



Building a Dialogue for Environmental Health Promotion

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Today's Health Problems

- Global, complex, "wicked"
 - Often socially unjust
- Solutions require
 - System-spanning collaboration
 - Motivated professionals willing to engage stakeholders
- How build such a dialogue?
 - Foster empathy, even passion
 - Limit assumptions that divide
 - Collectively commit



UNC Exchange Project

- Educational Grant (2002-07)
 - National Institute of Environmental Health Sciences
 - Grant #ES012079
- Project Team
 - UNC School of Public Health
 - Dept. of Health Behavior and Health Education
- Advisory Partnership
 - NC Environmental Justice Network
 - NC Landloss Prevention Project
 - NC Fair Share
 - UNC School of Public Health
 - Dept. of Epidemiology
 - Dept. of Social Medicine

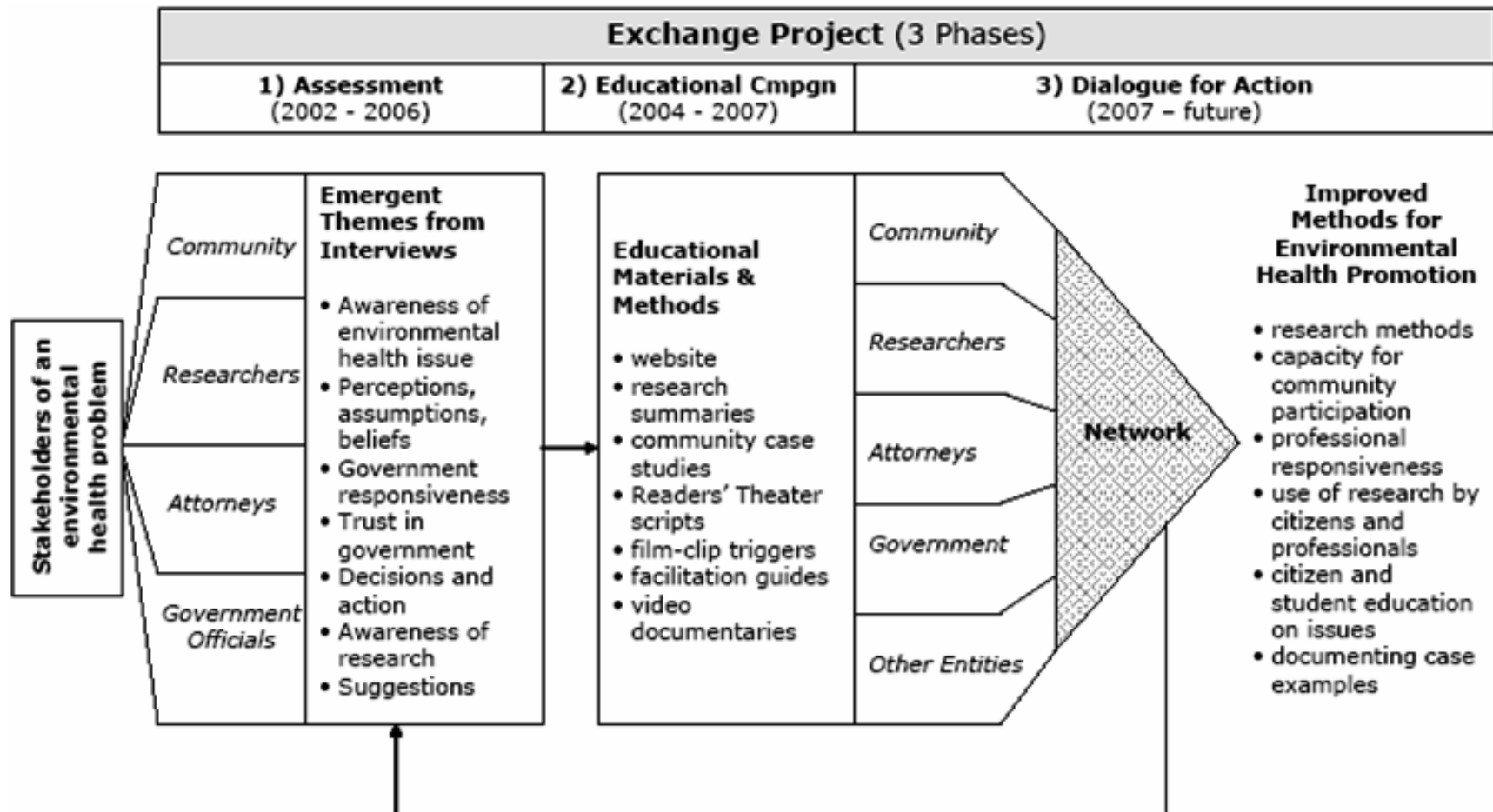


Project Goals

- Assessment
 - Formative issue and stakeholder research
- Educational campaign
 - Multi-media materials; dissemination
- Dialogue for Action
 - Foundation for dialogue and systems change



Project Conceptual Model



Exchange Project
BECAUSE OUR ENVIRONMENT AFFECTS OUR HEALTH

Phase 1

Assessment



Assessment Purpose

- Formative inquiry
 - Issues affecting NC communities
 - Perceptions of stakeholders
- Inform educational campaign
 - Methods and materials
 - Example: Discussion triggers
 - Community expectations of professional engagement
 - Professionals' awareness of issues
- Create multi-use website



Stakeholder Groups

Group	Objectives	Challenges
Community Members	Report potential environmental health hazards; contact government staff; document observations; organize residents in affected area	May lack methods and training for linking hazard to health concern; unsure who to contact for help; may distrust government; may lack research findings
Researchers	Rigorously quantify associations between environmental conditions and human health effects; collaborate with community; publish findings	May lack detailed information on community; may have small samples; lack funds for community-based research; face journal bias against null findings; face complexity in investigating of a combination of exposures
Government Admin	Protect the public health through permitting, regulation and enforcement; respond to needs of the public	Must respond to all interests; may face political pressure, may have limited information for decisions
Attorneys	Represent interests of community, industry, or government in the event of violation of laws and regulations	Need experience with case law relevant to claims of injustice; need "understandable" scientific evidence; limited client resources

Sampling Criteria

- Communities
 - Environmental hazard
 - Research or investigation of hazard
 - Local community action / protest
 - Legal action / litigation
 - Distance: within 200 miles of UNC
- Researchers
 - Relevant departments at NC academic and research institutions
- Government Administrators
 - Relevant NC DENR and DHHS officials
- Attorneys
 - NC attorneys in environmental, civil rights, tort law



Sampling Response

- Historical research
 - 12 communities (key informants; media)
- Internet surveys
 - Researchers (n=111, response = 23%)
 - Attorneys (n=45, response=4%)
- In-depth interviews
 - Community members (n=41)
 - Researchers (n=30)
 - Government administrators (n=21)
 - Attorneys (n=19)

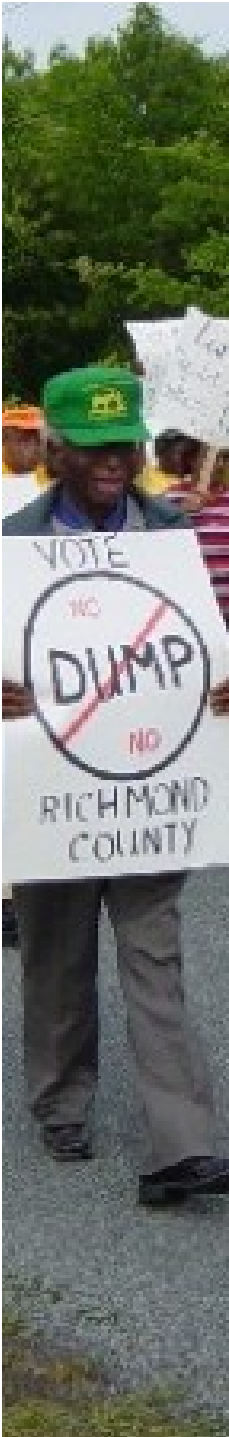
Assessment Findings

- Community narratives needed
 - Synthesize multiple data sources
 - Compare across communities
 - Document historical narrative
- Perceptions differ
 - Community members
 - Professional disciplines
- Professional response varies



Assessment: Emergent Themes

- Government responsiveness
- Perception of other stakeholders
 - Trust, integrity, values, motivation
- Research
 - Benefits, risks, uses
- Experience with community
- Political issues
 - Climate, controversy



Phase 2

Educational Campaign



Campaign Purpose

- Enhance usefulness of research
 - Community (historical) case studies
 - Brief research summaries
- Sensitize groups to other perspectives
 - Facilitated discussions using triggers
 - Readers' Theater
 - Film Clips
 - Video documentaries
- Improve accessibility of research
 - Website with downloadable summaries



Educational Materials

- Community case studies (12)
- Research summaries (4)
- High school curricula
- Discussion triggers
 - Readers' Theater scripts (8)
 - Film clips (4)
 - Facilitation guides (2)



Educational Materials

- Community case studies (12)
- Research summaries (4)
- High school curricula

ISSUE 1

facilitation ideas for teachers - Windows Internet Explorer

http://www.exchangeproject.unc.edu/site-users_sub/teachers.html

Exchange Project
BECAUSE OUR ENVIRONMENT AFFECTS OUR HEALTH

[Using this Website](#) | [Environmental Issues](#) | [Real People - Real Stories](#) | [Discussion & Education](#) | [Links](#)

Suggested uses for Teachers (High School and College)

For Teachers

For Communities

For Professionals

For Students

This website can be used to complement the standard course of study for the environmental sciences and social studies curricula in North Carolina. Materials from this website may be useful in a variety of classroom settings from science courses to media literacy or theater classes. Your students can spend 3-5 days learning about environmental health by using this website in class or for homework.

Day 1

Choose an **environmental issue**. Guide your students to various links we've assembled to provide background information on the issue. Help them discover the research findings and identify what is still unknown. Encourage them to discover the social and political issues surrounding management of the environmental issues in our state.

Day 2

Choose one or two of the narratives from **Real People - Real Stories**. By reading about communities in North Carolina, your students will understand how an environmental issue affects the lives of people in our state. Help them identify and discuss the health issues and the social implications of locating industrial facilities. Guide students in discussing the concept of "environmental justice."

Local intranet 100%

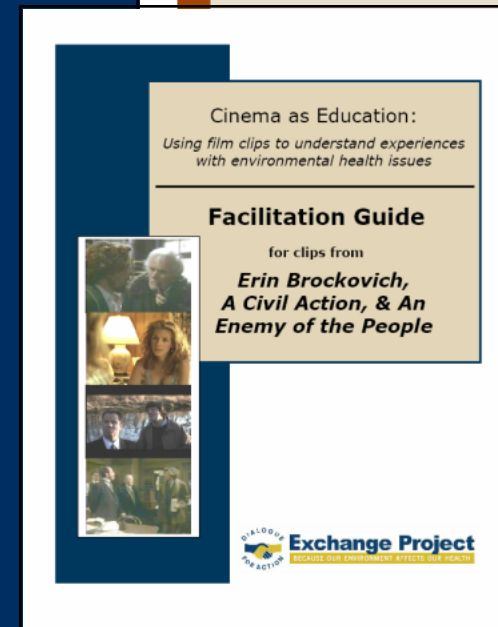
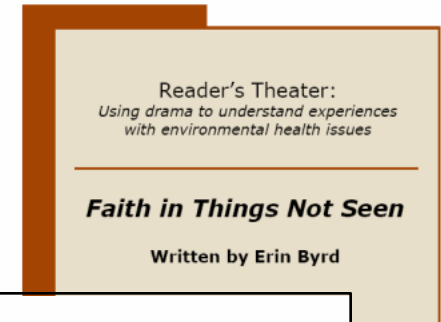
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Visit our website for additional research summaries and other educational materials.



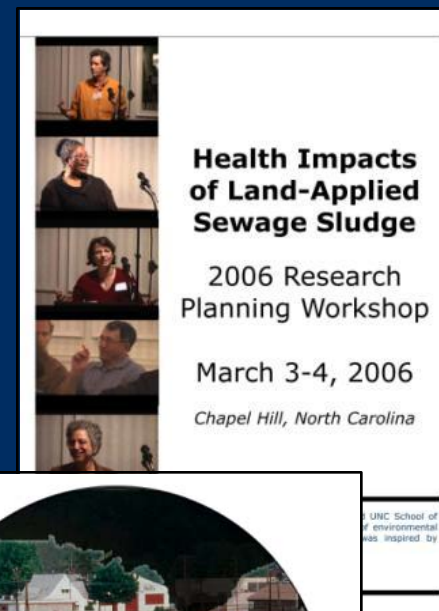
Discussion Triggers

- Readers' Theater scripts (8)
- Film Clips
 - A Civil Action
 - Erin Brokovich
 - An Enemy of the People
 - The Corporation
- Facilitation guides



Video Documentaries

- Multi-media training materials
- Topics include:
 - Tribute to Nan Freeland (activist)
 - Intro to environmental justice
 - Government responsiveness
 - Land-applied sewage sludge (workshop proceedings)
 - NC Envir Justice Summit (conference proceedings)



www.ExchangeProject.unc.edu

- Environmental Issues
 - PDF research summaries
- Real People – Real Stories
 - PDF brief and expanded case studies
- Discussion and Education
 - High school curricula lessons
 - Video documentary
 - Discussion triggers
 - Readers' Theater scripts
 - Film clips
 - Facilitation guides
- Links to other resources



Dissemination



- Long-term vision to provide access
- Variety of interests
 - Professionals
 - Communities
 - Students
- Website as portal
 - Curricula
 - Downloadable materials
 - Future: streaming video, blog/chat

Phase 3

Dialogue for Action

What is Dialogue?

- **Fostering empathy**
- **Suspending assumptions**
- **Collective thinking**

(Yankelovich, 2001; and
Senge et al., 1994)

Vision for Dialogue (Future)

- Facilitate discussions
 - Honor multiple perspectives
- Influence professional decision-makers
 - Government, researchers, attorneys
 - Homogeneous group – recognize own assumptions
 - Heterogeneous group – understand other concerns
 - Generate ideas for policy/system change
- Inspire professional commitment
 - Core values
 - Civic engagement, democratic governance, bureaucratic responsiveness, scientific integrity, corporate responsibility



Conclusion

- Environmental health promotion
- Dialogue for Action
- Improve systems





www.ExchangeProject.unc.edu

www.unc.edu/~ccrump/HealthySolutions