

Includes  
*Facilitator's  
Guide*

**C**OMMUNITY  
**H**EALTH  
**I**MPACT  
**A**SSESSMENT  
**T**OOL

*Antigonish Town & County Community Health Board*

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***“Planning for a Healthy Community”***

## WHAT'S INSIDE

The **Antigonish Town & County Community Health Board** (ATCCHB) is a community-based health planning board. It receives its mandate from the government of Nova Scotia.

**Mission:**

*To develop a community health plan through broad community participation and consultation that includes strategies that promote and improve the health of our community.*

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This Community Health Impact Assessment Tool has been developed by a "Working Group" of the ATCCHB. It was tested with several community groups during the winter of 2001-2002 and revised accordingly. Although this is considered to be the final version, changes may be incorporated in the future.

February 2002

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## OUR VISION OF A HEALTHY COMMUNITY

### ***Antigonish Town and County Community Vision...***

**...is one of a dynamic and changing community where assets and diversity are valued and where people work together to improve the overall health of the community.**

***A healthy community is a dynamic community***, which includes:

- Participation
- Community leadership (from women and men)
- People having control over decision-making that affects their lives
- Institutional support

***A healthy community is a changing community***, which means:

- It is evolving, not stagnant
- It is open to embracing new ideas, people and approaches
- It is prepared for change
- It encourages intergenerational activities

***In a healthy community, assets are valued***, which means:

- People's various talents and skills are fully utilized
- People feel that they are listened to and that their opinions are respected
- Special attention is given to those not normally heard

***In a healthy community, diversity is valued***, which means:

- Valuing the things that different groups can bring to the community, not just focusing on what can be "done" for them
- Acknowledging that policies and programs can affect different groups in different ways
- Consciously integrating different groups and cultures into our work

***In a healthy community, people work together***, which means:

- There is collaboration (between churches, organizations, municipal governments, etc.)
- Efforts are made to foster cooperation and overcome community "turf" protection
- Leadership and participation skills are supported
- Communication uses clear language

***In a healthy community, the goal is the overall health of the community***, which means:

- Health includes all aspects of people's lives (economic, social, spiritual and cultural, as well as physical)
- The health of people and the community is influenced by a broad range of factors generally called the "determinants of health"
- Primary health care (including health education, health promotion, disease prevention, rehabilitation, and the support and treatment of illness and injury including palliative care) is alive and well and available to all with no gaps.

# THE PURPOSE OF COMMUNITY HEALTH IMPACT ASSESSMENT

**Community health impact assessment** is a way to bring the health concerns of the community forward in discussions of public policy.

- ◆ It allows us to estimate the effect that a particular activity (a policy, program, project or service) will have on the health of the community.
- ◆ It suggests things we can do to maximize the benefits (the positive effects) and minimize the harm (the negative effects) of that activity.

Community health impact assessment is **not** a substitute for decision-making but it is one tool we can use to guide thinking and discussion.

Most policies or programs have both positive and negative effects on a given population (a geographic community or a specific “community” of people within that geographic area). For this reason, community health impact assessment is **not** meant to determine if a policy is “right” or “wrong”. Rather, it helps to identify how a particular activity will enhance or diminish the many factors that the community considers to be important for its overall health.

The Antigonish Town and County Community Health Board (ATCCHB) has developed this **Community Health Impact Assessment Tool** to assist groups and organizations in thinking about what it takes to make and keep our community healthy.

The factors listed in the *Assessment Worksheet* (page 6) are based on the priorities identified by the community during a series of 57 focus groups that were held throughout the town and county from November 1999 to February 2000. These priorities have been used by the ATCCHB to:

- Develop its *Mission, Vision and Values* (March 2000)
- Prepare a *Community Health Plan* for 2001 – 2003
- Articulate a *Vision of a Healthy Community* (page 2) that reflects what our community considers to be the fundamental principles against which various programs and policies can be “assessed”.

**“Health”** in our community is broadly defined as being inclusive of physical, mental, social and spiritual well being. It is determined by many factors outside as well as inside the health care system.

## THE BROAD DETERMINANTS OF HEALTH

There is growing evidence that the health of people – and the communities in which they live – is influenced by much more than the contribution of medicine and health care.

Health Canada has identified 12 key factors, known as the *determinants of health*, that are crucially important for a population to be healthy. Each of these factors is important in its own right. At the same time, the factors are interrelated.

In this community health impact assessment tool, two of the factors – *social support networks* and *social environments* – have been grouped together.

In order to assess the impact that a particular activity (a policy, program, project or service) will have on the overall health of the community, we need to look at **all** of the determinants of health as well as the various factors **within** those determinants that the community considers to be important.

- ◆ Income and social status
- ◆ Social environment and support networks
- ◆ Education
- ◆ Employment and working conditions
- ◆ Physical environments
- ◆ Personal health practices and coping skills
- ◆ Healthy child development
- ◆ Biology and genetic endowment
- ◆ Health services
- ◆ Gender
- ◆ Culture

# HOW TO USE THIS TOOL

See the *Facilitator's Guide* on page 17 for more detailed tips and suggestions.

## Determine what to assess

*Community health impact assessment* should be used to assess major policies, programs, projects or services that will have a significant effect on the overall health of the geographic community (or a particular “community” within the geographic area).

## Involve the right people

This *community health impact assessment tool* is designed for group discussion, not as an individual activity.

It can be used by various decision-making groups, groups that represent people within the community, or groups that are composed of members of the community. Where possible, it is best to include those who will be most affected by the proposed policy or program that is being assessed.

## Prepare for the discussion

Gather all of the information available about the proposed activity.

Before you begin, please read the sections:

- *Our Vision of a Healthy Community* (page 2)
- *The Purpose of Community Health Impact Assessment* (page 3)
- *The Broad Determinants of Health* (page 4).

## Give yourself time

It will take approximately 2 – 2 ½ hours of group discussion to work through the factors in the *Assessment Worksheet* and to complete the *Summary Worksheet*. Be sure to set aside enough time so that all opinions are heard and valued.

## Facilitate discussion

- Every factor in the *Assessment Worksheet* is important. Be sure to invite comment on each one of the factors.
- The impact on some of the factors will be negligible or not applicable. Simply check the “**NO/NEUTRAL**” column and move on.
- If the discussion gets bogged down on some of the factors, encourage the group to “flag” that issue and come back to it when completing the *Summary Worksheet*.
- Respect different opinions. If the group cannot agree on an impact, check the “**NEED MORE INFO**” box or make a notation in the “**COMMENTS**” column.

## KEEP IN MIND:

This tool is designed to assess the *impact* of an activity on all of the factors affecting community health, not to determine if a proposed activity is “right” or “wrong”. Encourage people to make an honest and open-minded assessment.

# STEP 1: ASSESSMENT WORKSHEET

## A healthy community is a dynamic community:

Will _____ have an impact on the following areas:	YES		NO or Neutral	NEED MORE INFO	COMMENTS
	Positive	Negative			
• The participation of women, men and youth in community affairs and activities					
• The ability of individuals to make choices about how they manage their health and their lives					
• The involvement of women, men and youth from the community in various forms of leadership					
• The level of volunteerism in the community					
• The support that various institutions (e.g., churches, the university, municipal governments, etc.) lend to community activities					

## A healthy community is a changing community:

Will _____ have an impact on the following areas:	YES		NO or Neutral	NEED MORE INFO	COMMENTS
	Positive	Negative			
• The number of people moving to the community					
• The number of people leaving the community					
• The interaction between people of different generations					
• People's openness and ability to deal with significant changes or events in their lives					

***In a healthy community, assets are valued:***

Will _____ have an impact on the following areas:	YES		NO or Neutral	NEED MORE INFO	COMMENTS
	Positive	Negative			
• The degree to which the talents and skills of women, men and youth in the community are used					
• How the opinions of women, men and youth in the community are listened to and respected					
• The attention paid to the voices of those not normally heard					

***In a healthy community, diversity is valued:***

Will _____ have an impact on the following areas:	YES		NO or Neutral	NEED MORE INFO	COMMENTS
	Positive	Negative			
• The activities of people of different cultures, race, gender, age, ability, etc.					
• The integration of different groups and cultures into the life and work of the community (youth, seniors, ethnic groups, people with disabilities, etc.)					
• The way people respect and value the talents, skills, needs and beliefs of different groups in the community					
• Minimizing the stigmas attached to people because of social status, income, level, ethnicity, ability, gender, age, point of view, religion, etc.					



***In a healthy community, people work together:***

Will _____ have an impact on the following areas:	YES		NO or Neutral	NEED MORE INFO	COMMENTS
	Positive	Negative			
• The development of leadership skills within the community					
• Collaboration between different community groups and institutions					
• Cooperation between local communities					
• The ability of people to access and understand information, regardless of their level of literacy					

***In a healthy community, the goal is the over all health of the community:***

Will _____ have an impact on the following areas:	YES		NO or Neutral	NEED MORE INFO	COMMENTS
	Positive	Negative			
<b>INCOME AND SOCIAL STATUS:</b>					
• Levels of income in the community in general					
• Levels of income for seniors; low income and single parent families, people who are chronically physically or mentally ill, people with disabilities who require assistance to live independently					
• The social status and self esteem of women, men and youth					
• People's ability to purchase adequate, nutritional food for all members of the household					
• Availability of safe, affordable housing					

<b><i>In a healthy community, the goal is <u>the over all</u> health of the community:</i></b>					
<b>Will _____ have an impact on the following areas:</b>	<b>YES</b>		<b>NO or Neutral</b>	<b>NEED MORE INFO</b>	<b>COMMENTS</b>
	<b>Positive</b>	<b>Negative</b>			
<b>SOCIAL ENVIRONMENT AND SUPPORT NETWORKS:</b>					
• Personal connections (with family, friends, colleagues, etc.)					
• Degree of isolation (within the community, between communities, from jobs and services, etc.)					
• Access to transportation (for employment, health care, etc.)					
• Availability of social / recreational activities					
• Participation in social, cultural and spiritual activities					
• People's sense of safety and physical security					
• Crime rates					
<b>EDUCATION:</b>					
• Availability of school services and facilities					
• Literacy					
• Skills training and other educational opportunities					
• Life skills training					
• Health promotion activities in the schools					
• Health promotion activities in the community					

<b><i>In a healthy community, the goal is <u>the over all</u> health of the community:</i></b>					
<b>Will _____ have an impact on the following areas:</b>	<b>YES</b>		<b>NO or Neutral</b>	<b>NEED MORE INFO</b>	<b>COMMENTS</b>
	<b>Positive</b>	<b>Negative</b>			
<ul style="list-style-type: none"> <li>• Development of community education programs</li> </ul>					
<b>EMPLOYMENT AND WORKING CONDITIONS:</b>					
<ul style="list-style-type: none"> <li>• Unemployment</li> </ul>					
<ul style="list-style-type: none"> <li>• Ability to obtain adequate / sufficient employment</li> </ul>					
<ul style="list-style-type: none"> <li>• Quality of work and working conditions</li> </ul>					
<ul style="list-style-type: none"> <li>• Accessibility of jobs / places of work</li> </ul>					
<ul style="list-style-type: none"> <li>• Creation of long term employment</li> </ul>					
<b>PHYSICAL ENVIRONMENT:</b>					
<ul style="list-style-type: none"> <li>• Water quality</li> </ul>					
<ul style="list-style-type: none"> <li>• Air quality</li> </ul>					
<ul style="list-style-type: none"> <li>• Environmental regulations and standards</li> </ul>					
<ul style="list-style-type: none"> <li>• Exposure to harmful substances</li> </ul>					
<ul style="list-style-type: none"> <li>• Maintenance of roads, sidewalks lighting, etc.</li> </ul>					
<ul style="list-style-type: none"> <li>• Protection and responsible management of natural resources (land, fishery, forests, etc.)</li> </ul>					
<ul style="list-style-type: none"> <li>• Recycling, composting, etc.</li> </ul>					

<b><i>In a healthy community, the goal is <u>the over all</u> health of the community:</i></b>					
<b>Will _____ have an impact on the following areas:</b>	<b>YES</b>		<b>NO or Neutral</b>	<b>NEED MORE INFO</b>	<b>COMMENTS</b>
	<b>Positive</b>	<b>Negative</b>			
<b>BIOLOGY AND GENETIC ENDOWMENT:</b>					
• People with pre-existing health conditions					
• Access to specialized services					
• Future health effects and or health conditions					
• People genetically predisposed to certain health conditions					
<b>PERSONAL HEALTH PRACTICES AND COPING SKILLS:</b>					
• Well being of the family unit					
• Individual health practices (activities of daily living)					
• People's mental well being					
• Leisure time					
<b>HEALTHY CHILD DEVELOPMENT:</b>					
• Adequate nutrition for pregnant women					
• Adequate pre- and post-natal care					
• The basic physical needs of children in the community					
• Children's self esteem and sense of belonging					

<b><i>In a healthy community, the goal is <u>the over all</u> health of the community:</i></b>					
<b>Will _____ have an impact on the following areas:</b>	<b>YES</b>		<b>NO or Neutral</b>	<b>NEED MORE INFO</b>	<b>COMMENTS</b>
	<b>Positive</b>	<b>Negative</b>			
<b>HEALTH SERVICES:</b>					
• Access to health care / health services from birth throughout life span					
• Adequate physicians / clinicians to serve the community					
• Adequate equipment in our health facilities / in the community					
• Availability of nursing care					
• Access to care services in the home (government supported or private)					
• Respite and caregiver support programs					
• Health promotion activities / population health strategies					
• Disease prevention					
<b>GENDER:</b>					
• Female / male roles in the family and community					
• The physical and mental health of females / males					
• Women's access to community resources such as income, employment and educational opportunities					
• The amount and type of information available to women and men including <ul style="list-style-type: none"> <li>▪ the wording of information</li> <li>▪ how information is conveyed</li> </ul>					

<b><i>In a healthy community, the goal is <u>the over all</u> health of the community:</i></b>					
<b>Will _____ have an impact on the following areas:</b>	<b>YES</b>		<b>NO or Neutral</b>	<b>NEED MORE INFO</b>	<b>COMMENTS</b>
	<b>Positive</b>	<b>Negative</b>			
<b>CULTURE:</b>					
• The values and practices of the local community					
• First Nations people and communities					
• African Nova Scotian people and communities					
• Acadien people and communities					

➤ ***Next step:***    **Summary Worksheet**

## STEP 2: SUMMARY WORKSHEET

Now that you have assessed the impact that the proposed activity will have on the many factors affecting the health of the community, it is time to develop a summary and identify the actions that need to be taken.

- ◆ Carefully consider the results of your reflections in each section of the *Assessment Worksheet*. Try to **develop a statement of the “overall impact”** for that section.

Keep in mind that this is not simply a “tally” of the results, since one or more negative (or positive) impacts may outweigh a number of positive (or negative) impacts. For example, your statement might be something like *“Generally positive but special attention needs to be paid to...”*.

- **Identify any actions** you need to take in order to complete the community health impact assessment. Some examples of actions include:
  - Seeking more information (from where? by when? etc.)
  - Consulting with other groups
  - Returning to particular points in the Assessment Worksheet at a later date

Page	Consideration	Overall Impact	Action Required
6	A healthy community is a <u>dynamic</u> community		
6	A healthy community is a <u>changing</u> community		
7	In a healthy community, <u>assets are valued</u>		
7	In a healthy community, <u>diversity is valued</u>		
8	In a healthy community, <u>people work together</u>		

Page	Consideration	Overall Impact	Action Required
	<b><u>In a healthy community, the goal is the overall health of the community:</u></b>		
8	Income and social status		
8	Social environment and support networks		
9	Education		
10	Employment and working conditions		
10	Physical environment		
11	Biology and genetic endowment		
11	Personal health practices and coping skills		
11	Healthy child development		
12	Health services		
12	Gender		
13	Culture		



## NEXT STEPS

The community health impact assessment is not complete until you have developed a plan for the “next steps” that your group will take. You may wish to work on this section at a subsequent meeting.

Use this planning grid to help keep track of the various tasks and strategies that emerge from the group’s discussion.

Some of the “next steps” that can be included in the grid are:

- Seeking more information (from where? by when? etc.). This information can be extracted from the “Action Required” column of the Summary Worksheet.
- Presenting your concerns to another group or decision-making body (what group? how? etc.)
- Inviting further discussion that involves the affected groups

Next Step (What)	Who to Involve	When	Person Responsible	Report Back (by when)

## FACILITATOR'S GUIDE

Here are some additional ideas, suggestions and tips to assist you and your group in using the Community Health Impact Assessment Tool (CHIAT).

Since every group has its own style of discussion – and every facilitator has her/his own style of helping a group accomplish its task – you should feel free to adapt these suggestions to meet the needs of the people you are working with.

### *How the CHIAT works*

The CHIAT provides a systematic way to look at the effect (impact) that proposed policies or programs will have on the overall health and well-being of the community. It is based on a “Vision of a Healthy Community” (page 2) that reflects our community’s values and the broad determinants of health (page 4).

There are four basic steps in using the CHIAT:

- 1. Choose what you want to assess.** Since we understand health to be inclusive of physical, mental, social and spiritual well-being, the policies/programs that can be assessed using the CHIAT are not limited to medical or “health services”.

Some of the things that can be assessed include:

- Government policies (municipal, provincial, or federal)
- Programs or services offered by governments, institutions; community organizations
- Major infrastructure projects

- 2. Prepare for the meeting.** Both the group and the facilitator should do some advance preparation to ensure the smooth and efficient flow of the community health impact assessment.

- 3. Facilitate the CHIAT discussion**

- 3.1 Work through the Assessment Worksheet.**

Indicate whether or not the policy/program will have an impact on each of the factors that are listed. Will it be a positive or negative impact? Will it have no significant impact? Do you need more information in order to make an assessment? This is also where you will make notes of any special considerations that arise in the discussion.

- 3.2 Complete the Summary Worksheet.** Develop a statement that captures the “overall impact” the policy/program will have on each section of the Assessment Worksheet. This is where you will begin to identify how to maximize the benefits (the positive impacts) and minimize the harm (the negative impacts) of the policy/program that you are assessing.

- 4. Identify the “Next Steps” that you need to take.** What will you do with your impact assessment? How will it affect your group’s decision-making? What further information or research is required?

Detailed suggestions are contained in the following pages.

## 1. Choose what you want to assess

### Choose the right issue:

- **Big, not small.** Use the CHIAT for deliberations about *major* policies, programs or services that will have an impact on the community. The CHIAT is quite detailed and requires a discussion time of at least two hours so you will probably only use it once every year or two.
- **Specific, not general.** Assess the impact of something concrete – such as a specific policy or program – not a broad or general idea. For example:

General	Specific
Cutbacks to education funding	The proposed closure of a school
Improved services for youth	Creation of a youth centre
Restructuring of the health care system	Implementation of hospital user fees
Economic development	Proposal to build a call centre

### Choose the right time to do the assessment

The CHIAT can be used at any time during the planning, implementation or evaluation of a program or policy. However, it is most effective if it is used **before** an activity takes place.

Since the CHIAT allows us to identify both the positive and negative impacts that a policy or program will have, it is particularly useful in the *early planning stages* of an activity. This allows for changes to be made in the policy or project in order to *maximize the benefits* and *minimize the harm* that could be caused.

If the CHIAT is used **during** the implementation of a policy, program or service (usually something long-term), it can help to identify positive and negative impacts and encourage corrective action to be taken.

When the CHIAT is used **after** a project is completed, it can be used as a source of information to complement a formal evaluation.

### Formulate the question

This step should involve the whole group and take place *several weeks in advance* of the actual CHIAT discussion.

The Assessment Worksheet is built around the question: **Will** \_\_\_ *[the name of the policy/program]* \_\_\_ **have an impact on the following areas?** This is followed by a list of “factors” for consideration by the group.

Once you have chosen the policy or program you will assess, you need to put it in the form of the question above. The question should:

- Be short, clear and use plain language
- Name a concrete policy or program, not a general idea
- Be accepted and understood by the whole group

## 2. Prepare for the meeting

### **Group preparation**

- **Background reading.** Once the group has agreed on what to assess, some background information on the particular program or policy should be provided so that people will come to the CHIAT discussion with some basic information and knowledge about the topic.

Be clear that the group members are not expected to be experts on the topic. They simply require some basic facts and familiarity with the issue that will be discussed.

- **Vision and purpose.** Provide each group member with a copy of *Our Vision of a Healthy Community* (page 2), the *Purpose of Community Health Impact Assessment* (page 3), and the *Broad Determinants of Health* (page 4). Invite them to reflect on these before the meeting.

### **Facilitator preparation**

Here is checklist of some things the facilitator should do in advance of the meeting:

- **Read through the entire CHIAT** so that you are familiar with the contents and the flow of the material.
- Pay particular attention to the section *Our Vision of a Healthy Community* (page 2) so that you are able to explain it to others in the group.

- Assist the group in formulating the appropriate question for assessment (see page 18).
- See that the group has the necessary background material about the issue being assessed – and be sure to read the material yourself.
- Make sure that people are aware of the date, time and location of the meeting. Be clear that the discussion will take a *minimum* of two hours.
- Ensure that you have one copy of the CHIAT for each person in the group.

### 3. Facilitate the CHIAT discussion

As facilitator of the community health impact assessment, your role is to guide the group through the various steps in the process. The following pages describe some tips and ideas for how to carry out your task.

#### Introduce the process

- Begin with a brief reminder of the purpose of community health impact assessment (page 3). Take a few minutes to answer questions and clarify expectations.
- Describe the process that will be followed: a detailed assessment of the policy/program, a summary and naming of actions required, and a discussion of next steps that need to be taken.
- Clarify important terms:

**Our Vision of a Healthy Community.** Remind the group that the assessment is based on the Vision of a Healthy Community that was developed by the Antigonish Town and County Community Health Board.

Take 10 or 15 minutes to walk through the main points in the Vision and invite people to offer comments, questions and/or clarifications. Group members do not have to *agree* with every point but they should have a clear *understanding* of what is meant.

**Use of the term “community”.** Before the group begins, it is helpful to clarify how the term

“community” is being defined *for the purpose of this assessment*. Depending on the nature of the group, “community” can refer to all of the people within a geographic location (e.g., a village, town, county, etc.); a specific group of people within a geographic location (e.g., youth, people with special needs, etc.); and so on.

It does not matter how the group defines “community” as long as the whole group shares a common understanding.

#### 3.1 Work through the Assessment Worksheet

The Assessment Worksheet presents a detailed list of “factors” that relate to the various parts of the Vision of a Healthy Community.

##### **The basic process:**

- At the beginning of *each section* in the worksheet, group members fill in the blank space in the question “Will \_\_\_\_\_ have an impact on ...?” with the name of the policy or program that is being assessed.
- The facilitator then reads out each factor (pausing for discussion between each), beginning with the statement: “Will [*the policy or program*] have an impact on...[*name the factor*]?”
- The group is asked to offer an opinion about the impact the policy / program will have on that factor (**Yes** or **No/neutral**), checking the appropriate box. If the group does not have enough information to make an informed choice, they should check the box “**Need more information**”.

- If the group members feel that there will be an impact (**Yes**), they should then discuss whether or not the impact will be **Positive** or **Negative**.
- The “Comments” section should be used to note special considerations, things to pay attention to, specific questions that arise, and so on (see the sample Assessment Worksheet on page 23).
- The facilitator then moves the group on to consider the next factor, repeating the question “Will [the policy or program] have an impact on...[name the factor]?”

### **Facilitation suggestions**

Here are some things to consider when working through the Assessment Worksheet.

- Before and during the assessment, the facilitator should remind the group members that they are assessing the impact that a **specific policy or program** will have on the community, not the impact of what “might” happen as a future result of the program or policy. For example, you should assess the impact of *introducing a bylaw banning smoking in public places*, not the impact of people “possibly” quitting smoking as a result of such a bylaw.
- Try to keep the group focused on the particular factor under discussion at any given time.
- Ask for an indication of the main impact on each factor (e.g., “mostly positive”; “generally no impact”; “mainly negative”). The goal is to determine the overall impact on a given community. Exceptions and special considerations should be noted in the “Comments” section.

- If the group cannot agree on an impact (Yes or No, Positive or Negative), suggest that this is an example of something that requires more information. You can also suggest that the group move on and return to this point after considering other factors.
- In some cases, the factor listed is simply not applicable to the policy or program being assessed. Groups have a tendency to search for an impact even where one does not exist. If this happens, ask the group to check the *No/Neutral* box and move on.
- It may happen that a group finds both Positive and Negative impacts for the same factor. Take time for a bit of discussion to see if there is a **predominant** impact (and note the exceptions in the “Comments” section). If the group cannot agree, ask them to check the box *Need more information* and move on.
- Pay close attention to the time. It is important to complete the Assessment Worksheet in one session. If necessary, you can come back to the Summary Worksheet at another time (but do come back).

### 3.2 Complete the Summary Worksheet

It is **absolutely essential** that the group complete the Summary Worksheet as this is where you begin to identify how to maximize the benefits and minimize the harm that a policy or program is likely to have.

#### Facilitation suggestions

- Invite the group to review the results of their reflections from each section of the Assessment Worksheet, paying particular attention to the notes they have made in the “Comments” column.
- Remind people that this is not simply a “tally” of the results, since one or more negative (or positive) impacts may outweigh a number of positive (or negative) impacts.
- For each “consideration” in the Summary Worksheet, the group should **develop a statement of the “overall impact”**.

The statement should include any of the special considerations that were noted in the “Comments” section of the Assessment Worksheet since this is where you begin to identify how to maximize the positive aspects of the program/policy and minimize the harm or negative effects. For example, the statement might be something like

*“Generally positive but special attention needs to be paid to...[e.g., the effect this will have on local businesses **or** the problems this will create for people with limited transportation **or** the need for additional training for employees, etc.”]*

You may find it helpful to divide people into sub-groups to develop a statement that can be brought back to the whole group.

- Ask the group to **identify any actions** it needs to take such as seeking more information, consulting with other groups, and so on.

### 4. Identify the “Next Steps”

The community health impact assessment is not complete until the group has developed a plan for its “next steps”. You may wish to work on this section at a subsequent meeting.

Page 16 of the CHIAT offers a simple grid that the group can complete in order to organize follow-up activities.

Some of the “next steps” that can be included in the grid are:

- Seeking more information (from where? by when? etc.). This information can be extracted from the “Action Required” column of the Summary Worksheet.
- Presenting your concerns to another group or decision-making body (what group? how? etc.)
- Inviting further discussion that involves the affected groups

You have successfully completed a community health impact assessment.

***Congratulations on a job well done!***

**Sample page from a completed Assessment Worksheet**

**A healthy community is a dynamic community:**

Will <u>Sunday Shopping</u> have an impact on the following areas:	YES		NO or Neutral	Need MORE INFO	COMMENTS
	Positive	Negative			
• The participation of women, men and youth in community affairs and activities		✓			<i>Possibly fewer people free for Sunday community activities</i>
• The ability of individuals to make choices about how they manage their health and their lives	✓				<i>Overall positive - but some will be forced to work on Sundays</i>
• The involvement of women, men and youth from the community in various forms of leadership	✓				
• The level of volunteerism in the community	✓				<i>Some people more available for weekday volunteer work</i>
• The support that various institutions (e.g., churches, the university, municipal governments, etc.) lend to community activities				✓	<i>Check out church response</i>

**A healthy community is a changing community:**

Will <u>Sunday Shopping</u> have an impact on the following areas:	YES		NO or Neutral	Need MORE INFO	COMMENTS
	Positive	Negative			
• The number of people moving to the community			✓		<i>Could be more shoppers &amp; tourists, though</i>
• The number of people leaving the community			✓		
• The interaction between people of different generations	✓				
• People's openness and ability to deal with significant changes or events in their lives	✓				<i>People will adapt - but opposition &amp; controversy will be strong</i>



**Sample page from a completed *Summary Worksheet***

Will Sunday Shopping have an impact on the health of the community?

Page	Consideration	Overall Impact	Action Required
6	A healthy community is a <b><u>dynamic</u></b> community	<i>Generally positive but need guarantees (legislation?) so that people not forced to work.</i>	<i>Hold discussion with church leaders to identify problems and possible solutions</i>
6	A healthy community is a <b><u>changing</u></b> community	<i>Will encourage changes in attitudes but require patience and understanding; expect controversy</i>	<ul style="list-style-type: none"> <li>▪ <i>Need projections on increased tourists/shoppers and how to deal with demands on system.</i></li> <li>▪ <i>Strategy for public consultations?</i></li> </ul>
7	In a healthy community, <b><u>assets are valued</u></b>		
7	In a healthy community, <b><u>diversity is valued</u></b>		
8	In a healthy community, <b><u>people work together</u></b>		