

Welcome to the CLU-IN Internet Seminar

Community Engagement: Train the Trainer

Sponsored by: National Institute of Environmental Health Sciences, Superfund Research Program

Delivered: July 7, 2011, 1:00 PM - 3:00 PM, EDT (17:00-19:00 GMT)

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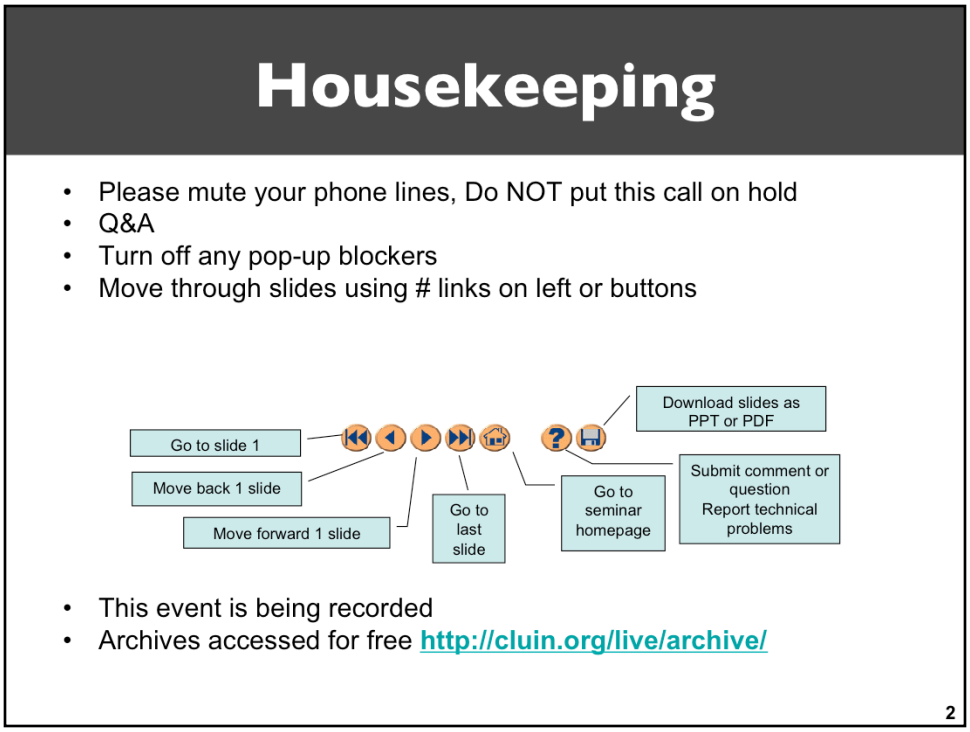
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Moderator:

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Visit the Clean Up Information Network online at www.cluin.org 1



Although I'm sure that some of you have these rules memorized from previous CLU-IN events, let's run through them quickly for our new participants.

Please mute your phone lines during the seminar to minimize disruption and background noise. If you do not have a mute button, press *6 to mute #6 to unmute your lines at anytime. Also, please do NOT put this call on hold as this may bring delightful, but unwanted background music over the lines and interupt the seminar.

You should note that throughout the seminar, we will ask for your feedback. You do not need to wait for Q&A breaks to ask questions or provide comments. To submit comments/questions and report technical problems, please use the ? Icon at the top of your screen. You can move forward/backward in the slides by using the single arrow buttons (left moves back 1 slide, right moves advances 1 slide). The double arrowed buttons will take you to 1st and last slides respectively. You may also advance to any slide using the numbered links that appear on the left side of your screen. The button with a house icon will take you back to main seminar page which displays our agenda, speaker information, links to the slides and additional resources. Lastly, the button with a computer disc can be used to download and save today's presentation materials.

With that, please move to slide 3.



I would like to thank the organizers of the webinar for inviting me to present information about our project…

Will be referring to the transferable training modules as the “promotora modules”

What is a *Promotora*?

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COMMUNITY HEALTH ADVOCATE OR OUTREACH WORKER…



Promotora = female….

What is a *Promotora*?

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- Latin American model adopted in the United States.
- Targets disadvantaged populations through peer outreach and education.
- Speaks the same language, identifies with the culture, and has common life experiences as the targeted outreach group.



In the Mexican-American culture, a great deal of emphasis is placed on the family, community, and traditional norms. Based on the circumstances stated above, there is an immense need to communicate messages to this population. As a result, the concept of training community members has been applied to effectively provide knowledge to these citizens regarding different issues.

More about *Promotoras*

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- Receives training to assist citizens with questions, needs, or resources.
- Topics: Cancer, diabetes, immigration, drug addiction, and HIV/AIDS.
- Mid-1990s, began to address environmental science and health issues.

Background: UA SRP and Binational Center

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- In 2007, UA SRP and Binational Center began working with *promotoras*.
- Provide environmental outreach materials and trainings.
- Incorporated outreach personnel on-the-ground and expanded to include industry focused trainings.



Locally here in Tucson, Arizona (Sonora Environmental Research Institute, Inc.) In 2008, with promotoras providing arsenic outreach in Yaqui communities of Sonora.

Pollution Prevention Grant (P2)

Why "Train-the-Trainer?"

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- Successful and well received method of training.
- Provides a basis for multiplying efforts; extends the reach of the education.
- Request for packaged trainings; UA SRP/Binational Center personnel can not realistically cover targeted region (cost effective).



Amanda Aguirre spoke with Gandolfi at the Arizona-Mexico Commission (2008)

Why Modules?

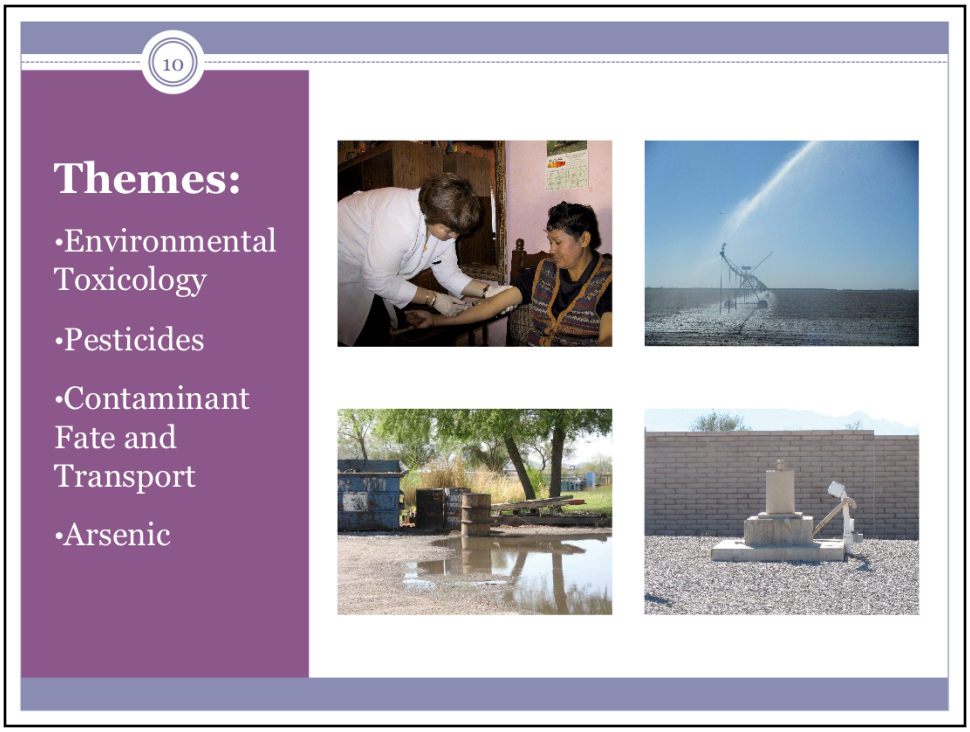
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- Mechanism to improve the training process of *promotoras* within the area of environmental sciences.
- Packages theoretical and practical content in addition to supportive tools.
- Adaptable to diverse training situations, instructor preference, training duration, and education level.

Theoretical content: web information, slides, video, background material, etc.

Practical content: instructional activities, evaluations, hands-on activities, etc.



Objective: Design, develop, test, and transfer Spanish-language modular training courses on environmental science and health themes targeting promotoras

Project Aims:

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- Determine *promotora* training needs.
- Create transferable modules – "train-the-trainer."
- Evaluate the environmentally themed modules developed.



Utilizing a **pilot group** of promotoras to aid in the **design and development** of the course modules.



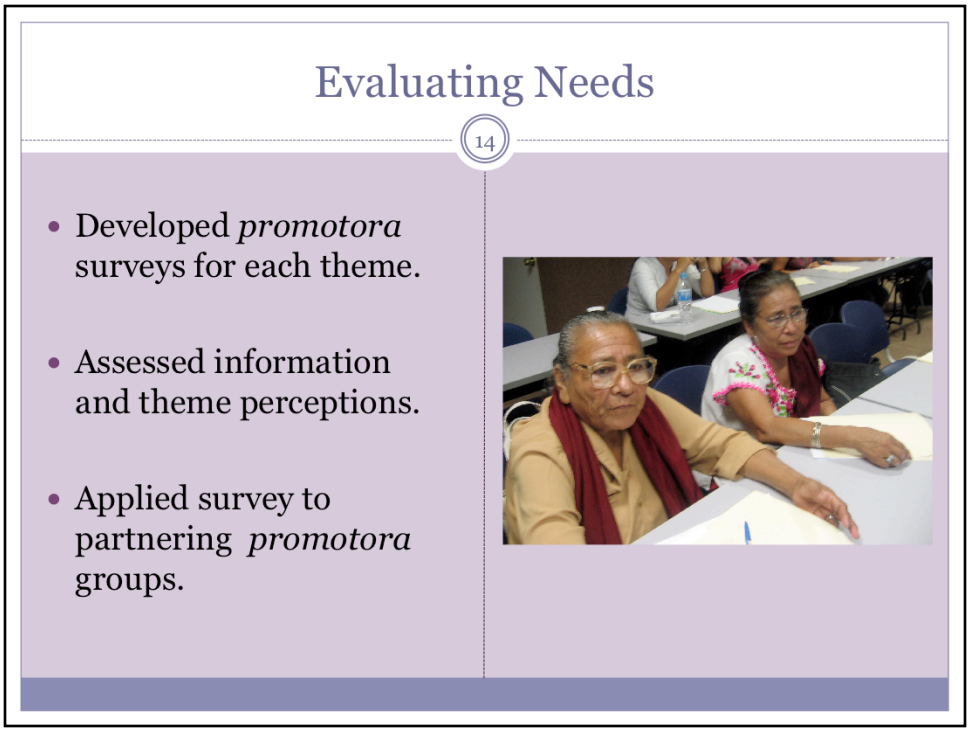
Dr. A. Jay Gandolfi (expert in toxicology and has provided trainings for *promotoras* in the past)
Dr. Jim Field (environmental engineer focused on bioremediation efforts)
Dr. Paul Baker (UA extension personnel with an emphasis on pesticides, previous work with agriculture workers)
Dr. Mercedes Meza (arsenic toxicology expert with part of her work with *promotoras* in the Valle del Yaqui)
Dr. Jose Luis Carrillo (expert in Valle del Yaqui pesticide use as well as Mexico_
Dr. Diana Meza (fate and transport scientist working in northern Mexico with both research and community outreach)



In and around the border region…

Tucson (Arizona)
Somerton/Yuma (Border)
Ciudad Obregon (Sonora)

Border is 100 km north and south of the delineated boundary between Mexico and the US.
Encompassed academic talent at main institutions within the regions.
Incorporated some the most established promotora organizations in the region working within environmental health



Created surveys to determine the **needs and gaps within *promotora* knowledge base**.
Key things:

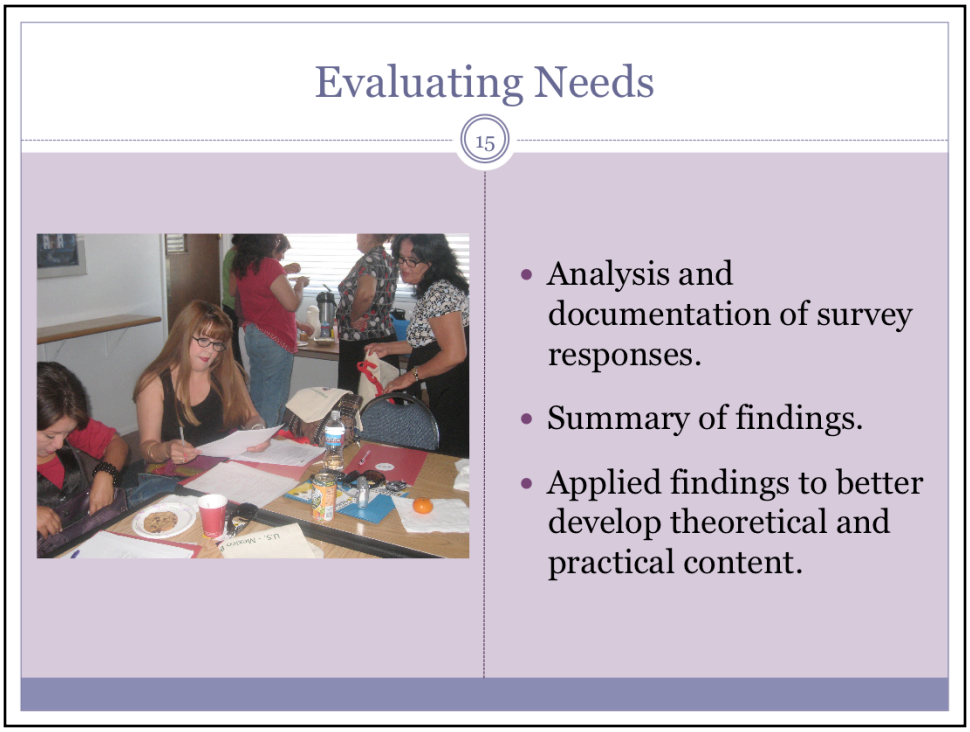
1. **If they were familiar with the contaminate/concept?**
2. **Personal habits when it comes to the contaminant?**
3. **Exposure routes they have observed or are familiar with.**
4. **How they would like to receive the information?**
5. **What distribution method would be more effective when it comes to engaging their community.**

Obtained feedback from partners in order to make sure surveys would be effective.

Antidotal:

1. Included after expert suggested a question regarding **cleaning mixtures** in the home since this is a common practice.
2. Within the arsenic survey were had to create a separate one for Mexico since we know that **water distribution is very different between the U.S. and this country**.
3. We also learn via feedback that **questions that were developed for promotoras working in the Valle del Yaqui would have to have more basic science**; therefore, questions were modified for this group of promotoras in order to fully assess their knowledge of the themes. On the other hand, since we have previously worked with **SERI** on an environmental toxicology trainings, we had to develop a survey for them that **asked them questions regarding the materials that was taught in the trainings.**

Applied survey instrument to pilot *promotora* groups
SERI (5), ITSON (14), RCBH (6)



Quantitative analysis of survey responses (**statistical surveying - polling**).
Documentation of **qualitative responses/comments**.
Creation of **report summarizing findings** (provided to expert) for easy interpretation.
This report was important since the expert was to use it **to base the presentation and information gathered on the theme; most effective** to present when it comes to targeting the promotoras.



Most importantly, **we learned what we are dealing with** when it comes to arsenic, pesticides, environmental toxicology, and fate and transport of contaminants. The promotoras sent us picture that captured what they experience in a daily basis.

Antidotal "We learned…":

1. That in the Valle del Yaqui the **reuse of pesticides containers is not common yet**, a little under half of the responded **still wash the clothes of the person that works with pesticides** with the rest of the family (in other word they do not separate the clothes to decrease contamination/exposure).
2. There was also **disconnect seen regarding the disposal of contaminates**. Even though they were aware of how they might move through the environment for example from soil to groundwater; they did not connect it with proper disposal of contaminate they may interact with in a daily basis.
3. Almost all of the promotoras **mix household cleaners, even thought they are aware it is not a safe practice.**



1. In the **Valle del Yaqui** it is still common practice to obtain **drinking water from canal/surface water sources**.
2. Most of them were **aware of contaminated site in their community** but the **type of site varied** from country (for example, in U.S. they mentioned formal Superfund Sites or state WQARF sites while in Mexico they discussed landfills and historically contaminated areas that have been turned into recreation sites)
3. The most effective manner to transmit environmental science and health information to community member is still **verbal communication**.
4. **Training** were the most popular method to provide promotoras with information regarding the themes.



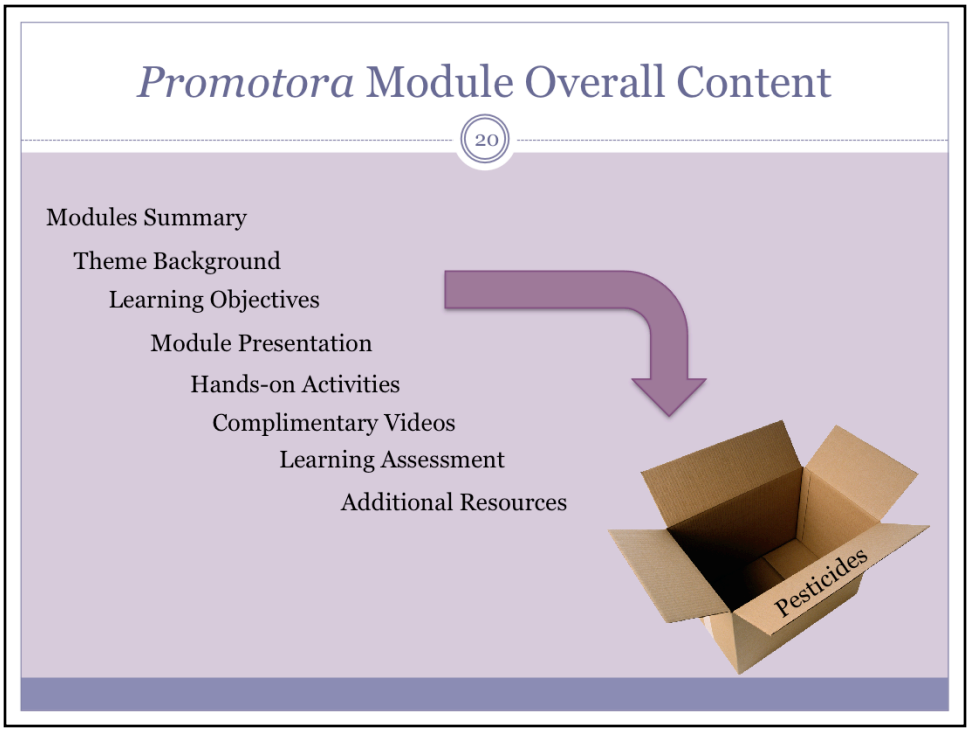
UA investigators are working on developing theme oriented presentations.
Outreach specialists are developing hands-activities and evaluating science translation.
UA Superfund Research Program (SRP) Training Core graduate students have been incorporated.

Developing *Promotora* Modules

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- Review process:
  - Experts (UA SRP and Binational Center)
  - Training Core Graduate Students (UA SRP)
  - *Promotora* partner directors (SERI, RCBH, CONACULTA/ITSON)



Course module "cookbook" outline **has been developed**.

Procedure (introduction/warm-up, presentations, videos, and hands-on activities)

Will provide instructions or procedures on how to complete module. This should be a "cook book" type of format.

If hands-on activity suggested should include materials that will be needed or copies that can be made.

Module Summary of theme and lesson

Sentence or two regarding what is the education process as well as the education objective.

Learning Objectives

Theme Background on theme

Information regarding the theme; will provide a summary that promotoras can read to refresh memory about important concepts in order to effectively teach module.

Assessment

Present creative or formal assessment tools. This may include pre-post surveys that can be implemented or group information gathering regarding lessons learned.

Resources

Names of organizations and links that can further provide information on the theme.

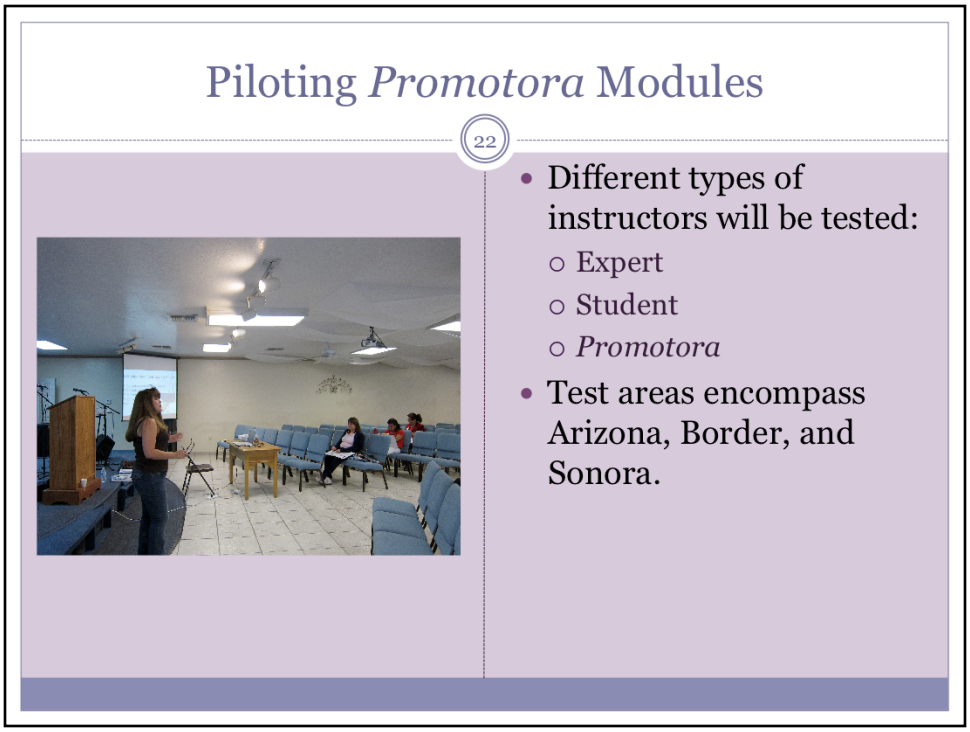
Should provide materials that may useful; such as videos, information sheets, or etc.

Piloting *Promotora* Modules

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- *Promotora* partners will participate in module piloting.
- Additional *promotora* groups will be incorporated.
- Assess both instructor's and leaner's perspectives.
  - Survey Instruments
  - Interactive Assessments
  - Focus Groups





Date
Location
Activity
Partner

April 29, 2011*
University of Arizona
(Tucson, Arizona)
Pesticide module training to SERI promotora(s) participating in HUD grant

May 16, 2011*
Kairos Iglesia Bautista (Tucson, Arizona)
Fate and transport module – focused on lead. New SERI promotoras participating in HUD grant

May 18, 2011*
Kairos Iglesia Bautista (Tucson, Arizona)
Pesticide module training to new SERI promotoras participating in HUD grant.

June 24, 2011*
University of Arizona (Tucson, Arizona)
Student training in four module themes.

July 14 & 15 2011*
(Tucson, Arizona)
SERI promotora training coordinated and imparted by students (focus group)
SERI
September 2011**
(Tucson, Arizona)
Environmental Modules Workshop (Tucson area promotoras)
SERI will provide assistance
October 2011**
(Somerton/Yuma, Arizona)
RCBH promotora training – expert training (focus group – can potentially include Campesinos Sin Fronteras and Sunset Community Health Center)
RCBH
February 2012**
(Nogales, Arizona)
Mariposa Health Clinic promotora training coordinated and imparted by SERI promotoras
SERI
March/April 2012**
(Ciudad Obregon, Sonora)
ITSON/CONACULTA promotora trainings (focus group)
ITSON

What have we learned so far?

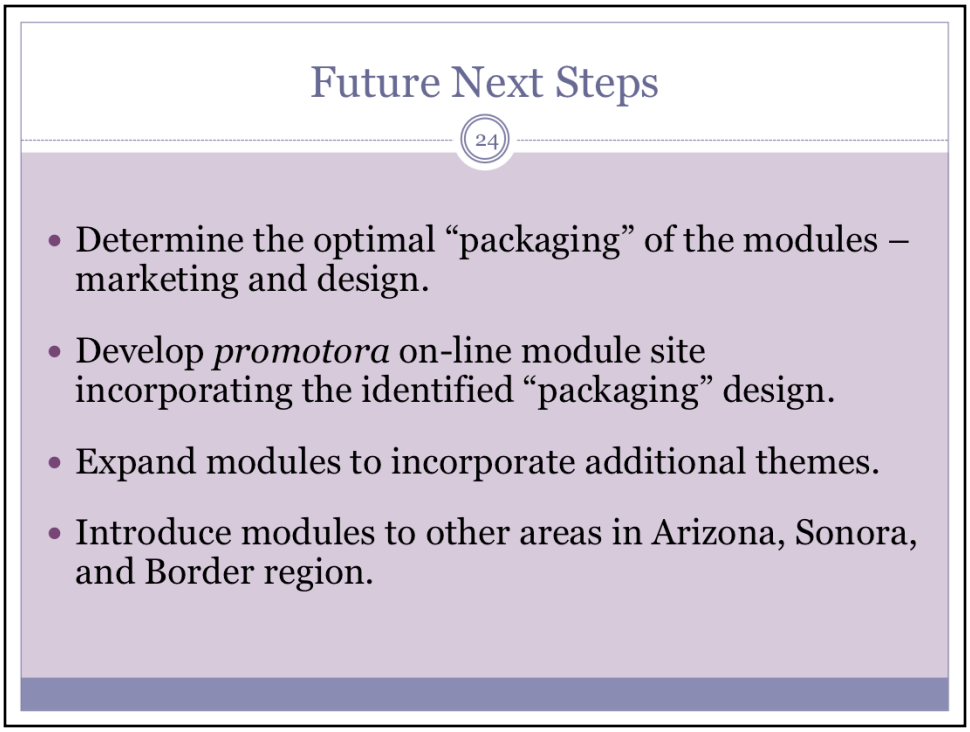
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- Besides general science information, should be tailored to provide concepts *promotoras* need in their day-to-day work.
- Variety of education levels, therefore modules should be flexible (extension components).





Obtain feedback from RCBH, SERI, ITSON, and UNISON.
Create surveys/metric components to evaluate course modules.
Coordinate pilot *promotora* trainings to test course modules.



Collaborate with the School of Art in order to package the course modules (presentation).
Coordinate course module workshop encompassing *promotora* groups in Arizona, Mexico, and the US-Mexico Border (leveraging of project – funds from NIEHS SRP) .
Develop other environmental themes into course modules.

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Contact Information:

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Questions?

NIEHS Training Helps Native American Community Prepare for Disasters

Workplace Safety Training Program

- Original Awardee of the NIEHS Worker Education & Training Program
- Training since 1987 – at UAB until 2009 and now at Jefferson State Community College
- Over 104,000 people trained by July, 2010
- WETP grant training centers on OSHA's Hazardous Waste Operations and Emergency Response (HAZWOPER) Standard

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HAZWOPER Training









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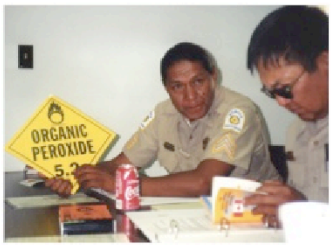
WST Training Approach

- Since 1992, we have offered incorporated a Peer Trainer approach.
- Adapt materials and approach to the trainee population
- During training, instructors emphasize trainees can take information back to their workplaces or tribes.
- Provide Instructor Materials and access to our Trainer Support Network website for other helpful tools.

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Training Is Hands-on



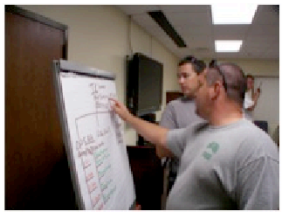




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Training Is Hands-on







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WST and Native Americans

- WST met members of the Choctaw Tribe in Mississippi while assisting Jackson State University, an NIEHS Minority Worker Training grantee.
- Formed partnership in 2000 with the Native American Fish and Wildlife Society to provide Hazmat Awareness and related training to conservation officers and other Native American responders.

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MOST LESSONS BEGIN WITH A STORY ….SO DOES THIS ONE…..

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Partnership with NIEHS program began with a brochure describing it laying on the desk in the tribal chairman's office…

Made contact with the program and arranged for the first class, which was taught in the bay of station #1 located in the reservation

That first class was a "Hazmat Technician" class, which ended with an scenario based on lessons learned.

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- That first class was a “Hazmat Technician” class, which ended with an scenario based on lessons learned.



- This was the beginning of long and still continuous relationship

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Insert video here

Projects with the Tribe

Mentoring

- Assisted in developing a long term goals and objectives for the department (We knew where we wanted to go, but did not know how to get there)

Encouragement

- Easy to become discouraged

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Projects with the Tribe

Experience

- Years of hands –on experience and knowledge

Training

- Hazmat technician
- Methamphetamine lab awareness
- Hazmat technician recertification
- Radiation / Nuclear class
- Mass casualty triage
- Medical command

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Lessons Learned

- The department took training classes and began making wish list of items used during classes and scenarios
- This list was used to determine what to purchase when grant funds became available
- Advised the department on what to stock and design of hazmat trailers

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Lessons Learned

- Trained with local departments early, before you meet them on a scene



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Patience

- Things take time in the fire industry
- Patience can also save your life…,

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Disasters and Response (Hurricane Ivan)

- Established incident command early and was praised by federal partners on how smooth the response and recovery was handled
- Receive an award from Indian health services

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Disasters and Response (Hurricane Dennis)

- Established incident command, but because of our continuous training, were able to respond not only to our community, but other surrounding areas
- This response is what encouraged me to become certified and become a member of the fire industry

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Disasters and Response (Hurricane Katrina)

- Took supplies to the tribes in Louisiana thanks to our local partners
- Handled logistical support for Indian health services during response and recovery
- Was a relay point for messages from some of the hard hit areas to federal partners

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Disasters and Response (Haiti Earthquake)

Sent water trailer to Haiti and was located at a hospital to provide fresh water to victims



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Disasters and Response (Alabama Tornados)

- Sent mobile hospital unit to small town in central Alabama
- Assisted Alabama Fire College
- Remember that emergency response is not always glamorous…



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VIDEO CLIP….

- http://wkrg.com/a/1206768

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Accomplishments

- Began as a volunteer fire department
  - Made our first call in 1988



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Fire station #1

Accomplishments

- Today we are a combination fire department with 21 career firefighters



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Insert picture of fire station # 2

Accomplishments

- Annual Alabama Department of Public Health's "Strategic National Stockpile Exercise" and training was conducted on the reservation for 3 years.

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Insert picture of fire station # 2

Accomplishments

- State of Alabama's Homeland Security's annual "Dragon Slayer Exercise" was held on the reservation.



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Insert picture of fire station # 2

Accomplishments

- Converted an RV into a mobile Command Unit
- 95% of the firefighters are either an EMT or paramedic
- Presently training to become an active department with Mobile County's Urban Search And Rescue (USAR) Team

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Insert picture of fire station # 2

Trailer City











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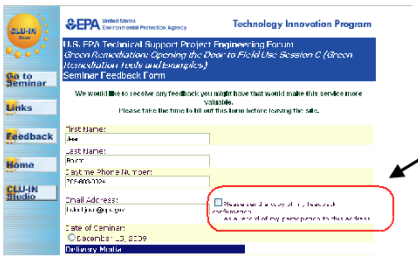
Accomplishments

- The department is self-sustaining during deployments
- We are a Pre-staging site for supplies needed for State's DMORT.
- Governor recently signed a bill allowing the tribe to a part of the state's Emergency Management Assistance Compact (EMAC)

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Resources & Feedback

- To view a complete list of resources for this seminar, please visit the **Additional Resources**
- Please complete the **Feedback Form** to help ensure events like this are offered in the future



Need confirmation of your participation today?

Fill out the feedback form and check box for confirmation email.