



# BUILDING A FRAMEWORK FOR HEALTHY HOUSING

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## Bringing Health Home: CDC's Approach

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*Fred Fridinger, DrPH, CHES*

*Acting Chief, Marketing & Communication Strategy Branch*

*Division of Health Communication and Marketing*

*National Center for Health Marketing/CCHIS/CDC*



# BUILDING A FRAMEWORK FOR HEALTHY HOUSING

## Presentation topics

- Overview of NCHM and DHCM
  - Healthy Home web project
-

# What is Health Marketing? (More than the message)

An organizational function and a set of scientific processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that protect and promote the health of diverse populations.

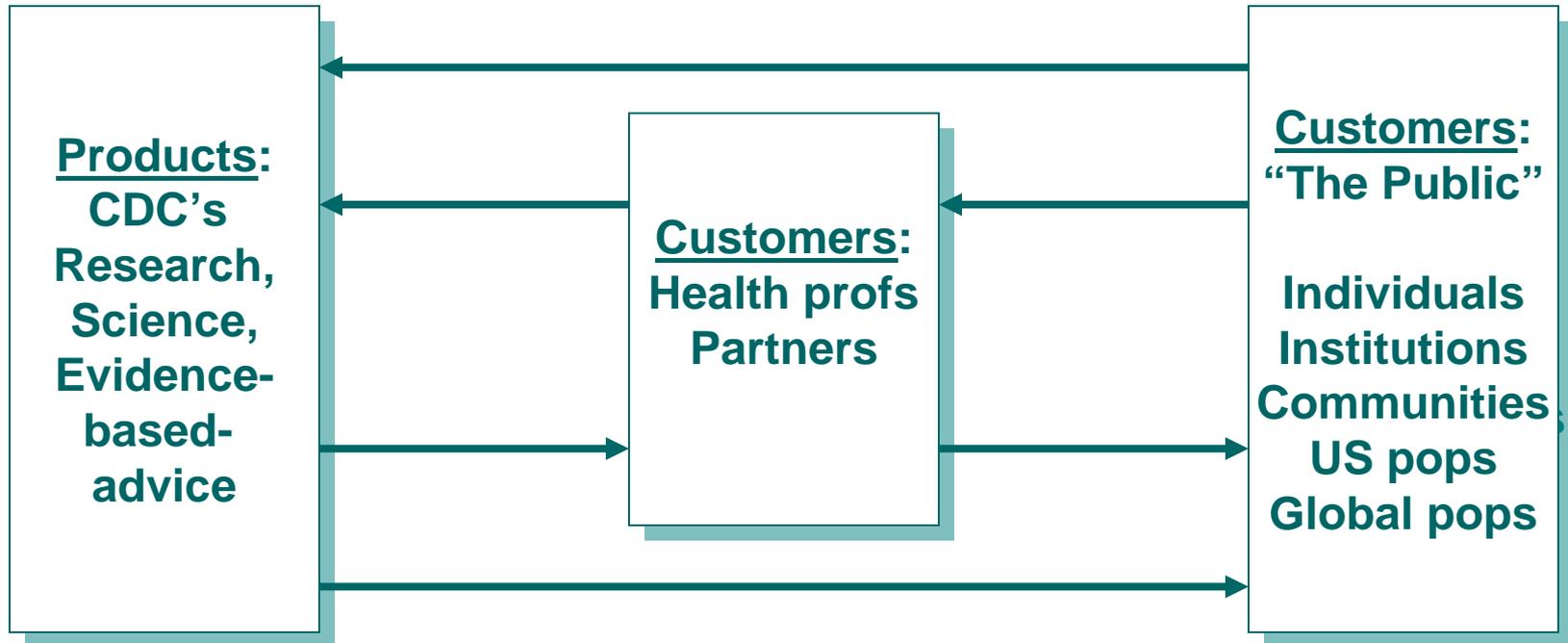
*A multi-disciplinary area of practice.*



# Commercial Marketing



# Health Marketing



# CDC Health Marketing Model

www.CDC.gov

PHIRE

Epi-X

HAN

800-CDC-INFO

**Products:**  
CDC's  
Research,  
Science,  
Evidence-  
based-  
advice

**Customers:**  
Health pros  
Partners

**Customers:**  
"The Public"  
  
Individuals  
Institutions  
Communities  
US pops  
Global pops

GUIDE TO  
**COMMUNITY**  
Preventive Services

**MMWR**  
Morbidity and Mortality Weekly Report

Campaigns

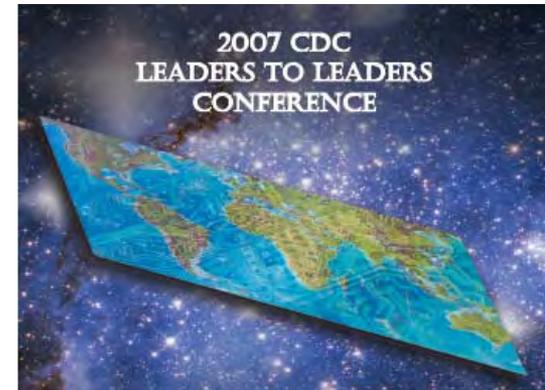
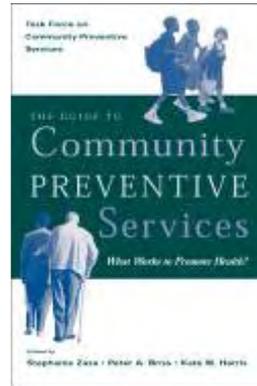
Podcasts

CDC-TV



BUILDING A FRAMEWORK  
FOR HEALTHY HOUSING

# CDC Health Marketing with Professionals



**HEALTH INSURERS PANDEMIC INFLUENZA PLANNING CHECKLIST**

In the event of an influenza pandemic, national and regional health insurers will have several key responsibilities: protecting their employees' health and safety, providing coverage and related services to their members, and coordinating access to care through the provider community. Pandemic influenza planning is critical and will help limit the negative impact on our economy and society. To assist health insurers in their efforts, the Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist. It identifies important, targeted activities health insurers can do now to prepare for a pandemic. This checklist is organized according to business-related, employee-related, and communication-related activities. These consider incorporating those pandemic-specific elements into your current all-hazards business continuity plan. Please access <http://www.pandemicflu.gov/> for additional information, including planning assumptions and HHS and guidelines for health-care planning.

**1. Plan for the impact of an influenza pandemic on your business.**

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Within the scope of your business continuity/disaster plan:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify a pandemic coordinator or team.</li> <li><input type="checkbox"/> Develop a written pandemic preparedness plan that incorporates elements of this checklist.</li> <li><input type="checkbox"/> Ask your employees and families for their input.</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Identify employees and members (e.g., suppliers, subcontractors, providers, and agents) that are critical for business continuity and financial operations for your location and headquarters in the event of a pandemic.</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Increase and clarify contingency plans for employees whenever the U.S. Office of Personnel and other federal agencies or state/provincial government resources such as taking care of children during school closures. Assess health-care capacity (and facilities) for sustaining key operations. Consider:                 <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding current employees and covering key business knowledge (contingency needs for work settings and activities (e.g., information and support) plans).</li> <li><input type="checkbox"/> Planning activities to backfill essential roles.</li> <li><input type="checkbox"/> Connecting with temporary staffing agencies.</li> </ul> </p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Identify and plan for scenarios during a pandemic that are likely to result in an increase in demand for or disruption in insurance operations (such as call centers, case management, open-enrollment events, response to proposals, and contract renewals).</p>



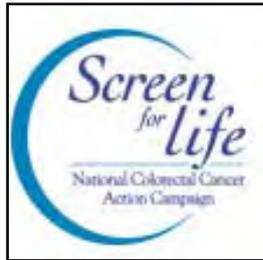
**BUILDING A FRAMEWORK FOR HEALTHY HOUSING**

# Our Channels are Changing

Average informed person reads or listens to 7 sources of information daily (Pew, 2008)



# Health Marketing to the Public



Home  
Fruit & Vegetable Benefits  
Fruit & Vegetable of the Month  
What Counts as a Cup?  
Tips  
Recipes  
Q&A  
Publications  
For Health Professionals  
Partner Web Sites

**How Many Fruits & Vegetables Do You Need?**  
Every body is different. Enter your age, sex and level of physical activity to find the amount that's right for you.

Age:   
Sex:    
Physical Activity: Choose the level that you do above and beyond the light activity of everyday life.

**Fruit and Vegetable of the Month**  
Use up your daily choices with the month's featured fruit or vegetable. [View Calendar](#)

**Recipes**  
Find great meals and create your own cookbook in our [Recipe](#)

**Tips**  
Discover easy and fun [tips](#) about fruits and vegetables.



The made me mad, so I pushed her.  
She made me mad, so we talked about it.

Respect. Give it. Get it.  
Play it at [chooserespect.org](http://chooserespect.org)

CHOOSE RESPECT

Snort. Sniffle. Sneeze.  
No Antibiotics Please.  
Treat colds and flu with care.  
Talk to your doctor.

As a parent, you want to help your child feel better. But antibiotics aren't always the answer. They don't fight the viruses that cause colds and flu. What will? Rest and plenty of love are best. Talk to your doctor. Read our video guidelines and see when they don't. It's time to get it right now.  
For more information, please call 1-888-246-3675 or visit [www.cdc.gov/getsmarts](http://www.cdc.gov/getsmarts).

GET SMART  
DON'T USE ANTIBIOTICS FOR COLD AND FLU  
CDC

This chart will help you look for important developmental milestones.  
Just move your mouse over your child's age.

2 Years	5 years
Walks alone.	4 years
Points to object or picture when it's named for him.	3 years
Begins make-believe play.	2 years
Demonstrates increasing independence.	1 year
	7 months
	3 months

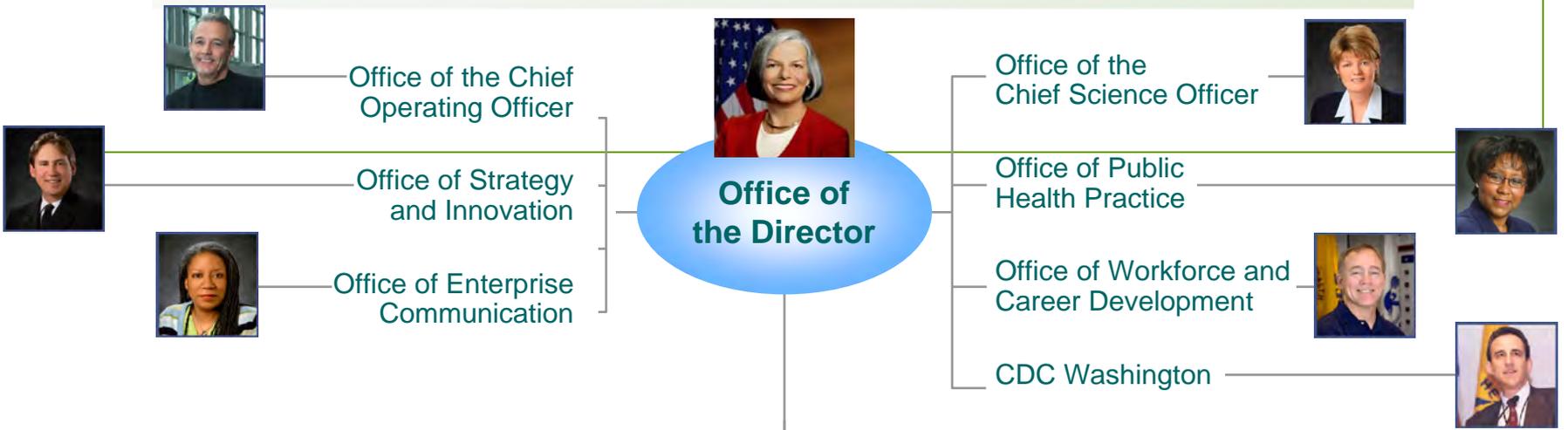
Health care professional? [Click here](#) to obtain materials for your patients.

Learn the Signs. Act Early.



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# CDC Today



# NCHM Mission

To protect and promote health and advance CDC's goals through innovative health marketing programs, products, and services that are customer-centered, high-impact, and science-based.



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# www.CDC.gov/healthmarketing

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**CDC** Department of Health and Human Services  
Centers for Disease Control and Prevention

CDC en Español

Search:

## Creating Health Marketing Communicating Delivering

### NATIONAL CENTER FOR HEALTH MARKETING

- **[What is Health Marketing?](#)**  
Defining this emerging trend in public health [more](#)
- **[Research](#)**  
Databases, academic and federal research [more](#)
- **[Health Marketing Basics](#)**  
Applying the science of marketing to health [more](#)
- **[Resources and Tools](#)**  
How to apply health marketing and communication theories [more](#)
- **[Health Marketing in Action](#)**  
Examples of how marketing is used to shape health behaviors [more](#)
- **[Professional Development](#)**  
Academic programs, fellowships and training opportunities [more](#)
- **[International Health](#)**
- **[Jobs](#)**

#### What's New

Hot topics, recent events, and noteworthy stories [more...](#)

#### Health Marketing...

is creating, communicating and delivering health information and interventions using customer-centered and science-based strategies to protect and promote the health of diverse populations. [more...](#)

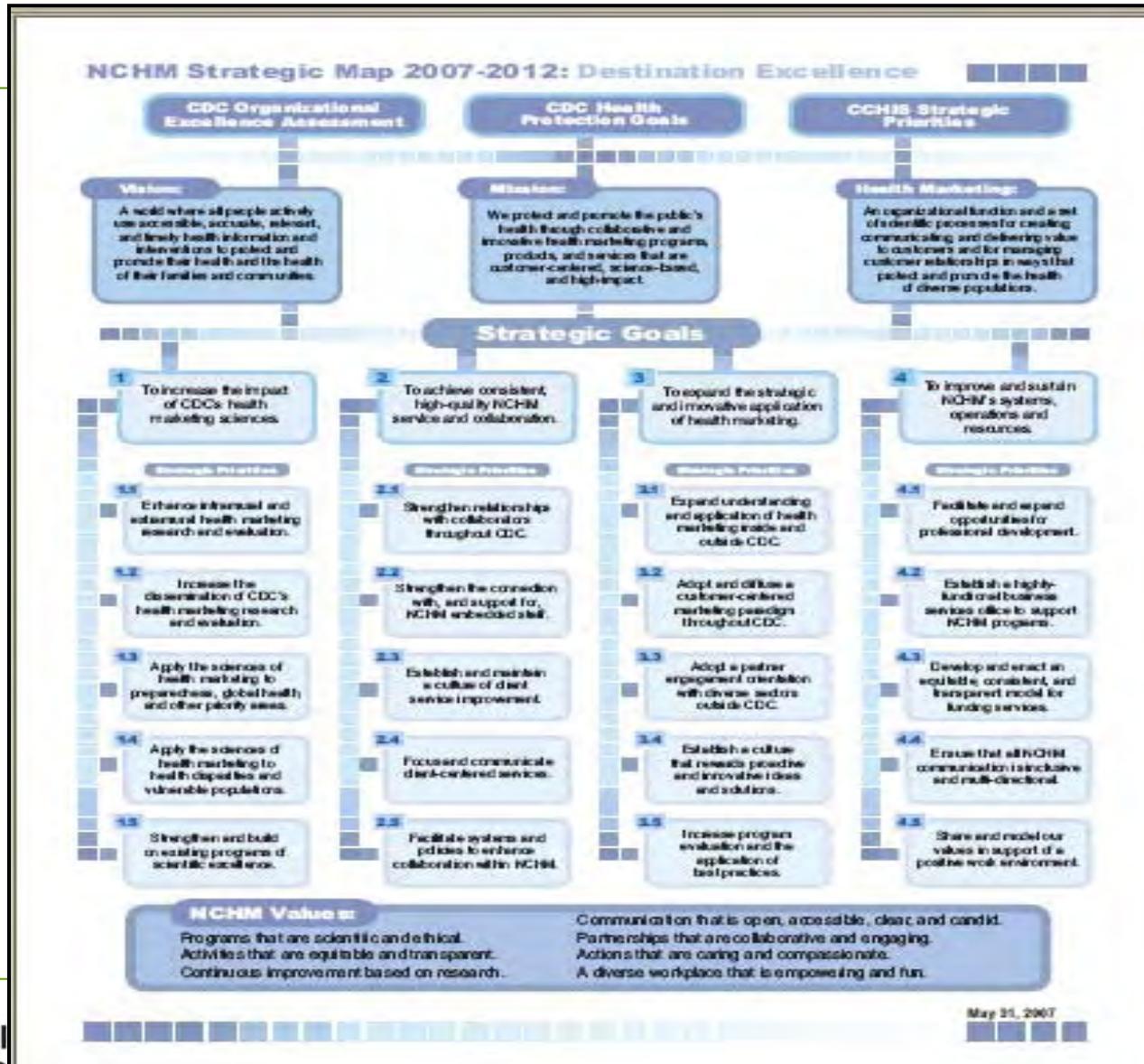
#### Featured Item



**FOR HEALTHY HOUSING**



# NCHM Strategic Map



# NCHM Strategic Map 2007-2012

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Goal 1: To increase the impact of health marketing sciences throughout CDC Goals

Goal 2: To achieve consistent, high-quality NCHM service and collaboration

Goal 3: To expand the strategic and innovative application of health marketing

Goal 4: To improve and sustain NCHM's systems, operations, resources



# NCHM Program Priorities 2008-2010

- CDC-TV programs for consumers
- Health message content management
- Partner communication and engagement
- Health literacy research and leadership



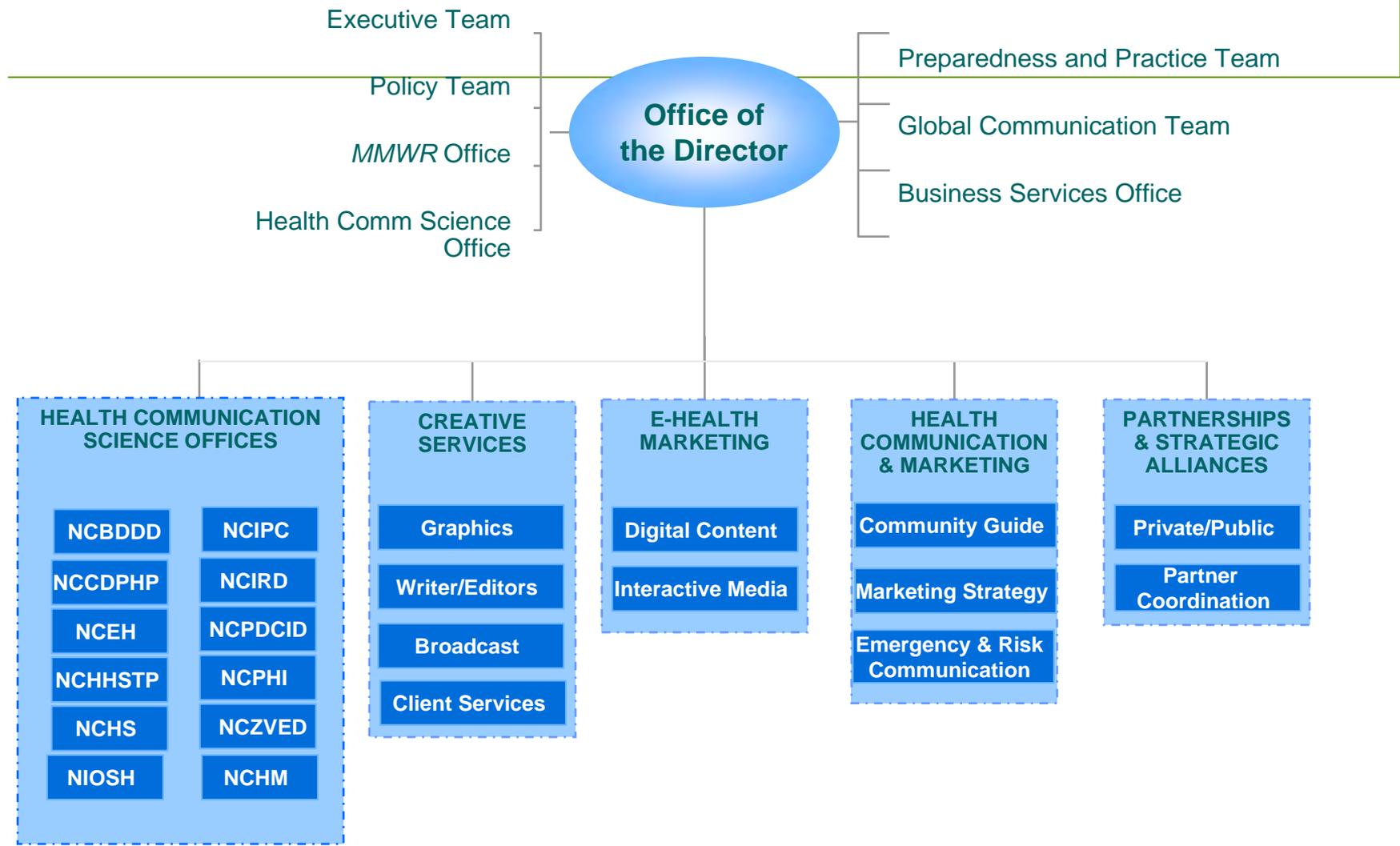
# Health Marketing Sciences

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- Communication Sciences
  - Health, Risk, Visual, Mass, Interpersonal, Organizational, PR, Computer-mediated
- Marketing Sciences
  - Audience research, Advertising, Branding
- Behavioral and Social Sciences
  - Sociology, Psychology, Anthropology
- Health and Public Health Sciences



# National Center for Health Marketing



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# National Center for Health Marketing



# Division of Health Communication and Marketing

## Purpose

To enhance the research and practice of health communication, risk communication and health marketing at CDC, and provide evidence of effectiveness of public health interventions



# Organizational Structure

**Division of Health  
Communication  
and Marketing**  
Dr. Cynthia Baur, Director  
Diane Beistle, Deputy

**The  
Community Guide  
Branch**  
Dr. Shawna Mercer, Chief

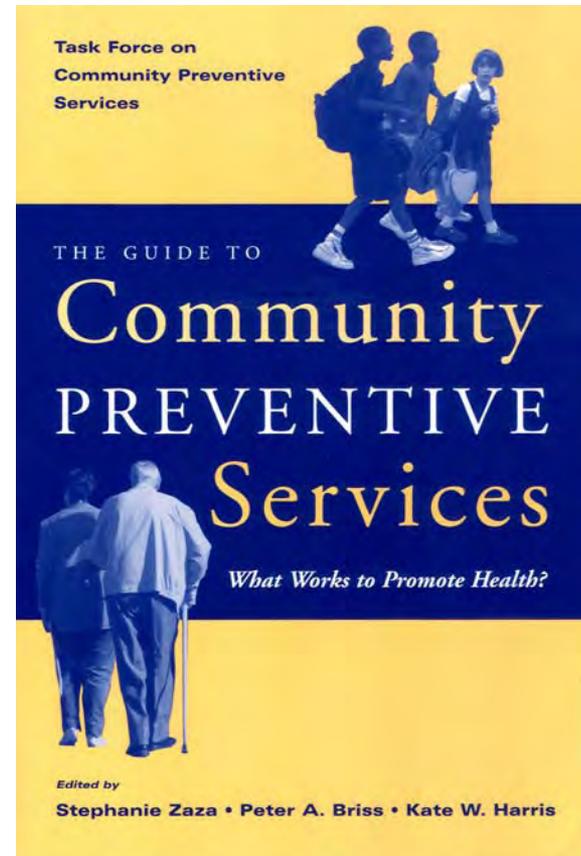
**Marketing and  
Communication  
Strategy  
Branch**  
Dr. Fred Fridinger, Acting Chief

**Emergency  
Communication  
Branch**  
Dr. Marsha Vanderford, Chief



- **Systematic reviews** of the available evidence to consider what works to promote health in public settings
- Formulated by a team of renowned researchers, public health practitioners, representatives of health organizations
- Concise, carefully-considered **recommendations for policy and practice** made by an independent Task Force
- Identification of **research gaps** to promote future evaluation of public health **interventions**.

[www.thecommunityguide.org](http://www.thecommunityguide.org)



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FOR HEALTHY HOUSING

# Emergency Communication Branch

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## Purpose

Respond to public health emergencies with customer-appropriate, scientifically-sound information and recommendations based on the principles of risk communication



# CDC and Public Health Emergencies

- Director's Emergency Operations Center (DEOC)
- Emergency Communication System (ECS)



# Marketing and Communication Strategy Branch

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## Purpose

Provide research, tools, expert  
consultation and service for  
CDC's health communication  
and marketing activities and  
programs



# Strategic Goals - Healthy People

Healthy People in  
Every Stage of Life

Healthy People in  
Healthy Places

People Prepared  
for Emerging  
Health Threats

Healthy People in a  
Healthy World

Infants & Toddlers  
Children  
Adolescents  
Adults  
Older Adults &  
Seniors



# Strategic Goals - Healthy People

Healthy People in  
Every Stage of Life

Healthy People in  
Healthy Places

People Prepared  
for Emerging  
Health Threats

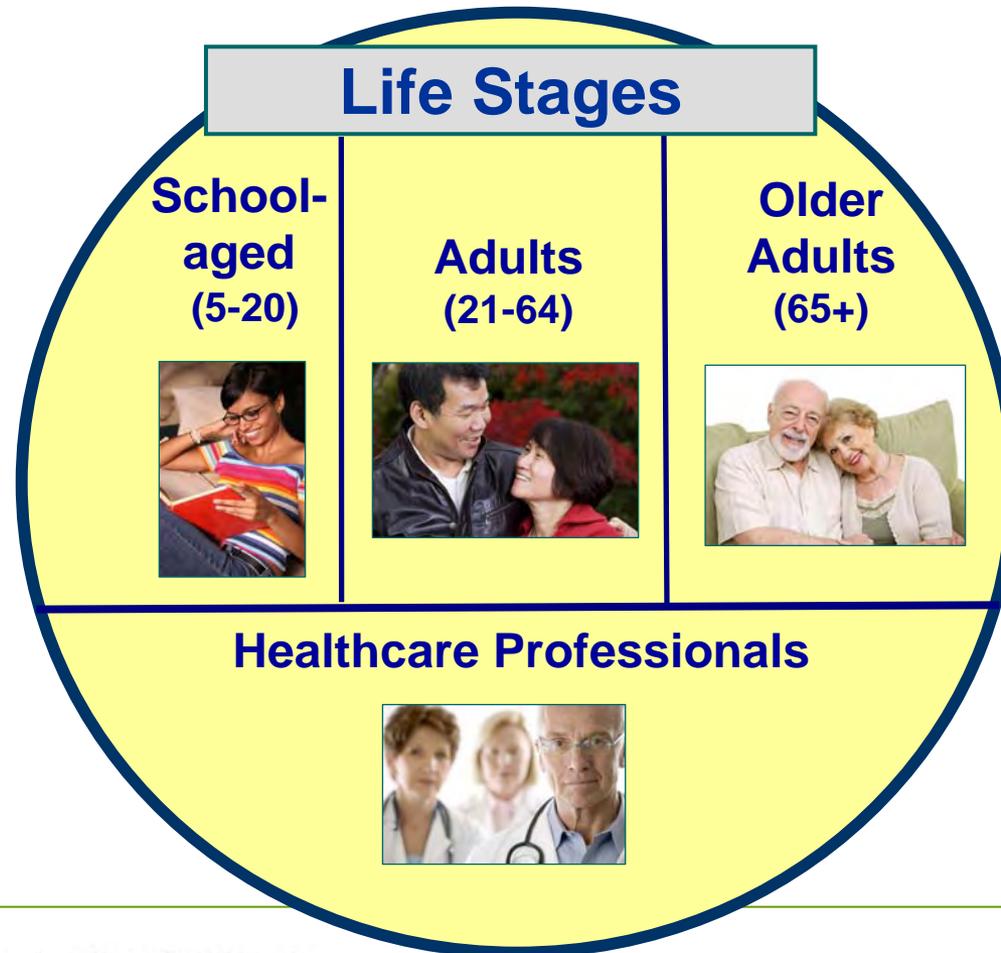
Healthy People in a  
Healthy World

Workplace  
Communities  
Homes  
Travel & Recreation  
Healthcare Settings  
Schools  
Institutions

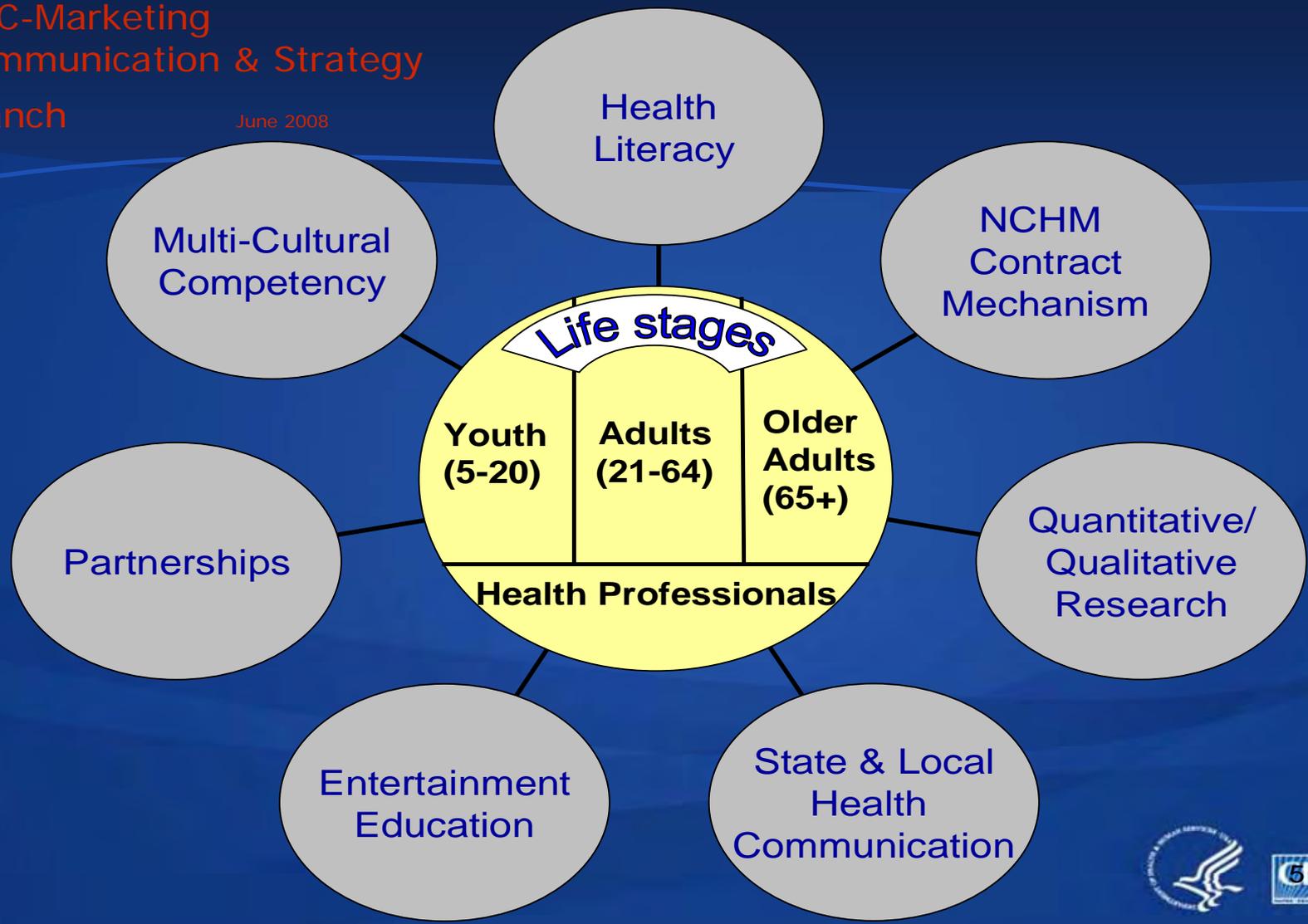


# Division of Health Communication and Marketing

## Audience Segments

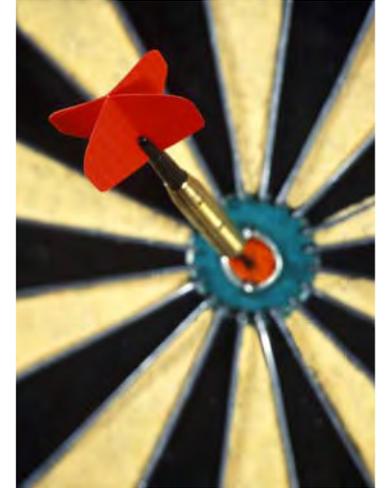


June 2008



# Using Audience Segmentation to Enhance Health Communication and Marketing

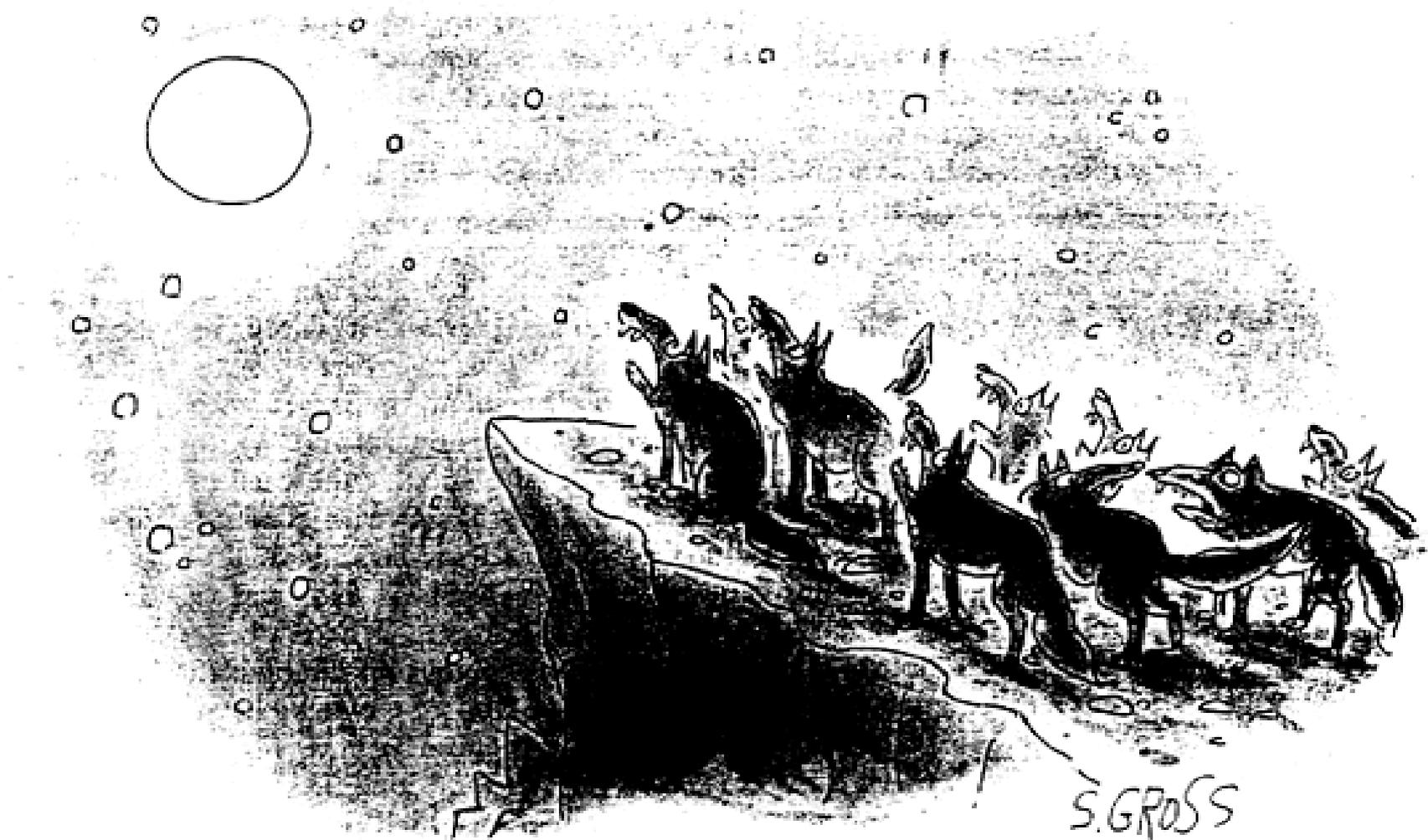
- There is no such thing as targeting the general public.
- Our goal is to influence behavior change among specific groups or intended audiences.
- Different intended audiences require different types of messaging and communication strategies.
- Audience segmentation is a central component of social marketing.



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# What is Social Marketing?



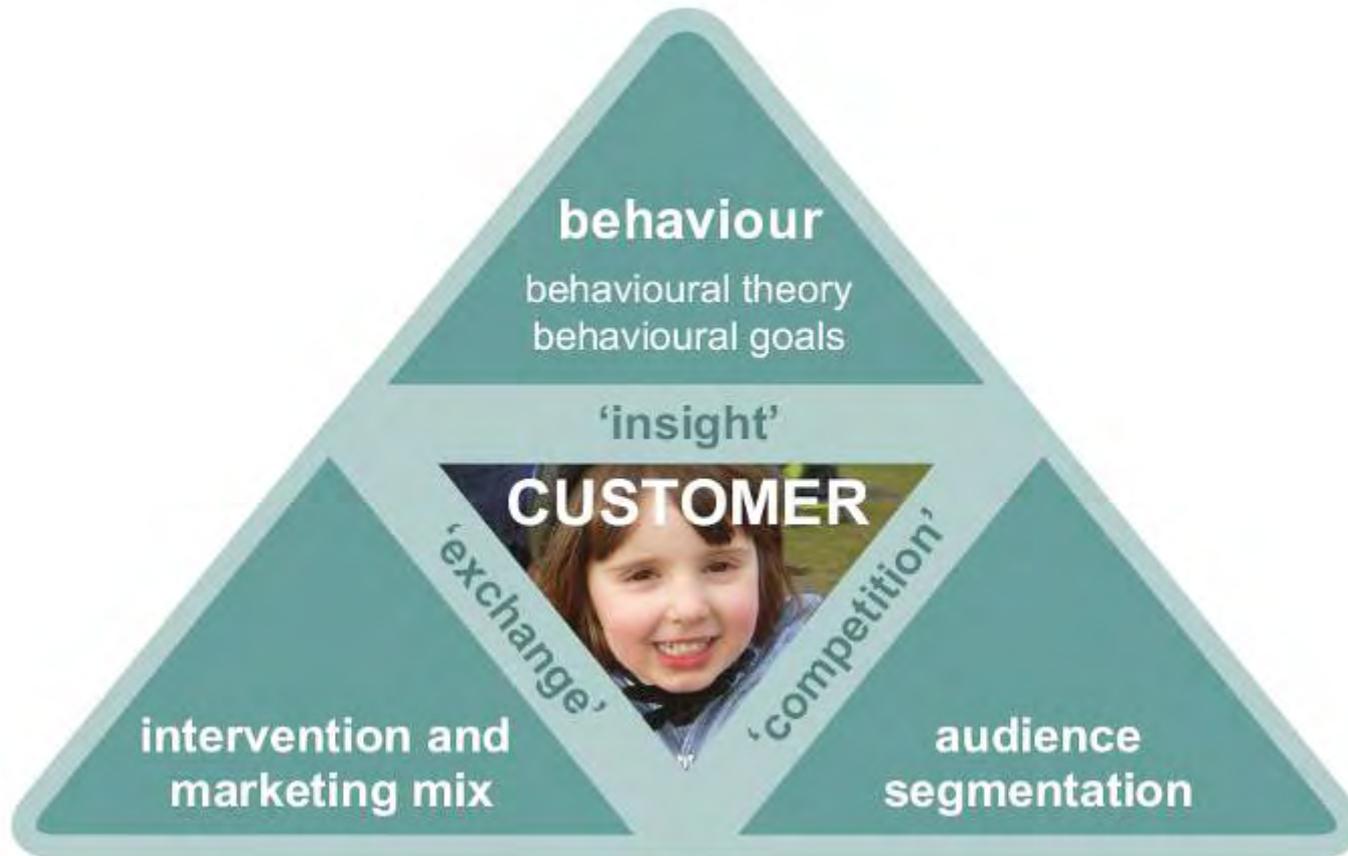


*“My question is: Are we making an impact?”*

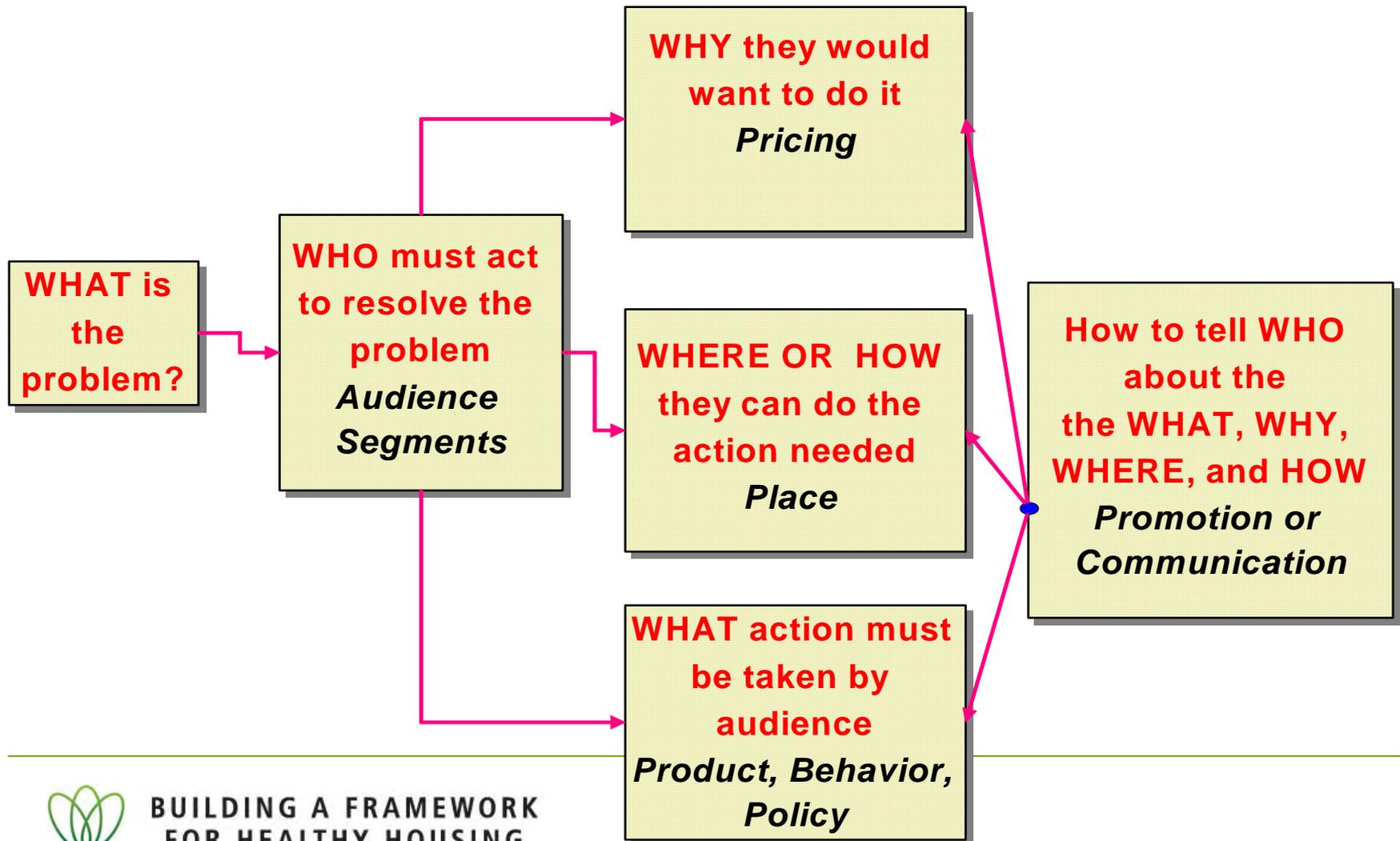


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FOR HEALTHY HOUSING**

# Social Marketing Triangle



## Social Marketing – A model for voluntary behavior change interventions.



Action Plan for

# HEALTHY HOMES

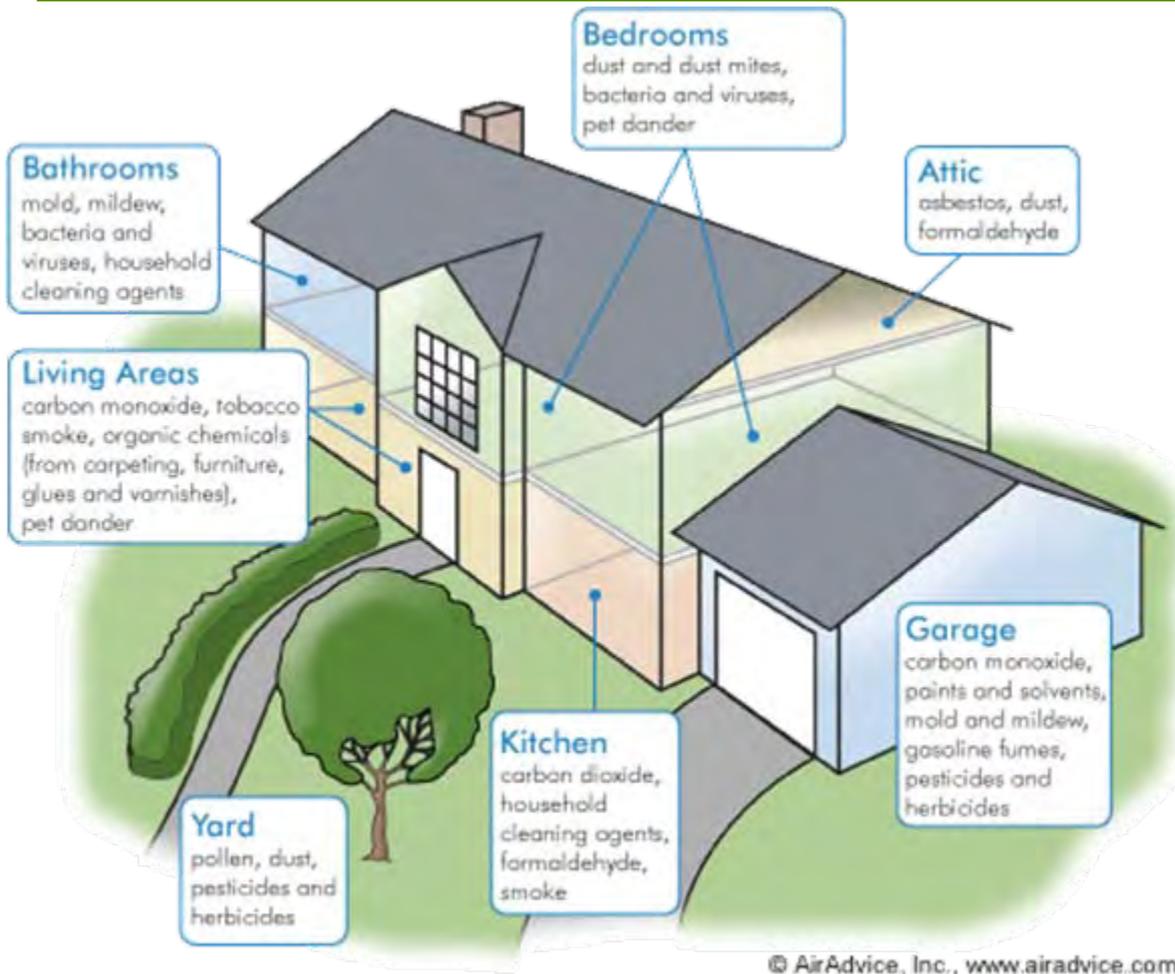
Healthy People *in Healthy Places*



Centers for Disease Control and Prevention • Health Protection Goals



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FOR HEALTHY HOUSING**



**“The connection between health and dwelling is one of the most important that exists.”**  
**- Florence Nightingale**



# Healthy Homes for Everyone

- Funding from CCHIS in 2007
- Collaboration among
  - Healthy Homes Goal Team
  - Div of eHealth Marketing
  - Mrkt & Comm Strategy Branch



# Marketing effort

- **Collected and compiled background info on each topic area**
- **Conducted qualitative research with target audience**
- **Identified priority areas for a healthy home**
- **Developed a promotional plan for healthy homes website**
- **Created room-by-room content for website**
- **Submit to goal team/SMEs for review**
- **Collaborated with Div of eHealth Marketing to create site**
- **Created mockups for the health home room concept and web page**
- **Usability testing of developmental site**
- **Launch of website**



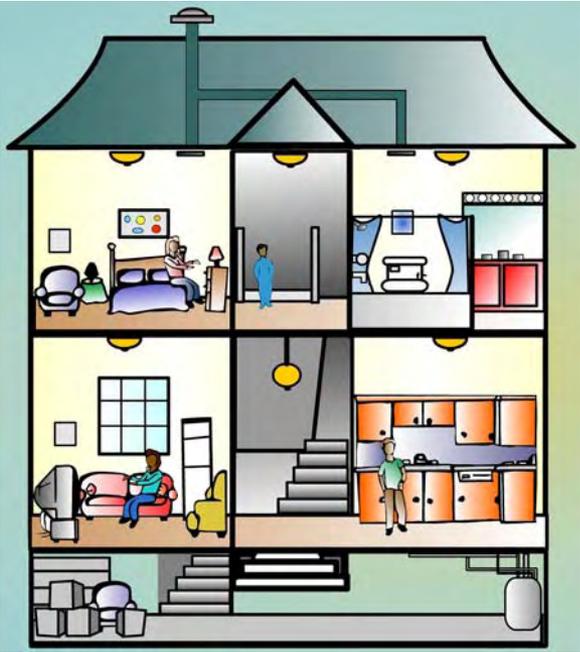
# Which messages can be “bundle” together?

---

- Fires, falls, cuts, burns/scalds, poisoning, suffocation
- Food safety, food poisoning, H<sub>2</sub>O safety
- Asthma/Allergy, Second Hand Smoke, VOCs, Mold, radon
- Child abuse, Domestic violence, Firearms



# Early screen shots from the website



CDC - Influenza (Flu) - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.cdc.gov

Google

**CDC** Centers for Disease Control and Prevention  
Your Online Source for Credible Health Information

A-Z Index A B C D E F G H I J K L M N O P Q R S T U V W X Y

CDC.gov Home > Healthy Homes

**Healthy Homes**

Tips for Your Home

- Entire Home
- Garage
- Bedroom
- Kitchen
- Attic
- Basement
- Your Family
- About CDC's Program

**RELATED TOPICS**

- Environmental Concerns
- Injury
- Infectious Disease
- Related Links

**Homepage**

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- Tagalog (Filipino)
- Français (French)
- Deutsch (German)
- Kreyòl (Haitian Creole)
- Italiano (Italian)

**KEEP YOUR HOME HEALTHY**

There are a number of simple steps you can do to protect yourself and your loved ones. To find out ways to safeguard your home take a room-by-room tour of a Healthy Home below... welcome!



**Bedroom Checklist**

- ✓ Place smoke detectors outside of bedrooms, test detectors regularly, and change battery at least once a year.
- ✓ Place carbon monoxide detectors outside of bedrooms, test detectors regularly, and change battery at least once a year
- ✓ Avoid smoking in bed.
- ✓ Store firearms unloaded and locked out of reach of your children. Lock ammunition in a separate location.
- ✓ Keep regular pathways free from clutter and objects
- ✓ Install a night light along the path to bathroom
- ✓ Hang blind cords up / out of reach of children
- ✓ Never burn a candle on or near anything that can catch fire, do not leave a burning candle unattended

Learn more about...

- [Asthma](#)
- [Carbon Monoxide](#)
- [Second Hand Smoke](#)

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Page last reviewed 07/02/07  
Page last updated: 07/02/07  
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Centers for Disease Control and Prevention 1600 Clifton Rd. Atlanta, GA 30333, U.S.A.  
Switchboard: (404) 639-3311 / Public Inquiries: (404) 639-3534 / (800) 311-3435

USA.gov

Read www.cdc.gov



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CDC Home



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SEARCH

A-Z Index A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #

## Healthy Homes

### Health Begins at Home

People in the United States spend 50% or more of every day inside their homes. Most people do not realize the close connection between their home and health. Yet, much disease and injury can be prevented by adopting healthier and safer behaviors and lifestyles.

[Learn More »](#)



Text size: S M L XL

[Email page](#)

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1600 Clifton Rd  
Atlanta, GA 30333  
 800-CDC-INFO  
(800-232-4636)  
TTY: (888) 232-6348  
24 Hours/Every Day  
 [cdcinfo@cdc.gov](mailto:cdcinfo@cdc.gov)

### Tips, Room-by-Room

- 40x28 **Attic**
- 40x28 **Basement**
- 40x28 **Bathroom**
- 40x28 **Bedroom**
- 40x28 **Famil/Living Room**
- 40x28 **Garage**

- 40x28 **Kitchen**
- 40x28 **Laundry Room**
- 40x28 **Pool**
- 40x28 **Stairs**
- 40x28 **Yard**
- 40x28 **Summary**

### Info for Every Room in the House: General Tips

- [Drinking Water](#)
- [Food Safety](#)
- [Emergencies & Disasters](#)
- [Indoor Air Quality](#)
- [Nutrition and Physical Activity](#)
- [Poisoning](#)
- [Preventing Infectious Disease](#)
- [Violence Prevention](#)
- [Injury Prevention](#)

### Green and Healthy Tips for Home

A green or environmentally friendly home can improve the health of the people who live inside as well as have less negative impact on the environment.



### For Specific Audiences

- [Parents with Young Children](#)
- [Older Adults](#)
- [People with Disabilities](#)
- [Health & Housing Professionals](#)
- [Training](#)

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CDC Home



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A-Z Index A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #

## Healthy Homes

### Healthy Homes

Tips, Room by Room

► Attic

Basement

Bathroom

Bedroom

Family/Living Room

Garage

Kitchen

Laundry Room

Pool

Stairs

Yard

Summary

General Tips for Home

For Parents with Young Children

For Older Adults

For People with Disabilities

For Health & Housing Professionals

Housing Instability

Training

Introduction to Healthy Homes

FAQ

[Healthy Homes](#) > [Tips, Room by Room](#)

## Attic

Click on the items in the image below to learn how to stay healthy and safe.



Text size: S M L XL

Email page

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1600 Clifton Rd  
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(800-232-4636)  
TTY: (888) 232-6348  
24 Hours/Every Day  
[cdcinfo@cdc.gov](mailto:cdcinfo@cdc.gov)

### Attic Checklist:

- Seal gaps around roofing, attic spaces, windows and doors to prevent rodents and insects from entering the house.
- If you suspect the insulation in your home is vermiculite (asbestos), it is safest to leave the material alone. Consult an experienced contractor if it must be removed or disturbed.

Trusted sites



BUILDING A FRAMEWORK  
FOR HEALTHY HOUSING



## Healthy Homes

### Healthy Homes

Tips, Room by Room

#### ► Attic

Basement

Bathroom

Bedroom

Family/Living Room

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[Healthy Homes](#) > [Tips, Room by Room](#)

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[Bookmark and share](#)

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CDC Home



# Centers for Disease Control and Prevention

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SEARCH

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40x28 <b>Attic</b>	40x28 <b>Kitchen</b>
40x28 <b>Basement</b>	40x28 <b>Laundry Room</b>
40x28 <b>Bathroom</b>	40x28 <b>Pool</b>
40x28 <b>Bedroom</b>	40x28 <b>Stairs</b>
40x28 <b>Famil/Living Room</b>	40x28 <b>Yard</b>
40x28 <b>Garage</b>	40x28 <b>Summary</b>

### Info for Every Room in the House: General Tips

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- [Food Safety](#)
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- [Indoor Air Quality](#)
- [Nutrition and Physical Activity](#)
- [Poisoning](#)
- [Preventing Infectious Disease](#)
- [Violence Prevention](#)
- [Injury Prevention](#)

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### For Specific Audiences

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A-Z Index A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #

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For Health & Housing Professionals

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Introduction to Healthy Homes

FAQ

[Healthy Homes](#) > [Tips, Room by Room](#)

## Kitchen

Click on the items in the image below to learn how to stay healthy and safe.



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Print page

Bookmark and share

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800-CDC-INFO  
(800-232-4636)  
TTY: (888) 232-6348  
24 Hours/Every Day  
[cdcinfo@cdc.gov](mailto:cdcinfo@cdc.gov)

### Kitchen Checklist:

- Prevent fires by keeping flammable objects away from the stove.
- Keep a fire extinguisher nearby.
- Keep cleaning products out of reach of young children.

Done

Trusted sites

100%



CDC - Healthy Home - Tips, Room by Room | Kitchen - Windows Internet Explorer

http://www.cdc.gov/HealthyHomes/ByRoom/kitchen.html

File Edit View Favorites Tools Help

Healthy Homes Initiative - De... CDC - Healthy Homes CDC - Healthy Home - Tip...

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A-Z Index A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #

## Healthy Homes

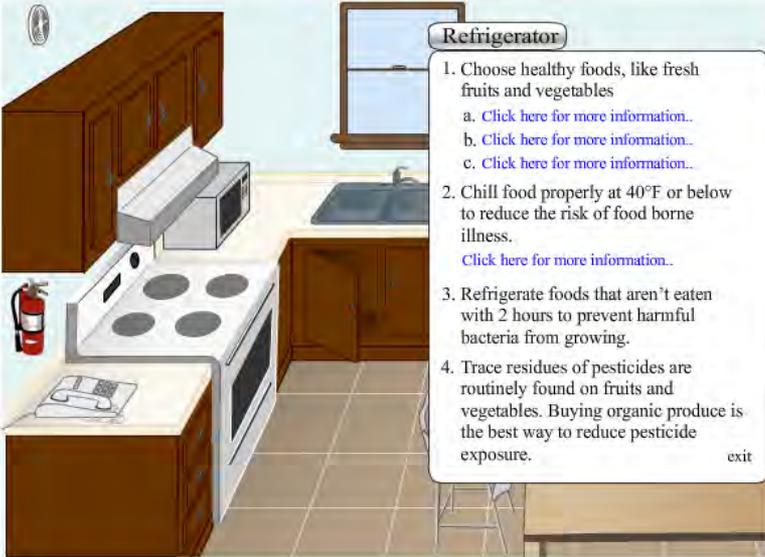
**Healthy Homes**

- Tips, Room by Room
- Attic
- Basement
- Bathroom
- Bedroom
- Family/Living Room
- Garage
- Kitchen**
- Laundry Room
- Pool
- Stairs
- Yard
- Summary
- General Tips for Home
- For Parents with Young Children
- For Older Adults
- For People with Disabilities
- For Health & Housing Professionals
- Housing Instability
- Training
- Introduction to Healthy Homes
- FAQ

[Healthy Homes > Tips, Room by Room](#)

## Kitchen

Click on the items in the image below to learn how to stay healthy and safe.



**Refrigerator**

1. Choose healthy foods, like fresh fruits and vegetables
  - a. [Click here for more information...](#)
  - b. [Click here for more information...](#)
  - c. [Click here for more information...](#)
2. Chill food properly at 40°F or below to reduce the risk of food borne illness.
 

[Click here for more information...](#)
3. Refrigerate foods that aren't eaten with 2 hours to prevent harmful bacteria from growing.
4. Trace residues of pesticides are routinely found on fruits and vegetables. Buying organic produce is the best way to reduce pesticide exposure. exit

**Text size:** S M L XL

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- TTY: (888) 232-6348  
24 Hours/Every Day
- [cdcinfo@cdc.gov](mailto:cdcinfo@cdc.gov)

**Kitchen Checklist:**

- Prevent fires by keeping flammable objects away from the stove.
- Keep a fire extinguisher nearby.
- Keep cleaning products out of reach of young children.



## Healthy Homes

### Health Begins at Home

People in the United States spend 50% or more of every day inside their homes. Most people do not realize the close connection between their home and health. Yet, much disease and injury can be prevented by adopting healthier and safer behaviors and lifestyles.

[Learn More >](#)



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### Tips, Room-by-Room

40x28 <b>Attic</b>	40x28 <b>Kitchen</b>
40x28 <b>Basement</b>	40x28 <b>Laundry Room</b>
40x28 <b>Bathroom</b>	40x28 <b>Pool</b>
40x28 <b>Bedroom</b>	40x28 <b>Stairs</b>
40x28 <b>Famil/Living Room</b>	40x28 <b>Yard</b>
40x28 <b>Garage</b>	40x28 <b>Summary</b>

### Info for Every Room in the House: General Tips

- [Drinking Water](#)
- [Food Safety](#)
- [Emergencies & Disasters](#)
- [Indoor Air Quality](#)
- [Nutrition and Physical Activity](#)
- [Poisoning](#)
- [Preventing Infectious Disease](#)
- [Violence Prevention](#)
- [Injury Prevention](#)

### Green and Healthy Tips for Home

A green or environmentally friendly home can improve the health of the people who live inside as well as have less negative impact on the environment.



### For Specific Audiences

- [Parents with Young Children](#)
- [Older Adults](#)
- [People with Disabilities](#)
- [Health & Housing Professionals](#)
- [Training](#)

CDC - Healthy Home - Health Topics for Home | Food Safety - Windows Internet Explorer

http://wwwdev.cdc.gov/HealthyHomes/HealthTopics/FoodSafety.html

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[Healthy Homes > General Tips for Home](#)

## Food Safety

Food handling safety risks at home are more common than most people think. Learn the four easy lessons of CLEAN, SEPARATE, COOK and CHILL – these actions can help prevent harmful bacteria from making you sick at home.



**Related Links**

- [FIGHT BAC! Keep Food Safe From Bacteria](#)
- [CDC's Food Safety site](#)
- [More Info for Every Room: General Tips](#)
- [Tips Room-by-Room](#)

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A-Z Index **A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #**

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[Learn More >](#)



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http://wwwdev.cdc.gov/HealthyHomes/HealthTopics/FoodSafety.html

Trusted sites

100%

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**BUILDING A FRAMEWORK  
 FOR HEALTHY HOUSING**

## Healthy Homes

- Healthy Homes**
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[Healthy Homes](#)

## Parents with Young Children

Important health conditions during childhood include injuries, child maltreatment, asthma, overweight, dental caries, and developmental and behavioral disorders. Many of the causes of these injuries and adverse conditions can be prevented by changes in behaviors and lifestyles – many of which occur in the home. Learn how to promote health and safety for your child at home.



Injury and violence are serious threats to the health and well-being of children and adolescents in the United States. Children and adolescents are at high risk for many injuries that can lead to death or disability. In addition to the human tragedy represented by these injuries, economic consequences occur. In 2000, the injuries incurred by children and adolescents age 14 and younger will have lasting impacts including total lifetime economic costs of more than \$50 billion in medical expenses and lost productivity (Finkelstein 2006).



Infants and toddlers raised in safe and nurturing families, free of maltreatment and other social adversities, are much more likely to grow up as physically, intellectually, socially, and emotionally healthy teens and adults. At home, children can develop health literacy, acquire self-discipline, learn how to make good decisions about risky situations, and negotiate conflict. Health promotion behaviors begun in childhood such as physical activity, good nutrition, safety practices, and hygiene including hand washing to prevent infectious disease contribute to short- and long-term health.

At a very young age, children develop the habits and behaviors that will influence their life-long health. Use the links below to help you guide your kids in making choices that will lead to healthier lives.

- [Safe and Healthy Kids and Teens](#)
- [Find top resources to promote child health and safety](#)
- [Injuries](#)  
Learn about the types of injury and violence that pose the greatest threat to American youth.
- [Injuries among children in and around the home](#)
- [Vaccinations](#)

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# Thank you!

[www.cdc.gov/healthyhomes](http://www.cdc.gov/healthyhomes)

[www.cdc.gov/healthmarketing](http://www.cdc.gov/healthmarketing)

[ffridinger@cdc.gov](mailto:ffridinger@cdc.gov)



BUILDING A FRAMEWORK  
FOR HEALTHY HOUSING



# **Bringing Health Home: CDC's Approach**

## ***“Performance through Partnerships”***

**Sarah Olson, M.S., CHES**  
**Division of Partnerships and Strategic Alliances**  
**National Center for Health Marketing/CCHIS**  
**Centers for Disease Control and Prevention**

**2008 National Healthy Homes Conference**  
**September 16, 2008; Baltimore, Maryland**

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**A Kindergartener came home from her first day at school and was asked, “What did you learn in school today?”**

**She replied, “Not enough. They say I have to go back tomorrow.”**

Source: Kathy Miner 2006



**Why partnerships?**

**Why now?**

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**"CDC's partners, current and future,  
are critical to achieving our public  
health goals and to delivering our  
products."**

**Julie L. Gerberding, MD, MPH  
April 2004**

**“...partnerships successfully bring people together, expand resources, and focus on a problem of community concern better than any single group or agency could do alone....”**

Frances Butterfoss, *Coalitions and Partnerships in Community Health*, 2007

# **Why partnerships? Why now?**

- **Despite great strides in public health, there are increasingly complex threats to the public's health and safety**
- **Agencies and organizations are forced to do more with less in addressing these threats**

# Why partnerships? Why now?

- No one group, agency, organization or business “owns” the problems or has the resources to solve them
- The problems affect all of us and will take our working together to solve them

# Partnerships are often difficult because...

- **Different cultures, missions and values**
- **Lack of agreement/understanding of best strategies to address issues**
- **Growing number of organizations, specialists and stakeholders, not always sharing their efforts or expertise**

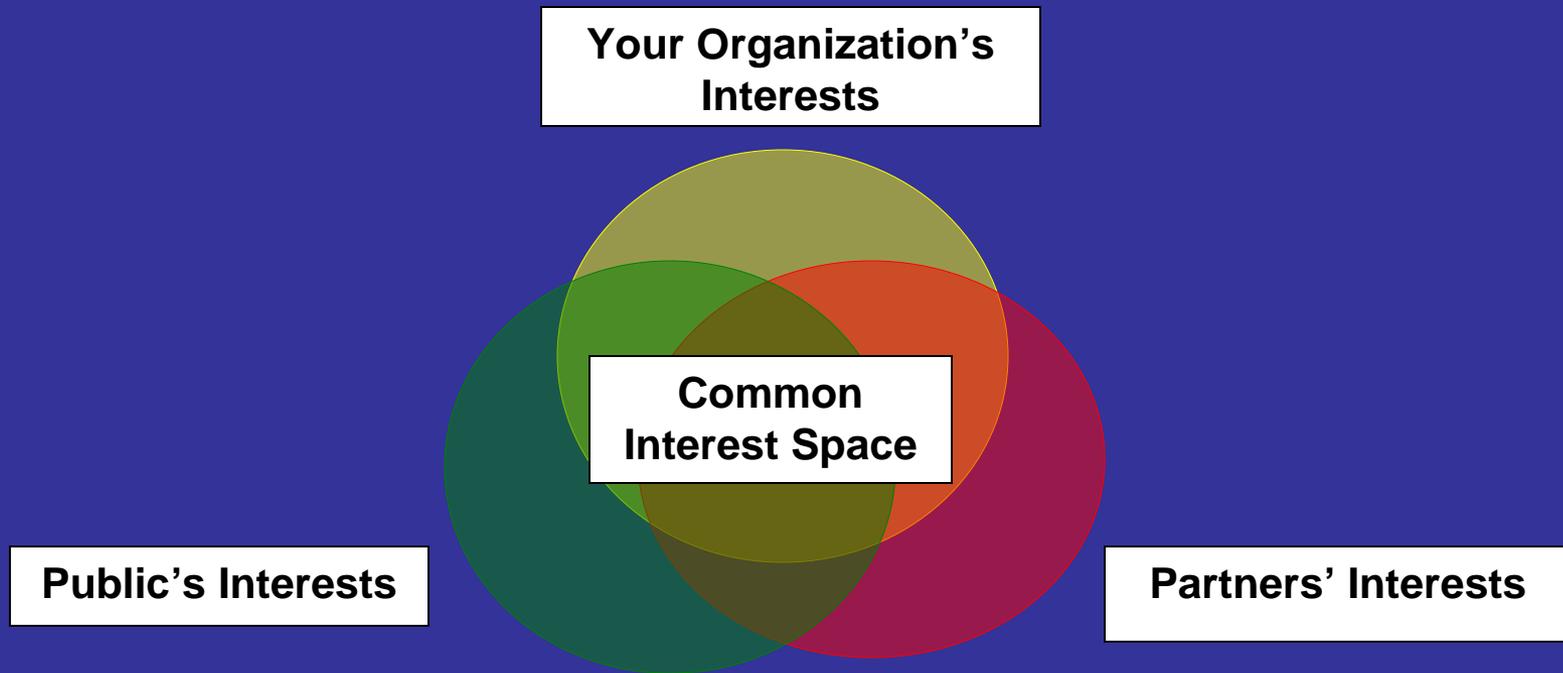
**How do you create  
effective partnerships?**

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**“Even if you’re on the  
right track,  
you’ll get run over  
if you just sit there.”**

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# Common Interest Space



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# **How to Build Successful Partnerships**

## **General Guidelines**

# Key Characteristics of Successful Collaborations

- Environment
- Membership characteristics
- Process and Structure
- Communication
- Purpose
- Resources

Ref: Mattessich and Murray-Close,, *Collaboration: What Makes It Work?* 2001

# Key Characteristics of Successful Collaborations

- History of Collaboration
- Favorable Political & Social Climate
- Seen as legitimate leader
- Mutual Respect & trust
- Cross-section of members
- Serves their organization's self-interest
- Ability to compromise
- Participation at multiple levels of organ.
- Clear roles and responsibilities
- Have a stake in the process & outcome
- Flexibility
- Adaptability
- Appropriate pace of development
- Open & frequent communication
- Informal relationships and communication
- Shared vision and purpose
- Concrete, attainable goals and objectives
- Unique purpose
- Sufficient funds, staff, resources, time
- Skilled leadership

Ref: Mattessich and Murray-Close,, *Collaboration: What Makes It Work?* 2001

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# General Guidelines: Successful Partnerships and Coalitions...

- Have champions
- Distribute accountability
- Make good use of data and resources
- Begin with the ends in mind



# Create an Action Plan-Goals

Goals should be:

- Measurable, realistic, and attainable within the timeframe
- Based on documentation that attainment will improve the health of the population and/or community
- Be linked to organizations' goals



# General Guidelines

- **Plan for Organizational Competence:**
  - How decisions will be made/establish clear governance
  - How work will be done (e.g., work groups, committees)
  - Meeting logistics and follow-up
  - Membership recruitment
  - Research and data collection
  - Public relations
  - Communication of progress
  - Crediting members' contributions
  - Staff services/clerical

# General Guidelines

- Ensure meetings are productive
- Address issues of equity and inclusion and how money relates to membership
- Be realistic about progress
- Address turf issues



# General Guidelines

- **Build Trust—be honest about individual needs and resources**
- **Ensure mutual benefit**



# Partnering with Specific Sectors/ Market Segments

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# Partnering with Sectors

- Segmentation is important marketing strategy because different market segments/sectors have different
  - Culture(s)
  - Processes
  - Preferred communication styles
  - Values
  - Goals (many times health is not primary)

# Partnering with Sectors

## Traditional:

- Public Health Systems
- Governmental Agencies

## Non-Traditional

- Business
- Education
- Healthcare
- Faith-based
- National/Professional organizations

# Business Sector

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# Business: Tips from the Field

## Culture

- Chief mission/product line often not health-related;
- But are concerned about rising healthcare & insurance costs and health of workers
- Need practical information—implications, action steps, prompts
- Formalizing relationship (MOU, contract) may address difficulties

# **Business: Tips from the Field**

## **Process**

- **Learn their culture and differences in language--public health vs. private sector**
- **Be clear on goals and what you bring to the table**
- **Define how they will benefit from the partnership (WIIFM)**
- **Timeliness is essential—respond to phone calls and e-mails without delay**

# **Business: Tips from the Field**

- **Develop timelines with some quick deliverables**
- **Make the business case and report the Return on Investment (ROI)**

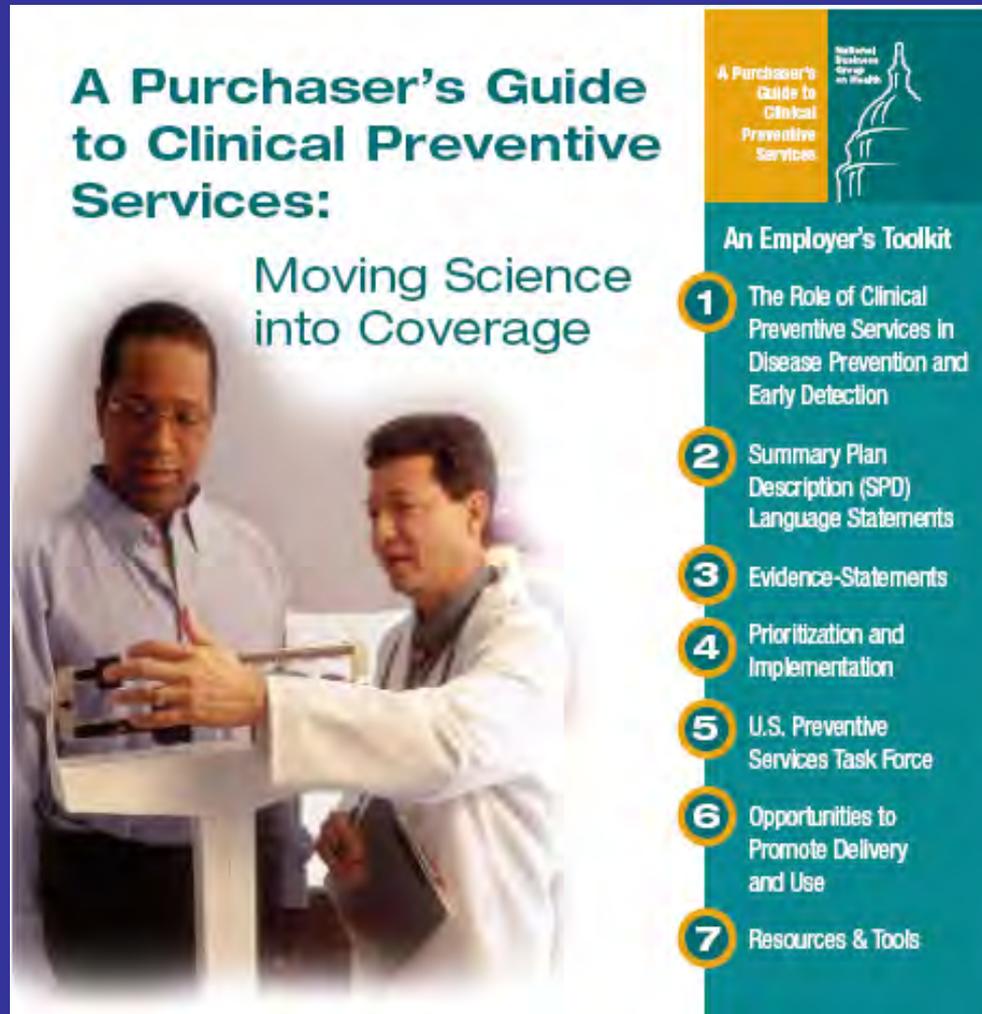
## **Communication**

- **Communications should be short, succinct and to the point—1-pagers are best**
- **State the problem, potential solutions/past successes, how you will implement the plan and measure the outcome**

# Business: Tips from the Field

- Make information easy to read, without jargon and technical terms
- Need trusted source of evidence to assist in purchasing decisions (health insurance) and for consumer health decisions
- Relate to corporate “social responsibility” – emphasizing community well-being creates healthy potential employees, good will, and is good business

# Resource: The *Purchaser's Guide*



**A Purchaser's Guide to Clinical Preventive Services:**

**Moving Science into Coverage**

**A Purchaser's Guide to Clinical Preventive Services**

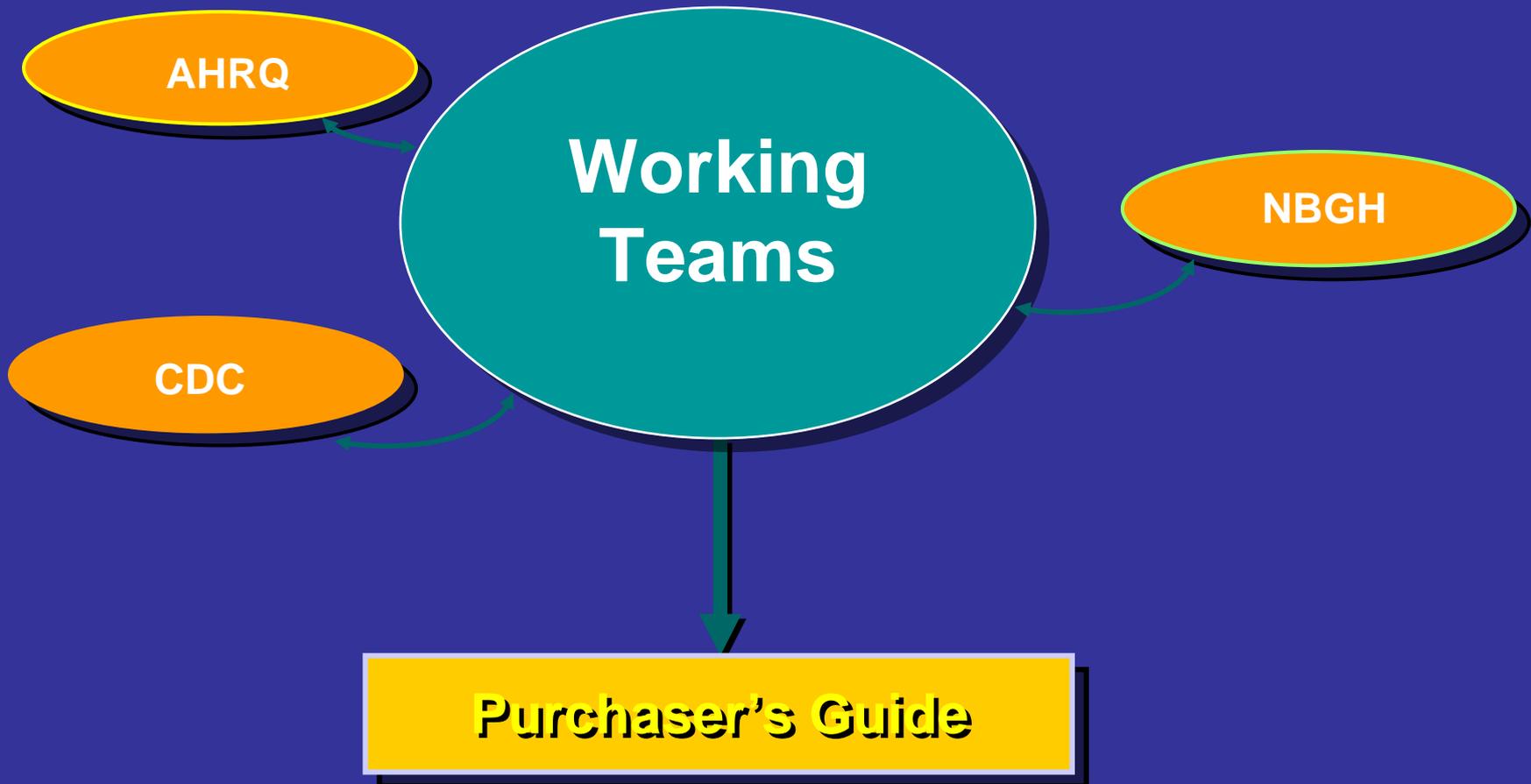
**National Business Group on Health**

**An Employer's Toolkit**

- 1 The Role of Clinical Preventive Services in Disease Prevention and Early Detection
- 2 Summary Plan Description (SPD) Language Statements
- 3 Evidence-Statements
- 4 Prioritization and Implementation
- 5 U.S. Preventive Services Task Force
- 6 Opportunities to Promote Delivery and Use
- 7 Resources & Tools

Public Sector

Private Sector



# Healthcare and Preventive Services

- Most of health care received is provided by employer-based insurance—covers about 70% of American workers
- Historically, preventive services have been poorly defined and minimally covered
- Barely half (52%) of adults receive preventive care according to guidelines for their age and sex.

**Sources:** 1. The Commonwealth Fund Commission on a High Performance Healthcare System, Sept 2006; 2. National Committee for Quality Assurance. *The State of Healthcare Quality 2005*. Washington, DC; NCQA: 2006.



# Employers Role in Health

- **Employers play a unique role in shaping healthcare**
  - *Purchase* healthcare services (e.g., health plan coverage)
  - Develop healthcare *Programs* (e.g., worksite health promotion)
  - Implement health-related *Policies* (e.g., tobacco ban)
- **Provide coverage of physical exams, screening, and immunizations and coverage of lifestyle modification / counseling services for poor**

**Source:** Results from survey completed by 2,180 employers in 2001. Bondi MA, Harris JR, et al. Employer coverage of clinical preventive services in the United States. *American Journal of Health Promotion* 2006; 20(3): 214-222.

# **Value of the *Purchaser's Guide***

- **Covers 46 different conditions/diseases across all life stages—including diabetes**
- **Translates clinical guidelines and medical evidence into lay terms**
- **Contains specific benefit language that can be “cut and pasted” into the health insurance plan design**
- **Describes the reasons why it is important and the economic burden to employers**
- **Currently updating some of recommendations**

# Free Access & Additional Information

*CD's are available:*

Wendy Heaps

Division of Partnerships and Strategic Alliances

E-mail: [wah9@cdc.gov](mailto:wah9@cdc.gov)

*PDFs:*

[www.cdc.gov/business](http://www.cdc.gov/business)

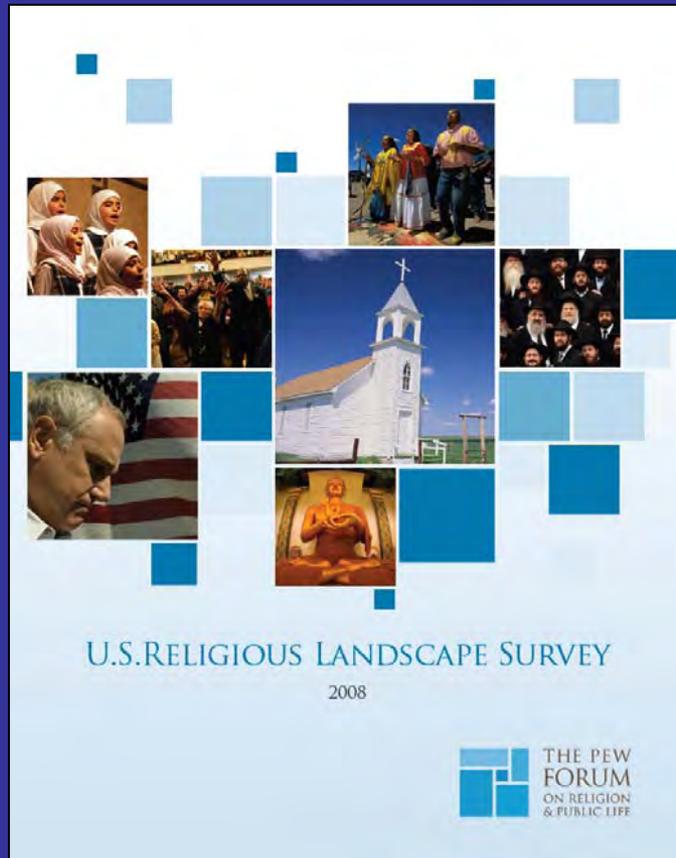
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# Faith-Based Sector

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# Faith-Based/Community Organizations

## Reach a large proportion of the U.S. population



*Among all adults...*

	%
<b>Unaffiliated</b>	<b>16.1</b>
Atheist	1.6
Agnostic	2.4
No particular religion	12.1
<i>Secular unaffiliated</i>	<i>6.3</i>
<i>Religious unaffiliated</i>	<i>5.8</i>
<b>Affiliated with a religion</b>	<b>83.1</b>
<b>Don't know/Refused</b>	<b>0.8</b>
	<b>100</b>

Due to rounding, nested figures may not add to the subtotal indicated.

Photo and Table Source: 2008 U.S. Religious Landscape Survey; Pew Forum on Religion & Public Life

# Faith-Based: Tips from the Field

## Culture

- Recognize that this sector is very diverse
- Vary broadly in budget, race, ethnicity, education, and values
- Respect what they value (e.g., religious duty/obligation, trust, integrity, honesty, equity, fairness)
- Look for common interest with public health: healthy minds, bodies, environments, communities
- Keep an humble, respectful, neutral demeanor

# Faith-Based: Tips from the Field

## Process

- Learn and respect a potential partner's mission, hierarchy, organizational structure, communication practices
- Understand the strengths of faith-based groups and their potential to contribute to community's health and wellness—especially access to people

# Faith-Based: Tips from the Field

- Remember: trust is built over time
- Involve the partner in the planning and implementation process
- Communicate what you can and cannot provide
- Avoid the use of technical jargon
- Ensure that expectations are clarified and understood by all parties

# Faith-Based: Tips from the Field

## Communication

- Acknowledge and respect the organization's spiritual or religious focus, while maintaining your own neutral, public health focus
- Understand and clearly communicate the rules, guidelines, and legal boundaries
- Distinguish between public health and religious issues

# Faith-Based: Tips from the Field

- Partnerships must be based on sound science, well-defined issues
- Impartiality – foster a connection without creating the impression that the government is sponsoring, endorsing, or inhibiting religion or favoring a particular religion

# U.S.-Mexico Border Health Association

**LISTA DE PREPARACIÓN PARA UNA PANDEMIA DE GRIPE TANTO PARA ORGANIZACIONES COMUNITARIAS COMO RELIGIOSAS**

La colaboración entre las organizaciones comunitarias y religiosas y las agencias de salud pública será esencial para proteger la salud y seguridad del público en caso de que ocurra una pandemia de gripe. Esta lista ayudará a las organizaciones religiosas (iglesias, sinagogas, mezquitas, templos, etc.), a las agencias religiosas de servicio social y a las organizaciones comunitarias a crear o mejorar sus planes de respuesta y preparación para una pandemia de la gripe. Muchas de las sugerencias incluidas aquí pueden mejorar la capacidad de su organización para proteger a su comunidad en caso de cualquier emergencia. Puede encontrar más información en [www.pandemicflu.gov](http://www.pandemicflu.gov) (en inglés) y en [www.cdc.gov/flu/pandemicinfo/](http://www.cdc.gov/flu/pandemicinfo/) (en español).

**1. Preparación para el impacto que pueda tener una pandemia en su organización y en la misión de ésta:**

Terminada	En preparación	No se ha iniciado	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Designar al personal clave que se encargará de crear, mantener y poner en marcha un plan de preparación y respuesta para una pandemia de gripe.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Determinar el posible impacto que podría tener una pandemia en las actividades diarias y en los servicios de su organización. Prepararse para cualquier situación en la que se requiera mantener, fomentar o cambiar los servicios que ofrece su organización.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Determinar el posible impacto que pueda tener una pandemia en los recursos con los que cuenta su organización para ofrecer sus servicios (p. ej., materiales, transporte, etc.)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hacer un esquema de cómo será la estructura organizativa durante una emergencia y actualizarlo periódicamente. El esquema debe identificar los contactos más importantes con varios suplentes, las funciones y responsabilidades y quién debe reportarse a quién.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Designar y capacitar a los empleados esenciales para realizar el trabajo de su organización durante una pandemia. (Incluir tanto a los empleados de tiempo completo y de tiempo parcial como a los que no reciben paga y a los voluntarios). Incluir planes alternativos y capacitar a diferentes empleados para las mismas tareas, de manera que, si algún empleado se enferma, alguien más pueda hacer su trabajo.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Poner a prueba su plan de preparación y respuesta a través de simulacros y actualizar el plan según sea necesario.

**2. Educación de sus empleados, los miembros de su congregación y las personas de las comunidades a las cuales sirve y comunicación con ellos:**

Terminada	En preparación	No se ha iniciado	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Buscar información actualizada y confiable sobre las pandemias y otros tipos de alertas de salud pública en los departamentos de salud locales, en las agencias de manejo de emergencias y en los CDC. Poner esta información a disposición de su organización y del público.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Distribuir materiales con información básica sobre la pandemia de gripe: signos y síntomas, formas de contagio, formas de protegerse y proteger a nuestra familia (p. ej., higiene respiratoria y manejo adecuado de la tos), planes de preparación de la familia, y cómo atender a los enfermos en la casa.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cuando sea pertinente, proporcionar información sobre la pandemia de gripe en las reuniones públicas (p. ej., sermones, clases, cursos, reuniones en pequeños grupos y anuncios).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dar a conocer el plan de preparación y respuesta para la pandemia de gripe en sus empleados, los miembros de su congregación y las personas de las comunidades a las cuales sirve.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establecer métodos para comunicar la información sobre el status de la pandemia de gripe y las medidas que tomará su organización. Pueden incluirse páginas en Internet, volantes, anuncios en su periódico local, mensajes telefónicos de transmisión masiva, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pensar en el papel fundamental que puede tener su organización para responder a los rumores, la información equivocada, los temores y la ansiedad.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aconsejar a sus empleados, a los miembros de su congregación y a las personas de las comunidades a las cuales sirve que están pendientes de la información ofrecida por las autoridades de salud pública, los departamentos de salud estatales y locales, las agencias de manejo de emergencias y los CDC.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Asegurarse de que la información que ofrece sea adecuada de acuerdo con la cultura, el idioma y el nivel de lectura de sus empleados, los miembros de su congregación y las personas de las comunidades a las cuales sirve.

9 de enero de 2006  
Versión 7



- USMBHA requested Spanish version of Pandemic Flu FBCO checklist for use during Annual Meeting, May 2006 in Monterrey, Mexico
- Dr. Guillermo Mendoza of Pan American Health Organization coordinated the preparedness session

# Tzu Chi Foundation

- CDC DPSA and Joint Information Center (JIC) disseminated health information about wildfires in Southern California
- Engaged Tzu Chi Foundation to help reach Asian/Pacific Islander communities



Response to Southern California wildfires  
October 25, 2007

# Education Sector

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# Education and Public Health

- Good health is necessary for effective learning
- Healthy behaviors can be taught and reinforced to nation's youth
- Worksite wellness programs reach faculty and staff



# Education and Public Health

- Increasing high school graduation may be better than increasing access to health care as a strategy to ending health disparities.



# Education and Public Health

- Education is the stepping stone/ foundation to the “American Dream”
- Education is the factor consistently linked to longer lives
- High school graduates have:
  - Better health
  - Lower medical costs
  - Longer lives: 6-9 additional years

# Education and Public Health

Before partnering, define the answers to these questions:

- What do I want from schools?
- What can I offer schools?
- How is my agenda related to what's important to education leaders?

# Education: Tips from the Field

- Education's chief goal/mission is not health-related
- Focus on the educational impact and frame arguments in educational terms (e.g., direct link between health and absenteeism and academic achievement)
- Education is a state responsibility, but a lot of local control—national authority is limited

# Education: Tips from the Field

- School leaders usually wary of controversy
- Respect the hierarchy
- Work with educational and professional associations for greater reach and broader exposure

# Education: Tips from the Field

- **State and school-level offices may be associated with major organizations**
  - *State:* governors, legislators, state boards of education, chief state school officer
  - *School:* school boards, superintendents, central office staff

# Education: Tips from the Field

- **Link communication to the state and national education standards and current terminology**
- **Communications should be short, succinct, and to-the-point, addressing the educational mission**
- **Prepared curricula, with links to required elements, will be more likely to be used—teachers do not have time to develop new materials**

# Making the Connection: Health and Student Achievement

[www.thesociety.org](http://www.thesociety.org)



Society of State Directors of Health,  
Physical Education and Recreation (SSDHPER)



Association of State and  
Territorial Health Officials (ASTHO)

**SAF**

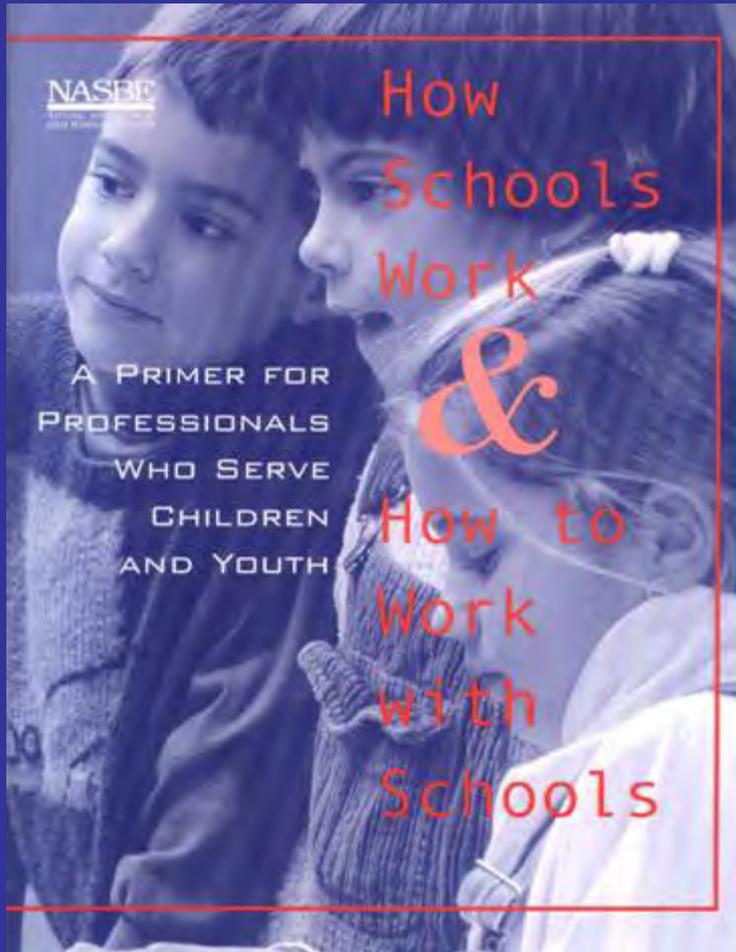


© 2002 Association of State and Territorial Health Officials (ASTHO) and the  
Society of State Directors of Health, Physical Education and Recreation (SSDHPER)

# Diffuse Decision Making in the U.S. Education “System”

- 50+ distinct education systems operating in parallel
- Tradition of “local control” - limited federal and state roles
- Individual superintendents and principals have broad autonomy
- Grounded in community values and priorities
- *Change must typically occur district by district and school by school*

# ***Resource: “How Schools Work and How to Work with Schools”***



- How education works at the school, district, state, and national levels
- Practical tips for how to work with educators, administrators, and policymakers
- Updated and expanded 2003

Order at [www.nasbe.org](http://www.nasbe.org)

# Resource: [www.cdc.gov/HealthyYouth](http://www.cdc.gov/HealthyYouth)

**CDC**  
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[CDC Home](#) [Search](#) [Health Topics A-Z](#)

National Center for Chronic Disease Prevention and Health Promotion

## Healthy Schools Healthy Youth!



**School Health**

- [Summary of Adolescent & School Health Tools](#)
- [CSHP](#)  
Coordinated School Health Program
- [Make a Difference at Your School!](#)  
Key Strategies to Prevent Obesity
- [Program Evaluation](#)

[Publications & Links...](#)

**Health Topics**

- [Asthma](#)
- [Childhood Overweight](#)
- [Crisis Preparedness & Response](#)
- [Injury & Violence](#)  
(including suicide)
- [Physical Activity](#)
- [Nutrition](#)
- [Sexual Risk Behaviors](#)
- [Tobacco Use](#)

[More on Health Topics...](#)  
[Publications & Links...](#)

**Data & Statistics**

- [Summary of Major Surveillance Activities](#)
- [YRBSS](#)  
Youth Risk Behavior Surveillance System
- [Profiles](#)  
School Health Profiles
- [SHPPS](#)  
School Health Policies and Programs Study
- [Data by State](#)

[More on Data & Statistics...](#)  
[Publications & Links...](#)

**Our Funded Partners**

- [States, Territories, and Localities](#)
- [National Nongovernmental Organizations](#)

[More on Funded Partners...](#)

**IN THE NEWS...**

[School-Associated Violent Deaths and Tips for Coping](#)



[Wildfires & Asthma](#)

**SPOTLIGHT ON...**

 [First Annual Lloyd Kolbe Award goes to Directors of Health Promotion and Education \(DHPE\)!](#)



[Managing Asthma in Schools](#)



[Nutrition Standards for Foods in Schools](#)



[Making It Happen: School Nutrition Success Stories](#)

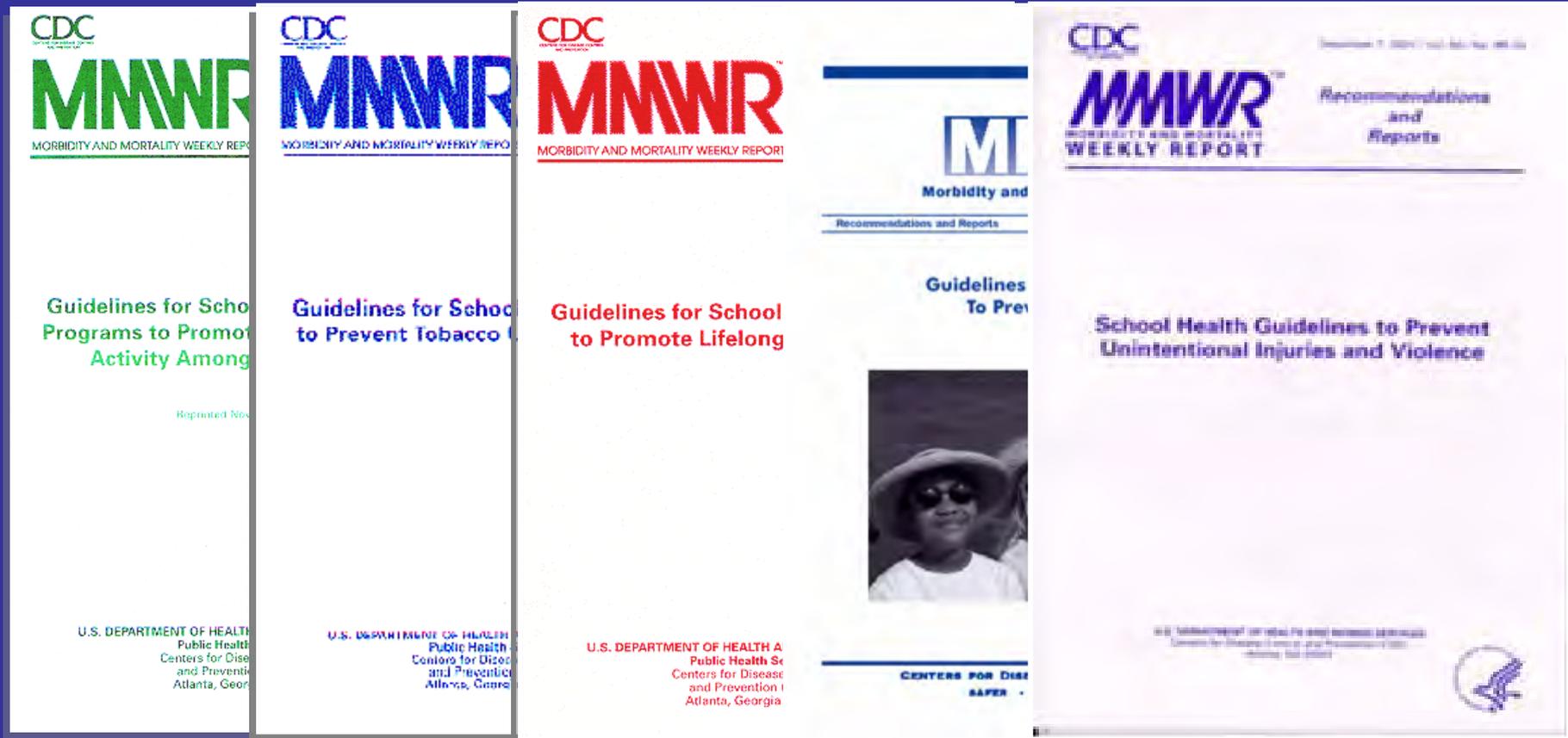


[PECAT: Physical Education Curriculum Analysis Tool](#)

Documents on this page are available in Portable Document Format (PDF). Learn more about viewing and printing these documents with [Acrobat Reader](#).

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# CDC's Guidelines for School Health Programs



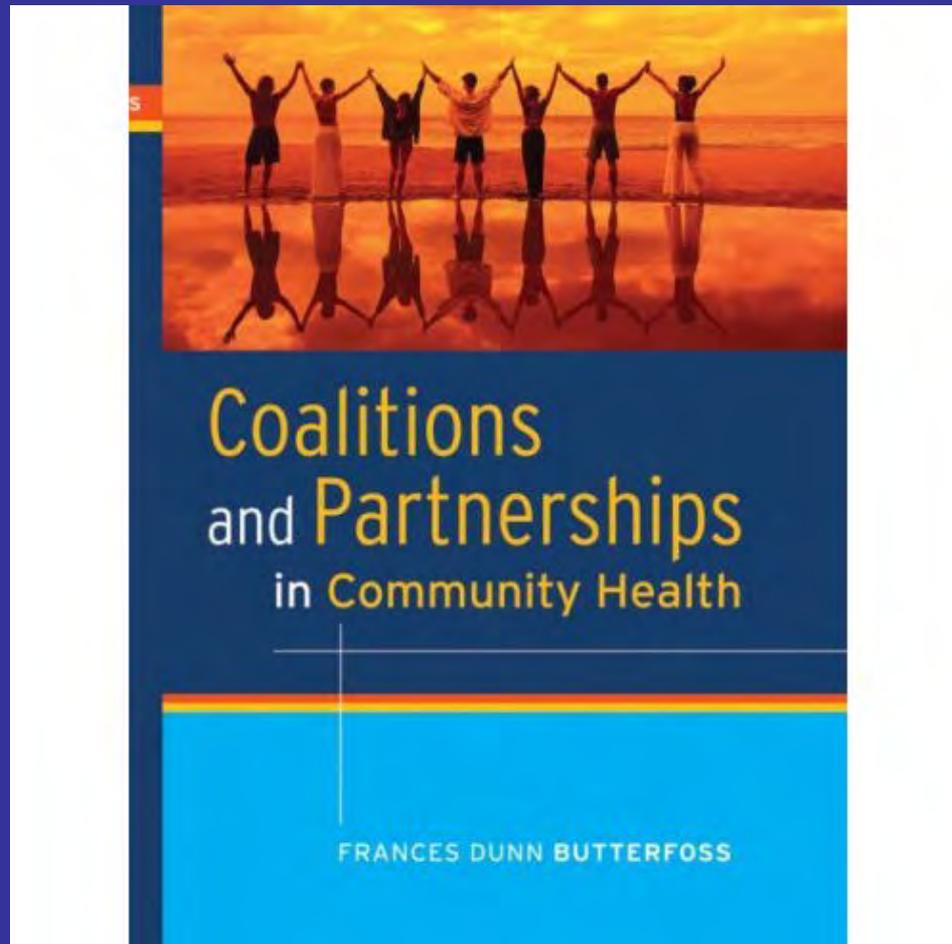
[www.cdc.gov/HealthyYouth](http://www.cdc.gov/HealthyYouth)

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# Partnership Resources

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# Partnership Resources



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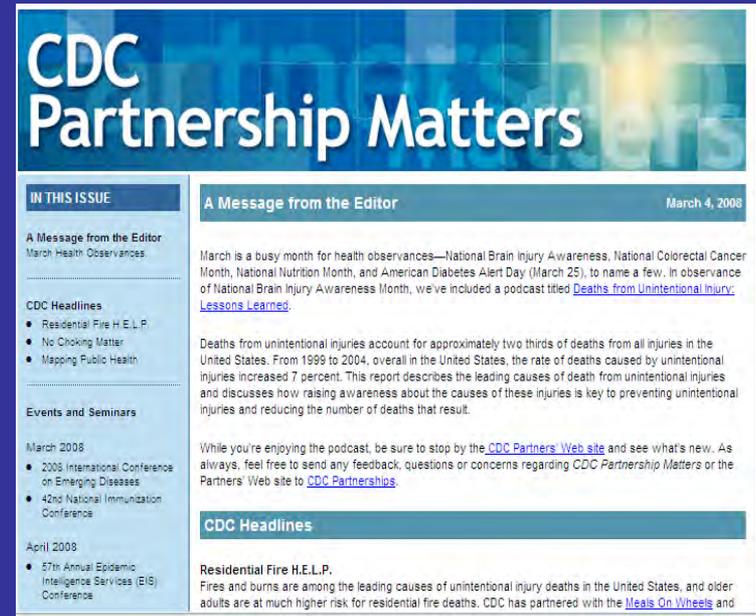
# CDC Partnership Website: [www.cdc.gov/partners](http://www.cdc.gov/partners)

The screenshot shows the CDC Partners website with the following layout:

- Header:** CDC logo, "Centers for Disease Control and Prevention", "Your Online Source for Credible Health Information".
- Navigation:** "CDC Partners" title, "CDC Home" link, "CDC en Español", "Français", and a search bar.
- Main Content Area:**
  - Featured Content:** "Residential Fire H.E.L.P." (CDC Pilot-Tests Smoke Alarm Project), "Fire H.E.L.P.", "Choking Game", "Map Atlas".
  - In the News:** "No Choking Matter" article with a summary and a link to read the full text.
  - Partnership Information:** "CDC Partnerships", "Health Promotion Campaigns", "National Center for Health Marketing", "Your Input on CDC's Health Protection Goals".
  - For Public Health Partners:** "Communication Systems", "Investigating Clusters of Health Events", "Pandemic Influenza Preparedness", "Public Health Image Library (PHIL)".
- Right Sidebar:**
  - Top Partner Searches:** American Dietetic Association, American Diabetes Association, American Optometric Association, Association of Maternal and Child Health.
  - Events and Highlights:** Calendar of Events, CDC Partner Archives, Emergency Preparedness and Response, Pandemic Influenza Mitigation, Press Room.
  - RESOURCES:** CDC Influenza Pandemic Operation Plan (OPLAN), Emerging Infectious Diseases Journal, Guide to Community Preventive Services, Morbidity and Mortality Weekly Report (MMWR), Preventing Chronic Disease, Purchaser's Guide to Clinical Preventive Services.
  - WE NEED YOUR FEEDBACK:** Request for feedback and suggestions.

# Partnership Matters

- **Partnership Matters—**  
**bi-weekly email updates**
- **CDC partnerships, public health initiatives, personnel, upcoming events**
- **Sign-up at: [www.cdc.gov/emailupdates/](http://www.cdc.gov/emailupdates/)**





Public Health Excellence Through  
**partnership**

Division of Partnerships and Strategic Alliances, National Center for Health Marketing, CCHIS, CDC

# PARTNERSHIP TOOL KIT



# Partnership Tool Kit

- Why partnerships are important strategy
- Research-based guidelines for successful partnerships
- 5-step process resources
  1. Preparation
  2. Organization
  3. Implementation
  4. Evaluation
  5. Sustainability
- Tips for working with specific sectors (e.g., business, healthcare, education, sports/entertainment, faith-based and community organizations, and traditional public health)
- Relevant theories to inform the process
- CDC Policies and Guidelines
- <http://intranet.cdc.gov/nchm/dpsa/ptk/>

# Closing Comments

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**“It is logical to expect that there is strength in numbers and that partnerships can mobilize material and human resources and be more effective at achieving desired goals than individuals working alone.”**

--Karen Glanz, *Health Behavior and Health Education*, 2002

# General Guidelines

- Work for long-term goals – be strategic and be patient



- Define goals that are measurable, realistic, and attainable

# General Guidelines

- Ensure mutual benefit



- Build Trust—be honest about needs and resources
- Keep promises



**Remember to nurture each other...**

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# General Guidelines

- Address issues of equity and inclusion
- Address turf issues
- Ensure meetings are productive



# General Guidelines



- Define roles and responsibilities

- Celebrate “quick wins”



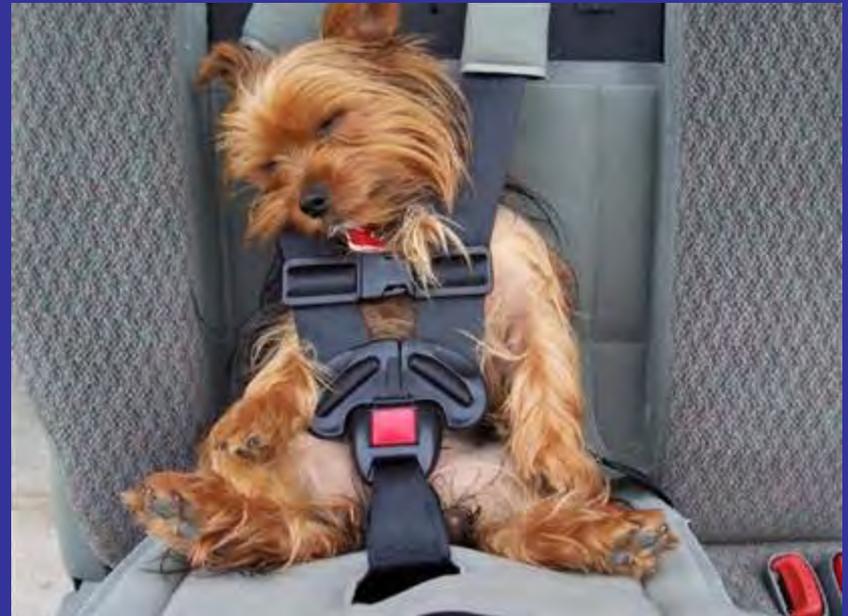
# General Guidelines

- Make good use of data and resources
- Begin with the ends in mind



# General Guidelines

- Practice the health and safety behaviors you promote



- Look for champions – sometimes those you perceive as opponents will be your greatest advocates



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# Lastly...

Sleep well at night,  
knowing you have  
made a true  
contribution to the  
quality and  
longevity of  
people's lives



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# Thank you!

Contact information:

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