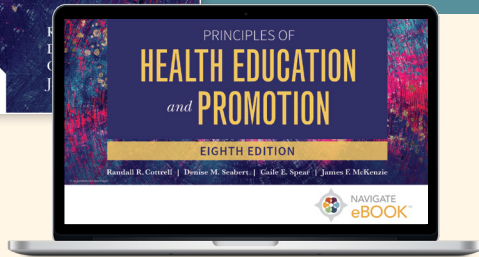


TRANSITION GUIDE TO

Principles and Foundations of Health Education and Promotion

EIGHTH EDITION



Every new print copy includes 365-day access to the Navigate eBook.

Principles of Health Promotion and Education, Eighth Edition provides readers with a solid foundation in the history, philosophy, theory, and ethics of health education. Considered the best overall introduction to the growing field of health education and promotion, the text connects fundamental topics to research, resources, and practitioners.

It covers the roles and responsibilities of health education specialists, potential occupational settings, and the ethics that inform professional decisions. Looking at the past, present, and future of health, health care, and health education and promotion, the text features discussions of recent health reforms, the evolving professional landscape, the use of social media in health promotion, and much more.

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NEW TO THE EIGHT EDITION

- **NEW** Includes a new full-color design and art program!
- **Updated** *Practitioner's Perspective* boxes, found throughout the text and written by health education/promotion professionals, have been refreshed to offer insights from current practitioners, addressing such areas as health education certification (CHES), Eta Sigma Gamma, professional associations, internships, and careers in health care settings and university wellness centers.
- Includes new information on healthcare reform and its impact of health education/promotion, current school health initiatives, and Healthy People 2030 initiatives.

CHAPTER-SPECIFIC UPDATES

- **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.
- **NEW** A new Appendix A provides the updated Health Education Code of Ethics.
- **NEW** Appendix B has been updated with HESPA 2020 Competencies.

CHAPTER OVERVIEWS

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

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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.

CHAPTER 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 sub-competencies 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 what they post to social networking web sites, 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.

INSTRUCTOR RESOURCES

Test Bank — Available in LMS-compatible formats

PowerPoint Slides — two sets:

- Standard slides for a traditional classroom experience
- Discussion-based slides for a learner-centered classroom experience

Instructor Manual, Lab Manual, Sample Syllabus

STUDENT RESOURCES

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