

**Doctors Out to Care
2009-10**

Community Service Program

Shaping the
Future

Managed by:

The University of Southern California
School of Dentistry



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Goals:

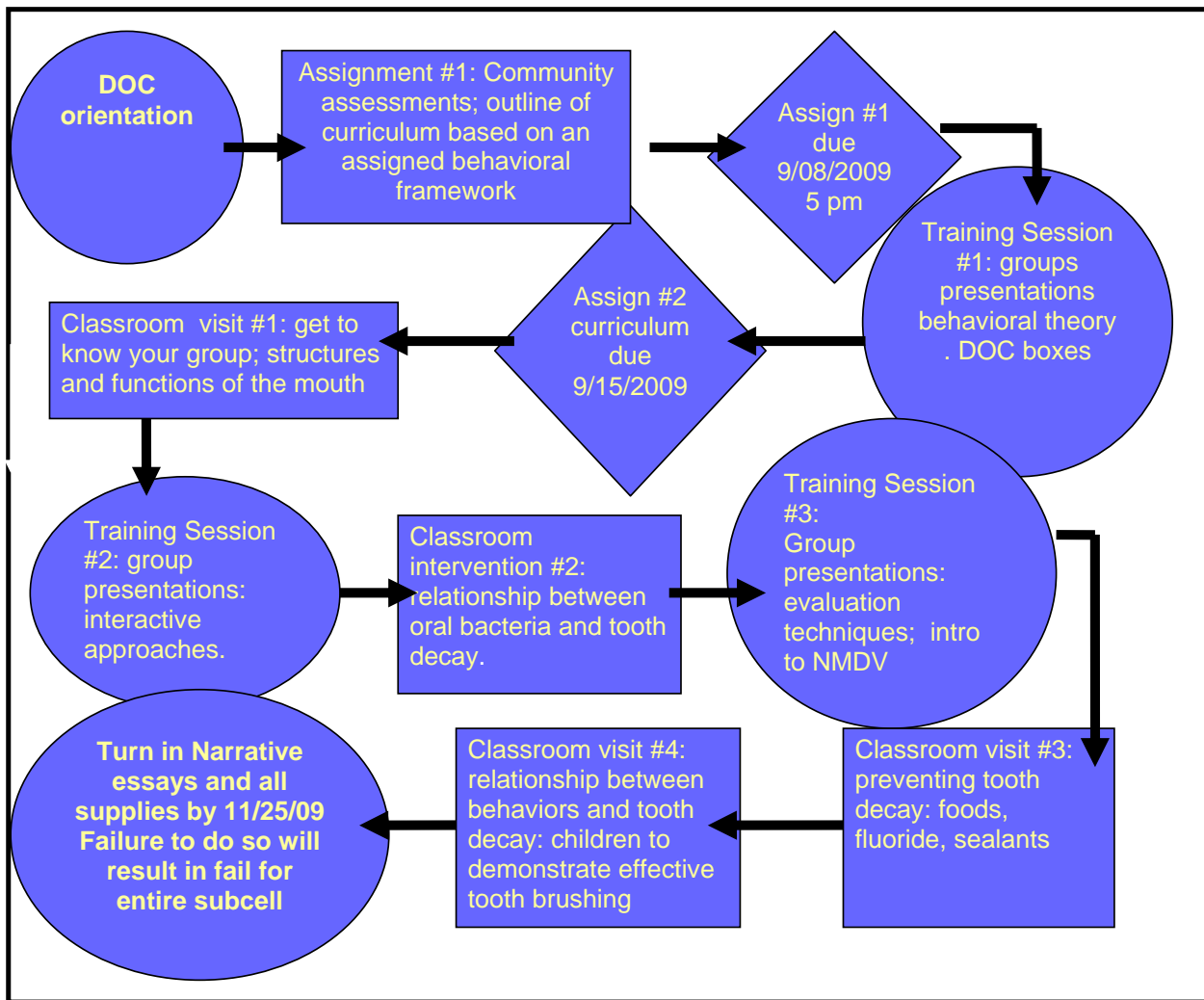
- 1) Introduce dental students to principles of behavioral science to facilitate a patient centered approach to promote, improve and maintain oral health
- 2) Develop the interpersonal and provider-patient communication skills of our dental students in a multicultural environment
- 3) Help our dental students develop skills in the assessment and treatment needs of patients
- 4) Assist community members in obtaining and understanding health information to prevent disease
- 5) Foster a life-long ethic of community service and social responsibility in our dental students.

(competencies 2-16, 2-17, 2-26)



Expectations

1. Get to know the community you will be working in and identify appropriate health behavior approach (Assignment #1, Group Presentation #1)
2. Create and present an interactive and educational oral health education program needs of the children you are working with (Assignment #2, Group Presentation #2)
3. Visit your assigned classroom a total of 4 times, 45 minutes each visit.
4. Develop a way to determine if this program had an impact on the children you were working with (Group presentation #3)
5. Reflect on the value of this experience by describing a meaningful moment that you had during the DOC program (Assignment #3)
6. Turn in all assignments and materials by assigned days
7. Failure to turn in the materials will result in failure for the entire group of 4 students.



Grading

This course is graded pass/fail. Passing this course requires:

- you attend all three training sessions,
- attend all four classroom sessions,
- pass all three written assignments
- your group turns in all DOC materials by November 25, 2009, at 5 pm.

DOC orientation	August 31 , 11-12am or 1-2 pm
Assignment 1 Due	September 8, 5 pm
Training session #1	September 10, 1-4 pm
Assignment # 2 Due	September 15, 5 pm
DOC visit #1	September 17 12:30-2:30
Training session #2	September 24, 1-4pm
DOC visit #2	October 8, 12:30-2:30
Training Session #3	October 15, 1-4 pm
DOC visit # 3	October 29, 12:30-2:30 pm
DOC visit #4	November 5, 12:30-2:30
Assignment #3 due	November 25, 5 pm

DOC Calendar

Any DOC schedule change must be approved by Dr. Holtzman

Faculty Contact information

Dr. Jennifer Holtzman, Director
jennifer.holtzman@usc.edu
213-740-1098
cell: 818-399-6431
DEN 4202

Assignment #1: Oral Health Needs Assessment of the USC Neighborhood

DUE September 8. 5 pm.

This is a group project, and will be graded pass/fail. Each “subcell” will work together and email assignment to jennifer.holtzman@usc.edu .

This assignment should demonstrate your groups understanding of the demographics of community you will be working in, its oral health needs, and propose ways that your group can provide an appropriate and meaningful intervention. Actual achievement of those goals will not be evaluated.

Section 1. Needs assessment. Description of the schools’ neighborhood/community and how these factors might play a role in what you present and how to the children.. Describe the social and economic factors of the community as well as educational and reading levels, and cultural factors. You should identify whether this community has access to fluoridated water.

Section 2. Four basic oral health needs of the community. What are the most common oral diseases (their incidence and prevalence); who is at most risk for these diseases and why; and how these diseases affect the lives of those in communities.

Section 3. Two oral health goals that your group will address. Past examples have included improved oral hygiene, increased access to care, prevention of tooth decay

Section 4. Identify four specific, measurable objectives that your group will accomplish during the DOC program.

Section 5. Describe how assigned framework would be reflected in curriculum development. Briefly outline the 4 visits using that theory. Your final curriculum does not have to use this framework.

Resources:

Theoretical frameworks that may be helpful in developing your classroom interventions and evaluation techniques:

1. Stages of Change Theory (Transtheoretical Model)
2. Health Belief Model
3. Social Learning Theory/ Social Cognitive Theory
4. Diffusion of Innovations Theory
5. Theory of Reasoned Action and Planned Behavior
6. Social Marketing

Use available on-line data resources as well what you can learn by going into the neighborhoods.

Possible resources include:

- USC Civic and Community Relations (www.usc.edu/ext-relations/ccr/)
- LAUSD
- Los Angeles Children Planning Council
- www.chis.ucla.edu
- nkca.ucla.edu
- nkla.ucla.edu
- The Health Literacy of America's Adults (Results from the 2003 National Assessment of Adult Literacy)
http://www.cdc.gov/OralHealth/factsheets/nhanes_findings.htm
- Surgeon General Report: Oral Health in America
- Healthy People 2010
- “Mommy it Hurts to Chew” , The California Smile Survey, An Oral Health Assessment of California's Kindergarten and 3rd Grade Children
- Centers for Disease Control and Prevention. Surveillance for dental caries, dental sealants, tooth retention, edentulism, and enamel fluorosis —United States, 1988–1994 and 1999–2002. In: Surveillance Summaries, August 26, 2005. MWR2005:54(No. SS-3)

- National Maternal and Child Oral Health Resource Center at www.mchoralhealth.org
- Making Health Communication Programs Work, U.S. Department of Health & Human Services. Public Health Service, National Institutes of Health National Cancer Institute.
- Information Resources (page 33 of this manual)

Group Presentation #1 (Due DOC session #1)

Each subcell has been assigned a Health Behavior Change Theory (**7-8 minutes each**) to present to their classmates at the first DOC training session.

A1, C1, E1: Stages of Change Theory (Transtheoretical Model)

A2, C2, E2: Health Belief Model

A3, C3, E3: Social Learning Theory/ Social Cognitive Theory

B1, D1, F1: Diffusion of Innovations Theory

B2, D2, F2: Theory of Reasoned Action and Planned Behavior

B3, D3, F3: Social Marketing

Presentations should **include visual aids** to explain:

- 1 The basic concepts of the theory,
2. What a program implementation using the theory might look like (presentation of an outline of the 4 DOC visits using that theoretical framework),
3. What an appropriate evaluation tool might be using that theoretical framework

Evaluation tools may

- Demonstrate understanding
 - connect what the children learned and apply how they apply it to their lives
 - Picture sequencing exercise (e. grope Wide, Trek Inside)
 - Making lists (e.g. healthy foods, healthy behaviors)
- Demonstrate behaviors
 - Brushing. Flossing
 - e.g. How to effectively clean their teeth (that they can do the behavior), that the children effectively clean their teeth (that they practice the behavior)



Three simple ways to ensure success

Step One: Plan your classroom oral health program

Using the suggested DOC curriculum as a guide, your group of eight dental students will design and implement an oral health curriculum for your two assigned classrooms. Make sure you cover all the Goals and Objectives that are in the suggested curriculums. Your groups will visit your assigned classrooms 4 times, each time for 45 minutes completing your visits before the end of the Fall trimester.

1) Be interactive

Kids at this age work best with actual objects and concrete experiences. Role playing is great!

2) It's all about the kids.

They are at an ego-centric stage. Focus on them.

3) Emphasize behaviors and skills rather than facts

When you talk about what you want the kids to do, break up instructions into easy-to-understand parts, and allow the students to model and practice the skills you're asking them to adopt.

4) Include parents in your planning

Kids don't make the choices of what to eat, or whether they have to brush their teeth before bed time. If the behaviors you suggest are to become part of the children's lives, their parents need to become "partners" in the process. Try to come up with activities that include families. Perhaps include a chart that parents can use to keep track of their child's daily tooth brushing, or of healthy snacks that their child eats. Kids that return their charts filled out could get a prize- or if the "whole" classroom does it, how about a pizza party!

Step Two: Contact your classroom teacher

Each sub-cell of eight will self divide into two groups. Each group of four will have its own classroom. One or more of the people in your group of four should meet with your assigned teacher to review the dates and times of your visits, what you plan to cover at each visit, and ask if they have any requests or suggestions (for example, doing a science experiment or writing a story). Ask the teacher what the best way to reach them is or the best way for them to reach your group – in case a problem develops. For example, the teacher forgets to tell you about a field trip and needs to contact you.

It's tough to reach teachers. Leaving a phone message probably won't work. Go to the school and leave a note in the teacher's box with your contact information. Let them know that you'll be presenting the oral health classroom program and that you'd like to go over what you've got planned to make sure that it's appropriate, and see what suggestions the teacher has.

Step Three: Plan out what each person in your group will do at each visit, and the supplies you need

Every member of the group shares responsibility for preparing for and implementing the DOC programs. Plan out the specifics of what each person will do in the classroom, and what each person needs to do to help prepare including who needs to make or obtain specific items.

We've come up with supplies that many groups have used in the past. In your DOC box you will find:

1. A giant mouth model (doll)
2. A giant toothbrush
3. Two tone disclosing solution, cups and brushes
4. Vaseline, cotton tipped applicators ("q-tips")
5. Paper cups
6. Hand mirrors
7. White garbage bags (aka tooth costumes)
8. Name tags
9. Sticky notes
10. Stickers and give-aways
11. Patient Bibs and Bib holders
12. Masks and gowns (for the children)
13. Tongue depressors
14. Flashlights
15. Toothbrushes, toothpaste
16. Brushing timers
17. Brushing charts
18. Crayons

Suggested curriculum Visit #1 (~45 mins)

1.) Introduction (3 mins)

2.) Distribute Name Tags (3 mins)

3.) Implementation of Goal #1 (~30 mins total)

Divide the classroom evenly so that each dental student has a small group of children.



Get to know the children you are working with

To help the children you work with to improve their oral health you need get to know them. To do that you need to talk to the kid and learn what they do to be healthy. Use neutral terms to learn:

- What they drink: do they drink water (from the tap? From a bottle?).
- Have they gone to a dentist (how did they get there? what was their experience?).
- What do the children do to take care of their teeth? How do other people in their family take care of their teeth?

Goal 1:

Understanding the different structures within the mouth (oral cavity) and the functions of the teeth will encourage the children to keep their mouths clean and healthy.

Objectives:

1. Describe the mouth as an environment with different structures
[~15 mins total]
 - a. Recognize that the mouth is an environment made up of many physical structures; some of the structures can be seen and felt, and others cannot be seen without the use of special tools such as x-rays
 - b. Become aware that saliva is an important component of a healthy mouth
 - c. Recognize that the tongue is the sensory organ of taste
2. Identify different uses for their teeth (i.e. to make sounds, to chew, for appearance)
[~15 mins total]
 - a. Focus on the importance of teeth, the types of teeth (very general), and their functions
 - b. Explain primary and permanent teeth (and their importance), and mixed dentition
 - c. Name functions and structures of the mouth that help a person eat, drink, and communicate
 - d. Estimate and confirm the number of teeth in their mouths

TIPS:

- Incorporate actual objects and pictures that the kids can handle

Suggested Curriculum for Visit #2 (~45 mins)

1.) Introduction (1 min)

2.) Distribute Name Tags (3 mins)

3.) Implementation of Goal #2 (~40 mins total)

Work with the children in your groups to help motivate them towards healthier choices.

Goal 2:

Understanding the relationship between oral bacteria, plaque and tooth decay will help motivate students to practice preventive dental care.

Objectives:

1. Describe the progression of decay
[~25 mins total]
 - a. Become aware of oral bacteria and their actions in the environment of the mouth
 - b. Recognize that bacteria behave like other living things; they take in nutrients, they reproduce, and they produce waste products
 - c. Explain the oral disease process: bacteria + sugars and starches-->acid-->tooth decay
 - d. Define plaque and explain its role in the decay process
 - e. Explain how cavities and gum disease are infectious diseases
2. Reinforce their understanding of the process by which bacteria cause disease in the mouth
[~15 mins total]
 - a. Outline the functions of a normal day (i.e. food intake events) that can lead to tooth decay
 - b. Understand that certain foods, and when and how often they are eaten, enable bacteria in the mouth to produce acid, which can lead to tooth decay. !

TIPS:

- Kids may not understand the concept of germs, so focus on behaviors, and less on bacteria



Deleted: August 17, 2009

Suggested Curriculum for Visit #3 (~45 mins)

- 1.) **Introduction** (1 min)
- 2.) **Distribute Name Tags** (3 mins)
- 3.) **Implementation of Goal #3** (~40 mins total)

Goal 3:

Understand that eating healthy foods, removing plaque from their teeth daily, using fluorides and sealants, and visiting the dentist regularly contribute to good oral and overall health.

Objectives:

1. Understand that the Food Guide recommends eating a variety of foods each day (total calorie intake recommendation for 9 years old is 2000 calories)
[~8 mins total]
 - a. Explain why frequent snacking on starchy or sugary foods is not recommended for good dental health
 - b. Explain that the Food Guide recommends limiting added and hidden sugar each day
2. Explain the importance of brushing their teeth with fluoride toothpaste and flossing
[~8 mins total]
 - a. Demonstrate how, when, and how often they should brush and floss
3. Identify fluoride as a major tool in the prevention of tooth decay
[~8 mins total]
 - a. Explain the different sources of fluoride
 - b. Describe why it is important to brush twice daily with a fluoride toothpaste
4. Describe a dental sealant and how it can help to prevent cavities in the six-year molar
[~8 mins total]
5. Explain the importance of a regular visit to the dentist
[~8 mins total]
 - a. Explain the general role of a dentist
 - b. Describe why and how often they should go to the dentist
6. Reinforce their understanding of ways in which dental disease can be prevented
[5 mins total]



TIPS:

- Focus on foods that are good for your teeth and those which are bad for teeth. Not sure which they are? Check out the NIDCR website
- Show the kids what healthy snacks are... serve them in the class!

**Next visit: Disclosing and last opportunity for photographs.
Children must have consents to have their teeth disclosed**

Suggested Curriculum for Visit #4 (~45 mins)

1.) Introduction (1 min)

2.) Distribute Name Tags (3 mins)

3.) Implementation of Goal #4 (~40 mins)

Understanding the relationship between oral bacteria and tooth decay; the importance of eating healthy foods; the importance of good oral health practices and being able to demonstrate proper tooth brushing behavior.

Objectives:

1. Reinforce previous messages
 - a. importance of teeth
 - b. progression of decay
 - c. importance of good food choices
2. Demonstration of proper tooth brushing technique
 - a. children to demonstrate individually or in small groups, effective tooth brushing
 1. only children with parental permission can use disclosing tablets but all children are encouraged to participate in this activity

It is the dental student's responsibility to check consents before using disclosing and make sure that only children with consent participate-



Assignment #2: Curriculum for Your Classroom Visits (Lesson Plans)

DUE September 15, 5 pm.

Email to Dr.Holtzman at jennifer.holtzman@usc.edu

This is a group project, and will graded pass/fail. This assignment should demonstrate your groups understanding of the oral health needs of the community, reflect the children’s social and economic environment.

Describe in detail what your group will do to address these issues. You need to be specific about what each member of your group will be doing at each of the four visits.

You are expected to evaluate your achievement of your objectives. Achievement of those objectives is not required for a passing grade. In order to see if the children have “improved” you will need to have a baseline measurement. Therefore, in this assignment include details as to what your group will be measuring, and how. This will be your group presentation for DOC session #3.

Working with the children in your group is very similar to the experience you’ll have as a dentist, regardless of your specialty. Whether in your office, or in this classroom, you’re marketing “good oral health”, and your challenge is motivate your patients to “buy” it . You’ve learned about the environment the children live in, and you’ve learned about the needs and desires of the children. Your challenge is to figure out how good oral health fulfills those wants and needs, in ways that the kids can do (Social Marketing).



- 1) the kids must be motivated
 - It’s got to become their goal to achieve this objective, not yours
 - You might want them to brush their teeth to reduce tooth decay, they may want to do it so they don’t have stinky breath!
 - We can provide inexpensive incentives
- 2) they have to know what to do and feel capable of doing what you’ve asked them to do
 - It’s got be something they can physically do
 - It’s got be something their parents will let them do
- 3) It’s got to be easy and cheap to do

Review existing materials to see what sorts of materials and measures are available to you to help you (there are resources in this manual, at the Wilson Dental Library, and in Open Wide, Trek Inside: <http://science.education.nih.gov/supplements/nih2/oral-health/default.htm>)

Decide on the materials you might need. If you need something additional please make sure you contact Dr Holtzman in enough time to get those supplies to you.

If you develop any materials, consider whether those messages and materials are relevant, age appropriate, and culturally appropriate. If the children or their parents will need to read something, is it at an appropriate reading level? And lastly, will these materials and messages help you meet your objectives/goals?

Be sure to include how you will measure the four objectives you've chosen in Assignment #1. (your group will present this method at DOC training session #3).

Example of a measurement method. The Stages of Change Theory describes health behaviors along a continuum from awareness that a health promoting behavior is important to maintenance of that behavior. In order to measure the impact of our classroom program, we will ask the children three questions the first day and the last day and compare their answers.

- 1) Have you ever heard that some kinds of food between meals may be bad for your teeth (Yes, No, Don't know)
- 2) Do you know which kind of water is better for your teeth, tap water or bottled water? (Tap, Bottled, Don't know)
- 3) Do you know if brushing your teeth with fluoride toothpaste good or bad for your teeth? (good, bad, don't know)

Group Presentation #2 (Due DOC session #2) September 24, 2009

Each subcell will present (**5-6 minutes each**) the interactive activities the group has done, or planned to do in the classroom.

Presentations should include the visual aids used in the classrooms to demonstrate all the interactive activities your subcell is doing with the kids and why

Group Presentation #3 (Due DOC session #3) October 15, 2009

Each subcell will present (**5-6 minutes each**) how they are evaluating the effectiveness of their program.

Presentations **must** include

1. the Theoretical Framework of your program
2. your overall goals
3. your objectives and how you are measuring whether you are accomplishing those objectives presentation of your baseline measurements

Assignment #3 Narrative Essay

DUE November 25, 2009, 5 pm

Each dental student will email this assignment to jennifer.holtzman@usc.edu. These narrative essays may be emailed or hard copies turned in.

This is an individual project, and will graded pass/fail. This assignment has two parts: a photograph and your written narrative. You must include a photograph that is meaningful to you, taken during the DOC session. Your essay will describe why this photograph is particularly meaningful for you. The photo may be taken by any member of your group, or preferably by the children in your group. More than one person can use the same photograph.

This assignment is to use a photographic image that reflects the experience of the DOC program for you or the children that you are working with. Use your own camera or one of our “one-use” cameras to capture a point in time, or encourage children to compose and shoot their own photographs. A narrative written by each individual dental student needs to accompany the photograph.

Your reflection should consist of one page, describing the feelings this photograph brings up in you, as well as the feelings and thoughts that the DOC experience brought to you.



Resources for planning your classroom activities:

“**Open Wide and Trek Inside,**” is a science curriculum supplement developed by the National Institutes of Health. There are games, videos and other materials that are great for your classroom program.

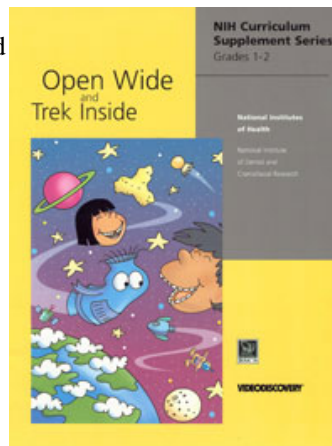
You can locate this at:

<http://science.education.nih.gov/supplements/nih2/oral-health/default.htm>

Oral and Whole Body Health, The Science Behind the Hype

This is a special issue of Scientific American.

www.dentalcare.com/soap/products/index_promotion_sa.htm 



Supplies

Some supplies are available through Dr Holtzman. Some limited funds are also available to reimburse for supplies you may purchase. These funds are ***limited to \$50 per classroom***. Check with us first, and if we don't have something you need for your presentation, then we'll buy it. If you do end up buying something, to get reimbursed, ***you will need to submit the receipt (original) which must include the name of the store, address, date, item purchased and what you used it for, the price and how you paid for the item.*** A reimbursement form is included in this manual.

Other resources

Available through the reference librarian:

“DOC/PBL Educational Materials, faculty: Dr. Jennifer Holtzman.”

1. Vol. 1 contains:
 - a. Dental Health Manual for Teachers: Grades 2-3
 - b. Dental Health Education: Lesson Planning & Implementation, by Lori Gagliardi
 - c. Dental Health Fact Sheets developed by the California Dental Association
2. Vol. 2 contains:
 - a. Activity sheets in English and Spanish including crossword puzzles, word searches, and connect the dots
 - i. There are two copies of Dental Health Education and Prevention, which contains activities and lesson plans by subject (e.g. Toothbrushing, Flossing)
 - ii. JEP (Joint Educational Project) materials are also available to check out
 1. books
 2. videos
 3. flashcards
 4. cartoons
 5. flip charts

Copies of activity sheets can be made with at least one week's notice

Internet:

Professional Organizations:

Rhode Island Dept of Health and Education

1-401-222-2231
Oral Health Educational Tools
www.health.state.ri.us

American Academy of Pediatric Dentistry

American Society of Dentistry for Children
1-800-544-2174
www.aapd.org

Bright Futures

1-703-524-7802
www.brightfutures.org

HRSA Information Center

1-888-275-4772
www.ask.hrsa.gov

Commercial Organizations:

Proctor & Gamble (Crest)

1-800-553-5075
www.dentalcare.com

Colgate

1-800-334-7734
www.colgate.com

Practicon, Inc

1-800-959-9505
www.practicon.com

Doral Dental USC, LLC

1-800-417-7140
www.doralusa.com

ADA

American Dental Association
1-800-947-4746
www.ada.org

ADHA

American Dental Hygienists' Association
1-312-440-8900
www.adha.org

CDC Oral Health Resources

1-770-488-6054
www.cdc.gov/nccdphp/oh/index.htm

National Maternal and Child Health Resource Center

1-703-524-7802 ext 450
www.mchoralhealth.org

Oral-B/Gillette Oral Care

1-800-446-7252
www.oralb.com

Johnson & Johnson

1-800-224-6513

Paragon International

Zoo Animal Teaching Aids
1-800-919-0077
www.teachingaid.com

Reimbursement Sheet for DOC Program

STUDENT NAME: _____ NUMBER: _____

CONTACT NUMBER: _____

SOCIAL SECURITY NUMBER: ____/____/_____
(SS# required for reimbursement)

CELL: _____

DATE SUBMITTED FOR REIMBURSEMENT: ____/____/____

ITEMS PURCHASED: _____

DOC SCHOOL _____

DATE OF EVENT: _____

NUMBER OF PEOPLE (IF MEAL EXPENSE IS SUBMITTED): _____

TOTAL REIMBURSEMENT: _____

ATTACH YOUR RECEIPT
HERE
(or attach on separate 8.5 x 11 piece of
paper)

YOUR CHECK SHOULD BE SENT TO:

Costs that you incur in DOC are reimbursable.

** Amount is limited; please verify approximate amount before purchasing items.

** Items purchased will not be reimbursed without prior approval

DOC CLASSROOM REPORT #1

Date: _____ Teacher: _____ Room #: _____

DOC Students presenting program: Cell: _____

Name	Number
_____	_____
_____	_____
_____	_____
_____	_____

Methods of Instruction:

- Small Group Instruction
- Play/skit
- Song
- Other (Be specific) _____

Materials Utilized:

- Toothbrush/Mouth Model
- Visual aids
- Large props
- Video
- Audio cassette/CD
- Other (Be Specific) _____

What worked today?

What didn't work?

(To be filled out by classroom teacher)

Comments: _____

Signature

DOC CLASSROOM REPORT #2

Date: _____ Teacher: _____ Room #: _____

DOC Students presenting program: Cell: _____

Name	Number
_____	_____
_____	_____
_____	_____
_____	_____

Methods of Instruction:

- Small Group Instruction
- Play/skit
- Song
- Other (Be specific) _____

Materials Utilized:

- Toothbrush/Mouth Model
- Visual aids
- Large props
- Video
- Audio cassette/CD
- Other (Be Specific) _____

What worked today?

What didn't work?

(To be filled out by classroom teacher)

Comments: _____

Signature

DOC CLASSROOM REPORT #3

Date: _____ Teacher: _____ Room #: _____

DOC Students presenting program: Cell: _____

Name	Number
_____	_____
_____	_____
_____	_____
_____	_____

Methods of Instruction:

- Small Group Instruction
- Play/skit
- Song
- Other (Be specific) _____

Materials Utilized:

- Toothbrush/Mouth Model
- Visual aids
- Large props
- Video
- Audio cassette/CD
- Other (Be Specific) _____

What worked today?

What didn't work?

(To be filled out by classroom teacher)

Comments: _____

Signature

DOC CLASSROOM REPORT #4

Date: _____ Teacher: _____ Room #: _____

DOC Students presenting program: Cell: _____

Name	Number
_____	_____
_____	_____
_____	_____
_____	_____

Methods of Instruction:

- Small Group Instruction
- Play/skit
- Song
- Other (Be specific) _____

Materials Utilized:

- Toothbrush/Mouth Model
- Visual aids
- Large props
- Video
- Audio cassette/CD
- Other (Be Specific) _____

What worked today?

What didn't work?

(To be filled out by classroom teacher)

Comments: _____

Signature

National Sources of Health-Related Information

Agency for Healthcare Research and Quality (AHRQ)
Publication Clearinghouse
P.O. Box 8547
Silver Spring, MD 20907-8547
1-800-368-9299
www.ahrq.gov

American Cancer Society (ACS)
1599 Clifton Road, NE
Atlanta, GA 30329
1-800-ACS-2345
www.cancer.org

Cancer Information Service
National Cancer Institute
8118 Executive Boulevard, SMC 6322
Room 3035A
Bethesda, MD 20892
1-800-4-CANCER (1-800-422-6237)

Center for Substance Abuse Prevention
National Clearinghouse for Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20847-2345
1-800-729-6588

Centers for Disease Control and Prevention (CDC)
www.cdc.gov

Centers for Medicare and Medicaid Services
7500 Security Boulevard
Baltimore, MD 21244-1850
1-800-638-6833 (Medicare)
202-690-6145 (Press Office)
www.cms.gov

Health Promotion Online—Canada
Partnerships and Marketing Division
Health Promotion and Programs Branch
Health Canada
55 St. Clair Avenue East, 4th Floor
Toronto, Ontario
M4T 1M2
www.hc-sc.gc.ca/ahpp/ahpo

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National Center for Chronic Disease Prevention and Health Promotion
Division of Cancer Prevention and Control
4770 Buford Highway, NE
Atlanta, GA 30341-3724
770-488-4880
770-488-4727 (fax)
www.cdc.gov/nccdpfp

National Center for Health Statistics
6525 Belcrest Road
Hyattsville, MD 20782-2003
301-458-4636
www.cdc.gov/nchs

Roper Center for Public Opinion Research
341 Mansfield Road
Unit 1164
University of Connecticut
Storrs, CT 06269-1164
860-486-4440
www.ropcenter.uconn.edu

U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201
202-619-0257
1-877-686-6778
www.os.dhhs.gov

Internet Resources

Combined Health Information Database
<http://chid.nih.gov>

Community Toolbox
<http://ctb.ksu.edu>

Health Education Professional Resources
www.nys.edu/education/hep/index.html

Healthfinder
(To locate Federal Clearinghouse and other Federal information sources)
www.healthfinder.gov

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