

**HSC 3032 – FOUNDATIONS OF HEALTH EDUCATION**  
Department of Health Education & Behavior  
University of Florida  
**Spring Semester 2012**

☐ **Section #0329, T 4/R 3-4, FLG-245**

**A. CONTACT INFORMATION**

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**B. COURSE CATALOG DESCRIPTION**

HSC 3032 – *Foundations of Health Education* (3 credits). Survey of 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 quality of professional preparation programs in Health Education.  
Explore options for individual credentialing as a professional Health Educator.  
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, 5th Edition, 2012 (Required)

(See websites of health information resources, pages 311-321, in the textbook.)

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 1/2" 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 online 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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***Maximum Point Total***                    ***300***

## G. IMPORTANT DATES\*

Classes Begin (UF)	January 9, 2012 (W)
First Class (HSC 3032)	January 10, 2012 (R)
Holiday (M.L. King)	January 16, 2012 (M)
<b>Original Diagram Due</b>	<b>January 19, 2012 (R)</b>
<b>Book Critique Due</b>	<b>February 1, 2012 (R)</b>
<b>Mid-Term Examination</b>	<b>February 23, 2012 (R)</b>
Spring Break	March 3-11, 2012
<b>Professional Resume Due</b>	<b>March 22, 2012 (R)</b>
Last Class (HSC 3032)	April 24, 2012 (T)
Classes End (UF)	April 25, 2012 (W)
Reading Days	April 26-27, 2012 (R, F)
<b>Course Evaluation Period Ends</b>	<b>April 27, 2012 (F)*</b>
Final Examinations (UF)	April 28, 30; May 1-4, 2012 (Sa-F)
<b>Final Examination (HSC 3032)</b>	<b>3:00-5:00pm, Wednesday, May 2, 2012 (2D)</b>
Commencement/UF	May 4-6, 2012 (F, Sa, Su)
Commencement/CHHP	To Be Determined

*\*Some dates may change.*

□ **Section #0329, (T 4/R 3-4), FLG-245, 3:00–5:00pm, Wednesday, May 2, 2012, (2D)**

## H. GENERAL COURSE OUTLINE AND BACKGROUND READING

Topics	Textbook Chapter/Appendix
A. Concept of Optimal Health	1
B. Definitions of Health Health as a continuum Related terminology	1
C. Valuing in Health-Related Decisions Personal valuing Societal valuing	1
D. Theories of Disease Causation Historical theories Contemporary theories	2
E. History of Disease Prevention & Health Promotion Ancient technology Contemporary developments	2
F. Determinants of Human Longevity	1
G. Behavioral Risk Factors in Human Health Implications for personal health Implications for community health Implications for Health Education	1

### Test #1 (Mid-Term Examination)

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 [at 392-1261, or [www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)] 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."*

*"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

*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, [www.crc.ufl.edu](http://www.crc.ufl.edu)*

*Counseling and Wellness Center, 3190 Radio Road, 392-1575, [www.counsel.ufl.edu](http://www.counsel.ufl.edu)*

## Content Outline and Study Guide, Part I.

### HSC 3032 – Foundations of Health Education (Cottrell et. al., 5<sup>th</sup> Edition, 2012)

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

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

Definitions of *Health* (read pages 2-5, 365)  
 [World Health Organization definition (study pages 2-3)]  
 Health education (read pages 4-9, 17-18, 369)  
 Health field concept (read pages 19-22, 29-31, 370)  
 Health promotion (read pages 4, 18, 370)  
 Human biology (read page 370)  
 Wellness (read pages 4, 84-85, 376)

##### **2. Philosophy in Health Education**

(Read pages 79-83, 87-89; study Handout #1-A)

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

(Lecture material, no specific readings)

##### **4. Ten (10) theories disease causation** (read pages 1, 24-26, 31, 45-49, 51-52, 370, 371; study Hdt. #1-B)

Chain of infection (read pages 1, 24-26, 31, 366)  
 Supernatural theory of disease causation (read pages 45-48)  
 Miasmatic theory of disease causation (read pages 49, 371)  
 Germ theory of disease causation (read pages 51-52)  
 Hippocrates and humeral (atomic) theory of disease causation (read pages 43-45, 370)

##### **5. Twelve (12) factors influencing life expectancy** (read pages 7-14, 371)

Life expectancy defined – read pages 7-9, 12-13, 367  
 Historical perspectives – read pages 51-52 [1700s]; 54-55, 64 [1900-1920s]  
 Life expectancy data – study Handouts #2, #3-A, #3-B, #4  
 Infant mortality rate (IMR) – read pages 7, 12, 52

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

*Healthy People* initiative (read pages 8, 57-60, 370)

##### **7. Glossary of Selected Definitions for Part I. (Pages 365-376)**

Chain of Infection (p. 366)	Hippocrates and Humeral (Atomic) Theory of Disease Causation (pp. 45)
Germ Theory of Disease Causation (p. 50)	Life Expectancy (p. 371)
Global Health (p. 3, 369)	Lifestyle (p. 371)
Health (p. 369)	Miasmatic Theory of Disease Causation (p. 371)
[World Health Organization Definition (pp. 2-3)]	Philosophy (p. 373)
Health Education (p. 369)	Risk Factors (p. 374)
Health Field Concept (p. 370)	Supernatural Theory of Disease Causation (pp. 45-48)
Health Literacy (p. 370)	Wellness (p. 376)
Health Promotion (p. 370)	
Human Biology (p. 370)	

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

## Content Outline and Study Guide, Part II.

### HSC 3032 – Foundations of Health Education (Cottrell et. al., 5<sup>th</sup> Edition, 2012

#### **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 (read pages 4-7)

Criteria to consider an Academic Discipline as a Profession (study pages 4-7, 60)

##### **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 109-122; study pages 104-106; study Handout #9-A)
3. Education foundations
4. Legal foundations
5. Scientific foundations

##### **10. Levels of Prevention** (read pages 8, 20-22, 69-70, 373)

##### **11. Professional Preparation Programs** (read pages 331-335)

5 components to include in professional preparation curricula

5 factors for student success in professional preparation programs

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

1. Public or community health education (read pages 219-225, 338-340, 374)
2. Employee health education (read pages 60-61, 225-234, 337-338/ read Table 7.6, p. 230; Table 7.7, p. 234)
3. School health education (read pages 61-69, 212-219, 240-241, 335-337)

8 *National Health Education Standards* (read pages 67-69; Tables 7.1 & 7.2, p. 213; Table 7.3, p. 219)

Coordinated School Health Program (read pages 3, 66-69, 214-215, 367)

4. Patient health education (read pages 235-239, 340-342)

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

Types of organizations, agencies, and associations (read pages 258-263; scan pages 311-317)

Classification of government agencies (study Table 8.1, p. 259)

Benefits of professional association membership (study Box 8.1, p. 262)

Descriptions of selected professional associations (scan pages 265-281)

Summary of information on key professional organizations (read Table 8.2, pp. 263-264)

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

Methods to Maintain Professional Competence

Three (3) forms of credentialing (read pages 174-175)

Program accreditation (read pages 185-189)

Credentialing and Individual Certification

History of credentialing (scan pages 175-178)

Individual certification (read pages 178-181, 281-284, Box 8.4, p. 283)

CHES, Master CHES (read pages 166, 175, 180, 207-208, 230, 240, 282, 366 (CHES), 371 (MCHES)

Seven (7) Core Responsibilities of Health Educators (scan pages 189-198; scan Appendix B)

Credentialing in the Future (read pages 333-335)

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

### 15. Professional Ethics (scan Chapter 5)

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

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

Read page 18 on the practice of Health Education/ Promotion in program planning and evaluation

Scan pages 122-136 on examples of planning and evaluation models

Study the *PRECEED-PROCEED Model* (study pages 124-125 carefully; study Handout #9-B)

### 17. Career Development/Trends and Issues

Number of Health Educators and typical salary (read pages 211-212)

Seeking the first professional position (read pages 246-250, 320)

Non-traditional work settings and career opportunities (read pages 240-250, 342-343)

Excelling in your career (read pages 250-252)

Business and professional etiquette (study Handout #12)

General principles of financial planning (read Handout #13)

Advantages of graduate study in Health Education (read pages 200-205)

5 areas for involvement for practice as a professional health educator

Future trends and issues affecting Health Education (read pages 322-331)

*Patient Protection and Affordable Health Care Act* of 2010 (read pages 69-70, 330-331)

Promise of gene research and health behavior genomics (read pages 19-20)

### 18. Glossary of Selected Definitions for Part II. (Pages 365-376)

Accreditation (p. 365)

Affordable Health Care Act (p. 365)

Anonymity (p. 365)

Certification (p. 366)

Certified Health Education Specialist  
(CHES p. 366; MCHES p. 371)

Code of Ethics (p. 366)

Community Health (p. 366)

Community Health Education (p. 366)

Competencies (p. 366)

Comprehensive School Health Instruction (p. 367)

Confidentiality (p. 363)

Coordinated School Health Program (p. 367)

Credentialing (p. 367)

Discipline [Academic] (p. 365)

Eclectic Health Education/Promotion (p. 368)

Emerging Profession (p. 368)

Ethical (p. 368)

Ethics (p. 368)

Health Belief Model (p. 369)

Health Care Setting (p. 365)

Health Education (p. 369)

Health Education Specialist (p. 370)

Health Field (p. 370)

Health Literacy (p. 370)

Health Promotion (p. 370)

Healthy People (p. 370)

Healthy People 2000 (p. 370)

Healthy People 2010 (p. 370)

Healthy People 2020 (p. 370)

Impact Evaluation (p. 370)

Implementation [of Program] (p. 370)

Informed Consent (p. 371)

Licensure (p. 371)

Local Health Department (p. 371)

National Commission on Health Education  
Credentialing, Inc. (p. 372)

Outcome Evaluation (p. 372)

PRECEDE-PROCEED [Model] (p. 373)

Prevention (p. 373)

Primary Prevention (p. 373)

Process Evaluation (p. 373)

Profession (p. 373)

Professional Ethics (p. 373)

Public Health (p. 374)

Research Ethics (p. 374)

School Health Education (p. 374)

Secondary Prevention (p. 374)

Tertiary Prevention (p. 376)

Worksite Health Promotion (p. 376)

### [Final Examination on Part II.]