



Great Lakes (HHS Region 5)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Learning Community:

Addressing Social Determinants of Health
Through Your Prevention Work

Implementation and Lessons Learned

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Background

Achieving the goal of health and well-being requires addressing social determinants of health. Social determinants of health (SDOH) are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks (Centers for Disease Control and Prevention).

Social determinants of health have a major impact on people's health, well-being, and quality of life. SDOH also contribute to wide health disparities and inequities. Substance misuse prevention coalitions and programs in partnership with other sectors like education, transportation, and housing can take action to improve the conditions in people's environments.

The Region 5 Great Lakes PTTC offered this **learning community** to provide an opportunity for substance misuse prevention practitioners to explore the social determinants of health and how they intersect with the work we do in the substance misuse prevention field. The goal was to promote the use of data, evidence-based strategies, and partnerships to address social determinants of health in your community. The learning community provided an opportunity for group problem-solving and learning.

What Are Learning Communities?

A learning community is a group of volunteer participants that have an ongoing interaction on a specific topic. The learning community environment is one in which professionals can share their experiences, develop and discuss areas of interests, and build a sense of community.

Consequently, we strove to structure each of the SDOH learning community sessions to provide participants with opportunities to share, discuss, and problem-solving various aspects of SDOH.

Application and Selection Process

Information about this opportunity was shared through the Great Lakes PTTC email list serve. An online application was available for interested individuals to apply to participate (see Appendix A for application and Appendix B for timeline). Our goal was to select 30 qualified applicants.

Sixty-four applications were received. Applications were reviewed using the following criteria:

- Working in substance misuse prevention field
- Available to participant in all four sessions
- Able to be on camera and with a working microphone for all four sessions

Thirty-four applicants met the above criteria and were sent acceptance letters into the learning community.

Expectations of Participants

The following expectations were shared with the participants during the application process and in the email sharing that they had been accepted into the learning community:

- Actively participate in each of the four learning community sessions on August 18, August 25, September 1, and



- September 8 from 10-12 Central Time/11-1 Eastern Time via Zoom
- Participate on camera and audio for the duration of each session
- Be engaged in the implementation of efforts to address social determinants of health or be ready to start such efforts

Format of Sessions

One week prior to each session, prep work was sent to participants via email. This included a combination of reading assignments, reflection questions, and videos to watch. Discussion during each session built off of this work by participants before the sessions. (See Appendix C for Prep Work assignments.)

Each of the four, weekly sessions were two hours in length. The general format of each session included the following components:

- Welcome
- Mini-training by a staff member from the Population Health project – Part 1
- Small group discussions followed by large group report-outs
- Mini-training – Part 2
- Small group discussions followed by large group report-outs
- Pluses and wishes

Session Topics

The topics and speakers for each session included:

- Session 1: Introducing SDOH and related terms
- Session 2: What is behind the data?
- Session 3: Advancing equity with evidence
- Session 4: Building partnerships for impact

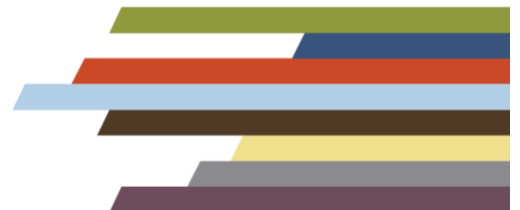
Prep Work Assignments

The following assignments were sent to participants one week prior to each learning community session, along with reminders the day prior and morning of each session.

Session 1

To be prepared to actively participate and engage in session 1, please complete the following before logging into the session:

- Watch this very short video, [County Health Rankings & Roadmaps: Our Model](#) (1'15"). (We will be using this model through all four sessions.)
- Watch this short video, [Dr. Camara Jones Explains the Cliff of Good Health](#) (5'18")
- Review this website page: <https://www.countyhealthrankings.org/what-is-health>
- OPTIONAL: If you would like to dig deeper before the first session, we recommend completing the



action learning guide, [Understand and Identify Root Causes of Inequities](#)

Session 2

To be prepared to actively participate and engage in session 2, **please read** the [Principles for Advancing Equitable Data Practice](#)

Session 3

To be prepared to actively participate and engage in Session 3, please complete the following before the session:

- Review the What Works for Health one pager
- Review the What Works for Health Shortcut document (2 pages): <https://www.countyhealthrankings.org/resources/what-works-for-health-shortcut>
- Spend a few minutes exploring the What Works for Health website: <https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health>

Session 4

In preparation for our final session, please complete these four steps. It will take you 15-20 minutes to complete this prep work.

1. Make a list of the organizations, community champions, and/or residents that your organization currently considers a partner.
2. Review three infographics on The Teagle Foundation's [Collaboration Continuum](#).
3. Based on the continuum, capacities needed, and the inter-institutional supports needed, assess your organization's depth of engagement with organizations, community champions, and/or residents.
4. Be prepared to share where your organization lies on the continuum during the session. (We will use an **anonymous** poll for you to share your response.)

Facilitator Agenda for Each Session

The following agendas were used by the facilitators to implement each of the sessions.

Session 1 – Introduction to SDOH

5 min. Welcome
15 min. Community agreement; Introductions
15 min. Mini training: Introduction to SDOH
20 min. Small group discussions (Breakout rooms of 6 to 7 people per room)



- In what ways do you see community or societal factors (SDOH) affecting people you work with?
 - In what ways are you or could imagine connecting community or societal factors (SDOH) to your prevention work?
- 5 min. Debrief from small group discussions
 10 min. Break
 5 min. Introduction of topic for second small group discussion
- 25 min. Small group discussions (Breakout rooms of 6 to 7 people per room)
- What are you currently doing in your substance misuse prevention work that impacts root causes?
 - What other actions can you take to address root causes?
- 10 min. Debrief from small group discussions
 10 min. Closing
- Question for participants using JamBoard: What else do you need or want to know about SDOH? (Options: Accessing data, using data, finding evidence informed strategies, using evidence, working across sectors, working with coalitions)
 - Questions on JamBoard in preparation for next session – Second page of JamBoard
 - Show slides with what is happening in the upcoming sessions
 - Tell participants that we will send out an email tomorrow with their prep work for the next session, as well as additional resources

Session 2 – Understanding Data

- 10 min. Welcome and introduce Christine
 Review community agreement
- 15 min. Mini training
- 20 min. Small group discussions (Breakout rooms of 6 to 7 people per room)
- Who is represented in your data? Who may be missing?
 - How might supplemental data increase understanding of the full picture?
- 10 min. Debrief from small group discussions
 10 min. Break
 10 min. Introduction of topic for small group discussion
- 25 min. Small group discussions (Breakout rooms of 6 to 7 people per room)
- Who determined the data collection? Whose world view is reflected?
 - How can your knowledge of your community and community history inform how you answer the above questions?
- 10 min. Debrief from small group discussions
 10 min. Closing
- Show slides with what is happening in the upcoming sessions
 - Tell participants that we will send out an email tomorrow with their prep work for the next session
 - Pluses and Wishes
 - Follow-up action from today's session: Explore some of the methods of documentation of data sources currently harnessed for your work. Revisit the reflection questions from today's session while exploring those data sources.



Session 3 – Understanding Evidence

10 min. Welcome and introduction of Michael
Review community agreement

10 min. Mini training

15 min. Small group discussions

1. Select a spokesperson
2. Discuss the following questions:
 - a. What kinds of evidence do you consider when making decisions? What type of evidence is it? How well does that evidence take into consideration the SDoH?
 - b. What types of evidence are most convincing to you and decision makers in your community?

10 min. Debrief from small group discussions

10 min. Break

20 min. Mini training

20 min. Small group discussions

1. Select a spokesperson
2. Go to: <https://www.countyhealthrankings.org/take-action-to-improve-health/what-works-for-health>
3. Search for a strategy in WWFH to improve disconnected youth outcomes
4. Decide as a group:
 - ▶ Where does the strategy fit within the socio-ecological model?
 - ▶ What other types of evidence might a community consider, in addition to the research evidence included in WWFH, to consider equity?
 - ▶ How well does the strategy addresses the SDoH?

15 min. Debrief from small group discussions

10 min. Closing

- Show slides with what is happening in the upcoming sessions
- Tell participants that we will send out an email with their prep work for the next session
- Pluses and Wishes

Session 4 – Build Partners for Impact – Ericka

5 min. Welcome and introduction of Michael
Review community agreement

15 min. Discussion: Why partner?

15 min. Discussion: Preparing for Impact

30 min. Small Group Activity and Large Group Sharing

- 5 small groups will work through scenarios of partnerships experiencing challenges creating impact with an equity lens. As a group, they will distill what's at the heart of the challenge and identify potential solutions to the challenge.
- Worksheet

10 min. Break

20 min. Pair Share

- Participants will meet in pairs to discuss their next steps to implement learnings and resources to partner with an



equity lens. Each person will serve as the other's consultant sharing advice.

15 min. Closing

- Show slide with review of what we covered during the four sessions
- Tell participants that we will send out an email with the link to the evaluation form
- Ask participants:
 - What was most helpful for them over the course of the four learning community sessions?
 - What do you need next regarding SDOH? What's missing?

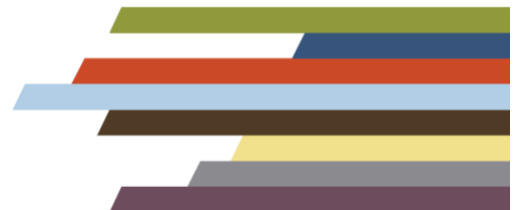
Participant Feedback

At the end of the last session, we requested feedback from the participants regarding their experience with this community of practice. Feedback included:

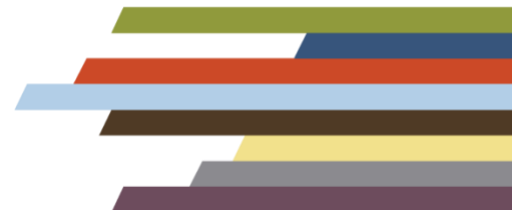
- I enjoyed the way each session was broken up with small group discussions; me time to talk through what we had learned
- Provided an opportunity for application of information with peers communicating how they are completing the work at their organizations
- I have learned something in every session, especially with the small groups. I also appreciate all of the resources that were shared during each session.
- I think a follow up email with all the resources from each session in one email would be helpful.
- For me, the most helpful was the prep work prior to each session. I am visual and having the handouts, PowerPoint slides, and anything visual puts it into perspective and makes me think outside the box on these workplace issues. I also loved the small group because we got to answer or ask those questions that were pending.
- I liked having the emails beforehand with things to read, so we were familiar with the information
- The additional, in between sessions materials were great.
- I think it is always helpful to move from the more theoretical to the more practical, hands on – what do I actually do, what I “know” I need to do!
- Maybe a shared site where all of the resources from each session can be accessed. There were a lot of helpful resources, but they are all scattered in multiple emails and links.
- Small group breakout discussions
- I would like some more of these trainings with small group discussions
- Interaction with others (I especially appreciated when the conversations had some structure to start the convo)
- The data articles were very insightful and the Collaboration Continuum – can't wait to share with my coalition
- The Partner Center and the What Works for the Health were both very helpful resources
- Discussing the importance of analyzing the numerator and denominator of the data

Lessons Learned

- A small amount of prep work (approximately 15 minutes to complete) for the participants to complete prior to each session was greatly appreciated by the participants and led to richer discussions.



- While 2 hours per session may sound too long to some, due to the interactive nature of the learning communities the length worked well.
- Having different subject matter experts speak at each session was somewhat challenging in terms of continuity. However, strong communication between the subject matter experts paired with one person who facilitated all four sessions made it workable.
- The ideal time for breakout room activities for this group was 20 minutes. Shorter times left them wanting and requesting more time.



Appendix A: Participant Application

Participant Application Deadline: July 30, 2021

Background

Achieving the goal of health and well-being requires addressing social determinants of health. Social determinants of health (SDOH) are the conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks (Centers for Disease Control and Prevention).

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What is a Learning Community?

A learning community is a group of volunteer participants that have an ongoing interaction on a specific topic. The learning community environment is one in which professionals can share their experiences, develop and discuss areas of interests, and build a sense of community.

Benefits of Participating

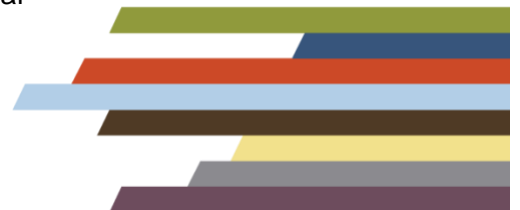
- Interaction with peers addressing similar challenges and implementing creative responses to addressing social determinants of health through your work in substance misuse prevention
- Access to information and expertise in this area
- Certificates of Participation for up to 10 hours

Who Should Apply?

- **Substance misuse prevention** professionals in the Great Lakes PTTC region interested in taking action to address social determinants of health in their communities

Expectations

- Actively participate in each of the four learning community sessions on August 18, August 25, September 1, and September 8 from 10-12 Central Time/11-1 Eastern Time via Zoom
- Participate on camera and audio for the duration of each session
- Be engaged in the implementation of efforts to address social determinants of health or be ready to start such efforts



How to Apply

To complete the [application form](https://tinyurl.com/LearnCommty), go to: <https://tinyurl.com/LearnCommty> The deadline for submitting an application is **July 30, 2021**. Be mindful that a **maximum of only 30 participants** will be invited to participate. Consequently, it is critically important that you apply only if you are willing and able to attend all four of the learning community sessions (August 18, August 25, September 1, and September 8 from 10-12 CT/11-1 ET).



Appendix B: “Pluses and Wishes” from Participants

The following are comments from participants at the end of each of the first three sessions as to what went well (“pluses”) and what would have helped the session work better for them (“wishes”). At the end of the fourth session, we discussed overall what worked well for them and what they still needed. These comments are reflected in the Participant Feedback section above.

Session 1

Pluses

- Breakout rooms – 12 people
- Learning about efforts being done across the country, resources
- Group discussions as a whole group and small groups
- Flow of presentation
- Slides and data
- Slides
- Interactivity
- Appreciate the input/discussions with the group

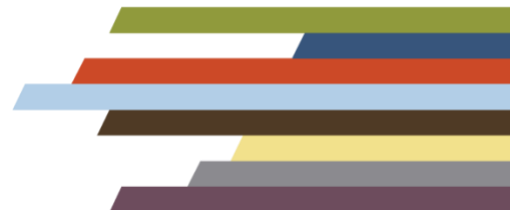
Wishes

- Longer break
- Can’t copy resources from chat

Session 2

Pluses

- enjoyed small group discussion - thanks for the extended break!
- group discussions
- Insightful
- Group discussions
- Extended break
- Ten-minute break was great, and I enjoyed group discussions
- The Principles for Advancing Equitable Data practices was very helpful.
- group discussions were great today!
- Worked well for me discussions to provide practice work to the questions about data collection from the reading.
- loved the different interpretations we had in our group discussions!
- loved the article as well!
- Thank you all for this information. Hope you have a great week as well!
- great discussions in breakout rooms...
- This is great because I learn a lot from listening to other people thoughts and how they feel about the different questions. Thank you



Wishes

None

Session 3

Pluses

- Resource of WWFH
- What Works for Health database
- Breakout discussions
- WWFH is awesome
- Group activity and handouts
- These exercises to utilize the resource was valuable and really getting into strategies
- Handouts
- Thankful for breakout sessions and input from others
- WWFH as a new resource
- breakout sessions
- information about the strategies in the database
- Break out rooms and this activity was hands on and visual. It was great to see it utilized and bring it together
- Thank you, Michael, very great presenter

Wishes

More examples of how to use the search to connect to community approaches and needs



Appendix C: Information Sent to Participants Following Sessions

Follow-up email after Session 1:

- Prep work for next session
- Login info for next session
- PowerPoint slides
- Additional resources from presentation:
 - 4-Part Action Learning Guides on Equity, Root Causes and Resident Engagement
<https://www.countyhealthrankings.org/take-action-to-improve-health/learning-guides>
 - Webinar on Building a Movement for Equity
<https://www.countyhealthrankings.org/learn-from-others/webinars/building-a-movement-for-health-equity>
 - Webinar on Partnering to Advance Equity
<https://www.countyhealthrankings.org/learn-from-others/webinars/advancing-health-equity-through-strategic-partnerships>
 - Equity Toolkit
https://unnaturalcauses.org/download_toolkit.php
 - Government Alliance on Race & Equity Tools
<https://www.racialequityalliance.org/tools-resources/>

Follow-up email after Session 2:

- Prep work for next session
- Login info for next session
- PowerPoint slides
- Follow-up action: Explore some of the methods of documentation of data sources currently harnessed for your work. Revisit the reflection questions from today's session while exploring those data sources.

Follow-up email after Session 3:

- Prep work for next session
- Login info for next session
- PowerPoint slides

