This book is dedicated to health education and health promotion practitioners past and present. You who labor in local, state, national, and international agencies to improve the health of our communities are unsung heroes.

You usually labor in obscurity, behind the scenes, and out of the news. You take the screening and preventive techniques and strategies that make media headlines and quietly diffuse these innovations. You do so in the quietness of your offices, in rural clinics, inner-city church basements, corporate offices, and legislative chambers.

You participate in hundreds of meetings with individuals, families, and groups small and large. You often are not in charge of these meetings, but your understanding, guidance, enthusiasm, and commitment make things happen.

You make things happen by working with and through others. You help improve the health of individuals, families, and communities.

You extend life by delaying the onset of disease. You save life by preventing life-threatening disorders. You improve the quality of life for us all. These things you do, however, create responsibilities. You have a responsibility to support others, both in and out of the health professions, and you have a responsibility to the community.

In a very real sense, you are our heroes. You are the wind beneath the wings of our communities.

To you practitioners, whose daily activities change our lives and our communities for the better, we say, “Be proud; be patient; be persistent.”

Thank you and Godspeed. This book is dedicated to you.
New to This Edition

In addition to all chapters being thoroughly revised and updated, the authors have included:

- **Tips from Practicing Health Professionals**: Health practitioners share their wisdom from years of real-life experiences.
- **Field Site Experiences**: Dr. Minelli shares his professional experiences, from over 30 years of practical knowledge, to enable readers to better understand the chapter subject matter.
- **New Chapters**:
  - Chapter 30 – Creativity in Health Education
  - Chapter 32 – International Health Education and Promotion
- **Student Worksheets**: Perfect for assignments, in-class discussions, or student review, these are provided for each chapter.
- **Useful Appendices**: Featuring important resources such as related health education and health promotion suggested Internet sites, information on jobs in health education and health promotion, and two glossaries, these additions to the text will help expand the readers’ experience as they seek to learn more and pursue their own careers in the field.
- **Online Resources**: For qualified instructors, there are several useful teaching tools available online. To learn more, please contact your sales representative at 800-532-0034 or by email at info@jbpub.com.
Table of Contents

Acknowledgments xv
Foreword xvii
About the Authors xviii
Contributor List xx

Part 1 Community Health Education Past and Present 1

Chapter 1 Prevention: The Place to Be 3
The Politics of Prevention 3
A National Healthcare/Medical Care Dilemma 4
Prevention Works 5
Prevention Political Issues of the 21st Century 5
In Conclusion 7
Student Worksheet 9

Chapter 2 Historical and Current Perspectives of Practice and Professional Preparation 11
Health Education and Health Educators 11
Health Promotion 13
Factors That Changed the Profession 14
Certification of Health Education Specialists 16
In Conclusion 17
Student Worksheet 19

Chapter 3 Future Perspectives of Practice and Professional Preparation 21
Increased Prevention Emphasis 21
Past Successes in Health Education Programs 22
Public Policy Changes 22
New Imperatives for Health Education 22
Healthcare Reform’s Impact on Prevention 23
In Conclusion 24
Student Worksheet 26
Chapter 4 Professional Organizations 27
  Functions of Professional Organizations 27
    Research 28
    Standards of Preparation and Practice 28
    Continuing Education and Professional Meetings 28
    Professional Policies, Politics, and Advocacy 28
  Role of the Health Educator in Professional Organizations 28
  Types of Professional Organizations for Health Educators 29
    American Academy of Health Behavior 30
    American College Health Association 30
    American Public Health Association 31
    American School Health Association 31
    American Association for Health Education 31
    Society for Public Health Education, Inc. 31
    International Union for Health Promotion and Education 31
    Association for Worksite Health Promotion 32
    Wellness Councils of America 32
    Eta Sigma Gamma 32
  In Conclusion 32
  Student Worksheet 35

Chapter 5 Ethical and Legal Concerns 37
  The Nature of a Profession 37
  The Nature of Ethics 38
  Ethical Concerns in Various Settings 38
  The Public
    The Profession 38
    Colleagues 39
    Students 39
    Employers 39
  Research and Evaluation 39
  Liability Issues 40
  Contemporary Issues 41
  The Right Thing to Do 41
  In Conclusion 44
  Student Worksheet 46

Part 2 Settings and Roles for Community Health Education Programs 47

Chapter 6 Health Communities 49
  The Nature of Community 49
  Community Structures 50
  Settings 50
  Striving for a Healthy Community 50
  Enabling Communities 50
    MAP-IT Technique 51
  In Conclusion 52
  Student Worksheet 54
Contents

Chapter 7 Health Department and Other Tax-Supported Agencies 55
  Health Education in Local Health Departments 55
    Working with Sanitarians 57
    Working with Public Health Nurses 58
    Working with Planners and Epidemiologists 58
  Other Job-Related Considerations 58
  Health Education in State and Federal Agencies 59
  Health Education in the Military 59
  Other Tax-Supported Agencies 60
  In Conclusion 61
  Student Worksheet 63

Chapter 8 Working in Traditional and Emerging Voluntary Health Agencies 65
  Organizational Structure 66
    Working in a Voluntary Health Agency 66
    Recruiting Volunteers 67
    Training Volunteers 68
    Supervising Volunteers 68
    Recognizing Volunteers 68
    In Conclusion 69
  Student Worksheet 71

Chapter 9 Working in Healthcare Settings 73
  An Overview of Health Care 73
    Working in Healthcare Settings 75
    Healthcare Reform 77
    In Conclusion 77
  Student Worksheet 79

Chapter 10 Worksite Health Promotion and Employee Assistance Programs 81
  The Nature of Programs 82
    Programming Skills 84
    Other Settings 85
    In Conclusion 87
  Student Worksheet 88

Chapter 11 Working in a School Health Setting 89
  Increasing Emphasis on School Health Education 90
    An Overview of a Comprehensive School Health Program 91
    School Health Promotion Components 93
    Working in and with School Health Programs 93
    In Conclusion 95
  Student Worksheet 97

Chapter 12 Working in Colleges, Universities, and Professional Organizations 99
  Working in a College or University Setting 99
    Working in Professional Organizations 101
    Student Health Promotion Programming Groups 102
    In Conclusion 104
  Student Worksheet 106
Table of Contents

Chapter 13 Health Education in Faith Community Settings 107
  Intersecting Interests 108
  Spirituality, Religion, Faith, and Their Influence on Health 111
  In Conclusion 114
  Student Worksheet 116

Chapter 14 Choosing a Setting, Entering the Profession, and Being Mobile 117
  Considerations When Choosing 117
  Preparing for a Chosen Career 118
  Discovering the Job Market 119
  Preparing Placement Papers 119
  Preparing a Résumé 119
  Employment Interviews 122
  Job Searching on the Internet 127
  Other Forms of Networking 127
  Other Sources of Job Information 128
  Entering the Profession 130
  Proactive Strategies 130
  In Conclusion 131
  Student Worksheet 133

Part 3 Professional Skills and Practice 135

Chapter 15 Planning Educational Programs 137
  CDCynergy 137
  General Principles of Planning 137
    Principle One 138
    Principle Two 138
    Principle Three 138
    Principle Four 139
    Principle Five 140
    Principle Six 140
    Principle Seven 141
  The Rolling Ball Concept 141
  Popular Planning Models 142
    The PRECEDE–PROCEED Model 143
  In Conclusion 145
  Student Worksheet 147

Chapter 16 Understanding and Applying Learning Theory Principles 149
  General Principles of Learning 149
  Andragogical Approach 150
  Educating the Elderly 151
  Educating Culturally Diverse People 153
  Educating Functionally Illiterate People 155
  Self-Directed Learning 155
  Health Education Learning Theory 155
  In Conclusion 158
  Student Worksheet 160
## Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum</td>
<td>Other Meeting Formats</td>
<td>204</td>
</tr>
<tr>
<td></td>
<td>Teleconferencing</td>
<td>210</td>
</tr>
<tr>
<td></td>
<td>Conducting Meetings</td>
<td>211</td>
</tr>
<tr>
<td></td>
<td>Nonverbal Cues</td>
<td>212</td>
</tr>
<tr>
<td></td>
<td>Attending Meetings and Conferences</td>
<td>214</td>
</tr>
<tr>
<td></td>
<td>In Conclusion</td>
<td>217</td>
</tr>
<tr>
<td></td>
<td>Student Worksheet</td>
<td>220</td>
</tr>
<tr>
<td>Chapter 22</td>
<td>Working with Groups in Leadership Roles</td>
<td>221</td>
</tr>
<tr>
<td></td>
<td>Focus Groups</td>
<td>221</td>
</tr>
<tr>
<td></td>
<td>Group Cohesiveness</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>Group Decision Making</td>
<td>222</td>
</tr>
<tr>
<td></td>
<td>Group Leadership Skills</td>
<td>223</td>
</tr>
<tr>
<td></td>
<td>Field Site Experiences</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td>In Conclusion</td>
<td>225</td>
</tr>
<tr>
<td></td>
<td>Student Worksheet</td>
<td>228</td>
</tr>
<tr>
<td>Chapter 23</td>
<td>Public Relations and Marketing</td>
<td>229</td>
</tr>
<tr>
<td></td>
<td>Publicizing Community Health Programs</td>
<td>229</td>
</tr>
<tr>
<td></td>
<td>Public Relations and Marketing Compared</td>
<td>232</td>
</tr>
<tr>
<td></td>
<td>Application of Marketing Principles to Health Education</td>
<td>234</td>
</tr>
<tr>
<td></td>
<td>Evolving Concerns Shaping Health Education Public Relations</td>
<td>236</td>
</tr>
<tr>
<td></td>
<td>Field Site Experiences</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>In Conclusion</td>
<td>237</td>
</tr>
<tr>
<td></td>
<td>Student Worksheet</td>
<td>239</td>
</tr>
<tr>
<td>Chapter 24</td>
<td>Working with the Media to Achieve Maximum Impact</td>
<td>241</td>
</tr>
<tr>
<td></td>
<td>Working with Newspapers Effectively</td>
<td>242</td>
</tr>
<tr>
<td></td>
<td>Holding a Press Conference</td>
<td>245</td>
</tr>
<tr>
<td></td>
<td>Radio and Television Contacts</td>
<td>246</td>
</tr>
<tr>
<td></td>
<td>Consulting for the Media about Health Education</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>Talk Shows</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>Video News Releases and Sound Bites</td>
<td>251</td>
</tr>
<tr>
<td></td>
<td>Media through the Internet</td>
<td>252</td>
</tr>
<tr>
<td></td>
<td>In Conclusion</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>Student Worksheet</td>
<td>255</td>
</tr>
<tr>
<td>Chapter 25</td>
<td>Using Educational Media</td>
<td>257</td>
</tr>
<tr>
<td></td>
<td>When Is Use of Media Appropriate?</td>
<td>257</td>
</tr>
<tr>
<td></td>
<td>Videotapes, DVDs, and Streaming Video</td>
<td>258</td>
</tr>
<tr>
<td></td>
<td>Overhead Materials</td>
<td>260</td>
</tr>
<tr>
<td></td>
<td>Posters, Displays, and Bulletin Boards</td>
<td>261</td>
</tr>
<tr>
<td></td>
<td>New Forms of Educational Technology</td>
<td>263</td>
</tr>
<tr>
<td></td>
<td>Field Site Experiences</td>
<td>265</td>
</tr>
<tr>
<td></td>
<td>In Conclusion</td>
<td>265</td>
</tr>
<tr>
<td></td>
<td>Student Worksheet</td>
<td>267</td>
</tr>
</tbody>
</table>
## Contents

### Chapter 26 Developing and Using Printed Matter Effectively 269
- Determining Need 269
- Steps in Development 270
- Concerns 270
- Types of Printed Materials 270
- Human Wants 271
- Readability 271
- Annual Reports 271
- Booklets, Pamphlets, Flyers, and Stuffers 273
- Production and Printing 273
- Desktop Publishing 273
- Evaluation 274
- In Conclusion 276
- Student Worksheet 278

### Chapter 27 Evaluating Health Education Programs 279
- The Politics of Evaluation 279
- Evaluation for Whom? 280
- Evaluation for What? 281
  - Formative Evaluation 281
  - Summative Evaluation 282
- Evaluation Questions 283
- Mission/Vision/Objectives 284
- Strategic Planning 284
- Qualitative Assessment 285
- Participatory Assessment 285
- In Conclusion 287
- Student Worksheet 290

### Chapter 28 Acquisition and Management of Grants 279
- Fund-Raising and Rational Planning 292
- Proposal Development for State or Federal Agencies 292
  - Letter of Transmittal 293
  - Table of Contents 293
  - Introduction 293
  - Applicant Agency Description 294
  - Target Group 294
  - Objectives 294
  - Procedures 294
  - Evaluation 294
  - Budget 294
  - Matching Funds 294
  - Assurances 295
- Appendixes 295
- Foundations 295
- In Conclusion 297
- Student Worksheet 300
Chapter 29 Community Fund-Raising 301
  A Rationale for Community Fund-Raising 301
  General Principles of Fund-Raising 302
  Door-to-Door Canvassing 303
  Direct Mail Campaigns 304
  Special Events 305
  Deferred Giving 305
  In Conclusion 306
  Student Worksheet 300

Part 4 A Look Ahead 309

Chapter 30 Creativity in Health Education 311
  Philosophy and Health Education 311
  Personal Excellence Equals Organizational Improvement 312
  Ways to Enhance Creativity 312
  New Ways of Looking at Old Issues 312
  Future Trends Affecting Public Health 313
  In Conclusion 314
  Student Worksheet 316

Chapter 31 Application of Leadership Skills 317
  Leadership Described 318
  Fundamental Skills 319
  On the Brink 319
  In Conclusion 321
  Student Worksheet 324

Chapter 32 International Health Education and Promotion 325
  Globalization and Health 325
  Burden of Disease 326
  Global Health Promotion 327
  Health Promotion in Local Cultures 328
  Critical Success Factors 329
  In Conclusion 331
  Student Worksheet 333

Appendix A – Short Titles for Healthy People 2010 Objectives 335
Appendix B – Health Education and Health Promotion Suggested Internet Sites 339
Appendix C – Jobs in Health Education and Health Promotion 343
Appendix D – Glossaries 345
Index 357
This book has evolved in format and content over three decades. The first four editions of this text were also authored by John Harvey and R. Brick Lancaster, to whom we extend our highest regards. Moreover, that which we taught and studied for the preceding years is the antecedent. It is not possible to identify all that we gained from the teaching of others in graduate schools, the presentations of others, or the writings of others. Similarly, it is not possible to identify all that we learned from our students.

But we do acknowledge that much of what is in this book is initially the thinking of others. Where possible, we have given credit, but much more is due to pioneers who faced the frontiers of their day with keen minds and who advanced the profession. We also acknowledge the contributions of the numerous professionals who have read chapters, engaged in phone conversations, and even rewritten sections.

The second edition was made possible in part by the timely and concise review of specific chapters by health educators from various settings and roles across the United States. Their insights and professional perspectives from the real world have been invaluable. These colleagues are Margaret Hall, Terry Hughes, Mary Sue Lancaster, Garry Lindsay, Mary Longe, James Lovegren, Robert Moon, Jon Rudy, Randy Schwartz, Randal Tood, Carol Vack, and Doug Vilinus.

The third and fourth editions’ reviews and rewrites included some additional individuals including Karen Evens, William Cosgrove, Karen Glanz, Robert Goodman, Cheryl Cortines Lackey, and Rebecca Reeve. Their time and expertise were greatly appreciated.

This edition also received assistance from other professional educators who wrote Tips from Practicing Health Professionals for many of the chapters, and their names are included where appropriate. A special thank you for individuals who wrote new chapters or rewrites goes to Linda Helmer, James Johnson, Su Nottingham, and Wesley Leonard.

The organization, emphasis, and words of this book are ours. We accept responsibility for any problems that remain.

We gratefully acknowledge the Jones and Bartlett editorial staff, whose encouragement, advice, and ability significantly improved the quality of this book. Their guidance made this text a reality.

Once again we wish to thank the many professionals who added to this labor of love. We believe the strength of this book is embedded in the knowledge of those who have contributed throughout the years to make the fifth edition a work to be proud of.
Foreword

In your hands is a book that has stood the test of time and yet is also new. The *Fifth Edition of Community Health Education: Settings, Roles, and Skills* by Minelli and Breckon is an impressive and most useful text for students, educators, and health professionals. The authors have enriched an already widely read book by adding tips from practitioners, field site experiences, student worksheets, and new chapters on creativity and international health. For those of you who have seen previous editions, you will notice the most significant addition: Dr. Mark Minelli. Dr. Minelli has joined, as a coauthor, Dr. Donald Breckon, one of the great leaders in the field of health education and promotion. Minelli offers his own experience to this legacy and brings with him substantial insight and observations about the present and future direction of a dynamic profession. Dr. Minelli himself comes out of the prevention field as a practitioner, administrator, and scholar nationally known for his work in the area of substance abuse. His expertise is in high demand by national radio talk shows, newspapers, films, school districts, and businesses.

My association with both of these accomplished gentlemen goes back several years. Donald Breckon and I coauthored the *Second Edition of Managing Health Education and Promotion Programs: Leadership Skills for the 21st Century*. Dr. Breckon had previously served as a Vice Provost for Research at Central Michigan University and as President of Park College. As for Dr. Minelli, I know him as a friend and current colleague. We have the good fortune of working together at Central Michigan University. He serves as the Director of the Community Health Division in the School of Health Sciences, and both of us hold professorships in the Herbert H. and Grace A. Dow College of Health Professions. I can tell you firsthand that each of these individuals has given his life to the betterment of society and our global family. Their expertise, as well as their passion, is evident throughout this book.

The collaboration between Minelli and Breckon, with their strong commitment to continuous improvement of the field of health education and promotion, has indeed delivered to us a valuable contribution. In my own work in the health sciences and health promotion with the World Health Organization, Centers for Disease Control, National Diabetes Trust Foundation, ProWorld Service Corps, and many universities and other organizations around the world, I have seen an unrelenting need for the kind of innovation, skill building, and practice guidelines offered by these authors. In fact, we cannot begin to face the myriad health challenges in our globalized community without the knowledge of people like Minelli and Breckon. Their book, the one you have the benefit of learning from now, enriches us all at a time when we most need the transformative power of education, especially health education. The world we live in will not become a simpler place for most of us, but it can become a better place for all of us. What you gain from this book can become an integral part of that vision.

*James A. Johnson, MS, MPA, PhD*

*Medical Social Scientist and Professor*

*Central Michigan University*
About the Authors

Mark J. Minelli, MA, MPA, PhD, is currently a Professor of Community Health and former Chairperson at Central Michigan University (CMU) and Adjunct Professor in the School of Human Services at Capella University. His diverse health education background includes past Director of Substance Abuse Services, Inc., in Ludington, Michigan; Director Center for Health Related Programs CMU; Manager Health Advocacy Services CMU. Dr. Minelli has extensive experience in management, outpatient counseling, and prevention services. During his tenure at CMU Health Services he supervised the national award-winning university alcohol and other drug prevention program. This program was top ranked in every national university alcohol and other drug prevention award at the time in the United States.

Dr. Minelli is nationally published in many health-related journals including the U.S. Journal of Drug and Alcohol Dependence, Addiction and Recovery, Journal of Physical Education, Recreation and Dance, Eta Sigma Gamma, Journal of College and Student Development, EAP Digest, Topics in Clinical Nutrition, Interscholastic Athletic Association, Professional Counselor and the Journal of Alcohol and Drug Education. His research activities include four other books, two educational instructor manuals, and over 30 journal/professional magazine articles.

Dr. Minelli is considered to be one of the leading national experts on performance-enhancing drugs in sports. His dissertation lead to his book Drug Abuse in Sports: A Student Course Manual, and he is often an invited guest on national radio talk shows, television news programs, reference for newspaper interviews, and as a consultant for school districts. Other research interests include community health education, personal growth, and interactive teaching methods. He and his wife, Debra, have four children and reside in Mt. Pleasant, Michigan.

Donald J. Breckon, MA, MPH, PhD, is President Emeritus of Park University in Parkville, Missouri, a suburb of Kansas City. He served as President for 14 years before retiring. He was born, raised, and educated in Michigan. His degrees are from Central Michigan University, The University of Michigan, and Michigan State University.

Dr. Breckon served in a variety of faculty and administrative positions at Central Michigan University over a 24-year period. He was a professor of health education and health science while holding consecutive appointments as Assistant Dean of Health, Physical Education, Recreation, and Athletics; Associate Dean of Education, Health, and Human Services; and Acting Dean of Graduate Studies/Associate Vice Provost for Research. He also spent a year as a postdoctoral Academic Administration Fellow with the American Council on Education prior to assuming the presidency of what was then Park College.

While at Central Michigan University, Dr. Breckon developed the undergraduate and graduate degree programs in public health education and health promotion, hospital health education and health promotion, and allied health education. He was also instrumental in developing the Master of Science in Health Administration and taught in the program for many years. He has published approximately 150 articles in more than 30 professional journals, along with 12 chapters in various books of readings, 15 monographs, and 3 nationally used college textbooks, one of which was the first edition of this book. He also wrote the first edition of Managing Health Education and Promotion Programs: Leadership Skills for the 21st Century and is a coauthor along with Dr. James Johnson of the second edition (Jones and Bartlett Publishers; 2007).
Dr. Breckon’s retirement as a university president provided him the opportunity to return to occasional teaching of Health Science/Health Administration courses via the Internet and in evening programs. He developed a Health Administration program within an existing MBA program and taught courses in that program, both online and in face-to-face settings. He enjoys writing and still writes periodic opinion pieces for the local newspaper. He fills remaining free time doing volunteer education work at The Kansas City Zoo and The Kansas City Union Station Exhibition Center.

Dr. Breckon has been active in state and national professional health education, health administration, and healthcare organizations, most recently rotating off the Council of Governors of the American Hospital Association. He has also been active in local and state government, serving as mayor of Mt. Pleasant, Michigan, on governor’s task forces, and in various appointed positions in Michigan and Missouri.

Dr. Breckon has received more than three dozen awards, commendations, and recognitions, including a listing in *Who’s Who in America* and an Honorary Doctorate in Public Service from Central Michigan University.

Dr. Breckon views his position as university president and his political involvement as evidence that health education and health administration skills are applicable to a wide range of positions and settings.

His primary interests, now that he has fully retired, are his wife of 48 years, Sandy, their children and grandchildren, and international travel. Together he and his wife have completed more than four dozen cruises, visited all continents, and traveled on most of the major oceans and rivers of the world. They have traveled as People to People Health Care Delegates to South Africa and have been on four African safaris.

Dr. Breckon is very grateful to Dr. Minelli for revising and updating this book, and he continues to wish the very best to all students preparing to enter the healthcare/health services professions and to the faculty that help prepare them.

About the Authors
Contributor List

Michelle M. Kalafut, BS
Director, Taking Charge: Teen Pregnancy Prevention Program
St. Joseph Health System

Carrie Chanter, MA, CHES
Health Educator, Genesee County Health Department
Instructor, University of Michigan – Flint, HSA Department
Past President of the Great Lakes Chapter of the Society of Public Health Education

Mark A. Cwiek, JD, MHA, FACHE
Professor, Central Michigan University

Jena Williams, BS
Consultant

Tammy Griffin, MA
Manager, Employee Health & Wellness, Central Michigan University
ACSM Certified Health/Fitness Instructor

Susan Dusseau, MA, CHES
Director, Midland Community Cancer Services

Christopher Lauckner, BBA, MDiv
Director of Health Education Services
Central Michigan District Health Department

Helen Karamitros, MA, PhD
Sociology Instructor, Prime for Life Instructor
North Iowa Area Community College

Helen L. Lee, BAA
Director, Quality Assurance & Communication/EPC (Emergency Preparedness Coordinator)
Central Michigan District Health Department

Lauren A. Shirey, BS, MPH
Community Health Analyst, Genesee County Health Department
Instructor, University of Michigan – Flint, Department of Health Sciences and Administration

Robyn S. Grinzinger, BS, CHES
Health Educator, Saginaw Chippewa Indian Tribe

Leah Markel
Prevention Planner, Saginaw Chippewa Indian Tribe

Wesley Leonard
Application Programmer, Central Michigan University

Jennifer Crawford, BS, CHES
Prevention Coordinator, Saginaw Chippewa Behavioral Health

Lynda Meade, MPA
Program Specialist, Michigan Primary Care Association

Irene O’Boyle, PhD, CHES
Associate Professor, Central Michigan University
Former Director of Community Health and Education
Mid-Michigan District Health Department

Lindsay Allen, BAA
Assistant Director of Media Relations, Central Michigan University
Office of Public Relations and Marketing

Marty Malcolm, MA
Temporary Faculty Member, Central Michigan University

Craig Reynolds
Research & Program Officer
Office of Research & Sponsored Programs
Central Michigan University

Su Nottingham, MA
Temporary Faculty Member, Central Michigan University

James A. Johnson, PhD
Professor, Central Michigan University

Jonathon Roman
Country Director, ProBelize

Allen Johnson
Community Health Outreach Worker
The Community Health Outreach Work to Prevent AIDS (The CHOW Project)