
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 the articles. The answers to the questions you choose to answer can be forwarded to the AJHS in two ways: mail or as an E-mail attachment (MS word format). Please use the addresses and fax number listed below.

American Journal of Health Studies
McCool and Associates
11460 Bent Pine Drive
Moundville, AL 35474
lorimccool69@yahoo.com

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

REVIEW ACTIVITY DIRECTION

- ❶ Select the articles you wish to read and review for 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 online at <http://www.ajhs.tamu.edu>
- ❹ Forward your answers, the registration form, and the evaluation form via mail or E-mail to the *American Journal of Health Studies* at the address and number 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 McCool and Associates, 11460 Bent Pine Drive, Moundville, AL 35474; EMAIL: lorimccool69@yahoo.com.

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.

22(1) A. Perceptions of Physical and Psychosocial Aspects of a Safe School

Describe the various aspects of both the physical and psychosocial environments which were found to contribute to a safe school environment. How did various demographic characteristics associate with these perceptions? How might these associations influence the development of a safe school environment?

22(1) B. Sleep Among Early Adolescent Students

Describe the sleep patterns of the adolescents in study and indicate which factors most often predicted sleep deprivation. How can health educators utilize their unique skills to develop programs which can address this health issue?

22(1) C. Patterns and Correlates of Body Image Dissatisfaction and Distortion Among College Students

Describe the patterns and trends of body image dissatisfaction and distortion found in this study. How could gender differences in body image dissatisfaction and distortion emerge with the growing emphasis on appearance within college student populations?

22(1) D. Commuting Behaviors, Obesity Risk and the Built Environment

What effect of college students' commuting patterns have on their eating habits? Do you think that incorporating health education messages for college students regarding their eating habits during their commutes can be effective in reducing obesity and overweight risks among this population?

22(1) E. Reported Alcohol Use and Perception of Use among Early Adolescents

Discuss the effects that access and adolescent attitudes have on underage drinking. Use findings from this manuscript to frame your discussion. How might these factors be addressed within future early adolescent alcohol use prevention programs?

22(1) F. Changes in Women's Physical Activity Over Their Freshman Year of College

Discuss any changes in physical activity among women in this study during their freshman year of college. Do these changes correspond with what you expected? Do these findings support the commonly held perception that freshman women may experience the "Freshman 15"?

22(1) G. "We Didn't Have Sex Did We?" College Students' Perceptions of Abstinence

Comment on the haziness surrounding commonly encountered terms in abstinence education. How might this vagueness affect the impact of such programs? Cite evidence from the manuscript to support your answer.

22(1) H. Managing Stress: What Consumers want to know from Health Educators

Offer some suggestions from this commentary which can help health educators identify stress management techniques that are most helpful to consumers in helping to alleviate stress. Which specific approaches or strategies seem to be most efficacious for which specific populations (e. g., school, community, worksites, etc.)?

REVIEW ACTIVITY REGISTRATION FORM

VOLUME 22 ISSUE 1

Name: _____ CHES # _____

Address: _____

Daytime Telephone: _____ E-mail: _____

Setting in which you practice (check one):

- | | |
|---------------------------------------|---|
| <input type="checkbox"/> School | <input type="checkbox"/> College/University |
| <input type="checkbox"/> Community | <input type="checkbox"/> Worksite |
| <input type="checkbox"/> Medical care | <input type="checkbox"/> 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: _____

