

**HSC 3032 – FOUNDATIONS OF HEALTH EDUCATION**  
Department of Health Education & Behavior  
University of Florida  
**Fall Semester 2010**

- Section #3526, T 4/R 3-4, FLG-245**
- Section #3715, T 2-3/R-2, WEIM 1084**

**A. CONTACT INFORMATION**

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**B. COURSE CATALOG DESCRIPTION**

HSC 3032 – *Foundations of Health Education* (3 credits). Survey of the theory and practice supporting the health education profession.

**C. COURSE OBJECTIVES**

Analyze several published definitions of "health."  
Apply the concept of optimal health in developing a personal view of health.  
Review the history of national disease prevention and health promotion activities.  
Identify key risk factors affecting health promotion and longevity.  
Examine the core foundation areas underlying Health Education as an applied discipline.  
Describe opportunities for professional specialization in Health Education.  
List criteria that determine the quality of professional preparation programs in Health Education.  
Develop criteria for ethical professional practice in Health Education.  
Review the major approaches to program planning and evaluation.  
Discuss the increasing role of health informatics and gene research in research and practice.  
Predict trends potentially affecting Health Education in the future.

**D. COURSE TEXTBOOKS**

Cottrell RR, Girvan JT, McKenzie JF. *Principles and Foundations of Health Promotion and Education*, Allyn and Bacon, Boston, MA, 4th Edition, 2009 (Required)

Pipher M. *Reviving Ophelia*, Ballantine Books, New York, NY, 1994 (Required)

**E. COURSE ACTIVITIES**

**1. Complete 2 Examinations covering course lectures, handouts, and reading assignments.**

**2. Prepare a professional resume.** Follow my resume template (example) in preparing your resume. Submit the following items for this activity: (1) a cover sheet indicating the project title (Professional Resume), your name, the course (HSC 3032), the section number, and the semester/year, and (2) your resume. Staple all materials in the upper-left corner, with the cover sheet on top. (No folders, binders, spines, report covers, or notebooks).

**3. Read *Reviving Ophelia*, by Dr. Mary Pipher.** Complete the following activities:

**a.** Select at least 5 key quotes or passages from the book that you feel make an important point or convey a message. (You may find it helpful to highlight passages as you read the book, rather than selecting passages after you read the entire book.) List the quote or passage, and give the page number. For example,

*"Often what hurts in the short term is ultimately rewarding, while what feels good in the short term is ultimately punishing. This concept is hard for adolescents to grasp, but important for their growth into adulthood." (p. 157)*

**b.** Write a personal reaction (about 250 words) to the book. What did the book mean to you? What did you learn from the book as a person? What did you learn as a future educator or health professional?

**c.** Describe in writing at least 5 suggested solutions or actions educators and community health professionals can take to reduce the risk factors for adolescent females that were identified in the book. Come to class prepared to discuss your proposed solutions. Chapter 15 contains some useful ideas. For example:

*"Involve adolescent girls in activities outside their own lives, such as helping others by volunteering in soup kitchens, nursing homes, and shelters for the homeless."*

**d.** Submit the following items for this activity: (1) a cover sheet indicating the project title (Critique of *Reviving Ophelia*), your name, the course (HSC 3032), and the semester/year; (2) the 5 key quotes; (3) your personal reaction; and (4) your 5 suggested solutions. Staple all materials in the upper-left corner, with the cover sheet on top. (No folders, binders, spines, report covers, or notebooks.)

**4. Complete an original diagram depicting your philosophy of "Optimal Health".** Create an original 8 ½" by 11" diagram (prepared by hand or by computer) that reflects your view of the components that make up optimal health, and the relationship between and among these components. (We will discuss this activity in detail during class.)

**5. Complete an evaluation of the course.**

**F. STUDENT ASSESSMENT**

**Point scale (not a percent scale) for determining final grades:**

A	= 276-300
A-	= 270-275
B+	= 264-269
B	= 246-263
B-	= 240-245
C+	= 234-239
C	= 216-233
C-	= 210-215
D+	= 204-209
D	= 186-203
D-	= 180-185
E	= Below 180

**Sources of points for final grade:**

Examination #1 (Mid-Term)	100
Examination #2 (Final)	100
Professional Resume	50
Book Critique	50
Health Diagram	S/U
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<b>Maximum Point Total</b>	<b>300</b>



H. Core Foundations of Health Education	3
I. Areas of Professional Specialization	7, 8, A
School and college health education	
Community health education	
Patient health education	
Employee health education	
J. Professional Preparation in Health Education	6, B
Characteristics of academic disciplines	
Characteristics of professions	
K. Components of Professional Preparation Programs	6, 9
L. Methods to Maintain Professional Competence	6
Licensure	
Certification	
Registration	
Accreditation	
M. Principles of Ethical Professional Practice	5, A
Codes of ethics	
Ethics in professional practice	
Ethics in research and evaluation	
N. Program Planning and Implementation	4
Needs assessments	
Planning models	
Implementation strategies	
O. Program Evaluation	4
Types of evaluation	
Evaluation instruments	
Evaluation strategies	
P. Career Development	7, 10
Q. Future Trends and Issues	10

## **Test #2 (Final Examination)**

### **I. GENERAL COURSE INFORMATION**

*Attendance.* I expect you to attend class and participate in all course activities. If you cannot attend class, please let me know in advance if possible, or as soon as feasible. University policy requires that classes meet at the published final examination period. Please do not make travel plans until you review the final examination schedule for this semester.

*Accommodations.* If you registered through the Disabilities Resource Program in the Dean of Students Office (392-1261), and you need specific accommodations for the course, I will gladly provide those accommodations. If you did not register formally, but you know you have behavioral or learning disabilities or other issues that might affect your performance in the course, tell me and I will help you.

*Classroom Courtesies.* You may leave the classroom at any time if necessary. Turn cell phones off or place them on vibrate, visual alert, or text messaging. Do not talk to your classmates during films, guest presentations, or course lectures. University policy does not allow eating or drinking in any classroom. (You can drink water.)

*Due Dates.* Submit assignments on or before the due date. Work submitted late may not receive the maximum point value. Keyboard all assignments, and double-space your work. I may need to keep the original document for my files, so keep a copy of all the work you submit. If you have a problem with an assignment, talk with me about it. If you must miss a test, tell me in advance if possible, and I will arrange a make-up test for you.

*Office Hours.* My office hours are posted in the Department suite at FLG-5. You can schedule an appointment to make sure I am available. Contact me in the way that best suits you: in person, regular mail, email, telephone, or notes.

*Personal Integrity.* I expect and assume that you will be honest with me in all aspects of your conduct regarding our course. In return, I will do the same with you. By formally registering for coursework at the University of Florida, you agreed to abide by the following statements:

*"I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."*

*"All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate."*

*"We, the members of the University of Florida, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."*

*Student Organizations.* Obtain information about student professional organizations in FLG-6.

*Policy on Recommendations.* I will consider preparing recommendations for graduate programs, professional schools, internships, scholarships, and jobs if you receive an A- or an A grade in the course.

## **J. RESOURCES FOR PERSONAL AND CAREER COUNSELING**

*Career Resource Center, J. Wayne Reitz Union, 392-1601*

*Counseling and Wellness Center, 3190 Radio Road, 392-1575*

# Content Outline and Study Guide

## HSC 3032 – Foundations of Health Education Fall Semester 2010

### ***Part I. Disease Prevention and Health Promotion Concepts in Health Education***

#### **1. Definitions of *Health* and related terms**

Definitions of *Health* (read pages 2-5, 365)  
    (World Health Organization definition (study page 3)  
Health education (read pages 4-9, 17-18, 365)  
Health field concept (read pages 18-19, 22, 59, 365)  
Health promotion (read pages 4, 18, 365)  
Human biology (read page 366)  
Wellness (read pages 5, 86-87, 371)

#### **2. Philosophy in Health Education** (read pages 85-88; study Handout #1-A)

#### **3. Valuing: Personal values and decision making**

#### **4. Ten (10) theories disease causation** (read pages 23, 39, 43-44, 46-48, 51-52; study Handout #1-B)

Chain of infection (read pages 24-25, 363)  
Supernatural theory of disease causation (read pages 46-48)  
Miasmatic theory of disease causation (read pages 51-52, 367)  
Germ theory of disease causation (read page 52)  
Humeral (atomic) theory of disease causation (read pages 43-44)

#### **5. Twelve (12) factors influencing life expectancy** (read pages 7-9, 12-13)

Life expectancy defined – read pages 7-9, 12-13, 367  
Historical perspectives – read pages 53 [1700s], 56 [1900-1920s]  
Life expectancy data – study Handouts #2, #3-A, #3-B, #4

#### **6. Ten (10) behavioral risk factors affecting health** (read pages 22-23, 369)

#### **7. Glossary of Definitions for Part I.**

Chain of infection (p. 363)  
Germ theory of disease causation (p. 52)  
Health (p. 365)  
    World Health Organization definition (p. 3)  
Health education (p. 365)  
Health field concept (p. 365)  
Health promotion (p. 365)  
Human biology (p. 366)  
Humeral (atomic) theory of disease causation (pp. 43-44)  
Life expectancy (p. 367)  
Miasmatic theory of disease causation (p. 367)  
Risk factors (p. 369)  
Supernatural theory of disease causation (pp. 46-48)  
Wellness (p. 371)

**[Mid-Term Examination on Part I.]**

## **Part II. Professional Preparation and Practice in Health Education**

### **8. Overview of Disciplines and Professions**

Types of "work"

Criteria to consider a field as an Academic Discipline (study page 5)

Criteria to consider an Academic Discipline as a Profession (study pages 5-7)

### **9. Foundations for Health Education as an Applied Field** (read Handout #5-8)

1. Social and cultural foundations
2. Psychological and behavioral foundations  
(scan pages 119-134; study pages 113-115; study Handout #9-A)
3. Education foundations
4. Legal foundations
5. Scientific foundations

### **10. Levels of Prevention** (read pages 4, 8, 20-22, 120-121)

### **11. Professional Preparation Programs** (read pages 320-322)

5 factors for student success in professional preparation programs

5 components to include in professional preparation curricula

### **12. Areas of Professional Specialization**

1. Public or community health education (read pages 212-217, 328-329)
2. Employee health education (read pages 217-225, 326-327)
3. School/college health education (read pages 64-73, 205-211, 229-230, 324-326)

8 National Health Education Standards (read pages 70-72; Box 2.6, p. 72; Tables 7.1 & 7.2, p. 206)  
Coordinated School Health Program (read pages 5, 69-70, 207)

4. Patient health education (read pages 225-229, 329-331)

### **13. Professional Organizations, Agencies, and Associations**

Types of organizations, agencies, and associations (read pages 246-250)

Classification of government agencies (study Table 8.1, p. 247)

Benefits of professional association membership (study Box 8.1, p. 250)

Descriptions of selected professional associations (scan pages 251-271)

Summary of information on key professional organizations (read Table 8.2, pp. 251-252)

### **14. Professional Responsibilities, Competencies, and Credentialing**

Methods to Maintain Professional Competence

Three (3) forms of credentialing (read page 172)

Program accreditation (read pages 180-183)

Credentialing and Individual Certification

History of credentialing (scan pages 172-177)

Individual certification (read pages 177-178)

Seven (7) Core Responsibilities (scan pages 183-192; scan Appendix B)

Credentialing in the Future (read pages 323-324)

*Assignment:* Go to [www.nchec.org](http://www.nchec.org). Review information on (1) National Commission on Health Education Credentialing, and (2) Certified Health Education Specialist/CHES personal certification

## **15. Professional Ethics** (scan Chapter 5, pages 143-167)

General principles of ethical conduct in research and professional practice (read Handouts #10 and #11)

*16. Introduction to Models for Program Planning and Evaluation*

Scan pages 105-119 on planning and evaluation models

Study the PRECEED-PROCEED Model (study pages 106-108 carefully; study Handout #9-B)

## **17. Career Development/Trends and Issues**

Number of Health Educators and typical salary (read pages 204-205)

Seeking the first professional position (read pages 236-239)

Non-traditional work settings and career opportunities (read pages 230-236, 331-332)

Excelling in your career (read pages 239-240)

Business and professional etiquette (study Handout #12)

Advantages of graduate study in Health Education (read pages 194-199)

5 areas for involvement for practice as a professional health educator

Role of gene research and health informatics in professional practice

Future trends and issues affecting Health Education (read pages 311-338)

## **18. Glossary of Definitions for Part II.**

Accreditation (p. 361)

Anonymity (p. 361)

Certification (p. 362)

Certified Health Education Specialist/CHES (p. 362)

Code of Ethics (p. 362)

Community Health Education (p. 362)

Competencies (p. 362)

Comprehensive School Health Instruction (p. 362)

Confidentiality (p. 363)

Coordinated School Health Program (p. 363)

Credentialing (p. 363)

Discipline (p. 363)

Emerging Profession (p. 364)

Ethical (p. 364)

Ethics (p. 364)

Health Belief Model (p. 365)

Health Care Setting (p. 365)

Health Education (p. 365)

Health Educator (p. 365)

Health Field (p. 365)

Health Literacy (p. 365)

Health Promotion (p. 365)

Healthy People (p. 365)

Impact Evaluation (p. 366)

Implementation [Program] (p. 366)

Informed Consent (p. 366)

Licensure (p. 367)

Local Health Department (p. 367)

Outcome Evaluation (p. 368)

PRECEDE-PROCEED [Model] (p. 368)

Prevention (p. 368)

Primary Prevention (p. 369)

Process Evaluation (p. 369)

Profession (p. 369)

Professional Ethics (p. 369)

School Health Education (p. 369)

Secondary Prevention (p. 370)

Tertiary Prevention (p. 371)

Worksite Health Promotion (p. 371)

**[Final Examination on Part II.]**