

University
of
Minnesota
memo

Corres - Perry

date April 27, 19 82

to Cheryl Perry

from Henry Blackburn

I'd be grateful for your calling me today on any gross deficiencies in this, and responding at your leisure with your rewrite of it.

Thanks.

Enclosure

/jml

MHHP YOUTH EDUCATION*to CPerry*

THE CONCEPTS OF THE YOUTH EDUCATION PROGRAM IN THE EDUCATED COMMUNITIES OF MHHP ARE BASED PRIMARILY IN SOCIAL LEARNING, ELABORATED TO A SYSTEM IN WHICH YOUTH SERVE AS THE DELIVERY SYSTEM, WITH CONCENTRATION ON THE MODE OF EDUCATION RATHER THAN THE MESSAGE ITSELF. THE ELABORATION ALSO INVOLVES COLLABORATION OF THE YOUTH EDUCATION COMPONENT WITH ALL THE COMMUNITY CAMPAIGNS, NOT SOLELY AN INDEPENDENT UNDERTAKING.

THESE YOUTH ACTIVITIES ARE BASED ON A CONCEPTUAL MODEL OF HEALTH PROMOTION THAT INVOLVES CHANGES IN THE ENVIRONMENT OF CHILDREN AND ADOLESCENTS AND THEIR SKILLS TRAINING IN THE ADOPTION OF NEW LIFESTYLES.

THE GOALS OF MHHP YOUTH EDUCATION ARE TO ESTABLISH CONTACT THROUGHOUT THE EDUCATED COMMUNITIES WITH THOSE RESPONSIBLE FOR EDUCATION IN YOUTH, TO CARRY OUT A NEEDS ASSESSMENT WITH TEACHERS AND STUDENTS IN THOSE COMMUNITIES, AND TO PLAN, DEVELOP, IMPLEMENT AND EVALUATE PROGRAMS FOR ELEMENTARY AND HIGH SCHOOL STUDENTS IN AREAS OF SMOKING PREVENTION AND CESSATION, EATING AND EXERCISE PATTERNS, TO PLAN AND IMPLEMENT COMMUNITY-WIDE ACTIVITIES FOR YOUTH AND THEIR FAMILIES, TO DEVELOP A YOUTH EDUCATION STATION WITHIN THE HEALTH EDUCATION CENTER, AND TO DEVELOP A TASK FORCE OF COMMUNITY PARTICIPANTS IN YOUTH EDUCATION TO COMPLEMENT ADULT CAMPAIGN ACTIVITIES.

THE STRATEGY OF THE YOUTH EDUCATION PROGRAM INVOLVES THE USE OF PEER LEADERS IN DELIVERY, AND CRUCIAL ROLES OF PEER, PARENT AND TEACHER BEHAVIOR AS ROLE MODELS AND TEACHERS, EMPLOYMENT OF NORMALLY OCCURRING GROUPS, TO EXPLOIT SCHOOL FROM CLASSES, TO PHYSICAL EDUCATION, ON THROUGH THE CAFETERIA AND STAFF.

THE PRIMARY DELIVERY SYSTEMS ARE IN THE SCHOOL THROUGH CHILDREN IN PEER GROUPS, AND IN YOUTH AND FAMILY ORGANIZATIONS, AND HIGH SCHOOL CAFETERIAS.

MHHP YOUTH EDUCATION

APRIL 26, 1982

PAGE TWO

THE PROJECT IS STAFFED BY A FULL-TIME FACULTY MEMBER PLUS AN EXTENSIVE DEVELOPMENTAL GROUP AT THE UNIVERSITY HAVING A HEALTH EDUCATOR, NUTRITIONIST, EXERCISE PHYSIOLOGIST, DOCTORAL STUDENTS, INTERNS, CLINICAL PSYCHOLOGIST, FAMILY SPECIALIST, MEDIA SPECIALIST, AND SECRETARY. IN THE FIRST EDUCATED COMMUNITY THERE ARE A COORDINATOR, TWO HEALTH EDUCATORS, AND FOUR INTERNS. WEEKLY STAFF MEETINGS INCLUDE REPORTING, REACTIONS TO PROPOSALS, ACTUAL PRODUCTION, AND BRAINSTORMING ON IDEAS.

PROJECTS AND ACCOMPLISHMENTS SO FAR INCLUDE APPROVAL OF PROGRAM AND GOALS FROM THE ADMINISTRATORS OF SCHOOL DISTRICTS, PROVISION OF A YOUTH ADVISORY GROUP FOR SMOKING, PHYSICAL ACTIVITY, PRIMARY AND SECONDARY EDUCATION, APPROVAL OF THE SCHOOL SYSTEM IN FARGO/MOORHEAD, A STUDENT-TEACHER NEEDS ASSESSMENT IN MANKATO, GOOD WORKING RELATIONSHIPS WITH LOCAL YMCA, 4H DAY CARE CENTERS, 3 JUNIOR HIGHS HAVE ADOPTED 7TH GRADE SMOKING PREVENTION AND 8 TEACHERS AND 75 PEER LEADERS HAVE BEEN TRAINED AND PRE- AND POST EVALUATIONS CARRIED OUT. IN ADDITION, 2 SENIOR HIGH SCHOOLS HAVE ADOPTED THE 11TH GRADE SMOKING PROGRAM WITH 3 TEACHERS AND 3 INTERNS TRAINED, PRE- AND POST EDUCATION EVALUATIONS DONE; A YOUTH ROOM IN THE HEALTH EDUCATION CENTER HAS BEEN OPERATING FOR SIX MONTHS WITH GOOD RESPONSE OF COMMUNITY YOUTH. PHYSICAL ACTIVITY ASSESSMENTS HAVE BEEN MADE OF ALL MANKATO 7TH AND 8TH GRADE STUDENTS AND DISTRICT-WIDE ACTIVITIES INCLUDING LUNCH DAYS, AND A TV HEART HEALTH TEST.

MAJOR CONCLUSIONS ABOUT THE YOUTH PROGRAM ARE THAT THE COMMUNITY IS COOPERATIVE, THE MANKATO STATE INTERNS ARE AS EFFECTIVE OR MORE SO THAN CLASSROOM TEACHERS, A COMMUNITY NETWORK IS IN PLACE, AND COORDINATION WITH THE OVERALL PROGRAM AND OTHER CAMPAIGNS IS EFFECTIVE.

RESEARCH PLANS INCLUDE THE COMPARISON OF EFFECTS OF OLDER VERSUS SAME AGE PEERS, A LONGITUDINAL STUDY OF HEALTH BEHAVIORAL DEVELOPMENT IN EDUCATED VERSUS COMPARISON COMMUNITIES WHICH WILL FOLLOW ONE 5-6TH GRADE GROUP THROUGH 3 YEARS OF EVOLUTION, HAVING BEEN EXPOSED TO THE PROGRAM'S "BEST SHOT."

ANALYSES PLANNED IN MANKATO INCLUDE THE FOLLOW-UP OF COHORTS INVOLVED IN THE PEER EDUCATION GROUPS. REPLICATION IS PLANNED OF THOSE PROGRAMS IN SUBSEQUENT YEARS, AND INTRODUCTION OF AN EATING PATTERN PROGRAM BASED ON TEACHING SKILLS, AND A NEEDS ASSESSMENT IN THE COMMUNITY.

MAJOR PROGRAM PROBLEMS HAVE BEEN THAT THERE ARE FEW DATA IN THIS FIELD. EVERYTHING HAS TO BE ORIGINAL AND PIONEERING. IN ADDITION, THERE ARE COMMUNICATION GAPS DUE TO THE DISTANCE TO THE EDUCATED COMMUNITY, TIME GAPS BETWEEN DECISIONS AND HAPPENINGS AND THE COMMUNICATION OF THEM, GAPS IN FOLLOW-THROUGH BECAUSE SO MANY PEOPLE ARE INVOLVED IN THE PLANS, A PROBLEM OF EXPECTATIONS EXCEEDING REALITY, AND SOME DIFFICULTIES IN DEFINING RESPONSIBILITIES OF VARIOUS PARTIES INVOLVED IN THE PROGRAM.

THE RELATIONSHIP OF THE YOUTH PROGRAM TO OTHER MHHP PROGRAMS HAS EVOLVED FROM ONE OF INDEPENDENCE INTO GREATER INCORPORATION INTO SMOKING AND EATING PATTERN CAMPAIGNS, AND AN INTIMATE PARTICIPATION IN THE PHYSICAL ACTIVITY CAMPAIGN. THERE IS A CLOSE WORKING RELATIONSHIP WITH THE MEDIA GROUP IN PREPARATION OF YOUTH MATERIALS AND COLLABORATION WITH THE MAJOR COMMUNITY CAMPAIGNS, SUCH AS THE TV TEST, PHYSICAL ACTIVITY POSTER COLORING, AND AN UPCOMING NIH TV SPECIAL ON SMOKING.

UNIQUENESS OF THE MHHP YOUTH EDUCATION STRATEGY IS THAT IT HAD TIME TO DEVELOP IN THEORY AND CONCEPT WHICH PROVIDED A VALUABLE GUIDE TO THE PROGRAM AND MOTIVATION TO ITS STAFF TO PARTICIPATE, WITH A CLEAR IDEA OF DEVELOPING NEW KNOWLEDGE AND NO SENSE OF

A PROGRAM BEING DUMPED ON THEM FOR OPERATIONAL REASONS. THE CONCEPTUAL MODEL INVOLVING CHILD AND ADOLESCENT DEVELOPMENT AND PSYCHO-SOCIAL THEORY IS UNIQUE. THE PROGRAM IS ALSO UNIQUE IN THAT IT HAS HAD TIME TO SELL ITSELF, BUILD A TEAM, AND CARRY OUT NEEDS ASSESSMENTS. IT IS UNIQUE IN THAT IT IS EARLY IN THE FIELD OF CHILDREN'S HEALTH BEHAVIOR. ITS PRIMARY ACCOMPLISHMENT HAS BEEN ACCEPTANCE BY THE COMMUNITY THAT IS GETTING SOMETHING AND COLLABORATING.

LIMITATIONS HAVE BEEN THE OBVIOUS LIMITATIONS OF RESOURCES AND THE ABSENCE OF INFORMATION OF WHY CHILDREN OVEREAT, ENGAGE IN SEDENTARY ACTIVITIES AND SO FORTH.