



**HSC 6037**  
**Philosophy and Principles of Health Education**

**Spring 2011**  
**Tuesday 1:55-2:45 & Thursday 12:50-2:45**  
**Weimer 202**

**Description:** History, philosophy, and ethics; theories of health behavior and principles of learning; areas of professional specialization; roles and functions of professional health educators; certification and continuing education; trends.

**Instructor:** Don Chaney, 200 Florida Gym, (352) 392 – 0578, [dchaney@ufl.edu](mailto:dchaney@ufl.edu)

**Office Hours:** Tuesday 10:00 am – 11:00 am  
Thursday 9:00 am – 10:00 am  
Scheduled appointments are recommended and can be made outside of the time frames listed above.

**Optional Text:**

Cottrell RR, Girvan JT, & McKenzie JF (2009). Principles and Foundations of Health Promotion and Education, Allyn and Bacon, Boston, MA, 4<sup>th</sup> Edition.

Theory at a Glance: A Guide for Health Promotion Practice  
<http://www.cancer.gov/cancerinformation/theory-at-a-glance>

National Commission for Health Education Credentialing, Inc. (2010). A Competency-Based Framework for Health Education Specialists – 2010. ISBN 0-9652570-6-1

**Grading:**

Students will be awarded grades based on performance on the following activities:

1. Three written assignments (50 points each, 150 points)
2. Two oral assignments (50 points each, 100 points)
3. Final Exam (150 points)

**Grade Breakdown:**

92% to 100% = A  
84% to 91% = B  
74% to 83% = C  
66% To 73% = D  
Below 66% = F

## Activities:

1. **Written assignments:** Three essay assignments will be required. For each essay, students will be asked to use the material covered in class and the assigned material to respond to the essay questions. Students will be graded on the comprehensiveness of their response and the integration of background materials. The writing assignments will be required on the following topics.
  - a. Philosophy of health education: Each student will be required to write a brief (minimum of 3 pages) position paper outlining their philosophy of health education/health promotion. The papers will be based on knowledge gained throughout the course as well as personal experience, and the paper should represent a framework for comparison of philosophical positions as movement through the degree program takes place. This paper should include such topics as individual vs. societal responsibilities for health, the role of the health educator/health promoter in behavior change, etc. (50 points) **Due March 22<sup>nd</sup> in class**
  - b. Ethical issues: Each student will be assigned a pro and con argument to make regarding an ethical issue (see the Ethical Issues section of the syllabus for a complete listing of the issues). Each student will be required to write a brief (maximum of 2 pages) editorial position paper in support of their side on each issue. The papers should be well-researched and include citations in support of the argument being made. (2 @ 25 points each for a total of 50 points) **Due February 10<sup>th</sup> in class**
  - c. Each student will prepare a state-of-the-art abstract following the AAHPERD 2012/SOPHE 2011/APHA 2011 submission guidelines. The paper will be evaluated by classmates and by the instructor based on the submission criteria. This abstract does not have to be submitted for presentation but students are encouraged to do so. (50 points) **Due April 12<sup>th</sup> electronically by 5 pm**
2. **Oral assignments:** Each student will be required to make two presentations in the course for a grade.
  - a. Each student will be assigned a health education organization/agency. The goal of this presentation will be to educate your classmates on the mission, structure, current activities, journal, etc. of the organization/agency. (50 points)
    1. American Association of Health Education (AAHE)
    2. Society for Public Health Education (SOPHE)
    3. American School Health Association (ASHA)
    4. American College Health Association (ACHA)
    5. American Public Health Association Public Health Education and Health Promotion Section (APHA PHEHP Section) and American Public Health Association School Health Education and Services Section (APHA SHS Section)

6. Eta Sigma Gamma (ESG)
7. Directors of Health Promotion and Education (DHPE) & American Academy of Health Behavior (AAHB)

b. Each student will choose a scholar, (to be approved by the instructor), in the field of health education/health promotion. You are to set-up and conduct an interview with the scholar. The interview should last approximately 20 minutes. Sample questions may pertain to how the individual got involved in health education, tips they have for entry-level master and doctoral students, and advice on how they have learned to effectively manage his/her time between research, teaching, service, and administration. Please note that these individuals have a very busy schedule and you will need to set-up a time to call in advance. I also strongly encourage you to write out a list of questions that you may ask and send these to the scholar in advance. This will help you stay on track and make the interview flow more smoothly. The goal of this assignment is to expose health education students to leaders in the field of health education so that they can learn more, not just about the profession, but about the leaders who have made their profession what it is today. (50 Points)

3. **Exam:** The exam will be an in-class timed essay exam. Students will choose to answer three to five essay questions. The question will require the student to synthesize material covered in class and the assigned readings. The exam will be administered on both **April 14<sup>th</sup> and 19<sup>th</sup>**.

**Tentative Course Schedule:** (Other Readings May Be Assigned During the Semester)

| Date                 | Topic  | Readings   | Presentations  |
|----------------------|--|--|----------------|
| R Jan 6              | Introduction to course                                   |  |                |
| T Jan 11<br>R Jan 13 | History of Health Education<br>What is Health Education? | Eddy, Bibeau, Glover, Hunt, & Westerfield, 1989<br>Eberst, 1984<br>O'Rourke & Macrina, 1989<br>Temple & Burkitt, 1993<br>Russell, 2001 |                |
| T Jan 18             | Philosophies of Health Education                         | Timmreck, Cole, James, & Butterworth, 1987<br>Welle, Russell, & Kittleson, 1995<br>McLeroy, Bibeau, Steckler, & Glanz, 1998            |                |
| R Jan 20             | Philosophies of Health Education                         |  | Organization 1 |

|                     |  |  |                             |
|---------------------|--|--|-----------------------------|
| T Jan 25            | Responsibilities and Competencies for Health Educators | Cleary, 1997<br>Pahz, 1998<br>Clark, 1994  |                             |
| R Jan 27            | Responsibilities and Competencies for Health Educators |  | Organization 2              |
| T Feb 1             | <i>Healthy People</i>                                  | TBA  | Organization 3<br>Scholar 8 |
| R Feb 3             | <b>No Class</b>  |  |                             |
| T Feb 8             | Ethics in Health Education<br>Ethics Debates           | Code of Ethics for Health Educators<br>Becker, 1986  |                             |
| R Feb 10            | Ethics Debates<br><b>Ethical Editorials Due</b>        |  |                             |
| T Feb 15            | 21 <sup>st</sup> Century Report                        | Cowdery, Knokel, & Wildenhaus, 2002<br>21 <sup>st</sup> Century Report<br>Clark & McLeroy, 1995<br>Clark & McLeroy, 1995 |                             |
| R Feb 17            | Literature of Health Education                         | TBA  | Organization 4<br>Scholar 7 |
| T Feb 22            | Theoretical Foundations of Health Education            | TBA  |                             |
| R Feb 24            | Theoretical Foundations of Health Education            | TBA  | Organization 5<br>Scholar 6 |
| T Mar 1             | Advocacy   | TBA  |                             |
| R Mar 3             | Advocacy   | TBA  | Organization 6<br>Scholar 5 |
| T Mar 8<br>R Mar 10 | <b>Spring Break</b>                                    |  |                             |
| T Mar 15            | What you never learn in college but need to know       | Tools of the Trade Articles  |                             |
| R Mar 17            | What you never learn in college but need to know       | Tools of the Trade Articles  | Organization 7<br>Scholar 4 |

|                      |   |     |                             |
|----------------------|---|-----|-----------------------------|
| T Mar 22             | Job Analysis in Health Education<br><b>Philosophy Paper Due</b> | TBA |                             |
| R Mar 24             | Job Analysis in Health Education                                | TBA | Organization 8<br>Scholar 3 |
| T Mar 29<br>R Mar 31 | <b>AAHPERD Conference-No Class</b>                              |     |                             |
| T Apr 5              | Future Trends   | TBA |                             |
| R Apr 7              | Future Trends   | TBA | Scholar 1&2                 |
| T Apr 12             | <b>Abstract Paper Due Electronically by 5 pm- No Class</b>      |     |                             |
| R Apr 14<br>T Apr 19 | <b>Exam</b>   |     |                             |

### **Academic Dishonesty:**

“The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the *Student Honor Code*, as part of the registration process. “As a member of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. “Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action.” Violations of the UF Academic Honesty Guidelines will not be tolerated and violators will be treated in accordance with the UF Student Honor Code.

### **Statement Regarding Disabilities:**

Students requesting specific classroom accommodations must provide the instructor with an accommodation letter from the Disability Resource Center (Dean of Students Office) by the end of the second week of classes verifying their eligibility and specifying their level of support. Students experiencing difficulty with the course readings, lectures, assignments, or examinations are encouraged to talk with the instructor.

### **Testing Classroom Etiquette:**

To minimize disruptions on testing dates, students are asked to arrive to class a few minutes early so that we can start on time. I recommend that you arrive to class 10 minutes early on the day of exams. Turn off cell phones and pagers before entering the classroom. Students are expected to be courteous and civil to others at all times. While university policy does not allow eating or drinking in any classroom, drinking bottled water is permissible.

### **UF Grading Policies:**

Information on current UF grading policies for assigning grade points can be found at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

### **Course Assistance:**

If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please see a course instructor immediately. Don't wait until it's too late.

### **Ethical Issues:**

1. Health promotion.
  - a) Theory based health promotion programs are essential.
  - b) Theory is not essential, rather good practitioners determine good health promotion programs.
2. Using sin taxes (i.e. tobacco, alcohol) to fund health promotion programs is:
  - a) Ethical
  - b) Unethical
3. Health behavior
  - a) Changes in health behavior are largely an individual responsibility and individuals should be held accountable for changes or lack thereof.
  - b) Changes in health behavior are largely a responsibility of social institutions and these institutions should be held accountable for changing the behaviors of their membership.
4. Role Models
  - a) Individuals who direct health promotion programs should be good role models and not practice negative health behaviors that their program is attempting to address.
  - b) Individuals who direct health promotion programs need not be good role models and can practice negative health behaviors that their program is attempting to address when in the privacy of their home or when they are away from the program.
5. Measures on the benefits of health promotion programs should utilize:
  - a) Cost effectiveness/cost benefit analyses.
  - b) Subjective factors and the demonstration of significant risk reduction.
6. The most beneficial way to ensure a "Healthy America" is to mandate health behaviors.
  - a) Ethical
  - b) Unethical
7. Healthcare
  - a) a right of all individuals
  - b) is a privilege, individuals should be accountable for their actions

## References:

- Becker, M.H. (1986). The tyranny of health promotion. *Public Health Reviews*, 14, 15-25.
- Clark, N.M. (1994). Health educators and the future: Lead, follow, or get out of the way. *Journal of Health Education*, 25(3), 136-141.
- Clark, N.M. & McLeroy, K.R. (1995). Creating capacity: Establishing a health education research agenda. *Health Education Quarterly*, 22(3), 270-272.
- Clark, N.M. & McLeroy, K.R. (1995). Creating capacity through health education: What we know and what we don't. *Health Education Quarterly*, 22(3), 273-289.
- Cowdery, J., Konkell, J., & Wildenhaus, K. (2002). The emerging use of tailoring in health promotion. *The Art of Health Promotion*, 6(1), 1-12.
- Eberst, R.M. (1984). Defining health: A multidimensional model. *Journal of School Health*, 54(3), 99-104.
- Eddy, J.M. (2006). Epistemology of the health education process. *American Journal of Health Education*, 37(5), 258-270.
- Eddy, J.M., Bibeau, D.L., Glover, E.D., Hunt, B.P., & Westerfield, R.C. (1989). Wellness perspectives part 1: History, philosophy, and emerging trends. *Wellness Perspectives: Research, Theory, and Practice*, 6(2), 3-19.
- McLeroy, K.R., Bibeau, D.L., Steckler, A., & Glanz, K. (1988). An ecological perspective on health promotion programs. *Health Education Quarterly*, 15(4), 351-377.
- National Commission for Health Education Credentialing. (1998). A competency-based framework for professional development of certified health education specialists. New York: National Commission for Health Education Credentialing.
- O'Rourke, T.W., & Eddy, J.M. (2004). Supply side of health education – an rx for failure; demand side of health education – an rx for success. *American Journal of Health Education*, 35(5), 298-301.
- O'Rourke, T.W., & Macrina, D.M. (1989). Beyond victim blaming: Examining the micro-macro issue in health promotion. *Wellness Perspectives: Research, Theory, and Practice*, 6(1), 7-17.
- Smith, W.A. (2000). Social Marketing: An Evolving Definition. *American Journal of Health Behavior*, 24(1), 11-17.
- Temple, N.J. & Burkitt, D.P. (1993). Towards a new system of health: The challenge of western disease. *Journal of Community Health*, 18(1), 37-46.

Timmreck, T.C., Cole, G.E., James, G., & Butterworth, D.B. (October/November 1987). The health education and health promotion movement: A theoretical jungle. *Health Education*, 24-28.

Welle, H.M., Russell, R.D., & Kittleson, M.J. (1995). Philosophical trends in health education: Implications for the 21<sup>st</sup> century. *Journal of Health Education*, 26(6), 326-332.

**Government Documents:**

Code of Ethics for Health Educators

<http://www.hsc.usf.edu/CFH/cnheo/ethics.htm>

Healthy People 2010

<http://www.healthypeople.gov/Default.htm>

Making Health Communication Programs Work

<http://cancer.gov/pinkbook>

The Health Education Profession in the 21<sup>st</sup> Century

[http://www.hsc.usf.edu/CFH/cnheo/21st\\_century.htm](http://www.hsc.usf.edu/CFH/cnheo/21st_century.htm)

Theory at a Glance: A Guide for Health Promotion Practice

<http://www.cancer.gov/cancerinformation/theory-at-a-glance>

