

# Louisville Department of Public Health & Wellness Center for Health Equity:

## Health Equity Dialogue Facilitator's Guide

This document was adapted from *Unnatural Causes*® video series by Prevention Institute on behalf of the Center for Health Equity

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**THE CENTER FOR HEALTH EQUITY** works to eliminate social and economic barriers to good health, reshape the public health landscape, and serve as a catalyst for collaboration between communities, organizations and government entities through capacity building, policy change and evidenced-based initiatives.

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# Health Equity Dialogue Facilitator's Guide

## How to Use this Guide

*Read through the entire guide before you use it to facilitate a group discussion. There are notes and pointers throughout.*

All of the directives and notes to facilitators are in plain text (with bold headers) and are written to make it easy to lead a successful discussion.

Section breaks are highlighted in bold.

Tips to facilitators are in shaded boxes in the margin.

■ *Dr. Adevale Troutman, from Louisville, says he believes that individual responsibility plays a role in determining health, but only when balanced with those social and economic conditions.*

◆ *Let's talk about differences and similarities between individual responsibility and economic and social conditions that determine people's health.*

**FACILITATOR:** If people need an explanation of economic and social conditions you can use the following examples; they range but are not limited to: education, income and neighborhood environments. (Examples of neighborhood environments include parks or green space, lighting, sidewalks, supermarkets, liquor stores.)

■ *Where do you see opportunities to improve social and economic conditions in your community?*

**5. Documentary Viewing II**

**Watch *Unnatural Causes*—Chapter 10: Children & Poverty**

**Purpose:** To provide participants with a sense of the documentary and stimulate further conversation

*We are about to view a final 5 minute clip from "Unnatural Causes."*

**FACILITATOR:** Lower lights and turn on DVD.

**6. Discussion II**

**FACILITATOR:** Use the following demonstration to begin a conversation about the film. If you are comfortable listening and writing at the same time, continue to jot down people's responses on flip chart paper and have a volunteer stack the chairs. Otherwise, have a volunteer take notes on the flip chart paper while you stack chairs.

Have at least five chairs available.

*Dr. Jack Shonkoff talked about the "pile-up" of risk and the issues that are stacked against some people that increase the chances of having health problems. So let's talk*

**FACILITATOR TIP:** If comments revolve around personal responsibility, validate those views and bring the conversation back to institutional problems/solutions (issues that are bigger than individual behaviors, such as placement of parks, availability of healthy, affordable food, zoning laws for liquor stores, etc.)

5 minutes  
37:35 to 42:00

15 minutes

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Each section has a **time limit**, which is noted in the margin.

All **suggested dialogue/talking points** are provided in italics. These are designed to provide you with guidance. As you become increasingly comfortable with your own facilitation and more experienced leading these discussions, you will rely less and less on these italicized scripts and use the ideas from the participants to guide your facilitation.

# Facilitator's Background

## Objective

The objective of the community focus discussion series is to engage Louisville community residents in a dialogue about elements of the social and community environment that can be addressed to enhance quality of life and improve health behaviors and outcomes.

Participants will view clips of the *Unnatural Causes* documentary to stimulate discussion about the roles of race, economics and neighborhood conditions in shaping behaviors that in turn shape health outcomes.

At the end of the community dialogue, participants will have been exposed to the perspective that health disparities are preventable and that social, physical and economic conditions can be changed to support health. Facilitators will have listened to resident perspectives about what can or should change locally to make communities healthier.

Session facilitators will have first-hand information from participants about the factors in their lives, neighborhoods, workplaces, schools and homes that they believe are important to health and well-being. Facilitators will have the opportunity to assess which concerns and issues are amenable to change/influence by the health department or other sectors of local government.

## What you'll need

Before facilitators begin, they will need a solid familiarity with the *Unnatural Causes* documentary. In addition, facilitators will need:

- *Unnatural Causes* DVD
- A DVD player, monitor and external speakers (always check your equipment and allow time if an alternate plan is needed)
- This *Health Equity Dialogue Facilitator's Guide*
- Markers and flip charts to capture ideas (prepare flip charts before the session; see directions below)
- Paper and pens/pencils for participants
- Clock or watch to keep time
- Evaluations
- Handouts
- Room Set-up: to whatever extent possible, make sure all participants can easily view and hear the documentary. Ideally, participant tables will be set up classroom style or in a U-shape, so all participants can see the video and feel free to talk with one another during discussion periods.

# Getting Started

**FACILITATOR:** Write the agenda (see Flip Chart 1 below) on flip chart paper and post in the front of the room so that the participants can see what will be happening during your time together.

Use a second flip chart paper to write down the four “Take Away” principals (see Flip Chart 2 below).

Use a third flip chart paper for the “But Why?” exercise (see Flip Chart 3 below).

**(Optional)** You may want to use a fourth flip chart titled, “Key Questions” to write down questions you ask throughout the meeting. Also optional is a fifth flip chart titled, “Issues/Ideas” where you can capture any ideas or issues that participants raise. This chart need only be used if participants have ideas or issues they express and share during the community meeting. In total you should post up to 4 flip charts around the room to prepare for the discussion.

**Flip Chart 1**

SESSION AGENDA
1. Welcome and Introductions
2. Warm-up/Icebreaker
3. Documentary Viewing I
4. Discussion I
5. Documentary Viewing II
6. Discussion II
7. “But Why?” Exercise
8. Concluding Remarks

**Flip Chart 2**

TAKE AWAYS
1. Health is more than health care.
2. Health inequities are neither natural nor inevitable.
3. The choices we make are shaped by the choices we have.
4. Racism imposes an added health burden.

**Flip Chart 3**

Health Issue	Why does _____ happen at such high rates in your neighborhood?	Why _____ ?	What is the solution?

# Facilitators' Guide with Script

*(Script is in italics)*



5 minutes

## 1. Welcome and Introductions

**Purpose:** Introduce the dialogue

*Welcome everyone. I am \_\_\_\_\_ . Thank you for joining us today. I am working with (name own organization) and the Center for Health Equity, an arm of the Department of Public Health and Wellness. The Center for Health Equity serves as a catalyst for collaboration between public health, communities and organizations that work to eliminate the social and economic barriers to good health. Through policy change, evidence-based interventions and education, the Center builds new coalitions that reshape the public health landscape to assist communities in addressing barriers to health equity.*

*Let's look at our agenda (point to Flip Chart 1: Session Agenda).*

*Today we will be viewing parts of a movie called "Unnatural Causes: Is Inequality Making us Sick?" After showing a few clips, we will have the chance to talk about the things in your/our neighborhoods, schools and other community settings that influence your/our health and quality of life and begin to discuss opportunities for creating positive changes.*

*One goal for today is to begin to identify the issues that are really important to everyone in this room and possibly discover some actions that we can take to make communities healthier for everyone.*

*Our discussion today will relate to these four things to know about health (point to Flip Chart 2: Take Aways):*

- 1. Health is more than health care.*
- 2. Health inequities are neither natural nor inevitable.*
- 3. The choices we make are shaped by the choices we have.*
- 4. Racism imposes an added health burden.*

*Please focus your attention on these four things during the clips and feel free to take notes to help in our discussion later.*

## Participant Introductions

**Purpose:** To make participants aware of who is in the room

*Just to get a sense of who is in the room today, I'd like us to do some introductions. Let's go around the room. Please state your name, the community or organization you are from, and what you are hoping to get out of today.*

## 2. Warm-Up and Icebreaker



5 minutes

### Opening question

**Purpose:** To engage participants in the topic

**FACILITATOR:** Hand out the **Healthier Communities worksheet** and pens/pencils and say:

*Now that we've gotten to hear everyone's name and a little bit about where we are from, I would like us all to spend a few minutes thinking about the communities in which we live.*

*Please jot down on this worksheet your answer to the following question: How could your neighborhood be changed to help people live healthier lives?*

*You will have two minutes to jot down as many ideas as possible.*

In the remaining three minutes, ask participants to:

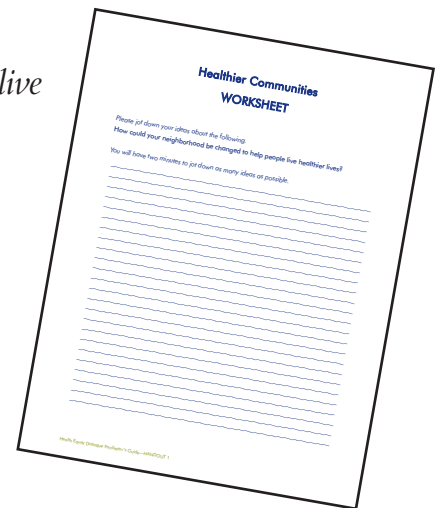
*Turn to the person next to you and, in pairs, share a couple of the answers you wrote down.*

When participants have chatted for 2 minutes, announce:

*1 more minute.*

Encourage participants to focus attention back to the front of the room and/or on you, the facilitator. Ask:

*Does anyone want to share one or two thoughts?*



**FACILITATOR:** Use answers as a bridge to showing the video. If participant answers reflect ideas captured in the documentary (such as, if someone says, more parks and playgrounds, or safer places to play) you can say:

*Those are some of the ideas we'll be hearing about in just a moment when we watch the "Unnatural Causes" documentary.*

If participant answers do not reflect the kinds of things (e.g., more cooking classes) "Unnatural Causes" discusses, then perhaps you can say:

*Those ideas are compelling. I hope that as you watch the brief clip of the documentary it will generate some additional ideas about things that shape health in our communities.*



21 minutes  
1:51 to 22:59

### 3. Documentary Viewing I

**Watch *Unnatural Causes*—Chapter 1: Health in America through end of Chapter 6: Mary Turner**

**Purpose:** To provide participants with a sense of the documentary and stimulate further conversation

*We are about to view approximately 25 minutes of the film, "Unnatural Causes." This film explores causes of sickness that include economic and racial inequality and explains how they impact our health. Some of the ideas will be common sense, and some will be new. After we watch the DVD, we'll have a chance to discuss what we've just watched.*

**FACILITATOR:** Lower lights and turn on DVD.



20 minutes

### 4. Discussion I

**FACILITATOR:** Use the following questions to stimulate discussion. If you are comfortable listening and writing at the same time, you may jot down people's responses on flip chart paper using the "Issues/Ideas" flip chart you created ahead of time. This helps people know their ideas are being heard. If you have difficulty writing and listening at the same



time, you may select someone from the audience to take notes on flip chart (just main points).

Pay attention to timing. Spend about 6 minutes per question, but if the first question is generating interesting discussion, feel free to spend more time on it and cut back on time allotted for the other questions.

- *What is your reaction to what you have just seen when you think about your own health and the health of your community?*
- *Dr. Adewale Troutman, from Louisville, says he believes that individual responsibility plays a role in determining health but only when balanced with those social and economic conditions.*
  - ❖ *Let's talk about differences and similarities between individual responsibility and economic and social conditions that determine people's health.*

**FACILITATOR:** If people need an explanation of economic and social conditions you can use the following examples: they range but are not limited to: education, income and neighborhood environments. (Examples of neighborhood environments include parks or green space, lighting, sidewalks, supermarkets, liquor stores.)

- *Where do you see opportunities to improve social and economic conditions in your community?*

**FACILITATOR TIP:**  
If comments revolve around personal responsibility, validate those views and bring the conversation back to institutional problems/solutions (issues that are bigger than individual behavior, such as placement of parks, availability of healthy, affordable food, zoning laws for liquor stores, etc.)

## 5. Documentary Viewing II

### Watch *Unnatural Causes*—Chapter 10: Children & Poverty

**Purpose:** To provide participants with a sense of the documentary and stimulate further conversation

*We are about to view a final 5 minute clip from “Unnatural Causes.”*

**FACILITATOR:** Lower lights and turn on DVD.



5 minutes  
37:35 to 42:00



15 minutes

## 6. Discussion II

**FACILITATOR:** Use the following demonstration to begin a conversation about the film. If you are comfortable listening and writing at the same time, continue to jot down people’s responses on flip chart paper and have a volunteer stack the chairs. Otherwise, have a volunteer take notes on the flip chart paper while you stack chairs.

Have at least five chairs available.

*Dr. Jack Shonkoff talked about the “pile-up” of risk and the issues that are stacked against some people that increase the chances of having health problems. So let’s talk about this in terms of one of the folks in the documentary, Mary. Given what you know about Mary’s life, name something that would make it difficult for her to be healthy.*

**Each** time a participant names something (income, health insurance, stress, heart attack), stack one chair on top of the other.

*These chairs represent the pile-up of risk factors, or barriers, that keep Mary from being healthy —things over which she has little or no control.*

- *For folks from communities of color, like Corey, how does race impact that pile-up?*
- *How does racism take its toll on the health and body over time?*

**FACILITATOR:** Wrap up discussion and transition to “But Why?” Exercise.

### **FACILITATOR TIP:**

If participants are unable to come up with answers prompt them to consider what they heard in the *Unnatural Causes*.



15 minutes

## 7. “But Why?” Exercise

**Purpose:** To encourage participants to consider health issues from a community perspective and to consider solutions beyond personal responsibility

*Now that we have watched parts of “Unnatural Causes” and talked about how our own communities affect our health, we are ready to do an exercise to emphasize how much inequity in environments can make us sick. The “But Why?” exercise is designed so that we can apply what we’ve just learned about community health. It’s both a chance to play the role of a five-year old and to get at the root causes or social determinants of health.*

Name some health issues that happen in your communities.

Write down everything the participants say on a piece of flip chart paper. Pick one topic that you think will be easy to facilitate and ask the group, “Why does this happen?”

Using the example below, assume the group chooses diabetes. Then you would ask:

Why does diabetes happen? Use the flip chart and write down everything the participants say.

Pick the topic that is the easiest for you and move forward with that until you get to a system’s issue. For example, when someone says, “local stores don’t carry fresh produce,” ask: *What would help local stores carry fresh produce?*

**EXAMPLE:**

This example shows the evolution of choosing “diabetes” as the health issue.

Health Issue	Why does <u>diabetes</u> happen at such high rates in your neighborhood?	Why do people have poor diets?	What is the solution to local stores not carrying fresh produce?
<ul style="list-style-type: none"> <li>■ Asthma</li> <li>■ <u>Diabetes</u></li> <li>■ High Blood Pressure</li> <li>■ Violence</li> </ul>	<ul style="list-style-type: none"> <li>■ <u>Diet</u></li> <li>■ Alcohol</li> <li>■ Inactivity</li> <li>■ Marketing</li> <li>■ What’s Sold</li> </ul>	<ul style="list-style-type: none"> <li>■ Culture</li> <li>■ Choice</li> <li>■ No grocery stores</li> <li>■ <u>No fresh produce</u></li> <li>■ No transportation</li> <li>■ Low-cost fast food</li> </ul>	<ul style="list-style-type: none"> <li>■ Petition the grocery store to sell more fresh veggies</li> <li>■ Organize a farmer’s market</li> <li>■ Open a community garden</li> </ul>



5 minutes

## 8. Concluding Remarks

**FACILITATOR:** Summarize what has been discussed.

1. *What are the main things we have discussed today?*
2. *How does that apply to the community?*
3. *What would be your next steps?*
4. *How could the Center help with any of these steps?*

Pass out evaluations and give time to fill them out.

*Thank you for coming and sharing your thoughts and suggestions about how we can improve our health and the health of our communities. Please be sure to hand in your evaluations. Thank you again for your participation.*

# Healthier Communities

## WORKSHEET

*Please jot down your ideas about the following.*

How could your neighborhood be changed to help people live healthier lives?

*You will have two minutes to jot down as many ideas as possible.*

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