Using the *Guide to Community Preventive Services* to Impact Healthy Aging

January 16, 2014
Today’s Hosts

**Stacey Knight**
Director, Health
United Way Worldwide

**Ron Bialek**
President
Public Health Foundation
Today’s Agenda

• Overview of PHF and United Way
• Introduction to *The Guide to Community Preventive Services*
• Case study: the Gateway Project
• Q & A
**PHF Mission:**
We improve the public’s health by strengthening the quality and performance of public health practice

[www.phf.org](http://www.phf.org)
Public Health Foundation: Helping Communities Achieve Better Results

Performance Management/Quality Improvement (PM/QI)
- Turning hard work into better results
- Developing quality improvement tools
- Helping people use PM/QI tools and methods
- Expanding the evidence-base
- Integrating science into practice

Workforce Development
- Fostering academic/practice linkages
- Developing core competencies
- Delivering, tracking, and evaluating training
- Developing and tailoring training
About the United Way Network

Our Vision: United Way envisions a world where all individuals and families achieve their human potential through education, income stability and healthy lives.
Older Adults Living Independent, Vital and Healthy Lives

- Healthful food and beverages
- Safe physical activity
- Timely and coordinated health care
- Safe homes and communities
- Social and civic engagement
- Supported and resourced caregivers
Working with community organizations, residents, business and gov’t leaders, how do we decide where to put our limited resource?
Today’s Guest Speakers

**Shawna L. Mercer**  

**Corissa Rolón**  
Manager, Older Adults & Basic Needs Investments, UW of the Greater Lehigh Valley
The Community Guide: Identifying Effective, Evidence-Based Programs, Services, and Policies to Achieve Important Community Aims

Shawna L. Mercer, MSc, PhD, Chief
Community Guide Branch

Division of Epidemiology, Analysis, and Library Services (DEALS)
Center for Surveillance, Epidemiology, and Laboratory Services (CSELS)
What is the Value of Using Evidence-Based Approaches?
What is Evidence?

“The available body of facts or information indicating whether a belief is true or valid.”

What is Evidence in Public Health?

- Personal experience
- Word of mouth
- Program evaluation
- An intervention research study
- Systematic reviews of multiple research studies and program evaluations

Practice-based | Research-based
Why Use an Evidence-Based Approach?

• Allows for scarce resources to be used wisely
• Shortens the time that it takes to develop a program or policy
• Funders are requiring more accountability
The Community Guide: An Important Evidence Base for Public Health
Improvement Planning Steps

Planning & Assessment
What’s the problem?

Setting Objectives
What do we want to achieve?

Selecting Interventions
What works?

Implementing
How do we do it?

Evaluating
Did it work? How well?
The Community Guide

• Systematic reviews
  – Analyze all available evidence on the **effectiveness** of community-based programs, services, and policies in public health
  – Assess the **economic benefit** of all effective programs, services, policies
  – Highlight critical **evidence gaps**

• Evidence-based findings and recommendations
  – About the effectiveness of these programs, services, and policies
  – Help inform decision making
  – Developed by the Community Preventive Services Task Force (Task Force)

[Link to the Community Guide website]
Community Preventive Services Task Force

- A non-federal, independent, rotating panel
- Internationally renowned experts in public health research, practice, and policy
- Nomination process includes broad input from throughout public health and healthcare
- Members are appointed by CDC Director
- Serve without compensation
  - CDC provides scientific, technical and administrative support for the Task Force
Community Preventive Services

• Informational, Educational
  – Full-day kindergarten programs—in improving the health prospects of low-income and minority children
  – Community-wide campaigns—in increasing physical activity

• Behavioral, Social
  – Person-to-person interventions that improve caregivers' parenting skills—in modifying adolescents’ risk/protective behaviors and associated health outcomes.
  – Cognitive behavior therapy—in reducing psychological harm among children and adolescents following traumatic events
Community Preventive Services

• Environmental, Policy
  – Tenant-based rental assistance programs—in reducing exposure to crimes against person and property and decreases in neighborhood social disorder
  – Smoking bans and restrictions in reducing exposure to environmental tobacco smoke

• Health System
  – Home-based depression care management—in reducing depression among older adults
  – Client reminder and recall systems—in increasing vaccination coverage

☞ All: Guide to Community Preventive Services
<table>
<thead>
<tr>
<th>The Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Equity/Social Environment</td>
</tr>
<tr>
<td>Settings</td>
</tr>
<tr>
<td>States</td>
</tr>
<tr>
<td>Communities</td>
</tr>
<tr>
<td>Worksites</td>
</tr>
<tr>
<td>Schools</td>
</tr>
<tr>
<td>Healthcare system</td>
</tr>
<tr>
<td>Organizations</td>
</tr>
<tr>
<td>Risk Behaviors</td>
</tr>
<tr>
<td>Tobacco Use</td>
</tr>
<tr>
<td>Alcohol Abuse/Misuse</td>
</tr>
<tr>
<td>Other Substance Abuse</td>
</tr>
<tr>
<td>Poor Nutrition</td>
</tr>
<tr>
<td>Inadequate Physical Activity</td>
</tr>
<tr>
<td>Unhealthy Sexual Behaviors</td>
</tr>
<tr>
<td>Specific Conditions</td>
</tr>
<tr>
<td>Vaccine-Preventable Disease</td>
</tr>
<tr>
<td>Pregnancy Outcomes</td>
</tr>
<tr>
<td>Violence</td>
</tr>
<tr>
<td>Motor Vehicle Injuries</td>
</tr>
<tr>
<td>Depression/Mental Health</td>
</tr>
<tr>
<td>Cancer</td>
</tr>
<tr>
<td>Diabetes</td>
</tr>
<tr>
<td>Oral Health</td>
</tr>
<tr>
<td>Obesity</td>
</tr>
<tr>
<td>Asthma</td>
</tr>
<tr>
<td>Cardiovascular disease</td>
</tr>
</tbody>
</table>
Health Equity: Education-Related Reviews

• Complete:
  ▪ Full-day vs. half-day kindergarten
  ▪ Out-of-school time academic programs
  ▪ High school completion

• In process:
  ▪ Early childhood education
  ▪ School-based health centers

• Proposed:
  ▪ Extended school day and year
Community Guide: How is it Used?

• To inform decision making around:
  – Practice
  – Policy making
  – Research
  – Funding for research and programs

• It provides menus of options
User Involvement in The Community Guide

• Official Liaisons
  – 30+ federal agency and organizational
    ▪ NIH, AHRQ, VA, all US Armed Forces, etc.
    ▪ Organizations supporting state and local public health agencies
    ▪ Physician, nurse, public health, other organizations
  – Roles
    ▪ Provide input into prioritization of topics, reviews, Task Force
      findings and recommendations
    ▪ Serve on, recommend participants for review teams
    ▪ Participate in dissemination and translation of Task Force
      findings, especially to their constituents

• Participants on individual systematic reviews
The Task Force Seeks to Answer Key Questions about Interventions

- Do they work?
- How well?
- For whom?
- Under what circumstance are they appropriate (applicability)?
- What do they cost?
- Do they provide value?
- Are there barriers to their use?
- Are there any harms?
- Are there any unanticipated outcomes?
Findings of the Task Force

• **Recommend**
  – Strong Evidence
  – Sufficient Evidence

• **Recommend against**
  – Strong Evidence
  – Sufficient Evidence

• **Insufficient evidence to recommend for or against**
What Does Insufficient Evidence Mean?

- This does NOT mean that the evidence does not work

- Insufficient evidence means that additional research is needed to determine whether or not the intervention is effective
  - In some cases there are not enough studies to draw firm conclusions
  - In other cases, the available studies have inconsistent findings
If “Insufficient Evidence,” then what?

- If the intervention is currently being used
  - May want to continue using it if there are no associated harms
  - May choose to stop due to issues such as cost

- If the intervention is not being used
  - May not want to begin using it
  - May choose to cite the IE finding in your funding proposal

- Consider:
  - Are there better documented alternatives reaching the same goals?
  - If you undertake a practice-based innovation: Collect sufficient data so your experience can contribute to the evidence base!
What to Do with a Recommendation

“Even if it is evidence-based, it is not certainty.”

McGinnis and Foege

- Not a cookbook or a one-size-fits-all solution

- Users must combine scientific information (e.g., effectiveness, cost) with other information (e.g., needs, values, capacities, resources, preferences)
How Can You Use the Community Guide?

- In support of policy:
  
  - Identify policies, laws for which there is evidence of their effectiveness in achieving important public health outcomes
  
  - Learn what magnitude of effect might be possible from implementation of specific policies
  
  - Inform interface with governmental agencies, organizations, and other stakeholders in support of:
    
    - Health policies
    
    - Policies in other sectors
How Can You Use the Community Guide?

- In support of programs and services:
  - Plan and evaluate programs
  - Strengthen applications for programmatic funding
  - Justify program support/funding
  - Plan/modify systems
  - Learn what magnitude of effect might be possible from implementation of specific programs
  - Inform interface with the health care system to support delivery of effective clinical services
Clinical Decision-Support Systems Can Help Improve Provider Practices

Task Force recommends clinical decision-support systems to improve provider practices related to prevention of cardiovascular disease.

2014 Meetings
February 26-27
June 18-19
October 29-30

2015-2016 Meetings

Annual Reports to Congress

What is The Community Guide?

The Guide to Community Preventive Services is a free resource to help you choose programs and policies to improve health and prevent disease in your community. Systematic reviews are used to answer these questions:

- Which program and policy interventions have been proven effective?
- Are there effective interventions that are right for my community?
- What might effective interventions cost; what is the likely return on investment?

Learn more about The Community Guide, collaborators involved in its development and dissemination, and methods used to conduct the systematic reviews.
Thank you!

Shawna Mercer, MSc, PhD

smercer@cdc.gov
United Way of the Greater LV
A *Community Guide* Case Study:
Alliance on Aging
Characteristics of the Greater Lehigh Valley, PA

- Two counties
- Includes major cities, suburban areas and rural
- Ethnic/racial differences
- Increasing older adult population
- Underfunded Area Agencies on Aging
- 3 Major hospitals
Lehigh Valley Older Adults Remain Healthy at Home

Older adults are able to meet their own self-care needs (ADLs & IADLs)
(Preventative Interventions)

Older adults receive supportive services to ensure their self-care needs (ADLs and IADLs) are met

Health Interventions

Environmental Interventions

Caregiver Support

ADL/IADL Support
United Way’s Alliance on Aging

- Collective Impact strategy
- Created in 1999
- United Way serves as the backbone organization
- Led by Steering committee
- Three main functions:
  - Provides leadership
  - Convenes partnerships
  - Advances solutions
- System change strategy that helps at-risk older adults remain healthy at home
United Way’s Alliance on Aging Partners

- Area Agencies on Aging
- Colleges
- Non-profits
- Businesses who run UW campaigns
- Businesses who do not run UW campaigns
- Lehigh Valley Research Consortium
- Lehigh Valley Planning Commission
- Hospitals
- Elder care attorneys
- AARP
- Alzheimer’s Association
Using the Community Guide in Your Community

- Investment Planning
- Common performance measures and tools
- Open the community conversation about effective interventions
- Collective demonstration of efficacy
- Get the community to create a common tool to measure efficacy of programs
- Create a new intervention and measurements
What is a Gatekeeper Program?

It is an outreach effort to identify, refer, and respond to at-risk older adults living in our community.

Gatekeepers are trained:
- to identify warning signs
- to call a Gatekeeper Referral number and report their concerns
Who are Gatekeepers?

Gatekeepers are nontraditional referral sources who come into contact with older adults through their everyday work or activities and who are trained:
<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Subcategory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Family members</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Apartment and mobile home managers</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Mail and newspaper carriers</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Grain dealers</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Livestock sales personnel</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Farm equipment dealers</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Grocery store personnel</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Home delivery personnel</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Fuel distributors</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Utility company employees – telephone, electricity</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Cable television company staff</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Repair personnel – appliances, farm equipment</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Plumbers and septic tank personnel</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Bank personnel</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Bar and restaurant personnel</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Beauty shop operators and barbers</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Property appraisers and assessors</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Insurance agents</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Bill collectors</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Gas station attendants</td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Receptionists and bookkeepers for local businesses</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Police and sheriffs</td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td>Fire department staff</td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td>Health professionals such as: nurses, pharmacists, emergency medical technicians (ambulance and para-</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Ministers</td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td>Department of Transportation employees, especially driver’s license renewal personnel</td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td>Neighbors of elderly</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>Dairy truck drivers</td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td>Stock truck drivers</td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Trash or garbage collectors</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>Liquor store personnel</td>
<td></td>
</tr>
<tr>
<td>32.</td>
<td>Lawyers, clerks of court</td>
<td></td>
</tr>
</tbody>
</table>
Isolated Older Adults
How to Make a Referral

1. Call the Area Agency on Aging
2. State that you are a community gatekeeper and would like to make a referral
3. Be prepared to provide:
   1. Basic info about the older adult (name, number, address, or information for a friend or family member who can be contacted)
   2. A brief description of the problem or situation
   3. Your gatekeeper ID number
Lessons Learned

- Prove your value to partners
- Involve everyone you can
- Less punitive, more solution focused
- Take your time
- Get early buy-in internal and external
Question and Answer Time
## Relevant Resources

### Evidence-based Resources for Improving Community Health

- *Guide to Community Preventive Services*  
  [www.thecommunityguide.org/index.html](http://www.thecommunityguide.org/index.html)

- Stories and Webinars on uses of the *Guide to Community Preventive Services*  
  [www.phf.org/communityguide](http://www.phf.org/communityguide)

- Partners in Information Access for the Public Health Workforce  
  [phpartners.org/](http://phpartners.org/)

### TRAIN – the nation’s premier learning management network for public health

- Over 760,000 registered learners
- Over 34,000 training programs
- Nearly 3,500 providers of training
- A FREE resource for public health and healthcare professionals  
  [www.train.org/](http://www.train.org/)

### Learning Resource Center – where public health, healthcare, and allied health professionals find high quality training materials at an affordable price

- Comprehensive selection of public health quality improvement publications
- Many consumer-oriented health education publications
- Search for publications by CDC’s Winnable Battles and many other public health topics  
  [bookstore.phf.org/](http://bookstore.phf.org/)