

Instructor's Guide

Healthy Homes for Community Health Workers

ACTIVITY	PAGE	METHOD	TIME
Instructions – Before the Training and Day of the Training	2	NA	NA
Getting to Know Each Other	3	interviews	25 min.
Review of the Agenda	3	review with students	5 min.
Making the Connection between Health & Housing	5	Powerpoint, exercise	45 min.
Seven Principles for a Healthy Home			
A. Keep It Dry		Powerpoint	30 min.
B. Keep It Clean		Powerpoint	15 min.
C. Keep It Ventilated		Powerpoint	20 min.
D. Keep It Pest-Free		Powerpoint	20 min.
Exercise: Healthy housing problems		Identify problems from photos	20 min.
E. Keep It Safe		Powerpoint	15 min.
F. Keep It Contaminant-Free		Powerpoint	15 min.
G. Keep It Maintained		Powerpoint	5 min.
Community Action for Healthy Housing		Discussion	10 min.
Seven Principles Presentation Practice		small group practice and full group discussion	90 min.
Creating a Healthy Homes Toolkit		Review materials	30 min.
Wrap-Up and Training Evaluation		evaluation form	15 min.
Appendix 1 – Instructor Course Supplies		--	--
Appendix 2 – List of Student Handouts		--	--

Course Objectives: By the end of the course, students:

- 1) Will have demonstrated that they can do one-on-one education on healthy homes.
- 2) Will understand how to provide education on healthy homes to a larger group.
- 3) Will be able to provide general advice about specific healthy homes problems.
- 4) Will be able to describe the seven principles of healthy housing – including why each principle is important.
- 5) Will be able to recommend healthy home approaches that can be taken by families, landlords, and other community members.

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Instructions – Before the Training

1. This course requires two trainers. You can decide exactly how to divide up the training between the two trainers, but both trainers need to be prepared to observe and sign-off on students' ability to provide one-on-one healthy homes training. **Note: students can choose whether they want to demonstrate this ability to trainers – it is not required.**
2. Because the trainers may need to observe each student's performance in doing a one-on-one healthy homes training, the course should be limited to 25 people.
3. Collect all of the supplies, training tools and resources you will need (see Appendix 1 for a list of supplies).
4. Get nametags from NCHH (or prepare on your own).
5. Review this entire instructor's guide.
6. Review the course exercises and demonstrations.
7. Customize the *Tools for Action on Healthy Housing* handout with people, agencies and other resources local to your area.

Instructions – The Day of the Training

1. Arrive at least 45 minutes before the start of the training in order to prepare flip charts and organize your materials and demonstration supplies.
2. Write your name and contact information on flip chart paper and post it on the wall.
3. Distribute student materials at each seat.
4. Set out demonstration supplies so you have them available when you need them.
5. Set up the table with the training tools and resources.
6. Tape four flip chart pages on a wall to look like the chart below. This is for the Making the Connection exercise. Don't forget the one lower sheet because there are many hazards to list. If possible, offset the lower sheet about 6" to the left so it overlaps with the "Health Impacts" sheet. Tape the bottom corners to avoid drawing on the wall.

Health Impacts	Hazards	Fixes

Please keep in mind that you have a lot of material to cover in one day. You should try to stay on schedule as much as possible.

During the day, you can list topics on a flip chart that need to be tabled for individual conversations or for follow up after the training.

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Getting to Know Each Other

Introduce yourself to the students and tell them some details about your background. Ask the students to form pairs, preferably with someone they do not know. Ask them to interview their partner and vice versa. Tell them that they will have five minutes to interview each other. At the end of the exercise each participant will be given one minute to introduce their partner. Suggest that they ask questions such as: **1) What is your name? 2) Where are you from? 3) Why are you a community health worker?**

Review of Agenda

Review the agenda with the students and explain what they will be doing during each section.

Making the Connection Between Health and Housing

Present the first powerpoint: **The Connection Between Health and Housing.**

Do the **making the connection exercise.**

Step 1: Ask the students to identify a health problem. On the flip charts prepared before the training, list the first one that you hear – usually it will be asthma. Before listing other health problems, identify the housing hazards that may result in the health problem. Keep proceeding through the list. Check the exercise answer sheet for suggested answers. Some points to consider:

- Lead poisoning is not a health impact. List it as problems that affect the brain – or brain damage.
- Don't forget injuries and death under health impacts. You may want to draw lines from some health impacts such as asthma to death.
- Don't forget damp indoor spaces under health hazards.

Step 2: Move onto the fixes column. Ask the students for fixes. Students will usually throw out a few ideas such as education. Move them towards the seven principles. When finished, check off the seven principles. Some points to consider:

- Explain that the seven principles are a much easier way to address problems than focusing on individual health hazards. Focusing on individual health hazards may miss opportunities to address multiple problems with one solution.
- To reinforce the point about fixes addressing multiple hazards, identify the health hazards that would be addressed by one of the principles such as Keep It Dry. Draw lines to make it clear.

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Seven Principles for a Healthy Home

A. Keep It Dry

Key Messages

- Excess moisture creates conditions that can affect health.
- Moisture in the home comes from inside and outside.
- Excess moisture in the home should be prevented through plumbing systems, temperature control, ventilation, and proper maintenance.

Review the Keep It Dry PowerPoint Module

See speaker notes in PowerPoint module.

B. Keep It Clean

This is the second principle for a healthy home. Be clear that the home needs to be cleanable in order to be clean. Some surfaces such as carpets are difficult to keep clean.

Key Messages

- Pesticides, allergens, and general chemicals in the home can cause allergic reactions, asthma/asthma exacerbation, and toxic exposure effects.
- Potential sources of allergens and contaminants in the home come from outdoor sources and indoor sources.
- Keeping a home clean includes controlling the source, creating smooth and cleanable surfaces, reducing clutter, and using effective cleaning methods.

Review the Keep It Clean PowerPoint Module

See speaker notes in PowerPoint module.

C. Keep It Ventilated

Key Messages

- Ventilation plays an important role in maintaining health.
- Ventilation is necessary to add heat, remove heat, add or remove humidity, and dilute /remove contaminants.
- Local exhaust ventilation removes contaminants from a point source, while whole house ventilation uses fresh air to dilute contaminants.

Review the Keep It Ventilated Module

See speaker notes in PowerPoint module. You can do the “Identify Ventilation Problems” exercise at the end of the module.

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D. Keep It Pest-Free

Key Messages

- Pests can create allergens and transmit disease.
- Control of pests through pesticides can lead to poisonings and other neurological problems.
- Some pesticides found in homes have been banned.
- Make a house less hospitable for pests. Prevent entry, control food, water, and places for shelter.
- Integrated Pest Management is the recommended strategy.

Exercise – Identify Healthy Housing Problems

You can keep the students in one group to do this exercise or divide them into smaller groups. If you keep them all in one group, put the pictures up on the projector one by one and ask for comments on possible problems. Reference the answer sheet to provide correct answers.

If you are using small groups, give each group a set of photos and help them locate in their binder. While they are working on the exercise, put the photos on the projector and review the answer sheet. Some groups will go quickly. Others will take more time. You do not have to let all or any of the groups complete the worksheet. They can finish it during the larger group discussion. Usually, they need 15 minutes. When you decided they are done, draw their attention to the photos on the screen. You will find it helpful to have each group describe one of the slides. This approach helps engage more people into the discussion.

E. Keep It Safe

Key Messages

- There are many simple and inexpensive ways to prevent home injuries.
- Children and older adults (elderly) are more at risk for injuries in the home.
- Falls, poisoning, and fires/burns are the most common causes of home injury deaths.

Review the Keep It Safe PowerPoint Module

See speaker notes in PowerPoint module.

F. Keep It Contaminant-Free

This module fills the gaps by addressing key contaminants not addressed in previous modules

Key Messages

- It is easier to prevent exposure to contaminants than it is to remove them and treat their effects
- Contaminants are not always detectable by our senses.

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Review the Keep It Contaminant-Free Module

See speaker notes in PowerPoint module.

G. Maintain the Home

Usually, by this time in the course, the students have a firm grasp on the importance of maintenance. You can skip the PowerPoints for this module and simply walk them through the Checklist. It depends on the time you have available.

Key Messages

- **Systems should be inspected regularly to ensure proper function.**
- **Some maintenance activities require the use of trained professionals. (Checking chimney, tuning heater.)**

Review the Keep It Maintained PowerPoint Module

See speaker notes in PowerPoint module. You may skip this PowerPoint and just review the Healthy Homes Maintenance Checklist. Highlight potential regional differences and those activities that require a professional.

Community Action for Healthy Housing

Before the training, the instructor needs to customize the *Tools for Action on Healthy Housing* flyer. This flyer gives information to the students on resources they can use to help community members with healthy homes problems. **Refer the students to the flyer.**

Point out that sometimes the actions a resident can take to have a healthy home are just not enough. What do renters do, for example, if their landlord refuses to help get rid of cockroaches, mice or rats or seal up holes or cracks? What if a resident owns his or her own home but can't afford to repair a window to keep water from leaking in? Ask the group to brainstorm about who can take action to make a home healthy other than the resident and list all of the answers on a flip chart sheet. Add any groups from the list below that the students don't identify. Discuss how each of the groups can help a resident have a healthy home.

- Local health department
- Local or state housing department (weatherization or minor repair program)
- Pediatrician/doctor
- Legislators (local, state and federal)
- Social services
- Repair contractors
- Property managers
- Pest management professionals
- Housing inspectors
- Tenant organization representatives
- Community activists
- Neighbors

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PRACTICE: The Seven Principles for a Healthy Home

Small Groups (30 minutes) – Tell the students that you are going to break them into groups of 3 or 4. Each participant should choose one of the first three steps (Keep it Dry, Keep it Clean, or Keep it Pest-free). No one in the group should have the same step. If there are 3 people in the group, one person should take 2 steps. If there is time, they can pick another one of the three steps and practice it with their group.

The students should review the information presented in class and also read through the information from *Help Yourself to a Healthy Home* on the step they have selected. Then each student needs to present the step to another individual in the small group as if they were in a one-to-one setting with a community resident. **Refer the students to the Presentation Evaluation form.** The other members of the group should evaluate the person's presentation using this form.

STUDENT PRESENTATIONS

BEFORE THE STUDENTS GO INTO THEIR SMALL GROUPS, remind them that one of the purposes of this course is to have each of them demonstrate that they can do one-on-one education on healthy homes. To accomplish this objective, explain that during the small group time, the trainers will go to each small group and can observe each student as he or she does a one-on-one presentation to the other members of the group. *If the student wants his or her course certificate to note that they successfully demonstrated this ability, they will need to get the trainer to sign-off on the one-on-one presentation form. This is the student's choice. Some may not need or want this sign-off.*

Refer the students to the Student One-on-One Presentation form. As you observe the presentation, you should check off the skills listed on the Student One-on-One Presentation form as the student successfully demonstrates each skill. If the student successfully demonstrates all of the skills, the trainer signs off on the form. Note that one skill involves answering typical questions from a community member. The trainer should role play the community member and ask questions of the student doing the presentation – be sure to include questions that require the student to comment on community resources for healthy housing.

After the training, the trainer will send the forms to NCHH who will provide the student with a certificate noting that they successfully demonstrated doing a one-on-one presentation. Point out to the students that if they do not successfully demonstrate all of the skills on the form, the trainer will provide feedback to help them improve, and then return to their group later in the day to observe them again. Tell the students that it is their responsibility to give the Student One-on-One Presentation form to the trainer and ask the trainer to observe them, and if necessary to provide feedback for improvement.

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Full Group – Part 1 (15 minutes): Bring the small groups back into a large group. List these questions on a flip chart and ask for feedback:

- What questions do you have about the steps? (either why the step is important or what kinds of actions can be taken to address possible hazards)
- What do you need more information on?
- Is there information in the binder that your particular community/culture may not be understand well or that may need to be presented differently so people are not offended? If yes, why? How could it the information be provided differently?
- How did you feel presenting the information? Comfortable? Uncomfortable?

TRAINER OPTION: Question Challenge: Ask for a volunteer to do a brief presentation to the whole group on one of the principles. Explain to the students that you are going to act as a community member who asks tough questions about healthy housing. Encourage the students to also ask tough questions that they think members of their community might ask. Take about 5 minutes to do this. After the large group discussion, break the group back up into small groups.

Small Groups – Part 2 (30 minutes): Each participant should choose one of the last three steps (Keep it Ventilated, Keep it Safe, or Keep it Contaminant-free). If there are 4 people in the group, two people should take the same step. The students should read through the information presented in class, then present the step to another individual in the small group as if they were in a one-to-one setting with a community resident. The other members of the group should evaluate the person's presentation using the Presentation Evaluation form.

Full Group – Part 2 (15 minutes): Bring the small groups back into a large group. List these questions on a flip chart and ask for feedback:

- What questions do you have about the steps? (either why the step is important or what kinds of actions can be taken to address possible hazards)
- What do you need more information on?
- Is there information in the binder that your particular community/culture may not be understand well or that may need to be presented differently so people are not offended? If yes, why? How could it the information be provided differently?
- How did you feel presenting the information? Comfortable? Uncomfortable?

TRAINER OPTION: Question Challenge: Ask for a volunteer to do a brief presentation to the whole group on one of the principles. Explain to the students that you are going to act as a community member who asks tough questions about healthy housing. Also encourage the students to ask tough questions that they think members of their community might ask. Take about 5 minutes to do this.

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Creating a Healthy Homes Toolkit and Training Plan – 15 minutes

Explain that the students need to develop a toolkit for delivering training on a one-on-one basis and possibly in a group setting. Possible tools and resources are:

- Help Yourself to a Healthy Home booklet
- Smoke detector to show as a sample
- Carbon monoxide detector to show as a sample
- Child safety tools (cabinet locks, door locks, etc.)
- Renovate Right and Protect Your Family from Lead
- Cockroach glue traps and baits
- Coloring books for kids on allergies and asthma
- CEHRC visual survey form and action plan
- PEHA survey form and action plan

Refer the students to the Supplies Checklist and the attached Healthy Homes Lesson Plan.

Tell the students that they have 15 minutes to look through the materials, fill out the Supplies List form and fill out the Lesson Plan form. On the Supplies List form, they should note which items they want to use. Explain that this form will help them plan a visit with a community member to provide information to them on healthy homes.

Tell the students to return to their small groups again to fill out the Lesson Plan form based on several typical visits they have done in the past. Ask them to think of two community members they have visited in the past and to fill out the form based on those two visits – note that each student has two forms in their binder. If possible, they should choose different kinds of people (e.g. one visit was to a pregnant mom with other children and the other visit was to an elderly woman). Write these directions down on a flip chart.

Using a Visual Assessment Tool to Identify Hazards – explain to the students that there are several visual assessment tools for identifying hazards in a home and taking action to fix them. Students may want to use these tools to help them assess the hazards in a house.

Refer them to the materials on the Community Environmental Health Resource Center (CEHRC) Visual Survey. Explain that this is a good option to take if you want to have a simple one-page summary of problems. This visual survey form does not usually have an action plan connected with it, however, so a simple action plan form was created for the students.

Then, describe the second option which is the Pediatric Environmental Home Assessment (PEHA). This option also has a survey form for students to fill out but it is longer and more comprehensive – and may be overwhelming for students. This option does include a ready-made action plan, though, that connects directly to the hazards identified in the survey form.

Wrap-Up and Training Evaluation – 15 minutes

Wrap up the class. Thank the students for their participation. Ask them to complete the course evaluation forms and turn them in.

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Appendix 1

List of Course Supplies

Instructor Course Materials

Description	Number of Copies	Comments
Sign-in Sheet	1	From NCHH
Instructors Guide	1	From NCHH
Connections exercise answers	1	From NCHH
Healthy housing photo exercise answers	1	From NCHH
Healthy housing photos	# of students/4	From NCHH or previous trainings
Nametags for students	1 set	From NCHH
Flip chart and markers	1 or 2	Provide on own
Powerpoints	1	From NCHH

Toolkit Materials

CEHRC Visual Survey form and Action Plan	1 per student	From NCHH
Pediatric Environmental Home Assessment Survey and Action Plan	1 per student	From NCHH
Help Yourself to a Healthy Home booklet	1 per student	From NCHH
Renovate Right and Protect Your Family from Lead	1 per student	From NCHH
Carbon Monoxide detector*	1 each	From NCHH
Cockroach glue traps and baits	10 each	From NCHH
Safe Control: Cockroaches and Rodents	5	From NCHH
Coloring books for kids on allergies, asthma and healthy homes	5 sets	From NCHH

*** THESE ARE SAMPLES FOR STUDENTS TO SEE BUT NOT TAKE. PLEASE LABEL THEM AS SAMPLES AND MAKE SURE STUDENTS DON'T TAKE THEM.**

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Appendix 2 - Student Binder

	Front Pocket Training Evaluation
	Agenda Tab Agenda Healthy Homes Resources
	Connection Between Health and Housing Tab Class powerpoint presentations
	Student Presentations Tab Presentation Review form Supplies checklist and lesson plan Student one on one presentation
	Exercises Tab Making the Connections exercise Exercise: Identify Healthy Housing Problems
	References Tab Community Action for Healthy Housing CEHRC Materials PEHA Materials