

The book cover features a collage of three photographs. The top photo shows a group of people, including children and adults, participating in a race or walk, wearing white t-shirts and pink leis. The middle photo shows a group of children in a circle, performing a dance or exercise routine. The bottom photo shows two women, one in a yellow shirt and one in a blue shirt, working together at a table, looking at a document.

Second Edition

The Process of Community Health Education and Promotion

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Second Edition

The Process of Community Health Education and Promotion

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*We dedicate this book to our families and students.
You are our source of encouragement and inspiration.*

Preface

This textbook provides an introductory overview of information, perspectives, and competencies needed to effectively promote health and quality of life in community health education and health promotion, public health, and health-care settings. Our discussion in chapter 1 about emerging professional paradigms in these health professions and the powerful impact of boundary-crossing partnerships across disciplines is indicative of our philosophy and intended audience for this book. We invite all who are interested in the health and quality of life of individuals and whole communities to engage in the experiential learning approach that lies at the heart of this textbook.

A Recommended Learning Perspective

This book was written by three individuals who view learning as a journey rather than a destination. In fact, we confess that we actually *enjoy* the learning process. This is probably because life experience has taught us that change is inevitable and constant, and that we all learn through this ongoing change process whether we like it or not. We use the word “enjoy” loosely because experiences in which true learning occurs are often as demanding and exhausting as they are exhilarating. That is the experience we wish for our readers. We are by no means implying that merely reading this book will demand, exhaust, and exhilarate. We are, however, suggesting that its application in the real world of community health promotion can contribute to your lifelong learning experience in ways that can be significant and worth the effort.

We invite you to view this book as more than a required reading assignment in a college course. If you only read it to memorize facts to regurgitate on an exam, you will have missed its intent. Instead, we encourage you to think of it as a tool for action. Because people learn by doing (more so than by reading, listening, or taking notes), we encourage you to consider the following recommendations as you read this book.

1. **Ask “so what?”** When you read a passage, ask yourself why you would need to know that information. Think about how that knowledge or developed skill could be of value to you in your current or future practice as a health professional. There is a rationale and intended use for each chapter section. Reading with the intention of discovering this practical use can enhance your learning and application.
2. **Seek second opinions.** Don’t just take our word for it. Though we have worked to present accurate and current information and to discuss issues from differing viewpoints, we encourage you to further explore alternative perspectives.

Learning from varying perspectives can broaden and enrich your understanding of the profession.

3. ***Apply it and customize it.*** Test the textbook information and recommended approaches in the real world at every opportunity. (See “Textbook Highlights” for suggestions.) Your real-world experimentation will breathe life into your learning experience and will help you master the ability to adapt textbook content for a variety of situations and uses.

About Professional Competencies

Chapter 1 contains a brief description of emerging professional paradigms and a rationale for forging boundary-crossing partnerships across health disciplines. The chapter also contains brief descriptions of some core knowledge and competency frameworks for public health and health education, as well as a *For Your Information* box (FYI 1.1) of suggested textbook readings that are associated with the current *seven areas of responsibility* of an entry-level certified health education specialist (CHES). These competency frameworks evolve as part of the natural growth and adaptation of a profession to an ever-changing world. We urge you to become actively involved in professional organizations, seek and maintain professional certification, and remain abreast of these evolving frameworks throughout your professional career.

Textbook Highlights

Each chapter of this textbook is designed to engage you in thought, discussion, and action. Where possible, we use examples about real people, illustrations that relate to common elements of life, practical questions, a conversational tone, and even a little humor to engage you in a personal way. We also include special features to help you explore ideas, test recommended approaches, and develop knowledge and competencies that will inform your health promotion efforts. We highlight these features below and provide more in-depth information for the course instructor in an accompanying Instructor’s Guide.

For Your Information

Every chapter contains *For Your Information* (FYI) boxed features that provide nutshell descriptions, how-to guidelines, checklists, and examples that complement and expand on chapter content. In some cases, the FYI material serves as a prompt for or example of information you can use in a course project (see “Course Project”) or as a self-directed learning activity.

For Your Application

You will find the *For Your Application* (FYA) feature at the end of each chapter. The FYAs contain instructions for recommended activities that can be undertaken on your own if they haven’t already been assigned by the instructor. Some FYA activities can occur totally within the confines of a classroom. Others may require you to visit a local neighborhood or community organization for a stronger real-world experience. Moreover, some FYA activities can reinforce your work on a course project if one is assigned (see “Course Project”) or further develop your professional résumé or portfolio.

lio. In all cases, FYA activities are designed to engage you in discussion and application of the knowledge and competencies described in that chapter.

Course Project

One of the most basic responsibilities for those working in community health is to assess the actual and perceived needs of communities. Therefore, the major project for this course is a *Community Assessment* (see Appendix B). Steps in the assessment process are outlined succinctly in chapter 6. You will find that many of the FYA activities throughout each chapter are components of this project. A Project Guide is included in Appendix B.

Web Resources

The *Web Resources* in Appendix A are a useful tool as you seek additional information and expand your knowledge about a variety of health-related organizations and information sources. Your course instructor has access to a Web Link file that allows direct linkage to the Web site(s) if you are online.

Learning Objectives and Review Questions

The learning objectives at the beginning of each chapter and the review questions at the end will help you highlight and organize your reading and notes around targeted learning concepts. The chapter content that addresses each objective/question not only provides key definitions and concepts but is designed to help you understand those concepts as they are applied in real-world settings.

To the Instructor

We believe the accompanying Instructor's Guide CD will be a valuable resource as you design and teach your course. It offers a wealth of materials and the flexibility to adapt them to various teaching styles and preferences. On the CD you will find an overview of the changes between the first and second editions; teaching tips linked to specific features of this text; a test bank and answer key; chapter-specific PowerPoints; Web Links; and a Professional Portfolio Guide, Project Guide, and Resource Inventory in formats that allow you to adapt them to your course needs.

Acknowledgments

The concept that "it takes a village" could be applied to this project. We thank the multitude of students whose input identified the need for and shaped the content of this book. We also thank a variety of colleagues whose encouragement and honest critique helped us reach our goal. We would like to especially acknowledge the assistance of Dr. Ashley Walker and Ms. Ivory Johnson, who helped us organize some of the PowerPoints for the Instructor's Guide; Jessica Hartman, who helped us update our Web Resources; and Teoman Alemdar, a gifted photographer who allowed us to use his beautiful images from around the world. We also extend our gratitude to those instructors and students who have used our text and have sent us feedback. We welcome comments, suggestions, and personal stories about applying these concepts in the field; your insights will help us keep future editions of this textbook current and meaningful.

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PART I

Health and Community Perspectives

