

Review Activity

OBJECTIVES: Upon completion of this review activity, you will have:

- ❶ Reviewed a professional refereed journal manuscript that address one or more of the CHES Responsibilities and Competencies.
- ❷ Discuss how the information from the manuscript you selected can enhance your practice as a Health Educator.

After completing the required readings, type the appropriate responses for all questions related to each article you select. All answers must be clearly numbered and TYPED. For questions requiring listings, each item in the listing should be no longer than a phrase or a sentence. For those questions requiring a description or discussion, the description should be 2-4 sentences. Specific directions will be provided for other types of questions. Please remember to include your **name, volume, and number of the AJHS issue** and **CHES number** at the top of each page of your answer sheet.

21(3) A. **Behavioral Risk Factors and Socio-Demographic Characteristics: Municipal Community Needs Assessment Data**

Discuss how the needs assessment process was used to assess the health status and needs of the priority population. In your opinion, did the process used by the investigators articulate with the health education model of needs assessment? Provide evidence from the text to justify your answer.

21(3) B. **Instrument Construction for Measuring Intention to Obtain AED Training**

Speculate as to how this instrument can be used within health education program planning. Offer two implications of its potential use in these types of programs.

21(3) C. **Cultural Competence in the Prevention of Sexually Transmitted Diseases**

How should cultural competence become integrated into prevention programs designed to reduce the incidence and prevalence of sexually transmitted diseases? Why is cultural competence important for such programs?

21(3) D. **Linking Research to Health Promotion in Texas Colonias**

How was community health research used to promote safe water consumption in Texas Colonias? Please comment on the collaborations which took place and how they may have facilitated the effectiveness of program dissemination.

21(3) E. **Impact of a College Course on Perceptions of Terrorism Preparedness Activities**

What type of terrorism was found to be the biggest terrorism threat among college students? How can this information be used to develop comprehensive terrorism preparedness plans for the community at large?

21(3) F. **Let's Play it Safe: Using a Team Approach to Curriculum Development**

Describe the team approach to program development that was operationalized to develop the "Let's Play It Safe" curriculum. Comment on the benefits and limitations of using such an approach. Cite examples from the text to support your answer.

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- 21(4) A. **The Hippocratic Oath, v2.0: Using Focus Groups in Health Care Policy**
Describe how focus groups were used to explore fear and anxiety related to health care. What information was gathered through these focus groups could be used to advance health care reform? Speculate as to which recommendation is most feasible.
- 21(4) B. **Psychological Perceptions to Walking, Water Aerobics and Yoga in College Students**
Comment on the unique psychological perceptions for each of the alternative physical activities. How can these types of activities be integrated into college health promotion programs? Based on these results, which of the activities may be most beneficial?
- 21(4) C. **Wellness Factors in First Year College Students**
Discuss the implications for research and practice based on the various wellness factors studied.
- 21(4) D. **A New Model for Predicting Adolescents' Sexual Intentions**
Describe the proposed model for predicting adolescents' sexual intentions. How does this model differ from other models which have been studied? Speculate how this research can be used in future studies.
- 21(4) E. **Use of Social Ecology Model to Address Alcohol Use among College Athletes**
How were the various ecological levels utilized to address alcohol use among college athletes? Explain how the use of the model helped to frame the discussion more appropriately.
- 21(4) F. **A Preliminary Awareness Study of Tobacco Issues Among College Students**
Discuss the predictors of tobacco use and awareness among college students. How can knowledge of these predictors be used to develop smoking cessation interventions targeted at college students.
- 21(4) G. **Effects of Cognitive Dissonance on Intentions to Change Diet and Physical Activity Among College Students**
How was the theory of cognitive dissonance utilized in this study? Discuss the possible implications of causing college students to feel dissonant regarding any detrimental appearance effects of their diet and physical activity behaviors.
- 21(4) H. **Faith-Based Prevention Model: A Rural African-American Case Study**
What is a faith-based prevention model? How does it differ from a traditional prevention schematic? Discuss how it was used and why it was used to intervene within this particular population.
- 21(4) I. **Health Teacher Perceptions and Teaching Practices Regarding Disordered Eating Behaviors in High School Students**
Do health teachers in high school believe that eating disorders are an important health problem among students? Do they feel adequately prepared to educate students about the various eating disorders encountered by high school students?
- 21(4) J. **Maintaining Physical Activity: Lessons for Educators**
Discuss two lessons for educators related for help ing participants maintain engagement in physical activity programs. How can the proposed grounded theory be used to help practitioners encourage life-long physical activity behaviors?