



Jimmy Dills, MUP MPH

Georgia Health Policy Center

Senior Analyst and Strategy Team Leader
Kansas Health Institute

Associate Director, Member Services

National Network of Public Health Institutes



National Network
of Public Health Institutes

■ www.healthimpactproject.org

Amazing	Initiative
Fashionable	Foundation
Struggle	Hot
Snow	Bagel
Bicycle	Smooth
Interested	Wink
Coincidence	System
Garden	Heavy
Caution	Dream

TODAY'S SESSION WILL COVER



- Introductions
- State of HIA within NNPHI
- Adult Learning Principles and Other Skills
- Strategic Planning for HIA
- Types of HIA Trainings
- The KHI Experience
- Design an HIA Training/Workshop
- Evaluation of HIA Trainings

TODAY'S GOALS

- Translate existing training and facilitation skills to an HIA training context
- Characterize your organization's possible role(s) in future HIA practice
- Learn about and prepare for potential challenges that arise during HIA trainings



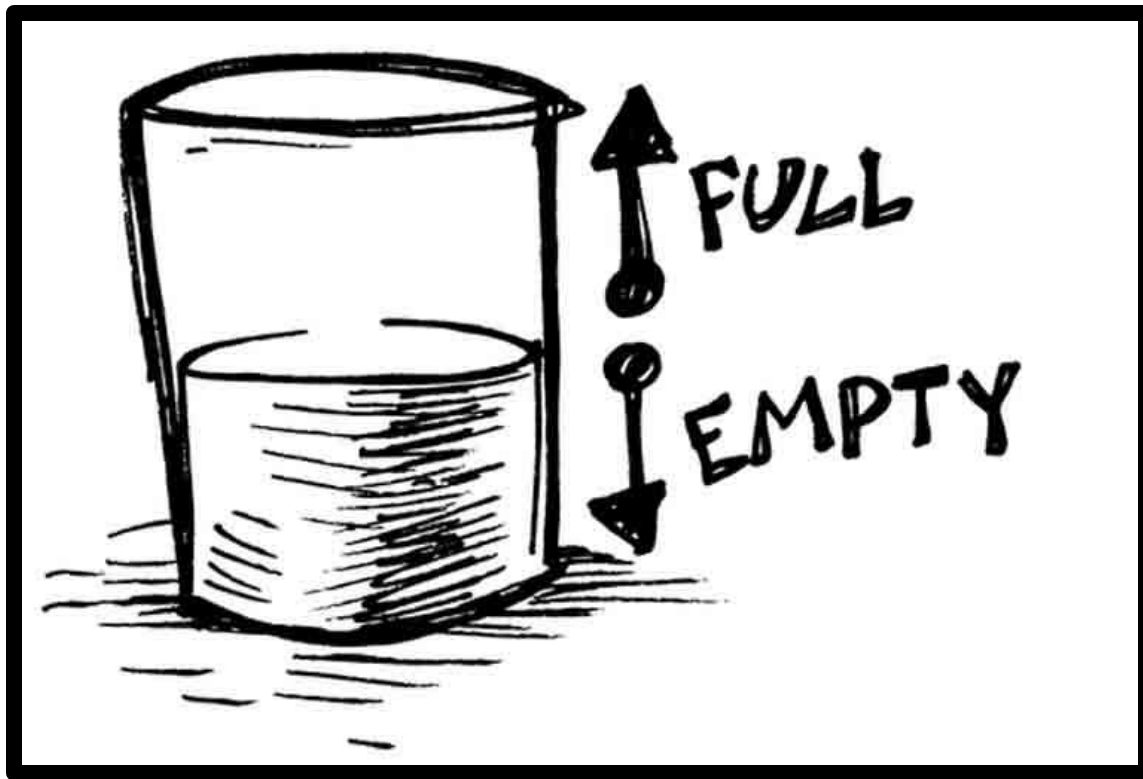


INTRODUCTIONS

- **Name**
- **Organization**
- **Experience with HIA**
- **What would you like to learn this afternoon?**



“EMPTY THE CUP”



**When I think of
health...**

**To be “healthy”
means...**



STATE OF HIA PRACTICE AMONG PUBLIC HEALTH INSTITUTES



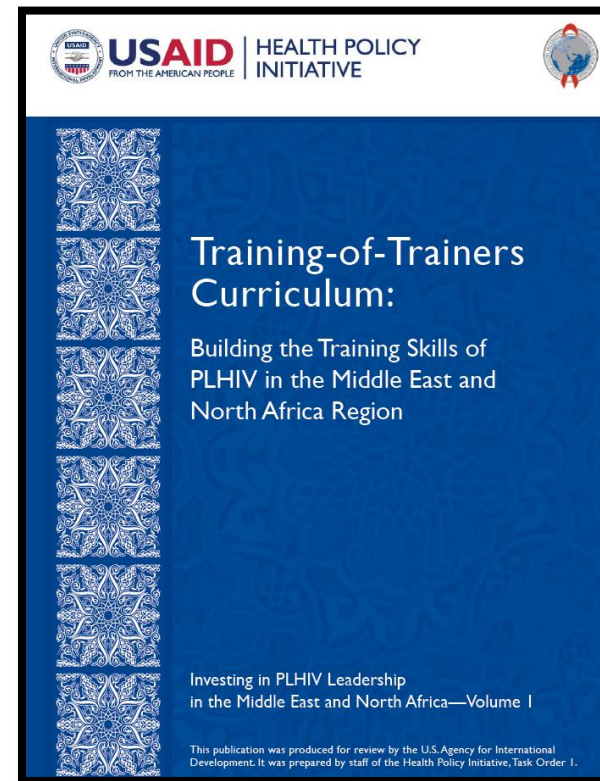
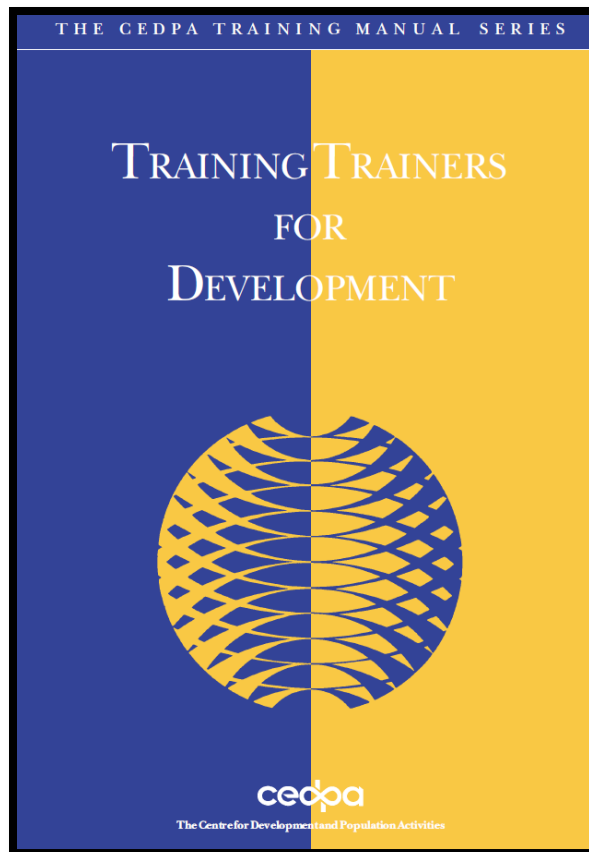
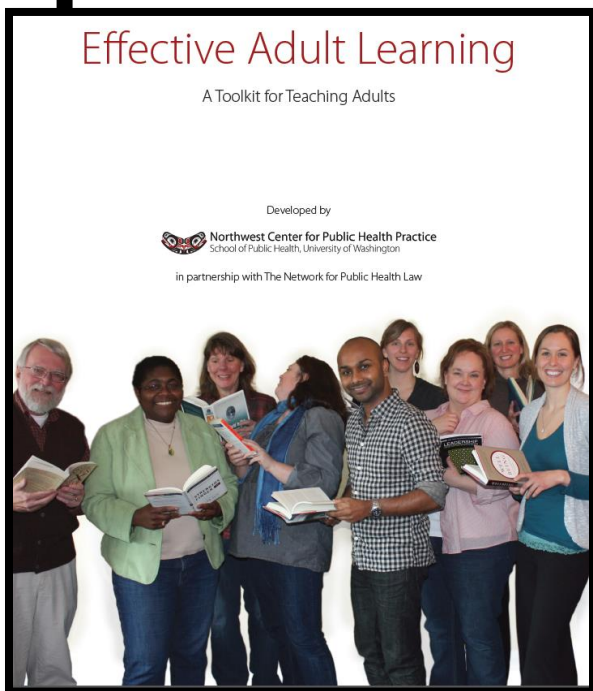


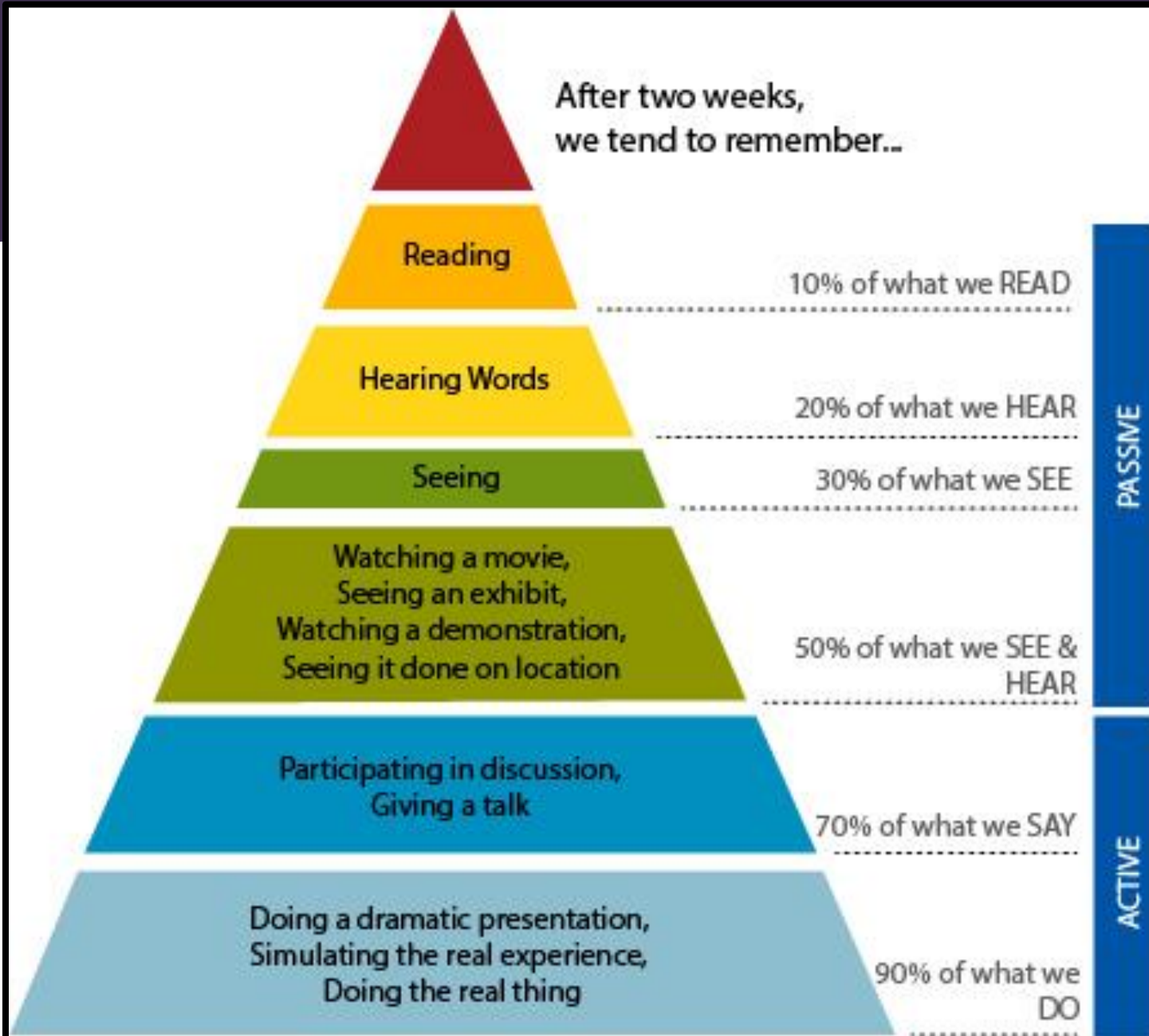
10

Adult education occurs best when...



Adult Learning Resources:





(Based on the research of Edgar Dale, originator of "The Cone of Learning.")



Adult education occurs best when it...

Fills an immediate need



- *Motivation to learn is the greatest when it meets the immediate needs of the learner.*

Is participative



- *Participation in the learning process is active, not passive.*

Is experiential



- *The most effective learning is from shared experience; learners learn from each other, and the trainer often learns from the learners.*

Is self-directed

- *Adults can share responsibility for their own learning because they know their own needs*

Is reflexive

- *Maximum learning from a particular experience occurs when a person takes the time to reflect back on it, draw conclusions, and derive principles for application to similar experiences in the future.*



Adult education occurs best when it...

Provides feedback

- *Effective learning requires feedback that is corrective but supportive.*

Shows respect for the learner

- *Mutual respect and trust between trainer and learner help the learning process.*

Provides a safe atmosphere

- *A cheerful, relaxed person learns more easily than one who is fearful, embarrassed, or angry.*

Occurs in a comfortable environment

- *A person who is hungry, tired, cold, ill, or otherwise physically uncomfortable cannot learn with maximum effectiveness.*

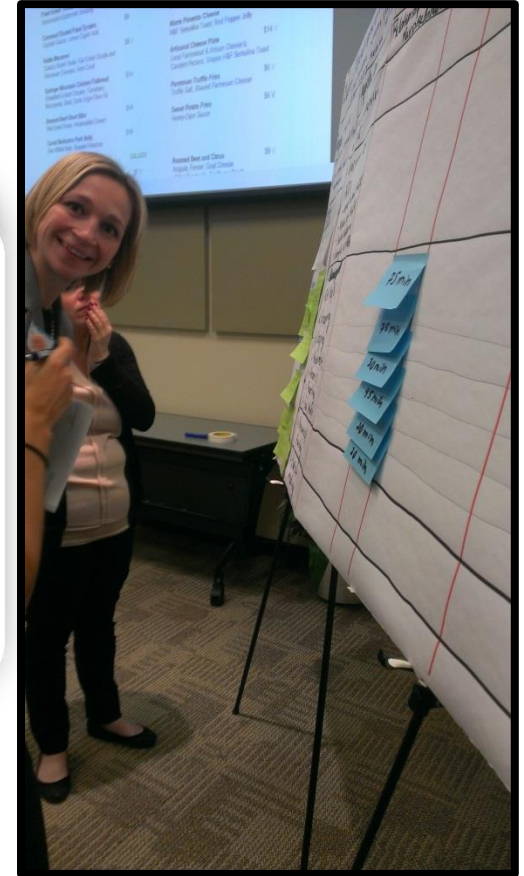
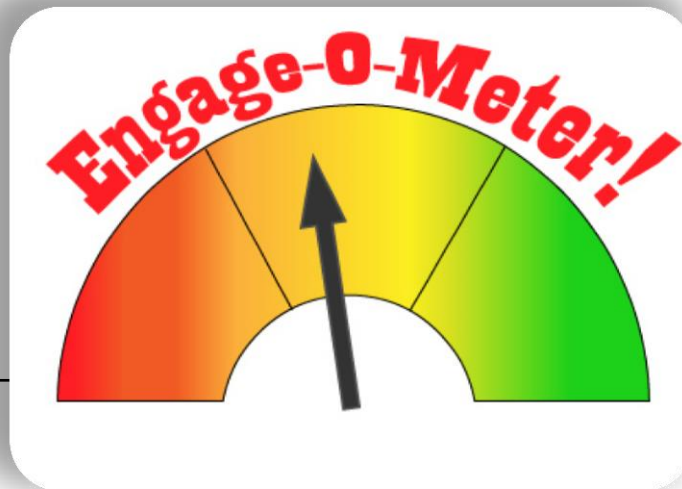
Adult education occurs best when it...

Immediate

Participative

+ Experiential

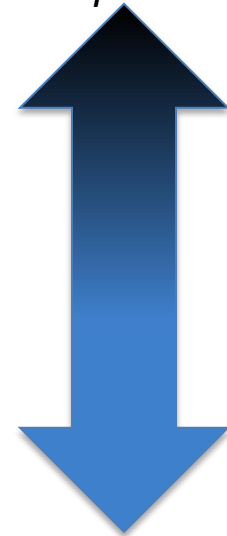
ENGAGING



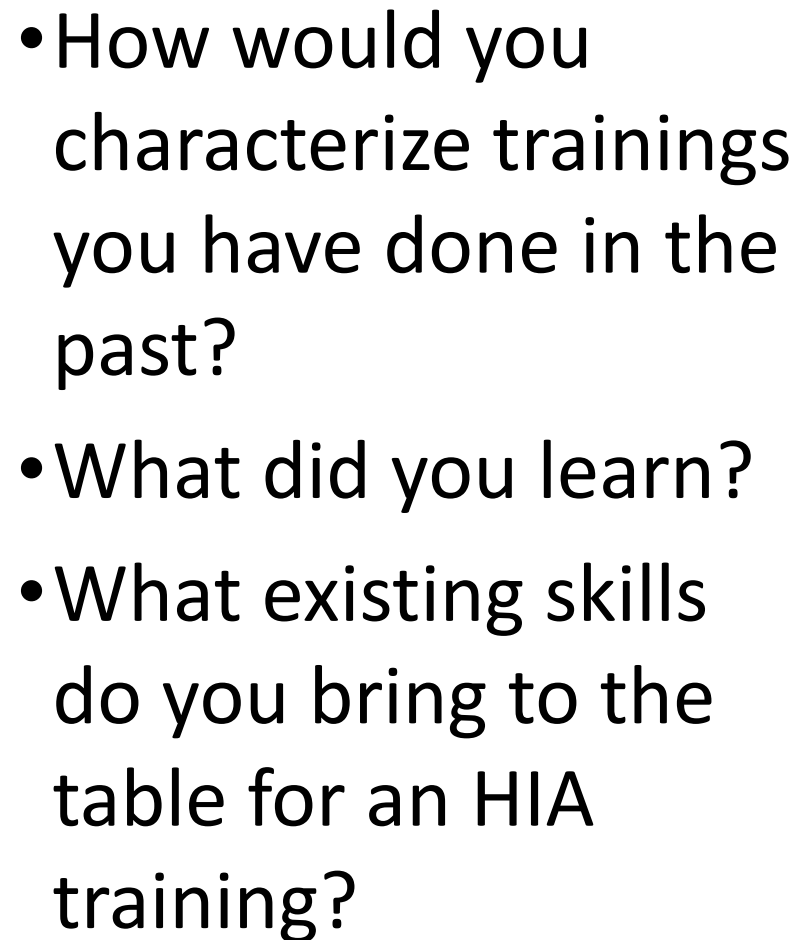
Common HIA Training Activity Formats

- Presentation/lecture
- Presentation with Q & A
- Panel discussions/fishbowl interviews
- Individual exercises
- Trainer-led group exercises
- Participant-led group exercises
- Pre/post meetings or webinars

*Trainer led; less participatory;
less experiential*

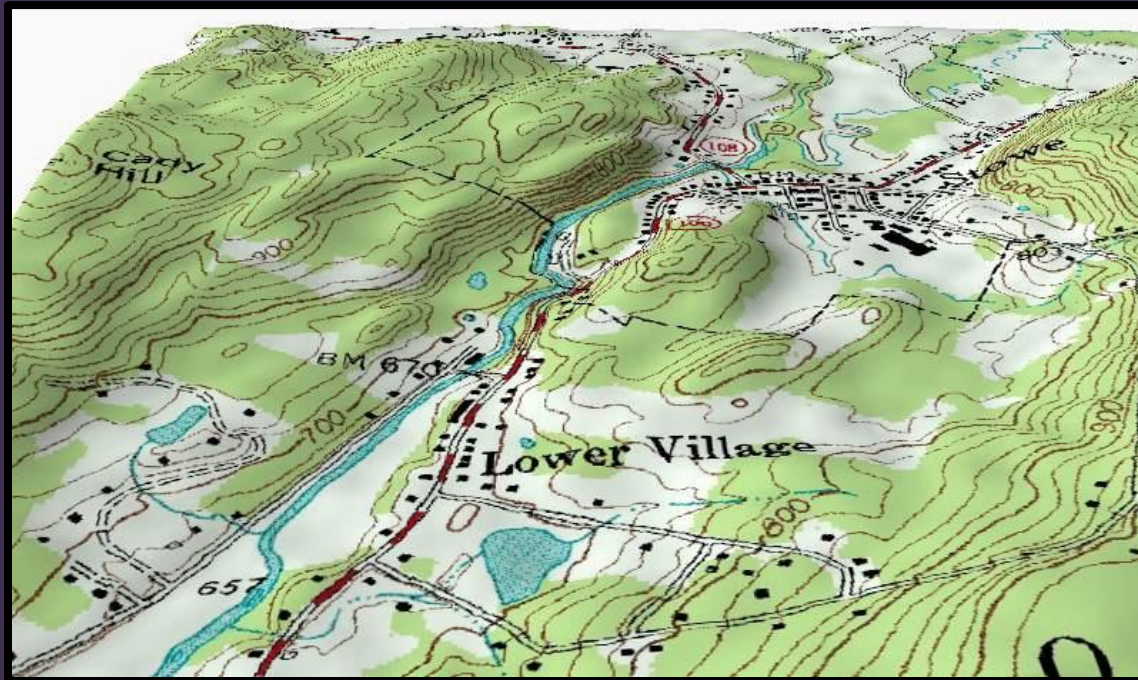


*Participant led; more
participatory; more experiential*





STRATEGIC PLANNING FOR HIA



What is your HIA landscape?



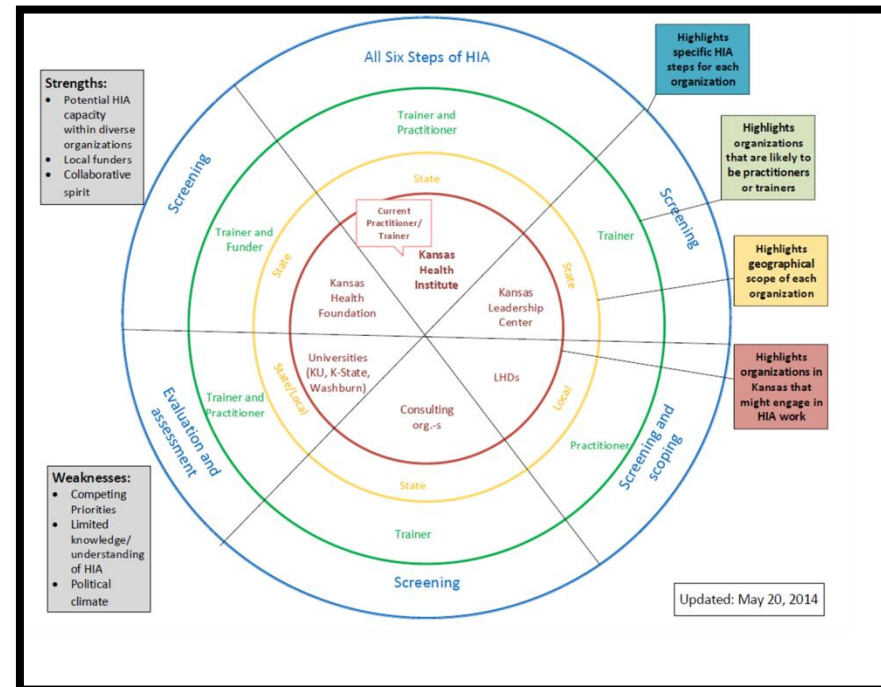
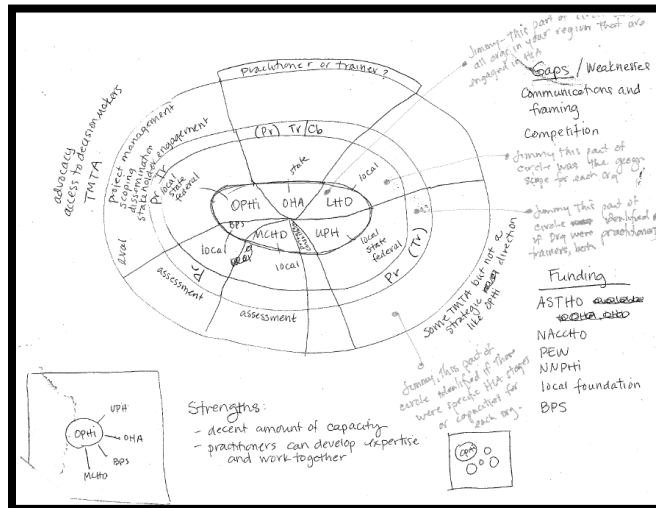
What's Your HIA Landscape?

- Describe the landscape of HIA practitioners and trainers in your region.
- What audiences or sectors will be key to moving HIA forward in your region?
- How are HIAs and HIA trainings funded?





What's Your HIA Landscape?





A pie chart illustrating the distribution of the number of papers. The chart is divided into three segments: a large segment representing 60% (labeled 'GHPC'), a medium segment representing 20%, and another medium segment representing 20%.

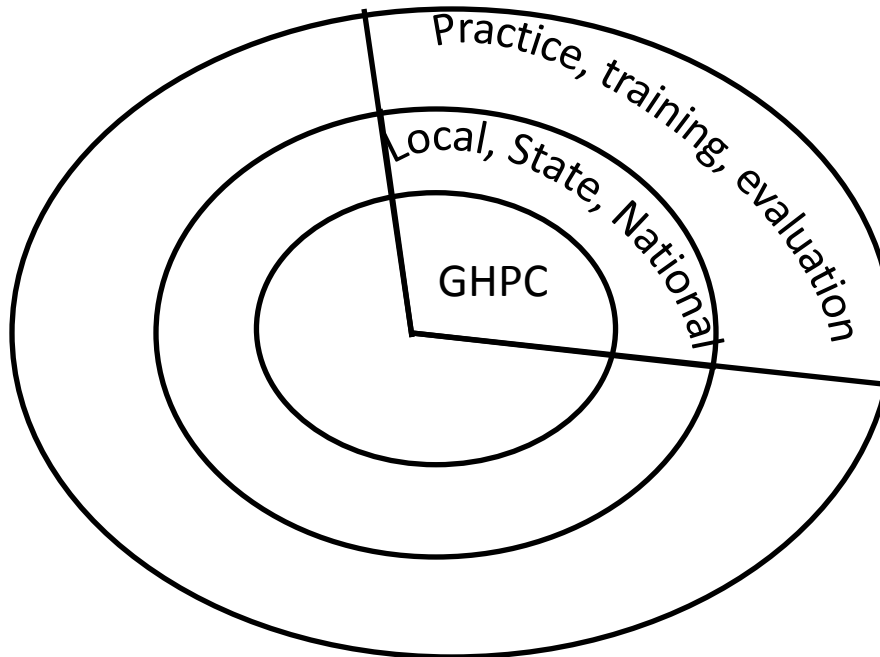


Geographic scope of each org.





What's Your HIA Landscape?



Organizations engaged in HIA

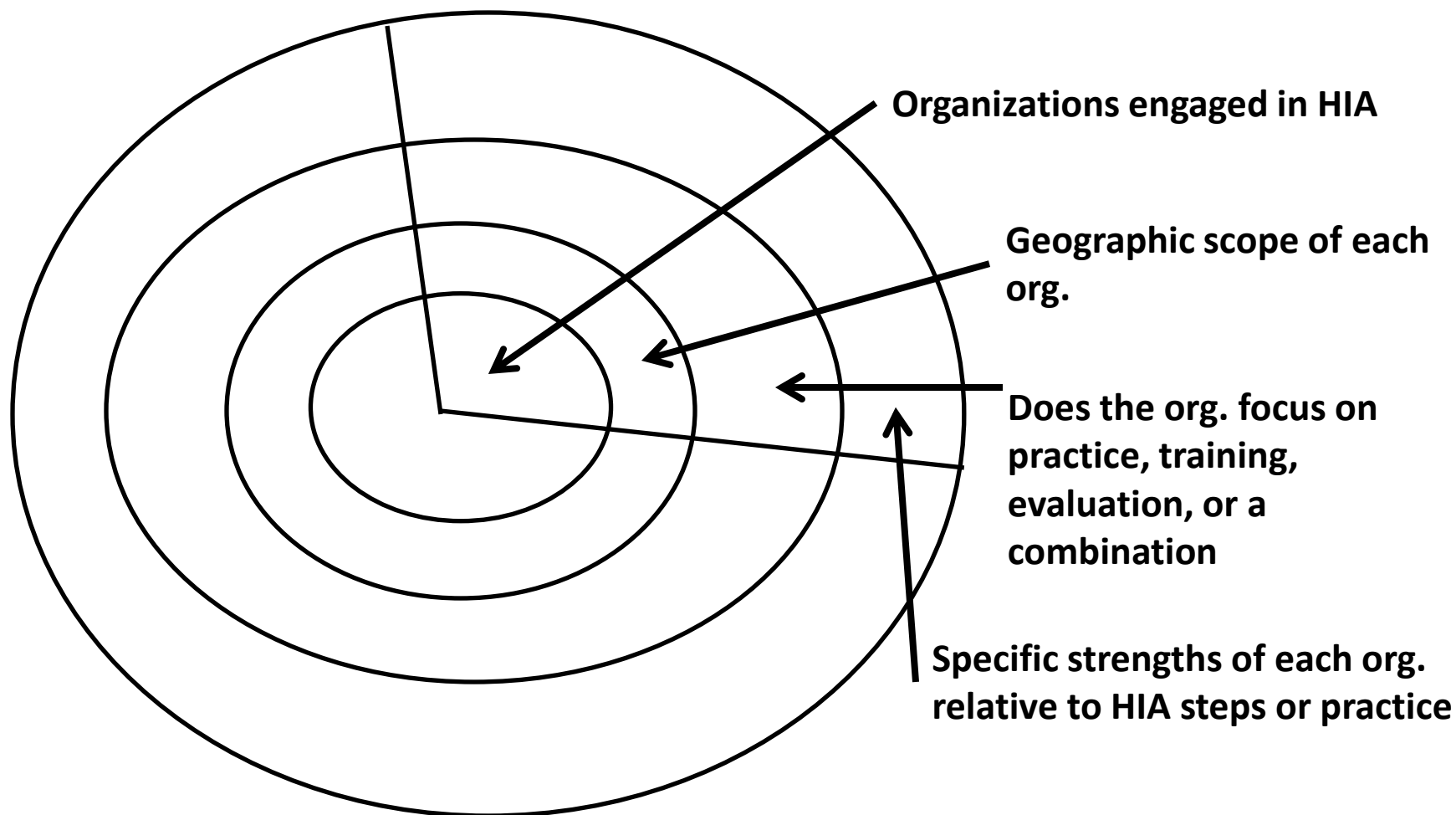
Geographic scope of each org.

Does the org. focus on practice, training, evaluation, or a combination

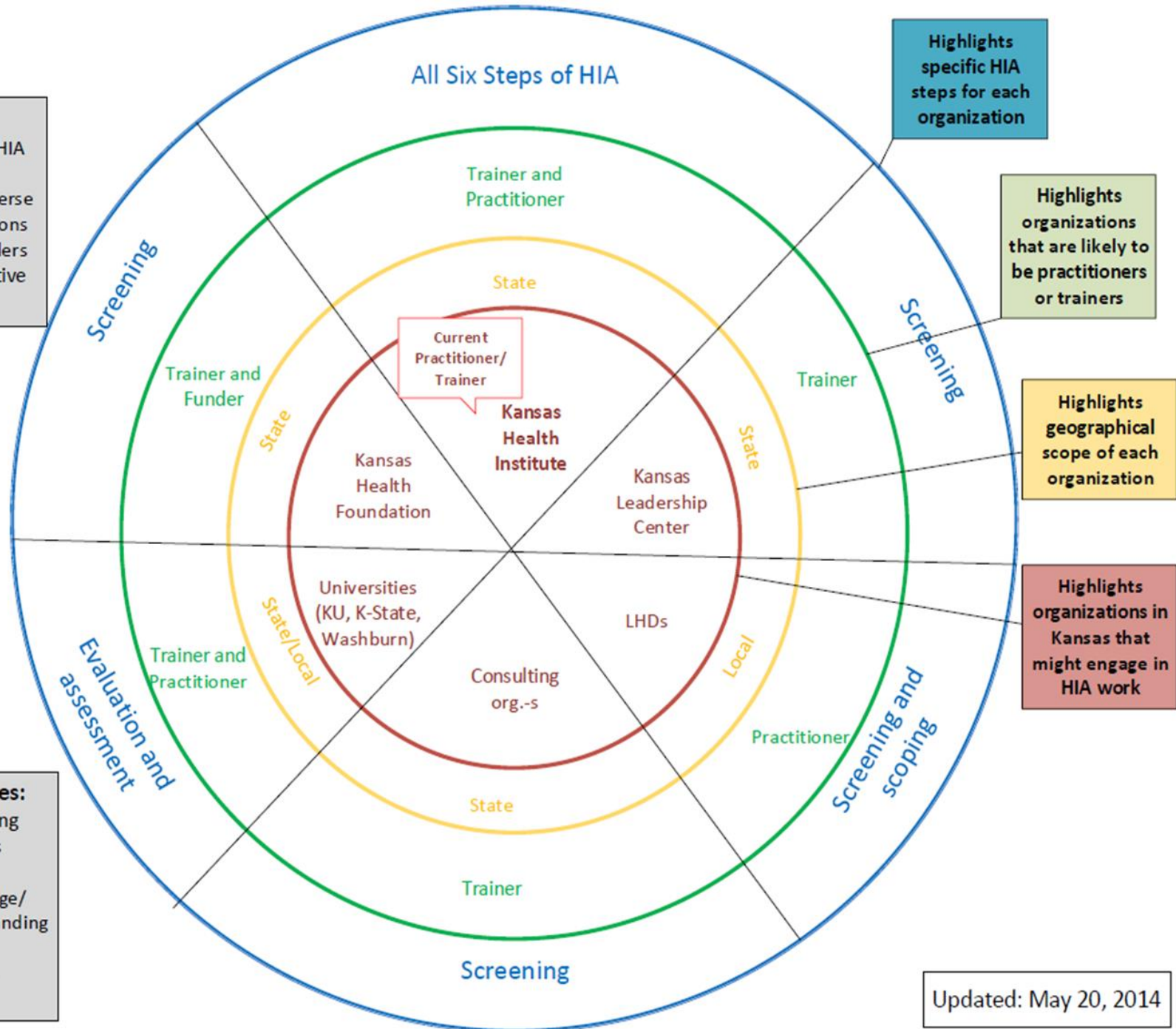




What's Your HIA Landscape?



- Strengths:**
- Potential HIA capacity within diverse organizations
 - Local funders
 - Collaborative spirit

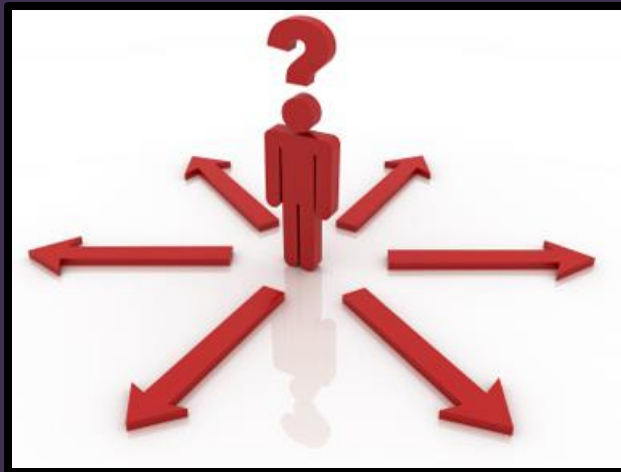


- Weaknesses:**
- Competing Priorities
 - Limited knowledge/ understanding of HIA
 - Political climate

Updated: May 20, 2014



TYPES OF HIA TRAININGS





Why (and when) to do an HIA training

Trainings work best when they occur in **fertile soil!**

- Interest
- Opportunity
- *(and resources!)*





Value of Training

- HIA training gets results
 - 20% of participants go on to conduct an HIA
 - Relationships forged during trainings serve as basis for many future collaborations (HIA/HiAP)
(via Joe Schucter, UC Berkeley)
- HIA practitioners who have attended a training...
 - scored higher on readiness criteria
 - selected HIAs with better screening results
 - more likely to meet HIA minimum elements and practice standards
(via Kim Gilhuly, Human Impact Partners)
- Successful training & TA is participant-focused
 - Customized content and activities
 - Addresses unique needs related to project, experience level, goals
(via Noelle Dobson, OPHI)

A circular word cloud graphic in the top left corner. The words are arranged in a circle, with 'Train' being the largest and most central word. Other visible words include 'Learn', 'Listen', 'Talk', 'less', 'Facilitation', 'ASK', 'more', 'Fun', 'The', 'RUN', 'No Lecture', 'Life Changing', 'sure', 'Activity', 'level', 'Search', 'Pain', 'Engaged', 'TTT', 'Talk less', 'Learn', 'Listen', 'Facilitation', 'ASK', 'more', 'Fun', 'The', 'RUN', 'No Lecture'.

Why consider the training context?

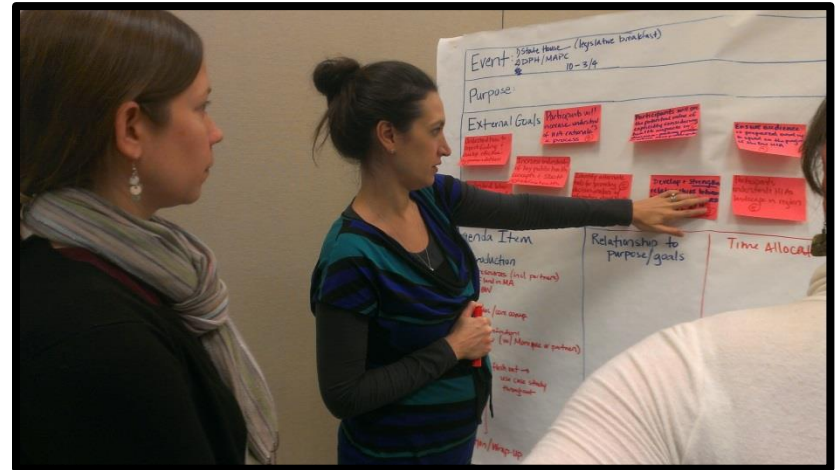
Training evaluation:

- Participants arrive with differing motivating factors
- Participants from different sectors have different objectives, worldview, language...
- Relationships formed between participants key to long term training outcomes
- Participant satisfaction (and subsequent application of training experience) depends on their expectations
- Participants need significantly different messaging relative to their primary job purpose

Why consider the training context?

Trainer experiences:

- Participants may sidetrack the training if it is not meeting their expectations
- Interaction between participants may affect the learning environment
- Subsequent HIA performance and TA needs strongly affected by relevance of training to likely upcoming activities

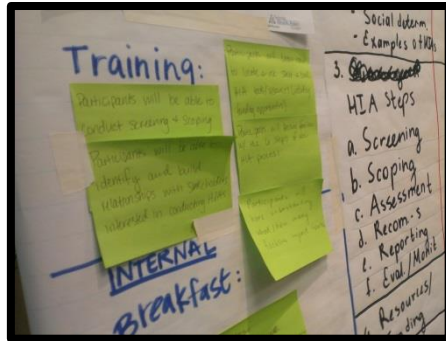




How they vary: Purpose

- **Project-specific vs. general**
- Designated mentor or technical assistance recipient
- Most critical outcome:
 - New to the concept: building relationships
 - First or upcoming HIA: building capacity
 - Making the most of an HIA: building buy-in

How they vary: Audience

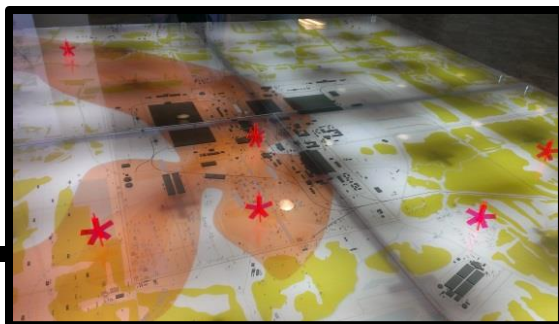


- Practitioner
 - Project management
 - Analysis or subject matter expert
- Decision-maker
- Community stakeholder or team member
- Students
- Sector(s): public health, medical, other technician, community organizer, etc.
- Mixed or paired
- Unknown – nested events etc.



How they vary: Content

- HiAP-focused
- Equity-focused
- Industry-specific
- Integrated
- Phase-specific (screening, scoping workshop, assessment methods)





How they vary: Scope

- Format/Depth
 - 101
 - Webinar
 - Classroom
 - Hands-on/ learning by doing
- Duration
- Number of participants

Facilitators' Agenda for
Shawnee Fossil Plant Health Impact Assessment Workshop
West Kentucky Community and Technical College, Emerging Technology Center, Paducah, KY
May 1 & 2

Purpose

This training will prepare local and regional stakeholders to participate in a health impact assessment (HIA) of changes in operations at TVA's Shawnee Fossil Plant.

Goals

- Develop a consensus definition of "healthy community" for this HIA
- Engage a variety of perspectives in constructive conversations about potential health implications of changes at the Shawnee facility
- Identify participant roles and recruit committee participants

Learning Objectives

After this workshop, participants will be able to:

- Explain the purpose and value of health impact assessment (HIA).
- List and describe the specific steps of HIA.
- Describe their potential role in the Shawnee HIA
- Contribute to the collaborative development of recommendations to address health issues identified in the assessment
- Identify other opportunities for HIA in their community.

Facilitation Agenda

Day 1

Time	Format	Activity	Description	Present.	Logistics & materials
8:00	Set up	Arrival	Room set up other last minute logistics		
8:30am	Social	Breakfast & coffee			Continental breakfast,

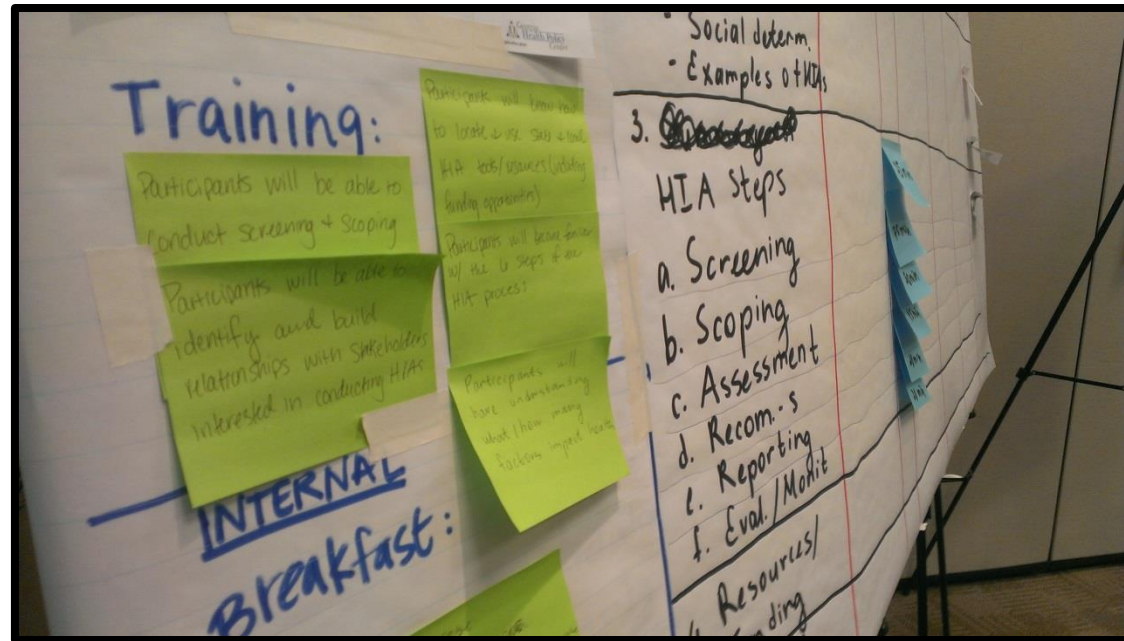






KEY TOPICS TO CONSIDER

- Type
- Audience
- Time-frame
- Goals
- Sketch Agenda







- 41



- One method of evaluation of meetings/trainings is “on the spot” group analysis of the evaluation forms.
- Warning: This method often leads to late night meetings for trainers as next day schedule is reworked
- Feedback we have received about this is that it indicates that the trainee’s concerns were listened to AND addressed.

(GHPC)



- Along with receiving standard feedback (which session was most helpful, was there anything you found confusing etc..), you can also add a question about whether the participant would be interested in additional, in depth training on a specific element of HIA.
- Use the evaluation form to forge new business connections and create opportunities

(OPHI)



WRAP-UP AND NEXT STEPS



[illegible]