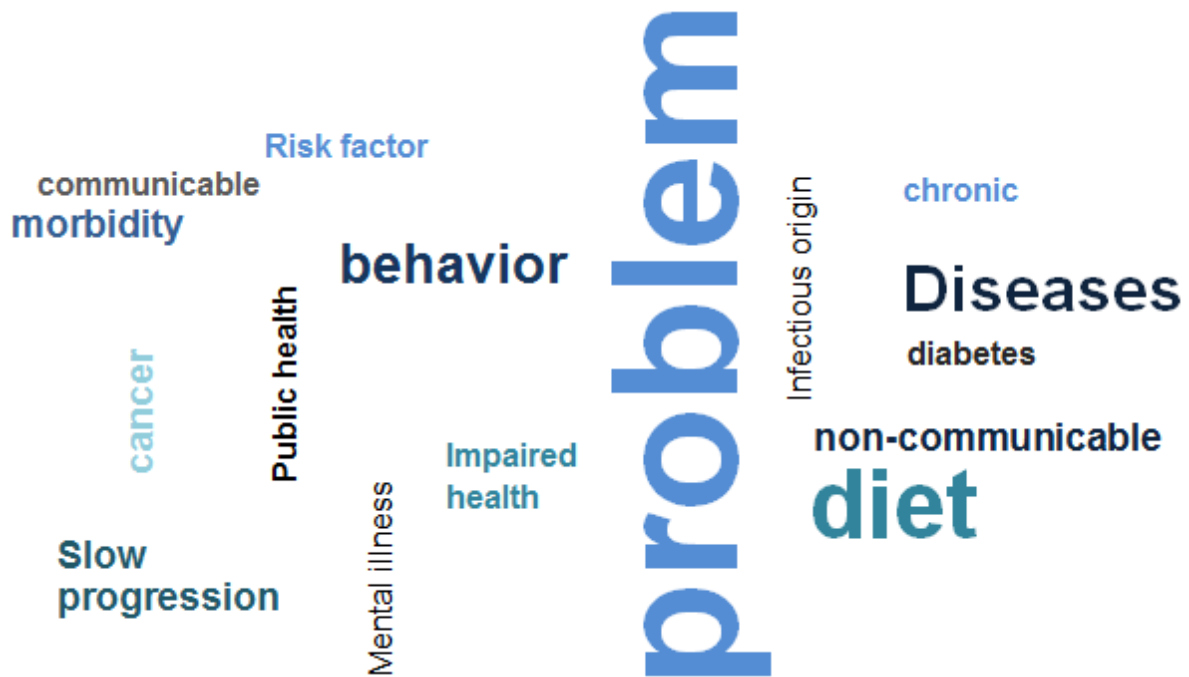


FACILITATOR GUIDE



NCD Prevention and Control

Created: 2013



NCD Prevention and Control. Atlanta, GA: Centers for Disease Control and Prevention (CDC), 2013.

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NCD Prevention and Control

LEARNING OBJECTIVES

At the end of the training, participants will be able to:

- Describe action items for accomplishing at least three of the WHO objectives from the 2008-2013 Global Strategy Action Plan in your own country.
- Describe potential barriers to implementing the recommendations and how to overcome them.

ESTIMATED COMPLETION TIME

- 120 minutes (*90 minutes interactive presentation; 30 minutes Skill Assessment*)

TRAINING TECHNIQUES

- Content and examples will be presented using lecture and group discussion. Skill assessment will be done in small groups.

PREREQUISITES

- *Introduction to NCD Epidemiology and NCD Surveillance in Public Health*

MATERIALS AND EQUIPMENT

Facilitator:

- PowerPoint file for presentation
- 2 flipcharts with markers

Participant:

- Participant Guide
- Extra markers, flipchart paper and tape for optional activities

REFERENCES AND RESOURCES

- McKenna M, Collins J. Current Issues and Challenges in Chronic Disease Control. In: Chronic Disease Epidemiology and Control, Remington PL, Brownson RC, Wegner MV, eds. Washington: American Public Health Association; 2010:1-26.
- Morrish NJ, Wang SL, Stevens LK, Fuller JH, Keen H (2001). Mortality and causes of death in the WHO multinational study of vascular disease in diabetes. *Diabetologia* 44 (Suppl 2):S14–21.

- CDC. The Power of Prevention: Chronic Disease – The Public Health Problem of the 21st Century. Atlanta, GA: Centers for Disease Control and Prevention; 2009.
- WHO. 2008-2013 Action Plan for the Global Strategy for the Prevention and Control of Noncommunicable Diseases. World Health Organization, WHO Press, Geneva, Switzerland, 2008.
- WHO. The World Health Report 2002 – Reducing Risks, Promoting Healthy Life. World Health Organization, WHO Press, Geneva, Switzerland 2002.

PREPARATION CHECKLIST

The following are action items to be completed by the facilitator prior to training:

- ___ Review slides
- ___ Obtain information about your country’s mission, goals, and strategies related to NCDs. You may add key points to slide 32.
- ___ Obtain data on some successful and unsuccessful strategies that were used for health promotion, primary prevention, and secondary prevention in your country, region, or district.

FONT GLOSSARY

The following fonts are used in this guide:

Font Type	Font Meaning
Plain	Script
Bold	Instructions
<i>Italics</i>	<i>Answers</i>

ICON GLOSSARY

The following icons are used in this guide:



Image Type	Image Meaning
 Question Icon	Question for facilitator to ask participants.

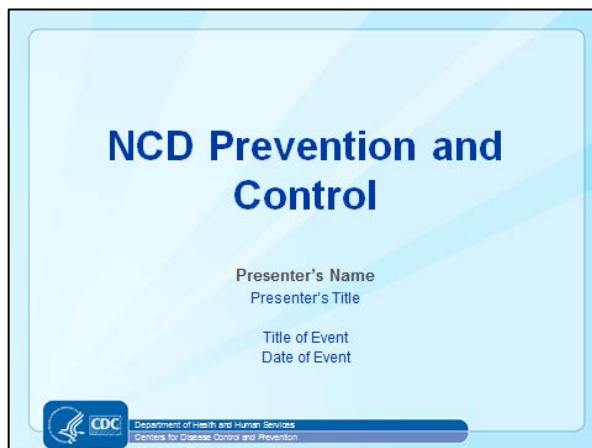
Image Type	Image Meaning
 Tip Icon	Supplemental information discussion.

MODULE CONTENT

Duration/ Slide Number	What to Do/ What to Say
------------------------	-------------------------

2 minutes

Slide 1

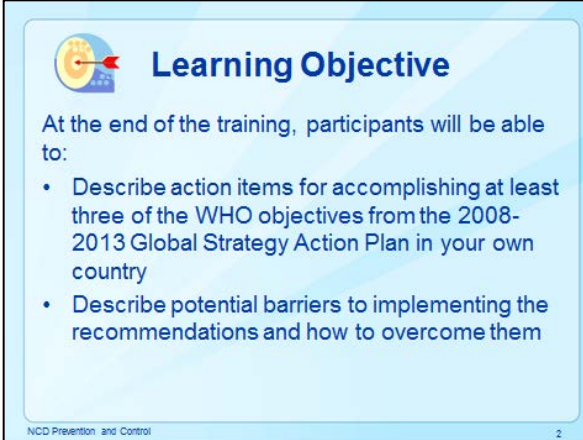


- **Introduce yourself to participants if you are a new facilitator.**
- **Tell participants that during the lesson, they will discuss goals and strategies for preventing and controlling non-communicable diseases (NCDs), and challenges to implementing those strategies and achieving those goals.**
- **Briefly discuss how participants will use the skills they learn in this lesson on the job.**
- **Briefly review the key skills participants have learned up to this point, for example calculating burden of disease, and explain how those skills are relevant to what they will learn during the lesson.**
- **Tell participants that the lesson will take approximately 2 hours to complete.**
- **Explain that after the lesson they will work in small groups to complete a skill assessment.**

Duration/ Slide Number	What to Do/ What to Say
------------------------	-------------------------

1 minute

Slide 2



Learning Objective

At the end of the training, participants will be able to:

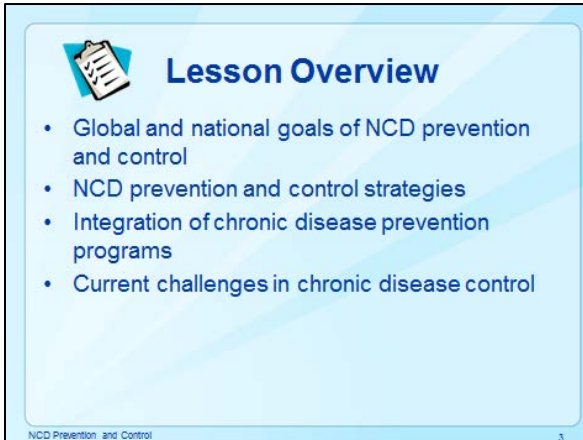
- Describe action items for accomplishing at least three of the WHO objectives from the 2008-2013 Global Strategy Action Plan in your own country
- Describe potential barriers to implementing the recommendations and how to overcome them

NCD Prevention and Control 2

- **Direct participants to Slide 1 in their participant guides.**
- **Read the learning objective from the slide.**

1 minute

Slide 3



Lesson Overview

- Global and national goals of NCD prevention and control
- NCD prevention and control strategies
- Integration of chronic disease prevention programs
- Current challenges in chronic disease control

NCD Prevention and Control 3

- **Tell participants what they will learn during the lesson.**

Duration/ Slide Number	What to Do/ What to Say
------------------------	-------------------------

1 minute

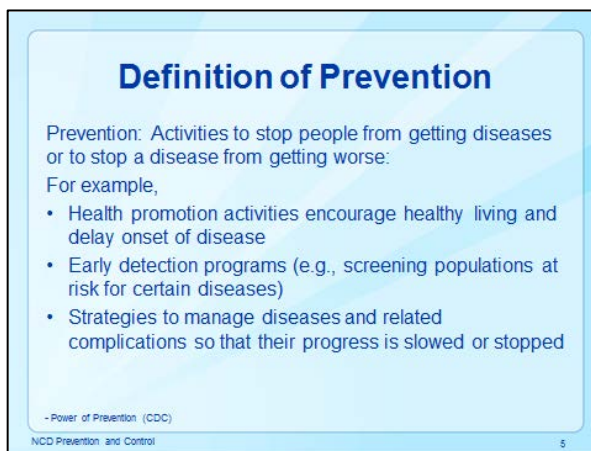
Slide 4



- Explain that the presentation begins by defining prevention and control and then they will discuss the global and national goals for NCD prevention and control.

3 minutes

Slide 5



- Explain that prevention and control are interrelated and used interchangeably.
- **Ask:** What is the relationship between prevention and control?
- **Note:** Participants should provide you with definitions or examples of prevention and control. Tell participants that you will discuss each definition separately.
- Click on the slide and read the bullets one at a time.

Duration/ Slide Number	What to Do/ What to Say
------------------------	-------------------------

2 minutes

Slide 6

Definition of Control

Control: Activities to slow the course of an existing disease or reduce its severity

- Activities to control a disease occur after the disease has been contracted
- Control activities reduce the pathological effects resulting from a disease

NCD Prevention and Control 6


- **Read the text on the slide.**

3 minutes

Slide 7

Goals for NCD Prevention and Control

- Reduce incidence of disease
- Delay onset of disease and disability
- Alleviate severity of disease
- Improve health-related quality and duration of individual's life (Doll 1985)



NCD Prevention and Control 7



- **Ask:** How do we define a goal?
- **Possible answer:** the result or achievement toward which effort is directed; aim.
- **Ask:** What are some general goals for NCD prevention and control?
- **Discuss the bulleted items on the slide.**
- **Explain that preventing and controlling NCDs usually takes a long time. Programs must be implemented with the knowledge that persistence and long-term commitment are vital.**

Duration/ Slide Number	What to Do/ What to Say
------------------------	-------------------------

3 minutes

Slide 8



- Explain that WHO developed the 2008-2013 Action Plan for the Global Strategy to prevent and control four types of non-communicable diseases (cardiovascular diseases, diabetes, cancers, and chronic respiratory diseases) and four shared risk factors (tobacco use, physical inactivity, unhealthy diet, and harmful use of alcohol).

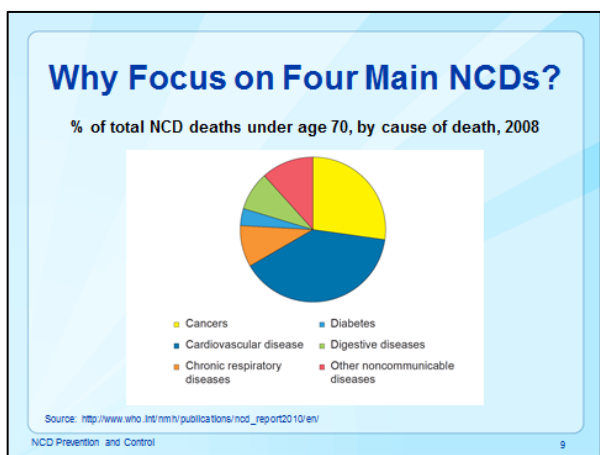


Question

- Ask: Why did WHO focus on these four diseases?
- Tell participants that you will next show them a slide of the percentage of NCD-related deaths by cause, for ages 70 and younger.

3 minutes

Slide 9



- Explain that the 2008 global burden of disease data support focus on these four diseases and four risk factors given their prevalence in low-to-middle income

Duration/ Slide
Number

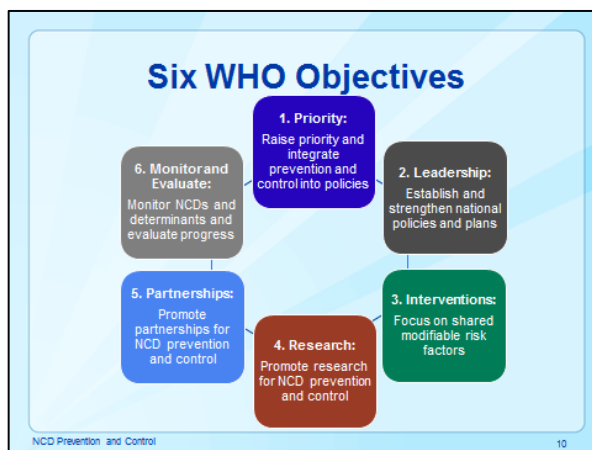
What to Do/ What to Say

as well as high income countries.

- Explain that cardiovascular diseases were responsible for the largest proportion of NCD deaths under age 70 (39%), followed by cancers (27%), chronic respiratory diseases, digestive diseases and other non communicable diseases were together responsible for approximately 30% of NCD disease deaths, and diabetes was responsible for 4%
- Tell participants that you will now discuss WHO's six objectives for its 2008-2013 Action Plan and its recommended action items.
- Explain that WHO strategies are for global prevention and control and that participants will need to adapt them to the situation in their country.

3 minutes

Slide 10



- **Read the six WHO objectives. Elaborate as needed by including these points**
 - Objective 1: To raise the priority of NCDs in development work at global and national levels, and to integrate prevention and control of such diseases into policies across all government departments.
 - Objective 2: To establish and strengthen national policies and plans for the prevention and control of NCDs.
 - Objective 3: To promote interventions that reduce the main shared modifiable risk factors for NCDs. (Ask participants what these are.)
 - Objective 4: To promote research for the prevention and

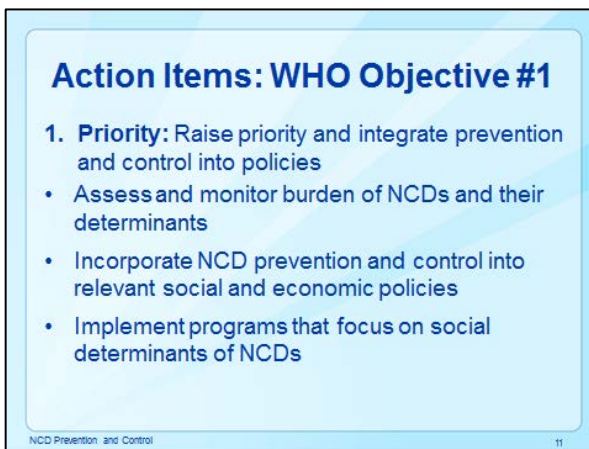
Duration/ Slide Number	What to Do/ What to Say
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control of NCDs.

- Objective 5: To promote partnerships for the prevention and control of NCDs.
- Objective 6: To monitor NCDs and their determinants and evaluate progress at the national, regional and global levels.

3 minutes

Slide 11



Question

- **Ask:** What actions do you recommend to meet Objective 1?
- **Click and read the bullets on the slide and explain that these are action items that WHO recommended to its member states.**
- **Ask:** What are social determinants?
- **Answer: Cultural / community norms and standards, built environment, availability of clinical, public health, and social services**
- **Ask:** Has there been an increase in priority for NCDs in your country? How has your country integrated NCD prevention and control into policies?

Duration/ Slide Number	What to Do/ What to Say
------------------------	-------------------------

3 minutes

Slide 12

Example of Implementing Objective #1 - Priority

- WHO endorsed the Global Strategy on Diet, Physical Activity and Health at the 57th World Health Assembly
- Goal is “to improve public health through healthy eating and physical activity”
- Reflects international recognition of the worldwide changes in physical activity levels as a consequence of countries’ demographic and socioeconomic development, and globalization

NCD Prevention and Control 12

- **Say:** This slide shows an example of how WHO has helped to raise priority and integrate prevention and control into policies through a global strategy on diet, physical activity and health.
- **Click and read the text on the slide.**

3 minutes

Slide 13

Action Items: WHO Objective #2

2. Leadership: Establish and strengthen national policies and plans

Establish a high-quality surveillance and monitoring system to provide population-based mortality statistics and standardized data on:


- NCDs
- Key risk factors
- Behavioral patterns

NCD Prevention and Control 13

- **Ask:** What actions do you recommend to meet Objective 2?
- **Click and read the bullets on the slide.**
- **Relate several key points that participants learned during the NCD Surveillance lesson about surveillance systems.**
- **Ask:** Does your country have a surveillance system that provides data on NCDs, risk factors and behavioral patterns?



Question

Duration/ Slide Number	What to Do/ What to Say
<p>3 minutes</p> <p>Slide 14</p>	<div data-bbox="500 310 1091 758" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Example of Implementing Objective #2 - Leadership</p> <p>Thailand – Adopted national policies declaring exercise for health as priority action area (National Health Development Plan, 2002-2006)</p> <ul style="list-style-type: none"> • Working in collaboration with WHO, International Health Regulations (IHR), and Bureau of Epidemiology to rapidly identify, assess and lessen public health threats and emergencies • High priority focus on disease surveillance, laboratory capacity and point of entry <p style="font-size: small;">NCD Prevention and Control 14</p> </div> <ul style="list-style-type: none"> • Say: Here is what Thailand did to establish and strengthen national polices and plans. • Click and read the text on the slide.
<p>3 minutes</p> <p>Slide 15</p>	<div data-bbox="500 940 1091 1388" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Action Items: WHO Objective #3</p> <p>3. Interventions: Focus on shared modifiable risk factors</p> <ul style="list-style-type: none"> • Implement strategies for reducing risk factors for NCDs that aim at providing and encouraging healthy choices • Consider strategies that involve public and private sectors in multiple areas (agriculture, finance, urban planning, education, sports) • Consider different settings for action; for example, schools, workplaces, local communities <p style="font-size: small;">NCD Prevention and Control 15</p> </div> <ul style="list-style-type: none"> • Ask: What actions do you recommend to meet Objective 3? • Click and read the bullets on the slide. • Ask: Do you know of any strategies that involve multiple sectors in your country, such as the Ministry of Health (MOH) and the Ministry of Education (MOE)? • Possible answer: MOHs and MOEs joining forces to eliminate soft drinks from school, or to conduct a tobacco survey.
 Question	

Duration/ Slide
Number

What to Do/ What to Say

3 minutes

Slide 16

Example of Implementing Objective #3 - Interventions

- China – “Healthy Exercise For All” campaign (2000)
- Major **promotional events** with seasonal themes for the general public (e.g., Water Sport Carnival)
- **Fitness programs** targeting children, senior citizens, disabled people
- **Stair climbing scheme** promoting daily physical activity through stair use
- “Dance for Health” **programs** in districts (e.g., social and aerobic dance classes)
- **Active Living Charter** targeting people in workplaces and schools; participants get a brochure on how to organize activities in their settings
- **Rope skipping activities** (e.g., Rope Skipping Promotion Day)

NCD Prevention and Control 16

- **Say:** Here are some examples of what China did to focus on shared modifiable risk factors.
- **Click and read the text on the slide.**
- **Discuss which interventions might be most effective to different target groups.**
- **Ask:** Could any of these interventions be implemented in your country?



Question

3 minutes

Slide 17



Action Items: WHO Objective #4

4. Research: Promote research for NCD prevention and control

- Research is done at a high level within the Ministry of Health
- MOH researchers and administrators are likely to work with researchers and administrators at other national and international health agencies, academic institutions and private institutions

NCD Prevention and Control 17

- **Read the first bullet and explain that you will not go into details about the action items for Objective 4 because research and research promotion are done at a high level within the MOH.**
- **Read the next bullet on the slide.**

Duration/ Slide Number	What to Do/ What to Say
<p>3 minutes</p> <p>Slide 18</p>	<div data-bbox="500 317 1089 758" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Action Items: WHO Objective #5</p> <p>5. Partnerships: Promote partnerships for NCD prevention and control</p> <ul style="list-style-type: none"> • Participate actively in regional and sub regional networks for NCD prevention and control • Establish effective partnerships for NCD prevention and control • Develop collaborative networks involving key stakeholders <p style="font-size: small; margin-top: 5px;">NCD Prevention and Control 18</p> </div> <ul style="list-style-type: none"> • Ask: What actions do you recommend to meet Objective 5? • Click and read the text on the slide. • Ask: What are some examples of networks and partnerships in your country that are involved in NCD prevention and control? Do you have any ideas for developing collaborative networks with key stakeholders in your country?
<div data-bbox="293 785 402 884" style="text-align: center;">  </div> <p>Question</p>	
<p>3 minutes</p> <p>Slide 19</p>	<div data-bbox="500 1094 1089 1535" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Example of Implementing Objective #5 - Partnerships</p> <p>Brazil – “Agita São Paulo” grassroots campaign started to encourage people to exercise 30 minutes a day</p> <p>Success at local levels grew to national and international levels, in part because of increased partnerships and key stakeholder participation:</p> <ul style="list-style-type: none"> ▪ Centre for Laboratory Studies on Physical Activity of São Caetano do Sul (CELAFISCS) ▪ State Department of Health ▪ Scientific Committee (Physicians, Physical Education Teachers, Social Workers) ▪ Intersectoral Executive Committee (>300 governmental organizations, NGO’s, and private health, education and sports industries) <p style="font-size: small; margin-top: 5px;">NCD Prevention and Control 19</p> </div> <ul style="list-style-type: none"> • Say: Here’s an example of what Brazil did to implement objective 5 – partnerships. • Click and read the text on the slide. • Ask participants how each stakeholder might be engaged.
<div data-bbox="293 1619 402 1717" style="text-align: center;">  </div> <p>Question</p>	

Duration/ Slide Number	What to Do/ What to Say
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3 minutes

Slide 20



Question

- **Ask:** What actions do you recommend to meet Objective 6?
- **Click and read the text on the slide.**
- **Ask:** How do you monitor NCDs and determinants, and how do you evaluate progress in your country?

3 minutes

Slide 21

- **Say:** Here is what Columbia has done to implement objective # 6 – monitor and evaluate.
- **Click and read the text on the slide.**

Duration/ Slide Number	What to Do/ What to Say
------------------------	-------------------------

3 minutes

Slide 22



- Explain that participants should now have an understanding of WHO’s objectives and action items for NCD prevention and control, and that we will now discuss different types of strategies to prevent or control NCDs.

3 minutes

Slide 23-30

- Note: Slides 17-25 show each box filled in one at a time.
- Read the 4 strategies used to prevent or control NCDs.
- Ask participants to help fill in the boxes, column by column, as you click through each slide. For example, ask: What population is the target of health promotion, which is also known as primordial prevention? What is the effect or result of health promotion?
- Provide a local example for each strategy.

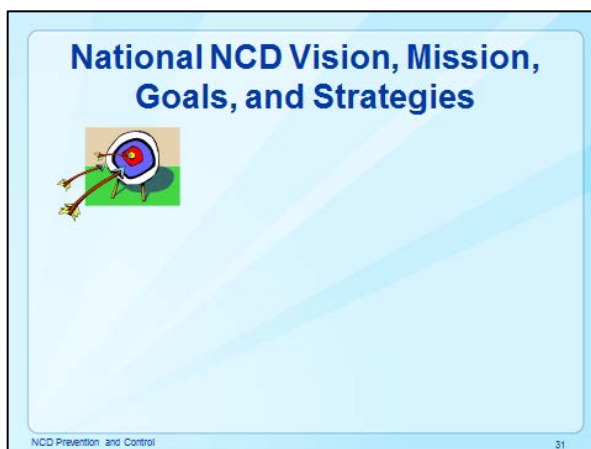


Duration/ Slide Number	What to Do/ What to Say
	<ul style="list-style-type: none"> • When you get to the end of each column (Effects), ask participants for the target of the next strategy. • Some points to include in discussion are: <ul style="list-style-type: none"> ○ Health promotion activities involve interventions that influence behavioral and lifestyle modifications to either avoid or delay the onset of disease or disability (e.g., the promotion of quality physical education and healthy eating in schools). ○ The length of time needed to demonstrate risk factor modification (e.g., improving a poor diet, increasing physical activity) can take several years. ○ Primary prevention strategies reduce incidence through risk factor modification, and they also reduce prevalence of disease. Examples include lifestyle modification (diet plus physical activity) for the prevention of type 2 diabetes. ○ Strategies for secondary prevention can also be called “disease control strategies” because their goal is to reduce the consequences of having a disease. ○ Secondary prevention reduces prevalence but generally not the incidence of disease. Secondary interventions are effective only when they are implemented at an early treatable stage. Screenings for cervical and breast cancers are examples of secondary prevention. ○ In most developing countries, the public health system does not focus on strategies for tertiary prevention. An example of tertiary prevention is exercise-based cardiac rehabilitation programs for patients who suffered from myocardial infarction. • Explain that when they identify strategies, they should choose <u>proven intervention strategies that have an evidence base</u>, and are <u>appropriate to the population targeted</u>.

Duration/ Slide Number	What to Do/ What to Say
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3 minutes

Slide 31



- In preparation for this lesson, you should have obtained information about your country's vision, mission, goals, and strategies related to NCDs. Add key points to the slide (and additional slides, as needed).
- Discuss the content on the slide that you have added.

3 minutes

Slide 32



- For chronic disease control and prevention to be most effective, we must take an integrated approach.
- **Ask:** What does integration mean to you?
- Possible answers should include words such as "efficient", "effective", and "considers modifiable risk factors that affect more than one NCD".
- Explain that to prevent and control NCDs, it is important to understand that many modifiable risk factors can cause (or contribute to) more than one NCD. In



Question

Duration/ Slide
Number

What to Do/ What to Say

addition, some NCDs put people who have them at risk for other diseases. For example, people with diabetes are more likely to die of heart disease than of any other cause (Morrish et al. 2001).

3 minutes

Slide 33

NCDs and Modifiable Risk Factors

Modifiable Risk Factor	CVD	Cancer	Type 2 Diabetes	Chronic Lung Disease
Tobacco use	x	x	x	x
Alcohol use	x	x		
High cholesterol	x			
High blood pressure	x			
Unhealthy diet	x	x	x	
Physical inactivity	x	x	x	
Obesity	x	x	x	

NCD Prevention and Control 33



Question

- For chronic disease control and prevention to be most effective, we must take an integrated approach.
- Remind participants that they reviewed this slide during the first lesson and that it shows that NCDs share some of the same risk factors.
- **Ask:** Why type 2 diabetes and not just “diabetes”?
- *Answer: Type 2 diabetes is modifiable.*
- **Point out that an unhealthy diet does not affect all cancers.**
- **Explain that persons at risk for diabetes, heart disease, and cancer are generally from the same populations due to age, race, and ethnicity, shared risk factors such as tobacco use, and other underlying social factors such as education or poverty.**
- **Say:** The implications of the enormous challenge of NCD prevention and control AND the overlap among the populations affected suggest the need for a more integrated approach to public health practice.

Duration/ Slide Number	What to Do/ What to Say
------------------------	-------------------------

3 minutes

Slide 34



Question

- **Ask:** What is an integrated approach to public health practice?
- **Click on the slide and discuss bullet points.**

3 minutes

Slide 35



Question

- **Say:** Public health programs to prevent chronic disease benefit from examining how to improve its reach and effectiveness through better coordination and integration of prevention programs.
- **Ask:** How can we do a better job of integrating several programs to prevent chronic disease?
- **Click on slide and read bullet points.**
- **Briefly discuss that broad interventions designed to “do it all” are unlikely to be effective.**

Duration/ Slide Number	What to Do/ What to Say
------------------------	-------------------------

- **Ask:** Why is coordination not easy?
- *Answers should include the challenges of communication.*

3 minutes

Slide 36



- Explain that preventing and controlling NCDs is often a balancing act with competing priorities for communicable diseases.
- Explain that in this final section of the lesson, the group will discuss current challenges in NCD prevention and control, in addition to this balancing act.
- Tell participants that they will next do a small group activity about challenges to NCD prevention and control.

20 minutes (10 minutes: exercise, 10 minutes: recap)

Slide 37

- Read the exercise instructions to participants.
- Tell participants to spend approximately 10 minutes on

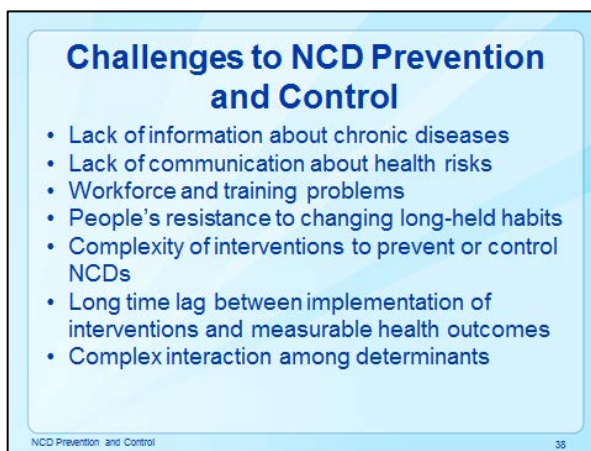
Duration/ Slide Number	What to Do/ What to Say
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this exercise.

- Tell participants that they can act out the challenge in front of the class rather than discuss it if they choose.
- After 10 minutes, reconvene the class and ask each group to present their work to the rest of the class.
- Encourage everyone in the class to comment on each other's challenges and solutions.

3 minutes

Slide 38



- Point out the challenges on the slide that were discussed in the previous exercise, and briefly discuss any new ones, if they relate to the audience (e.g., insufficient data on breast cancer because there are no cancer registries.)

5 minutes

Slide 39-48



- Tell participants that they will now participate in the

Duration/ Slide Number	What to Do/ What to Say
------------------------	-------------------------

Review Game.

- **Note:** Adjust number of questions depending on number of tables and teams. If participants are already at small tables, you may keep them together as a team. Otherwise, divide the class into teams of four or five participants.
- After participants are in their teams, ask each team to (quickly) give you a team name. Record team names on a flip chart.
- Tell participants to discuss answers in their teams before providing them out loud. Correct answers will receive 2 points. You may give 1 point for partially correct answers.
- Begin by clicking on the following slides, one question at a time.
- To reveal the answers, click on the slide after the question appears (and participants answer the question).
- Record points on flip chart.
- (Optional) Provide a prize to winning team.



Question

Review: Answers 1-2

1. Which chronic diseases are the focus of WHO's 2008-2013 Action Plan?
cardiovascular disease, type 2 diabetes, cancers, chronic respiratory diseases
2. Which risk factors are the focus of WHO's 2008-2013 Action Plan?
tobacco use, alcohol use, unhealthy diets, physical inactivity

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Duration/ Slide Number	What to Do/ What to Say
------------------------	-------------------------



Review: Answers 3-4

3. What are the four strategies to prevent or control NCDs? *Health promotion, primary prevention, secondary prevention, and tertiary prevention*
4. What are the target and effects of a health promotion strategy? *Entire population; prevents risk factors, lowers average population risk*

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Review: Answers 5-6

5. What are the target and effect of a primary prevention strategy? *People with one or more risk factors; to prevent development of early disease*
6. What are the target and effect of a secondary prevention strategy? *People with early stage disease; to prevent disease progression or recurrence*

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Review: Answers 7-9

7. What is an example of health promotion? *A marketing campaign about the importance of physical activity and healthy diets*
8. What is an example of primary prevention? *Smoking cessation program*
9. What is an example of secondary prevention? *Blood pressure monitoring for people with high blood pressure*

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Duration/ Slide
Number

What to Do/ What to Say

- Read the misunderstanding, then click and read the 'reality'.
- Briefly discuss how cost must be addressed, but that cost-effective strategies do exist.
- Tell participants that they will now apply what they learned by completing a skill assessment.

30 minutes
(20 minutes:
assessment, 10
minutes recap)

Slide 49

- Ask participants to turn to page 14 in their participant guide. (The last page of this facilitator guide has a copy of the participants' instructions.)
- Read instructions on the slide.
- If participants want to complete the assessment with a colleague from their country, they can do so; otherwise, they should work individually.

Duration/ Slide Number	What to Do/ What to Say
	<ul style="list-style-type: none"><li data-bbox="505 289 1300 352">• Tell them to spend 20 minutes completing the skill assessment.<li data-bbox="505 380 1365 512">• Reconvene the class and ask for volunteers to share their responses with the class. Encourage feedback from the participants. Spend no more than 10 minutes on the recap.

