



DEPARTMENT OF HEALTH AND HUMAN SERVICES  
CENTERS FOR DISEASE CONTROL AND PREVENTION



# Jump Aboard the D-Train: Strategies for Diffusion of School Health Tools

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Centers for Disease Control and Prevention (CDC)

# Research Application Pyramid

*Diffusion*

*Disseminate*  
resources - provide  
TA & consultative  
services.

*Translate* research for the development  
of reports, practical tools and  
guidance.

Monitor and *synthesize* research, practice, and policy.

*Partner Strategically*

*Partner Strategically*

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# Research Synthesis



Special Issue of the  
**Journal of School Health**  
 August 2006

Over 150 pages of case studies & research reports

**Managing Asthma in Schools—What Have We Learned?**

Read this special issue, co-sponsored by CDC and NHLBI, to learn how to:

- Increase asthma action plans and orders in your school.
- Monitor asthma plans, orders, and medications in the health room.
- Save time by identifying students with poorly controlled asthma, rather than conducting surveys to identify undetected asthma.
- Track and coordinate care for students with poorly controlled asthma.
- Secure administrative support for school-based asthma programs.
- Conduct professional development for staff.
- And more!

For a link to a free copy, visit [www.cdc.gov/HealthyYouth/asthma/JOSH](http://www.cdc.gov/HealthyYouth/asthma/JOSH).  
 Obtain continuing education credits for CHES or nurses!  
 Visit [www.ashweb.org/continuing\\_education.html](http://www.ashweb.org/continuing_education.html) for more information.

Guidelines for Programs to Activity

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
 Centers for Disease Control and Prevention

Guidelines for Schools to Promote Lifelong Health

Guidelines for School Health to Prevent Tobacco Use and Alcohol Abuse

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
 Public Health Service  
 Centers for Disease Control and Prevention (CDC)  
 Atlanta, Georgia 30333

School Health Guidelines for Unintentional Injuries and Violence

Revised May 2008

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
 Centers for Disease Control and Prevention (CDC)  
 Atlanta, GA 30333

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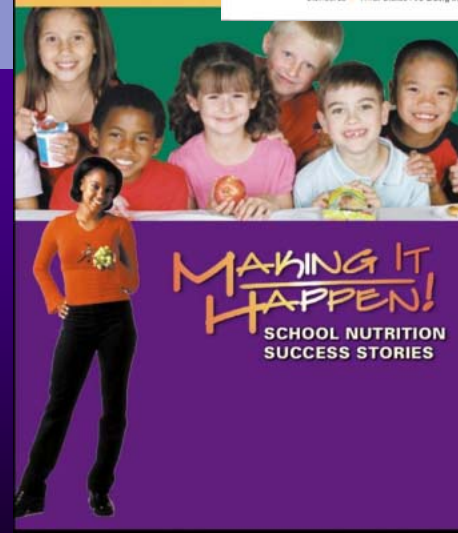
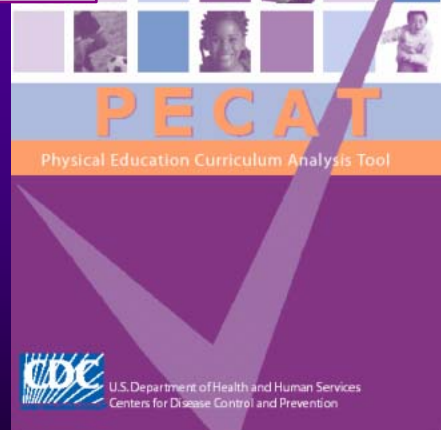
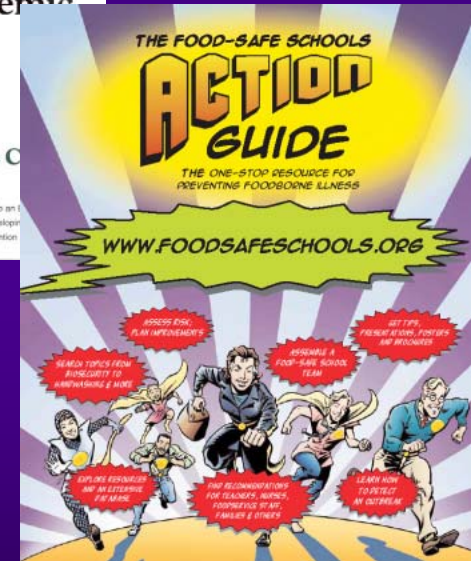
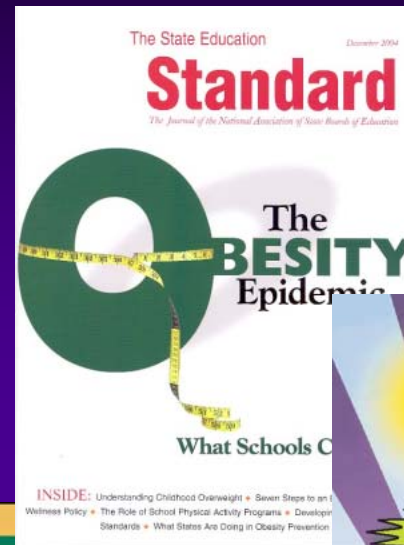
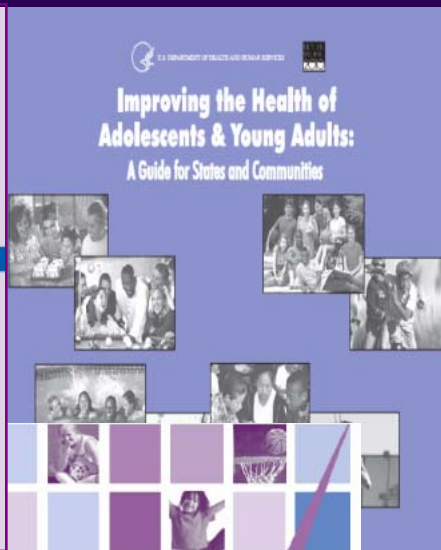
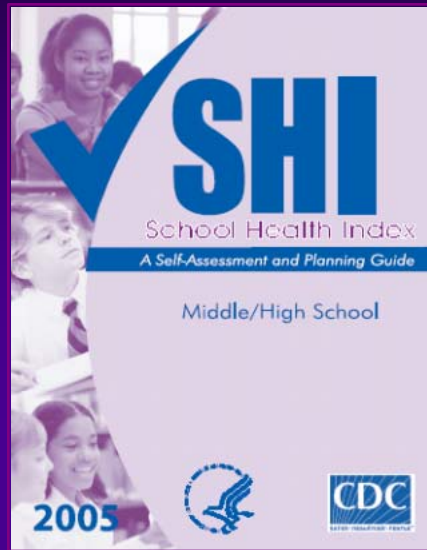
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# Research Translation

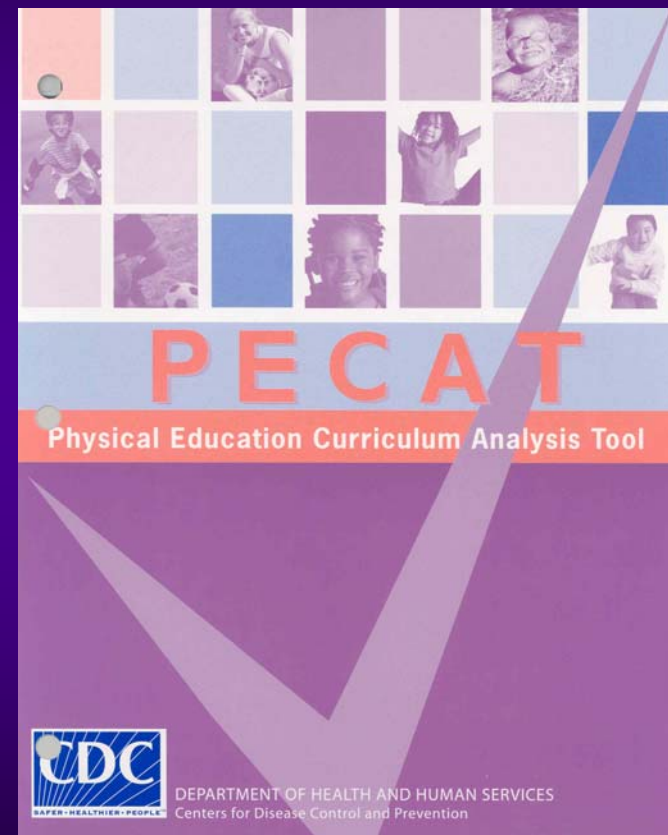


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# Physical Education Curriculum Analysis Tool (PECAT)

- Helps districts and schools conduct a clear, complete, and consistent analysis of *written* physical education curricula.



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# Dissemination and Diffusion

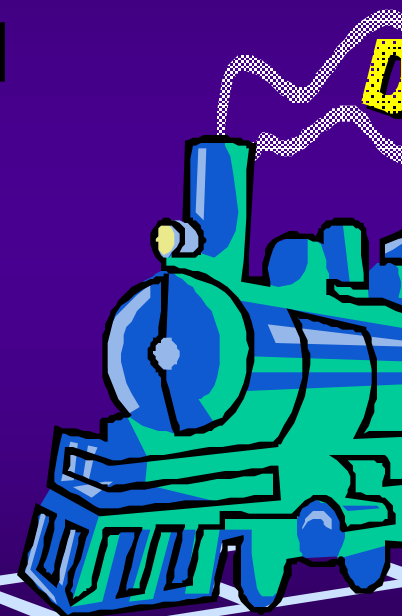
- **Dissemination** – distributing information, tools, and resources to key partners (e.g., conferences, online information, mailing of paper formats)
- **Diffusion** (active) – enabling partners to use tools and resources effectively (e.g., adaptable versions of tools, building capacity to use tools via training)

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# DASH Training Network D-Train

To create a national cadre of master trainers for DASH tools, beginning with PECAT in Year 1 and SHI in Year 2.

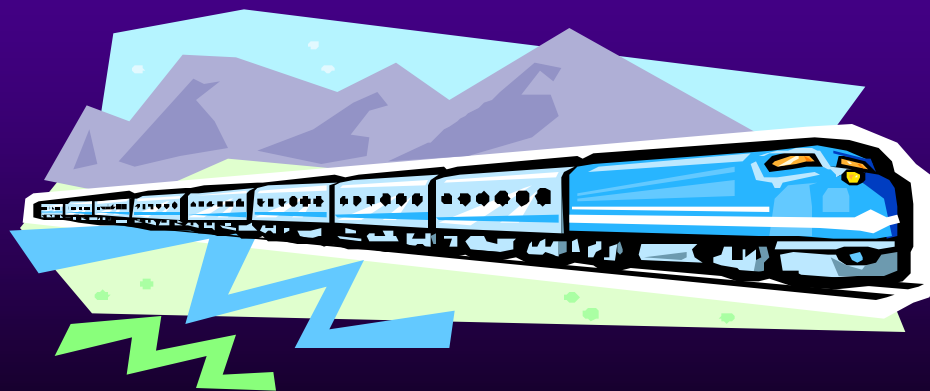
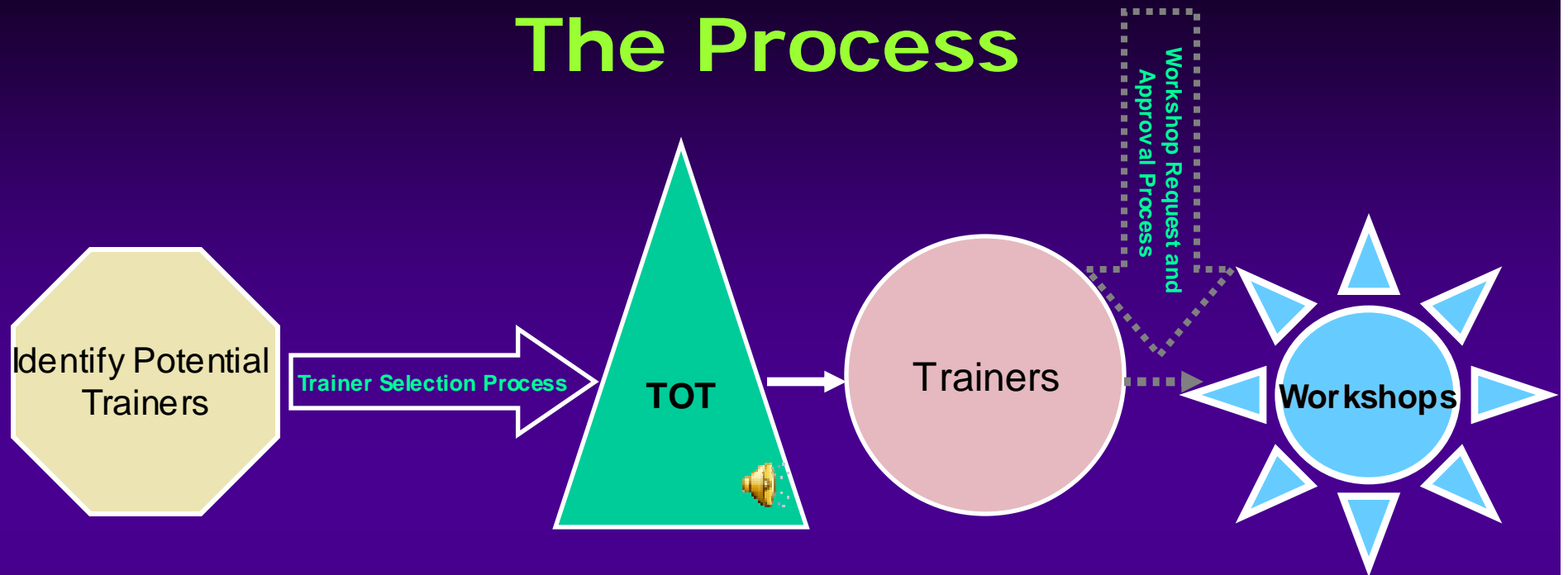


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# **D-Train Year 1**

**DESTINATION: PECAT**

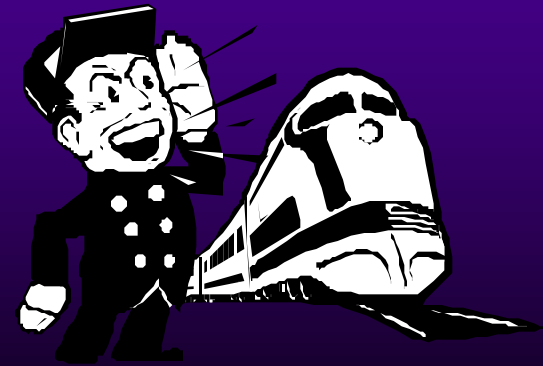
# Maps and Schedules: The Process



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# The Station Managers: PECAT Trainers

- ✓ State/district health and physical education coordinators/educators
- ✓ State/district curriculum specialists
- ✓ University professors
- ✓ School physical education teachers
- ✓ Writers of state PE standards
- ✓ Retired physical educators



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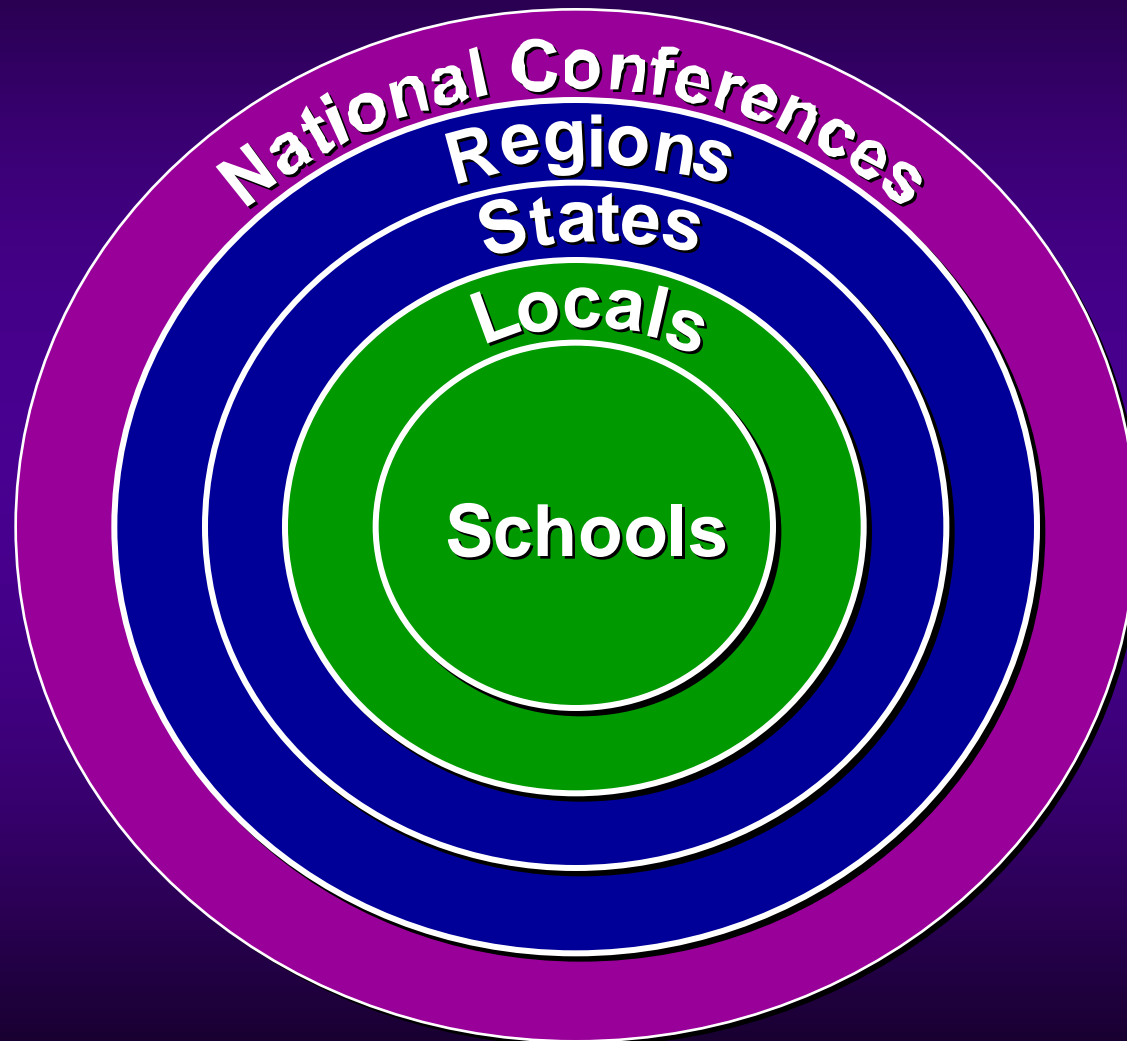
# Laying the Tracks: PECAT TOT

- CDC/DASH and D-Train Overview
- Workshop simulation
  - PECAT Overview
  - Part 2: Using the PECAT
- Adult learning review
- TeachBack
- Planning workshops
- Workshop evaluation



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# Who's Doing What?



-  DASH staff
-  PECAT Trainers
-  State and local health and education staff

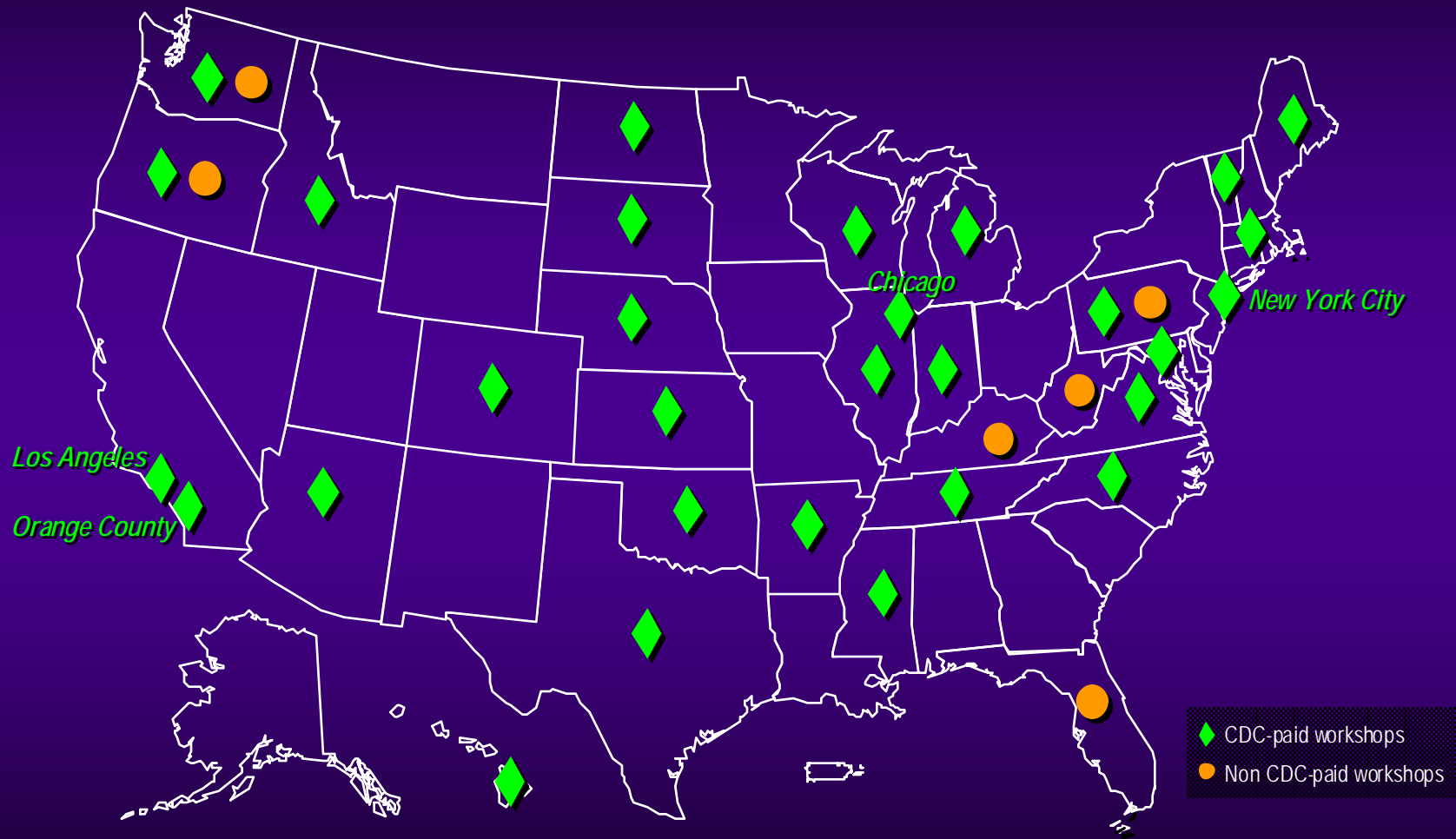
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# Paid Workshop Eligibility

- CDC-paid workshop = trainer expenses
- Each trainer may do up to 3 CDC-paid workshops
- 4-8 hour workshop length
- Hosted by regional organization, state-level agency, or agency in a large school district

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# Scheduled PECAT Workshops in 2007\*



\*Scheduled workshops as of October 2007

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# PECAT Workshops in Action!



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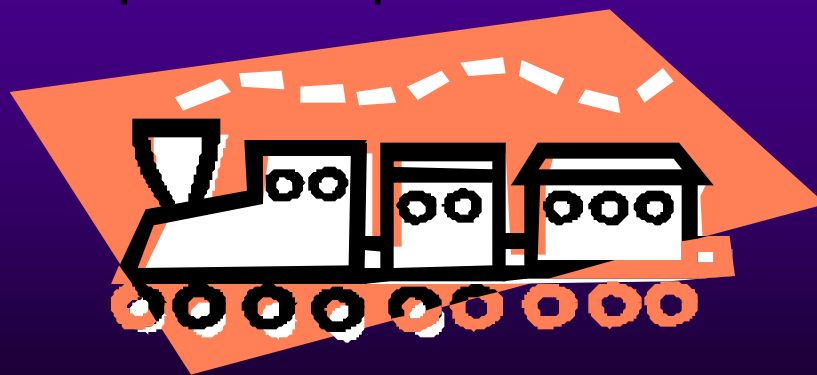
# "Track"ing Our Progress: Evaluation



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# PECAT Workshop Participant Evaluations

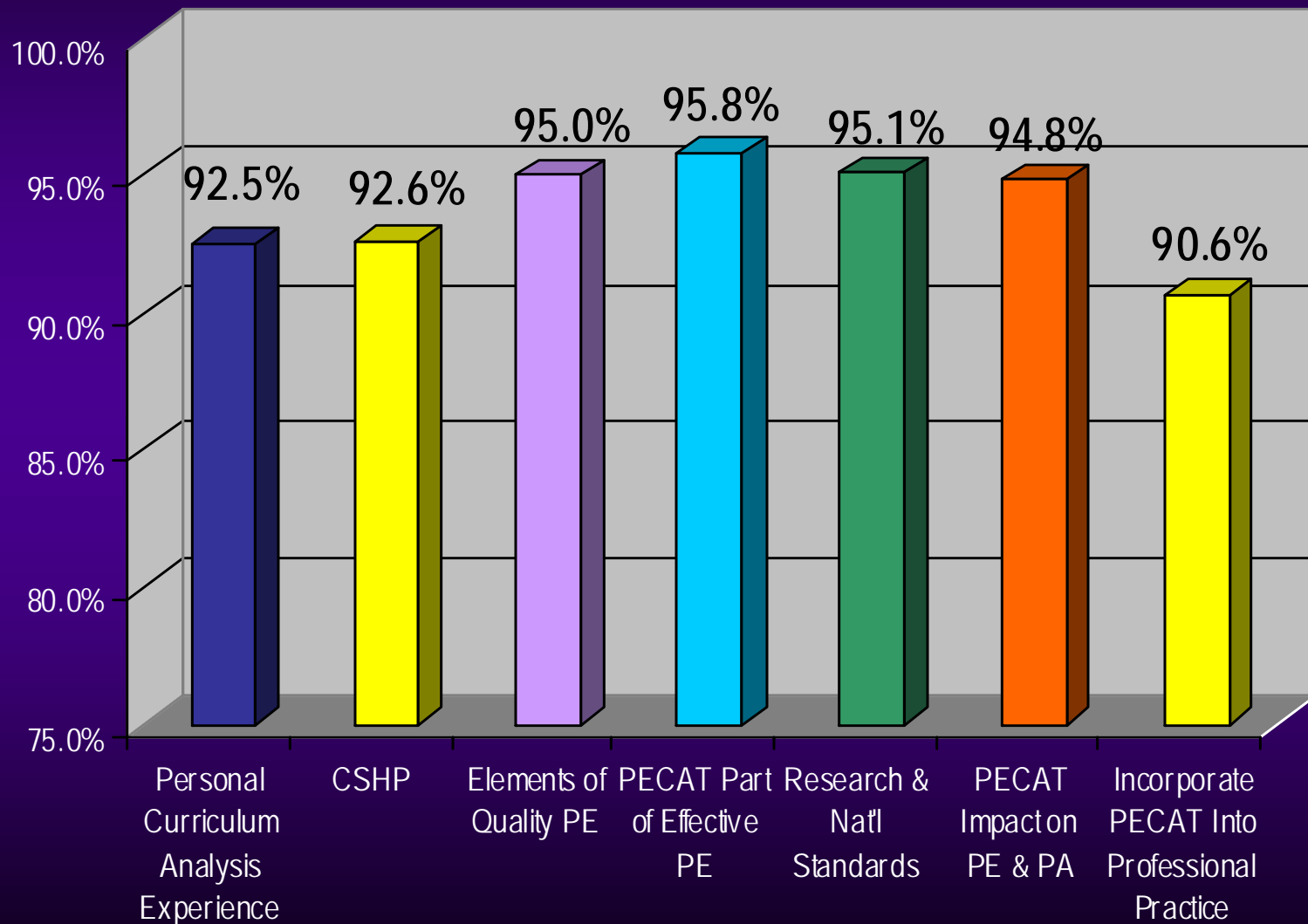
- 28 PECAT Workshops implemented
- 19 PECAT Workshops with submitted evaluations\*
- 509 Workshop Participant Evaluations\*



*\*Evaluations Received as of 10/3/07*

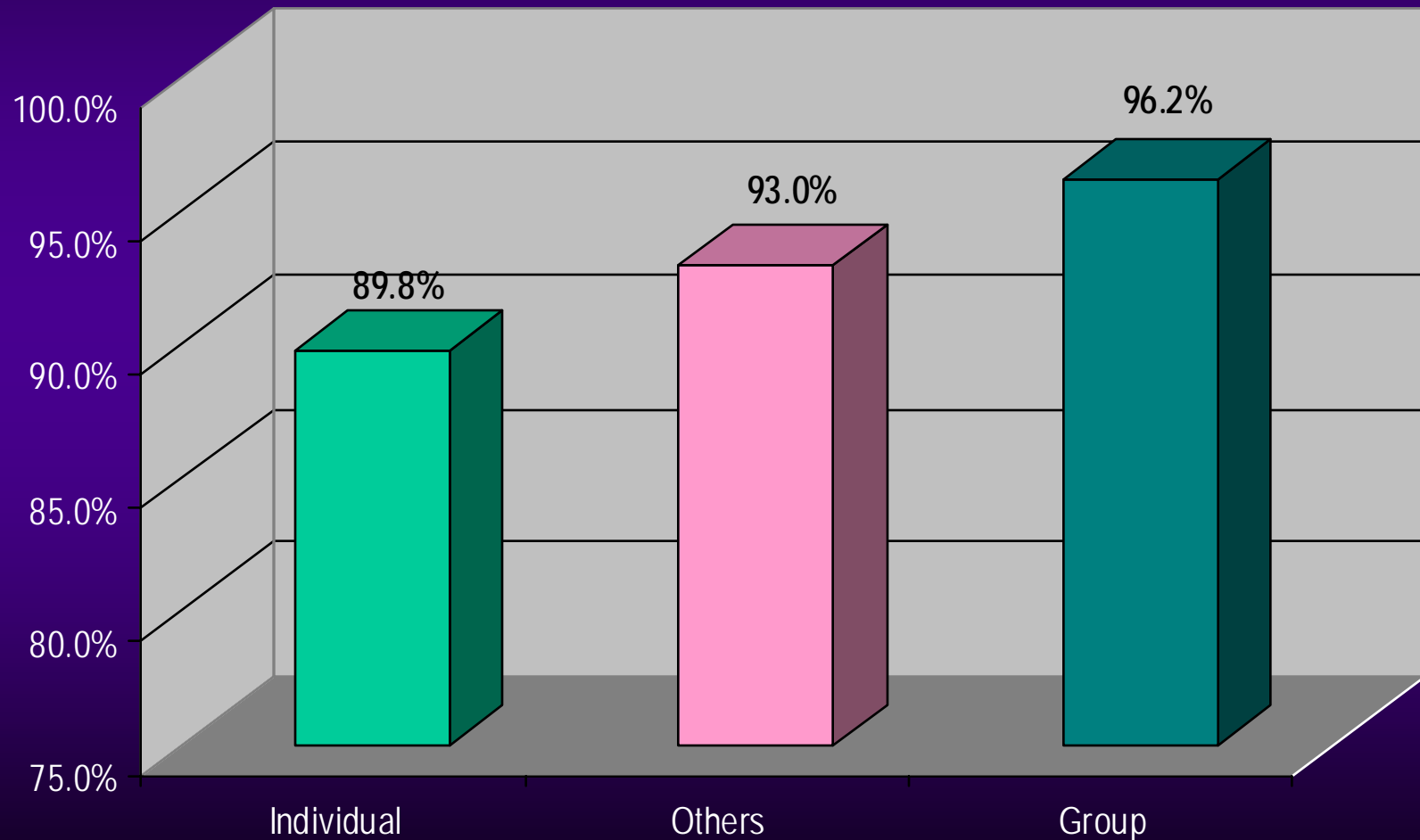
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# Helpfulness of PECAT Workshop for Participant Knowledge and Understanding



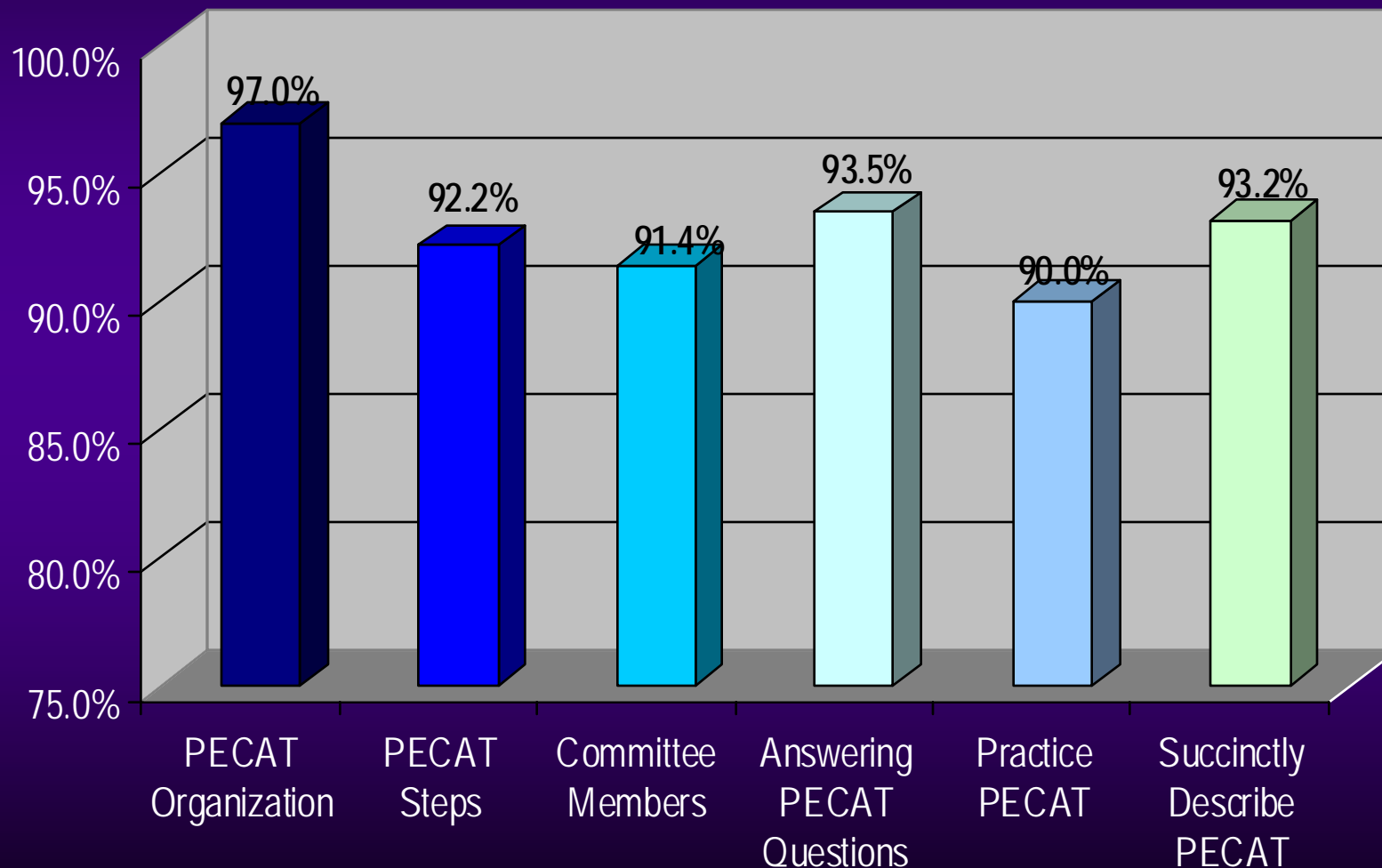
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# Helpfulness of PECAT Workshop for Identifying Individual and Group Contributions



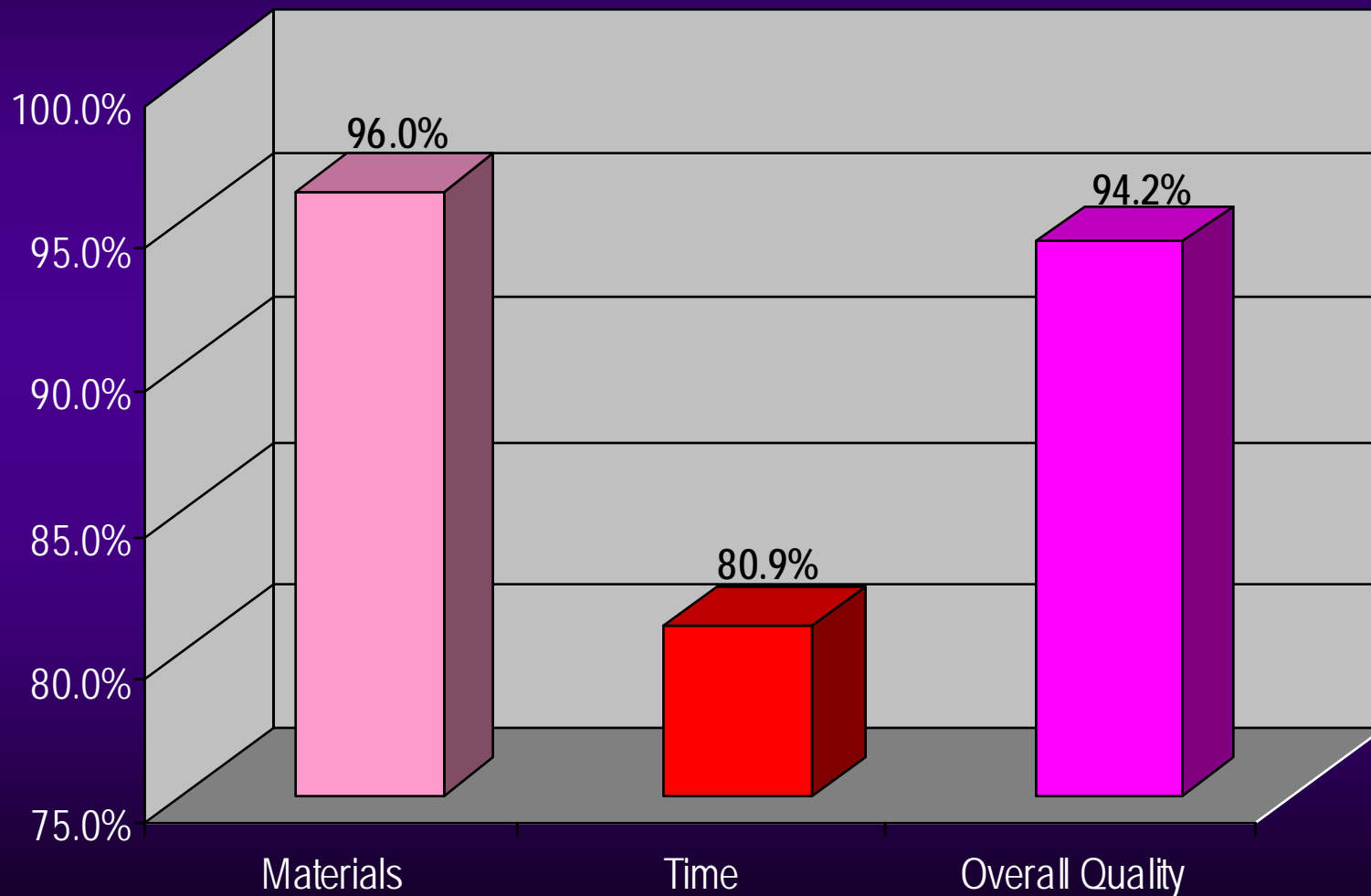
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# Helpfulness of PECAT Workshop for Building Skills to Use PECAT



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# General Workshop



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## Trainer

- 95.6% of respondents agreed or strongly agreed the trainer was knowledgeable, organized, flexible, and informative.
- *"[The trainer] is amazing. I am so glad that he was here and that we could learn from him. He needs to come back again and again!"*
- *"Having [the trainer] present the material—he is a true leader for our profession and he made the day valuable."*

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# Trainer

- *"[The trainer] was very personable and knowledgeable. This has been one of the best Phys.Ed. professional developments that I've attended and the information practical and necessary."*
- *"Presenter was very personable and open to questions. She gave examples and related personal experiences to make a point or clarify."*

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# Most Valuable Part of Workshop – Qualitative Comments

- Reviewing PECAT components and process
- Getting a better understanding of curriculum
- Networking/collaborating with others
- Materials
- Discussing who should be involved in the process
- Looking at our/others curriculum
- Getting a better understanding of national/state/local standards
- Trainer expertise and workshop delivery
- Workshop format, activities, or games
- Eye-opening or motivational experience

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# Least Valuable Part of Workshop – Qualitative Comments

- Not having a curriculum to look at during the workshop
- Too much or too little time
- Food or facility
- Workshop format, activities, or games
- Inappropriate audience/not having the right people
- Workshop content
- All valuable

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# PECAT Workshops Lessons Learned

- Appropriately market the workshop beforehand to ensure the right people come
- Ensure participants have a curriculum to use during workshop
- Offer longer, more intensive workshops where participants can begin curriculum review process

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# **D-Train Year 2**

**DESTINATION: SHI (AND PECAT)**

## D-Train Year 2

- Continuing and expanding PECAT workshops
  - PECAT Booster TOT with 9 PECAT trainers
  - Intensive 2-day PECAT workshop option
- Adding School Health Index (SHI)
  - SHI TOT with 11 new SHI trainers
  - SHI workshops available soon



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