



# Community Health Action Plan 2013

*Designed to address Community Health Assessment priorities*

County: **Bladen**

Partnership, if applicable: **Bladen County**

Period Covered: **2013-16**

## LOCAL PRIORITY ISSUE

- Priority issue: **Substance Abuse**
- Was this issue identified as a priority in your county's most recent CHA?  Yes  No

**LOCAL COMMUNITY OBJECTIVE** Please check one:  New  Ongoing (was addressed in previous Action Plan)

- By (year): 2016
- Objective (specific, measurable, achievable, realistic, time-lined change in health status of population):  
By June 2016 reduce Bladen's unintentional poisoning mortality rate of 12.6 by 2% compared to the NC rate 11.1% (deaths per 100,000 age adjusted) (2008-2012 NC SCHS)

Date and source of original baseline data: NC-SCHS 2008-2012

Updated information (For continuing objective only): NC-SCHS 2008-2012

Date and source of updated information: NC-SCHS 2008-2012

## POPULATION(S)

- Describe the local population(s) experiencing disparities related to this local community objective:  
2012 there were 4 males – 3 females ages ranging from 15-65 death by Accidental Poisoning. (2012 NC SCHS)

Total number of persons in the local disparity population(s): Number you plan to reach with the interventions in this action plan:

We estimate 1,500 Bladen students and approximate 150 general population will be reached by the interventions.

## HEALTHY NC 2020 FOCUS AREA ADDRESSED

- Check **one** Healthy NC 2020 focus area:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Tobacco Use                     | <input type="checkbox"/> Social Determinants of Health<br>(Poverty, Education, Housing) | <input type="checkbox"/> Infectious Diseases/<br>Food-Borne Illness                                  |
| <input type="checkbox"/> Physical Activity and Nutrition | <input type="checkbox"/> Maternal and Infant Health                                     | <input type="checkbox"/> Chronic Disease (Diabetes,<br>Colorectal Cancer,<br>Cardiovascular Disease) |
| <input checked="" type="checkbox"/> Substance Abuse      | <input type="checkbox"/> Injury   | <input type="checkbox"/> Cross-cutting (Life Expectancy,<br>Uninsured, Adult Obesity)                |
| <input type="checkbox"/> STDs/Unintended Pregnancy       | <input type="checkbox"/> Mental Health  |  |
| <input type="checkbox"/> Environmental Health            | <input type="checkbox"/> Oral Health  |  |

- **List HEALTHY NC 2020 Objective:** (List the Healthy NC 2020 objective(s) that align with your local community objective.) (Detailed information can be found at [publichealth.nc.gov/hnc2020/](http://publichealth.nc.gov/hnc2020/) website)
  1. Reduce the unintentional poisoning mortality rate.
  2. Reduce the percentage of high school students who had alcohol on one or more of the past 30 days
  3. Reduce the percentage of individuals aged 12 years and older reporting any illicit drug use in the past 30 days

**RESEARCH REGARDING WHAT HAS WORKED ELSEWHERE\***

List the 3-5 evidence-based interventions (proven to effectively address this priority issue) that seem the most suitable for your community and/or target group. \*Training and information are available from DPH. Contact your regional consultant about how to access them.

Intervention	Describe the evidence of effectiveness (type of evaluation, outcomes)	Source
<b>Project Lazarus</b>	Overdose deaths are down 69% in Wilkes County between 2009 and 2011. We have had 28 straight months of steady declines in overdose deaths. Wilkes is still a little higher than the national average, but nowhere near the 6th worst in the nation we were in 2008. At the same time, Wilkes had higher opioid prescribing than the state average, with less than one percent change in how many Wilkes residents received an opioid pain reliever (7.5% to 8% each month; state average is 5.8%). In 2011, not a single Wilkes County resident died from a prescription opioid from a prescriber within the county, <u>down from 82% in 2008</u> . Hospital emergency department (ED) visits for overdose and substance abuse were down 15% between 2009 and 2010 in Wilkes County, while the rest of the state went up by 6.9%.	<a href="http://projectlazarus.org/project-lazarus-results-wilkes-county">http://projectlazarus.org/project-lazarus-results-wilkes-county</a>
<b>The Community Guide Evidence Based Strategies to Prevent Excessive Alcohol Consumption and Related Harms</b>	Variety of policies and strategies to reduce the access to alcohol and educate merchants on ID requirements and restriction of sales.	<a href="http://www.thecommunityguide.org/alcohol/Summary_Alcohol_Interventions082413.pdf">http://www.thecommunityguide.org/alcohol/Summary_Alcohol_Interventions082413.pdf</a>
<b>“GREAT” Gang Resistance Education and Training</b>	The Gang Resistance Education and Training (G.R.E.A.T.) Program is a gang and delinquency prevention program that is provided to middle and elementary school students by the Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) and other law enforcement agency partners. G.R.E.A.T. seeks to help students avoid gang membership, violence; delinquent behavior and how to resist gang pressure and develop positive attitudes concerning law enforcement.  The middle school G.R.E.A.T. program is a 13-week curriculum that is designed for sixth and seventh graders. In the first evaluation of the G.R.E.A.T. program in 1995, researchers recommended teaching the core curriculum at the entry level of middle school rather than in the seventh and eighth grades. Evaluators indicated that children undergo major transitions as they move from the fifth to the sixth grade, form new peer groups and become more susceptible to the lures of gangs and peer group pressures.	<a href="https://www.crimesolutions.gov/ProgramDetails.aspx?ID=249">https://www.crimesolutions.gov/ProgramDetails.aspx?ID=249</a>
<b>“DARE”</b>	This culturally grounded prevention curriculum has been proven effective in reducing student drug use and establishing anti-drug attitudes and beliefs. The program teaches and enhances life skills such as decision-making, refusal skills, communication and drug-resistant strategies. A distinctive feature of this curriculum is that lessons are accompanied by a set of video learning centers, each specifically developed for use with students in urban, suburban, rural or frontier environments. The curriculum is cited on the	<a href="http://www.dare.com/">http://www.dare.com/</a>

	SAMHSA National Registry of Evidence-based Programs and Practices	
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*(Insert rows as needed)*

**WHAT INTERVENTIONS ARE ALREADY ADDRESSING THIS ISSUE IN YOUR COMMUNITY?**

Are any interventions/organizations currently addressing this issue? Yes X No      If so, please list below.

Intervention	Lead Agency	Progress to Date
Operation Medicine Drop	Bladen County Sheriff's Department	Yearly program date: March 20, 2013 # of medicines collected: 25,079

*(Insert rows as needed)*

**WHAT RELEVANT COMMUNITY STRENGTHS AND ASSETS MIGHT HELP ADDRESS THIS PRIORITY ISSUE?**

Community, neighborhood, and/or demographic group	Individual, civic group, organization, business, facility, etc. connected to this group	How this asset might help
Healthy Bladen	Healthy Bladen Collaborative: <ul style="list-style-type: none"> <li>• Bladen County Health Department</li> <li>• Bladen County Hospital</li> <li>• Bladen County Library</li> <li>• Bladen County Social Services</li> <li>• Bladen County Division on Aging</li> <li>• NC Cooperative Extension</li> <li>• Bladen County Schools</li> <li>• Bladen Community College</li> <li>• Town of Elizabethtown</li> <li>• Local State Parks</li> <li>• Community Transformation Grant staff(CTG)</li> <li>• Bladen Sheriff Dept.</li> </ul>	<b>Monthly collaborative meetings for outreach, intervention implementation, education, advocacy, and policy change.</b>
Bladen County Safety and Wellness Committee	<ul style="list-style-type: none"> <li>• Bladen County Operations</li> <li>• County of Bladen</li> <li>• Bladen County Library</li> <li>• Bladen Planning Dept.</li> <li>• Department of Social Services</li> <li>• NC Cooperative Extension</li> <li>• Bladen Sheriff's Department</li> </ul>	<b>Monthly collaborative meetings for outreach, intervention implementation, education, advocacy, and policy change. Review employee safety issues related to county departments. Sponsor programs to encourage healthy behaviors of employees.</b>

*(Insert rows as needed)*

<b>INTERVENTIONS: SETTING, &amp; TIMEFRAME</b> Each plan will need a minimum of one intervention for each of the three sections below	<b>COMMUNITY PARTNERS' Roles and Responsibilities</b>	<b>PLAN HOW YOU WILL EVALUATE EFFECTIVENESS</b>
<b>INTERVENTIONS SPECIFICALLY TARGETING HEALTH DISPARITIES</b>		
<p>Intervention: <u>Community Education Programs and Health-fairs</u></p> <hr/> <p>Intervention:  <input type="checkbox"/> new <input checked="" type="checkbox"/> ongoing <input type="checkbox"/> completed</p> <p>Setting: Community</p> <p>Start Date – End Date (mm/yy):            2013 ongoing</p> <p>Level of Intervention - change in:  <input checked="" type="checkbox"/> Individuals <input type="checkbox"/> Policy &amp;/or Environment</p>	<p>Lead Agency: <u>EastPointe Mental Health Services</u></p> <hr/> <p>Role: <u>Coordination/ Organization</u></p> <hr/> <p>Partners:            Bladen Co. Sheriff Dept.            NC Cooperative Extension            Bladen Health Department            Bladen County Schools            Bladen Community College</p> <p>Role:            Participate in a variety of community education programs/health-fairs re: prevention services and programs</p> <p>Include how you're marketing the intervention            Programs/Health-fairs are utilized as a marketing tool for prevention services and programs and to develop new partnerships.</p> <p>Flyers, website, and local media.</p>	<p><b>1. Quantify what you will do</b>            (# classes &amp; participants, policy change, built environment change, etc.)</p> <ul style="list-style-type: none"> <li>• At least 10 classes yearly that specifically address substance abuse.</li> <li>• At least (2) workshops to “Young Families Connect” participants that directly address substance abuse and prescription use approximately 50 participants.</li> </ul> <p><b>2. Expected outcomes: Explain how this will help reach the local community objective (what evidence do you have that this intervention will get you there?)</b></p> <ul style="list-style-type: none"> <li>• Reduce Bladen’s Unintentional poisoning rate by 2% by:</li> <li>• 2013-14 -10 classes directly related to Substance Abuse in Bladen.</li> <li>• Approximately 150 participants.</li> <li>• Programs will provide educational materials, answer questions and promote services.</li> <li>• Success measured by evaluation reviews.</li> <li>• Programs held at the Bladen County Health Department, NC Cooperative Extension and local churches for accessibility for disparate population.</li> <li>• Size and number of attendees varies.</li> <li>• Programs and health-fairs will be strategically located in areas that reach disparate populations or at events that draw specific populations.</li> <li>• EastPointe Helpline information will be made available through website, facebook, approximately flyers per year and given out at special events including toll free number:</li> </ul>

		1-800-913-6109
<b>INDIVIDUAL CHANGE INTERVENTIONS</b>		
<p><b>Intervention:</b> <u>"Gang Resistance Education and Training "GREAT"</u></p> <p>Setting: Middle Schools 7<sup>th</sup> grade</p> <p>Start Date – End Date (mm/yy): 2013 Ongoing</p>	<p>The lead agency is <u>Bladen County Sheriff's Department</u> and it will <u>provide education program to 7<sup>th</sup> graders in Bladen County Schools.</u></p> <p>List other agencies and what they plan to do: Bladen County Schools: Support education program in Middle Schools.</p> <p>Include how you're marketing the intervention:</p> <p>Website; program materials</p>	<p><b>1. Quantify what you will do</b> (policy change, change to built environment, etc.)</p> <ul style="list-style-type: none"> <li>• Week long class for All Bladen County 7<sup>th</sup> grade students once a year.</li> <li>• Approximately 750 students.</li> <li>• A baseline pretest assessment is completed by all students.</li> <li>• All students participating will receive t-shirts, wrist bands the "G.R.E.A.T" logo on them.</li> <li>• Students write a paper on what they have learned in the program and the papers are reviewed the winner receives a leather jacket with the G.R.E.A.T. logo on it.</li> </ul> <p><b>2. Expected outcomes: Explain how this will help reach the local community objective (what evidence do you have that this intervention will get you there?)</b></p> <ul style="list-style-type: none"> <li>• Reduce Bladen's Unintentional poisoning rate by 2% by:</li> <li>• G.R.E.A.T. students demonstrated a statistically significant improvement in refusal skills, were better able to resist peer pressure, were less self-centered, and expressed less positive attitudes toward gangs than students in the control group at the 1-year follow-up.</li> <li>• Increased awareness and prevention in :</li> <li>• Methamphetamine dangers</li> <li>• Prescription/Over-the-Counter Drug Abuse</li> <li>• Bullying</li> <li>• Cyber Bullying</li> <li>• Gangs</li> <li>• Internet Safety</li> </ul>

<p><b>Intervention:</b> <u>Drug Abuse Resistance Education</u> <u>“D.A.R.E.”</u></p> <p>Intervention: ___ new <u>X</u> ongoing ___ completed</p> <p>Setting: Schools</p> <p>Start Date – End Date (mm/yy): 2013 ongoing</p>	<p>The lead agency is <u>Bladen County Sheriff’s Department</u> and it will <u>provide educational program.</u></p> <p><b>List other agencies and what they plan to do:</b> Bladen County Schools: Support program for 5<sup>th</sup> grade students</p> <p><b>Include how you’re marketing the intervention:</b></p> <p>Signed permission slips by parents and program information pamphlets sent home with children for parents on goals of the “DARE” program. School Website.</p>	<p><b>1. Quantify what you will do</b> (policy change, change to built environment, etc.)</p> <ul style="list-style-type: none"> <li>• Week long class for All Bladen County 5<sup>th</sup> grade students participate in this program.</li> <li>• Approximately 750 students.</li> <li>• Students will receive t-shirts with D.A.R.E. logo on them.</li> </ul> <p><b>2. Expected outcomes: Explain how this will help reach the local community objective (what evidence do you have that this intervention will get you there</b></p> <ul style="list-style-type: none"> <li>• This culturally grounded prevention curriculum has been proven effective in reducing student drug use and establishing anti-drug attitudes and beliefs.</li> <li>• The program teaches and enhances life skills such as decision-making, refusal skills, communication and drug-resistant strategies.</li> <li>• A distinctive feature of this curriculum is that lessons are accompanied by a set of video learning centers, each specifically developed for use with students in urban, suburban, rural or frontier environments.</li> <li>• The curriculum is cited on the SAMHSA National Registry of Evidence-based Programs and Practices.</li> <li>• Reduce the School age participants and staff will have increased knowledge of dangers of drugs</li> </ul>
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<b>POLICY OR ENVIRONMENTAL CHANGE INTERVENTIONS</b>		
<p><b>Intervention:</b> <u>Substance Abuse Education</u></p> <p>Intervention: ___ new <u>X</u> ongoing ___ completed</p> <p>Setting: Department/Community</p> <p>Start Date – End Date (mm/yy): 2013 ongoing</p>	<p>The lead agency is <u>Department of Social Services</u> and it will provide <u>outpatient treatment services through referrals to the QSAC (Qualified Substance Abuse Counselors) Individuals for “Work First” and “Child Abuse Prevention Services” that test positive after mandatory drug testing.</u></p> <p>List other agencies and what they</p>	<p><b>1. Quantify what you will do</b> (policy change, change to built environment, etc.)</p> <ul style="list-style-type: none"> <li>• Client’s for “Work First” and “Child Abuse Prevention Services” will be drug tested as required.</li> <li>• <b>Those testing positive will be referred to QSAC.</b></li> </ul> <p>• <b>2. Expected outcomes: Explain</b></p>

