Listening to Community

June 8, 2018
10:00am – 3:30pm
Habitat for Humanity
Asheville, NC
This innovative regional effort is supported by financial and in-kind contributions from hospitals, public health agencies, and partners, and is housed and coordinated by WNC Health Network, Inc.

Current efforts to infuse Results-Based Accountability™ throughout this process are supported by a grant from The Duke Endowment.
Enhances partnerships between hospitals and health departments

Improves efficiency, quality, and standardization of community health assessment data collection and reporting (all reporting)

Encourages strategic investment of community resources to address priority health issues

Impacts health through catalyzing and coordinating action among existing and new assets and initiatives to address priority health needs

Monitors results to improve process, quality, and outcomes

Promotes accountability of hospitals and health departments through meeting community health improvement requirements at state and national level

with a vision of improving health for all of western North Carolina - Coordinated by WNC Health Network, Inc.
Community Health Improvement Process

2018

Community Health (Needs) Assessment

2019

Engaged Partners & Community

Prioritization of Needs

Analysis and Interpretation

Compile Health-Related Data – Needs and Assets

Act on Priorities and Evaluate

Collaborative Action Planning

2019 - 2020
(and ongoing)

Modified version of the RWJF Take Action Cycle
- Welcome
- House Keeping
- Packet Orientation
- Introductions
- Results for the Day

Handout: Agenda
**Presenter Introductions**

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RESULTS WE HAVE IN MIND FOR TODAY...

- Understand how “Listening to Community” fits into the bigger picture of community engagement
- Practice skills for conducting listening sessions
- Identify a variety of ways these skills can be used in community health improvement
- Leave with a plan and tools to conduct listening sessions in your county
Community Engagement
WHAT IS COMMUNITY ENGAGEMENT

Citizens are ‘engaged’ when they play a meaningful role in the deliberations, discussions, decision-making and/or implementation of projects or programs affecting them.

CONSULTATION

COMMUNICATION

PARTNERSHIP

PARTICIPATION

EDUCATION

EXTENTION

IT'S ALL ENGAGEMENT!
WHY COMMUNITY ENGAGEMENT MATTERS

- Increase community acceptance of projects/solutions
- Create more effective solutions
- Improve citizens’ knowledge and problem-solving skills
- Empower and integrate people from different backgrounds
- Create local networks of community members
- Create regular outlets for discussing concerns
- Increase trust in community organizations and local government

**Core Values of Community Engagement**

- Belief that those affected by a decision have a right to be involved in the decision-making
- Promise that public’s contribution will influence decision
- Recognition and communication of needs and interests of all participants
- Participant input in designing how they participate
- Participants have information needed to participate meaningfully
- Communication to participants how their input affected decisions

Source: International Association for Public Participation (IAP2), 2009.
<table>
<thead>
<tr>
<th>PUBLIC PARTICIPATION GOAL</th>
<th>INFORM</th>
<th>CONSULT</th>
<th>INVOLVE</th>
<th>COLLABORATE</th>
<th>EMPOWER</th>
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<tbody>
<tr>
<td>PROMISE TO THE PUBLIC</td>
<td>To provide the public with balanced and objective information to assist them in understanding the problems, alternatives and/or solutions.</td>
<td>To obtain public feedback on analysis, alternatives and/or decision.</td>
<td>To work directly with the public throughout the process to ensure that public issues and concerns are consistently understood and considered.</td>
<td>To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.</td>
<td>To place final decision-making in the hands of the public.</td>
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<td>EXAMPLE TOOLS</td>
<td>We will keep you informed.</td>
<td>We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.</td>
<td>We will work with you to ensure that your concerns and issues are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.</td>
<td>We will look to you for direct advice and innovation in formulating solutions and incorporate your advise and recommendations into the decisions to the maximum extent possible.</td>
<td>We will implement what you decide.</td>
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- Fact sheets
- Websites
- Open houses
- Public comment
- Focus groups
- Surveys
- Public meetings
- Workshops
- Deliberate polling
- Citizen Advisory committees
- Consensus-building
- Participatory decision-making
- Citizen juries
- Ballots
- Delegated decisions
Methods for "Listening to Community"
WHY GATHER QUALITATIVE DATA?

- Provides depth of understanding
- Asks “Why?”
- Is exploratory
- Enables discovery
- Allows insights into behavior
- Complements quantitative data from CHA survey
- Inform strategy development in CHIP process
- Uncovers insights for performance (program or agency) improvement
**TYPES OF QUALITATIVE DATA COLLECTION METHODS**

- Key informant interviews
- Focus Groups/Listening Sessions
- Observation
- Direct observation: field observation, site visits
- Participant-led: e.g. PhotoVoice projects
- Document review

Handout: Qualitative Data Collection Methods
<table>
<thead>
<tr>
<th>Method</th>
<th>Overall Purpose</th>
<th>Advantages</th>
<th>Challenges</th>
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<tr>
<td>Interviews</td>
<td>when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires</td>
<td>- get full range and depth of information&lt;br&gt;- develops relationship with client&lt;br&gt;- can be flexible with client</td>
<td>- can take much time&lt;br&gt;- can be hard to analyze and compare&lt;br&gt;- can be costly&lt;br&gt;- interviewer can bias client's responses</td>
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<tr>
<td>Observation</td>
<td>to gather accurate information about how a program actually operates, particularly about processes</td>
<td>- view operations of a program as they are actually occurring&lt;br&gt;- can adapt to events as they occur</td>
<td>- can be difficult to interpret seen behaviors&lt;br&gt;- can be complex to categorize observations&lt;br&gt;- can influence behaviors of program participants&lt;br&gt;- can be expensive</td>
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<tr>
<td>Focus groups</td>
<td>explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation and marketing</td>
<td>- quickly and reliably get common impressions&lt;br&gt;- can be efficient way to get much range and depth of information in short time&lt;br&gt;- can convey key information about programs</td>
<td>- can be hard to analyze responses&lt;br&gt;- need good facilitator for safety and closure&lt;br&gt;- difficult to schedule 6-8 people together</td>
</tr>
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Source: University of North Carolina-Chapel Hill School of Public Health
LISTENING SESSIONS/FOCUS GROUPS

Format:
- 6-10 participants
- 60-90 min
- Structured group discussion format

Advantages:
- More efficient way to gather lots of information vs interviews
- Group discussion may glean more thoughtful information

Disadvantages:
- May not appropriate for sensitive topics
- Scheduling is more challenging vs interviews
- Data analysis may be more challenging vs interviews
Listening for What?
Listening Session Experience
CONSTRUCTIVE FEEDBACK

○ Example
○ Technique: SBI-style feedback
  • Situation
  • Behavior
  • Impact
○ SBI feedback forms
  • Give each other feedback during practice sessions

Handout: Situation, Behavior, Impact (SBI) Feedback Forms
Debrief from Listening Session Experience
Lunch!
Conducting Listening Sessions

Handout: Conducting Listening Sessions (printout of slides)
Overall Flow of the Session

- Participants gather (build rapport and identify types of participants)
- Introduction
- Welcome
- Overview of the topic
- Ground rules
- Opening question
- Question set/discussion
- Brief summary of key points from the discussion
- Closing
THE LISTENING SESSION TEAM
**THE LISTENING SESSION TEAM: MODERATOR**

**Roles**
- Asks questions
- Probes for clarity
- Listens
- Learns
- Allows for pauses
- Keep discussion focused on key questions
- Includes everyone in the conversation
- Keeps track of time
- Notes key points and “Parking Lot” items on flipchart paper

**Characteristics**
- Respects the participants and shows it
- Understands the purpose of the focus group and the topic to be discussed
- Communicates clearly and only as much as necessary
- Sticks to the script
- Uses probe questions
- Engages every participant
- Is open and not defensive
- Is aware of nonverbal communication
MODERATORS DO NOT...

- Educate
- Provide information
- Give advice
- Show agreement or disagreement (including nonverbal communication)
- Share personal experiences
- Influence participant responses
- Judge
**Key Ingredients: Pausing and Probing**

- Can you tell me more about that?
- What about that?
- What do you mean by that?
- What makes you feel that way?
- Can you think of an example of that?
- I would like to know more about your thinking on that issue.
- I am not sure I understand how you are using the word...
- What are some of your reasons for liking it?
- What about it do you like?
- What does it say to you personally?
- What were you thinking as you were watching?
- What stood out in your mind? What other things made an impression?
- You started to say something about ...?
- You mentioned something about...?
- Did you get any new insights about...? from the ...?
- What words would you use to describe...?

Included in Question Bank Handout
PARTICIPANT TYPES

- Quiet and shy
- Angry or disruptive
- The Talker
- The Joiner
- The Questioner
- Ramblers and Wanders
- The Expert
- Inattentive participants
THE LISTENING SESSION TEAM:
ASSISTANT MODERATOR/NOTE TAKER

Assist with logistics
- Materials preparation
- Set up on location (help arrange room, chairs, tables, flip chart)
- Responsible for refreshments
- Handle paperwork, including informed consent forms

Monitor entrance and time, handle interruptions
- Help moderator keep track of time
- Be a host/hostess
- Be a doorkeeper
- Help latecomers check in, complete consent forms, and find a place

Record discussion
- Flip chart writing if necessary
- Operate audio recorder/microphone
- Take detailed notes and observations

Observe discussion & make interpretations/links
- Track “burning questions” and information gaps to share with moderator
- Ask follow-up questions as necessary
- Be prepared to read back notes and share a brief summary of key points at end of session
- Be prepared to discuss body language and reactions of participants

Debrief with moderator
NOTETAKING PREP

Before conducting focus groups determine:

- How thorough should the notes be?
- What demographic information should be recorded about participants?
- Should note taker record the seating arrangement?
- Should the note taker track who said specific quotes?
- How, if at all, should the note taker communicate with the moderator during the session?
- Should we use an audio or videorecorder?

Adapted from materials from the University of Indiana.
**Types of Information to Capture**

- *Key points and themes for each question*
- *Quotes*
- *Note taker observations*
- Non-verbal cues from participants
- Wording and timing of probes
- Follow-up questions that could be asked
- Big ideas, hunches or thoughts of the note-taker
- Do NOT capture: identifying information (18+ personal identifiers)

Handout: Focus Group/Listening Session Note-Taking Summary
(Adapted from materials from the University of Indiana)
THE PROCESS, START TO FINISH

Before you leave for your listening session. . .

- Practice the introduction and questions
- Be sure you know how to get to the session location
- Check that you have all your equipment (use an equipment checklist)
- Arrive early
- Create quiet time to review your questions and probes
THE PROCESS, START TO FINISH

When you arrive at your focus group destination . . .
(moderator and assistant moderator work together)

- Arrange tables (one for refreshments, one for check in/registration) and chairs
- Set up sign in, consent/confidentiality, disbursement, and evaluation forms (if applicable)
- Set up refreshments
- Arrange the discussion room (set-up name tags, flip charts, etc.)
- Set up and test recording equipment in discussion room (if applicable)
- Make sure notetaker knows how to operate the equipment
- Test equipment AGAIN!
THE PROCESS, START TO FINISH

As people arrive . . .

- Ask participants to put on their name tags (first name only)
- Ask participants to read and sign the consent form and sign-in sheet to receive more information about outcomes
- Mingle with participants as they arrive
THE PROCESS, START TO FINISH

After the focus group . . .

- Debrief with assistant moderator/ notetaker
- Pack equipment
- Clean up space
LISTENING SESSIONS WITH YOUTH

- Make it fun!
- Age range within 2 years
- Avoid including close friends in the same group
- Establish additional ground rules
- Encourage students to talk directly to one another, but be respectful when someone else is sharing a thought or idea
- Reiterate you want to hear ALL their ideas, both positive and negative
- Start out with an “icebreaker” question to get them talking (favorite bands, three things to take to a deserted island)
Practice Conducting Listening Sessions

Handouts: Template Question Guide & Moderator Script; Note-Taking Summary; SBI Feedback Form
INSTRUCTIONS FOR SMALL GROUP PRACTICE

Each group of 4 gather at one of the small, listening session set-ups
1. Select a facilitator
2. Select a notetaker
3. Everyone else are participants
4. Practice starting the group; use the script from the beginning, ending after the third content question (10-15 minutes total)
5. Switch to a new facilitator and notetaker
6. Practice starting where the first facilitator left-off in the script; end after 10-15 minutes of discussion
7. Use SBI feedback method to give the facilitator and notetaker feedback
Debrief from Practice Listening Sessions
BREAK
Preparing for Listening Sessions: Content
DATA FOR WHAT?! AND FROM WHOM?!

- What would benefit from having community members’ perspective?
- What is the key information I want to know?
- Who’s perspective and voice matters?
  - How might I figure this out?
**SELECTING YOUR GROUP**

- Are there existing groups to work with?
- Does my schedule align with the dates the group is available?
- How well do I know members of this group?
- How familiar am I with the topic?
- Am I the right person to moderate?
- How would the data I collect from this group be used by my organization/agency to inform our work?

Handout: Selecting Your Audience
ACTION PLANNING TIME: SELECTING AUDIENCE

Action Plan: Listening Sessions

[Who, What, and Why (Shared Purpose and Question Guide)]

What key information do I want to collect through this listening session? (Refer to the “Audience Selection” handout for guidance).

__________________________

__________________________

What perspectives need to be heard? (Who is our audience?) (Refer to the “Audience Selection” handout for guidance).

__________________________

__________________________

Based on the key information I need to collect (see above) and my key audience(s), what questions might be the most important to ask? (Refer to the Question Bank handout for possible questions, or you can create your own!)

Prominent Questions:

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________
10. __________

Additional Instructions:

- Adopt the listening template to align with your revised Question Guide.
DEVELOPING QUESTIONS

Good questions should...

- Focus on the critical issues of concern
- Help you uncover insights that aren’t available elsewhere
- Be open-ended
- Be easy to understand by the audience

Handout: Question Bank
Creating Your Question Guide & Script

Good question guides & scripts should...

- Include questions that flow in a logical sequence
- Estimate how much time you will spend on each question
- Use probes and follow-up questions as needed
- Limit the use of “why” questions

Handout: Question Bank
**Action Planning Time: Question Development**

**Handout:** Action Plan...Who, What, and Why?; Question Bank; Question Guide & Moderator Script; Note-Taking Summary
Preparing for Listening Sessions: Planning
WHO MIGHT YOU TALK TO BEFORE COLLECTING DATA?

- Hospitals
  - Human Resources (Employees)
  - IRB, Human Subjects Committee, Compliance or Risk Management (if available) (Patients)

- Public Health Agencies
  - Human Resources (Employees)
  - Quality Improvement and/or HIPAA compliance personnel (exact role may vary) (Clients/Program Participants)
  - Partner organizations whose programs or clients you may be collecting data from/about (e.g., schools, farmers markets, YMCAs, etc)
INVITATIONS

- Consider if the location, date, and time will be convenient for participants
- Contact participants at least two weeks before the session
- Slightly over recruit the number of participants
- Send each participant written confirmation of the time, date, and place
- Give the participants a reminder phone call prior to the session
ETHICAL CONSIDERATIONS FOR DATA COLLECTION AND REPORTING

WNC Healthy Impact is a partnership and coordinated process between hospitals, public health agencies, and key regional partners in western North Carolina, working towards a vision of improved community health. We are working together locally and regionally on a community health improvement process to assess health needs, develop collaborative plans, take coordinated action, and evaluate progress and impact.

This innovative regional effort is supported by financial and in-kind contributions from hospitals, public health agencies, and partners, and is housed and coordinated by WNC Health Network, Inc. Current efforts to infuse results-based accountability throughout this process are supported by a grant from The Duke Endowment.
OVERVIEW: ETHICAL CONSIDERATIONS FOR DATA COLLECTION AND REPORTING

- Anonymity (when applicable)
- Confidentiality
- Informed Consent
- Cultural Competency

- Participants should not be harmed or harm should be kept to a minimum.
- No one should be forced to participate.

*Check with your organization's IRB or ethics review body to ensure that the project protects human subjects.*
INFORMED CONSENT: GENERAL GUIDELINES

- Give participants information (e.g. verbally, description or cover letter)
- Have participants sign a consent form
  - For children under 18, parents should sign the form
  - Cover letters and consent forms should be available in appropriate languages
INFORMED CONSENT: INFORMATION TO INCLUDE

- Purpose of the data collection and when or where it will take place.
- Information about how data will be collected (including audio/videotaping, photographs, etc).
- Possible benefits of the project or service.
- Possible risks to participants and how such risks will be minimized.
- A statement that participation is voluntary and that people can withdraw at any time.
- Any incentives that will be provided to participants.
- Where the project coordinator can be contacted for more information.
- How the results will be used and if and when the results will be available to participants or the public.

[Source]
OBTAINING CONSENT FOR LISTENING SESSIONS

- Basic ethics and consent principles and procedures apply.

- Additional considerations for focus groups/listening sessions and interviews:
  - Audio/videotaping
  - Confidentiality for focus groups
Community Listening Session Consent Form

What Is this Listening Session?
You have been asked to take part in this community listening session sponsored by [NAME OF HOSTING ORGANIZATION/ENTITY AND OTHER PARTNERS IF APPLICABLE]. The purpose of this session is to [PURPOSE OF LISTENING SESSION, e.g., to learn about community members perspectives about what is helping or hurting efforts to improve health in XC County].

What Kinds of Information Will I Be Asked to Share?
You may be asked about your opinions and ideas about [LIST GENERAL TOPICS COVERED BY QUESTION GUIDE]. You will not be asked to share any personal health information.

How Will the Information I Share Be Used?
Any information you share will not be connected with your name or any other personal identifying information. The information you provide today will be [LIST HOW THE INFORMATION MUST BE USED, e.g., included in the 20XX XC County Community Health Assessment Report, which is used by XC County Health Department and partner organizations to identify priority health issues in XC County]. Your responses will help improve the health of our community. [IF APPLICABLE] The information you provide may also be used in the future by [XC County Health Department and partner].

Voluntary Participation
Taking part in this discussion is voluntary. You do not have to take part if you do not want to. If any questions make you feel uncomfortable, you do not have to answer them. You may leave the group at any time for any reason. [IF APPLICABLE] You will receive a list of available resources at the beginning of the session. This list will include ways that you can find support in the community.

[IF APPLICABLE] Audio Recording
The discussions will be audio recorded to make sure we have accurately captured everyone’s comments. The notes and recording from this session will be kept strictly confidential. They will only be available to the session staff [XC COUNTY HEALTH DEPARTMENT AND PARTNERS]. The recording will be stored in a secure location and will be deleted after [LENGTH OF TIME, e.g., 30 months].

Questions
Do you have any questions about this listening session? If you do, you may call [MODERATOR PHONE NUMBER].

If you agree to these procedures, please check the box and sign your name in the space below.

[ ] Yes, I agree to take part in the listening session

Name: ____________________________
Signature: ________________________
Date: ____________________________
INFORMED CONSENT: SOME EXCEPTIONS TO THE RULE

- For some clinical practice-related data collection, clients have already given consent to participate in data collection when they signed up for the service.

- Special/vulnerable populations (children, prisoners, pregnant women, mentally disabled persons, or economically/educationally disadvantaged persons)
OTHER LOGISTICS BEFORE THE LISTENING SESSION

- Incentives?
- Serving food?
- Room and seating arrangement
- Audio record or video record session?
- Process for follow-up with hosting organization and participants afterward

Handout: Listening Session Checklists
ACTION PLANNING TIME: PREPARATION LOGISTICS

Preparation Logistics

Complete the following sections once you have clarified your overall purpose and topic for conducting a listening session.

The topic I will be moderating/notetaking for is:

The group that will be participating in:

My teammate is: __________________ and their contact information is:

I will be MODERATING / NOTETAKING during this session. (CIRCLE which role you will take)

My teammate’s and my next steps for connecting to finish planning the session are:

The questions we still need to answer to finish planning the logistics of our session are:

1) Date and time for the session:
2) 
3) 
4) 
5) 
6)
Following-Up from Listening Sessions
CLOSING THE LOOP WITH PARTICIPANTS

- Summary of findings
- Community Health Assessment report
- Community Health Improvement Plan
- Information about program improvements
- Email with links to marketing/promotion materials
DATA SECURITY AND STORAGE: LIST OF 18 DIRECT IDENTIFIERS

1. Names.
2. Postal address information, other than town or city, state, and ZIP Code.
3. Telephone numbers.
4. Fax numbers.
5. Electronic mail addresses.
7. Medical record numbers.
8. Health plan beneficiary numbers.
11. Vehicle identifiers and serial numbers, including license plate numbers.
12. Device identifiers and serial numbers.
13. Web universal resource locators (URLs).
14. Internet protocol (IP) address numbers.
15. Biometric identifiers, including fingerprints and voiceprints.
16. Full-face photographic images and any comparable images.
17. All elements of dates related to the individual including birthdate, admission date, discharge date, and date of death.
18. Any other characteristic that could be used to uniquely identify the individual.
**De-Identified Data**

- **De-identification** is the process used to prevent a person’s identity from being connected with information (such as the list of 18 direct identifiers).
DATA SHARING BEST PRACTICES

*Make sure you know your organization’s policies (if any) for storing and sharing notes AND audiorecordings.*

- **Sensitive Data** – Use your best judgement when sharing sensitive data. If the data is considered to be sensitive then you will want to carefully consider how and with who you are going to share the data.

- **Aggregate Data** – Can be shared via email or scorecard. Be aware that small numbers (even if aggregated) can be considered sensitive data.
My plan to invite/recruit session participants is:

My plan for obtaining consent from session participants is:

CIRCLE each of the following that you plan to do for your listening session(s):

- ✓ We will offer incentives.
- ✓ We will serve food.
- ✓ We will audio record the session.

My plan for following up with the hosting organisation and participants after the session is:

Data Management

My organisation’s policy for storing de-identified data are [NOTE: If you do not know your organisation’s policy(ies) for storing and sharing this type of data, add this to your Next Steps below].

My plan for storing the notes and audio recording (if applicable) from my listening session is:
**NEXT STEPS**

- **Mark your calendars!**
  - Training Part 2 – “Making Sense of Story Data”
  - Thursday, September 13 (tentative)
  - Debrief from listening sessions to date, and learn from your colleagues’ experiences
  - Turn the data you collected into insights, using a practical, hands-on analysis method
  - Can also use the method presented to make sense of your Key Informant Interview data

- WNC Healthy Impact partners can reach out to us for support as you plan your listening sessions.
Wrap-Up

- Questions & Reflection
- Exit Survey

Thank you!