

## 4

## Level 1 (Pre-CHA's)



This chapter covers the training modules for Level 1 for community participants (cultural experts or Pre-CHA's). Public Health will learn from community members about their cultural perspectives related to the Duwamish seafood contamination issue to fill any gaps in our understanding.

At the same time, Public Health and other agency experts will provide the participants with overview of various Duwamish topics. This will lay the foundation for those who continue onto Level 2 training.

By the end of Level 1, we anticipate at least some will into Level 2 to become Community Health Advocates-in-Training (CHA's).

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## 4.1 Engaging Community Cultural Experts

During Level 1, we facilitate a two-way exchange of learning and action (PLA Model) between participants and Public Health. We will gain a better understanding of the affected community related to the Duwamish Seafood Consumption issue (such as needs, recommendations, and cultural sensitivities.) This will help us tailor the subsequent trainings in Levels 2 and 3.

**Group Make-Up:** This group of about 8 to 10 participants are considered community cultural experts (see Chapter 3 for Recruitment Criteria). We anticipate that some will continue into Level 2, where they are trained to become CHA's. Experienced CHA's from prior trainings may come as guest speakers to share their experiences.

**Compensation:** The process of compensation will depend on the organization that is contracted by Public Health to administer the compensation or stipends. For example, in the pilot project (Chapter 2), JHA paid each member \$50 in cash for attending each meeting (~2 hours). To incentivize participants to stay through the whole Level 1 modules, JHA only paid them half for attending each module and the remainder at the of the Level. For an hourly rate, pre-CHA's are budgeted at \$18 per hour.

**Timeline:** 8-10 weeks. The following hours are provided as guidance, but may be adjusted based on the Facilitator's prior knowledge, skills and experience related to this area.

- Recruitment – about 4-6 weeks. We expect the facilitator with no prior work in this area will spend about 10-12 hours per week on recruitment (see Chapter 3).
- Teaching modules – 4 to 6 weeks (one module per week) including time for logistics and to compile, revise, and translate materials between sessions (total of 12-16 hours per week on prep and teaching).
- Module length – 3 hours each plus set-up and clean-up.

### Main Facilitator Activities in Level 1:

- ✓ Develop Participation Agreements (signed by each participant)
- ✓ Train-the-Trainer workshops for Facilitators by Public Health (2-3 days)
- ✓ Draft training schedule
- ✓ Recruitment
- ✓ Module planning (weekly)
- ✓ Training workshops (weekly)
- ✓ Follow-up & debrief with Public Health
- ✓ Provide recommendations to improve the training manual
- ✓ Evaluation support

## 4.2 Level 1: Module 1 - Introduction

**Goal:** This introductory module gives participants the opportunity to meet each other; learn about purpose of the Program; fill out forms; and discuss values, beliefs, attitudes, and reasons for fishing –personally, and/or as they understand it as a practice in their community (or not).

### Objectives:

1. Identify on a map where they or the people they know fish.
2. Identify what species they or people they know catch and/or consume.
3. Describe the general purpose of the Duwamish Seafood Consumption IC Program and the CHA Training and Outreach Strategy.
4. Explain the approach of the PLA Model.
5. Describe participant roles and responsibilities.
6. Develop group norms (ground rules) and explain the need for confidentiality.
7. Explain cultural values, beliefs, and practices about fishing and consuming locally-caught seafood.
8. List three ways that their community stays healthy.

### Materials & Supplies:

- ✓ Map of King County (blown up)
- ✓ Fish species cutouts
- ✓ Colored sticky dots
- ✓ Photo release and confidentiality form
- ✓ See General Materials Checklist in Appendix

### Required Time:

- Facilitator arrival – ½ to 1 hour in advance to setup
- Module – 3 hours including refreshments, break, and general administration
- Facilitator breakdown and debrief– ½ to 1 hour

### Background Preparation for Facilitator:

The Agenda (next page) is recommended for your first time facilitating. However, please revise the icebreakers, activities, and/or PowerPoint (Appendix) as you see fit for your cultural group (see Effective Facilitation in Chapter 3). Slide numbers are synced with this outline. See above objectives for the participants. Note the minutes allocated below are approximate. Please allow for a 15 min break when you think it is necessary.

## Module 1

**Level 1 – Module 1**  
**Agenda: Introduction**

**WELCOME ACTIVITY:** Do map activity while waiting for people to arrive (slide x).

- Map and seafood species taped on the wall.
- Please use colored sticky dot to mark on the map if you recognize any fishing spots for you, your family, or friends.
- Please use colored sticky dot next to the fish if you catch or eat any of **these** fish.
- Please use colored sticky dot to mark where you live.

**INTRODUCTIONS** (20 min) (slide x)

- Name
- What is your favorite seafood dish that is typically prepared at home and why?

**REVIEW TODAY'S AGENDA** (slide x): What is this program about? (20 min) (slides x-y)

- Overall program goals
- We are here to learn from you and exchange information – Participatory Learning & Action (PLA) model (explain the model with an example)
- Set group norms (time, listening, confidentiality, decision making, participation, expectations)
- Discuss schedule and stipend
- Review confidentiality policy
- Any questions?

## Module 1

## Level 1 – Module 1

### Agenda: Introduction (cont.)

#### Activity #1: When you see these pictures, what comes to mind? (slides x-y) (60 min)

- Two pictures – People using different methods to fish in two different places
- Two pictures—Child eating; pregnant mother
- Four pictures – Types of seafood dishes
- Two pictures – River vs. lake
- One picture – Game warden
- One picture – Washington State Fish & Wildlife (WDFW) stocking fish
- Six pictures – Warning signs
- Two pictures – Crabs vs two people crabbing
- Two pictures – Pollution on a river
- One picture – Dredging sediments

#### Activity #2: How do you view health? (Cultural perspectives) (slides x-y) (15-20 min)

- What does “healthy” mean to you?
- What makes you healthy? Can you give some examples?
- What makes your family “healthy”? Can you give some examples?
- What makes your community “healthy”? Can you give some examples?
- What makes our society/country healthy? Can you give some examples?

**Note to Facilitator:** This exercise helps distinguish the different ways that people take care of their health at different societal levels (individual, family, community—as defined by participant NO right or wrong answer, country).

#### Activity #3: Harvesting seafood/fishing (slide x) (20 min)

- Why do you or other people in your culture fish (including crabbing, clamming and harvesting shellfish)?
- How do you think your culture would be affected if you or people you know in your community couldn't fish anymore from the places you go to all the time? (Individual health? Family health? Community health? Societal health?)
- How do you think your culture would be affected if you or people in your community could not safely eat the seafood from the places you go to all the time? (Individual health? family health? Community health? Societal health?)

## Module 1

## Level 1 – Module 1

### Agenda: Introduction (cont.)

**Activity #4: Why are you here?** (10 min) (slide x)

- Why are we asking you all these questions?
- The Duwamish River is polluted and your community is consuming seafood from it (ask what the group knows about this issue, then give background on program)
- We are looking for your input on what to do about it
- This is part of PLA model – meaningful involvement/participation in decision making (slide x).
  - o Participatory learning is two way – we learn from you, you learn from us.
  - o Meaningful involvement – what does that mean to you?
  - o Reflection – we reflect what we learned from each other, how we feel about it, and describe what it means in the context of our lives.
  - o Action - We think about action steps together and how each of us can take action at the individual, community or institutional level. All of this means that we want/need your involvement and participation in solving problems in order to make this program work.
- Preview of the overall program (slides)

**WRAP-UP**

- Questions or concerns? (slide x) (10 min)
- Next time - Boat tour (slide x) (10 min)
- Admin (15 min)
  - o Sign-In Sheet
  - o Stipends or Timesheets (as appropriate)
  - o Other forms

## 4.3 Level 1: Module 2 – Duwamish River Boat Tour

**Goal:** Participants will gain a basic understanding of the Duwamish River, of: its history, how it became a Superfund Site, how resident seafood gets contaminated, how the site is being cleaned up, what are the possible health issues and who is most at risk, and the Duwamish fishing regulations. See Appendix on “How-to set up book tour”.

### Objectives:

1. Respond to participant’s questions, reflections or concerns from Module 1.
2. Be able to describe the history of the Duwamish River.
3. Be able to describe the contamination of the river and the cleanup process.
4. Describe the health issues related to the Duwamish seafood consumption and the safest seafood to eat.
5. List 5 things they found on the “River Scavenger Hunt”.
6. List the 3 most important fishing rules.
7. List 5 things learned on the boat trip that they will share with their community.

### Materials & Supplies:

- ✓ Maps of LDW Superfund Site, KC Seafood Advisories, WDFW Fishing Rules
- ✓ Big post it and pens
- ✓ Package of materials (EPA LDW cleanup graphic, health outreach materials)
- ✓ Sugar, water, and see-through plastic cup
- ✓ Beads (or marbles or something similar (skittles) and small see-through plastic cups
- ✓ “River Scavenger Hunt” handout river (Appendix).
- ✓ See General Materials Checklist in Appendix.

### Required Time:

4 hours (30 mins prep, 1 hr on land, 2 hr boat tour, 30 mins debrief and admin).

### Background Preparation for Facilitator:

Pre-CHAs will experience the river and learn about various topic from Agency Experts and Certified CHA’s: river history, contamination, cleanup process, storm water, source control, rules, seafood advisory, etc. Facilitator and Public Health will invite and coordinate with relevant Agency Experts. Review the Boat Tour materials in Appendix (e.g., Pyramid Diagram of Various Government Agencies).

Additional Facilitator responsibilities for this Module:

- Arrange transportation to participants get to meeting site on time.
- Interpret presentations from Agency Experts (if needed)
- Record questions and comments from your training group (if needed).

## Module 2

### Level 1 – Module 2 Part I Agenda: Pre-Boat Tour Classroom

**Note to Facilitator:** Meet at boat dock 60 minutes before boat leaves. The agenda has two parts:

- Part 1: On land panel with agency experts (Public Health will reserve a room at or near the marina) – 1 hour
- Part 2: Boat Tour – 2 hours

#### Part 1 Classroom Discussion (60 mins)

**CHECK-IN:** Are there any questions from last time?

**ORIENTATION:** Review a site/river map and make sure that everyone understands where we are.

- Take a look at map of river - Does it look different from most rivers? Why?
- How many rivers do we have in Seattle?
- Why do we care about this river?

#### **ACTIVITY #1: Agency Experts Q/A Discussion**

##### **A. LDW Superfund Site and Cleanup (Agency: US EPA)**

- What does EPA do?
- What is a Superfund Site?
- Historic sources of PCB contamination into the river
- Who's responsible for paying for the cleanup?
- Explain cleanup methods (graphic)
- Early action sites
- How long it will take and what the process is
- Contamination will never be 100% eliminated
- How can community members inform the cleanup design process (e.g., roundtable)?
- Questions?



## Module 2

## Level 1 – Module 2

## Part 1 Agenda: Pre-Boat Tour Classroom (cont.)

**B. Upland Sources of Contamination, Storm Water Pollution and Combined Sewer Overflows (CSOs) (Agency: Ecology, King County DNRP, Seattle Public Utilities)**

- What does Ecology do? What do the local governments do about this?
- Storm water pollution leads to continuing contamination of the river
- Controlling new contamination from uplands (regulations, enforcement, upland cleanup activities)
- Questions?

**C. Duwamish Seafood Consumption and Health (Agencies: Public Health, WDOH, ATSDR, US EPA)**

- Contamination (e.g., PCBs) lasts a VERY long time in the environment (does not breakdown quickly)
- Chemicals are invisible (sugar in water exercise)
- Chemicals live in the mud/sediments
- Bioaccumulation and graphic (bean accumulation exercise)
- Resident vs non-resident fish (salmon)
- Who is most at risk? People who fish here are also mostly immigrants, with limited English proficiency, from all over world (provide summary of US EPA's LDW Fisher Study findings)
- Seafood Consumption Health advisories – signs—WHAT IS AN IC AND WHY?
- Health materials (we will discuss these in more detail next module)

**Note to Facilitator:** Certified CHA's may be guest speakers to help cover the health topic. Public Health, Facilitator or other agencies can fill in the other missing points or answer questions, as necessary.

## Module 2

### Level 1 – Module 2

#### Part 1 Agenda: Pre-Boat Tour Classroom (cont.)

##### D. Duwamish Fishing Regulations (Agencies: WDFW)

- What does WDFW do?
- Why regulations are so important – sustainability!!!!
- Fishing map
- General regulations (FAQ sheet?) (use UW/CHA map)
- Fines
- Questions?

##### ACTIVITY #2: Wrap Up Classroom Portion (pre-Boat Tour)

- **Review what we will be doing on boat tour (upriver vs downriver).** Experts, including Certified CHAs, will talk to us going upriver about the river. You can ask questions. If you would rather wait until later when there is a smaller group of people, please write them down.
- **Pass out “River Scavenger Hunt” handout (example in Appendix).** Circle each image when you see it and mark it on the map where you saw it. The one who finds the most receives a prize (such as...).

## Module 2

**Level 1 – Module 2**  
**Part 2 Agenda: Boat Tour (cont.)**

**Part 2 Boat Tour (120 mins)**

**ACTIVITY #1: Upriver Tour (1 hour) (Agencies: DRCC/TAG or pre-arranged tour expert)**

Experts will point important landmarks out on the way up the river, some of which are on the scavenger hunt paper.

**A. History of the river with dates:**

- Native Americans and their use of river
- First settlers lived on Duwamish (1850)
- Corps of Engineers – map of straightening
- Industry moves in
- People who live here were farmers who sold to Pike Place market, etc.
- Questions?
- Trivia?

**B. Community Involvement:**

- What does DRCC? (Community input on the cleanup, etc.)
- Who lives in South Park and Georgetown?
- Why does the community matter? EJ issues
- What opportunities does DRCC & EPA have for community members to get more engaged?
- Questions?
- Trivia?

**C. What other questions do you have? Feel free to talk with the experts or Certified CHA's**

- What are some ideas you have to protect your health from contaminated seafood?
- What are some ways that “we” or you can educate the community about these problems?
- What ideas do you have to protect Seattle's only river?
- What are some things you would share with your community about this experience?

## Module 2

### Level 1 – Module 2 Part 2 Agenda: Boat Tour (cont.)

#### ACTIVITY #2: Downriver Tour (1 hour)

##### A. Mingle and Ask Questions (45 mins)

##### B. Debrief & Wrap-Up (15 mins)

- Questions or concerns?
- Review next Module game plan: Is there anything else you want us to address in next module?
- Reflection: Please go home and think about these questions and be prepared to discuss them next time
  - What parts about the boat tour that made a lasting impression on you? (Something someone said, or you saw, or the demonstrations, etc.)
  - What did the boat tour remind you of? Or make you think about?
  - What does this experience mean to you and your family/community circle?
  - What would you like to see as a response to the issue?
- Admin
  - Sign-In Sheet
  - Stipends or Timesheets (as appropriate)
  - Other forms

## 4.4 Level 1: Module 3 – Duwamish Seafood, Health and Community Input

**Goal:** Participants will gain some understanding of the Duwamish Seafood Contamination Health issues; and share their reflections and key learnings from the boat tour. We will cover the safer options to eating the Duwamish resident seafood, but also learn about possible barriers communities may face in following the seafood consumption advisory. Finally, we will identify other possible culturally-appropriate options and upstream strategies (other than education) to promote healthy seafood consumption and protect the health of the Duwamish fishing community.

### Objectives:

1. Reflect on what they learned from the boat tour and what they would want to share with their community.
2. Describe the health messages from three outreach materials/tools and their opinions and recommendations about using them for their community (e.g., Duwamish Advisory Factsheet, KC Fishing Map Guide, Healthy Seafood Guide at Supermarkets, digital story video, Duwamish Fishing Rules map).
3. Discuss and provide recommendations for barriers or motivators for individual and community to adopting the safer options.
4. Discuss and provide recommendations for other options and upstream strategies, other than education, to protect health of the Duwamish fishing community.

### Materials & Supplies:

- ✓ Health outreach materials & tools: maps, digital story, factsheets on LDW and fishing rules.
- ✓ Public Health’s checklist of every existing tool with message, audience, and mode of message.
- ✓ See General Materials Checklist in Appendix.

### Required Time:

- Facilitator arrival – ½ to 1 hour in advance to setup
- Pre-CHAs – 3 hours including food, break, and general administration
- Facilitator breakdown and debrief – ½ to 1 hour

### Background Preparation for Facilitator:

The Agenda accompanies the PowerPoint for Level 1 Module 3. Both can be adapted according to the group’s needs, while focusing on the learning objectives for this module. Please refer to Chapter 2 for further background and details on the outcomes of each module. Consider bringing in Certified CHA’s to co-teach and share their previous experiences.

## Module 3

## Level 1 – Module 3

## Agenda: Duwamish Seafood, Health &amp; Community Input

**REVIEW TODAY'S AGENDA (5 mins)**

The topics we will cover:

- Reflection & review learnings from the boat tour
- Review existing outreach materials/tools
- Barriers or motivators to adopting safer options to fishing and consuming Duwamish resident seafood
- Other culturally-appropriate options and upstream strategies to protect health of the Duwamish fishing community

**ACTIVITY #1: Ice breaker/ Check-in (15-20 min)**

- What parts about the boat tour stood out to you? (Something someone said, or you saw, or the demonstrations, etc.) What do we mean when we talk about resident seafood vs eating salmon?
- What did the boat tour remind you of? Or make you think about?
- What does this experience mean to you and your family/community circle?
- What would you like to see as a response to the issue?

**ACTIVITY #2: Review & Provide Community Input: Outreach Materials & Tools (45 min)**

- With a brief look at the title and quickly scanning the tool, what do you think is the main message of each tool? (Facilitator make a list on the board).
- What is the mode of message? (paper, website, video, etc.).
- Who do you think the audience is? How would you categorize the topics of tools/messages (health, rules, cleanup, etc.)?
- What is purpose of these tools? (Education, raising awareness, etc.)
- Compare tools to Public Health's checklist to see what messages are missing and discuss.
- Are there tools that you think your culture is more likely to use? Why or why not?
- Is there another tool that is missing from the Public Health's checklist above that you think would appeal to your culture/community?

## Module 3

## Level 1 – Module 3

## Agenda: Duwamish Seafood, Health &amp; Community Input (cont.)

**ACTIVITY #3: Barriers & Motivators to Adopting Healthy Options (20-25 min)**

Using the list made in previous exercise, review:

- What are some barriers/challenges to promoting these tools and/or messages in your community/network/circle?
- Example questions:
  - What are some reasons why fishing and eating salmon only from the Duwamish River is difficult in your community? What are some barriers/challenges to choosing a different site to harvest local seafood?
  - What are some barriers/challenges to choosing safe seafood from the markets?
- What would motivate someone in your community to overcome these barriers/challenges?
  - What are the (perceived) benefits of the messages we are promoting?
  - Is there anything we can say or do that would motivate them? (e.g., messages, types of info, etc.)

## Module 3

## Level 1 – Module 3

## Agenda: Duwamish Seafood, Health &amp; Community Input (cont.)

**ACTIVITY #4: New Options: “Looking for Culturally-Appropriate Solutions.” (30 mins)**

This activity will examine the barriers that participants discussed and brainstorm some culturally-appropriate solutions that may need to go beyond traditional education and information dissemination to protect the health of the Duwamish fishing community from contaminated seafood consumption.

Please encourage participants to think what actions, tools or “upstream” strategies are needed (other than education and raising awareness) that can support conditions to promote safe seafood consumption among the Duwamish fishing community (see Chapter 2). Some of these may take a long time to achieve or need to involve other agencies not affiliated with the cleanup of the Superfund Site. We want to hear their ideas because it can help to address the root causes of the problem.

For example, some past participants have suggested:

- Improving the amenities of other piers would be helpful if they can no longer fish in the Duwamish River.
- Need for transportation assistance to other fishing sites.
- Educate with decision makers about stopping the pollution in the river so that they can eventually fish it.

**Discussion Guide:** Knowing that the Duwamish River will take about 17 years to clean up the contaminated mud in the river, and some contamination will remain after the cleanup (there will be an advisory): *What are some ideas you have (beyond educational materials and raising awareness) to help fishers and their families protect the their health from the contaminated resident seafood in the river?*

- Write down ideas on small post-its
- Bring your top three ideas to the board and we will compile and discuss
- Which ones do we think are our best?



**Module 3****Level 1 – Module 3****Agenda: Duwamish Seafood, Health & Community Input (cont.)****WRAP-UP & REFLECTION (5 mins)**

- Chat with 1-2 people in your community who are connected to fishing or eat seafood caught from local waters. Share with them what you are doing and reflect on how they respond. Be prepared to reflect on what you are learning and bring back to the group what you learned by talking to them. Feel free to take any of the tools with you.
- Admin
  - Stipends/Timesheets
  - Other forms

## 4.5 Level 1: Module 4 – Review and Celebrate

**Goal:** Participants will review what we have learned and accomplished; conduct a debrief on how the training modules could be improved; discuss whether the training process lived up to the PLA model; assess participants' attitudes about taking action; invite committed Level 1 participants to go on to Level 2 (CHA training); and celebrate.

### Objectives:

1. Review what Public Health learned from the participants and check for accuracy. List 3 actions that Public Health will take based on what was learned.
2. Evaluate whether Public Health listened to the group and whether they felt meaningfully involved.
3. Describe the CHA Training & Outreach approach (use tree and river graphics). Assess whether CHA training will work for this cultural group.
4. Invite pre-CHAs into Level 2 training.
5. Identify 3 ways to improve Level 1 Modules. Identify 3 activities that participants liked the most from Level 1 modules.
6. Discuss 3 actions that participants may take action protect their health related to contaminated seafood consumption.
7. Discuss 3 actions that participants may take to improve the health of the river.

### Materials & Supplies:

- ✓ See General Materials Checklist in Appendix.

### Required Time:

- Facilitator arrival – ½ to 1 hour in advance to setup
- Pre-CHAs – 2-3 hours including refreshments, break, and general administration
- Facilitator breakdown and debrief – ½ to 1 hour

### Background Preparation for Facilitator:

Facilitator will need to compile all the information you learned from the participants over the past three modules. You will also be working with a Public Health's Evaluator to help administer the evaluations in a culturally-appropriate format. The evaluation instruments are located in the Appendix. You will need to review the evaluation questions to make sure they make sense to you before you translate them.

## Module 4

### Level 1 – Module 4 Agenda: Review and Celebrate

#### ICE BREAKER (5 mins)

If interested, see examples of ice breaker activities in the Appendix.

#### CHECK-IN (10 mins)

- Any questions/concerns from last time?
- What we (Public Health & Facilitator) learned from you are these things. Is this correct? Is there anything else you would like to share? Thank you!
- What we have done or will do as a result of your input:

#### OVERVIEW OF LEVEL 2 - CHA-IN-TRAINING (15 mins)

- Certified CHA can be a guest speaker to talk about their experience.
- What is the goal of the Level 2 CHA training and outreach?
- Does this approach fit your community why or why not?
- Do you want to become a CHA?
- Cultural sensitivities (what do we need to know about your community) for us to run an effective CHA training and outreach?

#### EVALUATION (20 mins)

- Process evaluation – how did these modules go? How can we improve?
- Did we listen? Do you feel meaningfully involved?
- Compass - what are your thoughts/intentions about action to improve your health and/or that of the river now that you know what you know?
  - As an individual?
  - For your community?
- Next steps
  - How do you want us to keep you informed in the future (if not continuing)?  
Emails/social media/website/phone?

#### WRAP-UP & CELEBRATE (15 mins)

- Admin (e.g., Stipends/Timesheets; other forms)
- Celebrate (option for potluck style)