

RMSF Health Education Curriculum

RMSF Workshop
Day 1
2/4/2015

What, How & Why?

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Background

- RMSF Health Educator assessed need for prevention specific to the school-age community
- “Don’t Let the Ticks Bite”
 - California Department of Public Health



- Goal of curriculum is to create age appropriate prevention messages and using Department of Education Standards

Intended Purpose

- **The intended purpose was to create a curriculum designed specifically for children that aligned with the Department of Education standards. The curriculum focuses on prevention methods for RMSF.**
- Idea developed from Kristen Herrick
- Tribal Communities created children related educational materials
 - Calendar
- Accessed a need
 - Health Educator
 - Health Education Workgroup (Tribal and Federal Partners)

RMSF Curriculum Development

- o Developed based on Arizona Dept. of Education science and health education standards
- o Target audience is elementary school students in grades 3-5
- o Designed as a standardized RMSF teaching tool
- o Include prevention strategies
- o Educational Community Input
 - o Teachers and Educational Leaders
 - o (Sent to BIE and Department of Education for tribal leaders)
- o Evaluation Component

Objectives

- o Ensure relevance for education staff
 - o Teachers, Community educators
- o **Create a “Culture of Prevention”**

Objectives

What is a tick:

Brown Dog Tick

- Students will identify what a tick is
- Students will learn about the ticks natural habitat and dietary needs
- Students will learn that Brown Dog ticks carry germs that will make you sick

The life cycle of a tick

Life Cycle

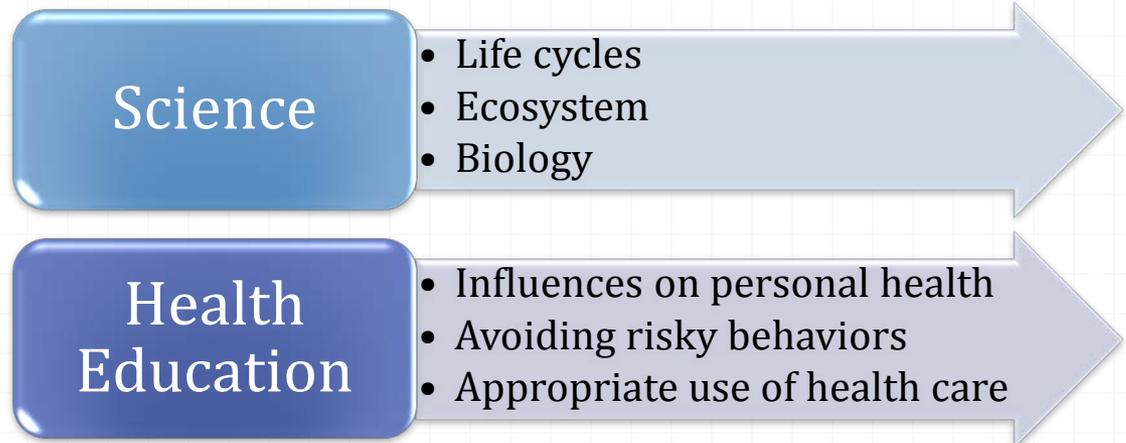
- Students will learn the life cycle of a Brown Dog Tick

Prevention

- Students will learn how to protect themselves from tick bites and RMSF
 - Family Tick Checks
 - Use Insect Spray
- Students will learn about Rocky Mountain spotted fever and dogs
 - Learn how Rocky Mountain spotted fever harms dogs
 - Dog collar importance
 - The importance of staying away from free roaming dogs
- Students will talk about Rocky Mountain spotted fever and ticks with peers
- Students will learn 4 steps to remove tick from themselves or pets
- Students will learn when to see a doctor or tell parents if they do not feel well

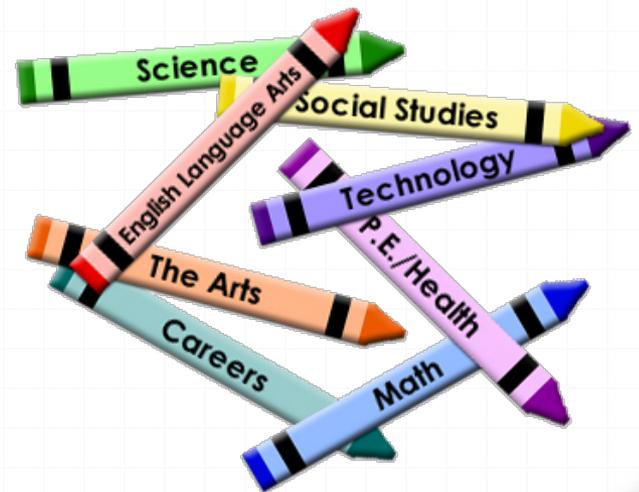
Curriculum Standards

- Aligned with Department of Education Standards
 - Reached out to the Department of Education
 - AZ Tribal Education Leaders Meeting
- 3 standards from the Arizona Department of Education Health Education Standards
 - Includes a science component but not directly related to a standard



Health Education Standards

- Strand 2: Analysis of Factors Affecting Health Behaviors
- Strand 7: Ability to Practice Health—Enhancing Behaviors
- Strand 1: Comprehension of Health Promotion & Disease Prevention Concepts



STRAND 2: Analysis of Factors Affecting Health Behaviors

Concept 1: External Influences on Personal Health:
The concept of understanding how family and peers can influence personal health.

PO 1. Describe how the family influences personal health practices and behaviors

Goal: Curriculum that includes activities that discuss the importance of family tick checks

PO 2. Identify the influence of culture on health practices and behaviors

Goal: Curriculum that includes activities that discuss the relationship with dogs (staying away from free roaming dogs)

PO 3. Describe how peers can influence healthy and unhealthy behaviors

Goal: Curriculum that includes activities that discuss how to talk to peers about tick prevention.

PO= Performance Objective
*AZ Department of Education

STRAND 7: Ability to Practice Health – Enhancing Behaviors

Concept 2: Healthy Practices and Behaviors: The concept of understanding behaviors that avoid or reduce health risks.

PO 1. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health

PO 2. Demonstrate a variety of behaviors that avoid or reduce health risks

Goal: Curriculum that includes activities that promote tick awareness, removal, and prevention (eg. use of insect repellent and dog collaring)

PO= Performance Objective
*AZ Department of Education

**STRAND 1: Comprehension of Health Promotion and Disease Prevention
Concepts**

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graph TD; A[STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts] --> B[Concept 5: Use of Health Care: The concept of understanding the benefits of making healthy choices.]; B --> C[PO 1. Describe when it is important to seek health care]; C --> D[Goal: Students will learn the important signs of when to see a doctor (Fever ≥2 days)];
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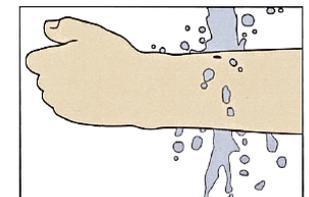
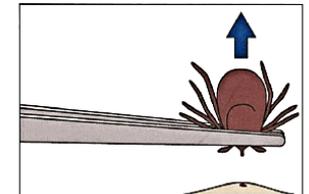
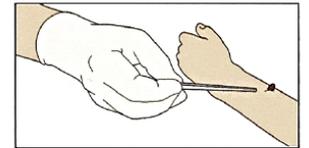
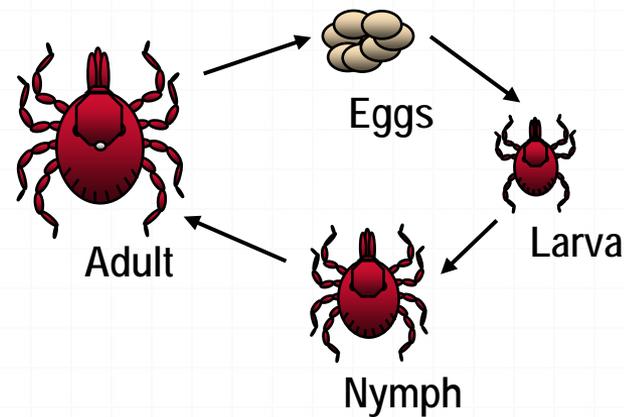
Concept 5: Use of Health Care:
The concept of understanding the benefits of making healthy choices.

PO 1. Describe when it is important to seek health care

Goal: Students will learn the important signs of when to see a doctor
(Fever \geq 2 days)

PO= Performance Objective
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Student Learning Goals



RMSF Curriculum

- o Lesson Plan (30-45 min)
- o Grade Level: 3-5
- o Can be modified to meet the presenters needs
- o PDF Copy and PowerPoint will be provided

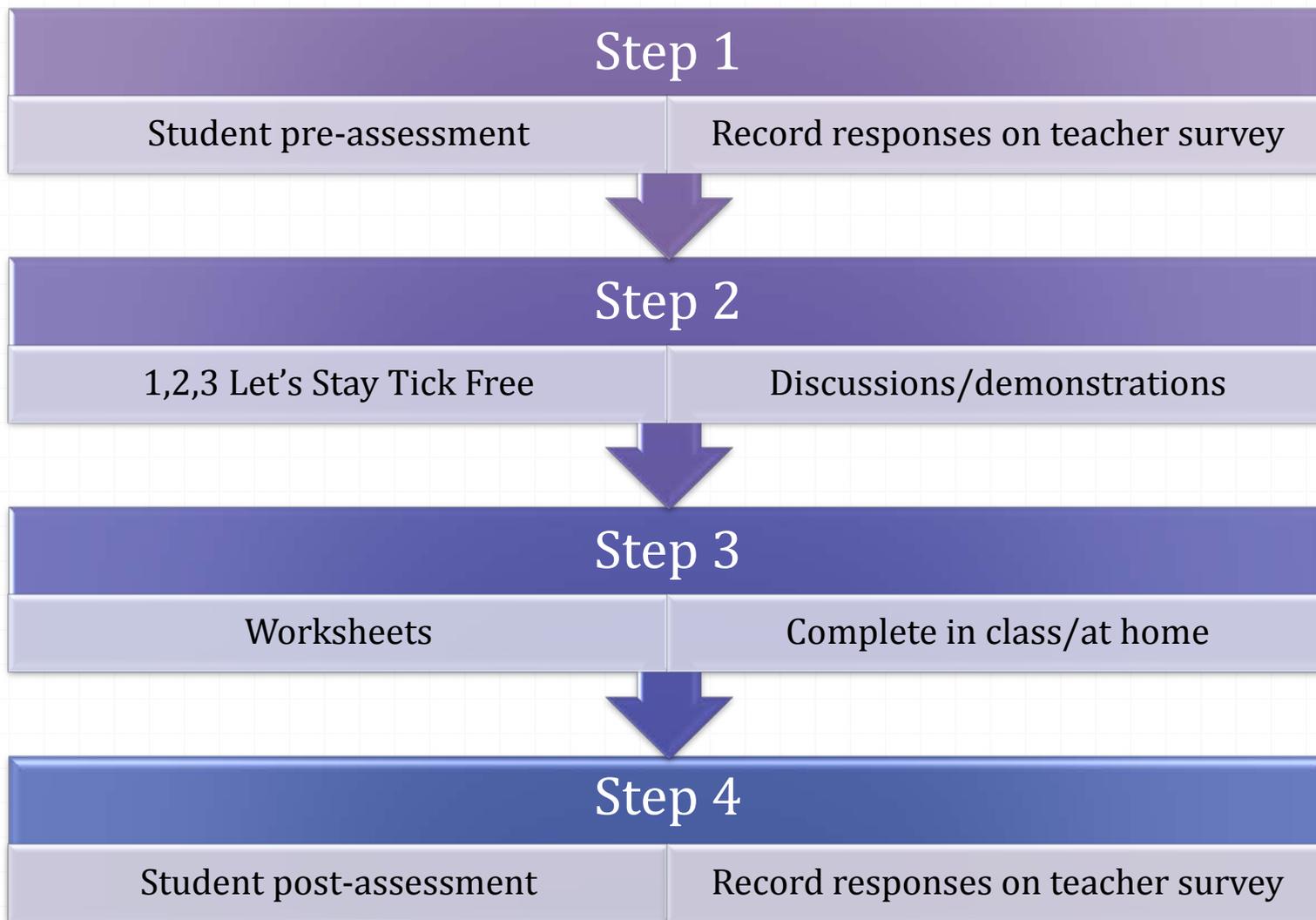


What do I need?

- Curriculum Instructions
- Lesson Directions
- Interactive PowerPoint
- 11 worksheets
- Tweezers (Teacher)
- Student/ Teacher Evaluation
- Quiz
 - Two Options
 - Option A. Team Approach (2-4 Teams)
 - Game Show approach
 - Each team will answer one question and present
 - Option B. Group Approach
 - Teacher asks questions, Students volunteer

1, 2, 3 Let's Stay Tick Free

Implementation-the basics



Implementation-get creative

- o Curriculum is to serve as a basis
- o Decide who is best in your community to teach this
 - o Community health representatives
 - o Animal control officers
 - o Public health nurses
 - o Empower the actual teachers
- o Do what works for the class
- o Options for the quiz provided
- o Hands-on activities



Teacher Survey/Evaluation

- o Complete teacher survey!
- o Pre & post administration assessment for students
 - o Can send individual evaluations
 - o Fill-in student responses on teacher survey
- o General information about class
- o Comment about using curriculum as a teaching tool

Where do I send evaluations?

o Fax to 602-364-3199

ATTN: Hayley Yaglom

o Mail to Hayley Yaglom

Arizona Department of Health Services

Office of Infectious Disease Services

150 N. 18th Ave, Suite 140

Phoenix, AZ 85007

o Questions?

Email Hayley.Yaglom@azdhs.gov

Call 602-542-2521

Looking to the Future

- One method to standardize educational outreach
- Assess/evaluate the knowledge
 - Children are most affected population
- Gather an understanding of teachers & health educators perceptions
- Create Partnerships
- Goal is to implement curriculum across statewide tribal communities



