

# HENOD NEWS

VOLUME 1,ISSUE 3

NOVEMBER 2000

## President for the National Society of Public Health Education makes a special visit to New Jersey

President, Kathleen Roe, will be one of 2 distinguished speakers at the New Jersey SOPHE Chapter's final meeting of 2000 on December 7th. The theme for this traditional holiday meeting will be "cultural sensitivity and competence". According to local sources, "...if you have not heard Dr. Kathleen Roe speak, this is an opportunity you do not want to miss! She will energize and inspire you...will challenge and recharge you...and make you feel good about what you do, stimulating you to do more!" Dr. Roe is the initiator of the Open Society Commission of health educators within the National SOPHE. She describes an Open Society as "a society where justice is the same for everyone, where dissent is taken seriously as an index of something wrong or something needed, and where diversity is respected."

Dr. Roe's presentation will be complemented by Linda Holmes, Executive Director for the Office of Minority Health for the New Jersey Dept. of Health and Social Services. An expert of health disparities in New Jersey, Ms Holmes will present on baseline data outlining health disparities in NJ. Poster Presentations will be made by members on "Sensitivity, Tolerance and Respect to Human Diversity".

For more information on this special meeting or learn how to register, contact Bojana Beric, NJ SOPHE vice president, at bericb95@aol.com or contact one of the HENOD officers listed in this newsletter.

## Children & School Health Special Interest Group sets priorities

As the fall weather arrives, the Children and School Health Special Interest Group has been busy setting goals and objectives for its newly formed committee. Lead by Carlye Gerhard, Leonard Young and Janet Arns, the group has outlined the group's mission through the following goals and objectives:

- ✓ Identify the major health education issues affecting children (health insurance, nutrition, lack of exercise, violence, abuse, environmental factors, parental education, etc.)
- ✓ Research best health education practices for children and disseminate to HENOD.
- ✓ Develop programs on Children and School Health for HENOD meetings & confs.
- ✓ Advocate for children's health and submit recommendation to HENOD Advocacy Committee for review.
- ✓ Use education to help decrease the pregnancy and HIV/STD rates throughout DE.
- ✓ Use education to prevent smoking, drug use, underage drinking and DUI related accidents among teens.
- ✓ Educate students on where they can go for help or to improve their health.
- ✓ Connect with the Dept. of Education Wellness Centers.
- ✓ Promote skill-based, developmentally appropriate K-12 comprehensive health education instruction within the context of a coordinated school health program in all schools.
- ✓ Promote the correlation between healthy children, learning and academic success.
- ✓ Support staff development opportunities to increase health knowledge and skills of individuals working with children.

For more information on the Children and School Health SIG, contact your SIG leaders listed on page 3.

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## ***A message from the President***

*By Rob Simmons*

### **The Gist of Health Education – Serving as a Resource to Others**

Health educators are commonly asked, “What do you actually do?” Family, friends, and colleagues have asked me that question for over 25 years. It’s not easy to describe. Do we create and implement community and population-based assessment tools to guide future educational initiatives? Do we plan and conduct health education programs? Do we train others to build capacity in health education? Do we develop health education materials? Do we help evaluate the results of health education efforts? Do we develop marketing plans for our services? Do we influence health policy? Do we seek and obtain needed resources for health education services? Of course, the answer is “yes” to every one of these questions.

A key role that practically all health educators play within their organizations and with the community at large is being a health and education resource. I think it is the nature of our work and training. For most of us, we have received much more training in health education theories and processes rather than on a specific disease or health topic. In fact, we frequently change jobs or health topic emphasis so we develop expertise in a wide range of health issues allowing us more opportunities as community resources.

But it’s more than just our training and what we do. It’s also who we are and what we value. Those who choose to be in the role of health educators are altruistic by nature. We care about our clients and our community. We go out of our way to help others. We feel empathy for those that are less fortunate and in need. We are activists to try to change our society and our systems for the better. We feel frustration and hurt when individual and community changes do not occur.

The national health education standards include ten “Responsibilities” for health educators. One of those is entitled, “Acting as a Resource Person in Health Education.” It includes competencies in such areas as:

- Utilizing Computerized Health Information Retrieval Systems
- Establishing Effective Consultative Relationships
- Interpreting and Responding to Health Education Requests
- Selecting Effective Educational Resource Materials

These are important competencies we all strive to master to be the best resource persons we can possibly be. They embody the *spirit* of health education, that of helping others.

HENOD serves in the same resource role to Delaware health educators as we do to our communities. As we continue to grow and expand, we constantly want to ask ourselves, how can we better serve our health education members? We have developed a network that provides many opportunities for health educators via our quarterly membership meetings, newsletters, our web site, and our various committees and special interest groups. We hope you will find those resources helpful in your work and your profession. Please get involved in our network and let us know how we can be a better health education resource.



### **Networking on the HENOD web!**

By Fred Breukelman

Share your ideas, discuss health information issues, network with other members, announce upcoming meetings and events – all without leaving your desk. Use the HENOD website at **www.henod.org**. All you have to do is click on "Message Board" in the right-hand menu column. That will take you to our bulletin board, where you can leave any health education-related message you choose. The more you post on the bulletin board, the more it will be used by all of us. While you're visiting **www.henod.org**, take a few minutes to explore the site. We've placed a lot of useful information and links to help you.

If you have suggestions for items you'd like to see added to the website, send us an email at [mail@henod.org](mailto:mail@henod.org) (or just click on the [mail@henod.org](mailto:mail@henod.org) link at the bottom of our home page). The site will be updated regularly, so visit often.

## August Meeting Highlights

By Mel Anderson, HENOD Secretary

August 4, 2000 9-11:00AM  
 Christiana Care Health System -  
 Eugene duPont Preventative Medicine  
 And Rehabilitation Institute (PMRI)

**WELCOME:** Rob Simmons, president of HENOD, brought the meeting to order welcoming the group of 35 attendees. Marion Hay, Director of PMRI's worksite health promotion program welcomed everyone to the PMRI facility. She explained the programs and focus and invited all to tour the facility and library.

**ORGANIZATIONAL STATUS & ISSUES:** Rob and Chris Manning, HENOD membership chair, reviewed the history of HENOD and noted the organization's purpose and structure. Chris announced that there were currently 65 members. Rob reviewed some of HENOD activities and goals, reminding everyone that the board is composed of volunteers and that we will have election of officers in the future. Rob has drafted the HENOD by-laws for review by HENOD leadership. The draft will be presented at the November 3rd membership meeting.

**MEMBERSHIP WELCOME PACKAGE:** The membership committee is preparing a welcome package to bring in new members. The goal is to add 15 new members by the end of the year. A Kent/Sussex County membership representative is needed to bring in new members from downstate as well as to provide future meeting sites in those counties.

**PROGRAM COMMITTEE:** Deb Brown announced that the next membership meeting will be November 3<sup>rd</sup> at the American Heart Association. One of the two presentation topics will be Health Literacy by Lisa Shoty, Patient Educator at Christiana Care and the other presentation by Dr. Mike Peterson of the University of Delaware on the STEPS group process technique. The committee is planning the 2001 HENOD annual meeting for April with *social marketing* and *worksite health promotion*

as the main themes.

**ADVOCACY** - An advocacy co-chair is being sought to work with Phyllis Hazel. HENOD members were encouraged to review and communicate their views on such items as HB679 – Delaware's Primary Seat Belt Bill; the federal Hollings Amendment allowing the federal Dept. of Justice to pursue their lawsuit against the tobacco industry; and the Norwood-Dingle Bill on patient's rights currently being debated in Congress. Questions about these and other advocacy issues can be addressed to Phyllis, Rob or Chris Manning.

**SPECIAL PRESENTATIONS:**

**"Healthy Delaware 2010"** - An overview of the "Healthy Delaware 2010" process was presented by Dr. Terry Zimmerman from the Delaware Division of Public Health. He discussed the national Healthy People 2010 initiative, a nationwide, comprehensive, health promotion and disease prevention plan. He followed up with a review of the process of Healthy Delaware 2010. To access this information, go to [www.healthydelaware.com](http://www.healthydelaware.com). He invited the participants to collaborate with public health to participate and help sustain the effort of this long-term project. Kickoff for Healthy Delaware 2010 is expected this spring.

**"Respecting the Rights of Patients"** - was presented by Joan McLaughlin, Director of Patient Relations with Christiana Care. Joan led an active discussion on some ethical questions regarding privacy issues from various perspectives that are relevant to health educators personally and professionally. Discussion items included database privacy, living wills and the importance of family and communication.

### 5-a-Day, EVERYDAY!



Here's a quick and easy recipe to get in 5-A-Day! Share it with those you educate in the community or enjoy it yourself. Courtesy of the Heart Center at Christiana Hospital and the Eugene duPont Preventative Medicine & Rehabilitation Institute.

### Fresh Vegetable Saute

(Serves 4)

- |   |                            |
|---|----------------------------|
| Olive oil cooking spray (or 2 tsp. olive oil) | 1 1/2 tsp. minced garlic   |
| 1 lb. small red skinned potatoes, quartered   | 1/2 med. red onion, sliced |
| 1 small yellow squash, quartered and sliced   | 1/2 cup corn kernels       |
| 1 small zucchini, quartered & sliced          | 1 large tomato, diced      |
| 1 cup fresh green beans, cut in 1" pieces     | 2 tbsp. chopped chives     |
| 1/2 cup low-sodium chicken or vegetable broth | Salt and pep. to taste.    |

Use cooking spray on large skillet and heat over med. temp. Add potatoes and saute until lightly browned, about 5 min. Add onion, garlic, zucchini, squash and beans and saute, stirring often for 3 min. Add remaining ingredients and mix. Cover and cook until the potatoes are tender, about 5 min. Serve hot. Sprinkle with Parmesan cheese if desired.

*1/4 recipe: calories 415, Fat 3g, 7% of cal. from fat, Sat. fat 0.4g, Carb 85g, Sodium 61mg, Fiber 7g.*



## **Save the Date!!!** *A Calendar of Events*



The following professional conferences offer opportunities to learn new concepts and skills in public education while earning valuable education credits. Take a look!!!!

**November 10-12, 2000, Boston, MA** – Society of Public Health Education (SOPHE) annual meeting. Theme: “Taking Risks: Revitalizing the Revolutionary Spirit of the Profession. For more information, log onto [www.sophe.org](http://www.sophe.org).

**March 29-30, 2001 – King of Prussia, PA** – 2001 Pennsylvania Health Education Institute. Opportunities to exhibit. For more information, contact Cathy Barbalace at 610-524-7201.

**April 5, 2001, Newark, DE – 2nd Annual HENOD conference.** To be held at the MBNA Bowman Conference Center. All-day conference with 2 themes: Worksite health promotion

and social marketing for health promotion. Will address a variety of health education competency skills including needs assessments, determining target audiences, program planning and evaluation. Stay tuned for more details!!!

**May 3-5, 2001, Seattle, WA** – Society of Public Health Education (SOPHE) midyear meeting. Theme: “Creating Diversity in a Climate for Wellness”. For more information, log onto [www.sophe.org](http://www.sophe.org).

**June 20-23, 2001, Clearwater, FL** – 11th Annual Social Marketing in Public Health Conference. Conference designed for public health professionals in a variety of disciplines and professional settings. For more information, contact Rob Simmons at 428-4277.

### **YEAR 2000 OFFICERS/COMMITTEE CHAIRS**

#### **Officers**

<b>President</b>	Rob Simmons 428-4277	<b>Treasurer</b>	Fred Breukelman 739-4724
<b>Secretary</b>	Mel Anderson 777-1212	<b>Membership</b>	Chris Manning 633-0200
<b>Program</b>	Deb Pfaffenhauser 674-7099 Lisa Shotyck 623-0573 Deb Brown 655-7258	<b>Continuing Education</b>	Carol Soha 234-3258 Marian Hay 661-3421
<b>Newsletter</b>	Romie Lutz 475-8100 Donna Lloyd-Kolkin 215-862-5480 Joy Osterhout 215-862-5480	<b>Advocacy</b>	Phyllis Hazel 323-8712

#### **SPECIAL INTEREST GROUPS**

<b>Community Health Promotion</b>	Michelle Sobczyk 656-0030, Jim Lafferty 765-9740 Penny West 629-6615, ext. 2609
<b>Worksite Wellness</b>	Marian Hay 661-3421, Marianne Carter 831-1109
<b>Children and School Health</b>	Carlye Gerhard 428-6582, Janet Arns 739-4885 Leonard Young 652-8338
<b>Health and Aging</b>	Chris Oakes 577-4791, Norine Watson 733-5339
<b>Faith Communities</b>	Bob Hall 225-1040, Lavaida Owens-white 428-2653
<b>Health Care Settings</b>	Priscilla Jones 678-2000, Linda Brittingham 733-2364

## TOOLS OF THE TRADE: Planning Effective Health Education Programs

**The purpose of this regular feature is to educate the reader about the Responsibilities and Competencies for Health Educators as established in the late 70's by leaders in the health education profession then adopted, formalized and promulgated by The National Commission for Health Education Credentialing, Inc. Guest contributor, Carol Soha, Ph.D., CHES.**

Good program planning establishes the link between the findings of a needs assessment and the determination and development of health education activities. Once the health needs have been determined to have a specific behavioral component, planning begins.

First, the health educator recruits community organizations, resource people and potential participants for support and assistance in program planning. Individuals or organizations to advocate for the program and provide financial support are critical. In the community, this may include non-profit leaders, clergy, community leaders and potential participants. In the health care setting, this may include health professionals, administrators, and patient support groups. In the school setting, this may include teachers, parents, school nurses and administrators. In worksites, this may include representatives of different departments and tiers within these departments to establish what is commonly known as a wellness committee.

Next, the health educator develops a logical scope and sequence plan for a health education program. An assessment of the learner in regards to knowledge, attitudes, skills, behaviors and readiness is made. The subject areas and sequence in which these subjects are presented in a given time period are determined. Instruction is designed to recognize past learner experiences, include practice, and build on previous learning.

Once the scope of the program has been identified, appropriate and measurable program objectives are established. The planner answers the question: As a result of the instruction, or learning experience, what will the participants know, feel, or value or how will they behave? And, as a consequence of this program effort, HOW MUCH of the health problem will be impacted by WHEN?

Objectives relate to all aspects of the program and over various time frames. A PROGRAM OBJECTIVE may be to reduce the number of sunburns among teenagers during spring vacation. A BEHAVIORAL OBJECTIVE may be increased use of sunscreen. A LEARNING OBJECTIVE may be an improvement in knowledge about SPF numbers. A PROCESS OBJECTIVE may be production and distribution of posters on sensible sun behavior. The

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foundation of an evaluation is established by clearly writing the expected results of an educational program.

Finally, the educational program is designed consistent with the program objectives. Learning activities must be designed to change knowledge, attitudes or behavior or perhaps all three. The nature and size of the group will dictate activities. To enhance effectiveness, a variety of educational activities will be used. Learning will be practiced and reinforced. For example, in teaching about a low fat diet, participants should practice reading nutrition labels and selecting foods from a cafeteria.

Perhaps the most popular planning tool is the Precede-Proceed Model. Familiarize or re-acquaint yourself with this model through a simple Internet search. For details on the health education responsibilities and competencies go to [www.nchec.org](http://www.nchec.org).

Article adapted from *A Competency-Based Framework for Professional Development of Certified Health Education Specialists*, National Commission for Health Education Credentialing, Inc., 1996.

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**H.E.N.O.D.**

Looking to make new contacts outside your usual circle? Frustrated with your health education programs? Looking to share your successes? If you answered yes to any of these questions, the Health Education Network of Delaware might be for you. As health education moves into the 21st century we can be more effective in our public health efforts and ultimately make a difference right here in Delaware. HENOD is designed to provide health educators in Delaware and the surrounding areas with the professional variety of skills needed to be successful in this challenging career. HENOD provides opportunities to network with others from across the State, develop new skills, and expand your understanding of health education issues from infectious diseases to personal safety. Remember, HENOD is a professional organization for YOU, and not another Coalition, workgroup, or committee requiring more of your work time. For membership questions, or to find out more about HENOD's benefits contact Chris Manning @ 302-633-0200 (work) or 302-658-1583 (home) or email to: [cmanning@heart.org](mailto:cmanning@heart.org).

**Join HENOD!**