

Health Promotion and Education

THIRD EDITION



Randall R. Cottrell + James T. Girvan + James F. McKenzie

Principles & Foundations of Health Promotion and Education

THIRD EDITION

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What is health education?" "What do health educators do?" "If I get a degree in health education, what types of jobs are available?" Many faculty members in health education professional preparation programs have heard these questions from both prospective students and current majors. Health education is often described by academicians as a "discovery major." Few students enter colleges and universities as health education majors. Students often "discover" the health education field after experiences in elective health education courses or other health-related majors, or as a result of developing an interest in health and lifestyle. Although these students often enter our programs with a high level of enthusiasm, they seldom have even a basic understanding of the profession. Even those students who began their college career as health education majors usually enter programs with a limited perspective of the profession.

Foundations and principles courses are designed to assist students in the development of an appreciation of the history, contemporary importance, and future potential of the profession of health education. Cottrell, Girvan, and McKenzie's text, *Principles & Foundations of Health Promotion and Education*, provides a teaching resource for instructors, and a learning resource for students, to actively address the key aspects of such a course.

Health educators have long recognized that learning is more than simply the acquisition of knowledge. Learning also involves instructional elements such as critical thinking, skill development, and real-life application. It is evident throughout the book that the authors have placed importance on these elements—it is more than just a reader for students. While the book serves as a repository of information in topic areas such as history, philosophy, theory, ethics, current issues, work settings, and future trends, it provides students with opportunities for involvement in activities such as online fact finding, formulation of opinions, and professional applications. This approach allows instructors to use the text for more than just assigned reading; it can also serve as a source for student-centered activities both within and outside of the classroom.

Numerous aspects of the textbook deserve special mention. Students should find the writing in each chapter both engaging and informative. The authors have done an excellent job of incorporating both "classic" and current literature from the health education field while also integrating meaningful information from other professional literature. Boxes and tables are used to clarify and enrich important information.

The beginning of each chapter includes a listing of precise objectives. These objectives clearly indicate specific expectations for students and provide a framework for assessment for course instructors. At the end of each chapter, review questions are designed to address the objectives. Critical thinking questions are also included at the end of each chapter, along with activities that provide students with application opportunities related to the content of the chapter. Each chapter's concluding activity is a case study in which the student is presented with a health education situation and asked to apply knowledge and skills learned in the chapter. Together, the end-of-chapter activities enable students to authentically demonstrate learning through a variety of methods and products.

Because of the ever-changing nature and updating of the World Wide Web, the "Activities on the Web" that appeared in the previous edition of this text have been removed and replaced with the new "Weblinks" section, a collection of Web addresses and short descriptions. The "Weblinks" can be found at the end of each chapter and allow students the opportunity to explore a number of different Web sites that are available to support the content presented in the chapter.

Another exciting and valuable feature of the book is the "Practitioner's Perspective." This feature, interspersed throughout the book, presents the opinions of practicing health educators on topics such as planning models, ethics, certification as a health education specialist (CHES), and graduate study. Background information is presented for each practitioner including his or her position, employer, and degrees. The practitioner describes the connection of each topic to specific professional responsibilities as a health educator. This feature extends the classroom to the real world, and brings the experiences of practicing health educators to students.

Girvan, Cottrell, and McKenzie have provided instructors with a source of information, instructional activities, and assessment methods to guide students toward the development of the important knowledge, appreciation, and insight that are essential for current and prospective health educators. I have no doubt that *Principles & Foundations of Health Promotion and Education* will serve as a valuable resource for both quality instruction and informed professional practice.

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Any students enter the field of health promotion and education knowing only that they are interested in health and wish to help others improve their health status. Typically, students' interest in health promotion and education 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 emerging profession. Other than perhaps a high school health education teacher, many students do not know any health promotion and education practitioners. In fact, most beginning students are unaware of employment opportunities, the skills needed to practice health education, and what it would be like to work in a given health education setting.

This book is written for such students. The contents will be of value to students who are undecided if health education is the major they want to pursue, as well as for new health education majors who need information about what health education is and where health educators can be employed. The book is designed for use in an entry-level health education course in which the major goal is to introduce students to health promotion and education. In addition, it may have value in introducing new health education graduate students, who have undergraduate degrees in fields other than health education, to the emerging profession of health promotion and education.

All chapters have been revised and updated for the new third edition. Chapter 1, "A Background for the Profession," provides an overview of health promotion and education and sets the stage for the remaining chapters. Chapter 2, "The History of Health and Health Education," examines the history of health and health care, as well as the history of health promotion and education. 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 promotion and education in that effort. One cannot appreciate the present without understanding the past. 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 Educator: Roles, Responsibilities, Certifications, Advanced Study," is designed to acquaint new students with the skills that are needed to practice in the field of health promotion and education. It also explains the

certification process to students and encourages them to begin thinking of graduate study very early in their undergraduate programs. Chapter 7, "The Settings for Health Education," introduces students to the job responsibilities inherent in different types of health education positions and provides a discussion of the pros and cons of working in various health education settings. With its "A Day in the Career of . . . " sections and the "Practitioner's Perspective" boxes, this chapter is unique among introductory texts and will truly provide students with important insights into the various health education settings.

Chapter 8, "Agencies/Associations/Organizations Associated with Health Education," introduces students to the many professional agencies, associations, and organizations that support health promotion and education. This is an extremely important chapter, as all health educators need to know of these resources and allies. We believe that all introductory students should be 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," 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 educators. Finally, health education students need to consider what future changes in health knowledge, policy, and funding may mean to those working in health promotion and education. They must learn to project into the future and prepare themselves to meet these challenges. Chapter 10, "Future Trends in Health Education," is an attempt to provide a window into the future for today's health promotion and education students.

As one reads the book, 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 memorization of content information. Each chapter in the book begins by identifying objectives. Prior to reading a chapter, students should carefully read the objectives, as 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 to make certain major points were understood. Following the objectives in each chapter is a list of key terms. Again, it is a good idea to examine these closely prior to reading a chapter and to review them following one's reading. Being able to respond to each objective and define each term is typically of great value in understanding the material and preparing for examinations.

Throughout the book take note of the "Practitioner's Perspective" boxes. These are boxes typically written by young health promotion and education professionals who are currently working in the field. Many of the boxes relate to working in a particular setting, while others focus on such areas as ethics, certification, and graduate study.

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, as they provide an additional

method for targeting learning and reviewing the chapter's contents. Critical thinking questions follow the review questions. Critical thinking questions are 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 to the future. A short list of activities, designed to extend the reader's knowledge beyond what can be obtained by reading the chapter, is also included. In some cases, students are asked to apply or synthesize the content information. In other activities, 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 promotion and education. The activities are followed by a new feature in the third edition, Web Links. Web Links are sites students can access to read more about a topic, extend their learning, or obtain interesting resource materials. Each chapter ends with a case study. Case studies allow readers to project themselves into realistic health education situations, and problem solve how to handle them.

We readily acknowledge that the information contained in this book 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 of the text.

Randall R. Cottrell James T. Girvan James F. McKenzie adopted our text and all of the health education faculty who have adopted our text and all of the students who have used the text. The response we have received has been truly gratifying. Without you we would not be writing the third edition.

We would also like to thank Benjamin Cummings for producing the book. In particular, we would like to thank Alison Rodal and Sabrina Larson for their diligent work on our behalf and for their outstanding administrative and organization skills. We would also like to thank Deirdre Espinoza, Keith Ingram, and David Novak for their hard work on this project.

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Finally, we would like to dedicate this book to the people in our lives who mean the most to us: our wives, Karen, Georgia, and Bonnie; our children, Kyle, Kory, Jennifer, Erik, Becky, Anne and Greg; grandchild, Mitchell; and our parents, Russell and Edith Cottrell, Terry and Margaret Girvan, and Gordon and Betty McKenzie.

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