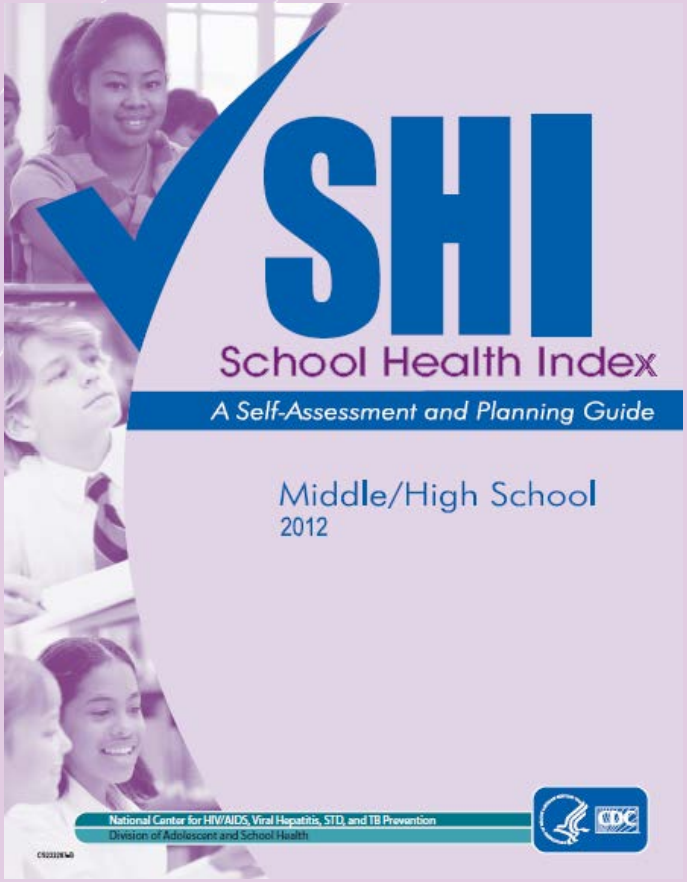
DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION

CDC
CENTERS FOR DISEASE CONTROL AND PREVENTION

Practice Module



Demonstration

Module 7: Health Promotion for Staff

CC.3 Promote staff participation

Does your school or district use three or more **methods to promote and encourage staff participation** in its health promotion programs?

CC.3 Promote staff participation

Methods to promote and encourage staff participation

- Information at orientation for new staff members
- Information included with paycheck
- Flyers posted on school bulletin boards
- Letters mailed directly to staff
- Announcements at staff meetings
- Articles in staff newsletters
- Incentive/reward programs
- Public recognition
- Life/Health insurance discounts
- Gym or health club discounts
- Posting to a Web site or list-serv
- e-mail messages
- Positive role modeling by administrators or other leaders

CC.3 Promote staff participation

3 = Yes, uses three or more of these methods.

2 = Uses two of these methods.

1 = Uses one of these methods.

0 = Uses none of these methods.

PA.1 Programs for staff members on physical activity/fitness

Does the school or district **offer staff members** accessible and free or low-cost **physical activity/fitness programs**?

Offer staff members means that the school or district has arranged for staff members to receive these services either on-site or through a community program off-site. This could be part of the employee benefits package, wellness program, employee assistance program, or through partnership with a community provider.

Physical activity/fitness programs include classes, workshops, and special events.

PA.1 Programs for staff members on physical activity/fitness

3 = Yes.

2 = Offers physical activity/fitness programs, but **some** staff members find them inaccessible or expensive.

1 = Offers physical activity/fitness programs, but **many** staff members find them inaccessible or expensive.

0 = Does **not** offer physical activity/fitness programs.

T.1 Programs for staff members on tobacco-use cessation

Does the school or district **offer staff members** tobacco-use **cessation services** that are accessible and free or low-cost?

Offer staff members means that the school or district has arranged for staff members to receive these services either on-site or through a community program off-site. This could be part of the employee benefits package, wellness program, employee assistance program, or through partnership with a community provider.

T.1 Programs for staff on tobacco-use cessation

Cessation services can include any of the following:

- Group tobacco-use cessation counseling
- Brief clinical counseling
- Self-help educational material
- Computer-based cessation program
- Referral to local physician
- Telephone quit line
- Pharmacological cessation aid (e.g., nicotine replacement therapy)

T.1 Programs for staff members on tobacco-use cessation

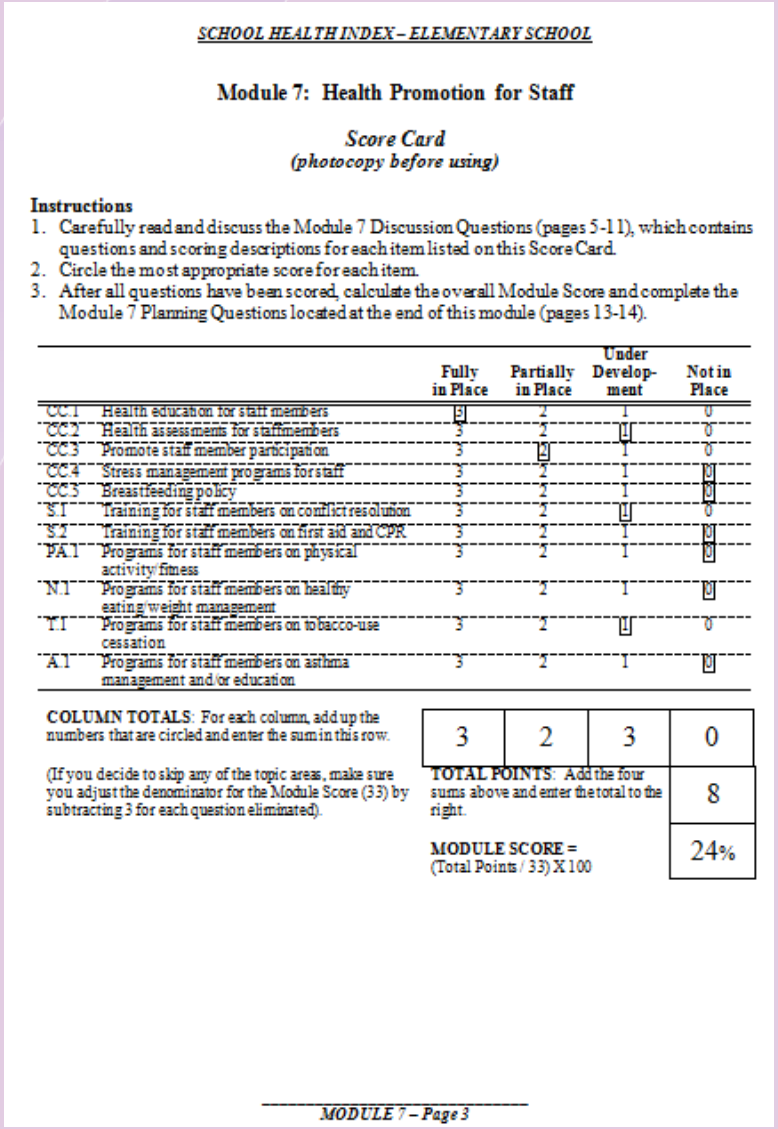
3 = Yes.

2 = Offers tobacco-use cessation services, but **some** staff members find them inaccessible or expensive.

1 = Offers tobacco-use cessation services, but **many** staff members find them inaccessible or expensive.

0 = Does **not** offer tobacco-use cessation services.

Completed Module 7 Scorecard



SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Module 7: Health Promotion for Staff

Score Card
(photocopy before using)

Instructions

1. Carefully read and discuss the Module 7 Discussion Questions (pages 5-11), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 7 Planning Questions located at the end of this module (pages 13-14).

		Fully in Place	Partially in Place	Under Develop-ment	Not in Place
CC.1	Health education for staff members	[3]	2	1	0
CC.2	Health assessments for staff members	3	2	[1]	0
CC.3	Promote staff member participation	3	[2]	1	0
CC.4	Stress management programs for staff	3	2	1	[0]
CC.5	Breastfeeding policy	3	2	1	[0]
S.1	Training for staff members on conflict resolution	3	2	[1]	0
S.2	Training for staff members on first aid and CPR	3	2	1	[0]
PA.1	Programs for staff members on physical activity/fitness	3	2	1	[0]
N.1	Programs for staff members on healthy eating/weight management	3	2	1	[0]
T.1	Programs for staff members on tobacco-use cessation	3	2	[1]	0
A.1	Programs for staff members on asthma management and/or education	3	2	1	[0]

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

3	2	3	0

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (33) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right. **8**

MODULE SCORE = (Total Points / 33) X 100 **24%**

Planning Question 1: List strengths and weaknesses

- Strengths
  - Health education for staff members
  - Promoting staff member participation
- Weaknesses
  - Health assessment for staff members
  - Stress management
  - Breastfeeding policy
  - Conflict resolution
  - First aid and CPR
  - Physical activity/fitness
  - Weight management/healthy eating
  - Tobacco use cessation
  - Asthma management and/or education

Planning Question 2: For each weakness, list actions

- Increase health assessments for staff members
- Offer stress management programs
- Develop a breastfeeding policy
- Increase access to conflict resolution programs
- Offer first aid and CPR
- Partner with local gym to offer employee discounts
- Partner with local organizations for weight management/healthy eating programs
- Further advertise current tobacco-use cessation programs
- Create asthma management and/or education programs

Planning Question 3: Rate actions

Rate each proposed action based on

- **Importance** – How important is this action to my school?
- **Cost** – How expensive would it be to plan and implement this action?
- **Time** – How much time and effort would it take to implement the action?
- **Commitment** – How enthusiastic would the school community be about implementing the action?
- **Feasibility** – How difficult would it be to complete the action?

Activity I
Instructions

- Assign roles
- Separate Practice Module 1 Scorecard from discussion questions
- Walk through discussion questions and record answers on Scorecard
- Calculate score

Activity I
Discussion

- What was easy?
- What was difficult?
- Did you learn anything new by discussing these issues?
- What was one barrier your group faced, and how did you overcome it?
- Does anyone have any questions about completing the discussion questions before we move on to the planning questions?

Activity II
Instructions

- Remember roles!
- Complete planning questions
  - Identify strengths and weaknesses
  - Brainstorm actions to address weaknesses
  - Prioritize actions using table
- Select a representative to report back

Activity II
Debrief

- Each group share one action that was identified as a priority and tell us which weakness you are addressing with this action.