



## Syllabus

### **PUBH 580: Prevention Through Resilience (Three Credit Hours)**

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**Dates:** Spring, 2009, 3-hr. elective

**Course Goal:**

The course is designed to explore and bring to life a principle-based model of professional health competency. Students will become current with resiliency research and explore how to draw out the health in people. The course addresses the source of resilience in people, and fosters the capacity of students to sustain their own well-being and ability to function productively, successfully and without stress among colleagues and constituents, regardless of circumstances. This course will prepare students to become lifetime learners in strengthening their own healthy, insightful and wise approach to life and work ("the health of the helper") in order to continue to develop their ability to serve others, and to respond appropriately to an ever-changing and consistently demanding community and public health environment. Students will have practice in how to elicit health and well-being in clients consistently and how to empower clients to access their own resiliency and improve the quality of their lives in the course of various prevention and education projects. Students will become familiar with current literature on resiliency, stress, and new findings on the relationship between chronic stress and many disease states relevant to education and prevention strategies in public health.

**Learning Outcomes:**

**At the end of this course, students will be able to:**

1. Explain the power and value of an approach based on principles that offer a logical and reliable foundation for recognizing and eliciting resiliency and well-being.
2. Describe how and why the human perception and experience of well-being derives from the continual process of thought.
3. Explain how and why thinking has been shown to be a primary variable in human well-being.
4. Describe the current cognitive and cognitive-behavioral theoretical models used in addressing stress and resiliency.
5. Discuss current theoretical models that explain what drives people's perceptions of their behavioral/emotional options.
6. Explain current theoretical models that describe how and why people change.
7. Discuss current literature that describes how people can overcome fears, concerns and limitations and improve their health and well-being by realizing and drawing on an internal source of resiliency.
8. Describe the physical and psychological explanations of the nature of stress and "stressors" and describe the role of chronic stress in the loss of well-being.
9. Demonstrate familiarity with current thinking in psychoneuroimmunology and other mind-body research, and the ways in which prevention and treatment are changing in light of new findings.
10. Explain how to reduce stress-related problems of health and well-being significantly, and how to experience incrementally less stress.
11. Describe how to sustain joy and enthusiasm for work and life, regardless of internal and external pressures (*i.e.*, how to avoid burnout).
12. Design individual and group interventions generated from resilience in oneself and others to arrive at innovative quality of life and quality of health solutions.

### **Method of Instruction:**

The course will include chat-room discussion, web-based assignments with forum discussions, web-journal entries and on-line narrated lectures, animations, video and audio clips, podcasts, hands-on community service applications, and various exercises to develop individual and team creativity from a healthy, resilient perspective.

### **Expectations of Students:**

1. To read or review all preparatory materials (assignments and handouts) in advance of assignments and discussions and to be prepared for on-line posting and discussions.
2. To complete all assignments in the time requested, and to meet deadlines.
3. To devote time to on-line learning activities and problem-solving and to be actively engaged in the learning opportunities. In case of

emergency, it is the student's responsibility to make up missing assignments or to make advance arrangements to make up any work missed.

4. To complete all SOLE assignments in a timely manner as assigned. Absences from group on-line activities may be excused in advance by contacting the instructor.
5. To use library, internet and other sources well and to develop skills in learning about and researching current issues and innovations relevant to the course.
6. To develop original material, based on the learning in this course, for all projects and written assignments.
7. To submit all written material in APA or AMA approved format. Points will be lost for failure to turn in written material in correct form. Student names should be in the header of all documents submitted electronically, and document names should begin with the last name of the student *e.g.*, "Smith-Paper1.doc".

### **Expectations of Instructor(s):**

- To respond to student calls, e-mails or questions in a timely manner.
- To keep students informed in a timely manner of changes or adjustments in the course.
- To grade student work in a timely manner and to provide constructive feedback with each grade.
- To bring out the best in ourselves and our students.

### **Reading:**

### **Required:**

#### **TEXTBOOK:**

Pransky, J. (2003) Prevention from the Inside Out. 1stBooks Library, Bloomington, Indiana

#### **JOURNAL ARTICLES:**

Articles marked with asterisks in the Bibliography as well as articles and other materials posted on-line will be assigned for individual study and group discussion. Students will be expected to conduct and report on at least one literature search on a stress/resiliency topic related to their class project.

#### **OTHER:**

Pransky, J.,\_(1998) Modello, Burlington, VT. NEHRI Publications.

Banks, S. (2001) The Enlightened Gardener. Lone Pine Publishing Renton, WA. **OR**

Banks S. (1998) The Missing Link. Lone Pine Publishing. Renton, WA.

## ***Recommended:***

Sapolsky, R.M. (2004) Why Zebras Don't Get Ulcers. New York. Henry Holt & Company.

Other reading materials will be distributed in class, available to download from SOLE, available on e-reserve from the library, or available from the internet.

## **Student Evaluation:**

Student work will receive numerical grades. Students may earn extra credit through journal postings and other interactions with faculty. Primary assignments and their point value are listed below, followed by a table of required points to earn grades.

### **1. Quizzes (50 points):**

There are two quizzes, each worth 25 points.

The first will be on-line for you to take on **at the end of the third week of the course**. It will address your understanding of the material from classes and readings thus far. The second will be on-line for you to take **near the end of the course**. It will address your understanding of what resiliency is, and how it operates. Exact dates and times quizzes will be available are listed in the Course Content on the Course Calendar.

The quizzes will focus on the textbook. There are **self-tests in the Exam section of SOLE** that you can take that will help you prepare for the quizzes. Self-tests contain feedback to guide you through the answers and they may be taken as many times as you wish. Quizzes are timed and can only be taken once, at the time the quiz is opened. Quizzes are found in the Assessments section of SOLE. All quizzes contain some questions that are self-graded at the time of the quiz and others that must be graded manually. Quiz grades that "appear" when you complete the Quiz are NOT your actual score, but reflect only a partial score; grades will be posted in the Gradebook after the Instructor manually corrects each quiz.

### **2. Discussions – Forum Postings and Responses (100 points)**

**There are four assignments for discussions, each worth 25 points. Each of these will be posted to the Forum. Try to be succinct and to the point, but use as much space as you need to express your ideas. Be sure your name is connected to your work in each case. It is important to enter your Forum postings to the correct subject area and to post responses according to the**

**conventions of the Forum. If you need help navigating the Forum, contact the Instructor.**

- **The first is an Observation and Commentary.** Either in real-life experience, a book, a movie, a television or radio program, observe a health-directed intervention and report on the Discussion Board. To what extent did it focus on health, and to what extent did it focus on pathology? Be specific. How would you assess the participants' reliance on or understanding of resilience during this intervention? (Examples: You might observe a parent disciplining or instructing a child; a teacher or principle interacting with a student; a health-care professional working with a patient or client; a drama in which a health intervention is presented; a work of fiction or non-fiction in which a health-intervention is described; a magazine or newspaper article which describes a health intervention.) Please post the exact reference for your observation and your full commentary about it. Be prepared to discuss your observation and commentary on the Forum with other students and to respond to other students' postings.
- **The second is a Literature Review.** Each student will post to the discussion board a critical review of **two** peer-reviewed journal articles on resiliency or resiliency-related topics selected from the course bibliography (choose **only** from the asterisked material). Many articles are on e-reserve for your selection for this assignment. Please provide the exact reference for each of your articles at the beginning of the posting, in APA style. Your review should address (1) the significance of the author(s)' findings, (2) the value of the information, what it contributed to your understanding of resilience, etc. Think before you write. You will be graded not on the length of your commentary, but on the value, insightfulness and succinctness of your commentary. The critical review should be like the entry you would make in an annotated bibliography for the reference; it should make it immediately clear what the value and importance of the reference is and how it relates to your learning.
- **The third is a review of how resiliency is treated in the popular press.** This will be posted on the Discussion Board. Start thinking about this at the beginning of the class, begin collecting health information from newspapers, magazines or health-related web-sites *that you generally read*. As you learn about resilience, look for articles that deal with the ideas we are discussing in the course. In the case of web-sites, save the *url's* so you can include them appropriately in your references. To what extent did you find that resilience is addressed in popular health information? How is it addressed? Would you present things differently in light of your

learning about resilience? Be sure to cite the articles or sites you refer to in your discussion.

- The fourth is a group discussion posting of cases presented in Module 11. Everyone in the course should read all three cases. You will be assigned to a group and a case for more detailed discussion in a Chat Room. (Students are responsible for communicating with other members in their group and setting up their own Chat Rooms. The instructor will read the Chat Room transcripts after the fact.) Consider how you would handle the situation from the standpoint of Resiliency. There is a question to get you started in each case. Then, post a summary of your group's best ideas to the Forum associated with your case. Check out the other groups' postings and engage in discussion and commentary on each other's ideas.

### 3. Journal Postings: (80 points)

You will be asked to post to your Journal 8 times during the course (the topics can be found in the SOLE content boxes, marked in yellow, and journal postings are due during the week of that content module). Journal topics may be found in the content blocks that describe each lesson in the course. Any changes in journal topics will be assigned via course announcement or e-mail and posted in the appropriate content modules. Each Journal posting is worth 10 points.

Your Journal is a way to express your ideas about what you are studying and to get additional information as you learn throughout the course, and a way to get questions answered and get personal feedback from the instructor. It is a private communication between you and the instructor, not available to other students in the course. Look at it as your opportunity to engage in dialogue about that week's topic with the Instructor, as though you were in class expressing yourself or talking with the Instructor during a break. You will find the Journal postings by number in the Journal link, under Communications, in the SOLE menu. Each topic has one journal, but each student has his/her own private entry point under each topic.

#### **Standards to be met by discussions and journal postings:**

1. Is the assignment on time?
2. Is the assignment completed in the proper form?
3. Does it identify the clear and coherent thesis?
4. Is it well-organized?
5. Does the thesis demonstrate relevance of the subject to the class topic?

6. Does it contain an effective brief summary of the information you want to present?
7. Does it explain how that subject is important to the topic and responsive to the questions raised in the assignment?
8. Does your commentary analyze your subject in relation to our topic?
9. Does it have few errors in sentence structure, grammar and spelling?
10. Does it demonstrate mastery of the material covered?

#### **4. Project and Report (250 points) plus Peer Review (20 points):**

The final project and paper will be due during the final week of class. You may use Powerpoints or other materials for the presentation of your project, but it must be supported by a 6-10 page original paper, APA or AMA style. Your *presentation* will be posted for class review and commentary. Your paper should be submitted electronically, via e-mail, to the professor, in Word format. Presentation and paper together are worth 250 points. The presentation should be in a form that can be posted on-line for your fellow students. The instructor will post all the presentations for student review. Peer review will be considered in the final grade. Students will review each others' presentations, and post comments on the Forum. The comments should be in the form of a thoughtful review of the interest/value of the presentation, noting strengths and weaknesses. Guidelines for peer review are provided in the course.

Your final project is to prepare your **own resilience-based material** that reflects your learning in this class for a health presentation with a population you are interested in serving. We will discuss this in detail during the first on-line office hours, and the instructor will be available throughout the course to guide you in this project or to consult with you as you develop it. Your project is the capstone of this course; you will be given considerable time to work on it and opportunity to discuss it with the Instructor. It should be something in which you take great pride.

#### **Standards to be met by Project and Report:**

1. Is the assignment on time?
2. Is the assignment completed in the proper form?
3. Does it present a clear and coherent thesis?
4. Is it well-organized (outlined)?
5. Is the first point clear and supported by evidence or example?
6. Is the second point clear and supported?
7. Is the third point clear and supported?
8. Are subsequent points (if any) clear and supported?
9. Does it have few errors in sentence structure, grammar and spelling?
10. Does it demonstrate mastery of the material covered in this course?
11. Are the sources properly cited?
12. Is it well written?
13. Is the presentation representative of the work, attractively presented, and easily understood?

## 5. Mid-Term Exam: (100 points)

The mid-term will be made available to you on-line in the EXAM section. It is an open-book test, primarily essay questions. It is a timed exam

**Total Points from primary assignments = 600**

### Grading Scale:

Points	Grade
600-550	A
549-500	B
499-550	C
349-300	D
299 or less	F

### Exam/Test Philosophy:

The mid-term exam will require students to demonstrate their own resiliency, well-being and healthy perspective in the solution of problems or in their approach to the health professions. The exam will ask for considerable creativity and original thought, and will not depend solely on the recitation of information, but rather on the capacity to think for oneself and operate from an insightful, innovative point of view that uses learned materials in original, common sense ways to address public health, prevention and education situations.

Quizzes will be based on the required readings from the text and will be offered on-line, in a timed format.

### Report and Class Presentation Philosophy:

Students will be expected to prepare reports that will include an in-depth interview with health professional(s), critical commentary, and personal learning and its effect on the student's view of his/her own work in the health professions. On-line presentations may involve preparation of supporting materials. Students will be expected to demonstrate professionalism and competency in articulating their own and others' ideas. The ability to think clearly and logically and to present new concepts convincingly are skills that will be developed through this work. The APA Manual should be used as a reference for form for all written materials.



### **Project Philosophy:**

Development of an original project is a **central** learning objective of this course. Students will learn to develop an educational program or intervention in their area of interest *that is based on the health-based approach learned in the class and based on their own scholarship in investigating an idea of interest to them through the lens of resiliency.* It is critical that the project display scholarship and innovation – scholarship meaning that it makes use of students' new knowledge from the course and readings related to it and innovation in that it is original work by the student.

### **Reading Materials Philosophy:**

Students are expected to complete all assigned reading and research and to be able to use what they have learned in class discussion and assignments. The development of strong lifetime learning skills is a part of the assignment strategy of this course, so the focus is on finding and using relevant and current information as needed and knowing how to evaluate sources and rely on the most valuable information available.

### **Student Evaluation of Instruction:**

Students will be asked to fill out on-line Student Evaluations of Instruction near the end of the course. This is extremely valuable input for the instructor, who will use it to continually improve and change the course for future students. Your thoughtful evaluation is important.

### **Social Justice:**

West Virginia University is committed to social justice. I concur with that commitment and expect to foster a nurturing learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

### **Disability:**

If you have a disability and anticipate needing any type of accommodation in order to participate in this class, please inform the instructor and make appropriate arrangements with Disability Services (293-6700).

### **Academic Integrity/Honesty:**

**Students may visit Plagiarism 101 on their SOLE site for a full explanation of this important issue.**

Academic Dishonesty is defined to include, but is not limited to, any of the following:

1. Plagiarism: Plagiarism is defined in terms of proscribed acts. Students are expected to understand that such practices constitute academic dishonesty, regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed. Plagiarism includes, but is not limited to, the following:
  - a. Submitting as one's own work the product of someone else's research, writing, artistic conception, invention, or design; that is, submitting as one's own work any report, notebook, speech, outline, theme, thesis, dissertation, commercially prepared paper, musical piece or other written, visual, oral, or electronic/computerized material that has been copied in whole or in part from the work of others, whether such source is published or unpublished.
  - b. Incorporating in one's submission, without appropriate acknowledgement and attribution, portions of the works of others; that is, failing to use the conventional marks and symbols to acknowledge the use of verbatim and near-verbatim passages of someone else's work, or failing to name the source of words, pictures, graphs, etc., other than one's own, that are incorporated into any work submitted as one's own.
2. Cheating and dishonest practices in connection with examinations, papers, and projects including, but not limited to:
  - a. Obtaining help from another student during examinations;
  - b. Knowingly giving help to another student during examinations, taking an examination, or doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own;
  - c. The unauthorized use of notes, books, or other sources of information during examinations;
  - d. Obtaining without authorization an examination or any part thereof.
3. Forgery, misrepresentation or fraud:
  - a. Forging or altering, or causing to be altered, the record of any grade in a grade book or other educational record;
  - b. Use of university documents or instruments of identification with intent to defraud;

- c. Presenting false data or intentionally misrepresenting one's records for admission, registration, or withdrawal from the university or from a university course; knowingly presenting false data or intentionally misrepresenting one's records for personal gain;
- d. Knowingly furnishing the results of research projects or experiments for the inclusion in another's work without proper citation;
- e. Knowingly furnishing false statements in any university academic proceeding.

**Any student found to be engaged in Academic Dishonesty will receive an F for the course.**

## **Schedule of On-Line Activities:**

**Please refer to SOLE Classroom for fully specific information about each week's work. Also, please watch announcements and your MIX e-mail for important information about the course as it proceeds. The table on the following pages generally provides a descriptive overview of the course.**

**Please review the calendar in SOLE as you start the course and note important due dates and milestones. The calendar will be continually updated if things change.**

**The syllabus and this schedule is a fixed guideline for the course. To be sure you have absolutely up-to-date information and are notified of any changes or opportunities as they arise in the course, check the SOLE announcements and the material in the boxes by the Content modules frequently.**

Week	Topics	Assignments and Requirements
1 and 2	<p>Introduction to Course; Definition of Resiliency What is the nature of Resiliency? How is it manifested? What are principles? How are principles related to understanding resiliency?</p> <p><b>SOLE Classroom 1 and 2.</b></p>	<p>Introduce yourself to your classmates on the Forum page. Fill out the Student Survey you'll find in the Survey Menu on the left.</p> <p><b>Assignment:</b> Listen to Lecture one, What is Resiliency, accessed as a link from SOLE. Take the self-test found in the Exam section after the lecture This is not a graded test, but it is a learning tool. Listen to Lecture 2, How We Understand. Take the self-test after the lecture.</p> <p>Take the PATCS test in Classroom 2 on Sole – brief likert scale; will take you less than 10 minutes. View the brief powerpoint presentation associated with it after you take the test.</p> <p><b>Reading:</b> Read the Preface, Foreward and Introduction (pp. ix-xxiii) as well as Chapters II III, V and VI of <i>Prevention from the Inside Out</i>, your textbook. (You will find this book highly readable). After you have read the text, read "The Principles..." by Sedgeman, available as a link from SOLE.</p> <p><b>Begin working on Observation and Commentary.</b></p>
3 and 4	<p>Implications of Principles. What is principle-based psychology?</p> <p><b>SOLE Classroom 3 and 4</b></p>	<p><b>Assignment:</b> Read the article by Tom Kelley, "Positive Psychology and Adolescent Health..." on e-reserve and listen to the excerpts from his associated lecture "A Principle-Based View of Positive Psychology; view the associated Powerpoints.</p> <p><b>QUIZ 1</b> will be available on-line in the Exam section as scheduled by the professor.</p> <p>Observation and Commentary due to be posted in your Journal.</p> <p><b>Reading:</b> Read <i>The Missing Link</i> OR <i>The Enlightened Gardener</i>.</p> <p>Begin working on your literature review articles. Remember to select articles that are asterisked in the bibliography that is part of the syllabus; or check with the instructor if you have found an article you wish to substitute.</p>

<p>5 and 6</p>	<p>Definitions of health and healthy individuals, outcomes and behaviors. Summary of resiliency theories and current research implications.</p> <p><b>Sole Classroom 5 and 6</b></p>	<p><b>Assignment:</b> Literature Review is due. <b>MID-TERM EXAM</b> – TO BE POSTED <b>Reading:</b> Chapters VIII and X in your textbook. Also, listen to “Attitude” available as a CD sent to you in advance. Reflect on questions posted for review.</p>
<p>7 and 8</p>	<p>Public Health applications based on Resiliency. Cases and explanations.</p> <p><b>Sole Classroom 7 and 8</b></p>	<p>By now, you should be clear about what your project will be and have begun reading for it.</p> <p>Watch the video “Applications” provided as a link. Listen to the lecture by Dr. Mark Howard and Cathy Casey provided as a link and read the associated Questions and Answers. Begin working on popular press assignment.</p> <p><b>Reading:</b> Chapter XIII, XIV, XV, and XVI in text. Begin reading <i>Modello</i>.</p>
<p>9 and 10</p>	<p>Requirements for sound resiliency-based projects; what resiliency looks like in practice.</p> <p><b>SOLE Classroom 9 and 10</b></p>	<p><b>Assignment:</b> Watch the 20-min. video “Stories of Hope” provided as a link. Then select one of the other three videos offered as links (see instructions in SOLE classroom). <b>QUIZ 2</b> posted on-line.</p> <p>Popular press assignment due.</p> <p><b>Reading:</b> Finish reading <i>Modello</i>. Read in text and selected literature for your project. Read Chapters XVII, XVIII and XIX in the text.</p>
<p>11 and 12</p>	<p>Student project presentations and class wrap-up.</p> <p><b>SOLE Classroom 11 and 12</b></p>	<p><b>Assignment:</b> Your project due in presentation form to be shared with the class on-line with supporting paper submitted electronically to instructor.</p> <p>Complete commentary on class presentations.</p> <p><b>Discussion postings</b> on Cases are due.</p>

		Reading: Chapter XX In your text.
13	SOLE chat	Class wrap-up; discussion of presentations and students' observations about their learning.

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#### **Web Sites:**

[www.cce.umn.edu/nrrc](http://www.cce.umn.edu/nrrc)

National Resiliency Resource Center at the University of Minnesota

[www.cdc.gov/niosh/stresswk.html](http://www.cdc.gov/niosh/stresswk.html)

NIOSH site regarding stress in workplace

[www.the-hero.org](http://www.the-hero.org)

Health Enhancement Research Organization site. Useful research and programs.

[www.talkingcure.com](http://www.talkingcure.com)

Comprehensive evaluation of many therapeutic interventions and recent research findings about new approaches, etc.

[www.icihs.org](http://www.icihs.org)

Web-site for the International Center for the Integration of Health & Spirituality, featuring research.

[www.wviih.org](http://www.wviih.org)

Web-site for the West Virginia Initiative for Innate Health at the Robert C. Byrd Health Sciences Center.

[www.sydneybanks.org](http://www.sydneybanks.org)

Web-site for Sydney Banks' original works, including downloadable audio materials, etc.

[www.lsa.umich.edu/psych/peplab/index.html](http://www.lsa.umich.edu/psych/peplab/index.html)

University of Michigan research web-site for resiliency programs.

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**Compliance with Public Health Objectives (required for CEPH accreditation):**

This course is designed to develop Participants' proficiency in the following core competencies for Public Health Professionals as front line or senior level staff:

**Domain #3: Communication Skills, Competencies**

1. Communicates effectively, both in writing and orally, or in other ways.
2. Leads and participates in groups to address specific issues.

**Domain #3: Communications Skills, Attitudes**

1. Listens to others in an unbiased manner, respects points of view of others, and promotes the expression of diverse opinions and perspectives.

**Domain #4: Cultural Competency Skills, Specific Competencies**

1. Utilizes appropriate methods for interacting sensitively, effectively and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences.

**Domain #4: Cultural Competency Skills, Attitudes**

2. Understands the importance of a diverse public health workforce.

**Domain #5: Community Dimensions of Practice Skills**

3. Utilizes leadership, team building, negotiation and conflict resolutions skills to build community partnerships.
4. Accomplished effective community engagements.

**Domain #6:** Basic Public Health Sciences Skills, Specific Competencies

5. Identifies and retrieves current relevant scientific evidence.
6. Identifies the limitations of research and the importance of observations and interrelationships.

**Domain #6:** Basic Public Health Sciences Skills, Attitudes:

7. Develops a lifelong commitment to rigorous critical thinking.

In addition, this course is designed to meet the following NCHEC Responsibilities:

**Responsibility III – Implementing Health Education Programs**

Competency A: Exhibit competence in carrying out planned programs:

Subcompetency 2: Apply individual or group process methods as appropriate to given learning situations.

Subcompetency 4: Select methods that best facilitate practice of program objectives.

Competency C : Select methods and media best suited to implement program plans for specific learners.

Subcompetency 2 : Evaluate the efficacy of alternative methods and techniques capable of facilitating program objectives.

**Responsibility V – Coordinating Provision of Health Education Services**

Competency B: Facilitate cooperation among levels of program personnel

Subcompetency 1 : Promote cooperation and feedback among program personnel.

Subcompetency 2 : Apply various methods of conflict reduction as needed.

Subcompetency 3 : Analyze the role of health educator as liaison between program staff and outside groups and organizations.

**Responsibility VII – Communication Health and Health Education Needs, Concerns, and Resources**

Competency C: Select a variety of communication methods and techniques in providing health information.

Subcompetency 1 : Utilize a wide range of techniques for communicating health and health education information.

Subcompetency 2 : Demonstrate proficiency in communicating health information and health education needs.