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Social Environments for Health Webinar Series

Part Two: Stories From the Field

Alyssa Bedard, Community Development Coordinator, Planet Youth Nipissing

Ben Gallagher, Manager, City of Mississauga Office of Emergency Management

Inge Roosendaal, Senior Planner, Ottawa Public Health

Panel Moderator: Andrea Bodkin, Senior Program Specialist-Health Promotion, Public Health Ontario

January 22, 2025

Social Environments for Health

Webinar 1: Exploring social environments for health

Webinar 2: Stories from the Field

Webinar 3: Social Prescribing for Health Equity



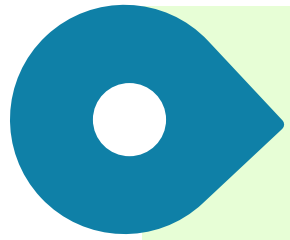
FOCUS ON

Social Environments for Health

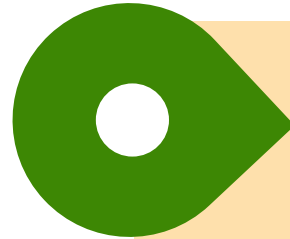


Published: September 2024

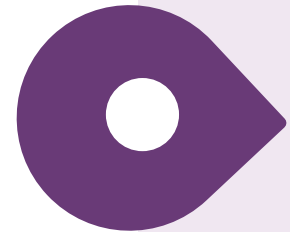
Learning Objectives



Describe the impacts of social environments on health



Understand healthy social environments and their domains



Identify opportunities to build healthy social environments at the local level.

Our Panelists



Alyssa Bedard
Community Development
Coordinator, Planet Youth
Nipissing



Ben Gallagher
Manager, City of Mississauga Office
of Emergency Management



Inge Roosendaal
Senior Planner, Ottawa Public
Health

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Disclosure

Today's presenters do not have any conflicts of interest to disclose.



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NIPISSING

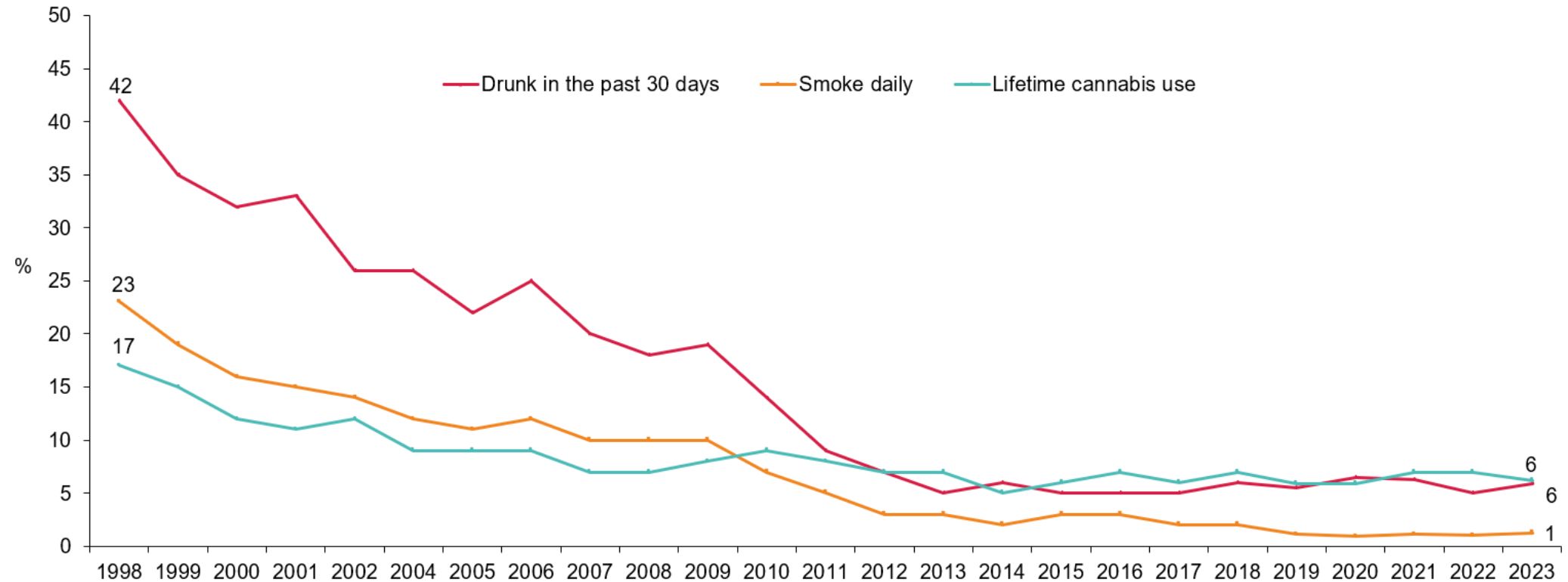
January 22, 2025
Alyssa Bedard

Overview

- Planet Youth Nipissing is a community initiative based on the Icelandic Prevention Model.
- Evidence-based approach with the goal of improving youth well-being and preventing outcomes like substance use.
- Survey data allow the community to understand what is going on in the lives of young people, and create locally relevant solutions focused on **prevention**.
- Communities invest in youth by shifting the social environment and providing supports and opportunities so they feel valued and connected.

Iceland's Outcomes

Development of substance use among 10th grade students in Iceland, years 1998-2023



The Five Guiding Principles of the The Planet Youth Guidance Program



1

Apply a primary prevention approach that is designed to enhance the social environment.

3

Engage and empower community members to make practical decisions using local, high quality, accessible data and diagnostics.

2

Emphasize community action and embrace public schools as the natural hub of neighborhood/area efforts to support child and adolescent health, learning, and life success.

4

Integrate researchers, policy makers, practitioners, and community members into a unified team dedicated to solving complex, real-world problems.

5

Match the scope of the solution to the scope of the problem, including emphasizing long-term intervention and efforts to marshal adequate community resources.

10 core steps of the Icelandic Prevention Model

1

Step 1

Local coalition identification, development, and capacity building

2

Step 2

Funding identification, development, and capacity building

3

Step 3

Pre-data collection planning and community engagement

4

Step 4

Data collection and processing, including data driven diagnostics

5

Step 5

Enhancing community participation and engagement

6

Step 6

Dissemination of findings

7

Step 7

Community goal setting and other organized responses to the findings

8

Step 8

Policy and practice alignment

9

Step 9

Adolescent immersion in primary prevention environments, activities, and messaging

10

Step 10

Reflect on the work that has been completed and build upon this local work by repeating the steps again in a new cycle (on an annual or biennial basis)

Risk & Protective Factors

National

Municipal

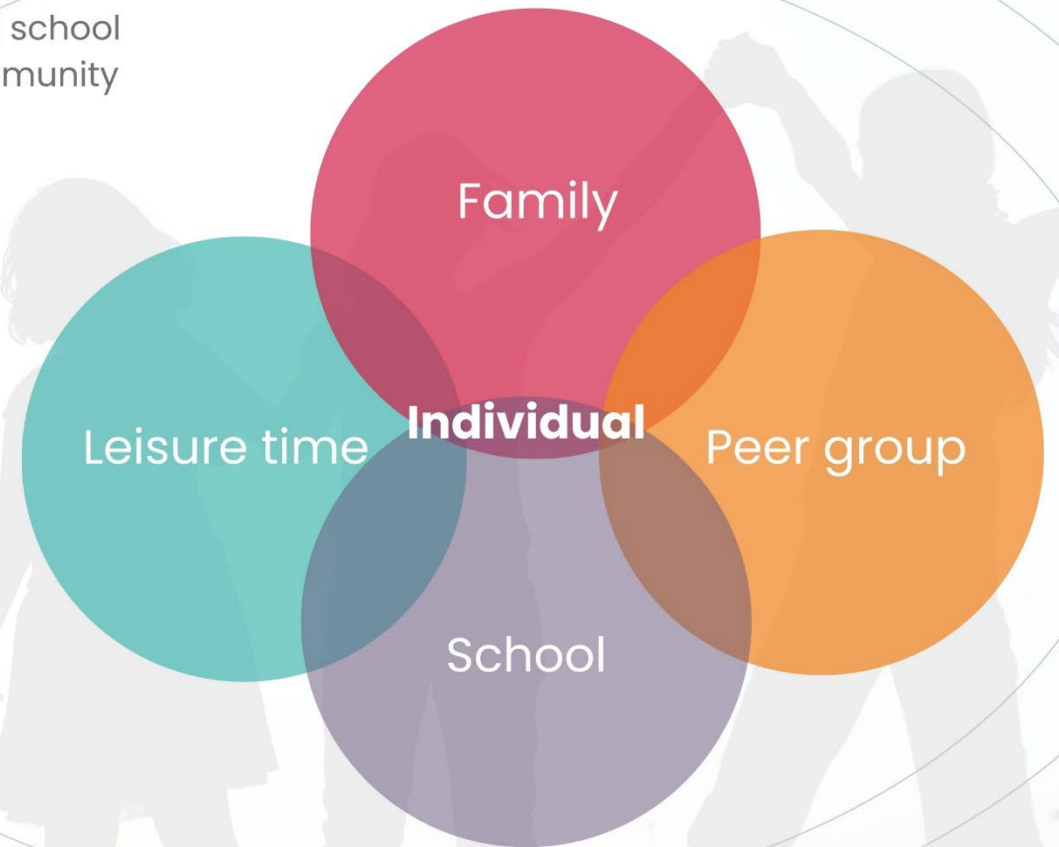
Local school
community

Parents/Family: Support: Care and warmth, discussing personal matters. Supervision: Knowing where and with whom children are in the evenings and on weekends. Spending time with parents/guardians.

School: Well-being at school, having friends, feeling safe, having an adult to talk to, and communicating.

Leisure Time: Participation in organized sports and recreational activities. Sense of belonging in community.

Peer Group: Having friends – Belonging.



Social Support

It is very or rather easy to receive the following parental support:

- Caring and warmth
- Discussion about personal matters
- Advice about schoolwork/studies
 - Advice about other things
- Assistance with activities or projects

I agree or strongly agree that:

- The adults at my school care about me
- The adults at my school notice when I'm having a hard time and offer to help me
- It is safe to be around the adults at my school

I have friends at school that care about me.

My neighbours would likely do something if:

- Youth were skipping school and hanging around
 - Youth were disrespectful towards others
 - A fight broke out in front of our house
- Somebody was breaking into a car or house



Social Engagement

Number of times per week I participate in out of school activities supervised by adults:

- Music, art, drama or dance
- Sports practice or competition
- Church or community groups
- Volunteering in the community
 - Cultural activities
- Other after school activities



Social Cohesion / Social Networks

My parents/caregivers have friends that live close to our home.

My parents/caregivers sometimes visit some of our neighbours.

My parents/caregivers know many of our neighbours by name.

My friends at think we should try our best at school.

Sometimes we borrow things from our neighbours.

The students at my school are nice to each other.



Safety

**I feel safe in my
neighbourhood/community.**

I feel safe at school.

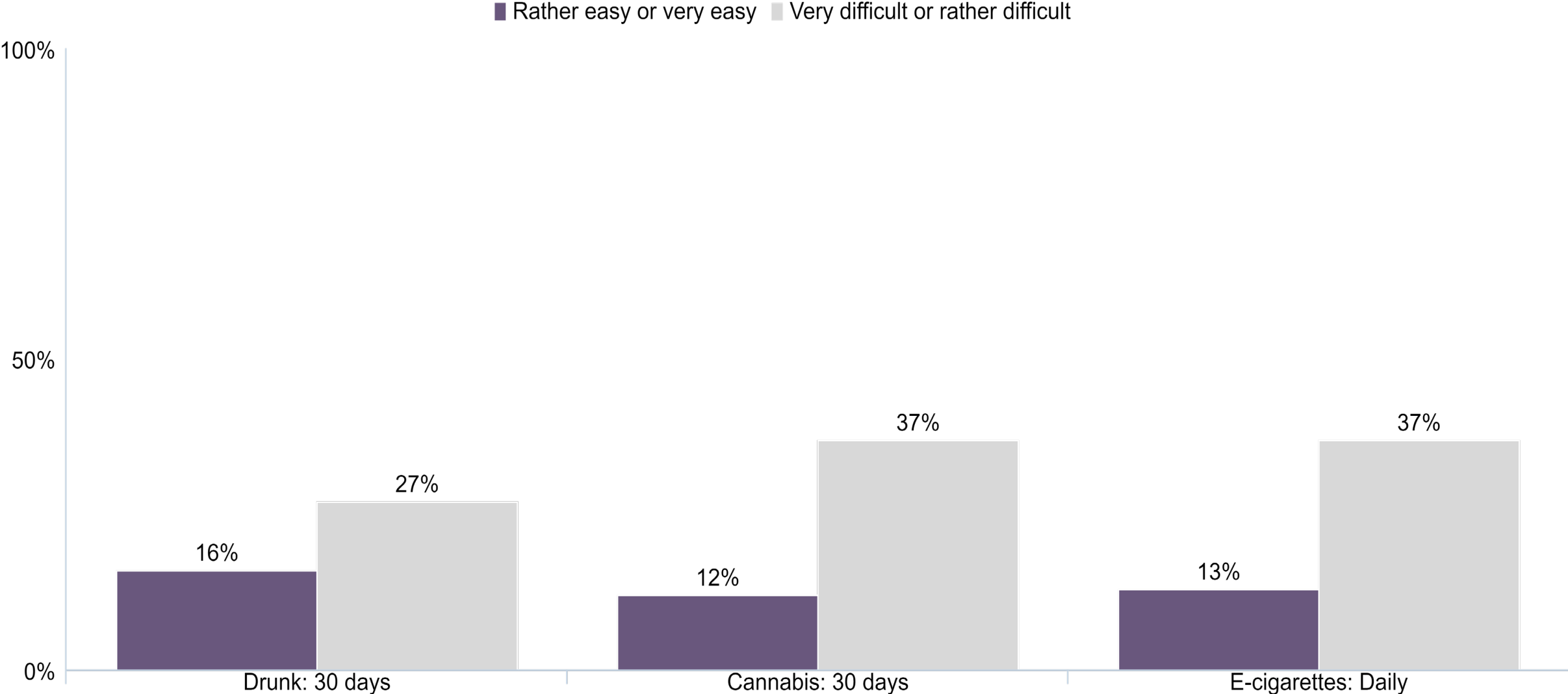
I feel safe at home.

Neighbourhood Characteristics

**There are a great deal of
activities for youth available in
my neighbourhood/community.**



Substance use cross-referenced with whether it is easy or difficult to **receive caring and warmth** from parents/caregivers



Intervention Examples

- Changes to alcohol & tobacco policy
- Parent messaging on quantity of time spent with youth
- Outside hours rule
- Leisure activity card & increased funding
- Parental agreements & support
- Parent cafés
- Participatory budgeting to fund youth project ideas



Current Work

- Dissemination of survey findings
- Community & youth engagement
- Goal setting and action planning based on survey findings
- Aligning policy, practice, and actions to meet goals



Evaluation

- Process and outcome evaluation guided by frameworks and local academics

The Icelandic Prevention Model Evaluation Framework and Implementation Integrity and Consistency Assessment

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ABSTRACT

The Icelandic Prevention Model (IPM) follows a systematic but flexible process of community capacity building, data collection, analysis, dissemination, and community-engaged decision-making to guide the data-informed selection, prioritization, and implementation of intervention strategies in preventing adolescent substance use. This paper describes two new evaluation tools intended to assess the: 1) integrity of IPM implementation, and 2) unique aspects of IPM implementation in different community contexts. These evaluation tools include a: 1) five-phase *IPM Evaluation Framework for Assessing Value Across Communities, Cultures, and Outcomes (IPM-EF)*; and 2) 10-Step *IPM Implementation Integrity and Consistency Assessment (IPM-IICA)* that utilizes both quantitative (scored) and qualitative (narrative) data elements to characterize implementation integrity and consistency at both community coalition and school community levels. The IPM-EF includes five phases. Phase 1: Describe the Intervention Context; Phase 2a: Document the Extent to Which the 10 Steps of the IPM were Implemented (using the IPM-IICA scored); Phase 2b: Document the Unique Community-Specific Methods Used within the 10 Steps of the IPM to Tailor Local Intervention Delivery (using the IPM-IICA narrative); Phase 3: Measure Changes in Community Risk and Protective Factors; Phase 4: Measure the Outcomes Associated with the IPM; and Phase 5: Investigate Multiple Full Cycles Over Time.



Thank You!



www.PlanetYouthNipissing.ca



Social Environments for Health Webinar Series

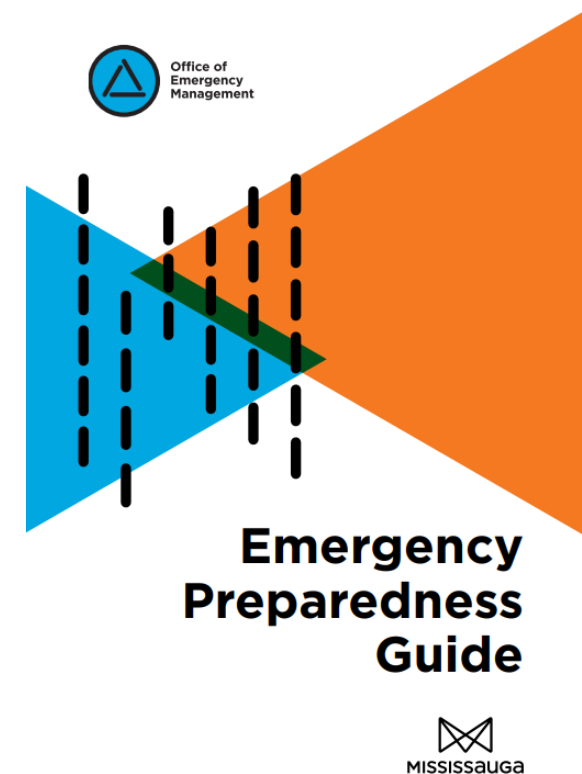
An Emergency Management Perspective

Ben Gallagher, Manager Office of Emergency Management



Individual vs Community Resilience

- ❑ Emergency management has origins in the Civil Defense/Cold War era
- ❑ Emerging evidence emphasizing community-based resilience/social environments



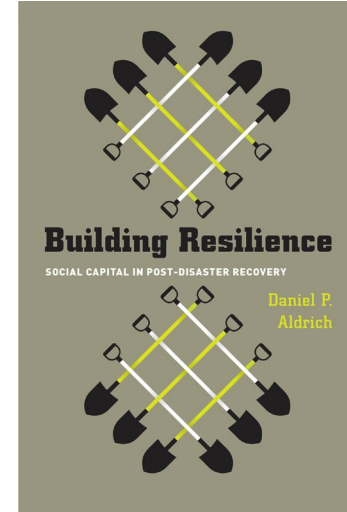
Social Capital Definition

“Social capital comes from networks, norms, and trust that support collective action for a common purpose and that results in mutual benefit. It includes bonds within community groups, across different populations, and the relationship between those in positions of authority and the broader community. It’s the intangible connection and trust between people and among community groups that is built through formal and informal interactions.”

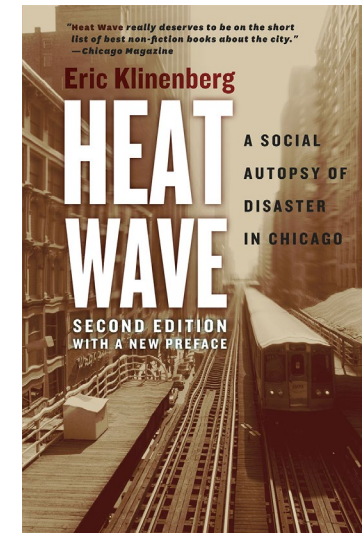
Federal Emergency Management Agency (FEMA, August 2024).

Frameworks

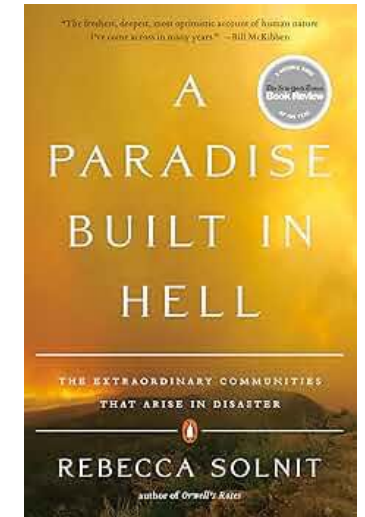
- ❑ Various books and studies
- ❑ FEMA National Resilience Guidance Framing Paper
- ❑ Creating the Conditions for Resilient Communities: A Public Health Approach to Emergencies (PHAC)



(Aldrich, 2012)



(Klinenberg, 2002, 2015)



(Solnit, 2009, 2020)

Social Environment Initiatives in Mississauga

Cooksville SNAP



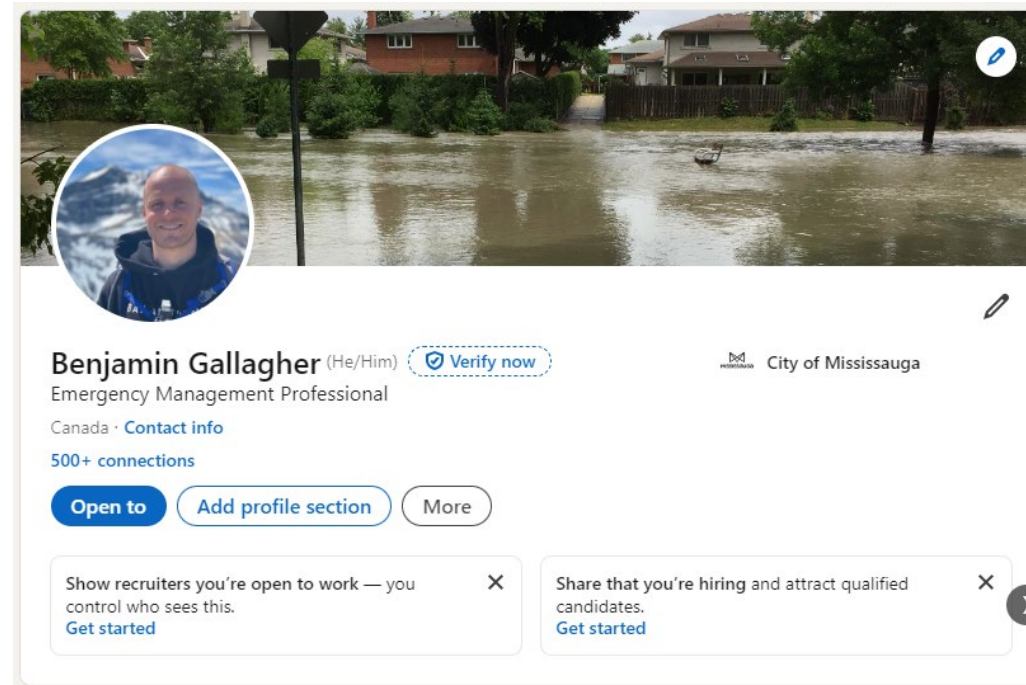
Resilience Hubs



Challenges & Opportunities

Challenge	Opportunity
Evaluation and measuring success.	Working with different groups to measure success in different ways.
Healthy & resilient social environments have multiple inputs and outputs that extend beyond any individual department, agency, or group.	Healthy & resilient social environments have multiple inputs and outputs that extend beyond any individual department, agency, or group.

Thank you!



Email: benjamin.gallagher@mississauga.ca

Building Healthy Social Environments from the Ground up: Planning for Well-being

Public Health Ontario

January 22, 202

Inge Roosendaal

Healthy Communities Senior Planner
Ottawa Public Health

Social Environments & the Built Environment

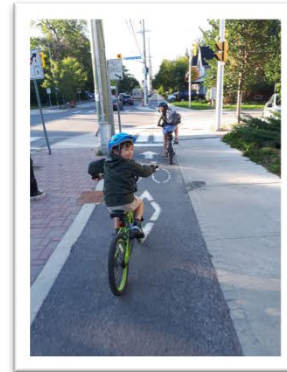


Ottawa Public Health's “5 C’s” for Healthy Built Environments

1. Complete



3. Connected



5. Convivial



2. Compact



4. Cool and Green



The Popsicle Test:

Building Liveable Communities for Kids

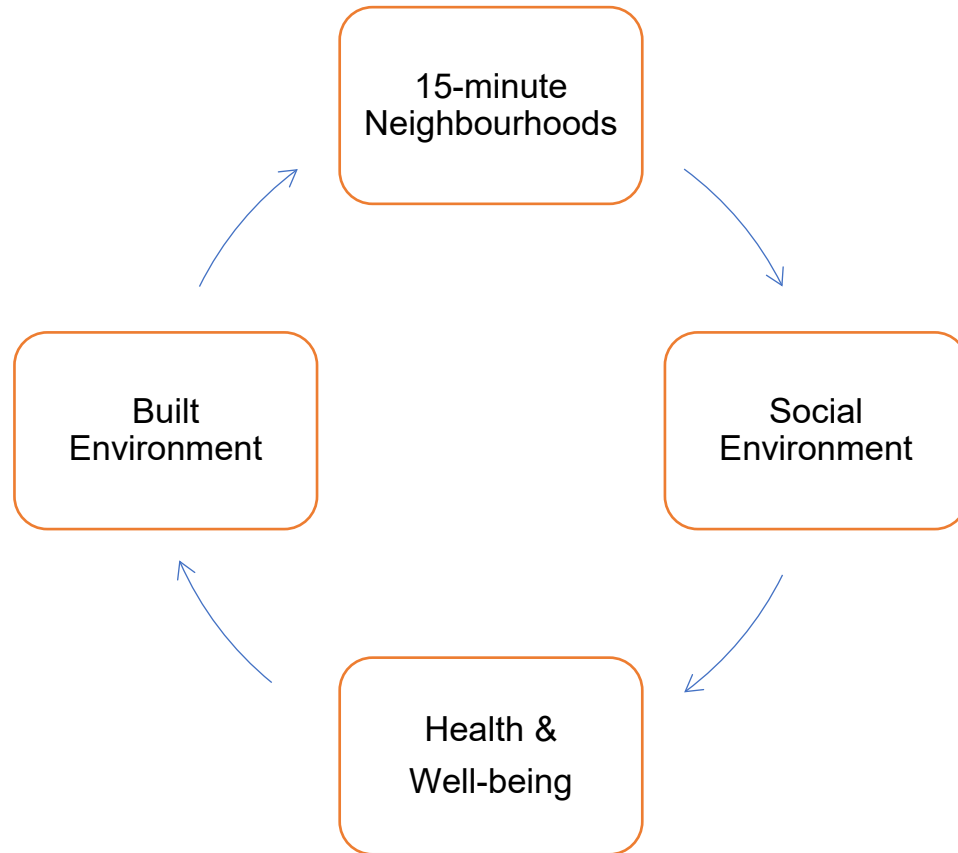


What neighbourhood characteristics make it possible for a child to buy a popsicle?



What can help or hinder?

Promoting Social Environments in Ottawa through 15-minute neighbourhoods





Thank you!

- OttawaPublicHealth.ca/HealthyCommunities
- Ottawa.ca/NewOP



Q&A



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