

An Application of the Social Development Model to Tobacco use Prevention

Jacque Rainey and Jane W. Lammers

This study was conducted to examine the risk and protective factors associated with tobacco use among an adolescent population. The social development model was used to collect data from a stratified random sample of students in a southern state. Students were compared based on their self-reported tobacco use in the past 30 days. The dependent variables of interest were the risk and protective factors within the arenas of family, school, community, and peer-individual. Overall the tobacco users reported significantly higher mean scores in the risk factors and lower in the protective factors than those who did not use tobacco.

Starting and Sustaining a Statewide Coalition to Promote Health Education: The New York Experience

Karen Denard Goldman, Kathleen Jahn Schmalz and John Cahill

This article describes the formation and first 5 years of the New York State Coalition for Health Education (NYSCHE), an alliance of health education organizations to promote health education as a major strategy for improving the health of all New Yorkers. The authors define coalition, delineate coalition formation and maintenance tasks, describe the various uses/foci of coalitions, and identify key publications in the health education coalition-related literature. Then, juxtaposing key principles of coalition building with their own experiences, the authors tell the story of the formation and maintenance of the NYSCHE. They discuss recruitment, membership, mission, governance, strategic planning, and activities. In conclusion, the authors raise coalition maintenance and evaluation challenges suggested by the professional literature, and offer the coalition as a case study opportunity.

Assessing Student Learning Outcomes and Validation of the "Self-Assessment for Health Educators" in an Undergraduate Health Education Program **Linda F. Balog and Douglas M. Scheidt**

The purposes of this investigation were (1) to assess perceived competence of entry-level health educators, as measured by the Self-Assessment for Health Educators; and (2) to provide reliability and validity information for this assessment instrument. Over a 2-year period, professional school and community health education majors (N=64) completed self-report assessments of competencies at three times during their senior year. Pretest assessments were completed prior to the didactic educational methods fall semester. Posttest assessments were completed at the conclusion of this semester. Follow-up assessments were completed at the conclusion of the semester of practicum experience, student teaching, or community internship. Because a pretest, posttest, follow-up design was used, the analyses were two sets of paired-comparisons t-tests. It was found that there was a consistent pattern of statistically significant increases in perceived competency. Across all scales there were significant increases from pretest to posttest and from posttest to follow-up. Furthermore, the construct validity of the assessment procedure was supported by internal reliability measures, and the expected increases in self-reported competence following didactic and experiential education.

A Review of Sexuality Education Programs for Adolescents, 1960-1997

Eun Young Song and B.E. Pruitt

For almost a century, sexuality education programs have been developed and implemented for adolescents in schools. The purpose of this study was to analyze the characteristics of sexuality education programs for adolescents from 1960 through 1997. One hundred fifteen programs were analyzed using 11 prospective effective program characteristics. Results from this review indicate that most studies examined the effects of sexuality education programs and reported empirical data to measure effect sizes during the 1980s and 1990s. Most sexuality education programs implemented in schools during the 1960-1997 time frame were of an effective duration and included some effective components. However, only a small number were comprehensive programs or theory (research)-based programs, which are considered the most effective programs by researchers. It is strongly recommended that sexuality education programs be developed based on theory (research) and that those programs include comprehensive components.

A Review of Fetal Alcohol Syndrome for Health Educators

Rodney Bowden and DawnElla Rust

The consumption of alcohol during pregnancy is the cause of physical and behavioral defects known as fetal alcohol syndrome (FAS). The diagnosis of FAS is determined by the following three criteria: (1) growth retardation, (2) central nervous system involvement (i.e., mental retardation), and (3) facial abnormalities. FAS is a long-term disability that requires appropriate educational interventions for high-risk women and expectant mothers. This article reviews the issues of cause, incidence/prevalence, comorbidity, educational implications for the child with FAS, those at-risk for FAS, prevention strategies, and concludes with the role health educators can play in FAS prevention.

An Exploration of Ethnic/Cultural Violence Perceptions Among Urban Middle and High School Students

Suleiman M. Hamdan and Rodolfo Martinez

In August 1998, 178 middle and high school students from six urban school districts in the county of Wayne, Mich., completed a questionnaire assessing their perceived experiences with ethnic/cultural violence. Comparisons were made based on gender, age, grade level, and ethnicity. Variables assessed included the frequency and type of perceived ethnic/cultural violence, self-reported stress symptoms, and students' mode of conflict management. The findings, based on a Kruskal-Wallis one-way analysis of variance, provided no evidence of significant differences in perceived experiences with ethnic/cultural violence among students of different ethnic/racial backgrounds. Additional findings based on a number of other statistical analyses revealed lack of significant differences in students' perceptions of ethnic/cultural violence experiences based on gender and length of residency in the United States. However, statistically significant differences existed within grade level comparisons in relationship to overt violence, with ninth grade students having the highest level of perceived experiences. Further findings showed that the majority of students preferred using a confrontational and reciprocal approach in responding to ethnic/cultural incidents of violence. The information obtained from this study could be useful in developing conflict management

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1900 Association Drive, Reston, VA
20191-1599
(703) 476-3437 ♦ (800) 213-7193
FAX (703) 476-6638
aahe@aahperd.org ♦ www.aaheinfo.org ♦

programs and school-community collaboration to reduce ethnic/cultural violence in urban high schools.