

Questions: Chapter 4

Health Is Academic: A Guide to Coordinated School Health Programs **“Family and Community Involvement in School Health”**

For Continuing Education Contact Hours

Area of Responsibility:

Responsibility II - Planning Effective Health Education Programs

The following questions are directly related to Chapter 4: “Family and Community Involvement in School Health” written by P. Carlyon, W. Carlyon, and A.R. McCarthy in *Health Is Academic: A Guide to Coordinated School Health Programs*.

Please answer the following questions:

1. The definition of family and community involvement in school health at the beginning of Chapter 4 is a partnership among schools and:

- a. Families, community groups, and individuals
- b. Students, teachers, and coaches
- c. Families, physicians, and hospitals
- d. Families, churches, and daycare providers

2. Students do well in school when:

- a. Schools involve families
- b. Their communities have accessible resources and supportive networks
- c. Schools, families, and communities deliver clear, consistent messages
- d. All of the above

3. Families and communities can support each other and contribute to the success of coordinated school health programs by:

- a. Providing time, experiences, and resources
- b. Ensuring that students and their families receive needed health services
- c. Sharing facilities
- d. All of the above

4. Barriers mentioned in Chapter 4 include all of the following except:

- a. Using only English to communicate with parents, even with those who don't read English
- b. Lack of transportation or child care
- c. Parents' belief that children need to learn to "make it on their own"
- d. Disagreement with school health program's purposes

5. School-community partnerships can be formal or informal. An example of an informal partnership is:

- a. A contract with a hospital to provide health services on-site
- b. Participation by a community organization's representative on a Healthy School Team
- c. A community organization providing materials for health education class
- d. All of the above

6. School-community partnerships can contribute to the success of coordinated school health programs through:

- a. Businesses "adopting a school"
- b. Joint planning that helps ensure that communities address the needs of young people in a coordinated way
- c. Community agencies and schools opening their facilities to each other
- d. All of the above

7. Successful school and community partnerships must:

- a. Have clear, concise responsibilities and expectations for each participant
- b. Have short-term goals and be able to demonstrate progress quickly
- c. Have external funding
- d. All of the above

8. National organizations and federal agencies can support family and community involvement in coordinated school health programs through:

- a. Positive statements
- b. Supportive statutes and regulations
- c. Technical assistance
- d. All of the above

9. One model for integrating parents into activities that promote the health and educational achievement of students is:

- a. Segal's service learning model
- b. Comer's School Development Model
- c. Johnson and Johnson's Circles of Learning
- d. Joy Dryfoos's full-service schools

10. Community members delivering health messages that are consistent with messages of the school health program is an example of which of the following?

- a. An action step for implementing family and community involvement in school health
- b. A strategy for addressing controversy
- c. A barrier to family involvement
- d. All of the above