

Cedar Crest College
THE ALLEN CENTER FOR NUTRITION
Fall 2009

COURSE PLAN

COURSE NO: NTR 217

COURSE TITLE: Nutrition Education in the Community
Tuesdays 4-6:30 PM

COURSE DESCRIPTION

OBJECTIVES: In-depth examination of community nutrition and nutrition education including policy making; national nutrition agenda and nutrition programs; food security; program planning, implementation, and evaluation; learning theory, teaching methods, lesson plans, and development of client education materials. Students will **present** a public policy statement and carry out a brief nutrition education program.

CREDITS: 3 credit hours

CLOCK HOURS/WEEK: 3 hours total, 3 hours didactic

INSTRUCTOR: Martine Scannavino, DHSc, RD LDN
(610) 606-4666 ext. 3486
fax: 610 606-4656
Email miscanna@cedarcrest.edu
Office Hours: by appointment

PREREQUISITES: NTR 210 (Principles of Human Nutrition) and
NTR 212 (Nutrition for Women and Children)

COURSE OUTCOMES:

1. Students will have a knowledge of:
 - A. Negotiation techniques.
 - Explain the concept of principled negotiation.
 - B. Lay and technical writing.
 - Describe guidelines for designing nutrition messages for lay audiences.
 - Develop a printed material on nutrition for a lay audience.
 - C. Media presentations.

- Describe various media presentations in which dietitians may be involved.
- Discuss guidelines for working with the media.
- D. Public speaking.
 - Gain experience in public speaking.
- E. Public policy development.
 - Describe the policy-making process and how policies are legitimated.
 - Discuss the importance of policy making to dietitians working in the community, and how dietitians can influence policy-making.
- F. Research methodologies.
 - Perform community resource checklist.
 - Access pertinent data bases
- G. Needs assessment.
 - Perform needs assessment for community health group.
- H. Program planning, monitoring, and evaluation.
 - Describe the steps in program planning.
 - Explain why evaluation is necessary and various evaluation methods.
 - Apply selected principles of program planning, monitoring, and evaluation to a brief nutrition education program.
- I. Health care policy and administration.
 - Compare and contrast various methods of health care administration.
 - Explain issues at stake in health care reform.
- J. Health care delivery systems.
 - Discuss the advantages and disadvantages of different delivery systems.
- K. Interpersonal communication skills
 - Practice interpersonal communication skills.
- L. Educational theory and techniques
 - Identify and explain theories of learning.
 - Describe how to use a variety of teaching techniques and when each is best used.
 - Give examples of using teaching techniques with various types of groups.
- M. Concepts of human and group dynamics
 - Describe the dynamics inherent in groups, and the variables that influence their direction, growth, and development.
 - Discuss how to be an effective facilitator.
 - Work with groups as a facilitator.
- N. Educational materials development
 - Apply principles of developing printed materials to design a client education material for a specific group.
 - Use Powerpoint to develop a nutrition education presentation.
- O. Health behaviors and educational needs

- Explain models of individual health behavior, interpersonal health behavior, and community and group intervention models of health behavior change.
 - Select a model/theory on which to base a community nutrition intervention.
 - Give an example of a community nutrition intervention design.
- P. Economics and nutrition
- Describe the influence of economics on nutrition within the U.S. and other countries.
- Q. Availability of nutrition programs in the community
- Identify community nutrition programs for pregnant women, infants, children, adolescents, adults, and older adults.
 - Discuss what community nutrition programs offer to their clients.
- R. Formulation of local, state, and national food security policy
- Explain how food security policies are formulated on the local, state and national level.
 - Describe how to influence food security policy.
- S. Food availability and access for the individual, family, and community
- Identify food availability programs for individuals, families, and communities.
- T. Influence of socioeconomic, cultural, and psychological factors on food and nutrition behaviors.
- Discuss how these factors affect the behaviors of mothers and infants, children and adolescents, the poor, and the elderly.
2. Students will demonstrate the ability to:
- A. Present an educational session for a group.
 - B. Explain a public policy position regarding dietetics.
 - C. Use current information technologies
 - D. Work effectively as a team member.
 - E. Interpret current research.

REQUIRED TEXTS: Boyle, M. A. and Holben, D. H. (2006) Community Nutrition in Action: An Entrepreneurial Approach , 5th ed. Wadsworth Cengage learning

Holli, B.B., Calabrese, R.J., O’Sullivan Maillet, J. (2009). Communication and Education Skills for Dietetics Professionals, 5th ed. Lippincott Williams & Wilkins

EVALUATION:

Assessment of the student's progress is an ongoing process and involves the student as well as the instructor. The stated course objectives serve as the basis for evaluation. All assignments are due on the date scheduled. **NO EXCEPTIONS.**

| | |
|---|------------------|
| Exams (2 @ 25 points) | 50 points |
| Midterm | 100 points |
| Final Exam | 100 points |
| Community Nutrition Issue Presentation/paper | 30 points |
| Food Stamp Challenge | 20 points |
| Services programs and issues presentations | 30 points |
| Healthy U Education Session | 50 points |
| Chapter quizzes 15 @ 10 pts (score of 80% or better) | 150 points |
| Web Data base assignments (5@ 4pts each) | 20 points |
| <u>Legislative Assignment</u> | <u>50 points</u> |
| TOTAL | 600 points |

If you are late more than three times, or absent more than twice without verification from the dean of students, your final numerical grade (on a scale of 1 to 100) will be lowered by 10 points.

| <u>POINTS</u> | <u>GRADE</u> |
|---------------|--------------|
| 558+ | A |
| 540-557 | A- |
| 522-539 | B+ |
| 498 – 521 | B |
| 480 – 497 | B- |
| 462 – 479 | C+ |
| 438 – 461 | C |
| 420 – 437 | C- |
| 402 – 419 | D+ |
| 360 – 401 | D |
| Below 360 | F |

TEACHING METHODS:

1. Lecture/teacher-centered discussion
2. Web activities
3. Student-centered discussion
4. Case studies
5. Student presentations
6. Field experience
7. Assignments involving researching, organizing information, and writing
8. Practice/skill rehearsal
9. Reading in textbooks, reference books, periodicals, newspapers, journals, Internet

WORK EXPECTED OF THE STUDENT:

1. All students are expected to have read and abide by the Cedar Crest Honor Code and Classroom protocol and the NTR program online classroom protocol.
2. Students are expected to have read the assignment prior to class and to actively participate in class discussions.
3. Students are responsible for all terms defined in the textbook.
4. Written assignments must be word processed and completed on 8-1/2" x 11" paper. Spelling, punctuation and grammar will constitute part of the grade for the assignment. One-inch margins and double-spacing is required. Indent for paragraphs. All written work must have appropriate and accurate citations and references using APA.
5. Class attendance is expected. If you must miss a class, a phone call is expected.
6. Assignments are due on the date indicated. **NO EXCEPTIONS.**
7. If you must miss a test, you must call in before the test. If a make-up is possible it is given at the instructor's convenience.
8. Students must work in a small group to do in class assignments.
9. Students must work individually to present a public policy position
10. Students must work in teams to develop and deliver a nutrition education program.
11. Students will complete a field experience.

Classroom Protocol

Learning Environment and Appropriate Classroom Behavior

Cedar Crest College maintains a classroom and learning environment dedicated to scholarly, artistic, and professional inquiry. The college's community of learning is founded upon the intellectual freedom of students and faculty in pursuit of knowledge and understanding. Such an environment depends upon the insights of the liberal-arts disciplines, as well as a respect for the global diversity of viewpoints and cultural backgrounds.

The college expects students to conduct themselves in a manner that best realizes their own and other students' education. Appropriate classroom behavior includes, but is not limited to, the expectations for students: to attend and be prepared for all classes, to arrive and leave on time, to treat the faculty members and other students with respect, to refrain from any activities within the classroom that do not directly pertain to the business of the class, to use language that is respectful and non-abusive, and to otherwise refrain from any behavior that disrupts or jeopardizes the learning environment as determined by a reasonable faculty member. Academic programs or individual faculty members may establish additional behavioral policies for their courses, including those which take classroom behavior into account for a student's academic evaluation.

If a student would like to bring a guest to class, permission must be secured from the instructor prior to that class time.

Electronic Devices

The use of electronic communication devices and laptops are prohibited in my classroom

ONLINE PROTOCOL

This course is a hybrid courses – a portion of the material and assignments are completed using the E-College Platform. The following is the online protocol for Nutrition Courses **Online course activities are different from in class experiences in that they are a student centered, instructor facilitated learning experience. Therefore it is the responsibility of the student to take an active role in the learning experience.**

It is also the students responsibility to have adequate computer access and a working knowledge of the E-College platform to fully participate in all online course activities and assignments (discussion boards, exams, chat rooms (when required) , downloads of course materials, reading of all posted announcements and response to email, access to your gradebook, submissions to the assignment drop boxes, and any other activities on the -college platform required by the instructor to ensue successful completion of all course objectives and associated assignments.

Honor Code:

The Cedar Crest Honor Code will prevail at all times. Please verify on each test and assignment that the work done is your own with your SIGNATURE. You are not to consult with ANY OTHER STUDENTS when you are given take-home tests, projects, and assignments. PLAGIARISM or any other form of academic dishonesty will result in no points on the paper/exam on which you plagiarized or cheated. In addition, such an act may result in failing the entire course. Please refer to your customs book for a complete explanation of the Cedar Crest Honor Code

The following is from www.Plagiarism.org Please read and visit the site for more information

“What is Plagiarism

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

But can words and ideas really be stolen?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions.

Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. See our section on [citation](#) for more information on how to cite sources properly.”

Remember:

- 1. Plagiarism is the use of another’s words or ideas as if they are your own. If just one sentence is copied from a source without it being in quotation marks, it is plagiarism. If you hand in a paper that is plagiarized, you will receive no points on that paper. You may also fail the course, be suspended from the college, or even be expelled.**
2. Whether you are quoting from a book or mentioning someone else’s ideas, you must give **credit to the source** in parentheses after the quote or statement (usually at the end of the sentence). If you are quoting a source, put the author, year, and page number in parentheses after the quote. If you are stating someone else’s ideas, put the author and year in parentheses.

For information from web site (**be very critical** of what information you take from the web):

3. Any **tables or figures** must be given a number (Table 1, Table 2, etc.) and placed behind the text and in front of the Reference section. Tables and figures must be mentioned in the text.
4. Always **proofread** your paper for spelling, punctuation, subject-verb agreement, and accuracy of quotations and references. Part of your grade is based on these.

5. When you hand in your paper, please **staple** it together. **Always include a cover page – but no binders or folders!**
6. If you have any further questions, consult The Publication Manual of the American Psychological Association (6th edition) 2009, or ask your instructor. Online resources for APA is available on the courses web site.

Assignments

Community Nutrition Issue Poster/presentation (Contributed by Deborah L. Slawson of East Tennessee State University)

Working in groups of two, students will research the assigned topic, and design and develop a poster describing a community nutrition issue or program. The following list provides the topic suggestions, although students may submit other topics (check with instructor). Each group will present and discuss their poster on the assigned date, describing the topic and how it relates to community nutrition. Posters will be evaluated on accuracy and applicability to the objectives of the class, as well as creativity, coverage of the topic, clarity, and neatness. Posters must be legible from at least four feet away. Peer evaluations will account for 25% of the grade earned on the poster, and student assessments of team member participation will comprise 25% of each student's grade.

- Three or more references from books, journals or web sites are to be used in researching the topic. Citations should be written using APA style (<http://www.apastyle.org/manual/whats-new.aspx>). **Reference list must be submitted to the instructor two weeks prior to your poster due date for approval.**
- While presenting the poster to the class, each group will be expected to display and discuss one website which pertains to the topic and will be of interest to the class.
- **Students may not use PowerPoint for this presentation.**
- Entire presentation will be limited to 15 minutes.

Poster Topics: The following is not a comprehensive list. If you wish to address an issue not listed please secure instructor approval.

- | | |
|--|--|
| • Food Safety – What are the Issues? | • Nutritional/Health Risks of Hispanic Americans |
| • Food Insecurity - Issues and Answers | • Nutritional/Health Risks of Native Americans |
| • Nutritional/Health Risks of Rural Appalachian People | • Nutritional/Health Risks of African Americans |
| • Vegetarian Lifestyle – Types, Pros, and Cons | • WIC Program |
| • Biotechnology in the Food Supply | • School Nutrition Programs |
| • Weight-Loss Diets – How to Judge | • Coordinated School Health Initiatives |
| • Jewish Dietary Restrictions | • Senior Nutrition Programs |
| • Muslim Dietary Restrictions | |

- Hindu Dietary Restrictions

Legislative Assignment (Contributed by Marjorie Freedman of San Jose State University)

For this assignment you are expected to learn about the nutrition policy process, take an action to influence it, then write up your research in a 2- to 3-page paper answering all of the following questions.

- a. Complete elected official handout (see doc sharing).
- b. Describe (in your own words) one current nutrition-related bill that you support.

This section of the assignment will be presented in class on December 1

- (1) What does the bill aim to do?
 - (2) Who is the target population and what is its significance to that population? How will it affect the profession of dietetics, the nutritional status of your state (if the bill was introduced in your state) or Americans? Support your discussion with current research.
 - (3) When was the bill first introduced? By whom? What is its current status?
 - (4) Present the pros and cons of this bill.
- c. Write a letter *in your own words* (suitable to mail or e-mail, using the correct format) to your senator or assemblyperson in support of the bill.

Food Stamp Challenge

For this assignment, you will learn what it's like to be an individual on "food stamps" (i.e., SNAP EBT card), and have no more than \$21 to spend on food over the course of one week. For the first part of the assignment, you will eat as you normally do for 7 days, keeping a log of everything you eat, and making your best estimate of how much the food costs. The next week, you are limited to a food budget of \$21. Again, keep track of everything you eat, where you purchase it (or if it's given to you at work, school, etc.), and how much it costs. Each day you post an entry to the Food Stamp Challenge discussion board for your group of your feelings as you follow this challenge. At the end of the challenge, you will do a nutritional analysis of the two weeks of your diet using MyPyramid Tracker or and provide a final write-up of your experience Posted to the Food Stamp Challenge Drop Box). Include in your write up the following: Were you able to eat "healthfully" while taking the challenge? Why or why not? What nutrients fell short? How do you think being on "food stamps" or having a limited budget affects food choices that are made, and what are some of the nutritional ramifications?

Online text chapter quizzes

Your text book provides online resources. One such resource is the chapter quizzes. You are to complete each of the text chapter quizzes noted on the syllabus and email results to me miscanna@cedarcrest.edu . All quiz results are due by Monday of the week the chapter is covered in class.

i.e. On Week 2 Tuesday September 1st chapter 2 will be read and discussed in class, your results for the chapter quiz for chapter 2 is due to my email in box by midnight Monday August 31st

Services Programs and Issues presentations

Week 10, November 3rd, we will be investigating the Services Programs and Issues of three community populations covered in chapters 10, 11, and 12 - Mothers and Infants, Children and Adolescents, and The Elderly. You will work in groups to develop and present a comprehensive overview of the topics covered in one of the assigned chapters. You must provide handouts, make use of appropriate lesson planning to meet the needs of your peer population and provide six questions (three multiple choice and three true and false for the final exam.

Public Policy Workshop Webinar - summary

Healthy You EDUCATIONAL SESSION

You will work in teams of two. This is a two part assignment. The educational session will first be presented to the class for review and critique. Necessary modification should be made and final presentation will be observed in the community by the instructor.

Objectives

1. Perform a needs assessment to determine appropriate planning process. The program must be developed based on need of the target audience, resources currently available in the community and appropriateness of learning activities.
2. Present an educational session for a this group.
3. Develop nutrition education materials for a lay group with issues pertinent to this population. Based on your needs assessment

Procedures

1. With the help of your instructor and classmates you will determine an appropriate topic for an educational session for Healthy You
2. You are to prepare a lesson plan and printed educational materials.
3. You must provide a proposal which will include a needs assessment and supporting rational for subject matter

Evaluation

1. You will be graded on the quality and appropriateness of the elements in your lesson plan and your printed materials.
2. You will also be graded on your delivery of the educational session.
3. You will be graded on your ability to make appropriate modifications to your program for final presentation to the community.

DUE DATE Per instructor, will

**NTR 217 Nutrition Education in the Community
Fall 2006**

COURSE SCHEDULE

| Week/ Date | Topics | Assignment |
|------------------------|---|--|
| Week 1 8/25 | Introduction to the Course Opportunities in Community Nutrition | Read Syllabus Read Chapter 1 |
| Week 2 9/1 | Assessing Community Resources Assessing the Target Population's Nutritional Status | Read Chapter 2 (quiz) Read Chapter 3 (quiz) Web Data task 1 due |
| Week 3 9/8 | Program Planning for Success Exam 1 | Read chapter 4 (quiz) |
| Week 4 9/15 | Principles of Nutrition Education Ancillary Readings Principals and theories of learning Planning Learning Implementing and Evaluating Learning | Read chapter 17 (quiz) Chapter 10 (C&ES for DP) Chapter 11 (C&ES for DP) Chapter 12 (C&ES for DP) |
| Week 5 9/22 | Delivering Oral Presentation and Workshops Planning, selecting and using Media | Read Chapter 14 (C&ES for DP) Read Chapter 15 (C&ES for DP) WEB Data task 2 due |
| Week 6 9/29 | Principles of Epidemiology Community Nutrition Issue Poster/presentation | Read Chapter 5 (quiz) |
| Week 7 10/6 | Midterm Exam | Web Data task 3 due |

| | | |
|--|--|---|
| Fall break 10/13 | Fall break | Fall break |
| Week 8 10/20 (FNCE) | The Art and Science of Policy Making American Dietetic Association How Policy is Shaped Student Session | Read chapter 6 (quiz) http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/10988_21934_ENU_HTML.htm summary of session to drop box by 10/26 |
| Week 9 10/27 | A National Nutrition Agenda Health Care Systems and Policy | Read chapter 7 (quiz) Read Chapter 9 (quiz) Web Data task 4 due |
| Week 10 11/ 3 | Food insecurity Services , Programs and Nutrition Issues: - Mothers and Infants | Read chapter 10 (quiz) Read chapter 11 (quiz) Services programs and issues presentations |
| Week 11 11/10 | Services , Programs and Nutrition Issues: - Children and Adolescents - The Elderly | Read chapter 12 (quiz) Read chapter 13 (quiz) Services programs and issues presentations |
| Week 12 11/17 | World Hunger and Food Insecurity Exam 2 | Read Chapter 14 (quiz) Web Data task 5 due |
| Week 13 11/24 | Marketing Nutrition and Health Promotion Managing Community Nutrition Programs | Read Chapter 18 (quiz) Read Chapter 19 (quiz) |
| Week 14 12/1 (last Class) | Legislative Assignment Presentations | |
| Final date and location TBA | Cumulative | |

Web Based – Data Assignments

1. Extant Data and the United States Census for: by County

Access the electronic resources made available at the United States Census Bureau (<http://www.census.gov/>). Select “Data Tools” and then select “The American Fact finder” (<http://factfinder.census.gov/home/saff/main.html? lang=en>). Select Data Sets

Web Page

(http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=DEC&_submenuId=datasets_0& lang=en)

While on this page, select the Census 2000 Summary File 1 (SF 1) 100 – percent radio button and then select Detailed tables. Search on the county for your place of employment, school or home, and from this set of options select (add) and download the following tables:

- P1. TOTAL POPULATION [1] - Universe: Total population
- P7. RACE [8] - Universe: Total population
- P8. HISPANIC OR LATINO BY RACE [17] - Universe: Total population
- P11. HISPANIC OR LATINO [1] - Universe: People who are Hispanic or Latino
- P13. MEDIAN AGE BY SEX [3] - Universe: Total population
- P17. AVERAGE HOUSEHOLD SIZE [1] - Universe: Households
- P37. GROUP QUARTERS POPULATION BY GROUP QUARTERS TYPE [9] - Universe: Population in group quarters
- P38. GROUP QUARTERS POPULATION BY SEX BY AGE BY GROUP QUARTERS TYPE [57] - Universe: Population in group quarters
- PCT11. HISPANIC OR LATINO BY SPECIFIC ORIGIN [31] - Universe: Total population
- PCT16. GROUP QUARTERS POPULATION BY GROUP QUARTERS TYPE [52] - Universe: Population in group quarters

Go back to the prior page and now select the Census 2000 Summary File 3 (SF 3) - Sample Data button and then select Detailed tables. Search on the county for your place of employment (in this case Lehigh County) and from this set of options select and download the following tables:

- PCT10. AGE BY LANGUAGE SPOKEN AT HOME FOR THE POPULATION 5 YEARS AND OVER [83] - Universe: Population 5 years and over
- PCT19. PLACE OF BIRTH FOR THE FOREIGN-BORN POPULATION [126] - Universe: Foreign-born population

Using the information provided in these tables, answer these questions:

1. What is the total population for the county?
2. What is the percentage of Black or African American (alone) residents?
3. What is the percentage of Black or African American (alone) residents who are not Hispanic or Latino?
4. What is the median age of male residents?
5. What is the average household size? (Download Tables 17.A to 17.G if you need by race breakout information).

6. How many residents live in a nursing home?
7. How many individuals, at the time of the census, resided in either a hospital, ward, hospice, or school for the handicapped?
8. How many residents (males and females) under 18 years are housed in a correctional institution?
9. How many residents are identified as Mexican?
10. How many residents from 5 to 17 years speak Russian at home?
11. How many residents were born in Africa?
12. Is this resource of future value to you and your possible research activities in healthcare?

Assignment 2

Topic: Extant Data and the National Center for Education Statistics for Information on Youth and School Enrollment

Purpose: Consider the possibility that you have been asked to participate in a grant proposal activity that involves some type of intervention at a public preK-12 school. If this were the case, it is reasonable to think that you would need to provide descriptive information about students at this school. The purpose of this task is to challenge you to learn about the role of the federal government as a data resource in preK-12 education and to consider how this information can be incorporated into grant (and other) reporting activities.

Requirements: Audit resources available at the National Center for Education Statistics by pointing your browser to Welcome to the National Center for Education Statistics (<http://www.nces.ed.gov/>). Use the resources at the Common Core of Data – Information on Public Schools and School Districts in the United States (<http://www.nces.ed.gov/ccd/search.asp>), select William Allen High School 126 N 17th St, Allentown, PA 18104 and answer these questions:

1. What is the current enrollment of this school, overall and by grade(s)? Identify the academic year and/or reporting date(s).
2. Name the school, city, county, and state.
3. What is the enrollment (N and percent of total) by race/ethnic? If only N is provided, you will need to calculate percent of total.
4. What is the incidence (N and percent of total) of students who are classified as Free Lunch Eligible? (Is this variable a reasonable proxy for poverty?) If only N is provided, you will need to calculate percent of total.
5. Are private schools included in this data set? If not, can you suggest an alternate resource for comparable data?

Is this resource of future value to you and your possible research activities in healthcare?

Assignment 3

Topic: Extant Data and the Bureau of Labor Statistics for Information on the American Healthcare Industry

Purpose: Consider the possibility that you have been asked to participate in a grant proposal activity that involves some type of attention to healthcare wages. If this were the case, it is reasonable to think that you would need to provide definitive measures of wages in your area. The purpose of this task is to challenge you to learn about the role of the federal government as a data resource for wages and to consider how this information can be incorporated into grant (and other) reporting activities.

Requirements: Audit resources available at the Bureau of Labor Statistics (<http://www.bls.gov/>). From this main Web page, on the left side list under pay and benefits select [Wages by Area and Occupation](#) and then select [By State](#). Use either the map or the index to select Pennsylvania and then mark [29-0000 Healthcare Practitioner and Technical Occupations](#) as your selection. Use this resource to answer these questions:

1. How many dietitians and nutritionists were employed in your state during the identified reporting period? What was their median hourly wage? What was their mean annual salary?
2. How many physician assistants were employed in your state during the identified reporting period? What was their median hourly wage? What was their mean annual salary?
3. What other data resources can you find at this site?
4. Is this resource of future value to you and your possible research activities in healthcare?

Assignment 4

Topic: Extant Data and the Centers for Disease Control and Prevention (CDC) and State Health Data Sets

Purpose: Consider the possibility that you have been asked to participate in a grant proposal activity that involves some type of attention to employee participation in health benefit plans. If this were the case, it is reasonable to think that you would need to provide empirical evidence at the national level and state level. The purpose of this task is to challenge you to learn about the role of the federal government as a data resource for health benefits and to consider how this information can be incorporated into grant (and other) reporting activities.

Requirements: Audit resources available at the Centers for Disease Control and Prevention (CDC; <http://www.cdc.gov/>). From this Web page, select [National Data](#). Under Surveys and Data Collection Systems, select NHCS (National Health Care Survey; <http://www.cdc.gov/nchs/nhcs.htm>) and then select [National Employer Health Insurance Survey \(NEHIS\)](#), to go to <http://www.cdc.gov/nchs/about/major/nehis/nehis.htm>. Select [National Tables](#) to go to http://www.cdc.gov/nchs/about/major/nehis/meps_ic.htm#national%20data. Select [All Employees](#) and view Table IB2a Percent of private-sector employees eligible for health benefits in establishments offering health insurance by firm size and selected characteristics: United States, 1993. Using this table as a guide, answer these questions:

1. **Is there empirical evidence, for this point-in-time, that firms with union employees participate in employer-affiliated health benefits at a higher rate of participation than firms without union employees?**
2. Is there an association between low wages and eligibility for health benefits?
3. How would you obtain more current information?

Select [State Data](#) at <http://www.cdc.gov/> and audit the state-level information resources sponsored by the CDC.

4. Is this resource of future value to you and your possible research activities in healthcare?

Assignment 5

Topic: Extant Data and United Nations Data Sets

Purpose: Consider the possibility that you have been asked to participate in a grant proposal activity that involves some type of attention to collaboration with healthcare professionals in Mali (West Africa). If this were the case, it is reasonable to think that you would need to provide background information about healthcare in that country. The purpose of this task is to challenge you to learn about the role of the United Nations and affiliated organizations as a data resource for healthcare issues in other nations and to consider how this information can be incorporated into grant (and other) reporting activities.

Requirements: Audit resources available at the World Health Organization Regional Office for Africa <http://www.afro.who.int/index.html>, an affiliate of the United Nations. At this Web page, search on the Boolean term Mali and infant mortality. From the list of suggested references, select <http://www.afro.who.int/malaria/country-profile/mali.pdf>, the Country Profile for Mali. Using this resource as a guide, answer these questions:

1. What is the life expectancy at birth (2000-2005) for males?
2. What is the infant mortality rate (2001) per 1,000 live births?
3. What are the most current statistics on the incidence of malaria and is this disease in decline or on the increase?

Review other healthcare data resources provided by the United Nations. The WHO Statistical Information System (WHOSIS; <http://www3.who.int/whosis/menu.cfm>) may be especially useful.

4. Is this resource of future value to you and your possible research activities in healthcare?

Assignments 1 – 5 are based on content of Dr Thomas W. MacFarland, Nova Southeastern University; Statistics and Research Methods, DHS8010.