

SCRIPT

Partnering for Success: How Health Departments Work and How to Work with Health Departments Workshop



NATIONAL ASSOCIATION OF
CHRONIC DISEASE DIRECTORS
Promoting Health. Preventing Disease.





SESSION 1

How Health Departments Work

DURATION

1 hour 20 min

INTRODUCTION

The first session of this three-hour workshop introduces participants to the structure and function of state health departments and the programs and divisions within health departments that are relevant to improving school health. This workshop is aimed at providing members of state and local education agencies with the knowledge and skills needed to work toward developing and sustaining effective partnerships with state and local health departments in the areas of chronic disease prevention and school health. The topics covered in this workshop are from the National Association of Chronic Disease Directors (NACDD) published document *Partnering for Success: How Health Departments Work and How to Work with Health Departments* in an interactive and collaborative setting. The NACDD developed the document as a guide for state and local education agencies that wish to establish partnerships with public health departments in order to build strong school health programs.

SESSION GOALS

Part one of the NACDD workshop is designed to help participants understand the structure and function of the public health system with a specific focus on the key divisions, current programs, and successful collaborations of health departments at the state and local level in the area of chronic disease prevention and school health.

SESSION OBJECTIVES

1. Describe the organization and function of federal, state, and local health departments.
2. Discuss how public health departments can help state education departments or schools meet their goals.
3. Identify the various divisions and departments within public health involved in promoting healthy schools.

SESSION 1: AGENDA

Welcome (5 minutes)

Warm-up / Icebreaker (20 minutes)

Review of goals and objectives (5 minutes)

How do Health Departments work (20 minutes)

Closing Activity (10 minutes)

Review (5 minutes)

Break - 10-15 minutes

MATERIALS

- Facilitator agenda and script
- PowerPoint slides and handouts
- Agenda handout
- Notecards
- Pens
- Bell
- Easel/Flipchart
- Markers

FACILITATOR INSTRUCTIONS

Please read through Session 1: Facilitator Script, the PowerPoint slides, and How Health Departments Work and How to Work with Health Departments document before the workshop to better understand the topics covered in Session 1.

The document How Health Departments Work and How to Work with Health Departments is available at <http://www.chronicdisease.org/nacdd-initiatives/school-health/publications/Partnering-for-Success/partnering-for-success>.

PREPARATION

- Make copies of agenda and presentation slides for participants
- Have PowerPoint slides ready and easily accessible
- Icebreaker Activity:
 - Place notecards and pens for the icebreaker activity on tables before the start of the workshop.
 - Create three questions for participants to ask each other. At least one question should ask why the participant came to the meeting and what do they want to learn.

SESSION 1 Facilitator Script

Time	Facilitator Script	Facilitator Notes
2 min	<p>SAY: Welcome to the NACDD developed workshop “Partnering for Success.” My name is _____ and I work for _____.</p> <p>Say a few words about your agency, your experience in this area, and why this topic is important to you.</p>	Open PowerPoint Slides 1-4
3 min	<p>Purpose of the workshop</p> <p>SAY:</p> <ul style="list-style-type: none"> • The purpose of the workshop is to familiarize yourself with the resources available through health departments that help promote school health and create healthy schools. • During the first session, we will explore the structure and function of health departments. • During the second session, we will discuss the role health departments can play to support school health, how to access health department resources, and create a personal action plan for assessing health department resources. <p>SAY: Are there any questions about the format of the workshop?</p>	Slide 5
5 min	<p>Workshop Logistics</p> <p>SAY: The workshop is divided into two sessions. Each session is 90 minutes. There will be a 10 minute break around _____. Beverages and snacks will be served throughout the workshop.</p> <p>As a group, let’s agree on guidelines for the workshop. For example, do you think we should raise hands to speak?</p> <p>DO: Have the group share ideas of rules or protocols to implement for the workshop. As rules become decided, write them down visible to the whole group.</p>	Slide 6

Time	Facilitator Script	Facilitator Notes
1 min	<p>SAY: <i>Let's do a short warm-up exercise to get to know each other better and learn more about what you want out of this workshop.</i></p> <p>DO: Use a bell or a whistle.</p> <p>SAY: <i>We are going to do a workshop version of musical chairs.</i></p>	<p>Slide 7</p> <p>Facilitate the warm-up. You will need to ring a bell and ask questions (on slides 8-10).</p>
10 min	<p>SAY: <i>Take a moment and walk around the room. When I ring the bell, stop where you are and introduce yourself to the person closest to you. I will ask a question and you and your partner will discuss your answers. Write the person's name and answer to the question on the notecard.</i></p> <p><i>We will do this three times and then discuss the answers as a group.</i></p> <p><i>Everyone please stand and take a notecard and pen from the table. Let's begin! Everybody please begin walking around the room.</i></p> <p>DO: Post question on slide 8 for the participants. Give participants about 10 seconds to walk around the room. Ring the bell.</p> <p>SAY: <i>Everybody, please partner with the person closest to you to discuss your answers!</i></p> <p>DO: Give participants two minutes to discuss with their partner.</p> <p>SAY: <i>It is time to switch partners. Let's start walking around the room again.</i></p> <p>DO: Repeat the activity. Make sure to switch the slides for the next two questions.</p> <p>SAY: <i>Thank you everybody! Please go take a seat.</i></p>	<p>Repeat activity a few times as necessary for the size of the group.</p> <p>Slides 8-10 (questions are on slides)</p>
10 min	<p>SAY: <i>Let's take some time to talk about our answers as they relate to the subject of the workshop today. Who would like to share what they learned from other participants?</i></p> <p>DO: Write down several answers for each question and comment on what items you plan to address and acknowledge items you may not address.</p> <p>SAY: <i>By the end of the workshop, I hope that you will feel confident in your knowledge and ability to develop meaningful and effective partnerships with the health department in your state to improve the health of our nations' students.</i></p>	<p>Use the flipchart and marker to write down group answers to the questions</p>

Time	Facilitator Script	Facilitator Notes
2 min	<p>Learning Objectives</p> <p>🗣️ SAY: <i>Thank you everyone for your input. Now, let's talk more about the goals and objectives of today's workshop.</i></p> <p>🛠️ DO: Discuss the three objectives and bring in any specific information tailoring to your audience.</p>	Slide 11
8 min	<p>Activity</p> <p>🗣️ SAY: <i>Let's divide into small groups and talk what about challenges or successes you may have run into when trying to address a student health issue and how you approached these issues in the past.</i></p> <p><i>Try to include in the conversation resources the school may have provided to better address these issues.</i></p> <p><i>Also are there any resources which would have helped you better deal with the situation but were not available to you at the time?</i></p> <p>Give groups about 5 minutes to discuss.</p> <p>🛠️ DO: Record and facilitate discussion on resources they might have needed. Tie into health department resources if applicable.</p> <p>🗣️ SAY: <i>Thank you everyone for sharing with your group. Please return to your seats.</i></p>	Slide 12
2 min	<p>Benefits of a Health and Education Partnership</p> <p>🗣️ SAY: <i>Forming a partnership between a health department and a school can advance school goals in a variety of ways. Let's look at these four ways.</i></p> <p>🛠️ DO: Motion to the slide and read though/summarize each bullet point. Bring in examples when you want to.</p> <p>🗣️ SAY: <i>There are endless possibilities how health department can help make schools a healthy, safe place for students, teachers, and administrators.</i></p>	Slide 13

Time	Facilitator Script	Facilitator Notes
2 min	<p>SAY: Which of these four school health goals does your school/ organization need the most help with? Would two or three people share?</p> <p>DO: Call on two or three people to share.</p>	
2 min	<p>Coordinated Approach to School Health</p> <p>SAY: There is an established link between a student's health and academic success. A healthy student is more likely to have academic success.</p> <p>As you see in the diagram, health education, health services, physical education, nutrition services, parent/community involvement, healthy school environment, accessible counseling, psychological, and social services, and health promotion of staff all make for healthier students.</p> <p>The problem is most schools lack the resources to address these items and importantly, are accountable for academic success not health outcomes - keep that in mind!</p> <p>Luckily health departments can help schools in a lot of ways to bridge this gap!</p> <p>Talking points to consider:</p> <ul style="list-style-type: none"> • Alliances between education and health agencies are mutually beneficial. • Health agencies recognize schools are an important setting in which to promote a culture of wellness and to address the critical health risks faced by young people today. • Schools are aware that they need help with overcoming health-related barriers to learning, and many are turning to public health departments for support. These partnerships between health and education agencies at both state and local levels allow resources to be utilized more effectively and efficiently through the decrease in the duplication of services. 	Slide 14
15 min	<p>SAY: Now that we touched on the importance of a partnership between schools and health departments, we have to find a way that health departments and schools can partner together to find solutions.</p> <p>DO: Take some time here to discuss your work in or with a health department. What did you do? How did your effort support schools?</p>	Bring some project examples or even your partners with you!

Time	Facilitator Script	Facilitator Notes
7 min	<p>Why are we doing this?</p> <p>SAY: <i>The public’s health in the 21st century encompasses a broad range of responsibilities, including disease surveillance, injury control, school health, chronic disease prevention, food safety, bioterrorism preparedness, and tobacco control, to name a few. Each level of the U.S. public health system—federal, state, and local—plays a vital role in protecting and promoting the public’s health and safety. The common goal is to protect and improve the health of all Americans, particularly those at greatest risk of poor health.</i></p> <p><i>This section provides a brief overview of the federal, state, and local public health systems, including primary agencies, structures, and functions.</i></p> <p><i>How all this plays out at the state or even local level is very interesting. You may be very surprised when you learn about the various programs and divisions within a health department that are involved in school health.</i></p> <p>DO: Hand out one-pager with divisions and programs.</p>	Slide 15
8 min	<p>What is So Great About Health Department’s?</p> <p>SAY: <i>I am going share four important roles that health departments play and how they can help schools.</i></p>	Slide 16
	<p>Supports Student Academic Achievement</p> <p>SAY: <i>Health departments can implement important school health programs, such as anti-bullying programs or school breakfast programs. The programs result in an increase in student’s academic success.</i></p>	Bullet 1
	<p>Increased Capacity</p> <p>SAY: <i>Sometimes health department staff have access to additional professional development opportunities which may be helpful for school administrators.</i></p> <p>Bring in some specific examples.</p>	Bullet 2
	<p>Avoidance of Duplication</p> <p>SAY: <i>The health department often uses three main documents to share information about school health to establish best school health practices. The documents are the “Healthy School Inventory”, “School Health Index,” and “Health School Report Card.” Having these resources available to schools, saves administrators time from work that has already been done.</i></p>	Bullet 3

Time	Facilitator Script	Facilitator Notes
	<p>Access to Resources</p> <p>🗨️ SAY: <i>Sometimes health department staff has access to resources not available to school staff members. By creating a partnership between health departments and schools, the information becomes more accessible to schools.</i></p>	<p>Bullet 4</p>
<p>5 min</p>	<p>Partnership Challenges</p> <p>🗨️ SAY: <i>When any two groups form a partnership, there are always challenges to overcome. I am going to go over six challenges schools and health departments may encounter when building their relationship.</i></p> <ul style="list-style-type: none"> • Language differences. <p>🗨️ SAY: <i>Acronyms and terminology used by health departments may be similar to those used by education departments but may have different meanings. Can you think of a few examples?</i></p> <ul style="list-style-type: none"> • Time. <p>🗨️ SAY: <i>One of the biggest challenges is that health departments and schools may feel it will take less time to accomplish the task to just “do it on our own”; hence bypassing a partnership.</i></p> <p><i>For example, a task may seem easier to accomplish without the work of forming a partnership at first. In the long run, establishing a partnership now for more basic tasks will be helpful when you have more challenging tasks ahead of you.</i></p> <p><i>Has anyone experienced this in the past? Would anyone like to share an example?</i></p> <p>✓ DO: <i>Ask two people to share their own stories. Try to keep this under a minute per person.</i></p> <ul style="list-style-type: none"> • Structural differences. <p>🗨️ SAY: <i>Health departments and schools are structured differently. Agency size and travel distances between agencies can be intimidating. State health departments have more administrative and program layers than most state education agencies, requiring a bit of research in order to identify the appropriate players.</i></p>	<p>Slide 17</p>

Time	Facilitator Script	Facilitator Notes
	<ul style="list-style-type: none"> • Cultural differences. <p>☞ SAY: <i>Another difference is cultural. Public health staff target populations, not individuals. Also, health staff need to be reminded that schools are not just part of the community but a community in themselves. The culture of a school varies, just as the culture of a community varies.</i></p> • Competing priorities and turf issues. <p>☞ SAY: <i>Health departments have many separate programs in topic areas related to school health, each with its own objectives and work plan. Schools priorities may not exactly mirror the health department priorities.</i></p> • Funding. <p>☞ SAY: <i>Health departments, just like schools, have limited budgets. Health departments want to help schools as much as possible but have to make sure goals fall in the realm of their budget.</i></p> <p>If time allows you can pause here to reflect on these issues with your participants.</p> <p>☞ SAY: <i>Now we are going to talk about Health Department roles at the federal, state, and local level</i></p>	
2 min.	<p>Federal Level</p> <p>☞ SAY: <i>The US Department of Health and Human Services is the national agency, which protects the health of Americans.</i></p> <p>Do: Read through bullet points on the slide. Expand anywhere you see fit.</p> <p>☞ SAY: <i>The US Department of Health and Human Services sets health goals, develops policy, and promotes standards for public health at the national level. It also provides support to state and local health departments.</i></p>	Slide 18

Time	Facilitator Script	Facilitator Notes
2 min.	<p>State Level</p> <p>SAY: <i>Underneath the federal level, each state has its own health department.</i></p> <p>DO: Read through the structure and function of the State Department of Health on the slide.</p> <p>SAY: <i>Each state has an office or program dedicated to school health. The role of the office or program is to provide health regulations for schools.</i></p> <p>DO: Read through the bullets under school health and expand where you feel it is appropriate.</p>	Slide 19
2 min.	<p>Local Level</p> <p>SAY: <i>At the local level, organizations that drive school health vary considerably in both function and structure. Normally there is a local board of health, which governs local health decisions. 100 percent of local health departments have a relationship with schools.</i></p>	Slide 20
1 min.	<p>SAY: <i>I am going to read a quote that summarizes one of the main reasons for this presentation today.</i></p> <p>DO: Read quote</p>	Slide 21
1 min.	<p>SAY: <i>We are going to do an activity for session 1. First, I will pass out a handout that we will need for the activity.</i></p> <p>DO: Put up slide 22 after you pass out the handout</p>	Slide 22-23
2 min.	<p>SAY: <i>Everybody please look at the handout that I passed out to you. Please put a star next a program or division you have worked with in the past. Please circle a division or a program you have never worked with before.</i></p> <p>DO: Give participants a minute to read through and do the activity</p>	

Time	Facilitator Script	Facilitator Notes
1 min.	<p>Process with the group</p> <p>Ask for volunteers to share what the surprises are, what is confusing, etc. Engage the group in a discussion, informed by your own expertise about all the actions a health department might undertake in the area of school health.</p> <p>SAY: <i>Hopefully most of you will walk out of the session today with some new ideas of programs or divisions your organization can partner with!</i></p> <p><i>Now we are going to break before the next session. In Session 2, we will explore how schools can work with health departments. See everyone back here at ____.</i></p>	



SESSION 2

How to Work with Health Departments

DURATION

1 hour 40 min

INTRODUCTION

In the second session of this three-hour workshop will look at the various roles health departments play in supporting healthy schools. You will be guided to think more critically about what changes you would like to see in your school communities. Finally, you will be given an opportunity to do some individual planning.

SESSION GOALS

Part two of the NACDD workshop is designed to educate participants on the key resources and strengths of health departments and describe some successful examples of partnerships between individuals, schools, communities, and health departments. This session also provides recommendations and strategies for how to utilize these resources to support individual, school or community-wide efforts.

SESSION OBJECTIVES

1. Articulate at least four key roles of public health departments.
2. Write three action steps for accessing public health department personnel and resources in order to strengthen school health programs.
3. Identify four ways in which educators can collaborate with public health departments to achieve healthy schools.

SESSION 2: AGENDA

Re-convene
Roles and matching activity
Action Plan activity
Evaluation

MATERIALS

- Facilitator agenda and script
- PowerPoint slides and handout
- Cut out shapes and instructions for matching activity
- Action plan handout
- Pens
- Questions and PowerPoint slides for Jeopardy
- Evaluation handout

PREPARATION

- Cut out shapes and prepare health department roles and descriptions for matching activity and place on tables during the break. (You will have to know the number of participants to make this activity work)
- Make copies of Personal Action Plan handout
- Make copies of the Workshop Evaluation handout
- Have PowerPoint slides open and easily accessible

SESSION 2 Facilitator Script

Time	Facilitator Script	Facilitator Notes
2 min	<p>SAY: <i>Welcome back everyone! Now that we have a better understanding of how health departments work, let's talk about how public health departments can help us create healthy schools.</i></p>	Open PowerPoint slides for Session 2
4 min	<p>DO: Read through learning objectives with the group and address any questions that come up.</p>	Slide 25
4 min	<p>DO: Distribute 10 Essential Public Health Services handout</p> <p>SAY: <i>NACDD and its partners have identified 11 key ways public health departments can help advance school health goals.</i></p> <p><i>On your handout, you will see these are: data collection and analysis, assessment tools, planning, professional development, support, resources, credibility, policy changes, legislation, and community linkages.</i></p> <p><i>In order to gain a better understanding of the different roles health departments play, we will do a brief matching activity to learn about when each role might come into play.</i></p>	Slide 26
4 min	<p>Matching Activity</p> <p>SAY: <i>In front of you, there should be a piece of paper cutout into a shape, such as a circle or a square, and a piece of paper describing a specific role of the health department.</i></p> <p><i>Please take a moment and form a group with people in the room who have the same shape as you.</i></p>	Side 27
4 min	<p>SAY: <i>Now that everyone is matched up, one person will have the name of the role public health departments can play, one person will have the description of the health department role, and one person will have an example program scenario describing what this might look like at the local level.</i></p> <p><i>Please take 2 minutes to discuss the role with your group. Discuss any other examples that may arise in your group.</i></p>	Again: this activity may have to be modified depending on size of the group

Time	Facilitator Script	Facilitator Notes
5 min	<p>SAY: We will now go around the room and one person from each group will share the role you have and how this role would be helpful to schools.</p> <p>DO: Go around the room and have each group share. Try to keep talking time for each spokesperson down to 1-1.5 minutes.</p>	
5 min	<p>SAY: Thank you everyone for sharing! Now please return to your seats.</p> <p>SAY: Would anybody like to share any information they learned from this activity?</p> <p>DO: Have two or three people share. If there is time, ask the next question.</p> <p>SAY: Does anyone have a past example where they have helped facilitate a successful school and health department partnership?</p>	<p>The goal of this activity is to engage participants in a dialogue about health departments and what they can offer to support schools.</p>
10 min	<p>How to Access Resources Available through Health Departments</p> <p>SAY: Now that we have a better understanding of the roles of health departments and the resources they can offer to schools, the next step is to figure out how to access the resources available through the health department.</p>	<p>Slide 28</p>
	<p>SAY: First, it is important to define the problem. When approaching a public health department, consider how to define the problem you are facing and what, if any, additional information you need to know. Articulating what problem you are facing, rather than requesting a specific solution, could result in a more productive and informative partnership.</p>	<p>First Bullet</p>
	<p>SAY: Once, the problem has been identified, it is important to identify the right person who can assist you. Although it sounds like a simple task, finding the right person to contact can be somewhat challenging. It is not always easy to identify the right person based on the title or division within the public health department.</p> <p>SAY: Would anybody like to share some of the challenges they have encountered in the past when working with a health department and how they got passed the obstacles?</p>	<p>Second Bullet</p>

SESSION 2 How to Work with Health Departments

Time	Facilitator Script	Facilitator Notes
	<p>✓DO: Call on two people to share. Process comments with the group.</p> <p>🗨️SAY: <i>Thank you for sharing. When contacting a health department, it is important to remember that persistence may be necessary. Many times agencies are understaffed or, conversely, several staff members may work on the issue you are calling about and all those staff members may not be in the same division or bureau of the health department.</i></p>	Try to keep each person's story down to a minute.
5 min	<p>🗨️SAY: <i>When trying to find the right person these are three important tips to remember.</i></p> <p>🗨️SAY: <i>First, search the agency website and explore all the programs that could address your problem. Second, contact the office that most closely aligns with the issue about which you are calling. If still to no avail, third, ask if anybody else in the public health department works on this issue or might have more information.</i></p> <p>🗨️SAY: <i>Now we are going to practice. Would two or three participants provide us examples of a school health situation when it would be beneficial to contact the health department?</i></p>	
2 min	<p>✓DO: Call on two or three people to share examples.</p> <p>For example, a question about anti-drug or anti-tobacco programs.</p> <p>🗨️SAY: <i>Once you have been persistent and have found the right person to contact, it is time to make sure you know what to say when you get the correct person on the phone!</i></p>	
2 min	<p>🗨️SAY: <i>First, when you finally become connected to the right person, share who you are and the organization you are with.</i></p>	Bullet One
	<p>🗨️SAY: <i>Second, state why you are calling. What is the issue you need the health department to help you with?</i></p>	Bullet Two

Time	Facilitator Script	Facilitator Notes
	<p>☛ SAY: <i>Asking is key! Make sure you present the health department with a clear ‘ask’ so they know exactly what you want to know.</i></p> <p>☛ SAY: <i>If the health department does not know the answer, make sure you ask if they know someone else who could help you. Try to get names and numbers because it will make it all the more easier for you!</i></p>	<p>Bullet Three</p>
2 min.	<p>☛ SAY: <i>Now that we have discussed how health departments work and what support they can offer school health programs, let’s create our own individualized action plan for partnering with a public health department.</i></p> <p>☛ DO: Pass out Personal Action Plan Handout</p>	<p>Slide 30</p>
15 min	<p>☛ SAY: <i>Take a look at the Personal Action Plan handout. The objective of creating a personal action plan is to help you identify a health issue your school currently experiences, to brainstorm actions to address this health issue, and to prioritize your action steps. The guiding questions are there to help you think of strategies. I encourage you to list actions in order of priority and assign tasks to colleagues or members of your work team. Set deadline for each step, so that communication remains ongoing.</i></p> <p>You may want to walk through one example to help.</p> <p>☛ SAY: <i>You may work in pairs. I have allotted you ___ minutes to work on the activity. Begin!</i></p> <p>☛ DO: During the activity, walk around the room and assist groups with their action plan.</p>	
5 min	<p>☛ SAY: <i>I would like a few volunteers to share his or her action plan with the group. Any volunteers?</i></p> <p>Pick two or three volunteers to briefly go over their action plans.</p> <p>☛ SAY: <i>Do you see any common steps among the action plans?</i></p> <p>☛ DO: Try to engage the participants in a brief discussion of themes.</p> <p>☛ SAY: <i>Thank you all for engaging in the discussion. The Personal Action Plans are for you to take with you to follow up on when you get home.</i></p>	

Time	Facilitator Script	Facilitator Notes
15 min	<p>Closing Activity: Eye Opener</p> <p>SAY: <i>In closing our workshop today I'd like you each to identify one thing that opened your eyes today, something that really surprised you?</i></p> <p>After a few minutes, ask for a handful of participants to share their thoughts.</p>	Slide 31
5 min	<p>SAY: <i>Congratulations to all participants! Please fill out the evaluation form for this workshop before you leave today. Your feedback helps us improve the quality of our workshops. Thank you for joining us and enjoy the rest of your day!</i></p> <p>DO: Collect evaluations as participants leave.</p>	Slide 32

Personal Action Plan

SESSION: WORKING WITH HEALTH DEPARTMENTS

ACTION PLAN OBJECTIVE

Identify strategies for enhancing partnerships between health departments and schools.

PERSONAL OBJECTIVE:

GUIDING QUESTIONS:

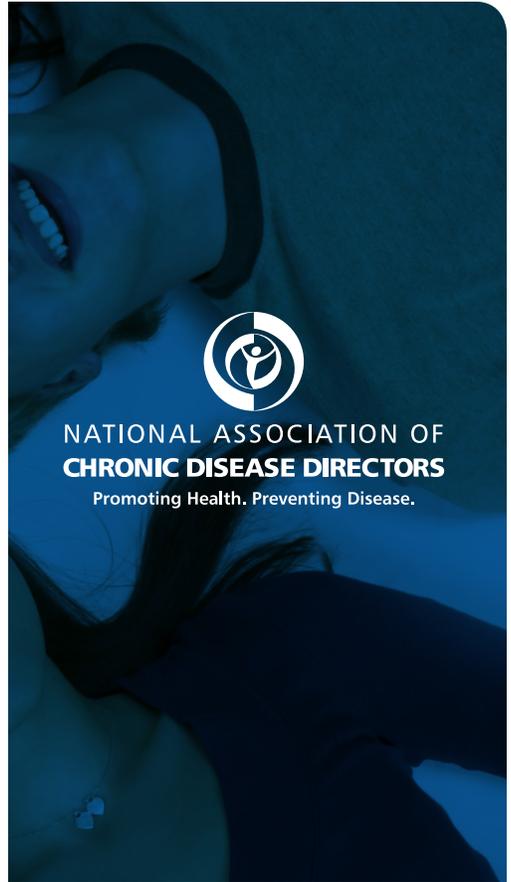
1. What is a health problem that my school or school district currently faces?
2. What additional information do I need to know about this health problem?
3. What are the main barriers to implementing a health policy or program at my school?

Given what I learned about what health departments can offer schools, the first step I might take to support a healthier school in community is....

ACTION STEPS:

Action	Person/s Responsible	Target Date
1.		
2.		
3.		
4.		

RESOURCES/COLLEAGUES I NEED TO ACCOMPLISH GOAL:



**NATIONAL ASSOCIATION OF
CHRONIC DISEASE DIRECTORS**
Promoting Health. Preventing Disease.

ABOUT NACDD

The National Association of Chronic Disease Directors (NACDD) is a national public health association for chronic disease program directors of each state and U.S. territory. Founded in 1988, NACDD links together more than 1,400 members to advocate for preventive policies and programs, encourage knowledge sharing, and develop partnerships for health promotion. Since its founding, NACDD has been a national leader in mobilizing efforts to reduce chronic diseases and their associated risk factors through state and community-based prevention strategies.

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For more information, please visit the NACDD website <http://www.chronicdisease.org/>.