Guidelines for Documenting Work Experience for the

Community Health Internship Deficiency

Department of Community Health and Health Services Management
Western Illinois University

September 2000
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Background Information

This option was developed for individuals who are presently working, or have worked within the last five years, in a community health education position. Keep in mind that the activities documented should be related to community health education, not clinical/medical experiences. The student MUST submit a proposal to the internship coordinator prior to actually documenting the work experiences. This must include the following information:

1. The agency name
2. The student's job title and job responsibilities
3. A list of the projects/programs intended for documentation

The proposal is reviewed by the internship coordinator (and other graduate faculty as necessary). If approval is provided, the student may progress with the actual documentation of the community health education experiences.

Style Format

The finished product must:

1. Be typed (using only one style of type throughout the paper)
2. Be double spaced
3. Have one-inch margins
4. Be thorough and well organized
5. Be grammatically sound and free of typographical errors
6. Be submitted either in a 3-ring binder or comb bound

Preparing a quality, professionally written paper will, in most cases, minimize the chances that faculty reviewers will mandate major revisions. HINT: It is suggested the paper be typed and stored on a computer disk to minimize the time involved in re-typing the entire paper when revisions are mandated.

Sequential Order of the Paper

Title Page

An example of proper format for the title page is provided on page 4.

Table of Contents

An example of proper format for the table of contents is provided on page 5. Everything appearing in the table of contents should also appear in the body of the paper, properly separated and underlined.
Introduction

This should include a historical review of the agency/organization followed by a current overview. This should also include a brief description of the student's history with the agency/organization.

Structure and Functions of the Agency/Organization

This should be a detailed discussion of the organizational structure and functions of each of the operating units/departments within the agency/organization. Discuss how the agency is organized, as well as the roles, responsibilities, and programs provided by each operating unit/department. Include an organizational chart in the appendices.

Description of Experiences and Activities

This shall consist of a thorough, in-depth discussion of the various experiences and activities that the intern was involved in during the time period discussed. A detailed explanation of several projects/programs should be provided. Each description should also include a discussion of the graduate-level responsibilities utilized in completing the projects/programs. A copy of Certified Health Education Specialist Responsibilities and Competencies is provided in the example Appendix A on page 11. In addition, a matrix indicating the responsibilities utilized should be provided for each task completed. Example matrices are found in the example Appendix B on page 19. Students must document a minimum of 150 work hours.

Appendices

Include copies of materials developed or utilized for the projects/programs. Some helpful hints include:

1. All appendices included must be discussed in the body of the paper and include a page reference (e.g., Appendix A, p. 23).
2. Appendices are arranged according to the order in which they are discussed in the paper (i.e., the first appendix discussed should be Appendix A, the second should be Appendix B, and so on).
3. Make certain the pages in the appendices are properly numbered. The page number provided in the Table of Contents and cited in the main body of the paper should be consistent. The appendices section should begin pagination where the Description of Experiences and Activities section ended (see the Table of Contents provided in this document as an example).
4. If an appendix is more than one page, a cover sheet should be supplied (see Appendices B and C in this document as examples). A cover sheet is not needed for appendices which are one page in length.
5. Titles of tables, graphs, etc. should be on the right margin.
Additional Requirements

Each student must provide references who can verify the documented experiences actually were completed. This information should include:

Supervisor's Name and Title
Agency Name
Agency Address
Agency Telephone Number
EXAMPLE TITLE PAGE

Professional Work Experience Documentation
Completed at McDonough County Health Department
Macomb, IL

By

Joe Student

Submitted in partial fulfillment of the Community Health and Health Services Management Community Health Internship Requirement
Western Illinois University
September 2000
# EXAMPLE TABLE OF CONTENTS

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STRUCTURE AND FUNCTIONS OF McDonough County Health Department

(Counted as a page, but not numbered)
EXAMPLE APPENDICES

APPENDICES

(Counted as a page, but not numbered)
APPENDIX A

CHES Responsibilities and Competencies

(Counted as a page, but not numbered)
Certified Health Education Specialist®
Responsibilities and Competencies

I. Assessing individual and community needs for health education.
   A. Obtain health related data about social cultural environments, growth and development factors, needs, and interests.
      1. Select valid sources of information about needs and interests.
      2. Utilize computerized sources of health-related information.
      3. Employ or develop appropriate data-gathering instruments.
      4. Apply survey techniques to acquire health data.
      5. **Conduct health-related needs assessment in communities.**
   B. Distinguish between behaviors that foster and those that hinder well-being.
      1. Investigate physical, social, emotional, and intellectual factors influencing health behaviors.
      2. Identify behaviors that tend to promote or compromise health.
      3. Recognize the role of learning and affective experiences in shaping patterns of health behavior.
      4. **Analyze socio-cultural factors that influence health.**
   C. Infer needs for health education on the basis of obtained data.
      1. Analyze needs assessment data.
      2. Determine priority areas of need for health education.
   D. **Analyze factors that influence learning and development.**
      1. **Assess individual learning styles.**
      2. **Assess individual literacy.**
      3. **Assess the learning environment.**

II. Planning effective health education programs.
   A. Recruit community organizations, resource people, and potential participants for support and assistance in program planning.
      1. Communicate need for the program to those who will be involved.
      2. Obtain commitments from personnel and decision makers who will be involved in the program.
      3. Seek ideas and options of those who will affect or be affected by the program.
      4. Incorporate feasible ideas and recommendations into the planning process.
      5. **Apply principles of community organization in planning programs.**
   B. Develop a logical scope and sequence plan for a health education program.
      1. Determine the range of health information requisite to a given program of instruction.
      2. Organize the subject areas comprising the scope of a program in logical sequence.
      3. **Consider philosophy and theory in planning health education programs.**
4. Analyze the process for integrating health education as part of a broader health care or education program.
5. Develop a theory-based framework for health education programming.

C. Formulate appropriate and measurable program objectives.
   1. Infer educational objectives facilitative of achievement of specified competencies.
   2. Develop a framework of broadly stated, operational objectives relevant to a proposed health education program.

D. Design educational programs consistent with specified program objectives.
   1. Match proposed learning activities with those implicit in the stated objectives.
   2. Formulate a wide variety of alternative educational methods.
   3. Select strategies best suited to implementation of educational objectives in a given setting.
   4. Plan a sequence of learning opportunities building upon and reinforcing mastery of preceding objectives.
   5. Select theory-based strategies in health education program planning where appropriate.
   6. Plan training and instructional programs for health and health education practitioners.

E. Promote the health education program using social marketing theories.
   1. Identify populations for health education programs.
   2. Involve participants in planning health education programs.
   3. Develop a marketing plan to promote health education.

III. Implementing health education programs.
A. Exhibit competence in carrying out planned educational programs
   1. Employ a wide range of educational methods and techniques.
   2. Apply individual or group process methods as appropriate to given learning situations.
   3. Utilize instructional equipment and other instructional media effectively.
   4. Select methods that best facilitate practice of program objectives.
   5. Assess, select, and apply emerging technologies that will contribute to program objectives and which are appropriate to a given educational situation.
   6. Develop and demonstrate model implementation strategies.
   7. Deliver advanced training and instructional programs.
   8. Guide and facilitate community development, adhering to community organization principles.

B. Infer enabling objectives as needed to implement instructional programs in specified settings.
   1. Pretest learners to ascertain present abilities and knowledge relative to proposed program objectives.
   2. Develop subordinate measurable objectives as needed for instruction.
C. Select methods and media best suited to implement program plans for specific learners.
   1. Analyze learner characteristics, legal aspects, feasibility, and other considerations influencing choices among methods.
   2. Evaluate the efficacy of alternative methods and techniques capable of facilitating program objectives.
   3. Determine the availability of information, personnel, time, and equipment needed to implement the program for a given audience.
   4. **Critically analyze technologies, methods and media for their acceptability to diverse groups.**
   5. **Apply theoretical and conceptual models from health education and related disciplines to improve program delivery.**

D. Monitor educational programs, adjusting objectives and activities as necessary.
   1. Compare actual program activities with the stated objectives.
   2. Assess the relevance of existing program objectives to current needs.
   3. Revise program activities and objectives as necessitated by changes in learner needs.
   4. Appraise applicability to resources and materials relative to given educational objectives.

IV. **Evaluating effectiveness of health education programs.**
A. Develop plans to assess achievement of program objectives.
   1. Determine standards of performance to be applied as criteria of effectiveness.
   2. Establish a realistic scope of evaluation efforts.
   3. Develop an inventory of existing valid and reliable tests and survey instruments.
   4. Select appropriate methods for evaluating program effectiveness.
   5. **Identify existing sources of health related databases.**
   6. **Evaluate existing data gathering instruments and processes.**
   7. **Select appropriate qualitative and/or quantitative evaluation design.**
   8. **Develop valid and reliable instruments.**

B. Carry out evaluation plans.
   1. Facilitate administration of the tests and activities specified in the plan.
   2. Utilize data collecting methods appropriate to the objectives.
   3. Analyze resulting evaluative data.
   4. **Apply appropriate technology.**
   5. **Implement appropriate qualitative and quantitative evaluation techniques.**

C. Interpret results of program evaluation.
   1. Apply criteria of effectiveness to obtained results of a program.
   2. Translate evaluation results into terms understood by others.
   3. Report effectiveness of educational programs in achieving proposed objectives.
   4. **Implement strategies to analyze data from evaluation assessments.**
   5. **Make recommendations from evaluation results.**
   6. **Compare evaluation results to other findings.**
D. Infer implications from findings for future program planning.
   1. Explore possible explanations for important evaluation findings.
   2. Recommend strategies for implementing results of evaluation.
   3. **Apply evaluation to refine and maintain programs.**
   4. **Utilize evaluation findings in policy analysis and development.**

V. **Coordinating provision of health education services.**
   A. Develop a plan for coordinating health education services.
      1. Determine the extent of available health education services.
      2. Match health education services to proposed program activities.
      3. Identify gaps and overlaps in the provision of collaborative health services.

   B. Facilitate cooperation between and among levels of program personnel.
      1. Promote cooperation and feedback among personnel related to the program.
      2. Apply various methods of conflict reduction as needed.
      3. Analyze the role of health educator as liaison between program staff and outside groups and organizations.

   C. Formulate practical modes of collaboration among the health agencies and organizations.
      1. Stimulate development of cooperation among personnel responsible for community health education programs.
      2. Suggest approaches for integrating health education within existing health programs.
      3. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests.
      4. **Organize and facilitate groups, coalitions and partnerships.**

   D. Organize in-service training programs for teachers, volunteers, and other interested personnel.
      1. Plan an operational, competency-oriented training program.
      2. Utilize instructional resources that meet a variety of in-service training needs.
      3. Develop plans for promoting collaborative efforts among health agencies and organizations with mutual interests.
      4. **Facilitate collaborative training efforts among agencies and organizations.**

VI. **Acting as a resource person in health education.**
   A. Utilize computerized health information retrieval systems effectively.
      1. Match an information need with the appropriate retrieval system.
      2. Access principal on-line and other database health information resources.
      3. **Use a system of data retrieval commensurate with program needs.**
      4. **Determine relevance of various computerized health information resources.**
      5. Assist in establishing and monitoring policies for use of data gathering practices.
B. Establish effective consultative relationships with those requesting assistance in solving health-related problems.
   1. Analyze parameters of effective consultative relationships.
   2. Describe special skills and abilities needed by health educators for consultation activities.
   3. Formulate a plan for providing consultation to other health professionals.
   4. Explain the process of marketing health education consultative services.
   5. Utilize networking skills.

C. Interpret and respond to requests for health information.
   1. Analyze general processes for identifying the information needed to satisfy a request.
   2. Employ a wide range of approaches in referring a requester to valid sources of health information.

D. Select effective educational resource materials for dissemination.
   1. Assemble educational material of value to the health of individuals and community groups.
   2. Evaluate the worth and applicability of resource materials for given audiences.
   3. Apply various processes in the acquisition of resource materials.
   4. Compare different methods of distributing educational materials.
   5. Apply communication theory and principles in the construction of health education materials.

VII. Communicating health and health education needs, concerns and resources.
A. Interpret concepts, purposed, and theories of health education.
   1. Evaluate the state-of-the-art of health education.
   2. Analyze the foundations of the discipline of health education.
   3. Describe major responsibilities of the health educator in the practice of health education.
   4. Articulate the historical and philosophical bases of health education.
   5. Advocate for health education programming utilizing needs assessment data.

B. Predict the impact of societal value systems on health education programs.
   1. Investigate social forces causing opposing viewpoints regarding health education needs and concerns.
   2. Employ a wide range of strategies for dealing with controversial issues.
   3. Analyze social, cultural, demographic and political factors that influence decision makers.
   4. Estimate future health education needs based upon societal changes.
   5. Respond to challenges to health education.

C. Select a variety of communication methods and techniques in providing health information.
   1. Utilize a wide range of techniques for communicating health and health education information.
   2. Demonstrate proficiency in communicating health information and health education needs.
   3. Demonstrate both proficiency and accuracy in oral and written presentations.
   4. Utilize culturally sensitive communication methods and techniques.
D. Foster communication between health care providers and consumers.
   1. Interpret the significance and implications of health care providers' messages to consumers.
   2. Act as liaison between consumer groups and individuals and health care provider organizations.

VIII. Applying appropriate research principles and methods in health education.
  A. Conduct thorough review of literature.
     1. Employ electronic technology for retrieving references.
     2. Analyze references to identify those pertinent to selected health education issues or programs.
     4. Synthesize key information from the literature.
     5. Evaluate the research design, methodology and findings from the literature.

  B. Use of appropriate qualitative and quantitative research methods.
     1. Assess the merits and limitations of qualitative and quantitative research methods.
     2. Apply qualitative and/or quantitative research methods in research designs.

  C. Apply research to health education practice.
     1. Utilize appropriate research methods and designs in assessing needs.
     2. Utilize information derived from research for program planning.
     3. Select implementation strategies based upon research results.
     4. Employ research design, methods and analysis in program evaluation.
     5. Draw conclusions from the research results.
     6. Use research results to inform health policy development.
     7. Utilize protocol for dissemination of research findings.

IX. Administering health education programs.
  A. Develop and manage fiscal resources.
     1. Develop and manage realistic budgets to support program requirements.
     2. Secure, allocate, disburse and maintain accountability for fiscal resources.
     3. Obtain fiscal resources through grants, contracts, and other internal and external sources.

  B. Develop and manage human resources.
     1. Assess and communicate qualifications of personnel needed for programs.
     2. Recruit, employ, develop and evaluate staff.
     3. Demonstrate leadership in human resources management.
     4. Apply human resource policies consistent with relevant laws and regulations.

  C. Exercise organizational leadership.
     1. Analyze the organization's culture in relationship to program goals.
     2. Assess the political climate of the organization, community, state and nation regarding conditions that advance or inhibit the goals of the program.
     3. Conduct long-range and strategic planning.
4. Develop strategies to change organizational culture to achieve program goals.
5. Develop strategies to influence public policy.

D. Obtain acceptance and support for programs.
   1. Apply social marketing theories and techniques to promote goals of program.
   2. Employ concepts and theories of public relations and communications to obtain support for programs.
   3. Incorporate culturally competent techniques in promoting programs.

X. Advancing the profession of health education.
   A. Provide a critical analysis of current and future needs.
      1. Relate health education issues to larger social issues.
      2. Articulate health education's role in policy formation at the organizational and community level.
   
   B. Assume responsibility for advancing the profession.
      1. Analyze the role of the health education associations.
      2. Participate effectively in professional organizations.
      3. Develop a personal plan for professional growth.
   
   C. Apply ethical principles as they relate to the practice of health education.
      1. Adhere to a health education code of ethics.

* as of May 1996 these are the proposed responsibilities and competencies for graduate health education. New responsibilities, competencies or sub-competencies are in bold letters.
APPENDIX B

Example Matrix

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<th>Tasks</th>
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<td>Talk to R.A. about intended audience</td>
<td>X</td>
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<tr>
<td>Determine areas of focus and concentration</td>
<td>X</td>
</tr>
<tr>
<td>Ask R.A. to post notices of program in residence hall</td>
<td>X</td>
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<tr>
<td>Arrange to have TV/VCR available for video</td>
<td>X</td>
</tr>
<tr>
<td>Ask R.A. for any ideas/opinions she has about the program</td>
<td>X</td>
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<td>Write objectives</td>
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<td>Distribute handouts</td>
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<td>Show video</td>
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<td>Present prepared lecture</td>
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<td>Be prepared to alter lecture as it occurs</td>
<td>X</td>
</tr>
<tr>
<td>Tell audience what I expect them to know or be able to do at the completion of the program</td>
<td>X</td>
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<tr>
<td>Call R.A. after the program for feedback</td>
<td>X</td>
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<td>Keep records regarding the effectiveness of different program strategies</td>
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<td>Discuss residence hall programs with other health center personnel who provide programs</td>
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<td>Conduct in-service training programs on new contraceptive technology</td>
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<td>Let R.A. know that I am available to her if she has problems or concerns with students on her floor</td>
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<td>Contact coordinator of health education after each program to share information with him about the program</td>
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<td>Tell students what health educators are and how we can help them with their concerns</td>
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<td>Use humor, statistics, anecdotes to communicate health education information</td>
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<td>Summarize the literature related to the presentation information</td>
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<tr>
<td>Identify limitations and strengths of various sources of information</td>
<td>X</td>
</tr>
<tr>
<td>Identify fiscal sources of support for the program</td>
<td>X</td>
</tr>
<tr>
<td>Develop media to promote program</td>
<td>X</td>
</tr>
<tr>
<td>Conduct myself in an ethically appropriate manner during the provision of this program</td>
<td>X</td>
</tr>
</tbody>
</table>