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University Students' Perceived Effectiveness of Their High School Health Education

Keith A. King and Shonna Snyder

A sample of 410 university students (96% response rate) completed a four-page survey regarding their perceived effectiveness of high school health education in increasing their knowledge and adoption of healthy behaviors. Results indicated that the majority of students felt health education was important and that healthy behaviors were important to adopt. Students who had taken three or more high school health classes and who had a high school health teacher teach their health classes reported increased perceived effectiveness scores of high school health education. In addition, younger university students (freshmen and sophomores) were more likely than older university students (juniors and seniors) to feel that their high school health education was effective in increasing their health knowledge and health behavior. Based on these findings, it appears that increased high school health education and the hiring of certified health educators to teach high school health classes are warranted. Recommendations addressing these issues are offered in this article.

Achieving Cultural Competence: The Challenges for Health Educators

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The racial and ethnic diversification of the U.S. population presents a clear call for health educators to surmount the barriers they have encountered in reaching U.S. racial and ethnic groups with culturally appropriate health promotion and prevention messages. As the population becomes more culturally and ethnically diverse, the preparation of culturally competent health educators and the development of culturally appropriate health education and promotion programs becomes crucial. Health educators must strive to achieve cultural competency by understanding the meaning of culture and its complexity within each group; increasing cultural awareness, knowledge, skills, and desire; and applying the National Standards for Culturally and Linguistically Appropriate Services until they develop discipline-specific standards. This article discusses some of the issues surrounding cultural competence and provides some strategies by which health educators can become culturally competent.

Development of a Scale to Assess the Appropriateness of Curricula Materials for Diverse Populations

Elissa M. Howard and Robert M. Weiler

As America's public school population becomes more diverse, selecting culturally appropriate instructional materials becomes increasingly important. Though several existing scales assess the quality of curricula materials, most do not consider cultural relevance. The Curricula Appropriateness Scale (CAS) was designed to determine the appropriateness of curriculum materials for diverse populations. The final CAS contains six statements with a 4-point, Likert-type scale response option ranging from 1=strongly agree for each item. Item selection was based on a review of the professional literature and existing instruments. A local panel of experts (n=10) examined a draft version of the scale for content validity. Based on the panelists' comments, the scale was revised and piloted with 27 undergraduates enrolled in an elementary school health course. A

national panel of experts (n=5) then examined the scale for content validity. Feedback from the national panel was used to revise the CAS for a second pilot test. Students enrolled in a second elementary school health course completed the second CAS during the assessment of the federally developed curriculum, *Learning to Live Drug Free*. Item consistency reliability was measured using Cronbach's alpha. Psychometric characteristics and recommendations for using the CAS are presented.

Senior Faculty Retrospectives on Mentoring

Onie Grosshans, Artur Poczwardowski, Eric Trunnell, and Lynda Ransdell This qualitative study investigates the role of mentoring over a career in health education faculty at research intensive universities. A nonrandom sample of senior faculty (N= 11), whose teaching experience ranged from 20 to 33 years in the classroom, was interviewed. Inductive content analysis was used to identify important themes related to mentoring. The results indicated that the participants had several mentors, they valued long-lasting mentoring relationships, and almost all agreed mentors made a definite impact on their careers. The participants viewed their role of mentor as an obligation to fulfill professional responsibilities, their relationships with students as invigorating, and their role as "legacy creators" as awe-inspiring. In conclusion, having a guide, a counselor, and/or role model to ease assimilation into a department, college, and profession was viewed as critical to optimal career development.

Contemporary Electronic Mailing List Use by Health Educators: A Content Analysis of HEDIR Messages

Martin L. Wood, Danielle N. Griffin, Erika L. Fredericks, and Ann C. Barrett The International E-Mail Directory of Health Educators (<http://www.hedir.siu.edu>), or HEIR, is an electronic mailing list specifically developed to facilitate communication among health education professionals worldwide. The study objectives were to characterize the nature of HEDIR messages and assess how well HEDIR is meeting members' communication needs. Researchers developed a 126-item checklist to conduct a content analysis of HEDIR messages. Checklist sections included sender information; message format; exchange of ideas; unsolicited provision of information; topical information; and professional development. Two independent pilot studies established content and face validity, and the interrater reliability of the instrument, using pi coefficient, was computed for each item. Analysis was performed on 794 HEDIR messages, from January 1 to June 7, 2001, printed from the HEDIR Web site. Message senders were of either sex, and the majority were university educators (33.8%). Unsolicited provision of information represented the largest category of messages (47.4%), followed by inquiries for information (27.5%) and responses to inquiries for information (26.1%). The most frequently selected item was unsolicited referral to Web site (15.0%) There were fewer inquiries for opinions than for information. The ratio of responses:inquiries for individual items was greater for opinions than information. Only 6.4% of messages included announcements of positions and 5.7% included calls for papers/abstracts or announcements for upcoming conferences.

Reliability and Convergent Validity of the National College Health Risk Behavior Survey Physical Activity Items

Mary K. Dinger

This study examined the reliability and validity of the National College Health Risk Behavior Survey (NCHRBS) vigorous physical activity (VPA), moderate physical activity (MPA), flexibility (FLEX), and muscular strength and/or endurance (MSE) questions. Twenty college students completed the four items twice during the same day. During the next 7 days they wore an accelerometer and a pedometer during all waking hours. They also recorded their daily activity in a log. At the end of the week, subjects completed the NCHRBS physical activity items again. The intraclass correlation coefficients ranged from .94-.99 for the four items. The vigorous item was highly correlated with log VPA ($r=.82$) and number of days with >29 minutes of VPA from the accelerometer ($r=.60$). The flexibility item was moderately correlated ($r=.57$) and the muscular strength and/or endurance item was highly correlated ($r=.89$) with corresponding log activities. The moderate item was highly correlated with log MPA ($r=.66$) and number of days with >30 minutes of MPA from the accelerometer ($r=.61$). In conclusion, the NCHRBS physical activity items have excellent test-retest reliability and validity indices similar to other self-report physical activity questions.

Administrators Must Be a Little Selfish

Clint E. Bruess

Administrators constantly have to deal with a variety of tasks and with many people. In the process of doing so, it is common for them to neglect their own well-being. If they do this, they will not be as effective as administrators or as happy with themselves and their jobs. Administrators have to be a little selfish. This article includes some suggestions for administrators to use to promote their own health and that of their organizations.