

The TROCD Community Assessment

Institute 3, June 2008



Quick Overview

- Why a TROCD assessment
- Summary of the Best Practices
- Orientation to the assessment
- Demo: Worksites
- Q&A





Why a TROCD Assessment

A banner image showing a city skyline with several tall buildings. The sky is a bright yellow-green color with several rays of light emanating from behind the buildings, creating a sunburst effect. The buildings are rendered in shades of blue and white.

Why a TROCD Assessment

Assessment will help:

- Understand community needs
- Engage partners
- Set priorities
- Leverage existing opportunities

A banner image showing a city skyline with several skyscrapers. The sky is a bright yellow-green color with several rays of light emanating from behind the buildings, creating a sunburst effect. The buildings are rendered in shades of blue and grey.

Why a TROCD Assessment

Assessment will also help:

- Establish a “baseline”
- Identify a potential direction for change
- Stimulate the need for change!

A banner image showing a city skyline with several tall buildings. The sky is a bright yellow-green color with several diagonal sunbeams or rays of light shining down on the city. The text 'Why a TROCD Assessment' is overlaid in the center in a large, black, sans-serif font.

Why a TROCD Assessment

Other uses for the assessment:

- Apply for other funding
- Build community capacity
- Establish tailored local level information

Summary of the Best Practices



Summary of the Best Practices

Community (tobacco)

Every community has access to tobacco-free and smokefree environments, access to tobacco cessation resources and minimal exposure to tobacco products and advertising.

- Public and private policies establish workplaces and public places as tobacco-free
- Community colleges have adopted tobacco-free policies
- Public and private policy requires smokefree multi-unit housing
- Community efforts support statewide campaigns (Quit Line, etc)



Summary of the Best Practices

Community (nutrition)

Every community has access to healthy food choices and physical activity opportunities, and minimizes access to unhealthy options (e.g., low nutrient, high calorie foods and beverages).

- Grocery stores selling fruits and vegetables are established in underserved communities, availability of fresh produce at smaller neighborhood grocery and convenience stores is increased and improved, and community gardens and farmers markets are established.
- Organizations have standards that limit access to sugar-sweetened beverages and low nutrient, high calorie foods at meetings, events, cafeterias and vending machines.



Summary of the Best Practices

Community (built environment)

Every community has access to healthy food choices and physical activity opportunities, and minimizes access to unhealthy options (e.g., low nutrient, high calorie foods and beverages).

- Community-wide campaigns promote healthy foods and appropriate portion sizes.
- Community-scale and street-scale urban design and land use policies and practices promote physical activity and healthy eating.
- Trails, parks and recreational facilities create, enhance and promote access to places for physical activity.



Summary of the Best Practices

Community (self-management)

Every community has optimal availability of and access to evidence-based self-management programs.

- Evidence-based self-management programs are established and are consistently available and accessible.
- Worksites, community programs, aging services providers, and schools promote and provide referrals to local, evidence-based self-management programs.



Summary of the Best Practices

Schools

- Schools have comprehensive policies and environments that support tobacco-free lifestyles, healthy eating, daily physical activity, and health management.
- Schools assess and monitor policies and student and staff behavior in support of tobacco-free lifestyles, healthy eating, daily physical activity, and health management.
- Schools use the School Health Index and Coordinated School Health approach to assess and identify evidence-based strategies that support staff and student health and well-being.



Summary of the Best Practices

Worksites

- Worksites promote employee access to tobacco-free workplaces and outdoor spaces, tobacco cessation, healthy food and beverage choices, and physical activity opportunities and; worksites minimize access to unhealthy options
- Healthcare benefits include coverage for tobacco cessation, early detection, and chronic disease management (including education, medication, and self-management program referral) and are regularly promoted.



Summary of the Best Practices

Health Systems

- Hospitals and clinics adopt tobacco-free campus standards.
- Tobacco cessation messages and information about evidence-based assistance for quitting are integrated into all provider-patient interactions.
- Providers refer to evidence-based self-management community programs.
- Health system champions and advocates promote prevention, early detection, and management of chronic diseases.



Orientation to the assessment



Orientation to the assessment

Development

- Workgroup
- Based on best practices
- Based on existing tools
- Review process



Orientation to the assessment

Existing Tools

- MAPP

www.naccho.org/project77.cfm

- Communities of Excellence (CA)

www.ca5aday.com/cx3/ and
www.dhs.ca.gov/tobacco/documents/pubs/CX2006-Module1.pdf

- Healthy Communities Checklist (MI)

www.mihealthtools.org/checklist/



Orientation to the assessment

Assessment Structure

6 Modules

1. Demographics and Chronic Disease Health Status
2. Community
3. Schools
4. Worksites
5. Health Systems
6. Champions



Orientation to the assessment

Types of Questions - Data

Question 1.3.11

Percent of 8 th graders:	%
At risk of being overweight:	
Overweight:	
Who drank at least 7 sodas per week:	
Who watched TV more than 2 hours daily:	

Orientation to the assessment

Types of Questions – Open Ended

Question 2.3.8 (Optional)

Is your county (or any jurisdictions within your county) considering legislation requiring fast food outlets to display nutritional information?

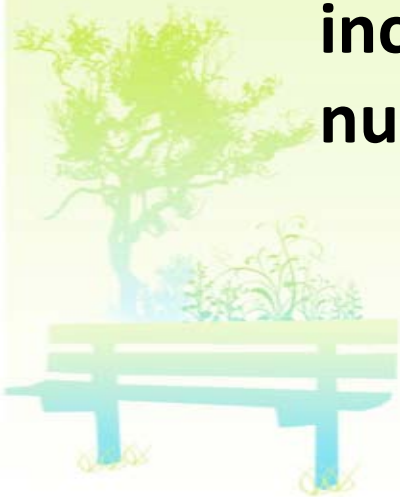


Orientation to the assessment

Types of Questions – Community Opinion

Question 2.6.4

Which reporters from these outlets (TV, radio, and print) are supportive of and tend to report positively about reducing tobacco use, increasing physical activity, and/or improving nutrition?

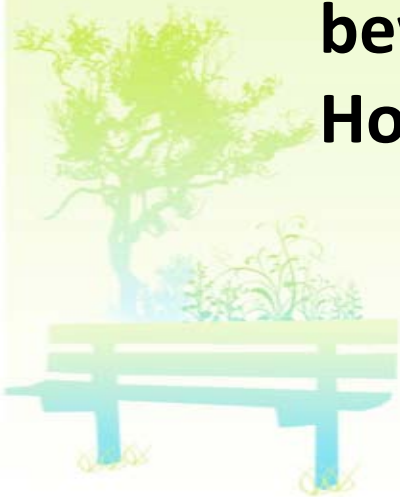


Orientation to the assessment

Types of Questions – *Your Opinion*

Question 4.1.3

**Do the physical, social and cultural environments at your worksite encourage tobacco-free lifestyles, healthy food and beverage choices, and physical activity?
How?**

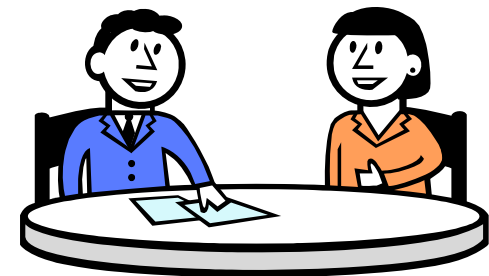
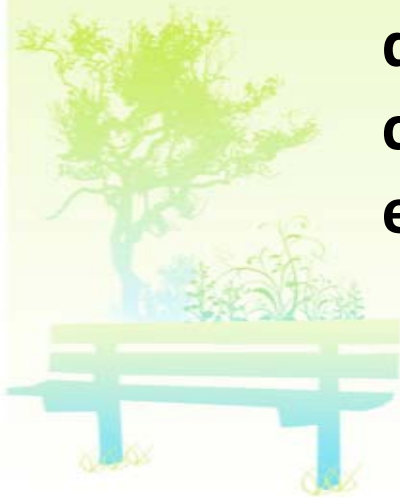


Orientation to the assessment

Types of Questions - CHAC

Question 1.2.7

In collaboration with your Community Health Advisory Council, review the county maps in “The Oregon Population Update: Special Topics in Social Demography - Poverty in Oregon” document and describe areas within your county with high poverty and food stamp eligibility



Orientation to the assessment

Resources and Support

- Resource Guide – Appendix A
- State websites
- TROCD Liaisons / Content experts
- TA calls



Orientation to the assessment

TA Calls

- July - Data/Demographics
- August - Community/Champions
- September - Schools/Health Systems





Demo: Worksites



www.healthoregon.org/worksites/toolkit/

Frequently Asked Questions



Frequently Asked Questions

- Do I need to complete the modules in order?
- What are the “optional” questions?
- What if a question doesn’t apply to my county?
- What if I don’t know how to answer a question?



Other Questions?

