# **CDoH Essentials:**

Menu of options for you to develop your own workshops / briefing sessions

This document includes

1. Some tips from the action research about how to plan your agenda
2. A table with a selection of content and delivery options – all the materials to run these sessions is included in the CDoH Essentials pack.
3. A table of ‘stretch’ ideas which were suggested in the design stage of the action research but have not been tested during the trials because they went beyond the ‘introductory’ nature of the sessions run.

## How to plan your agenda

Developing the draft agenda is an important step – we held at least three planning meetings for each trial area in the action research project

We recommend you follow the process in the introduction and overview document. This will mean that when you are planning your agenda, you will already have a clear purpose and objectives (review the learning objectives document), have decided on invitees and length of session and venue.

Other documents that may help when planning the agenda are:

* example agendas from the trials
* general facilitator guide

Decisions to make:

* Do you want to run a one-off session or a series?
* Which content and delivery options do you want to use to achieve your learning objectives?
* What style of delivery will work for the range of participants expected to attend?
* We suggest trying to split time and content as evenly as possible between understanding issues and solutions – which content and delivery will help with understanding issues and which with solutions?

**Key practicalities tips from the action research trials were:**

* Include 10 mins buffer for discussion & questions
* Advertise the time of arrival as 10-15mins before you are planning to begin and offer networking time & refreshments if possible so you can make a timely start
* Can you combine a break with an exercise to give some flexibility?
* Make sure the room is booked for another 15mins after the planned end to allow for discussions to continue.
* Book a different room for your de-brief so that you can do that as a working group.

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**Key tips from the action research trials about what was most effective in content and delivery are included in the general facilitator guide: review this before and during planning your agenda.**

## Menu of options

The table below contains a selection of content and delivery options that can mixed and matched to meet the priorities and contexts of each local authority. Not all options will be appropriate for all local authorities, and the full range below would take far longer than a single workshop or briefing session. Some options can be amalgamated – for example, the content of section 2: an overview of CDoH and section 4: established facts about commercial practices can be combined and delivered either in a presentation or through the ‘evidence quest’ method.

We encourage you to pick and choose a combination of options to create a workshop or briefing session that meets your needs. The linked learning objectives column indicates the learning objectives that the different content and methods of delivery are expected to contribute to achieving. The learning objectives document gives the details of what these different learning objectives are.

You may want to run a series of sessions rather than a one-off or you may want to run an introductory workshop or briefing session (which is what the CDoH Essentials materials were designed to support) and then use some of the materials and exercises to do follow up sessions such as team planning, or monthly case study or journal club style discussions.

The second column (ref) gives a number which refers to a section of the materials. The delivery materials are all named using these reference numbers for ease.

| **Content** | **ref** | **Delivery method options**  | **Estimated time**  | **Linked learning objectives** |
| --- | --- | --- | --- | --- |
| Introduction and why this matters locally | 1a | Brief presentation to situate the topic locally - focusing on the vision for the local area and why it is important to understand CDoH in order to achieve it Also to cover briefly the local authority support for importance of working using a CDoH lens and how it fits with key values & strategies  | 5-10 mins | L5, L6 |
| Overview of CDoH* What are they
* How they affect health & health inequalities
* How they operate
 | 2a | Presentation to cover * Definition/s & key terms
* Some key statistics on health & health inequality impacts – to include local / local estimates, national and global data
* Situating CDoH as part of social / wider determinants, addressing how individual and structural factors connect (and how choices are shaped) with a single example such as the food system (could be adapted to choose one that particularly resonates locally)
* Use one example to demonstrate public support for measures to address (eg regulation)
* Mechanisms – show how CDoH operate covering in brief the range of market and non-market actions using the Lancet framework
 | 15-30 minutes | L1, L2, L6 |
| Use examples to illustrate the mechanisms by which CDoH act (step by step), the impacts they have on ppn health and inequalities, physical/social environment – show range of ways CDoH affect health & inequalities using local examples  | 3a | Presentation to cover the very basics of mechanisms, using the Lancet framework give a specific example with evidence for each mechanism, in brief – ensure the examples are locally relevant and focus on health inequalities  | 5+ mins | L1, L5, L6 |
|  | Suggest that ONE of the following approaches (facilitated group exercise or interactive mapping) would be used  |  |  |
| 3b | Facilitated group exercise to review a case study\* to:- identify CDoH mechanisms and the impacts on health & inequalities - start to identify opportunities for interventions / how to address  | 20 mins | L1, L2, L4, L5, L6 |
| 3c | Interactive group mapping exercise to identify where commercial influences may occur locally  | 20 mins  | L1, L2, L5 |
| Present established facts about commercial practices  | 4a | Evidence quest <https://openpolicy.blog.gov.uk/2016/03/07/exploring-the-evidence/> in the room demonstrating commercial practices through case studies (ensure some demonstrate unequal exposure and impact on inequalities), and timelines showing the manufacture of doubt by different industries  | 20-45mins+ | L1, L2, L3 |
| 4b | As an exercise, attendees are given simplified frameworks (there is one for commercial practices and one for public health actions which can be used if the extension to this quest is used with case studies of action as well as commercial practices) and encouraged to find examples round the room and fill in brief details on a sheet as they find them  |  | L1, L3, L4, L5, L6 |
| Present examples of action and evidence of public support  | 4c | An addition to the evidence quest on commercial practices could be the case studies to be used in other exercises including examples of successful action An addition to the evidence quest could be infographics showing public support for different actions to address CDoH - regulatory actions (ASH public survey for eg), young people campaigning on advertising (<https://www.biteback2030.com/>) |  | L1, L3, L4, L5, L6 |
| Present possibilities for LA action Local authority levers and opportunities – where is its influence, where can it act | 5a | A presentation to cover * Frameworks for action (ASH/AHA/OHA cross risk factor framework, Lancet framework, Health Foundation framework)
* Annotated frameworks in which brief examples are given for each domain OR interactive presentation with attendees calling out examples
 | 10-20 minutes | L4, L5 |
|  |  | A possibilities board can be created and added to throughout the session (eg when deconstructing the case studies), At the start, set up frameworks for action (such as the [Public Health Playbook](https://www.thelancet.com/journals/langlo/article/PIIS2214-109X%2822%2900185-1/fulltext) and [CDoH Future Directions panel](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736%2823%2900011-9/fulltext)), [typology of local authority interaction with harmful commodity industries](https://gh.bmj.com/content/8/1/e010216) and case studies of successful actions that are locally relevant) and these could be added to and annotated to show what the participants think could be done locally | n/a – used throughout other exercises  | L4, L5, L6 |
|  |  | Suggest ONE of the following or a combination could be used  |  |  |
| Practising using a CDoH lens AND identifying possibilities for local action | 5b | Participants to be asked to share an example of something they are working on and then work in pairs / groups to explore through CDoH lens together OR the local authority could pick some examples of relevant topics to be discussed in small groups Participants to develop ideas together for how to address the CDoH aspects they have identified in the local example they have just discussed  | 20+ mins | L4, L5, L6 |
| Practising using a CDoH lens ANDidentifying skills & roles AND demonstrating possibilities for local action  | 5c | Participants asked to work in groups or as a whole room to deconstruct a case study\* of successful action to tackle CDoH* What commercial practices can be spotted in the example
* What were the barriers faced
* How were they tackled (commercial practices and barriers)
* What more could have been tried?
* Who did what / what roles?
* What skills were required

The facilitators could have the Public Health Playbook / counter tactics approaches with them to assist in making suggestions for what else could have been tried  | 20+ mins  | L1, L4, L5, L6 |
| Next step planning  | 6a | An exercise in which people are supported to do next step planning: what can and will people do, including shared commitments from workshop (potentially think also about short, medium, long-term planning), think about and plan for overcoming barriers*NOTE: this will need to be situated within the overall approach being taken by the local authority and mindful of capacity to support ongoing work – so some ideas for actions, especially group actions, could be developed by the public health team leading the work to ensure this is consistent with their strategic objectives for the work*  | 20+ mins  | L4, L5, L6 |
| Wrap-up and next steps | 6b | A brief talk to explain what the next steps will be and how people can stay involved.  | 5-10mins | L4, L5, L6 |

**\*Case studies**

While local case studies are strongly encouraged, we have provided a menu of case studies from published literature. Case studies (either local or from the menu) may cover situations where

* CDoH mechanisms can be spotted and interventions developed (as in exercise 3b above) and/or
* established methods for tackling CDoH have been implemented in a local setting (as in exercise 5c above)

In all cases, these should clearly pull out the impact on health and health inequalities. It will also be important to review the examples used against the roles of the proposed participants and choose an appropriate option that ensures all participants can see themselves somewhere in the case study.

****Tips from the action research trials:

* Case studies should make participants feel: ”People like us have done achievable things that make a difference.”
* Please ensure any case studies are simple enough for people to read and engage with in the time given – the ones in our pack are formatted to fit on a single page.

## ‘Stretch’ ideas

Some ‘stretch’ ideas (ie to stretch skills and go beyond an introductory workshop) were developed that may be used instead of some of the ideas in the first table if basic information has already been covered, or for follow up activities. These have not been developed and tested as part of the action research but are included because they were supported as important next steps in developing skills and understanding for public health teams and their colleagues.

| **Content** | **Delivery method options**  |
| --- | --- |
| Framing & articulating CDoH to different stakeholders | Using Frameworks Institute and VicHealth’s Healthy Persuasion work, present key issues around framing, importance of framing and how industry influences it and then practise developing frames for specific issues – could be a follow on from one of the case studies above  |
| Understanding how industry influences research | Examples of this could include: have a look at the results section of this paper <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6187765/> It describes how industry sponsored conferences are used by harmful industries. Have a look at conferences by industry funded organisations (e.g. Drinkaware, Gambleaware). Does the content reflect industry strategies? |
| Practising critical appraisal skills | Assessing some of the relevant factors in this guide to CDoH systematic reviews <https://systematicreviewsjournal.biomedcentral.com/articles/10.1186/s13643-023-02323-0> Using the ‘critical thinking detectives’ film and then practising on some example articles or pieces of information <https://www.youtube.com/watch?v=R-gUBzPa28U>  |
| How to spot commercial practices | Present some of the research and films made about them on industry funded education and examples of industry partnerships. Use the evidence quest handout (or i-MARK toolkit has some great suggestions for how to spot commercial practices), and practise using these on case studies  |
| Alternative causation arguments  | Print off some of the articles referred to in the supplementary material of this article and identify the use of ‘alternative causation’: [https://www.sciencedirect.com/science/article/pii/S2352827321002846?via%3Dihub](https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sciencedirect.com%2Fscience%2Farticle%2Fpii%2FS2352827321002846%3Fvia%253Dihub&data=05%7C02%7Canna.brook1%40nhs.net%7C420aa79238004afd6e7108dc1a390a58%7C37c354b285b047f5b22207b48d774ee3%7C0%7C1%7C638414079788974109%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=soD5F1BDU8jRhIMi3azwLVhjFkm2xPu3HXHnWLIDpU4%3D&reserved=0) |
| Practising communication skills  | Elevator pitching/briefing conversations/making the argument in different scenarios, practising media interviews  |
| Practising risk assessment of situations in which potential conflicting interests arise | Make use of good governance toolkit risk assessment process <https://www.adph.org.uk/resources/good-governance-toolkit/> to practise reviewing tricky issues that your team have been confronted with. Consider how this would need to be negotiated in practice (to be able to act on it, for example who makes the decisions?) to develop practical tips and ideas from discussion in a safe space.  |