

**RETURN SURVEY TO:**

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**600 surveys mailed/ 211 returned (35%)**

**1. Institution type (check all that apply)**

Public School 74%  Private School  Alternative School 1%  Health Department 25%   
High School 85%  Middle School 4%  College 7%  Other 1%

**2. My job classification is:**

Teacher/Educator 80%  Counselor 2%  Nurse/Health Professional 14%  Other: 3% (including Extension Educators)

**3. Curriculum was presented as:**

Unit within course 69%  Special program 14%  Special course  One-on-One setting 4%  Literature Packet Only 1%

**4. Instructional time devoted to curriculum was:**

Less than 1 Hour 14%  1 to 3 Hours 44%  4 to 6 Hours 32%  7 to 10 Hours 7%  More than 10 Hours 3%   
1 Day 21%  2 Days 16%  3 Days 23%  4 Days 13%  5 Days 11%  More than 5 Days 16%

**5. Is Curriculum currently being used? Yes 76%  No 23%**

If no, why is curriculum not being used? No longer teach course 49%  Found better program 27%  24% Other

**6. Approximate number of students who have completed curriculum:**

0 to 25 24%  26 to 50 24%  51 to 100 24%  101 to 200 10%  201 to 300 4%  Over 300 5%   
Total 6289 – 15,450

**7. Anticipated number who will receive instruction from the curriculum in next year: 6450**

**8. Curriculum has been in use for: Less Than One Year 9%  One Year 10%  Two Years 36%  Three Years 27%   
Four Years 11%  Five Years 6%**

No plans for implementing curriculum at this time

**In the following sections, you will be asked to rate the usefulness of the curriculum as a whole, its individual components, and the included resource materials. Please complete this section even if you used only a part of the materials provided and not the whole curriculum. For those sections that were not used, please indicate "Does Not Apply". Your input is essential to us, so that we can provide the most effective and useful curriculum and materials possible.**

<b>FORMAT</b>	Poor	Fair	Good	Excellent	Does Not Apply
9. Curriculum materials divided into logical and meaningful units			Good 40%	Excellent 56%	
10. Curriculum materials formatted for easy presentation			Good 39%	Excellent 56%	
11. Units equally challenging, interesting and informative			Good 41%	Excellent 53% <input type="checkbox"/>	
12. Curriculum was internally consistent and structurally complete		3%	Good 41%	Excellent 53% <input type="checkbox"/>	
13. Curriculum contains all the materials needed for successful presentation	1%	3%	Good 37%	Excellent 56%	

<b>EDUCATIONAL COMPONENTS</b>	Poor	Fair	Good	Excellent	Does Not Apply
14. Curriculum and unit goals and objectives are clearly stated and performance oriented	Poor <input type="checkbox"/>	Fair 2%	Good 38%	Excellent 56%	Does Not Apply <input type="checkbox"/>
15. Learning activities are appropriate for the academic level of students, subject matter and class time	Poor	Fair 3%	Good 43%	Excellent 49%	Does Not Apply <input type="checkbox"/>
16. FACS & Science Competencies	Poor <input type="checkbox"/>	Fair 1%	Good 36%	Excellent 55%	Does Not Apply <input type="checkbox"/>
17. Assessment instruments adequately measure course goals, objectives and key concepts	Poor <input type="checkbox"/>	Fair <input type="checkbox"/>	Good 45%	Excellent 45%	Does Not Apply 10%

<b>RESOURCE MATERIALS</b>	Poor	Fair	Good	Excellent	Does Not Apply
18. Case Studies and Discussion Questions	Poor	Fair	Good	Excellent	Does Not Apply
19. Overheads	Poor <input type="checkbox"/>	4%	44%	42%	10%
20. March of Dimes Fact Sheets	Poor <input type="checkbox"/>	Fair 2%	Good 34%	Excellent 51%	Does Not Apply 13%
21. Brochures and other materials in Resource Packet	Poor <input type="checkbox"/>	Fair 1%	Good 32%	Excellent 61%	Does Not Apply 6%
22. Teacher Background Information	Poor <input type="checkbox"/>	Fair 1%	Good 37%	Excellent 54%	Does Not Apply 8% <input type="checkbox"/>
23. Videos: Titles used _____ It is likely that time did not allow teachers to include the videos, or accessibility was a factor. Even though six sets are housed in as many locations in the state for a free loan use, the process for acquiring and returning the videos may prohibit some from using them.	Poor 1%	Fair 1%	Good 40%	Excellent 46%	Does Not Apply 3%
		Fair 3%	Good 14%	Excellent 17%	Does Not Apply 66%

<b>OVERALL CURRICULUM ASSESSMENT</b>	Poor	Fair	Good	Excellent	Does Not Apply
24. The level of impact the curriculum had on my students was:	Poor <input type="checkbox"/>	Fair 2%	Good 48%	Excellent 42%	Does Not Apply 2%

<b>KNOWLEDGE INCREASE:</b>
25. The curriculum changed students': Knowledge level 56% Knowledge and Behavior 44%
26. Assessment of change based on: Pre- & Post-Tests provided in curriculum 32% No – 67%
Chapter tests 33% Yes / 67% no
Other assessment 16% Yes 84% No
Observation 31% Yes 69% No

## 27. Additional Comments:

02 – The students made table tents with information on them which were displayed on the student run food service restaurant tables. So I do not know the impact of that. I did not assess if the information changed behavior.

22 – This is a wonderful curriculum, however having the right audience to present this information to has been a challenge.

37 – Excellent material. Please inform me when updated material becomes available. Linda Rice, Mexico HS, Mexico MO.

45 – Photos have great impact on students. They remember those!

48 – Information was excellent. I have not had need/opportunity to use in classroom setting.

51 – I have found it is very hard to find time to fit this in my regular curriculum, but I find it very useful.

57 – One on one instruction was not formal structured design. Exposing client to hazards of tobacco use to them and their born and unborn children, referral to treatment for nicotine addiction is presented. Your training broadened self awareness to the problem and assisted in setting goals for clients to reduce or quit tobacco use. Also, increasing awareness of folic acid in expecting moms.

60 – Due to time constraints I only use material as resource. But the students are interested and the information is thorough enough for additional enrichment. My dream for this curriculum is to write a grant that would cover training for FACS and health occ teaching on how to use the curriculum and each participant would get a curriculum and professional develop units.

63 – I have adjusted curriculum to include only preventable birth defects. Child Development is a semester course and the Ounce of Prevention curriculum requires more time than I have to offer. Rationale – I am trying to teach less material, but more in depth. Also thinking of what is relevant to teens. (Smoking, alcohol, and diet control) not so much of the genetics aspect.

94 – I have used the curriculum as a resource for our prenatal case management clients. New beginning workers have also shared the information with medical students.

109 ; I have used the curriculum often in FACS classes and Health classes I teach.

143 – Overall, an excellent curriculum that I have enjoyed using. Very easy to teach from. Thank you!!

145 – Excellent Curriculum. Well received by the students. My students tell me the “folic acid lesson” really makes an impression on them. They learn about smoking, alcohol, and drugs in other courses but they need to learn about the importance of folic acid from this curriculum. Keep writing these wonderful units!!

147 – An excellent resource!

152 – Good curriculum. Thanks for making it available. Any more workshops planned?

157 – Students became quiet and thoughtful when discussing activities that put health of unborn child at risk.

159 – Since my job deals with teens and young mothers in home settings, some questions don't apply, but they have helped in changing unhealthy habits and improvement health is evident. Thank you.

162 – I've always thought this curriculum was a “job well done”.

197 – I like this unit. It is very effective with 8-12<sup>th</sup> graders. I hope it changes their behavior!

198 – My role is a resource person. Two teachers in the area have checked out all of the videos and the bingo game.

200 – Thanks for the additional information. The enhances information helped to expand knowledge needed that is not included in some texts.

232 – The uterus activity, glasses of “alcohol” and photographs have been wonderful teaching aids. Thanks so very much.

234 – Thanks! Great help to my curriculum.

242 – Great Resource.

280 – An excellent curriculum! The students are interested in this topic, yet have heard very little about it. This curriculum is thorough and informative.

282 – I happened to catch a conversation between one of my child development students and another student. My student informed the other student the importance of folic acid and not drinking or smoking. She was able to explain why this was a good behavior change.

284 – Thanks, I use it every semester with Child Development students!!

286 – A great curriculum, I just have no time to actually teach. But I often use it for reference points.

303 – I would use it more but I lent it to someone to use for a presentation for their college level class and I never got it back. I thought it was excellent. I let several people use it for various other reasons too. The overheads and background info helped me to be a better instructor. Thank you. I would love to get another copy. I would devote more time to it if I had all the resources. Jonna Krueger – 24 Dale Park Dr. St. Peters, MO 63376.

311 – Thanks so much for the teaching materials. Send anytime. Much appreciated.

316 – Excellent – Thank you very much.

332 – We used this with our WIC clients. This is a hard group to gauge a reaction from. I thought the info was relevant, interesting and useful.

340 – I appreciate the opportunity to have and use these materials.

344 – Excellent and useful in High School Child Development program. And also in graduate course in Human Development. Thanks, I love it and it was a huge bargain!

366 – I thought this was a very teacher and student friendly resource. Even now I am using the information in other classes.

395 – Great curriculum – photos of children with birth defects were effective.

406 – Wonderful guide as a resource with fill content for public health nurse to use in community settings, local public health departments, health course, and teachers guides. Past year unable to obtain manuals for new staff. Have recommended them to new staff and approximately 5 have ordered and used them. Hope to see them available for future ordering.

421 – Excellent Program. Students respond to info and it definitely makes them consider their healthy choices. I use it as parts rather than a whole. Thank you.

434 – I place the “Folic Acid” tests on the lunchroom tables and hear a good response from the student body about them. I would be interested in creating a “womb” in my classroom, but felt the instructions are complicated. Great Curriculum to use in FACS!!

442 – To my knowledge I never received this curriculum. If it came to the Health Dept. then I never saw it.

444 – Great addition to curriculum.

449 – I don't have this material. I didn't know if the last teacher took it with them or not. Sorry

450 – We use some of your literature and program in our Smoking Reduction / Prevention and Prenatal Care follow-up and support program. The nurses do one-on-one education and support for prenatal and post-partum mothers. This year the program is being offered to family members who smoke also. Thanks for the program.

455 – I always love to teach these units because the High School will be our future parents and they need to take health precautions now in order to help prevent defects later.

463 – At semester students evaluate what they have learned thus far that had the most impact on them etc. These units are discussed on approximately 90 % of their forms. Students feel strongly that peers “need” this info and for the past 3 years had given mini presentations on these topics for our student recruitment days. These have contract with approximately 200-300 students from 10 sending schools. As an instructor I found the lessons complete, interesting, and very pertinent for young adults to make wiser choices.

474 – Taught this with Child Development for 8<sup>th</sup> graders – now I teach at a different level and classes.

479 – I love this curriculum. It has been a valuable resource for me and my students.

484 – I have not taught this, but I have utilized the info for other needs and have it available to school nurses and child care nurse consultant if they need it.

494 – We received a copy of this curriculum for use with the students in the Family and Consumer Sciences Methods of Teaching class. Thus, our use of the curriculum is somewhat different than a high school teacher.

521 – This is a great curriculum that I have used in part with prenatal clients in WIC clinics. If I were still in a secondary classroom, this would be used in its entirety.

550 – I have received the survey concerning the Ounce of Prevention curriculum. I did the pilot study in my class but when we met to review the curriculum, I turned in my manual and haven't received another copy. I did find the curriculum very beneficial during the pilot study but I haven't used it since that time. Please let me know if I can be of further assistance. Lisa Taylor – Bradlyeville HS

582 – This is an excellent program and my students are very interested in this topic. I have really enjoyed teaching this material; it is informative that all students can benefit from. The program was worth every penny spent!!

584 – I make Powerpoints to go with each lesson. Students were extremely interested in the material. This is a wonderful resource. Janice White Nix HS

586 – Wonderful!! Thank you for putting this wonderful resource together.

597 – I would like to come to another workshop or anything new that you are doing! Keep up the great work! Thanks