

PRINCIPLES OF
HEALTH EDUCATION
and **PROMOTION**

EIGHTH EDITION

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We would like to dedicate this book to the people in our lives who mean the most to us: our spouses, Karen, Bonnie, Matt, and Glen; our children, Kyle, Lisa, Kory, Nollis, Anne, Greg, Clark, Nathan, Elias, and Devin; our grandchildren, Kaylee, Anna, Emily, Olivia, Maralee, Marshall, Jonah, Rose, Aevan, Olin, Mitchell, Julia, and Ansley; and our parents, Russell and Edith Cottrell, Gordon and Betty McKenzie, Paul Seabert and Kathy Friedt, and Ellen and Robert Spear.

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Foreword

Whether you are a student contemplating health education/promotion as a career, have already decided this is the career for you, or are a graduate student entering the field, this text is an invaluable resource you will want to keep. There has never been a more important time in recent history to be a member of the health education/promotion profession. COVID-19 has reminded us all of the importance and value of health education/promotion. The health and well-being of individuals and communities rely on strong health education/promotion organizations and infrastructures.

When thinking about the skills and knowledge needed within the health education/promotion profession, this text provides the foundation. In **Chapter 1**, the value of data in decision making becomes quickly apparent. The development and use of data are key to understanding how health status is measured and can reveal health disparities and inequities. COVID-19 data have drawn attention to the decades of health disparities and social injustice experienced in the United States. Health education/promotion has a vital role in eliminating health disparities and inequities. Understanding the settings in which health education practitioners work (**Chapter 7**), volunteer and professional organization's (**Chapter 8**) and their advocacy work, and societal trends (**Chapter 10**) including policy and political climate are crucial in narrowing these health disparities. History (**Chapter 2**) and understanding how we have managed (or failed to manage) health education/promotion issues can be a guide for future practices and interventions.

Asking the question *why* is a powerful tool for the practitioner. Understanding *why* has contributed to health education/promotion successes of the past. Successes with decreasing traffic fatalities by wearing seat belts in the front and back seats, decreasing dental decay with individual fluoride treatment as well as community water fluoridation, and decreasing use of tobacco and tobacco products all were aided by health education/promotion professionals understanding the *why* of the behavior they were trying to influence. To influence individual, community, and societal behavior changes, **Chapter 4** provides an overview of behavioral theories to better understand the *why* of wearing a face covering/mask during the flu pandemic of 1918 and the recent COVID-19 pandemic. During times of crises (i.e., natural disasters, endemics, pandemics) having a solid ethical guidepost is valuable personally and professionally (**Chapter 5**).

A strength of this textbook lies in **Chapters 6, 7, and 8**. I say this because the authors have expansive and diverse backgrounds as health education/promotion practitioners and are leaders within the profession. Their experience in developing and validating the roles, responsibilities and competencies of health education specialists have become the foundation for professional preparation, development, and credentialing. They have been volunteer leaders in numerous volunteer agencies and held leadership roles in prominent professional health associations/organizations. The authors are exemplar health education/promotion professionals.

There are two key pedagogical features of this text that will provide the reader with

insight into the health education/promotion profession. The “Practitioner’s Perspective” is written by various practitioners in a variety of settings to give a realistic view of how they work or how they view a specific topic, i.e., credentialing, professional organizations, etc. The other feature is the *Case Study*. Case studies provide a scenario that requires the student to apply their knowledge and provide a solution to the problem. This approach to learning is hands on and allows you, the student, to use what you have learned to effectively solve the problem. What you may find is that solving complex problems requires multifaceted approaches.

This is an exciting time to be studying and entering the profession of health education/promotion. I encourage you to take advantage of all the opportunities afforded you through this textbook and its resources, as well as through your faculty and university resources. Do not be shy. Talk with your professor about projects you can become a part of. Is there research they are conducting you can be a part of? What about a community health project

that needs volunteers? Ask them about professional organizations to join both locally and nationally. Talk with your advisor about ways to be involved on campus through service learning, peer educators, or volunteering at a local health department or nonprofit health agency in the community. If there is not a peer health education group on your campus, take the lead and start one!

Now, more than ever, health education/promotion needs practitioners and strong leaders, as the challenges we face will require the best minds. It will require those with a solid foundation in health education/promotion to be leaders in our schools, communities, healthcare and workplace settings, and universities/colleges. This textbook is the first of many building blocks for your health education/promotion foundation.

Enjoy and welcome to health education/promotion!

Kelli R. Brown, PhD, FASHA, FAAHE
Chancellor, Western Carolina University

Preface

Many students enter the profession of health education/promotion knowing only that they are interested in health and wish to help others improve their health status. Typically, students' interest in health education/promotion is derived from their own desire to live a healthy lifestyle and not from an in-depth understanding of the historical, theoretical, and philosophical foundations of this profession. Other than perhaps a high school health education teacher, many students do not know any health education specialists. In fact, most beginning students are unaware of employment opportunities, the skills needed to practice health education/promotion, and what it would be like to work in a given health education/promotion setting.

This text is written for such students. The contents will be of value to students who are undecided as to whether health education/promotion is the major they want to pursue, as well as for new health education/promotion majors who need information about what health education/promotion is and where health education specialists can be employed. The text is designed for use in an entry-level health education/promotion course in which the major goal is to introduce students to health education/promotion. Students in undergraduate public health programs who are doing a concentration or emphasis in health education will find this book to be essential to their professional preparation. In addition, the book may have value in introducing new health education graduate students, who have undergraduate degrees in fields other than health education/promotion, to the health education/promotion profession.

New to This Edition

This Eighth Edition of *Principles of Health Education and Promotion* (previously published by Pearson as *Principles and Foundations of Health Promotion and Education*) features numerous updates, including significant rewrites to make information flow better in sequence for student use, as well as an updated 7" by 9" trim size and 4-color text. Updates include:

- **Practitioner's Perspective** boxes found throughout the text. They are written by health education/promotion professionals currently working in the field; have been refreshed to offer insights from current practitioners; address such areas as health education certification (CHES), Eta Sigma Gamma, professional associations, internships, and careers in healthcare settings and university wellness centers; among others.
- **Chapter 2** provides updates on current health initiatives, healthcare reform and its impact on health education/promotion; *Healthy People 2030* initiatives; COVID-19; and the Patient Protection and Affordable Care Act, its current status, and its implications for public/community health education.
- **Chapter 4** provides revised information on Planning Models, specifically on the MAPP model.
- **Chapter 6** provides updated coverage on Health Education Specialist Practice Analysis II 2020 (HESPA II), including Appendix B with the new responsibilities, competencies, and subcompetencies

of a health education specialist, as well as updated information on program accreditation for freestanding undergraduate public/community health programs.

- **Chapter 7** incorporates “A Day in the Career of...” in each major career setting that now includes information on how COVID-19 may have impacted job responsibilities.
- A NEW! **Appendix A** provides the updated Health Education Code of Ethics.
- A NEW! **Appendix B** provides the HESPA II 2020 responsibilities, competencies and subcompetencies of a health education specialist

Chapter Overview

Chapter 1, “A Background for the Profession,” provides an overview of health education/promotion and sets the stage for the remaining chapters.

Chapter 2, “The History of Health and Health Education/Promotion,” examines the history of health and health care, as well as the history of health education/promotion. This chapter was written to help students understand the tremendous advances that have been made in keeping people healthy, and it provides perspective on the role of health education/promotion in that effort. One cannot appreciate the present without understanding the past. The chapter will bring students up to date with the most recent happenings in the profession including updated information on the Patient Protection and Affordable Care Act, Healthy People 2030, initiatives in both public and school health education, as well as the COVID-19 pandemic.

Chapters 3, 4, and 5 provide what might best be called the basic foundations. All professions, such as law, medicine, business, and teacher education, must provide students with information related to the philosophy, theory, and ethics inherent in the field.

Chapter 6, “The Health Education Specialist: Roles, Responsibilities, Certifications, and Advanced Study,” is designed to acquaint new students with the skills that are needed to practice in the field of health education/promotion. It also explains the certification process to students and encourages them to begin thinking of graduate study early in their undergraduate programs. New information related to changes in the competencies and subcompetencies of a health education specialist based on the Health Education Specialist Practice Analysis II 2020 (HESPA II 2020) study is incorporated into this chapter.

Chapter 7, “The Settings for Health Education/Promotion,” introduces students to the job responsibilities inherent in different types of health education/promotion positions and provides a discussion of the pros and cons of working in various health education/promotion settings. Incorporated into each major career setting is, “A Day in the Career of...” section that now includes information on how COVID-19 may have impacted job responsibilities. “Practitioner’s Perspective” boxes include perspectives from health education professionals working in the field. This chapter is unique among introductory texts. An important warning is provided to students to be careful about what they post to social networking websites, and information is included on landing one’s first job and how to excel in a health education/promotion career. This chapter truly provides students with important insights into the various health education/promotion settings and the overall practice of health education/promotion.

Chapter 8, “Agencies, Associations, and Organizations Associated with Health Education/Promotion,” introduces students to the many professional agencies, associations, and organizations that support health education/promotion. This is an extremely important chapter because all health education specialists need to know of these resources and allies. All introductory students

are encouraged to join one or more of the professional associations described in this chapter. For that reason, contact information for all of the professional associations discussed is included in the chapter.

Chapter 9, “The Literature of Health Education/Promotion,” directs students to the information and resources necessary to work in the field. Included in this chapter is basic information related to the Internet and the World Wide Web that should be especially helpful to new students. With the explosion of knowledge related to health, being able to locate needed resources is a critical skill for health education specialists. Finally, health education/promotion students need to consider what future changes in health knowledge, policy, and funding may mean to those working in health education/promotion. They must learn to project into the future and prepare themselves to meet these challenges.

Chapter 10, “Future Trends in Health Education/Promotion,” is an attempt to provide a window into the future for today’s health education/promotion students.

As one reads the text, it will be apparent that certain standard features exist in all chapters. These are designed to help the student identify important information, guide the student’s learning, and extend the student’s understanding beyond the basic content information. Each chapter begins by identifying objectives. Before reading a chapter, students should carefully read the objectives because they will guide the student’s learning of the information contained in that chapter. After reading a chapter, it may also be helpful to review the objectives again to be certain major points were understood. Being able to respond to each objective and define each highlighted term in a chapter is typically of great value in understanding the material and preparing for examinations.

Throughout the text, take note of the “Practitioner’s Perspective” boxes. These are

boxes written by health education/promotion professionals who are currently working in the field. Some of the boxes relate to working in a particular setting, while others focus on such areas as ethics, certification, internships, hiring, Eta Sigma Gamma, and graduate study. There are a total of 17 “Practitioner’s Perspective” boxes, 11 of them new to this edition.

At the end of each chapter, the student will find a brief summary of the information contained in that chapter. Following the summary are review questions. Students are encouraged to answer these questions because they provide an additional method for targeting learning and reviewing the chapter’s contents. A case study follows the review questions. Case studies allow readers to project themselves into realistic health education situations and problem solve how to handle such situations. Next, readers will find critical thinking questions designed to extend readers’ learning beyond what is presented in the chapter. They require readers to apply what they have learned, contemplate major events, and project their learning into the future. A list of activities, designed to extend readers’ knowledge beyond what can be obtained by reading the chapter, follows the critical thinking questions. In some activities, students are asked to apply or synthesize the chapter’s information. In others, students are encouraged to get actively involved with experiences that will help integrate learning from the text with a practical, real-world setting. By completing these activities, students should have a better understanding of health education/promotion. The activities are followed by Weblinks, which have been updated and expanded for this edition. Weblinks are sites that students can access to read more about a topic, extend their learning, or obtain interesting and important resource materials. Each chapter ends with a list of references the authors used to develop the chapter. All references are cited in the chapter, and students

can use the references to obtain more detailed information on a topic from an original source when they desire to do so.

Resources

The following instructor supplements are available with the eighth edition:

- An **Instructor's Manual** that includes a synopsis, an outline, teaching ideas, website activities, and video resources for each chapter.
- A **Test Bank** that includes multiple-choice, true/false, and essay questions for each chapter.
- **Slides in PowerPoint format** that feature chapter outlines and key points from the text.

We readily acknowledge that the information contained in this text represents our bias regarding what material should be taught in an introductory course. There may be important introductory information we have not included, or we may have included information that may not be considered introductory by all users. We welcome and encourage comments and feedback, both positive and negative, from all users of this text. Only with such feedback can we make improvements and include the most appropriate information in future editions.

Randall R. Cottrell
Denise M. Seabert
Caile E. Spear
James F. McKenzie

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