

CBI Community Leadership Training
Session Two
2.5 hours
10/14/15

Welcome & Sharing Accomplishments (5 min):

Discussion of Extended Learning Assignment (10 min): What questions do you have about the program binder? Respond as needed.

Visioning a healthy Claremont Village (15 min): Guided visualization to help people identify what it would be like if Claremont Village were truly a “healthy village”. Invite responses—what did you see? How did it feel?

What is health? (15 min) Brainstorm & Discussion: How do we define health? Elicit responses from group and flipchart. Introduce WHO definition of health and reflect on how US healthcare system does or does not define health in same way. Discuss health as a “human right” and what that would mean. Connect to previous activity and what participants “saw” when they envisioned a healthy community?

Introduction to Social Determinants of Health (20 min)

Why does Angela have diabetes activity: Introduces participants to thinking about things that impact health—and particularly the “social determinants” (environmental, economic, discrimination, poverty etc.) Angela is a 55 year old resident of Claremont Village with diabetes. Participants will:

- Individually brainstorm and write down factors that may contribute to Bobby having diabetes
- Compare their factors in a small group
- Draw a picture of the five factors they want to highlight
- Analyze where these factors belong in a diagram of determinants of health (personal characteristics, individual lifestyles, social and physical environment, socioeconomic, cultural and political environment)

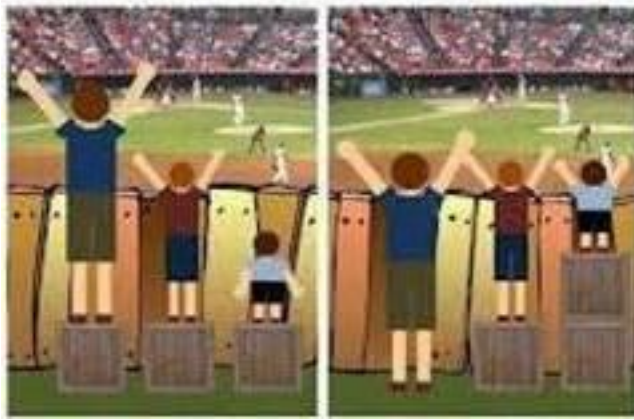
Debrief: What new insight into factors that influence health do you have as a result of analyzing Angela’s diabetes? How can we use this in our work to build a healthy Claremont Village?

Introduce terminology: root causes and risk factors as used in public health

Understanding Health Equity (20 minutes)

UHF Map of 4 Subway Line: Small groups study map and list factors they know about the different neighborhoods that the 4 subway line travels through that might account for the health issue depicted in the map.

Debrief by connecting these factors to the social determinants discussion and introduce the concept of “health equity”.



Use this picture to show the difference between health “equality” and health “equity.” Ask students to call out what they see in the two pictures (e.g. kids are different heights, equal size boxes don’t work to let all of them see the game, some kids need more boxes because they start out shorter etc.) Relate this to our discussion of social determinants and the observations of neighborhoods along the 4 train. Do some neighborhoods start out needing more boxes? Should everyone get equal resources? Why is it important to recognize the need for health equity rather than just equality? What are some ways we can build understanding of this with our neighbors and in our community?

BREAK (10 min)

Changing our Reality (25 min)

Participants draw upon visioning exercise and social determinants to develop some action steps toward a new healthier community.

Use circle diagrams to fill in some health issues that make up “Current Reality” and “New Reality”, then ask participants to think about how to get to where we want to be.

Debrief by relating this to the Community Action Model---this is one step in making a community diagnosis—naming the issues.

Closing: One new insight I had this week and one way I will try to use it in my work.

Extended Learning: Look for 3 examples of health inequities in your community this week. Think about what actions could be taken to address them.