
AMERICAN JOURNAL OF HEALTH STUDIES

REVIEW ACTIVITY FOR CONTINUING EDUCATION CONTACT HOURS

Health Enhancement Solutions (HES) has been designated as a Multiple Event Provider of Continuing Education for Certified Health Education Specialists (CHES) by the National Commission for Health Education Credentialing, Inc. (NCHEC). HES is working with the AJHS to provide Category I CHES Continuing Education Contact Hours at no charge. **This *American Journal of Health Studies* Review Activity is offered only to those CHES who are subscribers to the *American Journal of Health Studies* through individual or institutional subscriptions (except library subscriptions).** The activity requires reading selected articles from this issue of *American Journal of Health Studies* and submitting short answers to a series of questions related to the content of articles. The answers to the questions you choose to answer can be forwarded to the AJHS in three ways; mail, fax, or as an E-mail attachment (MS word format). Please use the addresses and fax number listed below.

After September 1, 2003

American Journal of Health Studies
Dept. of Health and Kinesiology
Read Building, MS 4243
College Station, TX
Fax: (979)849-8987
jeddy@hlkn.tamu.edu

Upon successful completion of the activity for each article in this issue of the journal, 1 NCHEC Continuing Education Contact Hours (Category 1) will be awarded by Health Enhancement Solutions.

REVIEW ACTIVITY DIRECTIONS

- ❶ Select the articles you wish to read and review from this issue of the AJHS, one (1) CHES CECH is available per article.
- ❷ For the articles you selected, type the short answers to the questions listed. Clearly list the author, title, volume, issue and years for each article you are reviewing and number your answers. For the questions that require listing, each item in the listing should be no longer than a phrase or sentence. For the questions requiring a brief discussion or description, the description should be no longer than 2-4 sentences. Only typed papers will be accepted. Please make sure your name; address; volume and number of the AJHS issue; and CHES number are at the top of the paper.
- ❸ Clip or copy and complete both the American Journal of Health Studies Registration Form and the Activity Evaluation Form. These can also be obtained on-line at <http://www.ches.ua.edu/health/ajhs>.
- ❹ Forward your answers, the registration form, and the evaluation form via mail, fax or E-mail to the *American Journal of Health Studies* at the addresses and numbers listed above.

After reviewing the answers, a certificate for the appropriate number of Category I Contact Hours will be sent to participants who successfully complete the activity. Answers needing further work for approval will be returned to the participants with specific suggestions for completion.

If you have any questions or need further information on the review activities, contact Don Chaney or Jim Eddy, Department of Health Science, University of Alabama, 204 Foster, Box 870311, Tuscaloosa, AL, 35487-0311; 1-888-207-3111. If you would like information on other CHES Continuing Education Contact Hour activities offered by the Department of Health Science at The University of Alabama, do give us a call at 1-888-207-3111 or visit our website at <http://www.ches.ua.edu/health/ajhs>.

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 response for all questions related to each article your 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, address, volume and number of the AJHS issue and CHES number** at the top of each page of your answer sheet.

- 18(2/3) A. **Positioning Social Marketing as a Planning Process for Health Education** (pg. 75)
Discuss how a health educator would use the social marketing planning framework to design an intervention on a target health promotion topic (i.e. eating well, physical activity, cancer control, etc.).
- 18(2/3) B. **Perceived Importance of Condom Use Among African Americans Using Drugs** (pg. 82)
Review the relationship between drug use and condom use presented in this study. Cite two practical applications of the results of this study for health educators.
- 18(2/3) C. **Effects of a Smoking Prevention Simulation on Students' Smoking Attitudes** (pg. 92)
Discuss the results of the smoking prevention simulation on student attitudes toward smoking. List one recommendation for further study that builds on the results of the Winge study.
- 18(2/3) D. **School Safety for All: Using the Coordinated School Health Program to Increase Safety For LGNTQ Students** (pg. 98)
Review the unique safety risks that may confront LGBTQ students.
- 18(2/3) E. **Communicating risk without creating unintended effects** (pg. 104)
Discuss how the results from this study can assist health educators to more effectively communicate health risk information to target populations.
- 18(2/3) F. **From Ephedra to Creatine: Using Theory to Respond to Dietary Supplement Use in Young Athletes** (pg. 111)
Discuss how the Theory of Reasoned Action and Theory of Planned Behavior help to explain dietary supplement use in young athletes.
- 18(2/3) G. **The Effect of Health Care Provider Persuasive Strategy on Patient Compliance and Satisfaction** (pg. 117)
Define the Expectancy Violation Theory and the Reinforcement Expectancy Theory. What is the relevance of these theories for health educators?
- 18(2/3) H. **Effect of Physical Activity on Substance Use Among College Students** (pg. 126)
From the Dunn and Wang study, discuss the relationship between physical activity and substance use. What are the implications for health educators?

-
- 18(2/3) I. **The Relationship Between Exercise Dependents Symptoms and Perfectionism** (pg. 133)
Examine the relationship between exercise dependence and perfectionism. Discuss the implications of this relationship to the program planning process.
- 18(2/3) J. **FAITH: A Project to Build Community Capacity** (pg. 138)
From the Johnston article, list five key activities needed to build capacity in FAITH based health promotion programs.
- 18(2/3) K. **An Exploration of Student Perceptions and Practices Regarding Alcohol-Free Late-Night Entertainment by Ethnicity** (pg. 146)
From the Maney, et al. study, review the social and cultural factors to consider when designing intervention programs for college age students.
- 18(2/3) L. **A Qualitative Assessment of College Students' Perception of Health Behaviors** (pg. 156)
Provide three examples of how the qualitative assessment results from the Luquis, et al study gathered information that might not have been obtained from quantitative methodologies.
- 18(2/3) M. **Methodological Techniques for Dealing with Missing Data** (pg. 165)
Discuss why it is important to identify missing data. Review how the problem of missing data can be prevented and/or minimized.
- 18(2/3) N. **A Preliminary Investigation of College Students' Physical Activity Patterns** (pg. 169)
Discuss how the results from this study can be integrated into the program planning process to design physical activity programs for college students.

REVIEW ACTIVITY REGISTRATION FORM
VOLUME 18 ISSUE 2/3

Name: _____ CHES # _____

Address: _____

Daytime Telephone: _____ E-mail: _____

Setting in which you practice (check one)

- School College/University
 Community Worksite
 Medical Care Other _____

Position Title _____ Years in Profession _____

Review Activity Evaluation

(circle the most appropriate response)

	Strongly Disagree			Strongly Agree		
1. Activities address CHES Responsibilities & Competencies	1	2	3	4	5	
2. Contact hours equivalent to actual work hours	1	2	3	4	5	
3. Content relevant to Health Education practice	1	2	3	4	5	
4. The activities contributed to my professional growth as a health educator.	1	2	3	4	5	

Comments: _____

