

Community and Public Health Education Methods

A Practical Guide

FOURTH EDITION

Robert J. Bensley, PhD, MCHES

Western Michigan University
Kalamazoo, MI

Jodi Brookins-Fisher, PhD, CHES

Central Michigan University
Mount Pleasant, MI



JONES & BARTLETT
LEARNING

World Headquarters
Jones & Bartlett Learning
5 Wall Street
Burlington, MA 01803
978-443-5000
info@jblearning.com
www.jblearning.com

Jones & Bartlett Learning books and products are available through most bookstores and online booksellers. To contact Jones & Bartlett Learning directly, call 800-832-0034, fax 978-443-8000, or visit our website, www.jblearning.com.

Substantial discounts on bulk quantities of Jones & Bartlett Learning publications are available to corporations, professional associations, and other qualified organizations. For details and specific discount information, contact the special sales department at Jones & Bartlett Learning via the above contact information or send an email to specialsales@jblearning.com.

Copyright © 2019 by Jones & Bartlett Learning, LLC, an Ascend Learning Company

All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

The content, statements, views, and opinions herein are the sole expression of the respective authors and not that of Jones & Bartlett Learning, LLC. Reference herein to any specific commercial product, process, or service by trade name, trademark, manufacturer, or otherwise does not constitute or imply its endorsement or recommendation by Jones & Bartlett Learning, LLC and such reference shall not be used for advertising or product endorsement purposes. All trademarks displayed are the trademarks of the parties noted herein. *Community and Public Health Education Methods: A Practical Guide, Fourth Edition* is an independent publication and has not been authorized, sponsored, or otherwise approved by the owners of the trademarks or service marks referenced in this product.

There may be images in this book that feature models; these models do not necessarily endorse, represent, or participate in the activities represented in the images. Any screenshots in this product are for educational and instructive purposes only. Any individuals and scenarios featured in the case studies throughout this product may be real or fictitious, but are used for instructional purposes only.

Production Credits

VP, Executive Publisher: David D. Cella
Publisher: Cathy L. Esperti
Editorial Assistant: Rachael Sousa
Director of Production: Jenny L. Corriveau
Vendor Manager: Nora Menzi
Director of Marketing: Andrea DeFronzo
VP, Manufacturing and Inventory Control: Therese Connell
Composition and Project Management: SourceHOV LLC

Cover Design: Scott Moden
Rights & Media Specialist: Robert Boder
Media Development Editor: Troy Liston
Cover Image (Title Page, Part Opener, Chapter Opener):
© Herzlinde Vancura/Dreamstime.com
Printing and Binding: Edwards Brothers Malloy
Cover Printing: Edwards Brothers Malloy

To order this product, use ISBN: 978-1-284-14217-4

Library of Congress Cataloging-in-Publication Data

Names: Bensley, Robert J., editor. | Brookins-Fisher, Jodi, editor.
Title: Community and public health education methods : a practical guide / [edited by] Robert J. Bensley and Jodi Brookins-Fisher.
Other titles: Community health education methods.
Description: Fourth edition. | Burlington, MA : Jones & Bartlett Learning, LLC,
[2019] | Revised edition of: Community health education methods : a practical guide. 3rd. ed. c2009. | Includes bibliographical references and index.
Identifiers: LCCN 2017036582 | ISBN 9781284142174 (pbk. : alk. paper)
Subjects: LCSH: Health education--Handbooks, manuals, etc. | Community health services--Handbooks, manuals, etc.
Classification: LCC RA440 .C66 2019 | DDC 362.1--dc23 LC record available at <https://lcn.loc.gov/2017036582>

6048

Printed in the United States of America
21 20 19 18 17 10 9 8 7 6 5 4 3 2 1

This book is dedicated to the memory of Loren B. Bensley, Jr.—husband, father, friend, and consummate health educator who touched many, many lives during his life. He meant the world to us and not a day passes where either of us do not use some of the wisdom or guidance he taught us. He was our mentor, as he guided our professional development and infused within us the belief that it truly is possible to be all you can be and do all you can to make the world a better place. He embodied this philosophy and we are forever grateful for having been touched by the true character of a man who epitomized what a health educator truly should be.



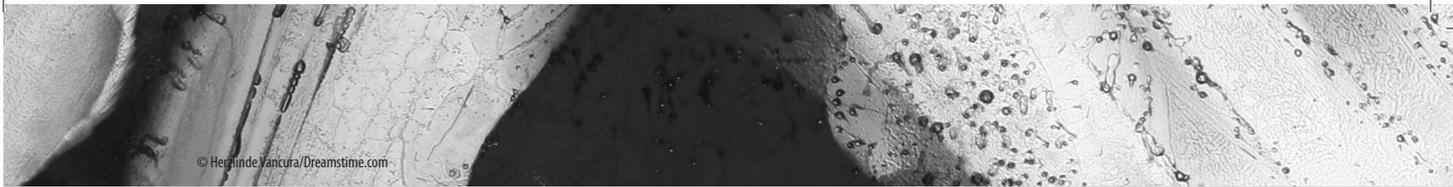
Brief Contents

	Preface	xiii
	Acknowledgments	xv
	Contributing Author Biographies	xvii
SECTION 1	Building the Foundation for Selecting and Applying Community and Public Health Education Methods and Strategies	1
	Chapter 1 Foundations for Selecting Community and Public Health Education Strategies	3
	Chapter 2 Becoming a Health Education Professional.	15
	Chapter 3 Promoting Health Education in a Multicultural Society	33
	Chapter 4 Exploring Social Marketing Concepts.	53
	Chapter 5 Building a Health Communication Framework.	69
SECTION 2	Acquiring the Tools for Applying Community and Public Health Education Methods and Strategies	93
	Chapter 6 Developing Effective Presentation and Training Skills	95
	Chapter 7 Developing and Selecting Resource Materials	119

Chapter 8	Using Social Media	143
Chapter 9	Working with Media Outlets	169

SECTION 3 **Applying Community and Public Health
Education Methods and Strategies at
the Community and Policy Level** **189**

Chapter 10	Facilitating Groups	191
Chapter 11	Building and Sustaining Coalitions	217
Chapter 12	Advocating for Health Policy	243
Chapter 13	Using Media Advocacy to Influence Policy	267
Index		xxx



Contents

Prefacexiii
Acknowledgments xv
Contributing Author Biographies xvii

**SECTION 1 Building the Foundation
 for Selecting and Applying
 Community and Public
 Health Education Methods
 and Strategies** **1**

**Chapter 1 Foundations for Selecting
 Community and Public Health
 Education Strategies**3

Loren B. Bensley, Jr., EdD, CHES
Robert J. Bensley, PhD, MCHES
Jodi Brookins-Fisher, PhD, MCHES
 Author Comments..... 3
 Introduction..... 4
 Health Education Theories..... 6
 Intrapersonal Theories.....6
 Interpersonal and Community Theories10
 Conclusion 13

**Chapter 2 Becoming a Health
 Education Professional**15

M. Elaine Auld, MPH, MCHES
Kathleen J. Young, PhD, MPH
Mike Perko, PhD, MCHES
 Author Comments..... 15
 Introduction..... 16
 Defining Professionalism.....16

A Historical Look at Professionalism
 in Health Education17
 Ethics in Health Education Professionalism.....18
 Health Equity in Health Education
 Professionalism20
 Steps for Building Professional Skills..... 20
 Develop a Health Education Philosophy
 and Portfolio21
 Participate in the Mentoring Process.....22
 Participate in a Health Education
 Membership Association.....23
 Become a Certified Health Education
 Specialist.....25
 Advocate Health Education.....26
 Share Health Education Research and Practice ...27
 Volunteer and Participate in Service Learning ..28
 Conclusion 28

**Chapter 3 Promoting Health Education
 in a Multicultural Society**33

Jodi Brookins-Fisher, PhD, MCHES
Liliana Rojas-Guylar, PhD, CHES
 Author Comments..... 33
 Introduction..... 34
 Increasing Diversity in the United States:
 The Need for Multicultural Awareness
 in Health Education 34
 Social Determinants of Health35
 The Language of Diversity36
 Being Multiculturally Competent In
 Health Education..... 37
 Heighten Personal Awareness38
 Transfer Personal Knowledge into Professional
 Settings.....39
 Create an Inclusive Environment.....40

viii Contents

Tips and Techniques for Incorporating Cultural Competence into Professional Practice	42
Take Small Steps toward Change	42
Infuse Cultural Issues into Facilitation	42
Know Your Limits	43
Overcoming Challenges to Becoming Multiculturally Competent	43
Reduce Personal Barriers	43
Lessen Professional Barriers	45
Plan for and Dissipate Community Resistance	46
Expected Outcomes	46
Conclusion	47

Chapter 4 Exploring Social Marketing Concepts53

Mike Newton-Ward, MSW, MPH

Karen Denard Goldman, PhD, MCHES

Author Comments	53
Introduction	54
The Social Marketing Process	55
Marketing Concepts	57
Consumer Orientation	57
Exchange	57
Market Segmentation	58
Formative Research	59
Demand	59
Competition	59
The Marketing Mix	60
Positioning	62
Consumer Satisfaction	62
Overcoming Challenges to Social Marketing	63
Dispel the Belief that Social Marketing is Cost and Labor Intensive	63
Differentiate Social Marketing from Social Media	63
Differentiate Social Marketing from Advertisements and PSAs	64
Address Agency Decision-Makers' Concerns	64
Address Concerns About the Ethics of Social Marketing	64
Keep Abreast of Emerging Influences and Tools	65
Expected Outcomes	65
Conclusion	66

Chapter 5 Building a Health Communication Framework . . 69

Gary L. Kreps, PhD

Rosemary Thackeray, PhD, MPH

Michael D. Barnes, PhD, MCHES

Author Comments	69
Introduction	70
Health Communication as a Process	71
Health Communication Campaigns	72
The Strategic Health Communication Campaign Model	73
Stage 1: Planning	74
Stage 2: Theory	75
Stage 3: Communication Analysis	76
Stage 4: Implementation	80
Stage 5: Evaluation and Reorientation	83
Practical Application of the Health Communication Process	85
Health Communication as a Primary Strategy	85
One and Only One	85
Great American Smokeout	85
Health Communication Supporting Other Strategies	86
The Bully Project	86
Prescription Drug Disposal	87
Overcoming Challenges to Effective Health Communication	87
Conclusion	88

SECTION 2 Acquiring the Tools for Applying Community and Public Health Education Methods and Strategies 93

Chapter 6 Developing Effective Presentation and Training Skills95

Heather M. Wagenschutz, MBA, MA

Keely S. Rees, PhD, MCHES

Author Comments..... 95

Introduction..... 96

Steps for Conducting Effective Presentations
and Trainings 96

 Know the Audience97

 Identify Goals and Objectives.....97

 Gather and Organize

 Materials and Resources98

 Identify and Select Appropriate Methods99

 Implement the Presentation or Training..... 103

 Prepare for Questions and Answers 105

 Gather Feedback 107

Tips and Techniques for Effective
Presentations and Trainings.....107

 Know the Purpose and Material 107

 Focus on Presentation Design 108

 Prepare a Discussion Guide 110

 Rehearse the Presentation 110

 Develop Engaging Openers 110

 Use Distilling to Keep on Point..... 111

Overcoming Challenges to Effective
Presentations and Trainings.....112

 Build Trust 112

 Be Flexible..... 112

 Reduce Presentation Anxiety 113

 Reduce Distracting Mannerisms 113

 Do Not Fret Over Technology

 Malfunctions..... 114

 Anticipate Difficult Audience Members 114

Expected Outcomes.....115

Conclusion116

**Chapter 7 Developing and Selecting
Resource Materials119**

Katherine Delavan Plomer, MPH

Robert J. Bensley, PhD, MCHES

Author Comments.....119

Introduction.....120

Steps for Selecting or Developing Materials...121

 Before Selection or Development Begins 121

 Develop or Select the Material..... 122

Tips and Techniques for Developing
and Selecting Resource Materials126

Determine Appropriate Content..... 126

Adjust for Health Literacy and Reading Level... 126

Focus on Layout and Design..... 129

Follow Typestyle Guidelines..... 130

Select Appropriate Graphics and Images..... 131

Visualize Data and Information..... 132

Use a Variety of Internet Resources..... 133

Consider Special Populations 136

Overcoming Challenges In Developing
and Selecting Resource Materials.....137

 Manage Time..... 137

 Find Pretesters..... 137

 Build Capacity in Graphics and Design 138

Expected Outcomes.....138

 Materials that Fit a Need..... 138

 Clear and Understandable Materials 138

 Audience-Centered and Culturally
 Appropriate Materials..... 139

Conclusion139

Chapter 8 Using Social Media143

Robert J. Bensley, PhD, MCHES

Rosemary Thackeray, PhD, MPH

Michael Stellefson, PhD

Author Comments.....143

Introduction.....145

 The Rise of Social Media 145

 Social Media Framework..... 146

 Social Media Prevalence 147

Steps for Using Social Media in
Health Education Interventions149

 Step 1: Understand How the Priority
 Population Uses Technology
 and Social Media..... 150

 Step 2: Identify Intervention Strategies..... 151

 Step 3: Select an Appropriate Social Media
 Strategy..... 151

 Step 4: Determine What Social Media
 Apps to Use..... 152

Tips and Techniques for Effectively
Applying Social Media.....153

 Keep Abreast of New Social
 Media Avenues 153

 Adopt a Social Media Policy..... 154

Keep Social Media Activity Lively and Relevant..... 154

Evaluate Social Media Campaign Implementation 157

Overcoming Challenges with Social Media 159

 Manage Misinformation 159

 Reduce Agency Barriers to Using Social Media 160

 Measure Reach and Impact..... 160

 Keep Up with Social Media Trends and Technologies 161

Expected Outcomes 161

 Rapid Dissemination of Messages..... 161

 Breadth of Exposure at a Low Cost..... 162

 Being "In Tune" with the Population 162

Conclusion 162

Chapter 9 Working with Media Outlets169

David Fouse, BA

Author Comments.....169

Introduction.....170

Steps for Utilizing Media Channels170

 Work with Print and Online Media 170

 Work with Radio and Television 175

 Conduct Interviews..... 178

 Conduct a News Conference 179

Tips and Techniques for Effectively Working with the Media.....179

 Create a Media List 179

 Build Relationships with Reporters..... 179

 Pitch Story Ideas..... 180

 Increase Chances of a PSA Being Aired..... 180

 Increase Chances of a News Release Being Used 181

 Enhance Interviewing Skills..... 181

 Follow up After an Interview..... 181

 Develop a Press Kit 183

 Use Media Fact Sheets..... 184

 Use Online Channels for Rapid Dissemination of Information 185

Overcoming Challenges in Working with Media Outlets.....185

 Ensure Media Coverage..... 185

 Limit Statements Taken Out of Context 185

 Make Time for Fostering Media Contacts..... 186

Expected Outcomes.....186

Conclusion186

SECTION 3 Applying Community and Public Health Education Methods and Strategies at the Community and Policy Level 189

Chapter 10 Facilitating Groups191

Kathleen M. Roe, DrPH, MPH

Kevin Roe, MPH

Frank V. Strona, MPH

Author Comments.....191

Introduction.....192

 Types of Groups 193

 Communication and Decision-Making Groups..... 193

 Task-Specific Groups..... 194

 Oversight, Planning, and Advisory Groups 195

Steps for Effective Group Facilitation197

 Plan Effective Meetings 198

 Develop Productive Agendas 198

 Decide on Meeting Procedures and Arrange for Minutes 199

 Attend to the Details 201

 Establish a Climate of Inclusion 202

 Keep Group Discussions on Task and on Time ... 203

 Evaluate the Meeting 203

 Considerations When Participants Are Not in the Same Physical Space 204

Tips and Techniques for Effective Group Facilitation204

 Have a Genuine Belief in the Power of Groups... 205

 Have a Genuine Interest in Others and an Attitude of Inquiry..... 205

 Exhibit an Open and Respectful Interaction Style 205

Maintain a Commitment to Capacity
 Development 206
 Have a Sense of Humor 206
 Overcoming Challenges to Group
 Facilitation 207
 Encourage Participation 208
 Maintain Attendance 209
 Minimize Technology Disruptions..... 209
 Resolve Conflict 210
 Avoid Burnout..... 210
 Expected Outcomes..... 213
 Conclusion 214

Chapter 11 Building and Sustaining Coalitions 217

Frances D. Butterfoss, PhD, MSEd
 Author Comments..... 217
 Introduction..... 218
 Community Organizing and
 Involvement 219
 Development of Coalitions 219
 Steps for Building Effective Coalitions 220
 Analyze the Issue 221
 Develop a Rationale 221
 Create Awareness of the Issue 222
 Conduct Initial Coalition Planning
 and Recruitment..... 222
 Develop Resources and Funding
 for the Coalition..... 223
 Create Coalition Infrastructure 225
 Elect Coalition Leadership 226
 Create an Action Plan..... 227
 Tips and Techniques for Managing
 and Sustaining Coalitions..... 227
 Understand Coalition Stages
 of Development 228
 Consider Cultural Competency 229
 Create Criteria for Membership 229
 Recruit Partners..... 229
 Promote Internal and External
 Communication 231
 Monitor Relationships with Partners
 and Stakeholders 232
 Market the Coalition..... 232

Evaluate Coalition Success..... 233
 Overcoming Challenges to Coalition
 Success 234
 Recognize Member Efforts..... 234
 Obtain Member Organizational
 Commitment 234
 Link with Other Community Coalitions..... 235
 Maintain Equal Member Representation 235
 Address Expectations of Staff and Members... 235
 Delegate Tasks..... 235
 Manage Conflict..... 236
 Expected Outcomes..... 237
 Conclusion 238

Chapter 12 Advocating for Health Policy 243

Cicily Hampton, PhD, MPA
Sue Lachenmayr, MPH, CHES
 Author Comments..... 243
 Introduction..... 244
 Steps for Advocating Legislation 246
 Identify the Issue and Develop
 a Support Fact Sheet 246
 Understand the Steps Needed to Enact
 Legislation 247
 Identify Potential Partners 249
 Establish a Relationship with Policymakers... 252
 Build Grassroots Support 255
 Introduce and Track Legislation..... 256
 Tips and Techniques for Successful
 Legislative Advocacy 257
 Develop Legislative Alerts 257
 Initiate Letter-Writing, Emails,
 and Telephone Call Campaigns..... 257
 Meet with Legislators..... 259
 Testify at a Legislative Hearing 261
 Use Media and Social Media for Legislative
 Advocacy..... 261
 Overcoming Challenges in Advocating
 for Legislation 262
 Prepare for Opposition..... 262
 Mobilize Community Support 262
 Prevent Volunteer Burnout..... 263
 Deal with Internal Politics..... 263

xii Contents

Expected Outcomes263
Conclusion264

**Chapter 13 Using Media Advocacy
to Influence Policy267**

Lori Dorfman, DrPH, MPH

Michael Bakal, MPH, MEd

Author Comments.....267

Introduction.....268

Steps for Developing Effective Media

Advocacy Campaigns269
 Develop an Overall Strategy 269
 Develop a Media Strategy 272
 Develop a Message Strategy..... 273
 Develop an Access Strategy 277

Tips and Techniques for Successful Media

Advocacy281
 Focus on Health Equity 281
 Calculate Social Math..... 283

Localize Stories 284
Elevate Authentic Voices..... 284
“Reuse the News”..... 285

Overcoming Challenges in Media

Advocacy285
 Avoid a Murky Strategy 285
 Alter Perceived Institutional
 Constraints 286
 Avoid Opposition Distraction 286
 Stay on Message 286

Expected Outcomes286

Increased Skills and Power..... 287
Better Relationships with Journalists 287
Increased Visibility and Influence..... 287

Conclusion287

Index..... xxx

Preface

Robert J. Bensley, PhD, MCHES

Western Michigan University

Jodi Brookins-Fisher, PhD, MCHES

Central Michigan University

Welcome to the fourth edition of *Community and Public Health Education Methods: A Practical Guide*. This text is designed to assist you in effectively communicating messages and affecting norms and behaviors of individuals and communities. It is a book about the methods we use as health education specialists—the ways in which we tell a story, impact the social and political environment that influences population health, and empower others to seek healthy lifestyles. It explains the basic tools we need in order to communicate messages to those we are trying to serve and it provides an understanding of the skills needed for making a difference.

This text is unique because many of the chapters are written by and for health education specialists who have years of experience developing and applying skills to impact health. Much of the material within this text comes straight from the trenches, where real health education occurs. It is a guide designed to assist the health education specialist who exists on a shoestring budget and is attempting to implement the strategies theorists and researchers have found to be effective. It is for the overburdened practitioner who is working with multiple populations, across multiple settings, experiencing multiple problems. It is a guide to assist those on the front lines of health education in completing their mission.

► What is New to this Edition

This edition has been expanded in several ways, all of which are designed to provide both students and practitioners with an expanded understanding of the application of skills related to the practice of health education.

- Includes a new chapter focusing on using social media tools, such as Facebook, twitter, Instagram, Pinterest, Snapchat, texting, blogging, smartphone apps, internet channels (e.g., YouTube, video vines, etc.)
- Incorporates the new CHES competencies throughout the book, so that users understand what to expect in terms of CHES with each chapter
- Each chapter includes key terms, additional resources, interesting “Did You Know?” facts, and a series of “Community Connections” vignettes designed to provide readers with an easy-to-understand, practical application on the concepts presented

As should be expected, all chapters have been revised to reflect both current and timely practices. In addition, each chapter continues to be user friendly by conforming to a common chapter format.

Organization of the Text

The text is divided into three sections, each containing chapters that center on a common theme.

xiv Preface

Section 1 focuses on building the foundation for selecting and applying community health education methods, including chapters focusing on theories and models, becoming a professional, promoting multicultural diversity, social marketing concepts, and health communication strategies.

Each chapter in Sections 2 and 3 follow a similar format that includes an introduction to the topic, steps for implementing the skill, tips, and techniques for successful implementation, strategies for overcoming challenges, and expected outcomes.

Section 2 comprises chapters that focus on acquiring tools necessary for applying community

health education methods strategies. These skills include developing presentation and training skills, developing and selecting resources, using social media, and working with media outlets.

Section 3 comprises chapters that pertain to building the framework where methods and strategies can be applied in impacting population health. These chapters focus on facilitating groups, building and sustaining coalitions, and using skills for influencing the health policy. It is our intent that this fourth edition will continue to assist students and practitioners in the acquisition and delivery of health education skills.

Acknowledgments

This updated edition has been a long time coming and there are many individuals to thank for the past and present editions. The original text came to fruition in the late 1990s with the help of various health educators from our beloved State of Michigan and we want to thank them for their passion for keeping the people of our state on a path toward health. To work with you all is a great reward for us!

We also want to thank the present authors of this text. Your contributions have made this the “go to” methods text in our profession, and we thank you for providing your expertise and wisdom to the content. We appreciate your dedication, timeliness, and willingness to go with the flow as we edited the chapters to find a unified voice throughout the text.

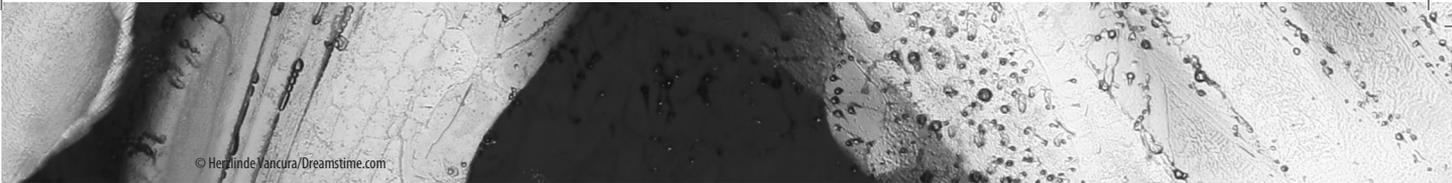
We also acknowledge the dedication and patience of our publisher and editors who worked

on segments of the book while we refined other sections. Your contributions to the text will only make it look more polished and professional.

To past authors of chapters who are no longer part of the project, we thank you for the building blocks of which this text has grown to meet the needs of an ever-changing profession. We especially want to acknowledge two authors who have passed since the last edition: Karen Denard Goldman and Loren B. Bensley, Jr. One was boisterous and the other was refined, but they were both giants in our personal development and in the field of health education. We happily acknowledge them here and as authors of their respective chapters.

Finally, we thank our families, who have grown and multiplied since the last edition. Family is central to all we do and who we are, and all of you make life good.





© Heidi de Vancura/Dreamstime.com

Contributing Author Biographies

M. Elaine Auld, MPH, MCHES

Elaine Auld is chief executive officer of the Society for Public Health Education (SOPHE), where she oversees the organization's portfolio in professional preparation, professional development, publications, and advocacy. She has devoted her career to elevating the profession of health education by contributing to research, publications, and resources; serving as a principal investigator to numerous public and private grants and contracts to advance health education and health promotion; acting as a national and international spokesperson and advocate for the field, including testifying before Congress; and serving in volunteer and elected leadership roles for alumni and professional organizations. Elaine helped to inaugurate the Health Education Advocacy Summit in 1997, which has trained thousands of health professionals during the last two decades. In addition to policy advocacy, her passions include advancing health equity and contributing to national and international workforce development and competencies. Elaine is a charter CHES (#0056) and has been honored with awards from SOPHE, American Public Health Association (APHA), Eta Sigma Gamma, the Health Education Directory (HEDIR), and the National REACH Coalition. As the 2010 recipient of the Distinguished Alumni Award from the University of Michigan School of Public Health, she proudly admits to bleeding maize and blue.

Michael L. Bakal, MPH, M.Ed.

Michael Bakal is a strategic communications specialist at Berkeley Media Studies Group (BMSG), a project of the Public Health Institute, where he provides training and consultation in media advocacy. His workshops help build the strategic communications capacity of nonprofit groups, public health professionals, youth, and university students. A certified bilingual science teacher, Michael has worked as a classroom teacher and a facilitator of informal education programs in Berkeley, Los Angeles, and Guatemala. As Fulbright scholar to Guatemala, Michael worked as a science teacher and researcher studying youth empowerment. He is cofounder of Voces y Manos, a nonprofit organization that facilitates youth-led advocacy and sustainable development projects.

Michael D. Barnes, PhD

Dr. Barnes is a professor of public health and associate dean in the College of Life Sciences at Brigham Young University. Dr. Barnes' research and teaching interests include health communication interventions and policy advocacy, for which he has garnered many publications and received notable grants. Barnes and his colleagues cofounded the Computational Health Science (CHS) at BYU, a collaborative research group between public health and computer science. CHS examines the role various social media and technology play in both health surveillance and communication. Dr. Barnes has received

xviii Contributing Author Biographies

numerous honors and awards, including BYU's *Wesley P. Lloyd Award* for distinction in graduate education, the Society for Public Health Education *National Public Health Fellow* and *Health Education Advocate Achievement* awards, and New Mexico State University's *Donald C. Roush Excellence in Teaching Award*. He actively contributes to the public health profession through dedicated service on international, national, and local boards. His passion for the profession is constantly sparked by training and mentoring students, interacting with colleagues throughout the world, and is rivaled only by spending time with family, being active outdoors in Utah's mountains, and growing and harvesting fruit from his backyard trees and vines.

Loren B. Bensley, Jr., EdD, CHES

Dr. Bensley was a professor emeritus at Central Michigan University, where he served 33 years in the professional preparation of health educators. His interest in learning theory and its relationship to methodology had its origin during his first years in teaching in secondary schools. As a university professor, his research and teaching reflected this continued interest in helping students understand theory and applying it to the selections of school and community health education methods. During his career, Dr. Bensley was highly active in professional associations at the state, national, and international levels, including president of the American School Health Association, a member of the original role delineation and health education unified code of ethics project, and numerous committee chair and member roles in almost every prominent health education association. In addition, Dr. Bensley was a longtime supporter and advocate for Eta Sigma Gamma, the national health education honorary, which now bears his name on the student *Gamman of the Year* award. Dr. Bensley, who spent a lifetime committed to the advancement of the health education profession and is the patriarch of three generations of health educators, passed away on November 21, 2016.

Robert J. Bensley, PhD, MCHES

Dr. Bensley is a professor of public health and the director of the eHealth Innovations Group at Western Michigan University. Over the past 25 years, his research interests have focused on using technology modalities as a means for influencing health behavior change. He is the founder of *wichealth.org*, which has impacted parent-child feeding behavior change in over four million WIC clients across 35 states, and the author of the patent-pending *Behavioral Intelligence Framework*. In addition, Dr. Bensley has served as principal investigator on over 200 externally funded contracts, totaling over USD 12 million, supporting the development and implementation of technology-based health behavior change programming. Dr. Bensley was a Fulbright Senior Scholar in 2003 focusing on health promotion activities at the Nelson Mandela Metropolitan University in South Africa. Prior to his career in health education, he was employed by IBM, where he served as a systems engineer providing technical assistance and education to educational institutions, hospitals, and local government agencies. He resonates with the concept of being a "third culture kid," having spent significant time living in various countries around the world.

Jodi Brookins-Fisher, PhD, MCHES

Dr. Brookins-Fisher is a professor in the Division of Community Health within the School of Health Sciences at Central Michigan University. She is foremost considered a human rights advocate who believes everyone should experience life as they want to live it. She developed a diversity course for health professionals and enjoys the opportunity to contribute to the understanding of how culture influences health. Dr. Brookins-Fisher has been involved in health education at the local, state, and national levels, most recently serving a six-year term as Eta Sigma Gamma's vice president, president, and past president. She currently serves as the Advocacy Committee cochair for the Society for Public Health Education. Previously, she was on the board of Great Lakes Chapter SOPHE and the Michigan Organization for Adolescent Sexual

Health. She is owner of JBF Health Consulting, LLC, of which she serves as an evaluation consultant to many state projects. Dr. Brookins-Fisher is a passionate Michigander, who believes the beauty of her state rivals anywhere in this awesome country.

Frances D. Butterfoss, PhD, MEd.

Dr. Butterfoss is a health educator committed to building, sustaining, and evaluating partnerships to promote health and social justice. In her past lives, she was a visiting nurse, high school biology teacher, and an army wife. Currently, she is president of *Coalitions Work*, a consulting group that helps coalitions and partnerships reach their full potential, and an adjunct professor at Eastern Virginia Medical School. Dr. Butterfoss founded and directed several coalitions and received research support from many agencies and foundations. She has published widely and her books, *Coalitions and Partnerships in Community Health* and *Ignite! Getting Your Community Coalitions Fired Up for Change*, are great resources for academics and practitioners alike. Dr. Butterfoss is a past president and Distinguished Fellow of the Society for Public Health Education. She is a nationally recognized expert on coalition building and organizational development, with more than 25 years of experience training and consulting with organizations, coalitions, and communities across America. You can usually find Fran in an airport on the way to a coalition engagement, hiking in Shenandoah National Park, or cruising on *Moonshadow* in the Chesapeake Bay.

Lori Dorfman, DrPH, MPH

Dr. Dorfman cofounded Berkeley Media Studies Group (BMSG), a project of the Public Health Institute, in 1993. She directs BMSG's research on how public health issues appear in the media, which BMSG applies to its media advocacy training with community groups and to its professional education for journalists. Her research and media advocacy across a range of public health issues—

from alcohol and tobacco to nutrition and food marketing to violence prevention, trauma, and sexual assault—focuses on how we can widen the frame from portraits of individuals to the landscapes that surround them. Dr. Dorfman is also Associate Adjunct Professor at the School of Public Health at the University of California, Berkeley, where she teaches a course on mass communication and public health. She consults on strategic communications with foundations, public health groups, and government agencies and writes frequently on media advocacy. Her passion for media advocacy has not waned over the years, though social media frenzies can make her a little dizzy. She rests her mind by painting in her basement.

David Fouse, BA

David Fouse is director of communications at the American Public Health Association, where he oversees media relations, *The Nation's Health* newspaper, online strategy, social media, branding, and more. He has over 25 years of experience in communications and marketing with national nonprofit organizations. He works with journalists and others to raise awareness of public health issues, communicate the value of public health work, and share the latest research and news from APHA, the *American Journal of Public Health*, National Public Health Week, and others. He is a graduate of the National Public Health Leadership Institute and is certified in Crisis and Emergency Risk Communications from the Centers for Disease Control and Prevention.

Karen Denard Goldman, PhD, MCHES

Dr. Goldman was a health educator for over 20 years, whose career included experience as a frontline public health educator, manager, executive, teacher, author, principal investigator, researcher, speaker, and profession leader. Until her death in 2014, she worked in local health agencies, voluntary nonprofit organizations, schools, hospitals, private industry, and colleges and universities.

As director of KDG Health Education Consulting, Dr. Goldman provided health education and social marketing technical assistance, training, and keynote presentations for over 15 years. She served as an associate editor of *Health Promotion Practice*, which published columns known as *Health Education Tools of the Trade*. She was SOPHE president, coordinator of the New York State Coalition for Health Education, and coordinator of the Professional Development Board of the National Commission for Health Education Credentialing (NCHEC). Dr. Goldman conducted the first federally funded, nationally broadcast conference on social marketing in New York City, and conducted social marketing orientation and training for community and public health personnel across the country. Her wit, courage, leadership, passion, and voice touched many lives. In 2016, SOPHE renamed the SOPHE Mentor Award, which honors an individual who has made a significant contribution to the preparation and/or performance of health educators, in Dr. Goldman's honor.

Cicily Hampton, PhD, MPA

Dr. Hampton is the senior director of Health Science & Policy at SOPHE, where she leads the association's legislative and regulatory advocacy activities that address public health, health disparities, school health, and health education, in addition to planning and conducting advocacy trainings. Prior to her current position with SOPHE, Dr. Hampton worked as a policy analyst evaluating health outcomes for North Carolina's Medicaid program and at a healthcare advocacy firm lobbying on behalf of healthcare reform. Dr. Hampton has experience in federal and state advocacy, as well as the development and execution of state and national lobbying strategies around delivery system and payment reform, quality metrics, and health disparities. Dr. Hampton is also an assistant research professor at the University of North Carolina at Charlotte, where she continues her health disparities research.

Gary L. Kreps, PhD

Dr. Kreps is a University Distinguished professor and director of the Center for Health and Risk Communication at George Mason University. He studies the use of strategic evidence-based communication to promote public health, with a focus on the dissemination of relevant health information via a broad range of health communication channels and technologies to reduce health inequities for vulnerable populations. Dr. Kreps' well-funded research program is reported in more than 400 publications. He was the founding chief of the Health Communication and Informatics Research Branch at the National Cancer Institute, where he introduced major cancer communication research initiatives such as the Health Information National Trends Survey (HINTS) research program and the Centers of Excellence in Cancer Communication Research (CECCR) initiative. He serves on the Food and Drug Administration's Risk Communication Advisory Committee and is a special advisor to the Veterans Health Administration. Over the past decade, he introduced a number of international health communication projects to promote global health, including the HINTS-China research program, the HINTS-Germany research program, and the Global Advocacy Leadership Academy (GALA). In the past, Dr. Kreps served as dean of the School of Communication at Hofstra University, executive director of the Greenspun School of Communication at UNLV, and as a professor at Northern Illinois, Rutgers, Indiana, and Purdue Universities. He has received many honors for his work, including the 2015 *Research Laureate Award* from the American Academy for Health Behavior.

Sue Lachenmayr, MPH, CHES

Sue Lachenmayr is a past president of SOPHE and served as chair of the national SOPHE's Advocacy Committee and as Advocacy Committee chair and president of the New Jersey SOPHE. She is a health education consultant in the areas of advocacy training and program implementation at the local, state, and national levels. Sue is coauthor of *Amplifying Our Voices: Training for Public Health Advocacy* and

winner of SOPHE's 2001 *Program Excellence Award*. She recently spent four years in Washington D.C. as senior director of the National Council on Aging's Chronic Disease Self-Management Technical Assistance Center. Now in her fourth retirement, she is a consultant for the MAC, Inc. Living Well Center of Excellence, where she advocates for older adult wellness and trains individuals and professionals in evidence-based behavior change programs. Sue is committed to empowering older adults through self-management skills to take charge of their health, which is especially important to her, as she is one herself.

Mike Newton-Ward, MSW, MPH

Mike Newton-Ward has worked with social marketing since 1997. He has consulted with state, federal, and international governmental and nonprofit organizations on the incorporation of a social marketing approach into their work, and has presented numerous trainings and conference offerings on social marketing. He has reviewed and contributed to social marketing textbooks and journals for major publishing houses and is on the editorial board of *Social Marketing Quarterly*. He is a founding member of both the International Social Marketing Association and the Social Marketing Association of North America. Mike currently teaches the social marketing course at the University of North Carolina-Chapel Hill Gillings School of Global Public Health; is a part time contractor at RTI International, as the lead social marketer in the Center for Communication Science; and consults independently. Additionally, Mike has provided social marketing consulting with CDC, and worked with state and local public health departments on the use of Web 2.0 and e-Health technologies. The 5th World Social Marketing Conference recently presented Mr. Newton-Ward with an award for *Outstanding Contributions to Social Marketing*, during the first occurrence of the award being given. Mike is a self-professed snob about three things: well-brewed coffee, high quality dark chocolate, and well-done social marketing.

Mike Perko, PhD, MCHES

Dr. Perko is a professor in the University of North Carolina, Greensboro (UNCG) Department of Public Health Education, with prior appointment as chair of the Department of Health Science at the University of Alabama. Dr. Perko also currently serves as the chief Wellness Advisor to the National Rural Electric Cooperative Association, where he has trained over 2,000 Benefits Administrators responsible for managing the health of 35,000 association members throughout the country. In 2015, Dr. Perko was named one of the top 100 Worksite Health Promotion Specialists by a national panel of experts, and has been invited as keynote speaker on health and wellness at many national forums, including the Institute for Organizational Management, the U.S. National Chamber of Commerce Executive Training Seminar's, and the National Safety Leadership Summit. In 2008, he was the inaugural speaker for a health promotion initiative for U.S. Army forces stationed at the 173rd Airborne division in Vicenza, Italy. Dr. Perko received the 2017 and 2011 UNCG *Excellence in Teaching Award* and the same award at UNC Wilmington in 2002. His fifth children's book, "How to EAT, LEAP, and SLEEP like a SUPERHERO!" was published in April 2015 by the Wellness Council of America. Dr. Perko enjoys spending every minute of his free time with his family and coaching his kid's sports. When not doing that, he is playing ice hockey.

Kathy Delavan Plomer, MPH

Kathy Delavan Plomer has been in the field of health education for the last 25 years. Her experience includes work at two local health departments, four nonprofit health agencies, including a cancer research center and extensive community volunteer work. She has a diverse professional background, including experience in materials design, e-learning, in-person training design and delivery, school health policy development, program implementation, and professional development. Kathy currently is the head of Odyssey Consulting and works with ETR as a professional development consultant. She also works at the Tri County Health Department,

xxii Contributing Author Biographies

Colorado, in the area of fall prevention for older adults. As a community volunteer and elected official, she serves as president of the Board of Education for the Adams 12 Five Star Schools and on the Board of Directors for the Colorado Association of School Boards, where she advocates for schools to serve not only the academic needs of students, but also their physical, emotional, and mental health needs as well.

Keely S. Rees, PhD, CHES

Dr. Rees is director of the Public Health-Community Health Education program and professor in the Department of Health Education and Health Promotion at the University of Wisconsin-La Crosse. Over the past 20 years, Dr. Rees' has focused her career on prenatal care, exercise prescription and behaviors during and after pregnancy, social support for preconception and prenatal nutrition, tobacco use during pregnancy, and sexuality education and advocacy for young children, teens, and parents, and schools as community outreach for nutrition and exercise. She has been working in collaboration with Pine Ridge Indian Reservation and Global Partners of Gundersen Health System to provide education and advocacy with Native American youth and leaders. In addition to her teaching career at UW-LaCrosse, Dr. Rees has worked internationally in Ireland and Spain with other universities, researchers, and organizations identifying ways to better prepare health educators for the field. Dr. Rees has been a faculty cosponsor for the Beta Phi Eta Sigma Gamma Chapter since 2003 and served on the Board of Trustees for SOPHE.

Kathleen M. Roe, DrPH, MPH

Dr. Roe is professor of Public Health and Community Health Education at San José State University in Northern California. As founder and director of the Community Health Studies Group and *Salud Familiar en McKinley*, Dr. Roe has been involved in community health promotion efforts for over 35 years, including HIV prevention planning, school-based community health promotion, neighborhood capacity building for health, and

community support for relative caregivers. She is also cofounder of the Intercambio, a longstanding university partnership with the artisans in a pueblo in Oaxaca, Mexico. Dr. Roe is a past president of SOPHE and a former member of the Governing Council of APHA. She is grateful for her career in health education and always inspired by Dorothy Nyswander's description of health educators: "We are dreamers, and our dreams have to do with the basic purposes of an open society."

Kevin Roe, MPH

Kevin Roe currently teaches at San Jose State University (SJSU) in the Health Science and Recreation Department after spending more than 25 years in public health and health education practice. His areas of professional expertise include community organizing, LGBT health, HIV/AIDS prevention and treatment, community planning, and evaluation. Kevin's areas of emphasis at SJSU include program planning and evaluation, community organizing, and he is on the team developing the new BS degrees in public health. Kevin lives with his husband and their two rescue cats.

Liliana Rojas-Guyler, PhD, CHES

Dr. Rojas-Guyler has combined academic, community, and corporate industry work experience. She is committed to health education initiatives that enrich the lives, health, and well-being of women, particularly those women who may be in vulnerable or disadvantaged positions. Dr. Rojas-Guyler is currently an associate professor of Health Promotion and Education at the University of Cincinnati. Dr. Rojas-Guyler has published and presented widely on minority health issues, particularly those relating to Latina health. Her research agenda includes determinants of health among vulnerable populations, health behaviors, the influence of culture, and professional preparation needs of future health educators to address cultural appropriateness in health program planning. Liliana is a native of Colombia, has lived in the United States for nearly 30 years,

and in Ohio since 2002, where she resides with her family—her husband and two sons.

Michael Stellefson, PhD

Dr. Stellefson is an associate professor in the Department of Health Education and Promotion at East Carolina University (ECU). His research focuses on developing and evaluating patient-centered technology to improve patient self-management in chronic disease, specifically Chronic Obstructive Pulmonary Disease (COPD). Dr. Stellefson has published over 60 peer-reviewed articles, and he has served as principal investigator on a R36 Health Services Dissertation Award, KL2 Mentored Career Development Award, and several pilot awards from the University of Florida (UF) Clinical and Translational Science Institute. His research has focused on examining how technology can enable healthcare stakeholders to collaborate and share information on patient behavioral tasks critical for improving disease management and health outcomes. He is the author of *COPDFlix*, a low computer literate social media website for patients, informal caregivers, and clinicians to collaborate and share patient education videos on self-management, for which he received the 2016 Society for Public Health Education *Technology Award*. Prior to joining the ECU faculty, Dr. Stellefson served as an assistant professor and associate chair in the Department of Health Education and Behavior at UF.

Frank V. Strona, MPH

Frank Strona has been working in gay men's health, community organizing, and substance use concerns for almost 20 years and has established himself as a nationally recognized frontline specialist in HIV/STD harm reduction techniques, sexual health, Internet interventions, and prevention education. He has served as the 2006 and 2007 community cochair for the California HIV/AIDS Prevention Planning Group, in addition to being a member of the San Francisco HIV Prevention Planning Council from 2004

to 2014. During 2015–2016, Frank expanded his reach to include emergency operations and assisted as a health communications lead for Ebola-affected countries. Most recently, he served as the senior communication analyst on the *President Commission for Bioethical Issues* (PCBI) under President Obama. In addition to his communications efforts, he was charged with cocreating curriculum and serving as a training lead for a new public health capacity training on democratic deliberation decision making methodology for high impact health departments. As owner and lead strategic coach for MentorSF.com, Frank is providing training nationwide on adapting curricula for online learning, blogging, and social media, and helps answer the question of “How do I tell my story?” with his Storytelling Technology Bootcamps.

Rosemary Thackeray, PhD, MPH

Dr. Rosemary Thackeray is a professor in the Department of Health Science at Brigham Young University (BYU), where she teaches undergraduate and graduate courses in program evaluation and research methods. Her research has focused on social marketing, social media, and prevention of cytomegalovirus. Prior to joining the BYU faculty, Dr. Thackeray was employed for nine years at the Utah Department of Health, Bureau of Health Education. Her experience included program development and management, research and evaluation, worksite wellness, violence prevention, coordinated school health, and physical activity. Dr. Thackeray also worked part time as a health educator with Salt Lake Community Health Centers and FHP Health Care, and facilitated weight management classes for the American Heart Association. While on a sabbatical, Dr. Thackeray worked for the Centers for Disease Control and Prevention National Center for Health Marketing in Atlanta. In her spare time, Dr. Thackeray enjoys traveling, spending time with family, reading, collecting antique glassware, and eating ice cream.

Heather M. Wagenschutz, MBA, MA

Heather Wagenschutz currently serves as a course codirector for Leadership and the Paths of Excellence at the University of Michigan Medical School. Her career started in 1994 as a public health educator with a tri-county health department, and later worked in sales and marketing for two pharmaceutical companies before transitioning to university positions. Heather’s teaching experience has been with Kellogg Community College, Davenport University, and leadership skill building sessions for medical students. Heather loves to golf (although golf does not always love her back), dancing until her knees “can’t take it anymore,” learning new things, and laughing with friends and family.

Kathleen J. Young, PhD

Dr. Young is a professor in the Public Health and Masters of Public Health Program in the Department of Health Sciences at California State University, Northridge (CSUN), where she serves as a health policy and cultural assessment

specialist, coordinates university-community partnership service learning programs with public health organizations and agencies, and previously served as the coordinator of the COUGH-Northridge tobacco control policy assessment organization. Dr. Young’s research interests include women’s health issues, specifically in primary prevention strategies in healthcare services, cultural competence for the healthcare practitioner, and health policy assessment. Dr. Young served on the Board of Directors and as cochair of the Health Policy Advocacy Committee for the American Association for Health Education, and was the recipient of the American Public Health Association Alcohol, Tobacco & Other Drugs Section *College-Based Leadership*, the CSUN *Distinguished Faculty Visionary Community Service-Learning*, and the National Institutes for Health & CSUN *Research Infrastructure in Minority Institution Scholars Program* awards. In addition, she served as a Fulbright Scholar at Zhejiang University in the School of Medicine in Hangzhou, China, in 2015.