

IMPLEMENTATION GUIDE

Project Clean Air–Safe Air (CASA)

*Using an Evidence-Based Program to develop
a process model for program delivery in the practice setting*

Note: Refer to “Putting Public Health Evidence in Action”. Review the appropriate Modules and the handouts provided in each, in order to modify and evaluate this program to meet the needs of your organization and audience.

“Putting Public Health Evidence in Action” is available online at:
<http://cpcrn.org/pub/evidence-in-action/>

I. Program Administration (Type of Staffing and Functions Needed)

Health Educator (Requirements: Speaks Spanish and English)

- Conducts outreach with members of the community to assess and address tobacco education needs.
- Refers participants to outside resources (i.e., quit line, hard copy/electronic versions of fotonovelas and comic books, local clinics).
- Responds to requests from community members for information about quitting smoking.

II. Program Delivery

For additional information on modifying program materials, refer to the appropriate Module(s) for program adaptation from “Putting Public Health Evidence in Action”.

A. Program Materials (*All listed materials can be viewed and/or downloaded from the RTIPs Products Page*):

- **Champion of the Family:** This 8-page comic book for 4- to 14-year-old children (also available in Spanish, El Campeón de la Familia) illustrates the health benefits children experience when they are not exposed to second-hand smoke.
- **Lives in Jeopardy:** This 14-page fotonovela for adults (also available in Spanish, Vidas en Peligro) illustrates the story of a single mother who smokes and the impact of second-hand smoke on her daughter’s health.
- **A Family in Crisis:** This 12-page fotonovela for adults (also available in Spanish, Una Familia en Crisis) illustrates the story of a father and the impact of his smoking on his family’s finances.

B. Program Implementation:

The steps used to implement this program are as follows:

Step 1: The health educator recruits program participants from the community who (1) are Hispanic, (2) speak Spanish and/or English, and (3) reside in a household that has at least one smoker and one child.

Step 2: The health educator speaks with community members to learn about the tobacco behaviors in their household. A suggested talking point to assess tobacco behaviors is, “Does anyone in your household smoke?”

- If “no,” thank them for their time.
- If “yes,” ask them if they would like to receive some free information about smoking.

Step 3: The health educator provides participants with a copy (or copies) of Spanish or English fotonovelas for adults and a copy of the comic book for children ages 4–14. He or she also reviews the quit-line resources found on the last pages of the fotonovelas with the participants and asks if they have any questions regarding the dangers of second-hand smoke. The health educator may also consider offering the fotonovelas to participants in electronic format (sent by email) or providing the iTunes app for download. The fotonovelas and comic book may also be disseminated to community organizations (e.g., schools, community centers, health centers).

III. Program Evaluation

For additional information on planning and adapting an evaluation, review the appropriate Modules for program implementation and evaluation from “Putting Public Health Evidence in Action”.

<http://cpcrn.org/pub/evidence-in-action/>

For further assistance in designing and conducting an evaluation, consider communicating with members from NCI’s Research to Reality (R2R) community of practice who may be able to help you with your research efforts. Following is a link to start an online discussion with the R2R community of practice, after completing registration on the R2R site:

<https://researchtoreality.cancer.gov/discussions>.