Environmental Health Policy & Practice
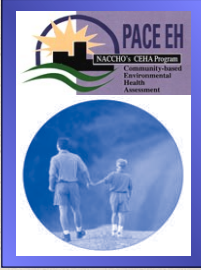
Lesson 24.
PACE-EH

18 May 2012

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Dept. of Environmental &
Occupational Health Sciences

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Announcements

❖ **Course Schedule:**
  ➤ **Today: PACE-EH**
  ➤ **Monday 5/21: Working Session**
  ➤ **Wednesday 5/23: Working Session**
  ➤ **Friday 5/25: Working Session**
  ➤ **Wednesday 5/30: Wrap Up Session**

Announcements

❖ <u>**NO DEOHS Seminar next week:**</u>
  ➢ **Student Research Day**
  ➢ **Thursday, May 24, 2012**
    12:30 - 3:00pm
    South Campus Center, Room 316
  ➢ *http://depts.washington.edu/envhlth/*
    research_day/srd_12.php

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What is PACE EH?

- ❖ **PACE-EH =**
  Protocol for Assessing Community
  Excellence in Environmental Health
- ❖ **A Guidebook**
  - ➢ **Document that describes a process for conducting a community-based EH assessment**
  - ➢ **Offers tools and methodologies**
- ❖ **A Philosophy**
  - ➢ **Values community collaboration**
  - ➢ **Incorporates the Essential Services of PH**
  - ➢ **Demonstrates leadership**

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What PACE EH is not

- ❖ **A "cookbook"**
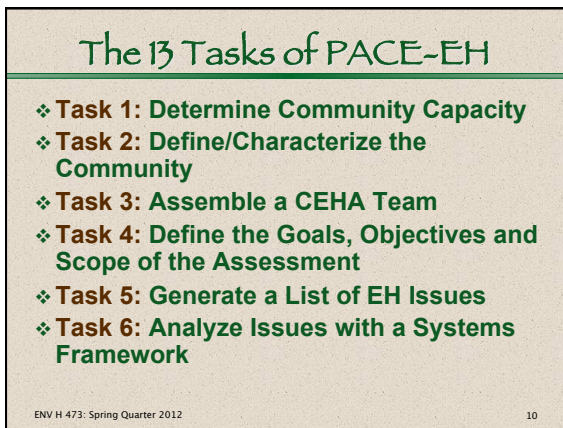- ❖ **A quick fix to resolve current EH problems**
- ❖ **Loss of control**
- ❖ **Easy**

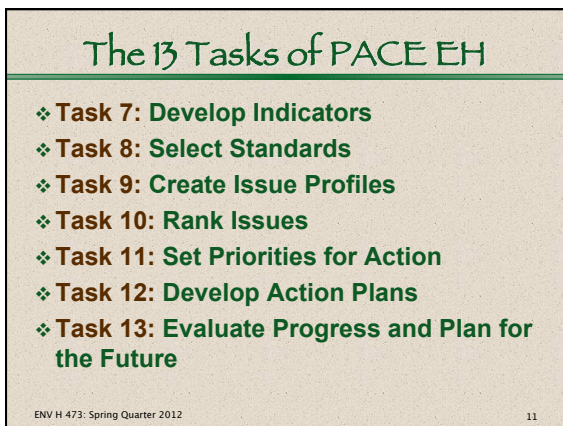ENV H 473: Spring Quarter 2012   6
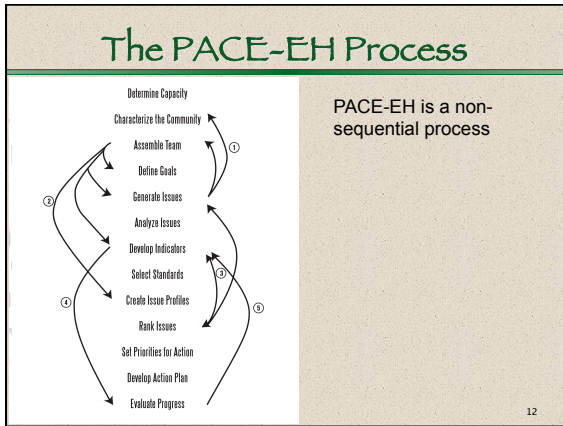
Why was PACE EH created?

- ❖ **The IOM Report:**
  ***The Future of Public Health* (1988)**
- ❖ **APEX-PH**
  (Assessment Protocol for Excellence in Public Health)
- ❖ **EH Addendum to APEX-PH**

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The PACE-EH Process

Protocol for Assessing
Community Excellence in Environmental Health

PACE EH
NACCHO's CEHA Program
Community-based
Environmental
Health Assessment

A GUIDEBOOK FOR LOCAL HEALTH OFFICIALS

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The 13 Tasks of PACE-EH

- ❖ **Task 1: Determine Community Capacity**
- ❖ **Task 2: Define/Characterize the Community**
- ❖ **Task 3: Assemble a CEHA Team**
- ❖ **Task 4: Define the Goals, Objectives and Scope of the Assessment**
- ❖ **Task 5: Generate a List of EH Issues**
- ❖ **Task 6: Analyze Issues with a Systems Framework**

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The 13 Tasks of PACE EH

- ❖ **Task 7: Develop Indicators**
- ❖ **Task 8: Select Standards**
- ❖ **Task 9: Create Issue Profiles**
- ❖ **Task 10: Rank Issues**
- ❖ **Task 11: Set Priorities for Action**
- ❖ **Task 12: Develop Action Plans**
- ❖ **Task 13: Evaluate Progress and Plan for the Future**

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The PACE-EH Process

Determine Capacity
Characterize the Community
Assemble Team ①
Define Goals
Generate Issues
② Analyze Issues
Develop Indicators
Select Standards ③
④ Create Issue Profiles ⑤
Rank Issues
Set Priorities for Action
Develop Action Plan
Evaluate Progress

PACE-EH is a non-sequential process

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Task 1:
Determine Community Capacity

❖ **Description:**
  ➢ **Identifies your "readiness" to conduct a CEHA**
❖ **Value:**
  ➢ **Recognize resource limitations & assets**
  ➢ **Initiates a long term planning process**
  ➢ **Identifies potential partners**
❖ **Issue:**
  ➢ **Availability of information**

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Determining Internal Capacity

❖ **Previous studies of internal capacity (APEX/PH)**
❖ **Commitment from health agency staff**
❖ **Health agency participatory research experience**

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Determining External Capacity

- ❖ **Previous community diagnosis**
- ❖ **Pledges of local organizations**
- ❖ **Asset mapping process**
- ❖ **Census data**
- ❖ **Survey to measure community support for PACE-EH**

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Task 1

- ❖ **The "champion": coach, visionary**
- ❖ **Develop an "asset map": Personal & Community Knowledge, Skills, and Abilities (KSAs)**
  - ➢ **Enhance personal KSAs**
  - ➢ **Peer assistance network (NACCHO)**
  - ➢ **Identify community resources (identify your current support network, then branch out)**
  - ➢ **Resources: MAPP, APEXPH, Turning PT, DOH Training, EJ Projects**

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Task 1 *(Continued)*

- ❖ **Deciding to take on PACE-EH …**
  - ➢ **A community planning process contemplated**
  - ➢ **There are concerns about a specific issue**
  - ➢ **Lack of support for EH programs & activities**
  - ➢ **Environmental problems keep emerging, but remain unaddressed**
  - ➢ **Environmental justice concerns being raised**
  - ➢ **There is existing community leadership on environmental issues**

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PACE-EH Tabletop Exercise

- ❖ **The Question: What would you do to determine the community capacity to begin PACE-EH?**
  - ➢ **(e.g., Perform an inventory of staff knowledge, skills, and abilities; Convene a meeting of known community supporters of EH; Learn more about asset mapping or community profiling)**

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Task 2: Characterize the Community

- ❖ **Description:**
  - ➢ **Defines the target community**
- ❖ **Value:**
  - ➢ **Defines boundaries of CEHA**
  - ➢ **Highlights community diversity and dynamics**
- ❖ **Issues:**
  - ➢ **Validity of the "map"**
  - ➢ **Authority of the facilitators**
- ❖

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Task 2

- ❖ **May be your hardest task**
- ❖ **Define criteria**

  -low income, ethnically diverse, data available, another planning effort contemplated, concerns about a specific issue, multiple exposures, community support existing, existing community leadership on environmental issues
- ❖ **May need to do after the CEHA team formed**

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Dimensions of Community

The Community as a Social System	The Community as a Place	The Community as a People
Health Care System	Community Boundaries	Age
Family System	Location of Health Services	Sex
Economic System	Climate	Race/Ethnicity
Educational System	Geographic Features	Residence/Location
Religious System	Housing	Household Income
Communication System	Flora and Fauna	Birth and Death Rates *Source:MN Dept. of Health*

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Task 3: Assemble a CEHA Team

❖ **Description:**
  ➢ **Invite key community members**
❖ **Value:**
  ➢ **Provides for community collaboration**
  ➢ **Identifies issues to be addressed**
  ➢ **Ensures shared responsibility**
❖ **Issues:**
  ➢ **Locating and enlisting the "right" people**
  ➢ **Governing structure**

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Task 3

❖ **Existing advisory group?**
❖ **Legitimize early – roles, governing structure, organization, commitment**
❖ **Who to invite? Ensure diversity**
❖ **Team size: 16 – 25**
❖ **Get a good facilitator**
❖ **Develop group interaction & team management skills**

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Task 4:
Defining Goals of the Assessment

❖ **Goals and objectives of the assessment**
❖ **Define the scope of issues to be discussed**
❖ **Define key terms**
❖ **Hint: write it down, hang it up**

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Common Goals and Objectives

❖ Community engagement
❖ Prevalence of environmental health issues
❖ Relationship between behaviors and health
❖ Synergize resources
❖ Determine trends
❖ Environmental health priorities
❖ Environmental services

❖ Environmental justice
❖ Health education
❖ Change perception of business community
❖ Database
❖ Pollution prevention methods
❖ Enforce e.h. policies
❖ Increase funding
❖ Risk assessment
❖ State model

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Task 5:
Generate List of EH Issues

❖ **Description:**
  ➢ **Identify community EH concerns**
❖ **Value:**
  ➢ **Provides data for upcoming tasks**
  ➢ **Broadens community collaboration**
❖ **Issues:**
  ➢ **Methodology to collect information**
  ➢ **Heightened community expectations**
  ➢ **Creating a manageable list**

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Task 5

* **Methods for collecting data**
  * Informally: windshield survey, community fairs, focus groups, key-informant interviews
  * Formally: questionnaires, polling (hint: look to universities to help)
* **Develop a final manageable list (7 to 10?)**
* **Information about community knowledge, perceptions, attitudes, behavior**
  * My experience in South Park Seattle

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Task 6:
Analyze Issues

* **Description:**
  * Identifies links between key components of EH issues
* **Value:**
  * Connects issue list with "state" of the community
* **Issues:**
  * Lack of data
  * Difficult to establish conclusive links

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Task 6

* **Tool to help develop indicators**
* **The bubble diagram**
  * 4 factors in analyzing a specific issue
    * ✓ Environmental factors
    * ✓ Population of concern
    * ✓ PH protection factors in place
    * ✓ Health status

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Task 7:
Develop Indicators

❖ **Description:**
- ➢ **Develop viable indicators for EH issues**
- ➢ **Develop an indicator selection process**
- ➢ **Screen and select EH indicators**

❖ **Value:**
- ➢ **Translate issues into measures**

❖ **Issues:**
- ➢ **Indicators before data collection**
- ➢ **The "right" indicators**

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Task 7

❖ **Indicator: Tool for measuring progress (caveat)**

❖ **Criteria:**
- ➢ **Simple** (measures one thing)
- ➢ **Understandable** (clear, concise)
- ➢ **Acceptable** (to community, to CEHA team)
- ➢ **Measurable** (comparable, quantifiable)
- ➢ **Defensible** (now you know why you went through task 6 – supports relationship between environment & health)

❖ **E.g., Children exposed to goose poop on our lake beaches**

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Task 8:
Select Standards

❖ **Description:**
- ➢ **Identify standards against which identified local issues can be compared**

❖ **Value:**
- ➢ **Determines local EH "benchmarks"**

❖ **Issues:**
- ➢ **Value and applicability of existing EH standards (e.g., HP 2010)**

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Task 8

❖ **Develop your own standards, but look to external standards for guidance**
  ➢ Healthy People 2010
  ➢ Healthy Communities 2000-Model Standards (APHA, 1991)
  ➢ State or Local standards (e.g., WA PHIP)
❖ **And be realistic: "The amount of goose poop on our lake beaches should be no less than 2 lbs per square yd", or standard about feeding of geese, or about frequency of beach cleanup, or about limiting children's time on the beach, or …**

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Task 9:
Create Issues Profiles

❖ **Description:**
  ➢ Gather background information and data for chosen indicators
  ➢ Develop comparable "profiles" for EH issues
❖ **Value:**
  ➢ Standardized format
  ➢ Documentation
❖ **Issues:**
  ➢ "Apples and oranges"

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Task 9

❖ **A template for communicating information**
❖ **Delegate this task to subgroups**
❖ **"Briefing paper" to local board of health?**
❖ **Elements of the issue profile refer back to Task 6: the factors to consider when analyzing the issue (i.e., affected pop'n, exposure factors, PH protection factors in place, etc)**

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Task 10:
Rank Issues

- ❖ **Description:**
  - ➢ **Develop and select ranking criteria**
  - ➢ **Rank issues**
- ❖ **Value:**
  - ➢ **Identifies the relative importance of each profiled issue**
  - ➢ **Unites and focuses the team**
- ❖ **Issues:**
  - ➢ **Ranking methodology**
  - ➢ **Smoothing ruffled feathers**

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Task 10

- ❖ **May be performed in combination with Task 11 (priority setting)**
- ❖ **Numerous tools available for ranking issues**

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Task 11:
Set Priorities for Action

- ❖ **Description:**
  - ➢ **Determine local priority-setting criteria**
  - ➢ **Select priority-setting methodology**
  - ➢ **Prioritize EH issues**
- ❖ **Value:**
  - ➢ **Contextual environment**
- ❖ **Issues:**
  - ➢ **Availability of information**
  - ➢ **Balancing idealism against realism**

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Task 11

❖ **Careful here. Make sure everybody agrees to the criteria and methodology.**
❖ **Take time to clearly identify the political, social, and economic factors affecting the issues (watch out for hidden agendas here)**
❖ **Hint: Pick the low hanging fruit? And celebrate success.**

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Task 12:
Develop Action Plans

❖ **Description:**
  ➢ **Design action plans to address priority issues**
  ➢ **Link desired goals to available resources, community assets, potential barriers, etc.**
❖ **Value:**
  ➢ **Improving the EH of the community**
❖ **Issues:**
  ➢ **Reasonable expectations/timeframes**
  ➢ **Sharing responsibilities**
  ➢ **Broadening community buy-in**

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Task 12

❖ **Watch out for outsiders – orgs, groups that have not been included in the process and naysayers from within your own dept**

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Task 13:
Evaluate Progress

❖ **Description:**
  ➢ **Measure the effectiveness of the process**
  ➢ **Plan future activities**
❖ **Value:**
  ➢ **Ongoing activities streamline the process**
  ➢ **Recognizes the dynamic nature of local EH**
❖ **Issues:**
  ➢ **Maintaining momentum**
  ➢ **Bringing in "new blood"**
  ➢ **Curbing frustration**

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Task 13

❖ **Reminder: After each task, evaluation should have occurred**

❖ **Discuss sustainability (on-going EH assessment activities)**

❖ **Look back to the goals, objectives of the process in Task 4**

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Reasons for Success

❖ **Leadership and vision**
❖ **Community is an equal partner**
❖ **Dedicated staff**
❖ **Departments are committed and find a way to make it happen**
❖ **Access to key supports**

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PACE EH linkages

- ❖ **MAPP: Mobilizing for Action through Planning and Partnerships**
- ❖ **APEX-PH and Turning Point Initiatives**
- ❖ **Healthy People 2010**
- ❖ **National Performance Standards Project**
- ❖ **Others:**
  - ➢ **Local Planning**
  - ➢ **Economic Development (Brownfields)**
  - ➢ **Environmental Justice**
  - ➢ **Strategic Planning**
  - ➢ **Community Health Assessments**

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Link to the Essential Services

- ❖ **Monitor environmental & health status**
- ❖ **Diagnose & investigate health problems**
- ❖ **Inform, educate & empower people**
- ❖ **Mobilize community partnerships**
- ❖ **Develop policies & plans**
- ❖ **Enforce laws & regulations**
- ❖ **Link people to health services**
- ❖ **Assure a competent workforce**
- ❖ **Evaluate effectiveness & quality**
- ❖ **Research for new insights**

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The Benefits of PACE EH

- ❖ **Improved EH decision-making & planning**
- ❖ **Leadership role in the community**
- ❖ **Strengthened community support**
- ❖ **Community understanding of connec-tions between the environment and health**
- ❖ **Appropriate distribution of EH services**
- ❖ **Economies of scale**

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The Pilot Sites

- **Allentown Health Bureau, PA** (105K)
- **Arlington Dept of Human Svcs, VA** (186K)
- **Barren River Health Dist, KY** (210K)
- **Delaware City/Co HD, OH** (86K)
- **Island County HD, WA** (70K)
- **Linn County HD, IA** (170K)
- **McHenry Co HD, IL** (225K)
- **No. KY Indep. HD, KY** (317K)
- **San Antonio Metro HD, TX** (1.300K)
- **Scott County HD, IA** (151K)

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Lessons Learned From Sites

- **Community collaboration takes longer than expected.**
- **PACE-EH requires effective facilitation and meeting management skills.**
- **Communities respond favorably to inclusion.**
- **PACE-EH requires commitment in terms of time, skills, support, and money.**

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Lessons Learned *(Continued)*

- **National standards, if they exist, are often not appropriate for local users**
- **PACE-EH works (in part) due to its adaptability**
  - **Facilitator-driven vs community undertaking**
  - **Large vs small scale undertakings**
  - **Urban vs rural communities**
- **PACE-EH is most useful when with additional support and guidance**

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Next Lesson

No Formal Class Next Week

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