



## Using MAP-IT to Mobilize for Healthy People 2020

Thank you for taking the "Using MAP-IT to Mobilize for Healthy People 2020" continuing education course. Part of the requirements is that you take a test and complete an evaluation of the course. Please answer the questions on the following pages. There are 15 multiple choices, TF and open ended response questions valued varying point values (points are given at the end of each question totaling 60 points). To receive the certificate of completion for credit you must pass with at least 70% (42 through 60 points). If you have questions please contact Jim Grizzell at jim@healthedpartners.org.

### Scoring and Submitting Answers

Your total score is calculated as you answer questions and is shown for you to check as you take the 7<sup>th</sup> page. Text answers will be reviewed to insure they related to the question. Instructions for submitting your answers are on that page also (submitting depends on the email program you use).

### Contact and Certification/License Information

Please provide contact information. **First and last names** and **email address** are required. These, at least, are needed for your certificate and emailing it to you.



**First Name:\*** \_\_\_\_\_  
**Last Name:\*** \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Address 2: \_\_\_\_\_  
 City/Town: \_\_\_\_\_  
 State: \_\_\_\_\_  
 ZIP Code: \_\_\_\_\_  
 Country: \_\_\_\_\_  
**Email Address:\*** \_\_\_\_\_  
 Phone Number: \_\_\_\_\_

Provide the name or names of your certification, registration or, license name and number. This will be used on your certificate of passing the course. Example:       MCHES             2670      

Certification, registration or license name and number: \_\_\_\_\_  
 Certification, registration or license name and number: \_\_\_\_\_  
 Certification, registration or license name and number: \_\_\_\_\_

### Test Questions

1. The Community Tool Box (CTB) chapter 1 described its conceptual framework or model for building healthier communities has a dynamic and iterative process with which of these phases or broad competencies. (5 points, correct response = 1, incorrect = -1)
  - A. Understanding Community Context
  - B. Collaborative Planning
  - C. Developing Leadership and Enhancing Participation
  - D. Community Action and Intervention
  - E. Understanding health status
  - F. Addressing the determinants of health
  - G. Reducing health disparities
  - H. Evaluating Community Initiatives
  - I. Increase quality and years of healthy life
  - J. Promoting and sustaining the initiative
  - K. Giving information to individuals to make them change behavior

|                                      |  |
|--------------------------------------|--|
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2. According to Healthy People 2020's Funding Resources web page what are tasks to do to make the case for funding? Check all that apply. (5 points, correct = 1, incorrect = -1)
- A. Get the data. Use Healthy People as a data source
  - B. Compare your city or State to national baseline data in Healthy People
  - C. Tie your local health promotion efforts to a national public health movement
  - D. Identify new stakeholders and partners
  - E. Ask for a range of dollars for funding
  - F. Plan a strong public health program

3. The **Mobilize** web page box "**Healthy People 2020 Tools**" has a "**Brainstorm: Potential Partners**" pdf file listing many public, private, and volunteer organizations that could be valuable partners in your efforts. Provide the names of one or more organizations that might be good partners for you. (2 points) **NOTE: For credit for typing an answer, verify by clicking the box.**



4. CTB's Chapter 1, Section 7 describes a framework for collaboration among community partnerships, support organizations and funders. Which one of the seven key factors (essential ingredients) in community change that seems most important to address in your work right now? (5 points)

Provide one key factor and brief reason? Write 1 to 3 short sentences (≤50 words). **Verify answering.**



5. CTB's Chapter 1, Section 3 describes a **Work Group Logic Model: Our theory of Change**. What are the five basic parts of the model? Check the five that apply. (5 points)

- A. Community context and planning
- B. Administrative, educational, epidemiological and social assessments
- C. Community action and intervention
- D. Implementation
- E. Community and system change
- F. Risk and protective factors and widespread behavior change
- G. Improving more distant outcomes (long-term goals)

6. Which of Chapter 4 Getting Issues on the Public Agenda sections (2, 3, 4, or 5) did you read/study? What was significant for your work and/or how might you use what you learned? (5 points)





7. According to CTB's Chapter 5 Choosing Strategies to Promote Community Health and Development overview Section 1 community organizing is the process by which people come together to identify common problems or goals, mobilize resources, and, in other ways, develop and implement strategies for reaching the objectives they want to accomplish. (1 point)

True  False

8. Which of Chapter 5 sections (2, 3, 4, 5 or 6) did you read/study? What was significant for your work and/or how might you use what you learned? (5 points) NOTE: Verify answering question.

↓

9. According to CTB's Chapter 7 Encouraging Involvement in Community Work Section 1 a plan is a way to provide a general non-specific direction or approach to follow. (1 point)

True  False

10. Which of Chapter 7 sections (2, 3, 4, 5, 6 or 7) did you read/study? What was significant for your work and/or how might you use what you learned? (5 points) NOTE: Verify answering question.

↓

11. CTB's Chapter 16 Group Facilitation and Problem Solving Section 1. Conducting Effective Meetings describes four phases and tips on handling difficult members. Match the step with the Phase. (5 point)

| Steps                             | Planning                 | Setting Up               | Running                  | Follow Up                | Difficult Members        |
|-----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Summarize the meeting             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interventions and Prevention tips | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Summarize what you hear           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A regular cycle                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Plan with others                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

12. Which of Chapter 16 sections (2, 3, or 4) did you read/study? What was significant for your work and/or how might you use what you learned? (5 points) NOTE: Verify answering question.

↓



13. Which of Chapter 23 sections (4, 5 or 6) did you read/study? What was significant for your work and/or how might you use what you learned? (5 points)

**NOTE: Verify answering question.**

14. According to CTB's Chapter 27 Cultural competence in a Multicultural World Section 1 suggests that treating everyone the same may be unintentionally oppressive. (1 point)

True

False

15. Which of Chapter 27 sections (2, 3, 4, 5, 6, 7 8, 9, 10, or 11) did you read/study? What was significant for your work and/or how might you use what you learned? (5 points)

**NOTE: Verify answering question.**

## Course Evaluation

Please evaluate this distance learning / self-study course.

|  | Strongly agree           | Agree                    | No opinion               | Disagree                 | Strongly disagree        |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Overall, I would rate this learning activity positively                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The learning activity effectively targeted my needs                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The activity was appropriate for my knowledge/skill level              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The format (e.g., readings, audio) of the course was effective         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Diversity issues could be addressed appropriately with course content. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The activity met my expectations                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Learning the content will positively impact how I work.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would recommend this activity to a colleague                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



How well did the course meet the learning objectives for each major section of the course?

| <b>Objectives</b><br>(summarized for each section)   | <b>Extremely well met</b> | <b>Very well met</b>     | <b>Adequately met</b>    | <b>Not very well met</b> | <b>Not at all met</b>    |
|--|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Orientation to “Implementing HP2020:</b><br>List contents of Implementing, define framework, describe making a case for funding | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Orientation to Mobilizing:</b> Describe steps to identify problems, identify partners and questions on coalitions               | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Orientation to Community Tool Box &amp; MAP-IT:</b> Describe the Toolbox, planning model, principles, assumptions, values       | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Chapter 1:</b> Describe community change, types of community and organization   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Chapter 4:</b> Get issues on the public agenda  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Chapter 5:</b> Explain organizing for change and why people should engage in it   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Chapter 7:</b> Discuss planning, promote participation  | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Chapter 16:</b> Describe effective meetings   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Chapter 23:</b> Describe how to modify access, barriers and opportunities   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Chapter 27:</b> Explain importance of understanding culture   | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How might this course have changed the way you practice health education, health promotion or wellness services so they may have improved outcomes. How will you be a more effective?

Please give comments and suggestions to improve the course.

**Please go to next page for your score and instructions for submitting test responses.**



Thank you for completing the test.

Total score (passing: 42-60, you can return to the questions and change answers):

Be sure to save this file with answers to your computer and remember which folder or directory you placed it. Now you will need to **submit/send** your answers to get credit for successfully passing the course.

“**SUBMIT**” or **Send Test Instructions** – It depends on your email program. If you use Microsoft Outlook as your email program the form data should be sent automatically when you click the “Submit” button. If, however, you use another email program such as gmail, yahoo, aol or comcast you will email this saved file as an attachment to an email to [ce@healthedpartners.org](mailto:ce@healthedpartners.org). If you have your email set up to is Microsoft Outlook here is a dialogue box to look for immediately after clicking the submit button that should be in the upper right corner of the window where the test is open.



Thank you for supporting  
the Community Tool Box



If you have any questions or would like to provide comments please send them or call me using the contact information below. Feel free to ask questions or get additional help from me.

Jim Grizzell, MBA, MA, CHES, ACSM-HFS, FACHA



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W - [www.csupomona.edu/~jvgrizzell](http://www.csupomona.edu/~jvgrizzell), <https://experts.csupomona.edu/expert.asp?id=476>

Correct answers are on the next page.

|                              |  |
|------------------------------|--|
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**Correct Answers**

1. A, B, C, H, J
2. A, B, C, D, F
3. A typed appropriate\* answer in the text box
4. A typed appropriate answer in the text box
5. A, C, E, F, G
6. A typed appropriate answer in the text box
7. True
8. A typed appropriate answer in the text box
9. False
10. A typed appropriate answer in the text box
- 11.

|                                   | Planning | Setting Up | Running | Follow Up | Difficult Members |
|-----------------------------------|----------|------------|---------|-----------|-------------------|
| Summarize the meeting             |          |            |         | X         |                   |
| Interventions and Prevention tips |          |            |         |           | X                 |
| Summarize what you hear           |          |            | X       |           |                   |
| A regular cycle                   |          | X          |         |           |                   |
| Plan with others                  | X        |            |         |           |                   |

12. A typed appropriate answer in the text box
13. A typed appropriate answer in the text box
14. True
15. A typed appropriate answer in the text box

\* text answers will be reviewed to insure the answer relates to the question.

**Thank you for supporting the Community Tool Box**

