PUBH 240 Readings

Table of Contents

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Chapter 1: What is Public Health?

Vocabulary List

(Merriam-Webster, 2023)

- **Cessation:** Stop

- **Imitation:** Something produced as a copy.

- **Paraphrase:** A restatement of a text or passage giving the meaning in another form, as for clearness.

- **Plagiarism:** A piece of writing or other work reflecting such unauthorized use or imitation.

- **Radiation:** The process of emitting radiant energy in the form of waves or particles

- **Restating:** To state again or in a new way.

- **Sedentary:** Doing or requiring much sitting; not physically active.

- **Synonym:** one of two or more words or expressions of the same language that have the same or nearly the same meaning in some or all senses

- **Thesaurus:** A book of words and their synonyms

- **Transcript:** A written, typewritten, or printed copy; something transcribed or made by transcribing.

- **Vaccinate:** To administer a vaccine, usually by injection.

Introduction

Public health is a scientific discipline that deals with health on a population level. Those who work in public health rely on accurate scientific data to make informed decisions on healthy lifestyles, disease prevention, and so on. Public health professionals use academic or scientific writing to ensure the information given to the public is clear and accurate. This course, and all other public health courses, expect students to write objectively and attribute ideas and words of other people appropriately. Academic or scientific writing skills are highly valuable for success in all of your university courses and the public health field. This first week will introduce the science of public health and present the writing format used in public health writing and publication.

What is Public Health?

Public health differs from medical care because it addresses health on a population level rather than an individual level. Public health studies groups. These groups could be a community, a country, or the whole world. (What Is Public Health?, 2015)

Public health professionals do both surveillance and research to understand the outcomes or health risks that groups of people are exposed to, and they plan interventions to prevent disability and disease.

They study the magnitude of the health risks and how the risks are distributed among different places or different cultures or socioeconomic groups. It is important to learn the causes of diseases to plan how to prevent them.

Disease risk factors may come from many of the following:

- Behaviors like smoking, being sedentary or eating unhealthy foods

- Environment, like air pollution, radiation, or contaminated foods

- Social determinants like poverty, lack of education, or gender discrimination

Public health seeks both to keep people healthy and to ensure they have access to healthcare when needed. For example, they work on reducing smoking rates to lower cancer risks. For those who already have cancer, public health workers make effective cancer treatment available.

Health systems need to have both capability and capacity. That is the capability to care for the sick and provide care to all those who need it.

Another Definition of Public Health

"The activities that ensure conditions in which people can be healthy. These activities include community-wide efforts to identify, prevent, and combat threats to the health of the public." - Institute of Medicine Definition of Public Health (National Association of County & City Health Officials, n.d.)

> ### Important Note:
>
> Public health does not work with individuals one-on-one as clinicians. A clinician is someone such as a nurse or doctor. When you complete the Community and Environmental Health Certificate or graduate with an associate's or bachelor's degree in Applied Health, you will not be able to work as a clinician without further schooling.

Public health interacts with health on a population level. This work may be done in groups, communities, countries, on a global scale, and so on.

If public health professionals do not work with people one-on-one, then what do they do? The primary responsibilities of public health include the following: "10 Essential Services."

(Centers for Disease Control and Prevention, Office for State, Tribal, Local and Territorial Support, 2014)

(Centers for Disease Control and Prevention, 2023)

10 Essential Services:

1. Monitor health status.

2. Diagnose and investigate problems.

3. Inform, educate, and empower people.

4. Mobilize community partnerships.

5. Develop policies.

6. Enforce laws and regulations.

7. Link people to needed services.

8. Assure a competent workforce.

9. Evaluate effectiveness, accessibility, and quality of services.

10. Research new insights and solutions for problems.

Here are examples of public health which have made a positive difference in population health:

- Vaccinations.

- Smoking cessation.

- Safety in the workplace.

What other examples can you think of?

Public Health and The Church of Jesus Christ of Latter-day Saints

In 1833, the Lord revealed the Word of Wisdom to Joseph Smith in response to his question regarding the brethren using tobacco in their meetings (The Church of Jesus Christ of Latter-day Saints, 2018).

- Read Doctrine and Covenants section 89.

- Consider this question: How can the Word of Wisdom relate to public health efforts?

Job Skills: Paraphrasing and Summarizing

When you report on the information you find online, you must not copy it directly into your document. Copying is considered plagiarism and is dishonest because you claim it as your own when written by someone else. Therefore, it is important to report information by either paraphrasing or summarizing. In either case, you also need to cite your source to give credit to where you found the information. Chapter 4 of this textbook will explain how to cite your sources properly.

Paraphrasing means using your own words to report the information, changing the words from your source into your way of explaining them. Paraphrasing text can be challenging, especially with academic content or if English is not your first language.

Summarizing means rewriting the main points of a long passage of text into a few sentences.

Job skills: Paraphrasing and summarizing are important skills used in the professional writing of public health workers. This week, we will learn about and practice paraphrasing and summarizing. This will also help you avoid plagiarism as we move through the course.

Study Skills: Turnitin

Purpose: Explain what Turnitin is used for and how to improve your paraphrasing skills.

Turnitin is an online program that checks the originality of the work you submit. Turnitin will help you improve your writing and avoid plagiarism. This program is used in this course to provide immediate feedback so that you will know what needs to be fixed in your writing before submitting your assignments.

How to use Turnitin

To check your Turnitin score, select the Grades tab on the left side of your screen.

On the Grades page, you will see a colored flag on the right side of the assignment you have turned in (as shown in the picture below). The colored flag may take a few minutes to appear after submitting your assignment. Select this colored flag (the color can vary).

Each colored flag indicates the degree to which Turnitin has matched your work to that of other people's assignments. The different flags and their plagiarism percentages are as follows:

Once you have selected the colored flag, you will see a number on the right-hand side which indicates the plagiarism score. This score will show you all the highlighted text in your work that Turnitin has flagged as copied.

A red flag indicates that you have a plagiarism score of 75% or higher. Your work will then be flagged and your instructor will be notified. You can resubmit your work as many times as you want as long as it is submitted before the assignment's due date.

Introduction to Public Health Term Paper Project

In this course and throughout the Applied Health program, you must find and analyze academic literature on public health. Each step of the term paper will help you learn a different skill needed to demonstrate your ability in this area.

NOTE: It is extremely difficult, if not impossible, to type a paper in APA format on a phone or mobile device. Please do your best to find a computer, preferably one with Microsoft Word or Google Docs, either of which can be used for this assignment.

Project Overview

1. Each step of the term paper will help you learn a different skill needed to demonstrate your ability in this area.
   - You will be writing a 2–3 page term paper (with a title page and reference page, a total of 4–5 pages) on a health topic about a specific target population and target location.
   - The tasks will be broken down into six weeks.
   - You will use the **same** topic, **same** target population, and **same** target location for all term paper assignments each week.

A breakdown of the tasks for each section of your paper is listed below.

W02 Term Paper: Title Page & Resources
Choose a topic, target population, and target location for your research paper. Create your title page and find three scholarly, peer-reviewed articles on your topic.

W03 Term Paper: Intro & Prevalence
Write your Introduction and Prevalence paragraphs. This assignment allows you to demonstrate your ability to write an introduction that hooks your reader, states your thesis, and includes a prevalence paragraph that explains the prevalence of the problem within your target population and target location.

W04 Term Paper: Data & Interventions
Write the data and intervention paragraphs of your paper discussing two interventions that have been implemented.

W05 Term Paper: Conclusion & Rough Draft
Using the content of the paper you created last week, write the conclusion of your paper. Use this section to highlight some of the challenges that remain in addressing the health problem in the target population and area you are studying.

W06 Term Paper: Edits & Revisions
Make revisions to your rough draft of your term paper. Take the opportunity to revise the previous parts of your paper and receive feedback before you submit the final draft of your term paper.

W07 Term Paper: Final Draft
Make final revisions and submit the final edition of your term paper.

References

https://youtu.be/jA8uYvJ_i8Y

Centers for Disease Control and Prevention. (2023, March 6). *10 Essential Public Health Services*. Centers for Disease Control and Prevention. https://www.cdc.gov/publichealthgateway/publichealthservices/essentialhealthservices.html

Centers for Disease Control and Prevention, Office for State, Tribal, Local and Territorial Support. (2014). *The 10 Essential Public Health Services: An Overview*. https://www.cdc.gov/publichealthgateway/publichealthservices/pdf/essential-phs.pdf

Merriam-Webster. (2023). *Merriam-Webster Dictionary*. Merriam-Webster. https://www.merriam-webster.com/

National Association of County & City Health Officials. (n.d.). *Public Health 101*. https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.naccho.org%2Fuploads%2Fdownloadable-resources%2FPublic-Health-REVISED-April-13.ppt%23%3A~%3Atext%3DWhat%2520is%2520Public%2520Health%253F%2Cthe%2520health%2520of%2520the%252

The Church of Jesus Christ of Latter-day Saints. (2018). Chapter 15: Holy Places. In *Saints, The Story of the Church of Jesus Christ in the Latter Days* (Vol. 1, pp. 167–168). Intellectual Reserve, Inc. https://www.churchofjesuschrist.org/study/history/saints-v1/15-holy-places?lang=eng&id=p42-p49#p42

What is public health? (2015). https://youtu.be/jA8uYvJ_i8Y

Chapter 2: Public Health Then and Now

Vocabulary List

(Merriam-Webster, 2023)

- **Cholera:** any of several diseases of humans and domestic animals usually marked by severe gastrointestinal symptoms.

- **Coalitions:** an alliance of distinct parties, persons, or states for joint action.

- **Immunization:** the act of making someone or something immune or the state of being immune.

- **Malaria:** a human disease that is caused by sporozoan parasites (genus Plasmodium) in the red blood cells, is transmitted by the bite of anopheline mosquitoes, and is characterized by periodic attacks of chills and fever.

- **Maternal:** of, relating to, belonging to, or characteristic of a mother.

- **Newborn:** a recently born individual.

- **Outbreak:** a sudden rise in the incidence of a disease.

- **Pandemics:** occurring over a wide geographic area (such as multiple countries or continents) and typically affecting a significant proportion of the population.

- **Physician:** a health care professional (such as a dermatologist, internist, pediatrician, or urologist) who has earned a medical degree, is clinically experienced, and is licensed to practice medicine.

- **Sanitary:** characterized by or readily kept in cleanliness.

- **Sewage:** refuse liquids or waste matter usually carried off by sewers.

- **Smallpox:** an acute contagious febrile disease of humans that is caused by a poxvirus (species Variola virus of the genus Orthopoxvirus), is characterized by a skin eruption with pustules, sloughing, and scar formation, and is believed to have been eradicated globally by widespread vaccination.

- **Refugee:** a person who flees to a foreign country or power to escape danger or persecution.

- **Toxins:** a poisonous substance.

Introduction

Public health is a discipline that deals with health on a population level. In this chapter, we will review a brief history of public health and discuss what it is —how it started and where it is going. You will also be introduced to the five core discipline areas of public health. Understanding the five core discipline areas will help you narrow your focus to the public health setting you want to pursue.

The History of Public Health

People have likely been practicing public health for as long as groups of people gathered together. Before the time of Christ, Romans built complex structures to bring safe drinking water into cities, as well as take out human waste (Karabatos et al., 2021). Ancient cultures may have used the spread of disease as a weapon in their warfare (Wheelis, 2002), but they also took measures to stop the spread of disease through laws and cultural norms. The oldest record of this type of public health measure is found in the Bible, in the Book of Leviticus. Hippocrates—the founder of Western medicine—expressed public health sentiments when he discussed the need to consider water and air quality in diagnosing and treating disease (Hippocrates, 400 C.E.).

In 1796, Edward Jenner, a British physician, began experimenting with inoculating people with smallpox in the hope of lessening the devastating results the disease was having (Riedel, 2005). Jenner published a paper describing the process that led to the development of the smallpox vaccine.

Interest in public health expanded in the mid-1800s. Localities started publishing reports on the sanitary conditions to which their populations were exposed. This interest in sanitation conditions, coupled with increasingly rigorous scientific methods, expanded the ability and reliability of public health efforts. One famous example is that of John Snow, who, in 1854, conducted investigations into a cholera outbreak in the heart of a large, densely populated city: London, England. Snow's investigations showed that the disease outbreak was centered at a water pump where water was contaminated with sewage (Tulchinsky, 2018). This investigation started our modern research and understanding of waterborne diseases and how to protect societies against them.

The culmination of John Snow's cholera outbreak research and increased interest and understanding of public health led to national public health associations being formed in the mid-1800s to the present day. The U.K.'s Royal Society of Public Health (RSPH) was established in 1856, and the American Public Health Association (APHA) was established a few years later in 1872. The World Health Organization (WHO) was organized in 1948 (World Health Organization, 2022a) and the World Federation of Public Health Associations (WFPHA) was founded in 1967 (World Federation of Public Health Associations, 2020).

| List of National Public Health Associations ||
Year	Name
1856	Royal Society for Public Health
1872	American Public Health Association
1877	French Society Of Public Health
1878	Italian Society of Hygiene, Preventive Medicine and Public Health
1879	Cuban Society of Public Health
1902	Public Health Society of Panama
1910	Canadian Public Health Association
1929	Public Health Association of Georgia
1929	Norwegian Public Health Association
1938	Japan Public Health Association
1942	National Health Association of Thailand
1957	Korea Public Health Association
1950	Indonesian Public Health Association
1950	Iranian Public Health Association

1952	Chilean Public Health Society
1952	Bangladesh Public Health Association
1952	Egyptian Association of Public Health Promotion
1956	Indian Public Health Association
1956	Society for Social Medicine & Population Health
1958	Bolivian Society of Public Health
1968	Society for Social Medicine in Finland
1972	Taiwan Public Health Association
1972	Swiss Society of Public Health
1972	Faculty of Public Health
1974	Slovenian Medical Society
1979	Public Health Association of Australia
1979	Brazilian Association of Collective Health
1980	Tanzania Public Health Association
1987	The National Institute of Public Health of Mexico
1987	China Preventive Medicine Association
1988	Public Health Association of New Zealand
1989	Ethiopian Public Health Association
1990	Nepal Public Health Association
1991	Uganda National Association of Community & Occupational Health
1992	Swedish Association Of Social Medicine
1992	Portuguese Association for Public Health Promotion
1992	Spanish Society for Public Health and Health Administration
1992	The European Public Health Association
1992	Belgian Association of Public Health
1992	Danish Society of Public Health
1994	Armenian Public Health Association
1995	Sudanese Public Health Association
1995	South Sudan Public Health Association
1995	Public Health Association of Latvia
1995	Polish Association of Public Health
1995	Austrian Public Health Association
1995	Austrian Public Health Association
1997	German Public Health Association
1997	Health Promotion Union of Estonia
2000	Netherlands Public Health Federation
2002	Vietnam Public Health Association

2002	Mongolian Public Health Professionals Association
2002	Serbian Public Health Association
2002	Albanian Epidemiological Association
2002	Macedonian Medical Society/Association for Social Medicine
2002	Romanian Public Health and Health Management Association
2002	Albanian Epidemiological Association
2003	Slovak Public Health Association
2004	Public Health Association of South Africa
2004	Society of Social Medicine - Public Health of Bosnia and Herzegovina
2005	Armenian Public Health Association
2006	Kenya Community Health Association
2007	Dubai Health Authority, Public Health & Safety Dept
2008	Hungarian Association of Public Health Training and Research Institutions
2009	Eastern Mediterranean Public Health Network
2011	African Federation of Public Health Associations
2012	Costa Rican Public Health Association
2012	Central Asian Public Health Association
2015	Asociacion Colombiana de Salud Publica
2015	Zimbabwe Public Health Association
2021	Russian Society for the Prevention of Noncommunicable Diseases
2022	Cyprus Epidemiology and Public Health Association

(Africa Public Health Foundation, n.d.; European Public Health Association, n.d.; World Federation of Public Health Associations, n.d.)

In the last two centuries, public health efforts have been used to:

- Improve sanitation

- Monitor and improve environmental health

- Reduce and manage pandemics

- Control the spread of disease and disease effects

- Respond to disasters - both natural and human-made,

- Create political policies that will enhance the well-being of the citizenry

In short, public health efforts work to protect against environmental hazards, prevent the spread of disease, encourage healthy behaviors, and respond to disasters.

Public Health and The Church of Jesus Christ of Latter-day Saints

The Church of Jesus Christ of Latter-day Saints provides assistance that affects public health worldwide. This assistance aims to "relieve suffering, foster self-reliance, and provide opportunities for service" (The Church of Jesus Christ of Latter-day Saints, 2022). The donations of Church members primarily fund church humanitarian assistance. The Church sponsors "relief and development projects in 195 countries and territories and assist without regard to race, religious affiliation, or nationality. Aid is based on the core principles of personal responsibility, community support, self-reliance, and sustainability" (The Church of Jesus Christ of Latter-day Saints, 2022).

The public health efforts of The Church of Jesus Christ of Latter-day Saints include projects relating to:

- Food security

- Clean water

- Emergency response

- Immunization

- Maternal and newborn care

- Refugee response

- Vision care

- Wheelchairs

Optional Resources

- The World Federation of Public Health Associations member state page. This includes an interactive map with all the member states represented.

  - [WFPHA members site](#)

- A repository of short videos describing projects supported by Latter-day Saint Charities.

  - Latter-day [Saint Charities: Collections](#)

Five Core Areas of Public Health

As you have been learning, public health is a health-related discipline responsible for addressing and preventing health concerns among the general public, as opposed to medicine that diagnoses and treats individuals with signs and symptoms of a disease, public health attempts to either prevent disease or shorten its course through a specific population. To complete this mission, public health professionals must have broad skills and abilities. Individuals who work in public health should have a background in:

- Statistics

- Investigating the cause of disease and its spread

- Environmental Health

- Health policy

- Behavioral Health

Public health workers should also be familiar with the needs of culturally diverse populations and how to communicate health messages using mass media. In this section, you will familiarize yourself with the components of each of these skills.

Five core areas comprise public health. You will see each of these five core areas of public health in government agencies, healthcare settings, nonprofits, coalitions, and anywhere public health workers are present.

Biostatistics

Biostatistics is a field of math that applies data to solve health problems. For example, in 1856, John Snow used biostatistics to find the cause of the cholera outbreak in London. He recorded the location of all the people affected by cholera, where they lived, and where they got their water. He then calculated which water pumps were making people sick. Biostatisticians are skilled mathematicians who help clarify public health issues based on data.

Epidemiology

Epidemiology is the field of science that investigates the cause of diseases and their spread. From our previous example, John Snow was engaging in epidemiology when he figured out which pump was causing the cholera outbreak. "Epidemiology is the method used to find the causes of health outcomes and diseases in populations. In epidemiology, the patient is the community, and individuals are viewed collectively. By definition, epidemiology is the study (scientific, systematic, and data-driven) of the distribution (frequency, pattern) and determinants (causes, risk factors) of health-related states and events (not just diseases) in specified populations (neighborhoods, schools, city, state, country, global). It is also the application of this study to control health problems" (Centers for Disease Control and Prevention, 2016).

Environmental Health

Environmental health studies how the environment influences human health. In John Snow's cholera investigation, he focused on the area's water quality and sanitation practices, both of which are areas covered by environmental health. It also covers other human-environment interactions, such as chemicals or toxins released in the environment. It covers pest control, like mosquito abatement, to protect people against malaria. Environmental health is concerned with food safety. During the most recent COVID pandemic, environmental health specialists studied how the disease spread and suggested how to keep the air in public spaces safe for those who needed to share the space.

Health and policy management

Because public health is a community-based approach to health, governmental agencies have a vested interest in public health. Governmental support of laws or standards around public health ensures community members have safe access to shared resources. For example, after John Snow figured out which pump was contaminated, the authorities in the area took away the pump. This had several consequences, one of which was that the cholera outbreak was contained. However, other effects of this action might have looked like governmental overreach to people who had to travel further distances to get water. Three parties contribute to health and policy management:

- The government (be that at a national or more local level)

- The health service provider

- The citizenry

Each of these parties needs to be willing to work together to enable the end result of policies that ensure the health of the population (World Health Organization, 2022b). In our example, how would the outcome have changed if the government decided to do nothing with John Snow's research? How would the outcome have been different if the person or people assigned to disassemble the pump had not done so promptly? What would have happened if the citizens of the area decided that they didn't want to travel that far for water? Or if they chose not to let the government or health service provider fulfill their end of the project or if citizens had found a way to keep using the pump. In times of civil unrest, it is often this core area of public health that breaks down and leads to health consequences.

Behavioral Health

Behavioral health studies how and why people change their health behaviors. Behavioral health specialists study the determinants of health: things that improve or damage health. They can suggest behaviors to help people improve their health. In our example, John Snow's behavioral health intervention was removing the pump handle at the infected pump. This action was taken because the people using the pump would not make that change independently. The act of removing the pump handle was an act of behavioral health. This principle can be applied in many ways to public health settings. Information about healthy eating is the work of behavioral health scientists. Other health issues that rely heavily on behavioral health specialists include:

- Maternal and child health

- HIV/AIDS

- Substance abuse and cessation

- Health Equity

- Mental health

- Vaccination campaigns

- Personal protection against vectors of disease

Optional Resources

- [What is Epidemiology?](#)

  - A short video about what epidemiology is and how epidemiological studies are carried out

- [Why are Environmental Health Services so Important?](#)

  - A short video explaining how environmental health services keep people safe and healthy

- [Management and Public Health](#)

  - A video describing the role of policy and management in public health. This video has a paid advertisement embedded part way through.

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10 Essential Public Health Services

The following information is provided by the U.S. Centers for Disease Control and Prevention. It outlines a framework for accomplishing public health work (Centers for Disease Control and Prevention, 2021a). This information has not been changed from its original and is shared with permission (Centers for Disease Control and Prevention, 2021b).

- 10 Essential Public Health Services

> ## Optional Resources
> - **10 Essential Public Health Services – Full**
>   *Provides a detailed description of each Essential Public Health Service*
>
>   - Download English PDF [1.7MB]
>   - A detailed description of each of the essential public health services.

Job Skills: Scholarly Research
Scholarly Research

You will be required to conduct research in many of your university classes. The term *research* used here refers to **your ability to find and understand information contained in professional literature**. This professional literature is usually included in peer-reviewed journals. You gain access to these peer-reviewed journals primarily through databases such as Google Scholar.

Peer review is the process used to maintain high-quality and well-constructed research publications. When people want to publish the findings of their research or projects, they should write their results in a paper and submit it to a journal. Publishers of these journals ask professional researchers (usually university professors or research scientists with government agencies) to review the quality and findings of the paper without knowing the author of the paper. These reviewers critique the paper for quality in research design, clarity in writing, and accuracy in interpreting the statistics. The reviewers make a recommendation to the publisher to accept the paper (after revisions) for publication. You can usually be assured that an article appearing in a well-respected peer-reviewed journal has achieved a significant level of peer review and revision, indicating the results contribute to the profession.

Reading Scholarly Research

Research articles can seem daunting at first, but usually follow the same format: abstract, introduction, methods, results, discussion, and conclusions. The following information will help you read research articles quickly so you can gather important information from them.

- Abstract

    - This is a short overview of the whole paper. Start here to make sure the paper is really about the topic you are researching. You **will not** write an abstract for your paper in PUBH/PBHPC 240: Introduction to Public Health.

- Introduction

    - This section contains important background information. Reading the introduction will help you get a better understanding of what you already understand about your topic. You **will** be including an introduction in your paper for this class.

- Methods

    - This section details how the authors conducted their research. You will learn more about this in future classes and can **skip** this section for this paper.

- Results

    - Like the Methods section, you will learn more about how to conduct and report research in other classes. You can **skip** this section for this class.

- Discussion/Data

    - The discussion section discusses the results in the context of other research that has been done on this topic and includes data from that other research. You will be including this information in your paper.

- Conclusion

    - This section summarizes what the authors have learned from their research and what they have yet to study. Your paper will include a conclusion.

Taking notes about your topic can be helpful as you read the articles. You will need to report on what you read in your paper, but you will not be allowed to copy or quote from your articles. Taking notes while you read can help you understand what you are reading and will help you put it in your own words as you write your paper.

APA Format

Basic APA formatting and writing style includes a basic layout for your work. Using the same format for your academic papers establishes a standard of written communication for every reader. The uniformity and consistency of the APA format allow readers to focus on the ideas presented in the paper rather than trying to figure out an unfamiliar format. This makes it easier for readers to find the information they are looking for.

The basic format includes the following:

- 12 point, Times New Roman Font
- 1-inch margins
- Double Spaced
- Headers correctly formatted
    - Level 1: Centered and Bolded
    - Level 2: Left justified and Bolded

Each chapter will include instructions and format examples based on the sections of your Term Paper that you are writing. Chapter 2 focuses on the Title Page and the Reference Page and includes example images along with instructions.

One part of the basic format that many students have trouble with is double spacing. Below are two examples of what the different spacing types look like.

Single Spacing

- Single spacing is when there is no spacing between separate lines. When using single spacing, individuals can fit more onto a paper, but it becomes harder to read.

Double Spacing

- Double spacing is when there is a line without words in between each line with words. This is the type of

spacing that is required on your Term Papers.

Title Page

This is how your finished Title Page should look. Each arrow designates a different part of the title page.

For a description of the image, access the appendix

Reference Page

Your reference list will begin at the end of your paper and will be the last page. The reference page provides the information readers need to find the sources that you used in your research and writing. Every source you reference in your paper must be included on your reference page, and every source you list on your reference page needs to be cited in your writing with an in-text citation (more about these later in the course).

Your reference page should begin on a new page after your conclusion. Follow the instructions in the images below to ensure your reference page is formatted correctly.

This is how your finished References Page should look.

Title:

- The title "References" is bolded, centered, and in title case (only the R is capitalized).
- Make sure to include an "s" at the end. References, not Reference.
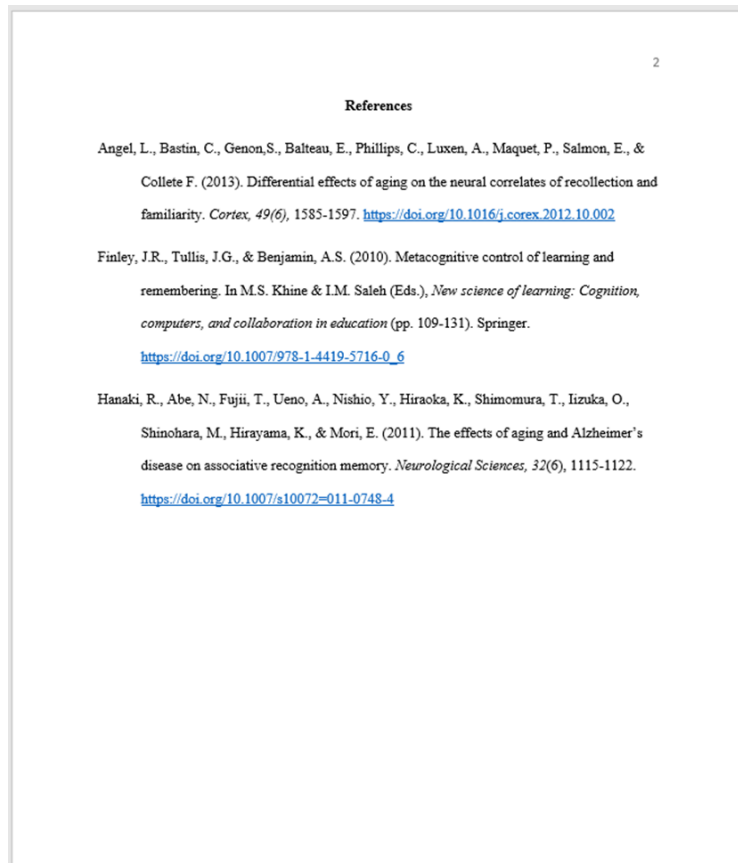
For a description of the image, access the appendix

Reference Information:

For each Reference entry, you will include the required information in the following order:

- Author
- Date
- Title
- Source

References

Angel, L., Bastin, C., Genon,S., Balteau, E., Phillips, C., Luxen, A., Maquet, P., Salmon, E., &

    Collete F. (2013). Differential effects of aging on the neural correlates of recollection and

    familiarity. *Cortex, 49(6),* 1585-1597. https://doi.org/10.1016/j.corex.2012.10.002

Finley, J.R., Tullis, J.G., & Benjamin, A.S. (2010). Metacognitive control of learning and

    remembering. In M.S. Khine & I.M. Saleh (Eds.), *New science of learning: Cognition,*

    computers, and collaboration in education (pp. 109-131). Springer.

    https://doi.org/10.1007/978-1-4419-5716-0_6

Hanaki, R., Abe, N., Fujii, T., Ueno, A., Nishio, Y., Hiraoka, K., Shimomura, T., Iizuka, O.,

    Shinohara, M., Hirayama, K., & Mori, E. (2011). The effects of aging and Alzheimer's

    disease on associative recognition memory. *Neurological Sciences, 32(6),* 1115-1122.

    https://doi.org/10.1007/s10072=011-0748-4

Each Reference should be formatted in the following ways:

- Last name of Author, First initial, Period.
- If there is more than one author, place a comma after the period, continue with the same format for each author, and then a period after the last author's name.
- Next is the Year of Publication in parentheses and a period following the parentheses.
- Don't forget about your page number in the upper right-hand corner.

References

Angel, L., Bastin, C., Genon,S., Balteau, E., Phillips, C., Luxen, A., Maquet, P., Salmon, E., &

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- References are always in alphabetical order.
- The title "References" is at the top of the page, bolded, with no spaces above.
- Everything else is double-spaced, unbolded, with no extra spaces between references.
- Hanging indents are used. This means the first line is not indented, and all lines that follow are indented.

If you follow all formatting rules, your reference page should look like the image above. Make sure that every source you find online is cited with the URL of the page where you found your information.

Optional Resources

- What is research?
  - A short video describing scholarly research
- Peer Review in 3 Minutes
  - A short video describing what peer review is in scholarly research

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Chapter 3: Jobs in Public Health

Vocabulary List

(Merriam-Webster, 2023)

- **Agencies:** administrative divisions (as of a government).

- **Applicants:** one who applies.

- **Asthma:** a chronic lung disorder that is marked by recurring episodes of airway obstruction manifested by labored breathing accompanied especially by wheezing and coughing and by a sense of constriction in the chest.

- **Cardiovascular:** of, relating to, or involving the heart and blood vessels

- **Communicable:** capable of being communicated : TRANSMITTABLE.

- **Epidemiologist:** (an individual that works in) a branch of medical science that deals with the incidence, distribution, and control of disease in a population.

- **Hygienist:** (an individual that works in the) science of the establishment and maintenance of health.

- **Immunodeficiency:** inability to produce a normal complement of antibodies or immunologically sensitized T cells especially in response to specific antigens.

- **Nutrition:** the act or process of nourishing or being nourished.

- **Productive:** yielding results, benefits, or profits.

- **Smoking:** an act of smoking tobacco (or another substance).

Introduction

Public health professionals work in many different settings. Unlike clinical practitioners, such as nurses or doctors, public health professionals can work in a variety of community settings. Effective public health practitioners require skills such as communication, professionalism, basic computer skills, and more. Additionally, as disciples of Jesus Christ within the scope of public health, we have the opportunity to serve and uplift others by example. You will also learn about job titles in the public health sphere and how to search for them.

Public Health Fields

These are the most prevalent places people work in public health fields.

Worksite

Employers have found that healthy employees are more productive and less expensive than unhealthy employees. An increasing body of research shows that money spent on worksite health promotion can return significant profits to

employers. One Harvard study showed a $3.27 return for every dollar spent on programs (Baicker et al., 2010). Consequently, many companies have established wellness programs for their employees, facilitated by health educators.

Health educators in the worksite setting often focus on fitness and reduction of high-risk behaviors like smoking. Health educators may lead group exercise classes, help smokers find ways to quit, and plan marketing campaigns to recruit other employees to the wellness programs.

Community

The most common health education setting is the community. In addition to working for public health departments, many community service and non-profit organizations also employ health educators.

A community health educator reviews the health-related data of the community, collects information from focus groups or surveys, and plans interventions to prevent health problems for people in the community. They often write grant applications for funding to implement their program plans.

A community health educator will meet with other agencies and collaborate on issues that affect many organizations. They may also prepare health education materials like brochures and social media messages, and teach groups about specific concerns, like a diabetes support group or fall prevention classes for the elderly. Their work focuses on ensuring that the entire community gets healthier.

Recently, community health educators have helped design transportation projects, like adding bike lanes to streets or increasing the buffer zone between the traffic lanes and sidewalks. Health educators also advocate for recreational spaces and environmental and air pollution changes.

Schools

Health educators may partner with community groups to change the school environment and encourage healthier habits. Encouraging changes in food services, replacing soda machines with water dispensers, and getting safe equipment in playgrounds are possible activities for a health educator in schools.

Health educators may also teach in the school setting, focusing on high-risk behaviors like tobacco, alcohol, and drugs; or on nutrition, physical activity, food safety, and hygiene. However, a full-time health teacher will need a degree in education, which is not part of the public health degree program.

Clinical Setting

It is important to remember that public health is different from clinical healthcare. Public health work is generally in the community rather than in a clinical setting, but a health educator may occasionally work as a consultant or, when requested by a healthcare provider, help in a clinic. Health educators may be asked to work with health behavior changes such as smoking cessation, diabetes management, asthma trigger avoidance, and cardiovascular health management.

Additionally, they may provide continuing medical education seminars, teach community first aid or coordinate screening programs for chronic disease.

Remember

Your role in public health deals with health at a population level, which could include a group, community, country, or the world. This differs from nurses, doctors, or allied health professionals (like dental hygienists and x-ray technicians), who generally work on the clinical level with patients one-on-one. Public health professionals sometimes say that in public health, the whole population is their patient.

Emerging Settings

While the traditional settings are where most people with health education or entry-level public health degrees are employed, the skills that health educators possess are useful in many other ways.

Communication

One of the core skills of health educators is the ability to communicate easily with different groups and to explain complex health issues in easy-to-understand terminology. As you can imagine, this skill is useful in many different scenarios. Think about the following situations. How can you use the skills of a health educator to teach about health issues and find solutions to problems that do not necessarily require medical treatment?

Situation A: A new and unique disease has started to affect young adult men. No one knows where it came from or what causes it. There are a few similarities among the victims, but health authorities are hesitant to cause panic. The illness does not seem to kill people right away, but rather weakens the person little by little.

Situation B: A small clinic that primarily serves migrant farm workers needs help with diabetes and back injury education and prevention. About one in five patients at the clinic have diabetes and do not understand how to keep it under control. Another 25% have some kind of long-term back pain.

Situation C: A large manufacturing company noticed that their most productive workers visit the doctor less often, are more fit, and do not miss work as often as their less productive workers. As a result, they decide to try and convince all their employees to be healthier, not because they will have fewer medical costs, but because they will be more efficient at work.

Situation D: School districts around the country are losing money for their budget. Because health and physical education (PE) are not tested on national or state standards tests, the local school district is proposing to eliminate all but two health and PE teaching positions. These two teachers will be "floaters" and spend one day each week at a different school.

Situation E: A community is dealing with an increase in the number of mosquito-borne illnesses.

As you may recognize, these are actual situations that health educators have faced in the last 30 years. **Situation A** occurred when human immunodeficiency virus (HIV) was discovered in the United States in the early 1980s (Katz, 2005). **Situation B** happens in nearly every small farming town in the United States (Thompson et al., 2015). **Situation C** is a quick description of Ford Motor Company and their initial decision-making process to begin a robust and effective worksite health promotion program (Wojnar, 2007). **Situation D**, unfortunately, occurs in schools all over the world, despite volumes of data that say healthy and active children score better in other subjects than inactive and unhealthy children (Osborne et al., 2016). **Situation E** occurred in Yucatan, Mexico, where there was a reported increase in Zika virus infections in pregnant women (Romer et al., 2019).

The Job Market Outlook in Public Health

New health professionals are frequently interested in knowing what job prospects are available when they graduate. Jobs in this sector are on the rise globally.

> **Optional:**
>
> See the World Health Organization (WHO) Global Health Data Repository.
>
> Jobs in the US public health sector are listed at [Bureau of Labor Statistics](#) Website.

Public health encompasses many different titles including these examples:

- Program management and behavior modification
  - Health Educator
  - Health Promotion Specialist
  - Program Coordinator
  - Grant Writer
  - Health Policy Coordinator
- Wellness
  - Wellness Manager
  - Wellness Director
- Data analysis
  - Public Health Research Analyst
  - Epidemiologist
  - Communicable Disease Specialist
  - Clinical Research Coordinator

Job Preparation

The Lord wants us to be self-reliant. Finding jobs in your chosen career will help support yourself and your family. The employment services of The Church of Jesus Christ of Latter-day Saints have many resources for the job seeker.

> **Optional Resources:**
>
> [Life Help: Employment](#) and this [Self Reliance Course to Find a Better Job](#).

Hard and Soft Skills

Employers look for applicants who have both hard and soft skills (Doyle, 2021).

Hard skills can be acquired in the classroom or on the job, such as keyboard skills or training to operate a machine. You can often prove your hard skills with a certification badge or diploma. Your Community and Environmental Health Certificate can document your hard skills in public health.

Soft skills are about interactions with others, such as friendliness, leadership, flexibility, and teamwork. You can't prove your soft skills with a certificate, but you can show them by sharing examples of how you have used them in other situations.
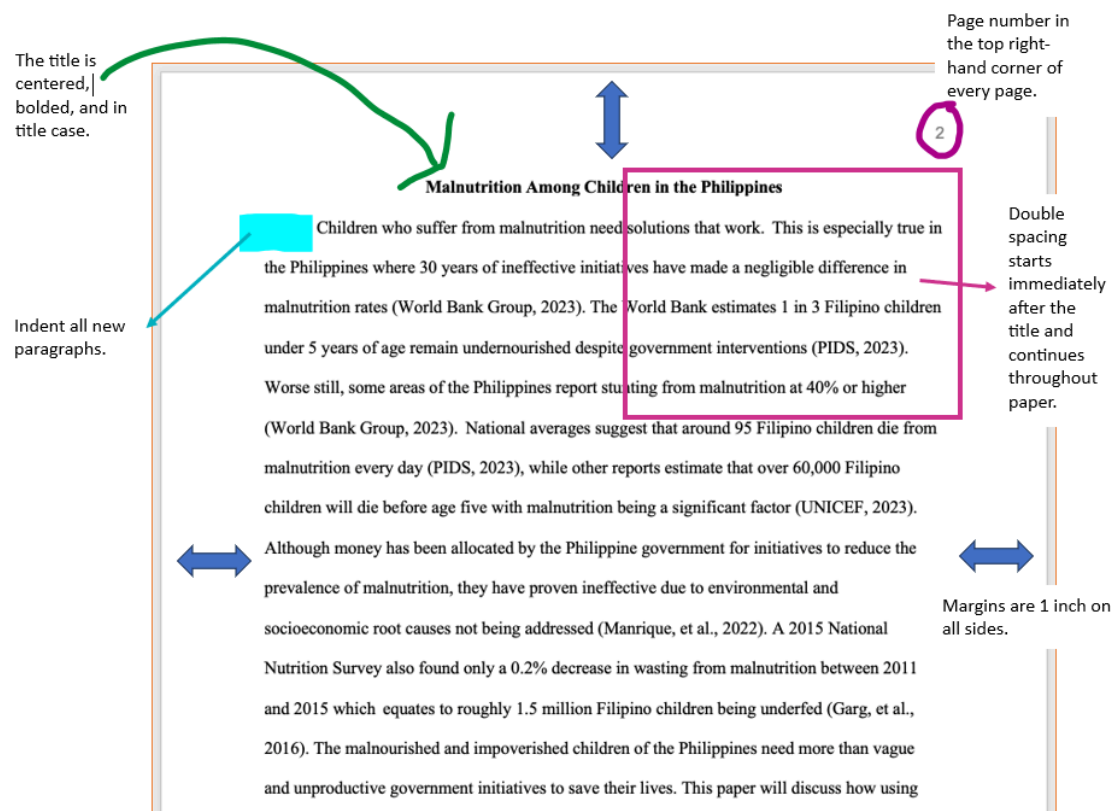
APA Format

When starting the body of your paper this week, make sure that your paper follows the correct format of each section of the paper.

Remember, your entire paper should be in Times New Roman and 12 point font. There are no running headers on student papers unless the professor asks for one. For this assignment we do not want you to use a running header.

Your main body of the paper will be left aligned, which means each sentence starts on the left side of the paper.

As you write your introduction and prevalence paragraphs this week, you will want to ensure that your paper looks like the example below.

The title is centered, bolded, and in title case.

Page number in the top right-hand corner of every page.

Indent all new paragraphs.

Double spacing starts immediately after the title and continues throughout paper.

Margins are 1 inch on all sides.

Malnutrition Among Children in the Philippines

Children who suffer from malnutrition need solutions that work. This is especially true in the Philippines where 30 years of ineffective initiatives have made a negligible difference in malnutrition rates (World Bank Group, 2023). The World Bank estimates 1 in 3 Filipino children under 5 years of age remain undernourished despite government interventions (PIDS, 2023). Worse still, some areas of the Philippines report stunting from malnutrition at 40% or higher (World Bank Group, 2023). National averages suggest that around 95 Filipino children die from malnutrition every day (PIDS, 2023), while other reports estimate that over 60,000 Filipino children will die before age five with malnutrition being a significant factor (UNICEF, 2023). Although money has been allocated by the Philippine government for initiatives to reduce the prevalence of malnutrition, they have proven ineffective due to environmental and socioeconomic root causes not being addressed (Manrique, et al., 2022). A 2015 National Nutrition Survey also found only a 0.2% decrease in wasting from malnutrition between 2011 and 2015 which equates to roughly 1.5 million Filipino children being underfed (Garg, et al., 2016). The malnourished and impoverished children of the Philippines need more than vague and unproductive government initiatives to save their lives. This paper will discuss how using

See the appendix for a more detailed description of the image.

Introduction and Prevalence Paragraph

As you write your introduction and prevalence paragraphs, pay special attention to the highlighted areas below.

See the appendix for a more detailed description of the image.

Hook: Your first sentence is a general statement about the prevalence of your topic. This sentence hooks the reader and makes them want to read more.

Statistics: Include statistics and data about the prevalence of your topic among your target population.

Thesis Statement: The last sentence of the first paragraph should be your Thesis Statement. A Thesis Statement states what you will talk about in your paper. A strong Thesis Statement expresses one main idea, clearly identifies the topic, and includes points discussed in the paper.

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Chapter 4: Community Health and Public Health Research

Vocabulary List

(Merriam-Webster, 2023)

- **Abbreviation:** a shortened form of a written word or phrase used in place of the whole word or phrase.

- **Align:** to bring into line or alignment

- **Annotate:** to make or furnish annotations for (something, such as a literary work or subject).

- **Boolean:** of, relating to, or being a logical combinatorial system (such as Boolean algebra) that represents symbolically relationships (such as those implied by the logical operators AND, OR, and NOT) between entities (such as sets, propositions, or on-off computer circuit elements).

- **Capitalize:** to write or print with an initial capital or in capitals.

- **Contractions:** a shortening of a word, syllable, or word group by omission of a sound or letter.

- **Credible:** offering reasonable grounds for being believed or trusted.

- **Font:** an assortment or set of type or characters all of one style and sometimes one size.

- **Indent:** to set (something, such as a line of a paragraph) in from the margin.

- **Italics:** of or relating to a type style with characters that slant upward to the right (as in "*these words are italic*").

- **Margins:** the part of a page or sheet outside the main body of printed or written matter.

- **Narrative:** something that is narrated : STORY, ACCOUNT.

- **Preliminary:** coming before something else.

- **Proofread:** to read and mark corrections in.

- **Substitute:** to put or use in the place of another.

- **Template:** something that establishes or serves as a pattern.

Introduction

This week, you will be introduced to professional scientific research and learn how to present your findings using scientific writing.

Conducting Research

Purpose: Prepare to write scientific research papers.

This section will help you learn how to conduct research effectively by using online resources to find scholarly peer-reviewed journals. Peer-reviewed articles are reviewed by other experts in the field prior to being published to ensure that their information is accurate.

Understanding and Finding Quality Resources

Before beginning research, it is important to understand what makes a high-quality research resource.

In academic and public health settings, resources need to be credible and reliable. Research resources need to be based on something more than an opinion.

Credibility means you can believe what is being presented. Credible resources backup their information with data that is reliable.

Helpful credible sources:

- World Health Organization

- United Nations: Health

- Our World in Data

Peer-reviewed research sites:

- PubMed

- JSTOR

- BYU-Idaho Library

- GoogleScholar

What is the Writing Process?

Successful researchers use organized steps to accomplish their work.

STEPS IN THE WRITING PROCESS

(North Hennepin Community College, n.d.-a)

Step 1: Identify and develop your topic

- Select a topic within the parameters set by the assignment.

- Select a topic of personal interest to you and learn more about it.

- Be original. Select an interesting and unconventionaltopic.

- If you can't think of a topic to write about, see your instructor for advice.

- State your topic as a question that your research will help answer.

Step 2 : Do a preliminary search for information

Look up your keywords. If you find too much information, you may need to narrow your topic; if you find too little, you may need to broaden your topic.

Step 3: Locate materials

Begin locating material on your topic. See sources listed above for places you can look for information.

Step 4: Evaluate your sources

Make sure your sources are credible, accurate, reasonable, and supported.

(North Hennepin Community College, n.d.-b)

- **Credibility:** Check author's credentials and whether the paper has been peer reviewed.

- **Accuracy:** Check if the source is up-to-date, comprehensive, and unbiased.

- **Reasonableness:** The source should be fair, objective, moderate, and consistent.

- **Support:** Check if other sources agree and if the claims made are supported by facts and figures with their sources noted.

Step 5: Make notes

Note the information that will be useful in your paper. Be sure to document all the sources you consult. The author, date, title, publisher, and URL will all be needed later when creating a reference list.

Step 6: Draft your paper

Organize your information and make a rough draft. You can revise the draft as many times as needed to create a final product to turn in to your instructor.

Step 7: Cite your sources properly

Give credit where credit is due; cite your sources. This will also allow those who are reading your work to find where you got the information. Use the APA Style for citations.

Step 8: Proofread

Read through the text aloud and check for any errors in spelling, grammar, and punctuation. Make sure the message that you want to convey is clear.

Online Research Tips

When searching through databases in your online research, you can use boolean operators (the words AND, OR, & NOT), quotation marks(""), and asterisks (*) to find the specific information you need.

- Boolean Operators: AND, OR, NOT (always capitalize)

  - AND for two topics together.
    For example, use **childhood AND obesity** to **narrow** your focus to articles that include both topics in the same article.

  - OR for either one topic or another.
    For example, use **overweight OR obesity** to **broaden** your focus to all related topics.

  - NOT to remove topics you don't need, that will be filtered out.
    For example, **Diabetes NOT type 1** will narrow the focus to other types of Diabetes and will not include type 1.

- Asterisk (*) for Truncation, to find different forms of the same word.
  For example **Canad*** will give results for *Canada* OR *Canadian* OR *Canadians*

- Quotation Marks to group words together in the search.
  For example, using quotes for **"heart rate"** will filter out other topics about just *heart* or just *rate*.

Optional Video:

[Online Research: Tips for Effective Search Strategies - YouTube](#)

Scientific Writing Styles

Academic Style
Tips to Improve your Writing
(5 Tips to Improve Your Writing, n.d.)

1. Do not use contractions.
   Example: ~~Don't, can't, hasn't~~ = Do not, cannot, has not.

2. Avoid *there is* and *there are* to make sentences clearer.
   Example: ~~There are many projects that the UN supports~~. The UN supports many projects.

3. Avoid *really, very, a lot*, and *so*.
   Example: ~~The work was really hard~~. The work was difficult.

4. Active voice.
   Example: ~~The war was won by France~~. France won the war.

5. Use strong verbs.
   Example: ~~He made an objection~~. He objected.

Citation managers are programs that organize citations and references. While not required in scientific writing, they become a very valuable tool once you start using them. The above video shows how citation managers work. **You are not required to use citation managers for this course**; however, knowing how to use citation managers may be an effective tool in your future classes.

APA Format

In-Text Citations and References

Rules of In-Text Citations

What is an in-text citation?

When writing research papers, it is important to find credible references and cite those references both in your paper (in-text) and on the reference page. The way we show this information is called a publication convention, and it is used to help readers know where to find someone else's resources. The important information is always in the same place, so everyone knows where to find it.

How to use in-text citations

Paraphrasing and using proper citations are skills that take practice. Following the six steps below will help you improve these skills rapidly.

Six Steps to Proper Citations:

1. **Read** the work you want to cite.

2. Identify an **idea** you want to put in your paper.

3. Write a **sentence** about that idea. Quotes should be used sparingly or not at all.

4. Write a **reference list entry** for the work.

5. Add the corresponding **in-text citation** to the sentence.

6. **Repeat** as needed for more works and ideas.

CHECKLIST

Complete the following checklist for each sentence in your paper that relies on another source. Remember to cite all ideas, findings, results, or other information that is not your own and is not common knowledge. It may be helpful to highlight or annotate your paper to remind yourself of what information comes from another source and what is your contribution.

- For each sentence that relies on another source:

    - Have you paraphrased as much as possible rather than quoted?

    - If you directly quoted, is the quotation necessary? Could you paraphrase instead?

- For each sentence that you paraphrased:

    - Did you avoid patchwriting? Have you done more than omit a few words and substitute synonyms? To make a better paraphrase, reframe ideas and make them specific to your topic and argument.

    - Did you avoid overcitation? For long paraphrases, have you used one citation when introducing the idea and not repeated the citation unless there is a change of topic, source, or paragraph?

- For each citation of a paraphrase:

    - Does your citation include the author and year?

    - For parenthetical citations, is there a comma between the author and year? (Author, year)

    - For narrative citations, is the date in parentheses after the author? Author (year)

- For each sentence that contains a quotation (use sparingly or not at all):

    - Is the quotation incorporated into a sentence you wrote? Did you use appropriate punctuation (comma, colon, no punctuation) to introduce the quotation?

    - Do short quotations (less than 40 words) appear in double quotation marks?

    - Do long quotations (40 or more words) appear in the block quotation format?

        - Is the block double-spaced?

        - Is the block indented 0.5 inches from the left margin?

        - Have you removed any quotation marks from around the block?

- For each citation of a direct quotation:

    - Does your citation include the author, year, and page number (or alternative)?

    - For parenthetical citations, are there commas between the author and year and between the year and page number? Sentence "quotation" (Author, year, p. 20).

    - For narrative citations, does the page number appear in parentheses after the quotation? Author (year) "quotation" (p. 20).

- For all in-text citations in relation to the reference list:

    - Do spellings of author names in the text match spellings in the reference list?

    - Are author names abbreviated correctly from reference list entries (e.g., first author plus "et al." for three or more authors, abbreviations for group authors as appropriate)?

    - Do publication years in the text match the years in the reference list?

    - Does each in-text citation match only one reference list entry?

- For all reference list entries:

- Are all works in the reference list cited in the text? For any uncited works, either cite them in the text or remove the entries from the reference list.

Why use in-text citations?

An in-text citation points the reader to your reference list, often called a reference citation.

Rules of the Reference Page

A reference page lists all of the citations you used in your paper. These references contain more detailed information about the sources you cited, such as the title and publisher. This information is necessary so a reader can find or retrieve the complete article, book, or document from which the citations are found.

The following resources and the sample show how to create a reference page in an APA document.

Basic Principles of Reference List Entries

(American Psychological Association, 2019b, 2019a)

A reference list entry generally has four elements: the author, date, title, and source. Each element answers a question:

- **Author:** Who is responsible for this work? May be an individual, group, or organization.
  Example: Author, A. A., Author, B. B., & Author, C. C.

- **Date:** When was this work published?
  Examples: (2020). (2020, August 26). (2022, July).

- **Title:** What is this work called? Use the title of the article or chapter, using sentence case without capitalizing each word.
  Example: Parks build healthy communities: Success stories.

- **Source:** Where can I retrieve this work? Use italics for a journal or book title, and include DOI. For a website, give the title and URL.
  Example: National Recreation and Park Association. https://www.nrpa.org

---

Optional Resource:

See Reference Examples at [APA Style Common Reference Examples Guide, APA Style 7th Edition](#).

Remember to use both **in-text citations** and **a reference page** at the end of your paper. Follow the sources above to cite your sources correctly in this week's application and Term Paper assignments.

W04 Job Skills: APA Formatting

Overview

Purpose: APA formatting is the writing style used in Public Health communications. You will need to use APA formatting for your work in this course and for future work, as well as in other college courses. We have been discussing this in earlier weeks, but the information below is a great review!

Step 1: Understanding APA Style

APA Style

In BYU-Idaho's public health program, you will be expected to write your papers using the American Psychology Association (APA) formatting style.

APA Style is a set of guidelines used in academic writing in public health. These guidelines are called publication conventions. This style is required for your papers in this course and throughout your academic work in public health.

Step 2: APA Formatting Rules for Public Health Classes

Use the APA format in your application assignments.

Your papers in this course should include the following:

- **Title page** should include the title, author name, university, course, instructor, and due date. Each is on separate lines and each line is centered.

- **Page headers** have only the page number is required for student papers.

- **12pt** Times New Roman font.

- **Double-spaced** pages in the paper.

- **1-inch** margins used

- **Level 1 and level 2 main headings** are centered and bolded. Subheadings are in bold but flush left. Both are in title case with most words capitalized.

Download and save the Basic APA Template. [05_document_APA_Basic_Template.docx (live.com)](#)

You will find it helpful to use this as you write your papers throughout this course.

Optional Additional Resources:

For a more detailed look at the parts of an APA paper please reference the Annotated APA Template. 05_document_APA_Annotated_Template.pdf (byui.edu)

"What is APA Style? What is APA Style? - YouTube

"How to format your paper in APA style in 2021." https://www.youtube.com/watch?v=VEqRqSsNDjc&feature=youtu.be

 "APA Essay Format (7th ed.) | Essay Writing | The Nature of Writing" APA Essay Format (7th ed.) | Essay Writing | The Nature of Writing - YouTube

The above video discusses the following skills (with times when each topic is covered in the video):

Inserting page numbers (0:27)

Changing font and size (0:53)

Double-spacing text (1:30)

Removing space between paragraphs (1:47)

Setting up title page (2:02)

Adding page breaks (4:53)

Setting up the paper (5:15)

Aligning and indenting paragraphs (5:26)

Headings (not required for this course) (5:53)

Setting up the References page (6:30)

Applying hanging indentations (6:46)

Inserting running headers (not required for student papers) (8:01)

NOTE: This video does not address how to set up margins. APA requires papers to have 1" margins. Watch this tutorial on changing margins (Change margins - Microsoft Support) in Microsoft Word if you are not sure how to adjust your margins.

In-Text Citations Example

> 2
>
> **Malnutrition Among Children in the Philippines**
>
> Children who suffer from malnutrition need solutions that work. This is especially true in the Philippines, where 30 years of ineffective initiatives have made a negligible difference in malnutrition rates (World Bank Group, 2023). The World Bank (2023) estimates that 1 in 3 Filipino children under five years of age remain undernourished despite government interventions. Worse still, some areas of the Philippines report stunting from malnutrition at 40% or higher (World Bank Group, 2023). National averages suggest that around 95 Filipino children die from malnutrition every day (PIDS, 2023), while other reports estimate that over 60,000 Filipino children will die before age five, with malnutrition being a significant factor (UNICEF, 2023). Although the Philippine government has allocated money for initiatives to reduce the prevalence of malnutrition, they have proven ineffective due to environmental and socioeconomic root causes not being addressed (Manrique et al., 2022). A 2015 National Nutrition Survey also found only a 0.2% decrease in wasting from malnutrition between 2011 and 2015, which equates to roughly 1.5 million Filipino children being underfed (Garg et al., 2016). The malnourished and impoverished children of the Philippines need more than vague and unproductive government initiatives to save their lives. This paper will discuss how partnerships with experienced charities, increasing food security, and decreasing poverty can improve Filipino children's health, stature, and life expectancy (Manrique et al., 2022).
>
> Charitable organizations that work with local Filipino leaders can positively impact treating malnutrition. Charitable organizations include religious, humanitarian, and non-profit groups that may provide monetary funding and professional and education-based services to those in need. According to one recent study, when working in conjunction with local

IN-TEXT CITATIONS (ONE OR TWO AUTHORS): In-text citations should include the author's last name and the year of publication in parentheses. Notice that the period for the previous sentence goes AFTER the citation. There is no period before the in-text citation.

- One Author (Last name, Year) or in the narrative format, Last name (Year)
- Two Authors (Last name & Last name, Year) or in the narrative format, Last name and Last name (Year)

IN-TEXT CITATIONS (THREE OR MORE AUTHORS): If the citation has three or more authors, you use the first author's last name, et al., and then the year of publication. et al. means "and others."

- Three or More Authors (Last name et al., Year) or in the narrative format Last name et al. (Year)

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Chapter 5: Community Improvement Planning

Vocabulary List

(Merriam-Webster, 2023)

- **Bigotry:** obstinate or intolerant devotion to one's own opinions and prejudices: the state of mind of a bigot.

- **Competence:** the quality or state of having sufficient knowledge, judgment, skill, or strength (as for a particular duty or in a specific respect).

- **Dissemination:** the act or process of disseminating or spreading something.

- **Ecological:** relating to the environments of living things or the relationships between living things and their environments.

- **Ethical:** conforming to accepted standards of conduct.

- **Harassment:** to create an unpleasant or hostile situation, primarily through uninvited and unwelcome verbal or physical conduct.

- **Obligated:** to bind legally or morally.

- **Prevalent:** generally or widely accepted, practiced, or favored.

- **Privacy:** freedom from unauthorized intrusion.

- **Racism:** a belief that race is a fundamental determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race.

- **Segmentation:** the process of dividing into segments.

- **Vulnerable:** capable of being physically or emotionally wounded.

Introduction

This week, you will learn about the most common planning models employed in developing programs for public health. These models will serve as the basis for a practical experience exercise in creating a community health program.

W05 Study: Eight Areas of Responsibility

Notice: Public health deals with health on a population level.

The National Commission for Health Education Credentialing (NCHEC) identified the following competencies for Health Educators (NCHEC, n.d.).

A critical role in public health is the health educator.

Eight Areas of Responsibility

(National Commission for Health Education Credentialing, Inc., n.d.)

- **Area I:** Assessment of Needs and Capacity

  - Obtain data and analyze it to prioritize the health needs of a population.

- **Area II:** Planning

  - Assemble partners, develop specific and time-bound objectives, and create a logic model.

- **Area III:** Implementation

  - Deliver the intervention as planned.

- **Area IV:** Evaluation and Research

  - Plan how to assess, find data collection tools, monitor results of objectives, and disseminate conclusions.

- **Area V:** Advocacy

  - Identify emerging health issues; advocate for policy or environmental change with influential leaders.

- **Area VI:** Communication

  - Develop and deliver effective messages to identified audiences.

- **Area VII:** Leadership and Management

  - Coordinate partnerships and coalitions; manage budgets and resources.

- **Area VIII:** Ethics and Professionalism

  - Operate within established ethical codes and promote the health education profession.

Health Educator Ethics

Ethical behavior is essential when working with individuals, especially vulnerable populations. Given that most individuals or groups that health educators work with are vulnerable. The National Coalition of Health Educators adopted a standard code of ethics as follows:

2020 Code of Ethics for the Health Education Profession

(Coalition for National Health Education Organizations (CNHEO), 2020)

Article I: Core Ethical Expectations

- Health Education Specialists display personal behaviors that represent the ethical conduct principles of honesty, autonomy, beneficence, respect, and justice. The Health Education Specialist should, under no circumstances, engage in derogatory language, violence, bigotry, racism, harassment, inappropriate sexual activities, or communications in person or through the use of technology and other means.

- Health Education Specialists respect and support the rights of individuals and communities to make informed decisions about their health as long as such choices pose no risk to the health of others.

- Health Education Specialists are truthful about their qualifications and the qualifications of others whom they recommend. Health Education Specialists know their scope of practice and the limitations of their education, expertise, and experience in providing services consistent with their respective levels of professional competence, including certifications and licensures.

- Health Education Specialists are ethically bound to respect individuals' and organizations' privacy, confidentiality, and dignity. They respect the rights of others to hold diverse values, attitudes, and opinions. Health Education Specialists are responsible for engaging in supportive relationships that are free of exploitation in all professional settings (such as with clients, patients, community members, students, supervisees, employees, and research participants.)

- Health Education Specialists openly communicate with colleagues, employers, and professional organizations when they suspect unethical practices that violate the profession's Code of Ethics.

- Health Education Specialists are conscious of and responsive to social, racial, faith-based, and cultural diversity when assessing needs and assets, planning and implementing programs, conducting evaluations, and engaging in research to protect individuals, groups, society, and the environment from harm.

- Health Education Specialists should disclose conflicts of interest in professional practice, research, evaluation, and dissemination.

Article II: Ethical Practice Expectations

- **Section I. Responsibility to the Public**

  - Health Education Specialists are responsible for educating, promoting, maintaining, and improving the health of individuals, families, groups, and communities. When a conflict of issue arises among individuals, groups, organizations, agencies, or institutions, Health Education Specialists must consider all issues and give priority to those that promote the health and well-being of individuals and the public while respecting both the principles of individual autonomy, human rights, and equity as long as such decisions pose no risk to the health of others.

- **Section II. Responsibility to the Profession**

  - Health Education Specialists are responsible for their professional behavior, the reputation of their profession, the promotion of certification for those in the profession, and the promotion of ethical conduct among their colleagues.

- **Section III. Responsibility to Employers**

  - Health Education Specialists are responsible for their professional behavior in the workplace and for promoting ethical conduct among their colleagues and employers.

- **Section IV. Responsibility for the delivery of Health Education/Promotion**

  - Health Education Specialists deliver evidence-informed practices with integrity. They respect all people's rights, dignity, confidentiality, inclusivity, and worth by using strategies and methods tailored to the needs of diverse populations and communities.

- **Section V. Responsibility in Research and Evaluation**

  - Through research and evaluation activities, Health Education Specialists contribute to the health of populations and the profession. When planning and conducting research or evaluation, Health Education Specialists abide by federal, state, and tribal laws and regulations, organizational and institutional policies, and professional standards and ethics.

- **Section VI. Responsibility in Professional Preparation and Continuing Education**

  - Those involved in the professional preparation and training of Health Education students and continuing education for Health Education Specialists must provide a quality education that meets professional standards and benefits the individual, the profession, and the public.

The 2020 Code of Ethics provides guidelines for ethical conduct in health education. The Areas of Responsibilities, Competencies, and Sub-Competencies for Health Education help form the basis of your future courses' content in the public health degree at BYU-Idaho.

W05 Study: Community Improvement Models

Overview

Purpose: Learn about the different planning models used in the public health field. Gain a basic understanding of how organizations employ these planning models to make changes in their communities.

Planning Models

## History of Health Education

Earlier in the course, you learned about the history of public health. Planning models have been used throughout the history of public health and have evolved throughout the years. Planning models help you as a health professional to plan, implement, and evaluate programs in your profession.

Many different planning models exist. Perhaps the most famous is the PRECEDE-PROCEED Model.

PRECEDE-PROCEED Model

The PRECEDE-PROCEED planning model is the most authoritative for complex projects or when the general public is unaware of how to address the health problem. Marshall Kreuter and Larry Green developed it. Most planning models are based on the constructs in PRECEDE-PROCEED.

(Crosby & Noar, 2011a, 2011b)
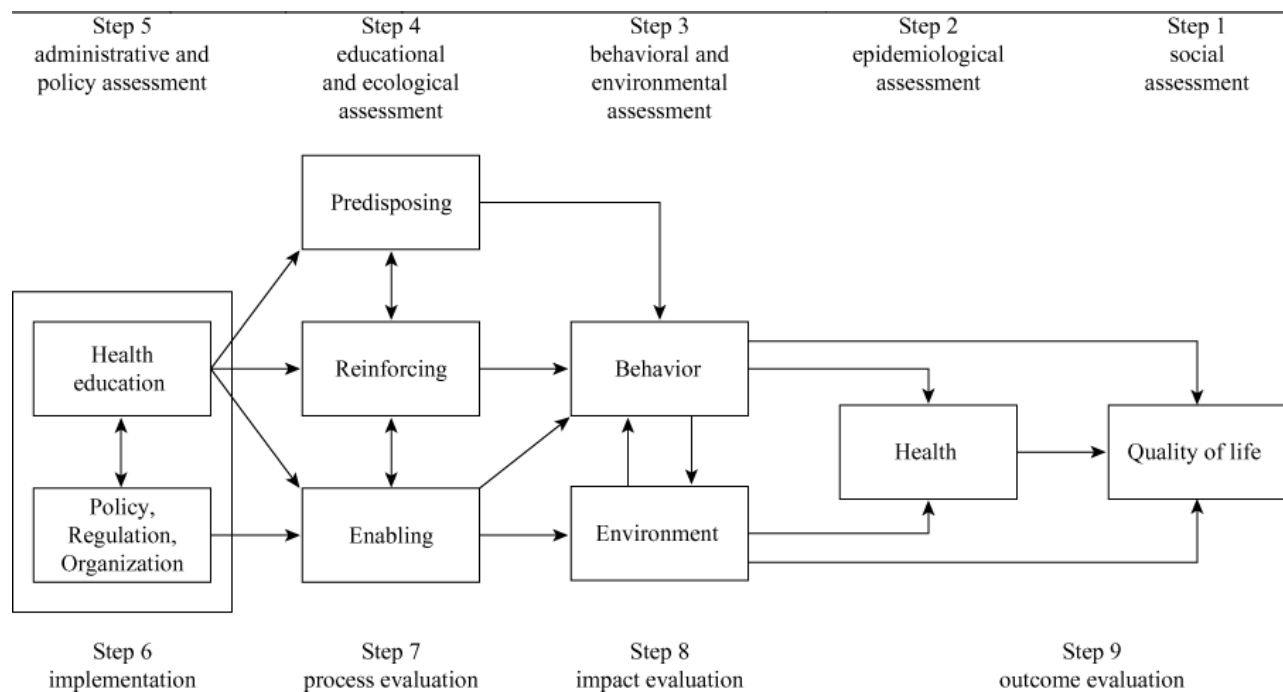
Access the appendix for a description of the image.

- **PRECEDE** stands for Predisposing, Reinforcing, and Enabling Constructs in Educational Diagnosis and Evaluation. It involves assessing the following community factors:

  - **Social assessment:** Determine a given population's social problems and needs and identify desired results.

  - **Epidemiological assessment:** Identify the health determinants of the identified problems and set priorities and goals.

  - **Ecological assessment:** Analyze behavioral and environmental determinants that predispose, reinforce, and enable the identified behaviors and lifestyles.

  - Identify administrative and policy factors influencing implementation and **match appropriate interventions** to encourage desired and expected changes.

  - **Implementation** of interventions.

- **PROCEED** stands for Policy, Regulatory, and Organizational Constructs in Educational and Environmental Development. It involves the identification of desired outcomes and program implementation:

  - **Implementation:** Design intervention, assess the availability of resources, and implement the program.

  - **Process Evaluation:** Determine if the program is reaching the targeted population and achieving desired goals.

  - **Impact Evaluation:** Evaluate the behavior change.

  - **Outcome Evaluation:** Identify if there is a decrease in the incidence or prevalence of the identified negative behavior or an increase in identified positive behavior.

Generic Planning Model

This course will use a simpler generic planning model, summarized below. Most public health programs should follow these or similar steps:

1. Understand your problem

2. Conduct a needs assessment

3. Set goals

4. Develop an intervention

5. Implement the intervention

6. Evaluate the results

Future Study

You will do a more in-depth study of the models introduced in this course in PUBH 390: Program Planning and Implementation.

Community Planning

Making a plan

Imagine you are planning a trip from your home to a distant city. There are many different methods of travel and many other routes to your destination. You could travel by plane, train, or by car. The plan you develop depends on your money, time, and options constraints. Planning in public health faces many of the same constraints.

What does planning look like in public health?

When addressing community health issues, public health planners must have a plan. Just having a good idea is not enough to successfully reduce health problems. One of the Eight Areas of Responsibility for health educators is planning health interventions. Like the example above, many different paths can be taken to reach the final destination; planning models will help find the best path.

SWOT

SWOT analysis and the Market Process are two tools that can be used to develop a community health plan.

A common approach when looking at issues in your community is to use a strategic planning technique. The Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis method is often used in business planning.

(Centers for Disease Control and Prevention, 2022)

- **Strengths:** Internal positive attributes of the community that can facilitate activities.

- **Weaknesses:** Internal attributes of the community that may hinder achieving its activities and goals.

- **Opportunities:** External conditions that may facilitate community activities.

- **Threats:** External conditions that may stand in the way of community activities.

Marketing Process

Using market research (input from the population) is an essential tool in determining the needs and wants of the target population.

1. Use market research to determine the needs and desires of the current and future clients in the target population.

2. Develop a product that satisfies the needs and desires of the clients.

3. Develop communication that informs and persuades the clients.

4. Ensure the product is provided appropriately, at the right time and place, and the right price.

5. Keep the clients satisfied and loyal after receiving the product.

> ### Optional Resource:
>
> [Market_Segmentation.pdf (byui.edu)](Market_Segmentation.pdf)

Mental Practice Exercise

Consider the following issue:

As a community health worker for the local health department, you are aware that cancers of all kinds (childhood blood cancers, brain tumors, lung cancer, skin cancer, prostate cancer, and breast cancer) take a significant toll on your community. You have just been given a large sum of money to reduce cancer in your community over the next five years.

In your mind, consider the following questions when developing a plan:

- How will you do it?

- What interventions will you implement?

- How will you organize your work over the next five years?

- How will you know if you are successful?

- What populations will you target?

- How will you get the interventions to those populations?

APA Format

Headings

Headings and Headers are two different parts of APA formatting. Headings are discussed in more detail below and you are not required to have a header on Term Paper assignments.

There are five levels of heading in the APA style. You are only expected to understand level 1 and 2 headings in this course. Try to avoid having only one subsection heading within a section. Do not label headings with numbers or letters. Always double-space your headings. Do not switch to single spacing for headings of any level. Do not add blank lines above or below headings, even if the heading falls at the bottom of the page.

Level 1 Headings: Level 1 is the highest or main heading level. Level 1 headings are centered, bold, and in title case. The text below this level of heading begins as a new paragraph.

Level 2 Headings: Level 2 headings are left justified, bolded, and use title case.

Malnutrition Among Children in the Philippines

Children who suffer from malnutrition need solutions that work. This is especially true in the Philippines, where 30 years of ineffective initiatives have made a negligible difference in malnutrition rates (World Bank Group, 2023).

Prevalence of Malnutrition Among Children in the Philippines

The World Bank estimates that 1 in 3 Filipino children under five years of age remain undernourished despite government interventions (PIDS, 2023). Worse still, some areas of the Philippines report stunting from malnutrition at 40% or higher (World Bank Group, 2023). National averages suggest that around 95 Filipino children die from malnutrition every day (PIDS, 2023), while other reports estimate that over 60,000 Filipino children will die before age five, with malnutrition being a significant factor (UNICEF, 2023). Although the Philippine government has allocated money for initiatives to reduce the prevalence of malnutrition, they have proven ineffective due to environmental and socioeconomic root causes not being addressed (Manrique et al., 2022). A 2015 National Nutrition Survey also found only a 0.2% decrease in wasting from malnutrition between 2011 and 2015, which equates to roughly 1.5 million Filipino children being underfed (Garg et al., 2016). The malnourished and impoverished children of the Philippines need more than vague and unproductive government initiatives to save their lives. This paper will discuss how partnerships with experienced charities, increasing food security, and decreasing poverty can improve Filipino children's health, stature, and life expectancy (Manrique et al., 2022).

Interventions for Malnutrition Among Children in the Philippines

Charitable organizations that work with local Filipino leaders can positively impact treating malnutrition. Charitable organizations include religious, humanitarian, and non-profit groups that may provide monetary funding and professional and education-based services to

See the appendix for a description of the image.

The first paragraphs of any paper are always considered to be introductory. They do not need a heading. The title at the top of the page acts as the heading for your introduction.

Conclusion

The concluding paragraph(s) appear at the end of the body section. The conclusion does not need a heading of "Conclusion" and includes information about your findings or conclusions.

When writing your conclusion, restate your topic and why it is important. Restate your thesis and give an overview of future research possibilities.

Rough Draft

When you have finished writing your conclusion, you will turn in your rough draft. A rough draft is the first version of your paper and will need a lot of editing and revising. It is important to remember that your rough draft is a long way from your final draft, but it is your complete paper ready for editing and revisions, which we will discuss in next week's reading.

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Chapter 6: Assessing Needs for Successful Public Health Programs

W06 Vocabulary

(Merriam-Webster, 2023)

Ad: an advertisement.

Anthem: a song, as of praise, devotion, or patriotism.

Anti: (usually used as a prefix) a person who is opposed to a particular practice, party, policy, action, etc.

Globally: pertaining to the whole world.

Malaria: any of a group of diseases characterized by attacks of chills, fever, and sweating.

Marketing: the total of activities involved in the transfer of goods from the producer or seller to the consumer or buyer, including advertising, shipping, storing, and selling.

Mortality: the state or condition of being subject to death.

Overview: a general outline of a subject or situation.

Sanitation: the development and application of sanitary measures for the sake of cleanliness, protecting health, etc.

Smoke: the visible vapor and gases given off by a burning or smoldering substance.

Smoker: a person or thing that smokes.

Smoking: to draw into the mouth and puff out the smoke of.

Tobacco: the prepared leaves, as used in cigarettes, cigars, and pipes.

Transcript: a written, typewritten, or printed copy; something transcribed or made by transcribing.

Tuberculosis: an infectious disease that may affect almost any tissue of the body, especially the lungs.

Unbelievably: in a manner that is hard to believe.

Vaccine: any preventive preparation used to stimulate the body's immune response against a specific disease.

Vintage: of old, recognized, and enduring interest, importance, or quality.

Overview

Public health decisions are data-driven. Why do you think this is? This week, you will be working on the processes of gathering data to help determine the need for public action. You will also discuss different examples of how public health has solved some of the greatest public health issues facing the general population.

Public health professionals must guide their efforts forward with the data they gather. This data-driven decision-making approach relies on data and analysis to improve the outcomes of the programs they are putting into place in the communities they serve. Some data can be used to assess health trends, evaluate interventions, and make predictions. Other types of data can provide insight into the perceptions, attitudes, and behaviors of people in communities. This insight allows for more targeted interventions.

Data can be gathered at different steps in the public health approach to solving problems.

1. Surveillance: the continuous, systematic collection, analysis, and interpretation of health-related data.
2. Risk Factor Identification: as public health professionals identify and understand risk factors that are associated with various conditions and diseases they can tailor interventions.
3. Intervention Evaluation: interventions are continuously assessed and evaluated for effectiveness. Data provides evidence of what works and what doesn't work and allows professionals to make adjustments.
4. Implementation: using data, public health professionals can make sure that resources go to where they are needed the most which helps to maximize the impact of the intervention.

W06 Study: Understanding Community Health

Overview

Purpose: To prepare yourself to complete the application assignment.

In Week 5 you learned about planning models that are at the core of community improvement. Studying other communities' improvement plans is an excellent way to become familiar with the community planning process.

Here are some examples of success stories:

1. The CDC in the U.S. published stories of global activities. (Centers for Disease Control and Prevention, 2023)

2. The WHO published a Results Report showing global health achievements during 2020 and 2021, despite the pandemic. (World Health Organization, 2022b)

3. The National Recreation and Parks Association (NRPA) of the U.S. highlights various healthy community program success stories and how they were able to use planning models to improve their communities. (National Recreation and Park Association, n.d.-a)

Notice the six major categories that can influence communities to promote change.

- Collaboration Building

- Increasing Physical Activity

- Improving Nutrition

- Economic Development

- Park Prescriptions

- Tobacco Reduction

Look for the steps of the improvement plan and how the success stories answered those steps.

Looking back at Lesson 5, we are going to revisit the Generic Planning Model.

Generic Planning Model

This course will use a simpler generic planning model, summarized below. Most public health programs should follow these or similar steps:

1. Understand your problem: What is wrong in the community? What needs to be fixed and why? Do you have the data to back it up yet? If not you need to move on to the next step where you...

For example, Step 01 of the planning model is **Understand Your Problem**. The story, "[Taking an Indoor-Outdoor Approach to Improving Community Health,](#)" tells how Casper [Wyoming, USA] "like many communities in the U.S. is struggling with poor health statistics." (National Recreation and Park Association, n.d.-b). Once they understood their problem they could focus on the next steps to come up with solutions to implement.

1. Conduct a needs assessment: What are the specific needs in the community that need to be addressed?

2. Set goals: Set your goals. Every project plan should have a clear, desired outcome. Without goals you will be flying blind.

3. Develop an intervention: How are you going to reach those goals you set? Who are the stakeholders? What are the roles? What is the timeline and schedule?

4. Implement the intervention: Put it all into action!

5. Evaluate the results: After it is all said and done, or your program has been going for awhile, evaluate how things are going. What is going well? What isn't going well? What changes need to be made? What needs to stay the same?

Then you start again!

W06 Study: Successes in Public Health

Overview

Purpose: Learn about different successes in public health.

Here are some major worldwide successes in public health:

- Reductions in Child Mortality.

- Vaccine-Preventable Diseases.

- Access to Safe Water and Sanitation.

- Malaria Prevention and Control.

- Prevention and Control of HIV/AIDS.

- Tuberculosis Control.

- Control of Neglected Tropical Diseases.

- Tobacco Control.

- Increased Awareness and Response for Improving Global Road Safety.

- Improved Preparedness and Response to Global Health Threats.

Tobacco Control in the United States

In the United States, smoking used to be viewed in a positive light. The use of cigarettes was advertised in print, on the radio, and television (TV) as a good habit. Many claimed smoking had positive effects on the body. In the Optional Resources section below are some examples of commercials in the 1950s and 1960s that promoted the benefits of smoking.

However, as more studies have been done about cigarettes and tobacco products, the more it has become evident that tobacco use is very dangerous and harmful. Smoking in the United States was decreased by:

- Effective marketing campaigns

- Community education

- Updated laws and public policy

- Widespread scientific research

One of the ways public health has helped reduce cigarette smoking in the United States is by using anti-smoking commercials.

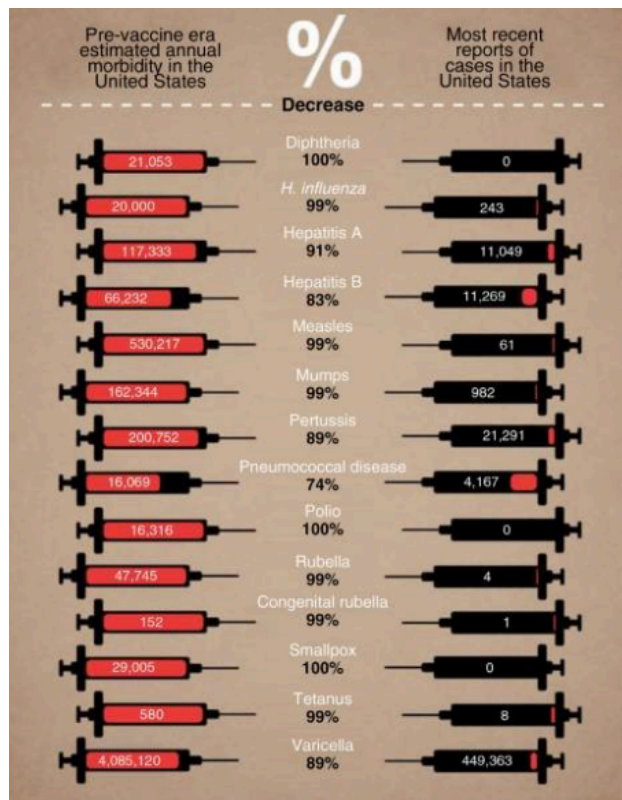Here are some quick facts about smoking in the United States:

- Cigarette smoking among US adults has been reduced by more than half since 1964.

- The percentage of people who stopped smoking increased from 50.8% in 2005 to 59.0% in 2016.

- In the year 1950, the death rate for smoking was 307.4 deaths per 100,000.

- In the year 1996, the death rate for smoking was 134.6 deaths per 100,000.

- The tobacco use rates for 18-year-olds and older dropped from 42.4% in 1965 to 24.7% in 1997.

- Other countries have made great strides in tobacco control as well.

Vaccine-Preventable Diseases

One of the great worldwide successes in public health has been the introduction of vaccines. Vaccines have saved the lives of people all over the world. While some question the effectiveness of vaccines, the evidence supports that vaccines are safe and vital. The widespread acceptance of vaccines came through similar means as the changes in smoking: effective marketing campaigns, community education, changing laws, public policy, and widespread scientific research.

This infographic shows the importance of vaccines in reducing diseases in public health:

(Loria, 2015)

Pre-vaccine era estimated annual morbidity in the United States — % Decrease — Most recent reports of cases in the United States

Disease	Pre-vaccine era	% Decrease	Most recent
Diphtheria	21,053	100%	0
H. influenza	20,000	99%	243
Hepatitis A	117,333	91%	11,049
Hepatitis B	66,232	83%	11,269
Measles	530,217	99%	61
Mumps	162,344	99%	982
Pertussis	200,752	89%	21,291
Pneumococcal disease	16,069	74%	4,167
Polio	16,316	100%	0
Rubella	47,745	99%	4
Congenital rubella	152	99%	1
Smallpox	29,005	100%	0
Tetanus	580	99%	8
Varicella	4,085,120	89%	449,363

Reductions in Child Death Rates

Globally, the under-five mortality rate has decreased by 59%, from an estimated rate of 93 deaths per 1000 live births in 1990 to 39 deaths per 1000 live births in 2018. This is equivalent to 1 in 11 children dying before reaching age 5 in 1990, compared to 1 in 26 in 2018 (World Health Organization, 2022a).

W06 Job Skills: CHES Exam

Overview

The Certified Health Education Specialist (CHES) exam is an internationally recognized exam that measures a person's understanding of the Eight Areas of Responsibility. This exam is taken after the completion of a public health program. A person who passes this exam becomes a certified health educator.

The mock CHES exam, while not required in this course, is a valuable source of information to help you understand the types of questions you will encounter if you choose to sit for this exam. Again, this is not required and this assignment is not worth points.

The purpose of this activity is to help you understand the possibility of gaining NCHEC certification after graduation with your bachelor's degree. Please understand that the information you are tested on in the Mock CHES Exam is far beyond what you have learned in this class. This activity is only to give you an idea of what the exam will be like should you decide to take that route.

APA Format

Editing and Revision

Revising gives you the chance to preview your work before you submit it for final grading. Revision is proofreading but involves some checking of details in the final editing stage. Good revision and editing can transform an acceptable first draft into an excellent final paper.

Revision usually means changing things around. You might add or delete sentences or paragraphs. This is your first step. You won't want to deal with the small details before you take care of the large ideas. Make sure that the ideas that you have presented are clear and understandable. Make notes in your margins as you go and then after each section stop and make the desired changes.

1. Make sure that you have fulfilled the requirements of your assignment. Look over the instructions and the rubric making sure all the details required are included:

   - Have you done the kind of thinking the assignment asked for (e.g., analyze, argue, compare, explore)
   - Is your paper the correct kind of paper (e.g. research, creative, argumentative)
   - Have you given adequate evidence for your arguments? Be sure that your readers can link the evidence that you present to your arguments or reasoning. Watch out for too much repetition in your writing.
2. Look at how your paper is organized. Printing out your paper so you can look at the entire thing all at once is a helpful practice. Consider the questions below:

   - Is your introduction clear? Do you have a thesis statement? Ask someone to read through the introduction and tell you what they think the rest of the paper is about.
   - Is each section of the paper in the right place? Do you cover all the requirements? Do you have irrelevant information?
   - Have you drawn connections between each section in your writing? Does your thesis statement relate to everything you have written?
   - If a reader only read your conclusion, would they know what your paper had been about?
3. At this point you will want to polish your paper. Look at word choice, spelling, punctuation, grammar, etc. Here are some tips to help you out.

   - Read passages aloud to see if everything makes sense.
   - Be sure to use spell check. It will help you catch most typos and many misspelled words. Don't let it make the changes for you though. You make the changes that make sense.
   - Use plain and clear language throughout.
   - Have someone else read through your paper. They can supply notes of where they think you might need changes.

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Chapter 7: Coalitions and Community Planning

Vocabulary List

(Merriam-Webster, 2023)

- **Coalitions:** a temporary alliance of distinct parties, persons, or states for joint action.

- **Convene:** to come together.

- **Ecosystem:** something (such as a network of businesses) considered to resemble an ecological ecosystem especially because of its complex interdependent parts.

- **Encapsulated:** surrounded by a gelatinous or membranous envelope.

- **Sustainable:** of, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged.

- **Veterans:** a former member of the armed forces.

- **Vibrant:** pulsating with life, vigor, or activity.

Introduction

This week you will learn how vibrant coalitions can help bring community resources together to accomplish a common goal.

W07 Study: Coalition Building

Consider this: You will never have enough resources to accomplish all you would like to do on your own. Luckily, other people have similar interests and also have limited resources. When working on community health issues, you cannot solve every problem, and you cannot work on the issues by yourself. You must rely on coalitions.

> ### Optional Resource:
>
> This Optional Video shows examples of communities that formed coalitions of people and agencies to work together on health projects: Fort HealthCare Healthy Community Coalition

A coalition is a group of people representing organizations working together to address a common problem. Coalitions are temporary (also known as ad hoc) organizations with a single purpose. These temporary coalitions can sometimes

become permanent, but the people involved are frequently assigned by their respective organizations or agencies for a specified shorter period of time, like one or two years. In this way, coalitions are similar to committees or presidencies in your neighborhoods or towns or those in your home ward, branch, or stake.

Think about trying to prevent, treat, cure, and help people recover from cancer. You do not have enough time or money to do all of that alone. However, if you tap into the resources around you, you can build a coalition of similarly-minded people to help you expand your work.

Coalitions and The Church of Jesus Christ of Latter-day Saints

Coalitions are especially useful for community-related issues. Coalitions are important; the Church uses them frequently to conduct Christ's work. The following articles tell about two of the projects The Church of Jesus Christ of Latter-day Saints is doing with coalitions, where they joined with other faith groups.

- Interfaith Coalition - Elder Ballard of the Quorum of the Twelve worked with a Baptist pastor and leaders of other churches to build and renovate a park and aging structures in Houston, Texas, USA. ("Elder Ballard and Baptist Pastor Discuss Interfaith Coalitions," 2013)

- Service Unifies Communities - many Latter-day Saint stakes in Houston, Texas, USA worked with other churches on a service project to gather baskets of supplies for veterans. ("Service in Houston Unifies Community Relationships," 2013)

Example of a Coalition in Action

A grade school student has been hit by a car at an intersection in your town on Main Street (a government-maintained road). The list below represents agencies or groups that may need to be involved to solve the problem of crosswalk safety.

- Government agency in control of the road

- Local government

- Local law enforcement

- Ambulance/fire department

- Local child-safety advocacy groups

- Local school

- School-affiliated parent organizations

- Religious groups

To address crosswalk safety, these different agencies or groups may form a coalition to bring together ideas and perspectives to come up with a solution.

W07 Study: Community Resources and Coalition Building

Purpose: Prepare for this week's application activity.

Coalitions are an important tool that public health professionals can use to create change within a community, making it a safer, and healthier place to live. A coalition is much more powerful than one person or agency, as it can bring together greatly expanded resources and energy to increase the impact on health in a community exponentially.

The Global Health Coalition (Global Health Coalition, n.d.) is an example of a group that was formed to address a specific health problem. They use technology to help underserved areas of the world, bringing them data resources.

Another example is Bloomberg Philanthropies (Bloomberg Philanthropies, n.d.), which helps convene coalitions to address health problems around the world. One of their projects is the Partnership for Healthy Cities, which brings cities together to fight noncommunicable diseases and injuries.

On a local level, the Community Tool Box and Maintaining a Coalition (Section 6. Coalition Building II: Maintaining a Coalition, n.d.) are services of the Center for Community Health and Development at the University of Kansas. These sites give ideas and resources for groups to start and maintain a coalition. Their purpose is to organize a group of individuals and professionals around a common cause, working together to achieve a unified goal.

This historical note from the Community Toolbox ((Chapter 5, Section 5. Coalition Building I: Starting a Coalition, n.d.), paragraph 5) relates how concerned people and agencies cooperated to set the stage for health coalitions.

> In November of 1986, at an international conference on health promotion co-sponsored by the Canadian Public Health AVocabulary Listssociation, Health and Welfare Canada, and the World Health Organization, participants drafted what has become known as the Ottawa Charter. This document set out guidelines for attaining healthy communities and a healthy society, and laid the groundwork for the Healthy Communities movement. Perhaps its most important statement is encapsulated in these two sentences:

> "The fundamental conditions and resources for health are: peace, shelter, education, food, income, a stable ecosystem, sustainable resources, social justice, and equity. Improvement in health requires a secure foundation in these basic prerequisites."

As you read the information on these websites, consider what benefits a coalition may bring to your community and how they are more powerful than individual organizations.

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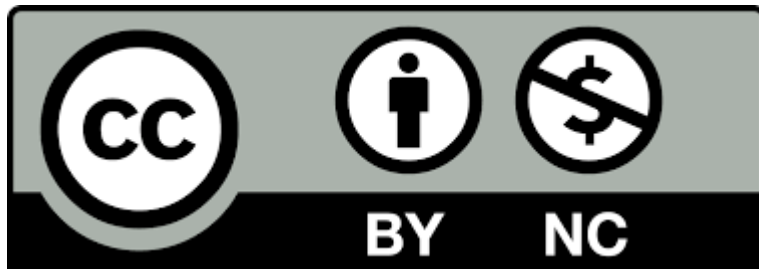Assistant Product Development Managers: Adeline Jones and Margo Janus

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