



INDEX

Page references followed by *fig* indicate an illustrated figure; followed by *t* indicate a table.

A

- Accelerating Evidence into Action initiative (CDC), 253
- Accountability of workplace programs, 375–376
- Accountable care organizations (ACOs): ACA requirement for, 13; health promotion by, 13; in relation to competencies of health education specialists, 14*fig*
- Action (or behavioral) objectives, 115
- Action planning: additional implementation tools for, 152–153; budgeting and fiscal management, 161–166; CDC Healthy Communities Action Guides for, 152–153*fig*; hiring and managing high-quality staff as part of, 157–161; for implementation challenges, 153–157; preparing a logic model, 145*fig*–152
- Action plans: constructing a, 144*t*; Gantt chart used for implementation of, 149–152, 156; moving from program planning to, 143–144
- Activation Model, 63
- Adaptation/fidelity intervention balance, 128–130*t*
- Advisory boards: health promotion program, 20; needs assessment priorities set by, 103–107
- Advocacy: advocacy organizations and websites, 178*t*; consumer groups and interest groups, 365; creating an agenda for your program, 171–173; electioneering and lobbying, 179–180; examples of successful health policy, 175–176; forming alliances and partnerships for, 181–183; the language and terminology of, 176–179; legalities of health, 179–180; methods used for, 183–188; as a professional responsibility, 174; technological advances used for, 189
- Advocacy methods: blogs, 185–186; building relationships with the media, 188; letters, e-mails, and phone calls, 185; meetings with legislators and 4 P's of advocacy, 186–187; newspaper editorial pages, 184; public service announcements (PSAs), 185; talking points, 183–184; Twitter, Facebook, and social media, 186
- Advocates: advocating issues while being employed, 180–181; health promotion program, 21
- Advocates for Youth, 304
- (MISSPLELLED) American College Health Association, 342
- Affordable Care Act (ACA). *See* Patient Protection and Affordable Care Act (ACA) [2010]
- African Americans: address root causes of health disparities among, 44–46; create culturally competent programs for, 41–44; engaging communities to address health promotion, 38–41; health disparities of, 34–37; health status and geographic location of, 33, 34*fig*; program strategies to achieve health equity of, 37–38, 44–46. *See also* Minority groups; Racial and ethnicity differences
- Agency for Healthcare Research and Quality (AHRQ), 35–36
- Alliance for Excellent Education, 17
- Alliances: forming advocacy partnerships and, 181–183; networking for building, 304, 305; networking to form health promoting, 304. *See also* Partnerships
- ALS Bucket Challenge, 236
- American Academy of Pediatrics (AAP), 335, 338, 362, 366
- American Cancer Society, 18, 342, 365, 385, 399
- American College Health Association, 340
- American College Personnel Association, 338
- American Community Survey, 96
- American Diabetes Association, 365



- American Heart Association, 161, 342, 365, 385
- American Hospital Association, 349, 355
- American Indians/Alaska Natives: address root causes of health disparities among, 44–46; create culturally competent programs for, 41–44; engaging communities to address health promotion, 38–41; health disparities of, 34–37; prevalence of disability among, 32; program strategies to achieve health equity of, 37–38, 44–46; Saginaw-Chippewa tribe (Michigan), 307. *See also* Minority groups; Racial and ethnicity differences
- American Lung Association, 365, 385
- American Medical Association, 43, 406
- American Nurses Association, 362, 366
- American Psychological Association, 30
- American Public Health Association (APHA), 184, 338, 349, 366
- American Red Cross, 385
- Americans with Disability Act (ADA) [1990], 32
- Annual giving, 234–235
- Application activities: levels of evaluation, 71; social cognitive theory (SCT), 60
- Area health education centers (AHECs), 405–406
- Army National Guard Soldiers'Guard Your Health program, 213–214*fig*
- Asian Americans: address root causes of health disparities among, 44–46; create culturally competent programs for, 41–44; engaging communities to address health promotion, 38–41; health disparities of, 34–37; prevalence of disability among, 32; program strategies to achieve health equity of, 37–38, 44–46. *See also* Minority groups; Racial and ethnicity differences
- Assessment: capacity, 89–90; needs, 14, 85–103. *See also* Evaluating programs
- ASSIST (American Stop Smoking Intervention Study for Cancer Prevention), 182–183
- Association of State and Territorial Health Officers, 329
- Association of Supervision and Curriculum Development (ASCD), 329, 331–333
- B**
- Balance sheet, 162
- Behavior: adult smoking, 102*fig*; foundational theories to plan multilevel interventions for changing, 67*t*; program action objectives on, 115; relationship between grades and student health risk, 327*fig*; social cognitive theory (SCT) on three factors of, 59–60
- Behavior change: catalyzing and mastering, 295–298; health belief model on, 55–56; six realities that are barriers to, 296–297; Social Ecological Framework (SEF) at different theoretical levels of, 383*t*; stages of, 58*t*–59; theory of planned behavior, theory of reasoned action, and integrated behavioral model on, 56*t*–57*fig*; transtheoretical model and stages of, 58*t*–59; workplace health promotion initiatives for, 381–384. *See also* Leadership for change; Objectives; Participants
- Behavioral factors: behavioral data, 288; health disparities, 37; increasing health equity by supporting healthy, 46; self-efficacy and, 59; social cognitive theory on behavior and, 60; temptation and, 59
- Big data: challenges related to using, 286–288; data mining with health promotion, 279–284; description of, 90, 275–276; enhancing health promotion programs, 284–286; health information management and health informatics, 289–291; legal and ethical issues with, 289; opportunities for health promotion use of, 278*fig*; rapid expansion of applications of, 288–289; terminology related to, 290–291. *See also* Data
- “Big Data Research and Development Initiative” (2012), 279
- Big Data to Knowledge (BD2K) initiative (NIH), 280
- Bisexuals. *See* Gay, lesbian, bisexual, and transgender (GLBT) people
- Blogs for advocacy, 185–186
- Board members: maintaining relationships with, 237–238; program funding role by, 238*t*
- BPR 2.0 model for PEARL score, 106
- Bright Beginnings, 18
- Budgeting: budget basics, 162–164; budget challenges, 165–166; evaluation costs, 268–269; fiscal management and, 161–162; fiscal year, 166; monitoring the budget, 164–165; school district, 225. *See also* Program funding
- The Build Initiative, 331
- Bureau of Labor Statistics, 15, 308, 373, 378–379, 382





- Business Responds to
AIDS/Labor Responds to
AIDS (BRTA/LRTA), 390
- C**
- California Nutrition Education
and Obesity Prevention
Branch Worksite Program,
389
- California Occupational Safety
and Health Administration,
388
- Campaigns for fundraising, 235
- Cancer Patient Education
Network, 366
- Capacity assessment, 89–90
- Caring for Our Children:
National Health and Safety
Performance Standards, 338
- Carolina Collaborative for
Research on Work
(University of North
Carolina, Chapel Hill), 385
- CAS Professional Standards for
Higher Education, 9th
edition*, 340
- Case studies: college student
mental health needs
assessment, 99; racial/ethnic
health needs assessments,
96–97
- Cash flow statement, 162
- Center for Civic Partnerships,
315
- Centers for Disease Control and
Prevention (CDC):
Accelerating Evidence into
Action initiative of, 253;
budgeting and fiscal
management of, 161;
CHANGE tool developed by,
407; Characteristics of an
Effective Health Education
Curriculum by, 333; on
community mobilization
model used by, 65–66;
Community Preventive
Services Task Force of the,
330, 386–387; Coordinated
School Health model
advocated by, 329; on
geographic location and
health status, 33; Guide to
Community Preventive
Services by, 125, 126*fig*; on
health communication and
available materials, 204, 210;
Health Education
Curriculum Analysis Tool
(HECAT) [2012] by, 333;
health risk appraisal (HRA)
recommended by, 357–358;
Healthier Worksite Initiative
of, 386; Healthy
Communities Program’s
Action Guides, 152–153*fig*;
National Public Health
Performance Standards
Program (NPH-PSP) of,
408–409; Physical Education
Curriculum Analysis Tool of,
334; on prevalence of
disability among U.S. adults,
32; program funding through
public funds from, 220;
Project REACH funded by,
38, 40–41; *Readability Tests
and Instruments* by, 357;
School Health Index by,
89–90, 339–340; *Spectrum of
Opportunities for Obesity
Prevention in Early Care and
Education Settings* by, 331*fig*;
Tips From Former Smokers
campaign of, 202; on top 10
advances in public health,
175; The Whole School,
Whole Community, Whole
Child (WSCC) model of,
331–335; Work@Health
Train-the-Trainer sponsored
by, 384; Work@Health
Wellness Champions
sponsored by, 384;
Workplace Health Research
Network funded by, 381
- Centers for Medicaid and
Medicare Services: allowing
health education specialists
reimbursement, 14–15; on
health care spending in the
U.S., 21; Medicare and
Medicaid EHR Incentive
Programs, 352, 359–360; on
reducing fee-for-service
financial barriers to
preventive services, 361–362
- Centers of Excellence to
Promote a Healthier
Workforce, 388, 389
- Central Michigan District
Health Department, 307
- Certified health education
specialist (CHES), 309–312
- Certified in public health
(CPH), 311–312
- Certified Wellness Program
Coordinator, 384
- Certified Wellness Program
Director, 384
- Certified Wellness Program
Manager, 384
- Certified Worksite Wellness
Program Consultant, 384
- Certified Worksite Wellness
Specialist, 384
- Champions: finding one within
funding source, 233–234;
health promotion program,
21
- CHAMPUS, 223
- Change. *See* Behavior change;
Leadership for change
- Characteristics of an Effective
Health Education
Curriculum (CDC), 333
- Child Trends, 37, 331
- Children’s Safety Network
(CSN), 406
- Cholera epidemic (London,
mid-19th century), 7
- Client fees (or fees for service),
221
- Clinical data, 288
- Clinical data system, 290
- Coalition for Community
Schools, 335–336
- Coalition of National Health
Education Organizations,
269
- Code of Ethics, 269–270
- Code of Ethics for the Health
Education Profession, 269
- Collaboration: community
empowerment and
organizing strategies for,



- 306–308; online communities, 305–306; patient-centered health promotion use of, 355, 363–364
- Collaboration and cooperative agreements, 222
- Collective impact: description and applications of, 302–303; principles of practice, 303*fig*
- Collective Impact Forum, 303
- College students: binge drinking by, 99; mental health needs assessment of, 99
- Communication channels: advocacy, 183–188; different categories of, 204–205; health communication, 203–208; selecting your, 203–206. *See also* Social media
- Communication plans: step 1: understand the problem, 201; step 2: define communication objectives, 201–202*t*; step 3: learn about the intended audiences, 202–203; step 4: select communication channels and activities, 203–206; step 5: develop partnerships, 206; step 6: conduct market research to refine message and materials, 206; step 7: implement the plan, 207; step 8: review tasks and timeline, 207; step 9: evaluate the plan, 207
- Communication theories, 63. *See also* Health communication
- Communicative or Interactive Health Literacy (Level II), 32
- Communities: create culturally competent health promotion programs in, 37–46; definition of, 18; empowerment and organizing of, 306–308; engage directly to address health promotion issues, 38, 40–41; health promotion programs in, 17; improving housing options in, 45–46; improving transit options to increase health equity in, 46; online, 305–306; planning for implementation challenges related to, 156; Project REACH work in, 38, 40–41; social structure of, 29; systematic integration of schools with their, 335–336; WSCC model and engagement by, 332*fig*, 335. *See also* Environmental factors
- Communities in Schools programs, 336
- Community Commons, 100, 282, 284, 407
- Community empowerment, 306–308
- Community engagement: barriers/solutions to community health organization, 413*t*; factors in community health organization, 412*t*
- The Community Guide, 125, 126*fig*, 330, 386–387
- Community Health Assessment and Group Evaluation (CHANGE), 407
- Community Health Data Forum (2010), 279
- Community health needs assessments (CHNAs), 14
- Community health organizations: brief history of, 397–400; career opportunities in, 412–415; challenges facing, 410–412; community engagement issues, 412*t*, 413*t*; description and other names for, 18; as 501(c)(3) organizations, 399; health promotion jobs posted by, 414*t*; local health department services (LHD), 398, 400–403; resources and tools, 404–410; services offered by, 403–404; services promoting senior citizen health, 405*t*; ten essential public health services, 403*t*; types of, 400*t*. *See also* Public health
- Community health workers (CHWs): benefits of utilization of, 44; credentialing to ensure competence by, 308–312
- Community mobilization, 64–66
- Community organizing, 306–308
- Community Preventive Services Task Force, 330, 386–387
- Community readiness model, 72–73*t*
- Community Tool Box (CTB), 407–408
- The Community Toolbox, 91, 149
- The Conference Board, 237
- Conflict implementation challenge, 155–156
- Constructs: social cognitive theory (SCT), 60–61*t*; theoretical, 54; theory of planned behavior, theory of reasoned action, and integrated behavioral model, 56*t*
- Consumer groups, 365
- Continuous program improvement, 269
- Coordinated School Health model, 329
- Corporate philanthropy, 237
- Cost sharing, 221–222
- Council for the Advancement of Standards in Higher Education, 340
- Council on School Health, 335
- County Health Rankings and Roadmaps, 282
- County Health Roadmaps, 406–407
- Credentialing community health workers (CHWs), 308–312
- Critical Health Literacy (Level III), 32
- Crossing the Quality Chasm* report (IOM), 350–351





- Crowdsourcing, 236
- Cultural relevance of evaluation, 257
- Culturally competent health promotion programs:
address root causes of health disparities, 44–46; creating, 41–42*t*; engage minority groups and communities directly, 38, 40–41; evidence-based interventions in, 128; improve cross-cultural staff training, 42–43; recommended program strategies, 37–38, 39*t*–40*t*; recruit and mentor diverse staff, 43–44
- Culture: capacity assessment of program's setting and, 90; culturally competent systems that acknowledges differences in, 42–43; definition of, 42; evidence-based interventions consideration of, 128
- Cystic Fibrosis Association, 365
- Cystic Fibrosis Foundation's Quality Care Award, 365
- Cystic Fibrosis Parent Advocacy Group, 365
- D**
- Data: primary, 90–91, 93–99; reliability and validity of evaluation, 257; secondary, 90, 99–101, 275–279; unstructured, 276. *See also* Big data
- Data analysis: evaluation, 263; needs assessment, 101–103
- Data collection: evaluation, 255–257, 263; mixed methods for, 256–257; needs assessment, 90–91, 93–103; needs collection, 90–91; qualitative methods for, 256; quantitative methods for, 255–256
- Data fragmentation, 287
- Data mining, 279–284
- Data trustworthiness, 287
- Delphi technique, 95
- Development officers, 234
- Developmental evaluation (DE), 255
- Diffusion of innovations model, 63–64*t*, 120
- Disabilities. *See* People with disabilities
- Discrimination ADA prohibition, 32
- Disseminating needs assessment, 107
- Donor and alumni relations, 235
- Drug-Free Workplace Act, 133
- E**
- Ebola outbreak (2014), 304
- Ecological health perspective, 4*t*
- Educational levels: increasing graduation rates to increase health equity, 44–45; literacy and health literacy relationship to, 197; social determinant of health, 30–32
- eHealth: description and implications of, 22*t*; health communication through, 205*t*–206; health promotion program impact by, 21–23; Text4baby example of, 205*t*
- Electioneering, 179
- Electronic health records (EHRs), 278, 287, 352, 359–360
- Electronic surveys, 96
- Employee Health Benefit (EHB), 12–13
- Employee Health Services Handbook* (U.S. Office of Personnel Management), 388–389
- Empowerment: definition of, 306; organizing and community, 306–308
- Environmental factors: health disparities related to, 36; improving transit options to improve the, 46; as root cause of health disparities, 45; social cognitive theory on behavior and, 60. *See also* Communities
- Environmental health: climate of, 90; needs assessment, 88*t*
- EPA (U.S. Environmental Protection Agency), 303, 406
- Essential Health Benefit (EHB) package, 223
- Ethical issues: big data, 289; evaluation codes of ethics, 269–270
- Ethnicity. *See* Racial and ethnicity differences
- Evaluating programs: CDC's new approach to, 253–254; continuous program improvement purpose of, 269; costs of, 268–269; data collection and analysis, 255–257, 263; ensuring proper alignment when, 247*fig*; evidence-based practice website resources for, 263–264; health promotion tools in health care settings, 361*t*; implementation of evaluation, 266; improvement science applied to, 253; preparation for starting, 246–247; PSCA (or PDSA) Plan, Do, Check (or Study), Act, 254*fig*–255; rationale for, 245–246; reporting on, 264–266; selecting evaluation design, 260–262; terminology related to, 255–257; time frame and ethical considerations, 269–270; types of evaluations for, 248–253. *See also* Assessment
- Evaluation design: CDC framework for evaluating, 258–259; examples of research designs used in, 261–262; selecting the, 260–261
- Evaluation frameworks: CDC evaluation framework, 238*fig*–259; description of, 257; RE-AIM, 260; standards





recommended for using, 259–260
 Evaluation reports, 264–266
 Evaluation Research Team, 116
 Evaluators, 266–268
 Evidence-based interventions:
 balancing fidelity and adaptation, 128–130*t*;
 description and key sources of, 124–125*fig*, 126*fig*;
 identifying appropriate, 125–128; patient-centered health promotion
 incorporation of, 354*t*–355;
 prevent substance abuse in elementary school, 129–130*t*; workplace, 387*t*
 Evidence-based practice websites, 263–264
 Extended Parallel Process Model, 63

F

Facebook: advocacy using, 186;
 as health communication channel, 203; online crowdsourcing and fundraising on, 236
Federal Register, 227
 Fees for services (or client fees), 221
 Fidelity/adaptation intervention balance, 128–130*t*
The Fifth Discipline (Senge), 297–298
 Financial data, 288
 Fiscal management. *See* Budgeting; Program funding
 Fiscal year, 166
 501(c)(3) organizations: IRS on advocating by, 179–180; IRS on community health organizations as, 399; IRS on employee advocating when employed by, 180–181
 Focus groups, 94*t*
 Food desert mapping, 282, 283*fig*
 Formative evaluations, 248
 Foundation Center, 227
 Foundational Health Literacy (Level 1), 32

Foundations, 221
 Four P's of marketing, 74–75
 4 P's of advocacy, 186–187
From Neurons to Neighborhoods report (IOM), 330
 Funders: maintaining relationships with, 232–234; writing grant proposals to, 226–232
 Fundraising: benefits of, 235–236; board members and staff roles in, 237–238*t*; description and examples of, 222–223; development officers or staff role in, 234; strategies used for, 234–237

G

Galway Consensus Conference Statement, 174
 Gantt charts: educational activities, 151*fig*; online tools for designing and managing, 152; origins and description of, 150; timeline of, 156; used to guide implementation, 149, 152
 Gay, lesbian, bisexual, and transgender (GLBT) people: health status and, 33–34; prejudice and lack of social acceptance impact on, 34
 Gender differences: disabilities and health status, 32–33; health status and, 30
 Gender-related life expectancy, 30
 Geographic information system (GIS) mapping, 103
 Geographic location: health status relationship to, 33; local health system performance by quartiles, 33, 35*fig*; poverty rates by county (2012), 34*fig*
 Google Flu Project, 288–289
 Grant proposals: finding funding sources and opportunities, 226–227; issues to consider for, 226; meeting the funder's needs in the, 231–232; overview of a,

229*t*; process of writing the, 227–230; technological process of writing, 230–231
 Grants: maintaining relationships with funders, 232–234; program funding through, 221; writing proposals for, 226–232
 Guard Your Health program, 213–214*fig*
 Guide to Community Preventive Services, 125, 126*fig*, 330, 386–387
 Guide to Development a Workplace Injury and Illness Prevention Program with Checklists for Self-Inspection (State of California), 388
Guidelines for Hiring Health Promotion Professionals in Higher Education (ACHA), 342

H

Head Start, 325
 Health: ecological perspective of, 4*t*–5; environmental, 88*t*; matching health promotion programs to needs related to, 30; mental illness vs. mental, 86, 87*t*, 99; physical, 86, 87*t*; services promoting senior citizen, 405*t*; social, 87*t*–88*t*, 88; spiritual, 88, 88*t*; various definitions of, 3–4. *See also* Public health; Social determinants of health
 Health Care Education Association, 367
 Health care organizations: challenges for health promotion programs in, 361–364; effective health promotion programs in, 351–356; evolution of patient-centered health promotion in, 349–351; health promotion career opportunities in, 364–367; health promotion programs in, 17; health promotion resources for, 356–361*t*





- Health care spending, 21–22
- Health care system: health promotion program impact by the, 21–23; performance by quartiles of local, 33, 35*fig*; waste of health care spending in the, 21–22
- Health communication:
Communicative or Interactive Health Literacy (Level II), 32; description and attributes of effective, 193–195; developing and pretesting concepts, messages, and materials, 207–214*fig*; developing communication plan for a site, 201–207; process of planning in various settings, 208*t*. *See also* Communication theories; Health literacy
- Health Datapalooza conference, 279
- Health disparities: program strategies to eliminate, 37–38; programs that address root causes of, 44–46; race and ethnicity and, 34–37; “victim blaming” for, 308. *See also* Health equity
- Health education: ASSIST program on tobacco use prevention, 182–183; credentialing practitioners of, 308–312; health promotion and, 15–16; school health promotion programs, 17, 325–342; *Speaking Education’s Language* on working with schools, 341; using plain language for, 199*fig*–200, 357. *See also* Health promotion
- Health education careers: community health organizations, 412–415; health care organizations, 364–367; working with children and youth, 341–342; workplace health promotion, 384–386
- Health Education Curriculum Analysis Tool (HECAT) [CDC], 333
- Health Education Specialist Practice Analysis (HESPA), 309–310
- Health education specialists: ACO medical home in relation to competencies of, 14*fig*; integral role in health care team by, 14; opportunities provided by ACA to, 13–14; state Medicaid reimbursement of, 14–15
- Health equity: address root causes of health disparities to improve, 44–46; program strategies to achieve, 37–38. *See also* Health disparities
- Health illiteracy: factors in, 31; as root cause of health disparities, 45
- Health Impact Pyramid, 172
- Health informatics, 289–291
- Health information management, 289–291
- Health Information Technology for Economic and Clinical Health (HITECH) Act, 278
- Health insurance: ACA extension of, 13; Employee Health Benefit (EHB), 12–13
- Health Landscape, 284
- Health literacy: definition of, 31, 195; *Healthy People* (2010) on importance of, 32; improving health equity by increasing, 45; people most likely to have low, 196; plain language and other strategies to improve, 198–201, 357; range of factors contributing, 195; three levels of, 32; in the United States, 197–198; universal precautions approach to, 196. *See also* Health communication
- Health Literacy Online, 200
- Health, Mental Health and Safety Guidelines for Schools* (AAP), 338–339
- Health priorities: BPR 2.0 model and PEARL score for ranking, 106; establishing needs assessment, 103–107; process for determining, 104–105*t*
- The Health Project, 376
- Health-promoting universities, 336–338
- Health promotion:
credentialing practitioners of, 308–312; defined as two levels of action, 16; focus on planned change in, 5; historical context for, 6–10*fig*; how the Affordable Care Act has impacted, 12–15; materials for, 122–124; in schools and universities, 17, 325–342. *See also* Health education; Promotion
- Health promotion program planning: additional implementation planning tools, 152–153*fig*; budgeting and fiscal management, 161–166; hiring and managing high-quality staff as part of, 157–161; for implementation challenges, 153–157; moving to action planning from, 143–144*t*; patient-centered health promotion adoption of, 353–354; preparing a logic model for, 145*fig*–152; theories and models for, 10*fig*, 67–75
- Health promotion program planning models: community readiness model, 72–73*t*; how to effectively apply, 75; intervention mapping, 71–72; PRECEDE-PROCEED model, 68–71; social marketing, 10*fig*, 73–75; three basic steps in all, 67–68





- Health promotion program settings: communities, 18; developing a communication plan for a, 201–207; evaluating tools in health care, 361*t*; geographic information system (GIS) mapping of, 103; health care organizations, 17; health care patient-centered, 349–368; needs assessment measures on, 89–90; planning health communication in various, 208*t*; program funding by participants and, 224*t*–226; schools, 17, 325–342; workplace, 19, 373–391*t*
- Health promotion programs: advisory boards of, 20; champions and advocates of, 21; components of, 16*t*; culturally competent, 37–46; developing policies and procedures, 130–135; enhancing impact and sustainability of, 313–316; evaluation of a, 245–272; funding and budgeting, 161–166, 219–239; goals and objectives of, 114–119, 144*t*; health care organization patient-centered, 349–368; health care system and eHealth impact on, 21–23; implementation science to improve effectiveness of, 312–313; matching people's health needs to, 30; mission statement of, 113–115; needs assessment, 85–107; philosophy of a, 113; priorities as identified by WHO, 16; settings for, 16–19; six realities that complicate changes promoted by, 296–297; stakeholders in, 19–20; three tier prevention framework of, 5–6; two complementary interventions of, 5. *See also* Interventions; Staff
- Health Resources and Services Administration, 43
- Health risk appraisal (HRA), 357–358
- Health status: characteristics of health determining, 3–4; disability and, 32–33; gender differences and, 30; geographic location and, 33; how social determinants of health impact, 3, 6, 29; link between poverty and poor, 29–30; relationship between academic performance and, 328*fig*
- Health Trust, 45, 46
- Healthcare Effectiveness Data and Information Set (HEDIS), 280
- Healthier Worksite Initiative, 386
- Healthy Communities Program's Action Guides (CDC), 152–153*fig*
- Healthy Hearts, 18
- Healthy People* (2010): on effective health communication attributes, 193, 194*t*; on importance of health literacy, 32; origins of, 8; as public-private partnership to promote health, 10–11
- Healthy People* (2020): action model to achieve the overarching goals of, 11–12; data mining from indicators of, 284; on importance of developing policies, 174; MAT-IT framework used by, 408; objectives of the, 115
- HHS Secretary's Task Force Report on Black and Minority Health (Heckler Report) [1985], 8
- Hispanics: address root causes of health disparities among, 44–46; case study on racial/ethnic health needs assessment, 96–97; create culturally competent programs for, 41–44; engaging communities to address health promotion, 38–41; health disparities of, 34–37; increasing population of, 378; prevalence of disability among, 32; program strategies to achieve health equity of, 37–38, 44–46. *See also* Minority groups; Racial and ethnicity differences
- Hospitals: ACA required CNHAs of nonprofit, 14; electronic health records (EHRs) of, 278, 287, 352, 359–360; patient-centered health promotion programs in, 349–367
- I**
- Impact evaluation, 250–252
- Implementation: action planning for challenges related to, 153–157; action planning tools, 152–153; cha.1639T021.9()-0rcase health





- Institute for Patient-and Family-Centered Care, 352, 365
- Institute of Medicine (IOM):
Community Health Data Forum hosted by, 279;
Crossing the Quality Chasm report by, 350–351; diversity in staff promoted by, 43; five levels of intervention strategies by, 121–122; *From Neurons to Neighborhoods* report by, 330; on importance of public health worker competence, 309; preventive interventions identified by, 120–121; *Roundtable on Health Literacy* by, 357; *Who Will Keep the Public Healthy?* report by, 174
- Interest groups, 365
- Intermediate outcomes, 145*fig*, 146*fig*, 148
- Internal Revenue Code: on advocating while employed by 501(c)(3) organizations, 180–181; community organizations recognized as 501(c)(3) nonprofits by, 399; on health advocacy by 501(c)(3) organizations, 179–180
- Internalized racism, 37
- International Conference of Health Promotion (1986), 3
- International Conference on Health Promoting Universities (2015), 336–337
- Intrapersonal level, 4*t*
- Interpersonal level
theories/models:
foundational models applied across the levels including, 66–67*t*; social cognitive theory (SCT), 59–61*t*, 120; social network, social support, and social capital theory, 61–62*t*
- Intervention mapping, 71–72
- Intervention strategies:
indicated, 121; positive development, 121; selective, 121; treatment, 122; universal, 121
- Interventions: deciding on program, 119–120; IOM’s list of strategies and preventive, 120–122; policies and procedures, 130–135; program sustainability related to program, 314*t*; provided to K-12 school students, 327; transitioning to program implementation, 135–137; typology of health promotion, 122*t*; using evidence-based, 124–130*t*, 354*t*–355; zone of drastic mutation issue of, 29. *See also* Health promotion programs
- Interviews: focus groups, 94*t*; key informant, 93–94; motivational interviewing (MI), 358–359; staff job candidates, 159*t*
- Intrapersonal level of ecological perspective, 4*t*
- Intrapersonal level theories/models: description of, 55; foundational models applied across the levels including, 66–67*t*; health belief model, 55–56; theory of planned behavior, theory of reasoned action, and integrated behavioral model, 56*t*–57*fig*; transtheoretical model and stages of change, 58*t*–59, 120
- J**
Jakarta Declaration on Leading Health Promotion into the 21st Century (WHO, 1997), 8–9, 16
- Joint Committee on Health Education and Promotion Terminology, 174
- Joint Committee on Standards for Educational Evaluation, 258, 259
- K**
K-12 schools: Characteristics of an Effective Health Education Curriculum (CDC) on, 333; dropout prevention programs in, 336; health interventions and services provided to, 327; health promotion career opportunities in, 341–342; health promotion in, 325–327, 331–335; No Child Left Behind Act (2001) on, 329, 340; Physical Education Curriculum Analysis Tool (CDC) for, 334; relationship between grades and risk behaviors of students, 327*fig*; relationship between health status and academic performance at, 328*fig*; resources and tools for promoting health in, 338–340; *Speaking Education’s Language* on working with, 341; systematic integration of communities with their, 335–336; The Whole School, Whole Community, Whole Child (WSCC) model used in, 331–335. *See also* Pre-schools; Schools
- Key informants: description of, 21; interviews of, 93–94
- Kickstarter, 236
- L**
Lalonde report (1974), 7, 8
- Leadership for change:
collective impact by, 302–303*fig*; community empowerment and organizing by, 306–308; engaging participants and building support, 298–302; enhancing impact and sustainability of program, 313–316; ensuring competency through credentialing, 308–312; implementation science to



- improve program effectiveness by, 312–313; learning disciplines that should be adopted by, 297–298; networking, outreach, and referrals by, 304–305; online communities used by, 305–306; patient-centered health promotion, 353; six realities that complicate efforts of, 296–297. *See also* Behavior change
- Leading by Example: Leading Practices for Employee Health Management*, 376
- Learning disciplines: applied to behavioral changes, 297–298; list of the five different, 298
- Legal issues: big data, 289; health advocacy, 179–181
- Legislation: Americans with Disability Act (ADA) [1990], 32; Drug-Free Workplace Act, 133; Health Information Technology for Economic and Clinical Health (HITECH) Act, 278; Library of Congress website as aid to tracking, 177; No Child Left Behind Act (2001), 329, 340; Nutrition Labeling and Education Act (1990), 176; Patient Protection and Affordable Care Act (ACA) [2010], 12–15, 85, 195, 223, 380, 398–399; U.S. Government Performance Results Act, 404; War on Poverty (1965), 328
- Lesbians. *See* Gay, lesbian, bisexual, and transgender (GLBT) people
- Life expectancy: gender and, 30; impact of community health organizations on, 400
- Lincoln Industries workplace health promotion, 377*t*
- LinkedIn, 203
- Lobbying, 180
- Local health department services (LHD), 398, 400–403
- Logic models: description of, 145; for preventing initiation of tobacco use among young people, 146*fig*–147*t*; program inputs and activities, 145*fig*–148; program outcomes, 145*fig*, 146*fig*, 148–149
- Long-term outcomes, 145*fig*, 146*fig*, 148
- M**
- Mail surveys, 95
- Major gifts, 235
- March of Dimes, 175, 399
- Market research on health communication, 206
- Marketing: commercial, 74*t*; social, 10*fig*, 73–75
- Mass fundraising, 236
- Master certified health education specialist (MCHES), 309, 311
- MAP-IT framework, 408
- Matching funds, 221–222
- Maternal and Child Health Bureau of HRSA, 406
- Maternal and child health (MCH) programs, 406
- Media advocacy: building relationships with the media for, 188; MADD's successful use of, 175; newspaper editorial pages, 184. *See also* Social media
- Medicaid: EHR Incentive Program, 359–360; health education specialists reimbursement by, 14–15; health promotion program funding through, 223; Medicare and Medicaid EHR Incentive Programs, 352, 359–360
- Medical care factors of health disparities, 37
- Medical Library Association, 367
- Medically indigent adult (MIA) programs, 223
- Medicare and Medicaid Electronic Health Records Incentive Programs, 352, 359–360
- Mental health: case study on college student needs assessment, 99; definition and indicators of, 86, 87*t*
- Minority groups: address root causes of health disparities among, 44–46; create culturally competent programs for, 41–42; engaging directly to address health promotion issues, 38, 40–41; improve cross-cultural staff training to work with, 42–43; program strategies to eliminate health disparities among, 37–38; recruit and mentor diverse staff to work with, 43–44. *See also* Racial and ethnicity differences; *specific population*
- Mission statements, 113–115
- Mixed methods, 256–257
- Mobile giving and bidding, 236
- Mothers Against Drunk Driving (MADD), 175
- Motivational interviewing (MI), 358–359
- N**
- National Action Plan to Improve Health Literacy (DHHS), 200
- National Adult Literacy Survey (NALS), 197
- National Alliance for Hispanic Health, 43, 96
- National Assessment of Adult Literacy (NAAL), 197, 198
- National Association for the Education of Young Children (NAEYC), 330
- National Association for the Study and Prevention of Tuberculosis, 399
- National Association of County and City Health Officials (NACCHO), 408
- National Association of Social Workers, 362, 367





- National Association of Student Personnel Administrators, 338
- National Board of Public Health Examiners (NBPHE), 311
- National Cancer Institute: ASSIST of the, 182–183; on health communication, 201–203–205, 206, 209–211, 212; RTIPs developed and maintained by, 125
- National Center for Chronic Control and Prevention, 89
- National Commission for Health Education Credentialing, Inc. (NCHEC), 309–311
- National Commission of Certified Agencies, 309
- National Committee for Quality Assurance (NCQA), 280
- The National Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care*, 357
- National Healthcare Disparities Report* (NHDR), 35–36
- National Institute for Occupational Safety and Health (NIOSH), 375, 388, 389
- National Institute of Diabetes and Digestive and Kidney Diseases, 228
- National Institutes of Health (NIH): Big Data to Knowledge (BD2K) initiative of, 280; grant-writing recommendations by, 228; health promotion materials available from, 210; health services coordinated by, 220; *Plain Language Guidelines* by, 357; on recruiting and mentoring diverse staff, 43
- National Organization for Rare Disorders, 365
- National Partnership for Action to End Health Disparities, 40
- National Profile of Local Health Departments (NACCHO), 400, 402
- National Public Health Accreditation Standards, 409
- National Public Health Performance Standards Program (NPH-PSP), 408–409
- National Registry of Evidence-Based Programs and Practices (NREPP), 124–125*fig*
- National Research Council, 378
- National Resource Center for Health and Safety in Child Care and Early Education (NRC), 338
- National Standards of Health Education, 333
- National Wellness Institute, 384
- Native Hawaiians/Pacific Islanders: address root causes of health disparities among, 44–46; create culturally competent programs for, 41–44; engaging communities to address health promotion, 38–41; health disparities of, 34–37; program strategies to achieve health equity of, 37–38. *See also* Minority groups; Racial and ethnicity differences
- Needs assessment: case study on racial/ethnic, 96–97; college student mental health, 99; common questions to guide, 248–249; Community health needs assessments (CHNAs), 14; data collection for, 90–91, 93–103; defining a, 85–86, 248; four steps in conducting a, 92; geographic information system (GIS) mapping used in, 103; health promotion program sites measured in, 89–90; individual measures in a, 86–88*t*; promoting a, 92–93; reporting and disseminating the, 101–107; setting priorities of, 103–107
- Network of Care (NAC), 284
- Networking, 304, 305
- No Child Left Behind Act (2001), 329, 340
- Nonprofit hospitals: CNHAs required by ACA for, 14; electronic health records (EHRs) of, 278, 287, 352, 359–360; patient-centered health promotion programs in, 349–367
- Nutrition Labeling and Education Act (1990), 176
- O**
- Obama care. *See* Patient Protection and Affordable Care Act (ACA) [2010]
- Obesity: California Nutrition Education and Obesity Prevention Branch Worksite Program on, 389; health education to prevent, 331*fig*; workplace promotion of Weight Watchers for, 381
- Objectives: action (or behavioral), 115; action plan documenting activities to execute strategies, 144*t*; characteristics of effective, 117–119; description of and writing, 114–119; evaluation of achieving, 250, 258, 265–266; health communication plan, 201–202*t*; outcome, 115, 145*fig*, 146*fig*, 148–149; process (or administrative), 114–115; SMART, 116, 250, 258, 265–267. *See also* Behavior change
- Occupational Safety and Health Administration, 19
- Office of Disease Prevention and Health Promotion, 31, 200
- Office of Management and Budget, 404
- Office of Minority Health Strategies, 357
- Online communities, 305–306
- Online crowdsourcing, 236
- Ottawa Charter for Health Promotion* (1986), 3, 8





Outcome evaluation, 252–253
 Outcome objectives:
 description of, 115; logic
 models on, 145*fig*, 146*fig*,
 148–149
 Outreach by programs, 304

P

Participants: engaging and
 building support among,
 298–302; program funding
 by, 224*t*–226; referrals made
 to potential, 304–305. *See*
also Behavior change

Partnership for Prevention, 376

Partnerships: communication
 plan on developing, 206; for
 community empowerment
 and organizing, 306–308;
 forming advocacy alliance
 and, 181–183; *Healthy*
People (2010) as a
 public-private, 10–11. *See*
also Alliances

Patient Bill of Rights (1973),
 349–350

Patient-centered health
 promotion programs: career
 opportunities for, 364–367;
 challenges for, 361–364;
 collaborative approach to,
 355, 363–364; effective
 health care organization,
 351–356; electronic health
 records (EHRs), 278, 287,
 352, 359–360; evolution in
 health care organizations,
 349–351; health promotion
 resources for, 356–361*t*;
 interdisciplinary and
 collaborative approach of,
 355; standards for
 high-quality, 354*t*

Patient centered medical homes
 (PCMHs), 13

Patient Power, 365

Patient Protection and
 Affordable Care Act (ACA)
 [2010]: description of the, 12;
 Essential Health Benefit
 (EHB) package established
 by, 223; 501(c)(3) status

requirements of, 85; health
 literacy as defined by, 195;
 impact on health promotion
 by the, 12–15; impact on
 public health departments
 by, 398–399; nonprofit
 hospitals and CHNAs under
 the, 14; PCMHs and ACOs
 under the, 13, 14*fig*; Section
 1302: Employee Health
 Benefit (EHB) package,
 12–13; workplace health
 promotion changes due to,
 380

PDCA cycle, 254*fig*–255

PEARL model, 106

People of color. *See* Minority
 groups

People with disabilities, ADA
 (1990) prohibition of
 discrimination against, 32

Personally identifiable
 information, 288

Personally mediated racism, 37

Pew Internet Project, 198

Pew Research Center, 198

Physical education, 334–335

Physical Education Curriculum
 Analysis Tool (CDC), 334

Physical health, 86, 87*t*

Place (Ps of marketing), 75

Plain language: description of,
 198–199*t*; health education
 resource example of,
 199*fig*–200; *Plain Language*
Guidelines (NIH) on, 357

Planned gifts, 235

Planning. *See* Health promotion
 program planning

Policies and procedures: basic
 elements of an effective,
 133–135; developing a health
 promotion, 132–133; NYC's
 smoke-free workplace policy
 intervention, 130–131*t*;
 PRECEDE-PROCEED model
 phase on, 70

Political action: champions and
 advocates of, 21; health
 promotion interaction of,
 10*fig*

Political power, 306

Population: examples of LHD
 services by size of, 401*t*; LHD
 providing primary
 prevention services by, 402*t*;
 priority, 6, 19; workplace
 health promotion programs
 and growth of U.S.,
 378–379*fig*

Population level, 4*t*, 10*fig*

Population level

theories/models:

 communication theories, 63;
 community mobilization,
 64–66; diffusion of
 innovations model, 63–64*t*,
 120; foundational models
 applied across the levels
 including, 66–67*t*; overview
 of, 62

Post testing research designs,
 261, 262

Poverty: by county (2012), 33,
 34*fig*; link between poor
 health status and, 29–30; by
 race and ethnicity (2010),
 31*fig*; War on Poverty (1965)
 legislation, 328. *See also*
 Income levels

Power: community
 empowerment form of,
 306–308; three levels of, 306

Pre-schools: early care and
 education in, 329–331; Head
 Start, 328; health promotion
 in, 325, 328–331; resources
 and tools for promoting
 health in, 338, 339*t*; spectrum
 of opportunities for obesity
 prevention in, 331*fig*. *See also*
 K-12 schools; Schools

PRECEDE-PROCEED model:
 phase 1: social assessment,
 68; phase 2: epidemiological
 assessment, 68–70; phase 3:
 educational and ecological
 assessment, 70; phase 4:
 administrative and policy
 assessment and intervention
 alignment, 70; phase 5:
 implementation, 70; phase 6:
 process evaluation, 70–71;
 phase 7: impact evaluation,





- 71; phase 8: outcome evaluation, 71
- Pretesting health communication: description and reasoning of, 208–209; process of, 209–213
- Pretesting research designs, 261–262
- Prevention Institute, 36
- Preventive interventions: five levels of strategies for, 121–122; Institute of Medicine's list of, 120–121
- Price (Ps of marketing), 75
- Primary data: methods and tools for gathering, 93–99; overview of, 90–91
- Primary prevention: description of, 5; health promotion focus on, 5–6
- Principles of Community Engagement*, 412
- Priorities. *See* Health priorities
- Priority population, 6, 19
- Private foundations, 221
- Process evaluation, 249–250
- Process (or administrative) objectives, 114–115
- Processes of change, 58*t*
- Product (Ps of marketing), 75
- Program for the International Assessment of Adult Competencies (PIAAC), 198
- Program funding: board members and staff roles in, 237–238*t*; fundraising, 222–223, 234–237; grant proposals, 226–232; maintaining relationships with funders, 232–234; by participants and setting, 224*t*–226; sources of, 220–223; understanding issues involved in, 219–220. *See also* Budgeting
- Program outreach, 304
- Program sustainability: enhancing program impact and, 313–316; program interventions and sustainability factors impacting, 314*t*
- Project REACH (Racial and Ethnic Approaches to Community Health), 38, 40–41
- Promotion: health, 5–15; needs assessment, 92–93; as one of the Ps of marketing, 75. *See also* Health promotion
- Psychological power, 306
- Public foundations, 221
- Public health: CDC's top 10 advances in, 175; certified in public health (CPH), 311–312; National Public Health Accreditation Standards, 409; ten essential services of, 403*t*. *See also* Community health organizations; Health Public Health Foundation (PHF), 409
- Public Health Functions Steering Committee (DHHS), 402
- Public service announcements (PSAs), 185
- PubMed database, 124
- Q**
- Qualitative data, 91
- Qualitative methods, 256
- Quality Rating and Improvement Systems (QRIS) Compendium, 338
- Quality Rating and Improvement Systems (QRIS) National Learning Network, 330–331
- Quantitative data, 91
- Quantitative methods, 255–256
- R**
- R3 Report: Patient-Centered Communication Standards for Hospitals* (The Joint Commission), 356–357
- Racial and ethnicity differences: comparing health disparities to Whites, 36*fig*; evidence-based interventions consideration of, 128; health disparities and, 34–46; health status, geographic location and, 33, 34*fig*; poverty (2010) by, 31*fig*; prevalence of disability among U.S. adults, 32. *See also* Minority groups; Social determinants of health; *specific population*
- Racial and ethnicity health disparities: four major categories or factor causes of, 36–37; program strategies to achieve health equity and eliminate, 37–38
- Racial/ethnic health needs assessment, 96–97
- Racism: internalized, 37; personally mediated, 37
- RE-AIM evaluation framework, 260
- Readability Tests and Instruments* (CDC), 357
- Referrals, 304–305
- Reliability, 257
- Reporting needs assessment, 101–107
- Research-Tested Intervention Programs (RTIPs), 125, 127*fig*
- Robert Wood Johnson Foundation, 33, 42, 282, 407
- Root causes of health disparities, 44–46
- Roundtable on Health Literacy* (IOM), 357
- S**
- SAM (suitability assessment of materials), 123–124
- SAMHSA (Substance Abuse and Mental Health Services Administration), 86, 268
- Sampling, 97–98*t*
- Sampling bias, 98
- School Health Index: A Self-Assessment and Planning Guide*, 89–90, 339–340
- School Health Index (CDC), 339–340
- Schools: Characteristics of an Effective Health Education Curriculum (CDC) on, 333; Coordinated School Health





- model on, 329; health promotion career opportunities in, 341–342; health promotion programs in, 17, 325–342; intervention to prevent substance abuse in, 130*t*; No Child Left Behind Act (2001) on, 329, 340; school budget document of, 225; systematic integration of communities with their, 335–336; The Whole School, Whole Community, Whole Child (WSCC) model used in, 331–335. *See also* K-12 schools; Pre-schools; Universities
- Secondary data: external sources of, 277*t*–279; internal sources of, 276; methods and tools for gathering, 99–101; overview of, 90
- Secondary prevention, 5–6
- Secretary's Advisory Committee on National Health Promotion and Disease Prevention Objectives for 2020, 11
- Selective preventive interventions, 120–121
- Self-efficacy, 59, 61*t*
- Senior citizen health services, 405*t*
- Settings. *See* Health promotion program settings
- Sexual orientation, 33–34
- Short-term outcomes, 145*fig*, 146*fig*, 148
- SMART objectives: description of, 116; evaluation of, 250, 258, 265–266; evaluators used to write high quality, 267
- Smoking: adult smoking behavior, 102*fig*; advocacy to control tobacco use and, 175–176; ASSIST program to prevent, 182–183; logic model for preventing tobacco use and, 146*fig*–147*t*; NYC's smoke-free workplace policy intervention for, 130–131*t*; Tips From Former Smokers campaign (CDC) to prevent, 202
- Social capital, 61
- Social cognitive theory (SCT): application activity on, 60; constructs of, 60–61*t*; intervention strategies using, 120; overview of, 59–60
- Social determinants of health: description of, 3, 6, 29; disability, 32–33; gender, 30; geographic location, 33, 34*fig*; income and education, 30–32; poverty, 29–31*fig*, 33, 34*fig*; sexual orientation, 33–34. *See also* Health; Racial and ethnicity differences
- Social Ecological Framework (SEF), 383*t*
- Social health, 86, 87*t*–88*t*
- Social marketing: differentiating commercial marketing from, 74*t*; overview of, 10*fig*, 73–75
- Social media: advocacy using, 186; Facebook, 186, 203, 236; health communication using, 203–208; LinkedIn, 203; online crowdsourcing and fundraising on, 236; Twitter, 186, 203, 236. *See also* Communication channels; Media advocacy
- Social network, social support, and social capital theory, 61–62*t*
- Social power, 306
- Social support: definition of, 61; subtypes of functional, 62*t*
- Societal factors of health disparities, 36
- Society for Public Health Education (SOPHE), 13–14*fig*, 44, 367
- Society of State Leaders of health & Physical Education, 329
- Speaking Education's Language*, 341
- Special event fundraisers, 235–236
- Spectrum of Opportunities for Obesity Prevention in Early Care and Education Settings* (CDC), 331*fig*
- Staff: budgeting related to travel and training of, 164; evidence-based interventions and role of, 128; hiring and managing high-quality, 157–161; improve cross-cultural training of, 42–43; interviewing potential, 159*t*; planning for implementation challenges related to, 155–157; program funding role by, 237–238*t*; program referrals made by, 304–305; recruit and mentor diverse, 43–44. *See also* Health promotion programs
- Stages of change, 58*t*–59
- Stakeholders: barriers to health changes related to, 296–297; description of, 19; health promotion program involvement of, 19–20; planning for implementation challenges related to, 155
- Standards for evaluation, 259–260
- Standards of Practice for Health Promotion in Higher Education, 3rd edition* (ACHA), 340
- Substance Abuse and Mental Health Services Administration (SAMHSA), 86, 268
- Suitability assessment of materials (SAM), 123–124
- Summative evaluations, 250
- Survey questionnaires, 95–96

T

- Talking points, 183–184
- Task Force, 330, 386
- Technology: advocacy use of, 189; eHealth, 21–23, 205*t*–206; electronic health records (EHRs), 278, 287,



- 352, 359–360; writing grant proposal role of, 230–231
- Tertiary prevention, 5–6
- Texas Education Agency, 221
- Text4baby, 205*t*
- Theories: constructs of, 54; definition of a, 53–54; foundational model applied across the levels, 66–67*t*; health promotion program planning models, 67–75; in health promotion programs, 53–67*t*; interpersonal level, 59–62*t*; intrapersonal level, 55–59; population level, 62–66; Social Ecological Framework (SEF) at different levels of, 383*t*
- Theory of planned behavior, theory of reasoned action, and integrated behavioral model: constructs of, 56*t*; overview of the, 56–57*fig*
- Time series research designs, 262
- Tips From Former Smokers campaign (CDC), 202
- Tobacco use. *See* Smoking
- Total Worker Health, 382
- TRAIN learning resource, 409
- Transgender people. *See* Gay, lesbian, bisexual, and transgender (GLBT) people
- Transtheoretical model, 58*t*–59, 120
- Treatment interventions, 122
- Trust for America's Health, 406
- Twitter: advocacy using, 186; as health communication channel, 203; online crowdsourcing and fundraising on, 236
- U**
- United States: changes in labor force (1990–2020), 379*fig*; health rankings in the, 406; population growth in, 378–379*fig*
- United Way, 410
- Universal preventive interventions, 120, 121
- Universities: binge drinking among students at, 99; health-promoting, 336–338; health promotion career opportunities in, 341–342; resources and tools for promoting health in, 338, 339*t*, 340. *See also* Schools
- University of Kansas's Community Toolbox, 178*t*, 184
- University of Michigan Center for Value-Based Insurance Design, 376
- University of Oregon, 363
- University of Wisconsin Population Health Institute, 282, 407, 410
- U.S. Census Bureau, 406
- U.S. Chamber of Commerce, 376
- U.S. Department of Commerce, 406
- U.S. Department of Education, 31, 44, 336, 406
- U.S. Department of Health and Human Services (DHHS): ACA health insurance exchanges as reported by, 380; on benefits of using CHWs, 44; Community Health Data Forum hosted by, 279; on health communication, 193, 194*t*; on health illiteracy factors, 31; on health instruction in schools, 333; health rankings data from the, 406; on health status among GLBT people, 34; *Healthy People* (2010), 8, 10–12*fig*, 32, 193, 194*t*; *Healthy People* (2020), 11–12*fig*, 115, 174, 284, 408; National Action Plan to Improve Health Literacy of the, 200; *The National Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care* by, 357; program funding through public funds from, 220; on program objectives, 114, 116; Public Health Functions Steering Committee of the, 402
- U.S. Department of Health, Education, and Welfare, 349
- U.S. Department of Justice, 406
- U.S. Department of Labor, 15, 17, 308, 406
- U.S. Environmental Protection Agency (EPA), 303, 406
- U.S. Government Performance Results Act, 404
- U.S. Navy, 303
- V**
- Validity, 257
- Variables: converting theory construct into a, 54; theory of planned behavior and theory of reasoned action, integrated behavioral model, 57*fig*
- “Victim blaming,” 308
- Virginia Department of Environmental Quality, 303
- Visual mapping, 282, 283*fig*
- Volunteers, 223
- W**
- War on Poverty legislation (1965), 328
- Web resources: Community Commons, 100; The Community Toolbox, 91, 149; evidence-based practice websites, 263–264
- Weight Watchers, 381
- Wellness Council of America (WELCOA), 376
- What Works for Health tool, 410
- Whites: comparing health disparities of people of color to, 36*fig*; prevalence of disability among, 32
- Who Will Keep the Public Healthy?* report (IOM), 174
- The Whole School, Whole Community, Whole Child



Women, Infants and Children (WIC) programs, 401
Women with disabilities, 32
Work Group for Community Health and Development, 407
Work@Health
 Train-the-Trainer, 384
Work@Health Wellness Champions (CDC), 384
“Workforce Roles in a Redesigned Primary Care Model” (AHA), 355
WorkLife Initiative, 388
Workplace health promotion programs: accountability of, 375–376; Affordable Care Act (2010) impact on, 380; brief history and current

trends in, 373–376; career opportunities in, 384–386; changing landscape for the future of, 378–381; Employee Health Benefit (EHB), 12–13; evidence-based, 387*t*; impact of population growth on, 378–379*fig*; resources and tools for, 386–390; success stories on, 376–377*t*; workplace health promotion initiatives, 381–384
Workplace Health Research Network (CDC), 381
Workplaces: description of, 19; health promotion programs in the, 19, 373–390
World Health Organization (WHO): on gender and life

expectancy, 30; health as defined by, 3; interest groups representing promotion values of, 365; *Jakarta Declaration on Leading Health Promotion into the 21st Century* (1997), 8–9, 16; priorities for health promotion programs identified by, 16

Y

Youth Center, 18
YouTube, 203

Z

Zone of drastic mutation, 129

