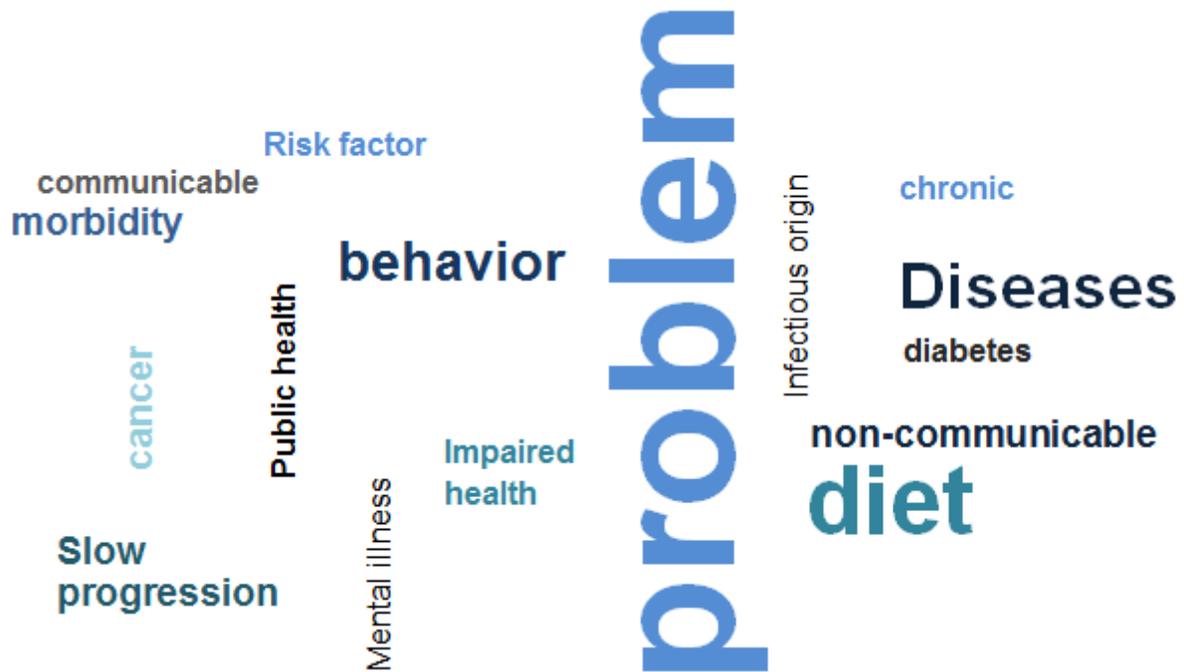


FACILITATOR GUIDE



Prioritizing Public Health Problem

Created: 2013



Prioritizing Public Health Problems. Atlanta, GA: Centers for Disease Control and Prevention (CDC), 2013.

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Prioritizing Public Health Problems

LEARNING OBJECTIVES

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

- Identify the key stakeholders and partners with whom to prioritize public health problems
- Identify the criteria for prioritizing public health problems
- Reach consensus on the two highest priority NCDs on which to focus prevention and control efforts

ESTIMATED COMPLETION TIME

- 2 hours (*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 in small groups.

PREREQUISITES

- *Introduction to NCD Epidemiology and NCD Burden of Disease*

MATERIALS AND EQUIPMENT

Facilitator:

- PowerPoint file for presentation
- Two flipcharts with markers

Participant:

- Participant Guide

REFERENCES AND RESOURCES

- Gregg, M.B. (Ed.). 2008. *Field Epidemiology* (3rd ed.). New York: Oxford University Press.
- Porta, M and Last, J.M. (Ed.). 2008. *A Dictionary of Epidemiology* (5th ed.). New York: Oxford University Press.

- Office of Workforce and Career Development. 2006. Principles of Epidemiology in Public Health Practice (3rd ed.). Atlanta: CDC.
- McKenna et al. 1998. Current Issues and Challenges in Chronic Disease Control. In: Chronic Disease Epidemiology and Control. Washington: American Public Health Association

PREPARATION CHECKLIST

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

- ___ Review slides
- ___ Obtain country-specific data on incidence, prevalence, disease-specific mortality, and/or DALYs (disability-adjusted life years) for four priority NCDs and/or risk factors.
- ___ Participants will use this information in the Skill Assessment.

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
 Activity Icon	<i>Small group exercise.</i>
 Flip Chart Icon	Write responses during facilitator-led discussions or debriefs.

Image Type	Image Meaning
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Question Icon

Question for facilitator to ask participants.



Tip Icon

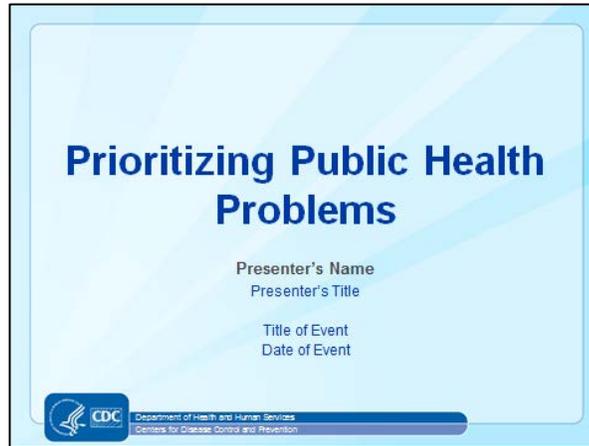
Supplemental information discussion.

MODULE CONTENT

Duration/ Slide Number	What To Do/What To Say
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2 minutes

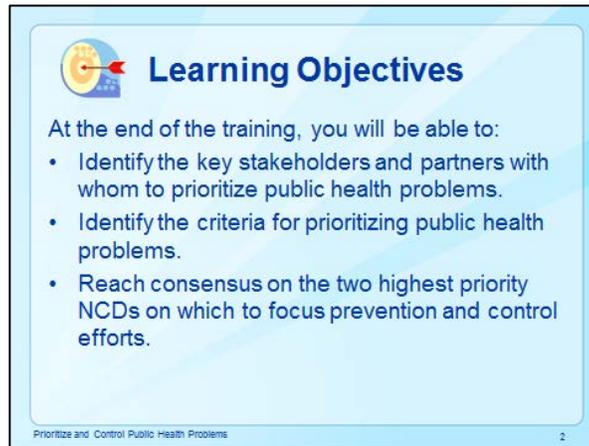
Slide 1



- **Introduce yourself to participants if you are a new facilitator.**
- **Remind participants of what they have learned so far and relate it to what they will learn in this lesson.**
- **Explain that during this lesson they will learn how to work collaboratively with others to prioritize public health problems.**
- **Explain that having this skill will provide them with a systematic way to identify top priority health problems when time and resources are limited.**
- **Explain that after learning the lesson content they will complete a skill assessment with a small group.**
- **Tell participants that this lesson will take approximately two hours to complete.**

Duration/ Slide Number	What To Do/What To Say
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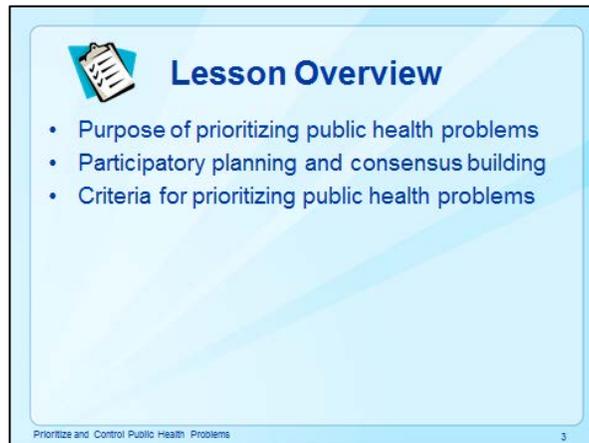
2 minutes
Slide 2



?
Questions

- **Direct participants to Slide 1 in their Participant Guide. Read the learning objectives from the slide.**
- **Ask participants if they have any questions about the objectives.**

1 minutes
Slide 3

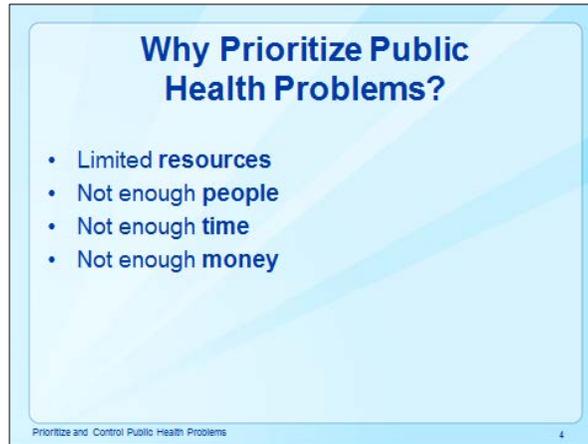


- **Tell participants what they will learn during this lesson.**

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

Slide 4



Questions

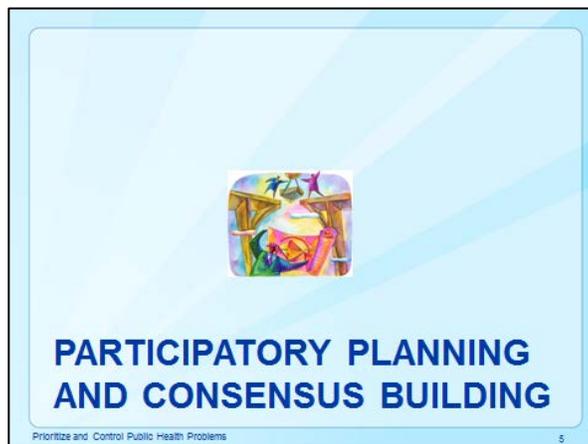


Flip Chart

- **Ask:** Why do we need to prioritize public health problems?
- **Record responses on flipchart.**
- **Reveal possible answers on slide.**
- **Explain that resources are not only about money.**
- **Explain that prioritizing also helps to identify which health problems/issues you will deal with first. Just because a health issue doesn't make it to the "top of the list" does not mean that it will never be considered in later years.**
- **Explain that they can prioritize chronic diseases AND risk factors, for example, breast cancer, hypertension, obesity, and smoking.**

1 minute

Slide 5



- **Explain that you will now discuss two concepts that they will use when prioritizing: participatory planning and consensus building.**

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

4 minutes

Slide 6



- **Explain that because we each have different experiences and perspectives, we will all see some things a bit differently.**
- **Say:** If our plans are to be effective, decisions need to involve all concerned and affected parties. This is called participatory planning.
- **Click slide until you see the graphic. Read the slide.**
- **Ask the group to define “stakeholder”.**
- **Click and reveal definition on slide.**
- **Ask participants to give examples of stakeholders for a current project/intervention.**
- **Possible answers:** *MOH, regional/district medical officers, community leaders, organizational leaders, target population.*
- **Ask the group to define “partner” and to give examples.**
- **Possible answers:** *Can be the same as stakeholders, for example MOH, but they are supportive of what you are doing and not all stakeholders are supporters.*
- **Click and reveal definition on slide.**
- **Ask:** How would you involve stakeholders and partners in prioritizing diseases?
- **Possible answers:** *invite them to a meeting in which you all discuss and prioritize diseases; send out questionnaire; have informal discussion groups; explain the benefits to them of working with you.*

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

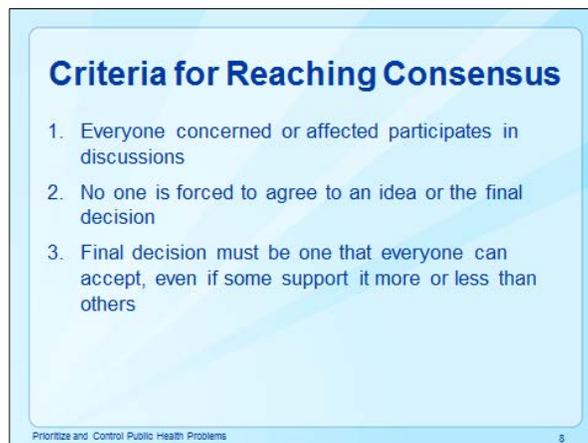
Slide 7



- **Read the slide.**
- **Discuss these additional points:**
 - Use consensus building to ensure that everyone involved participates in making decisions that affect them.
 - The objective is to have everyone agree and be a part of the process, but you may not always be able to reach consensus.
 - Keep in mind that not all stakeholders will be present or have buy-in.
 - Consensus building often involves understanding the minority objections.
 - Deal with minority objections in a way that all participants are comfortable with the overall decision of the group.

3 minutes

Slide 8



Question

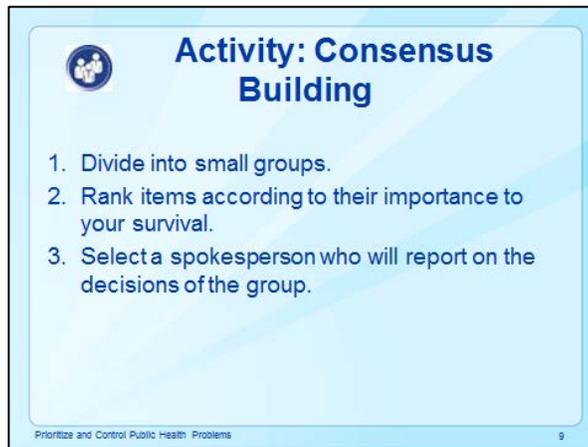
- **Ask:** What are some important criteria for establishing a consensus in a group?

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

20 minutes
(5 minutes to introduce; 15 minutes for exercise)
Slide 9-11



- **Reveal the points on the slide and discuss.**
- **Add these points:**
 - Avoid “one best way” attitude.
 - Avoid “either/or” thinking.
 - Combine points of view rather than “majority rule”.
 - Do not end healthy conflict prematurely.
 - Consensus is closely related to the term “agreement” and is different than the concept of “alignment”, which is finding a common underlying set of beliefs or purposes.



- **Tell participants that they will now practice reaching consensus.**
- **Read the exercise instructions to the class.**
- **Explain that this exercise is an abbreviated version of a “survival exercise” that is used in different training courses. Tell them that because of time limitations, the class will only complete parts of this exercise as you will now describe.**

Duration/ Slide Number	What To Do/What To Say
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Scenario



- Plane crash
- Pilot didn't survive
- Somewhere in the desert, several kilometers off course
- Hot and sunny
- Flat, with little vegetation

- You took 5 items off the plane:
 - One parachute (red and white)
 - One flashlight with batteries
 - Water (one quart per person)
 - Top coat (one per person)
 - Small mirror

Prioritize and Control Public Health Problems 10

• **Read the following situation to the class:**

It is approximately 10:00 in the morning and you and your companions have just crash-landed in the desert. Both the pilot and copilot perished in the plane, which completely burned shortly after impact. No one else was hurt.

The pilot was not able to notify anyone of the position of the plane before the crash; however, before the crash he had indicated that the plane was south-southwest of a small town, and that the plane had veered several kilometers off the course of the flight plan.

The area of the crash is flat with little vegetation. The last weather report that the pilot had announced indicated that the temperature would reach 43 degrees centigrade. You all have comfortable clothes and shoes and a handkerchief. Collectively, you have some paper money and a few coins.

Before the plane caught on fire, your group was able to take 5 items off the plane:

- One parachute (red and white)
- One flashlight with batteries
- Water (one quart per person)
- Top coat (one per person)
- Small mirror

Your task is to work in a group and rank these items according to their importance to your survival, starting with number one - the most important – to number five - the least important.

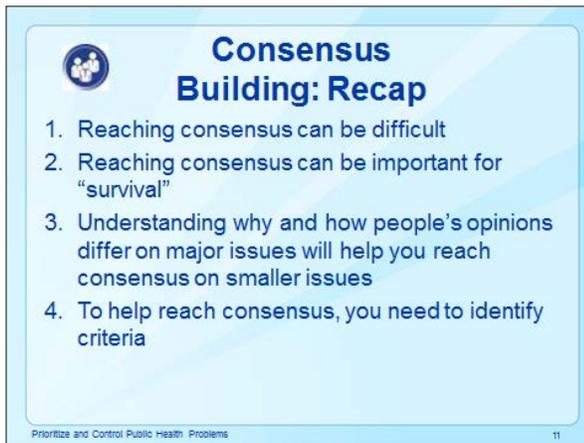
• **Divide the class into groups of five to six participants. Or, if they are currently set up at round tables, they can**

Duration/ Slide Number	What To Do/What To Say
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remain with their group.

- Tell participants to refer to the activity on the appropriate page in their Participant Guide and to spend approximately 15 minutes ranking the items as a group. Tell them to try to reach consensus.
- Tell participants to assign a spokesperson who will discuss the group’s rankings with the class.
- Tell participants to begin.
- Walk around to make sure participants are working together in their groups.
- Provide participants a five-minute warning.

Reconvene the class and use the next slide to recap the activity.



- Reconvene the class after 15 minutes and ask each group representative to present its rankings. Ask for their rationale in the rankings. If you choose, you may discuss the following “expert” top rankings to help facilitate the discussion:

1. Mirror: Because all pilots file a flight plan, the survivors can presume that someone will begin looking for them. The mirror will help them signal to rescuers who are looking for them.
2. Top coat: As the weather will become dangerously hot, the top coat will protect them from the sun and from the cold of the desert at night.
3. Water: Water is needed to prevent dehydration.
4. Flashlight: To signal the rescuers who are searching at night; it will also make the survivors feel more



Duration/ Slide Number	What To Do/What To Say
	<p>comfortable at night.</p> <p>5. Parachute: Could be used to spread on the ground as a signal and it could also offer protection.</p> <ul style="list-style-type: none"> • Ask participants how they felt about the consensus building process. Was it difficult? Why? • If a group could not reach consensus, ask them why. • Ask: Why didn't each group come up with the same list? • Possible answer: <i>People have different backgrounds and opinions, which can lead to different rankings.</i> • Ensure the discussion stays on track and does not exceed the time limit. • Read the points on the slide and discuss the following points: <ul style="list-style-type: none"> ○ Consensus building can be difficult because of varying opinions and experiences. ○ In this exercise, we tried to imagine that our lives depended on reaching a consensus. In reality, the survival of our programs might depend on this ability. ○ The first thing you must try to do is to reach a consensus on the big issues. Often, once you have done this and understand the differences of opinion, the smaller issues fall into place. • For example, in this exercise, if you take a closer look at why one person selects a mirror as the most important item and another selects the water, you will uncover information that will help with other decisions. The person who selects the mirror may want to stay put and use the mirror to signal rescuers. The person who selects the water may prefer to go for help rather than wait. Knowing the reasons behind these differences will make it easier to reach consensus on related issues.

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

1 minute

Slide 12



- Explain that to help reach a consensus in establishing priorities you should identify criteria or standards.

5 minutes

Slide 13



- Explain that to help reach a consensus in establishing priorities you should identify criteria or standards.
- **Ask:** What criteria would you use (or have used) to prioritize health problems?
- Encourage participants to use work-related examples (related to NCDs or IDs).
- Record responses on flipchart. Discuss responses.
- Click on the bullets one at a time and discuss as needed. Include these points for last two bullets:
 - Disease of international interest can be a global target or WHO priority.
 - Equity refers to poor groups that suffer excess burden from simple problems.



Question



Flipchart

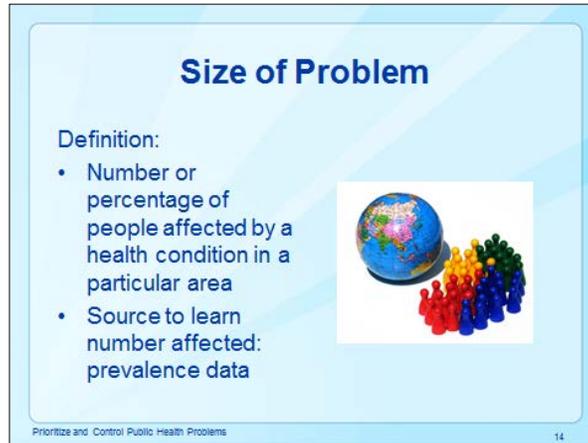
Duration/ Slide Number	What To Do/What To Say
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?
Question

- Tell participants that you recommend selecting no more than five criteria when prioritizing health problems.
- **Ask:** Out of this list of criteria, which five would you use to prioritize health problems?
- Tell participants that you are going to spend some time going over the first four criteria in greater detail.

3 minutes

Slide 14

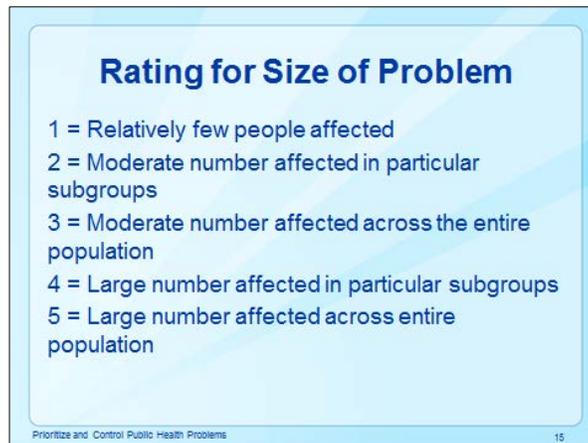


?
Question

- Read the definition of size of problem.
- **Ask:** What source would you use to learn about the size of the problem?
- Click to reveal answer.

3 minutes

Slide 15



?
Question

- Explain that scoring each health problem using values can make it easier to compare and rank.
- Explain that this slide is an example of values they can use.
- Read the slide.

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

- Ask participants to provide an example of a health problem in the community that they would rate a 1? 3? 5?

3 minutes
Slide 16

Health Problem	Size	Seriousness	Interventions	Impact	Resulting Rating
Diabetes	5				
Hypertension	4				
Breast Cancer	4				
Obesity	4				
Alcohol Use	5				

- **Say:** This table can be used to rate the problems, one criterion at a time.
- **Explain** that in this example they would consider the size of the problem for EACH health problem. Then they would move on to the next criterion, in this case, seriousness.
- **Stress** that they can select any criterion; you are just showing them examples of four criteria.
- **Remind** participants of other criteria they have listed on the flip chart (e.g., availability of local expertise regarding the health issue).

3 minutes
Slide 17

Seriousness of Problem

Definition:

- Potential of a health problem to result in severe disability or death

Source of information on seriousness:

- Cause-specific mortality tables
- DALYs (disability-adjusted life years)



Duration/ Slide Number	What To Do/What To Say
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- **Explain that the next criterion for prioritizing problems that you will discuss is seriousness of the health problem.**
- **Read the first two bullets.**
- **Ask:** What type of data provides information about the seriousness of a health problem?
- **Ask:** What data sources would you use to find the seriousness of diabetes? Hypertension? Breast cancer?
- **Read the third bullet.**
- **Point out that health threats such as rare fatal diseases may have a small burden but may have a horrible outcome and lead to public hysteria.**

3 minutes

Slide 18



- **Read the slide.**
- **Ask participants to provide an example of a health problem in the community that they would rate a 1? 3? 5?**

Duration/ Slide Number **What To Do/What To Say**

1 minute
Slide 19

Health Problem	Size	Seriousness	Interventions	Impact	Resulting Rating
Diabetes	5	4			
Hypertension	4	4			
Breast Cancer	4	5			
Obesity	4	3			
Alcohol Use	5	2			

- **Show the sample ratings for seriousness.**

1 minute
Slide 20

?
Question

- **Read the slide. Include these points:**
 - Consider whether there are currently evidence-based interventions (widely accepted as effective).
 - Consider whether there are promising practices to address health problem (evidence base is growing, but intervention is not yet widely accepted as effective).
 - Consider if interventions can be easily implemented.
- **Ask:** How would you obtain information about availability of current interventions?
- **Possible answers:** *community leaders, stakeholders, community survey/focus groups, peer-reviewed journals, scientific reports*
- **Say:** Information about current interventions may take more time and energy to compile than other criteria like size and

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

seriousness. You might want to assign the data-gathering task of this component to a person with expertise in this.

3 minutes

Slide 21

Rating for Availability of Current Interventions

1 = No evidence-based interventions or promising practices available

2 = No evidence-based interventions available, but promising practices are available

3 = Evidence-based interventions available but difficult to implement

4 = Evidence-based interventions available and can be implemented with moderate effort

5 = Evidence-based interventions available and can be implemented easily

Prioritize and Control Public Health Problems 21



Question

- **Read the slide.**
- **Ask participants to provide an example of a health problem in the community that they would rate a 1? 3? 5?**

3 minutes

Slide 22

Prioritizing Problems Example- Interventions

Health Problem	Size	Serious-ness	Interventions	Impact	Resulting Rating
Diabetes	5	4	4		
Hypertension	4	4	3		
Breast Cancer	4	5	4		
Obesity	4	3	5		
Alcohol Use	5	2	3		

Prioritize and Control Public Health Problems 22

- **Show the example of rating availability of interventions.**

Duration/ Slide Number	What To Do/What To Say
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3 minutes
Slide 23



?
Question

- **Explain that they should consider the increased monetary and societal costs of the health problem.**
- **Ask:** What monetary costs can be associated with a health issue?

?
Question

- *Answers should include medical expenses, social services, public services, employers, productivity*
- **Ask:** What societal costs can be associated with a health issue?

?
Question

- **Possible answers:** *effects on the individual and family if the person is unable to work, cannot support his or family, cannot contribute to the community*
- **Ask:** How would you find information about economic and social impact?
- **Possible answers:** *community leaders, stakeholders, community survey/focus groups.*

3 minutes
Slide 24



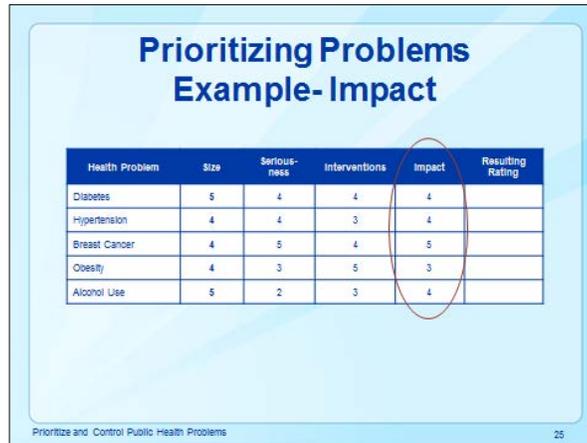
Duration/ Slide Number	What To Do/What To Say
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Question

- Read the slide.
- Ask participants to provide an example of a health problem in the community that they would rate a 1? 3? 5?

3 minutes

Slide 25

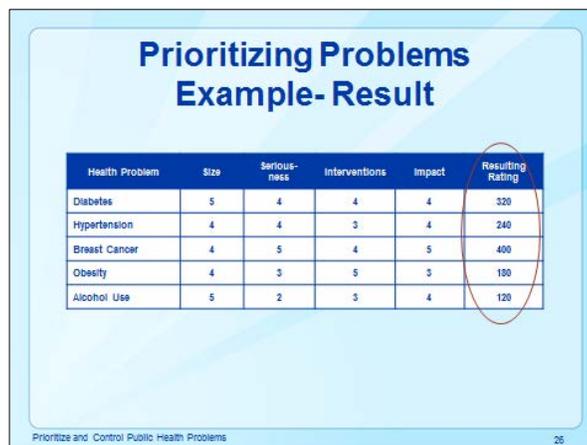


Health Problem	Size	Seriousness	Interventions	Impact	Resulting Rating
Diabetes	5	4	4	4	
Hypertension	4	4	3	4	
Breast Cancer	4	5	4	5	
Obesity	4	3	5	3	
Alcohol Use	5	2	3	4	

- Show the example of rating impact.

3 minutes

Slide 26



Health Problem	Size	Seriousness	Interventions	Impact	Resulting Rating
Diabetes	5	4	4	4	320
Hypertension	4	4	3	4	240
Breast Cancer	4	5	4	5	400
Obesity	4	3	5	3	180
Alcohol Use	5	2	3	4	120

- **Say:** One way to determine a resulting rating is to multiply the values from each column (e.g., 5 x 4 x 4 x 4 = 320).
- **Explain that multiplying rather than adding the numbers shows a greater difference, making it easier to rank. (If you added the numbers, the results would be 17, 16, 18, 15, and 14, making it more difficult to persuade people that breast cancer should be a priority over diabetes.)**
- **Note:** Some people assign weights to each criterion; for


Tip

Duration/ Slide Number	What To Do/What To Say
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1 minute
Slides 27-35

example, “seriousness” might be given a weight of “2”, which would give it twice the importance of the other criteria. If participants ask about weights, explain that it is out of scope for this training; direct them to the appropriate resource to learn more.

- Explain that this slide shows an example of how you would determine the resulting ratings and that they would most likely have a different result based on the situation in their country.
- **Ask:** In this example, if your country only had the resources to focus on two health problems, what would be the two highest priority problems?
- **Answer:** *Breast cancer and diabetes.*
- **Show the example of rating impact.**



- Tell participants that they will now participate in the 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.

Duration/ Slide Number	What To Do/What To Say
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- **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.**

Review: Answers 1-2

1. What five words do we use to describe consensus building? *collaboration, partnership, participation, trust and flexibility*
2. What is the difference between a stakeholder and a partner? *A stakeholder has an interest, share, or investment in what you are doing, but may not be supportive; a partner is a stakeholder who is supportive.*

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Review: Answers 3-4

3. What are five examples of criteria you can use to prioritize health problems? *Size, seriousness, availability of interventions, economic and social impact, public health concern, political will to address issue, availability of resources, disease of international interest, equity*
4. What kind of data would you use to determine the size of a health problem? *Prevalence data*

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Duration/ Slide Number	What To Do/What To Say
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Review: Answers 5-7

5. What kind of data would you use to determine seriousness of a health problem? *Cause-specific mortality data, DALYs*
6. If a problem has a high likelihood of causing death or disability, would you rate the problem a 1 or a 5? *5*
7. If evidence-based interventions are available to prevent or control a health issue, but they are difficult to implement, would you rate that criterion a 1, 2, 3, 4 or 5? *3*

Prioritize and Control Public Health Problems 33

Review: Answers 8-9

8. What societal costs can be associated with a health issue? *The sick person may not be able to support his or her family or to contribute to the community. The community may need to provide some support to the sick person.*
9. How would you collect information about the economic and social impact of a health problem? *Speak with community leaders or stakeholders; use data from community surveys or focus groups*

Prioritize and Control Public Health Problems 35

3 minutes
Slide 36

Half-Truths and Misunderstandings

MISUNDERSTANDING LOW AND MIDDLE INCOME COUNTRIES SHOULD CONTROL INFECTIOUS DISEASES BEFORE CHRONIC DISEASES

- **Reality: double burden = double response**

Prioritize and Control Public Health Problems 36

Duration/ Slide Number	What To Do/What To Say
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3 minutes
Slides 37

- **Read the misunderstanding and then click and read the ‘reality’.**
- **Explain that because there is a rapid upsurge in chronic disease risk factors due to epidemiologic and demographic transitions, countries will need to deal with both infectious diseases AND chronic disease problems.**
- **Ask:** What factors in [local country] affect NCDs?
- **Say:** That is why learning how to prioritizing health problems is so important!

Skill Assessment

1. You will be provided with information about non-communicable diseases and risk factors of importance in your country.
2. Determine which key stakeholders and partners to involve in prioritizing those health problems.
3. As a group, determine three criteria to use for prioritizing.
4. Prioritize the health problems, and reach consensus on the two highest priority problems. Those are the two problems on which to focus prevention and control efforts.

Prioritize and Control Public Health Problems 37



- **Tell participants that they will now practice prioritizing health problems for NCDs and risk factors of importance in their country.**
- **Read the slide.**
- **Tell participants that they should spend no more than 15 minutes on this assessment.**
- **Direct participants to the appropriate Slide in their Participant Guide for instructions and blank worksheets they can use.**
- **Tell participants that in a real situation, they may select four or five criteria, but because of time limitations, they will practice using only three criteria.**
- **If applicable, hand out or show on the screen the country-specific data you collected on incidence, prevalence, and mortality of NCDs that are of importance to your country.**
- **If you do not have country-specific data, spend a few minutes with the entire class to identify a list of four important health issues or problems that they can then**

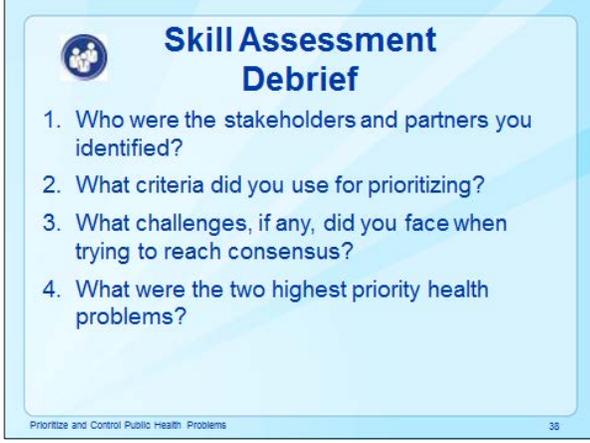
Duration/ Slide Number	What To Do/What To Say
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prioritize in their small groups. Depending on the available resources, it may be realistic for the class to identify communicable diseases as well as NCDs. (If this is the case, encourage participants to identify at least *one* high priority NCD so they can use it in subsequent lesson assessments.)

- **Explain that because they might not have the correct quantitative and/or qualitative data with them they may have to use their best judgment or guess.**
- **While participants are working in their groups, walk around and assist if needed. Give them a five-minute warning, as needed.**
- **Use the next slide to debrief.**

3 minutes

Slide 15



Skill Assessment Debrief

1. Who were the stakeholders and partners you identified?
2. What criteria did you use for prioritizing?
3. What challenges, if any, did you face when trying to reach consensus?
4. What were the two highest priority health problems?

Prioritize and Control Public Health Problems 38

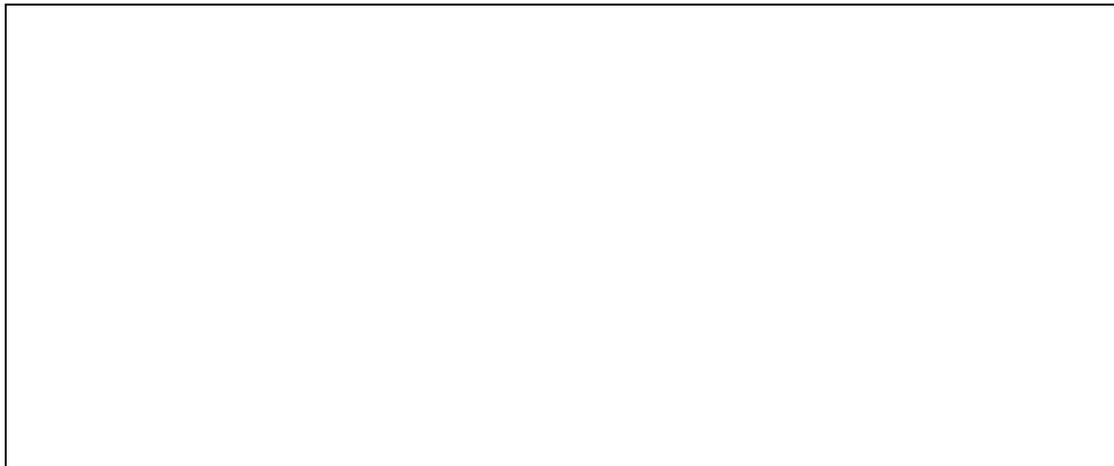
- **Debrief the skill assessment by asking each group the questions on the slide.**
- **Additional questions you may ask:**
 - What was easier to build consensus: the survival exercise or this assessment? Why?
 - What lessons did you learn from this assessment about consensus building and prioritizing health problems?

SKILL ASSESSMENT (FROM PARTICIPANT GUIDE)

Activity

Instructions:

1. Work with your facilitator to identify four NCDs and risk factors of importance in your country and record on the worksheet on the following Slide.
2. Use the space below to record the key stakeholders and partners to involve in prioritizing those health problems.



3. As a group, determine three criteria to use for prioritizing and record on the worksheet on the following Slide.
4. Prioritize the problems and reach consensus on the two highest priority health problems to focus prevention and control efforts. (Use the worksheet on the next Slide to rank and prioritize each health problem.)

Prioritizing Health Problems Worksheet

Determine criteria for each health problem.

Health Problem	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Resulting Rating