation center situation reports, health alerts, and meeting notes to stakeholders, partners, and the community?



What type of technology is in place to ensure rapid communication response? (e.g., local Health Alert Network, reverse 911 warning system, local public service announcements (PSAs), broadcast text, email, and fax, social networks, etc.)



What staff persons are available to develop or adapt emergency communications materials and to provide communications for all stakeholders and partners in the event of an emergency?

Discussion Questions for Model Standard 3.3

Quality and Comprehensiveness



What type of crisis and emergency communications training is available within the LPHS for new and current staff?



How does the LPHS maintain a directory of emergency contact information for media liaisons, partners, stakeholders, and Public Information Officers?

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Performance Measures for Model Standard 3.3

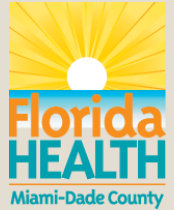
At what level does the LPHS...

3.3.1 Develop an emergency communications plan for each stage of an emergency to allow for the effective dissemination of information?

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Performance Measures for Model Standard 3.3

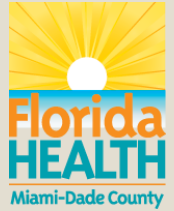
At what level does the LPHS...

3.3.2 Make sure resources are available for a rapid emergency communication response?

A	Optimal Greater than 75% of the activity described within the question is met.
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Performance Measures for Model Standard 3.3

At what level does the LPHS...

3.3.3 Provide risk communication training for employees and volunteers?

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Discussion Notes for Model Standard 3.3

Strengths

Weaknesses

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Improvement
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Session Summary

