

FNH 8513 THEORY AND PRACTICE OF HEALTH EDUCATION  
CLASS SYLLABUS

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### CATALOG DESCRIPTION

FNH 8513 Theory and Practice of Health Education. (3). Three hours lecture.  
Historical perspectives and current status of health education/promotion.  
Fundamental constructs of the discipline in school, community and worksite settings.

### LEARNING OUTCOMES:

Upon completion of this course the student will be able to:

- 1) Discuss the historical development of health education and health promotion programs in a variety of settings.
- 2) Discuss common philosophical approaches to health education and health promotion
- 3) Develop and articulate their own personal philosophy of health education and health promotion
- 4) Describe common approaches to health education and health promotion programs in school, community and worksite settings
- 5) Identify and discuss characteristics of “model” programs in school, community and worksite settings
- 6) Describe the roles of a variety of professional and/or voluntary organization related to health education/promotion
- 7) Discuss the history and importance of the Role Delineation Project
- 8) Discuss the history and importance of the National Health Education Standards
- 9) Explain the importance of the Society of Public Health Educators (SOPHE) Code of Ethics

### COURSE OUTLINE

1. Historical Aspects of Health Education (6 hrs.)
  - a) Code of Hammurabi
  - b) The Greeks

- c) Renaissance/Reformation
- d) 18th Century philosophers (Locke,Rousseau, Voltaire)
- e) Health in the Modern Era
  - Age of Environment
  - Age of Medicine
  - Age of Lifestyle

2. Health Education in the United States (3 hrs.)

- a) Consolidation and growth (1850-1900)
- b) Hygiene to health education (1900-1920)
- c) Analysis and synthesis (1920-1935)
- d) Diversification (1935- 1950)
- e) The conceptual approach (1950-1970)
- f) The future (1970- present)

3. The Nature and Meaning of Health Education (9 hrs.)

- a) Development of a philosophy of health education
- b) The essential nature of health education
  - Who should be blamed for being sick?
  - Health: right or priority
  - Micro-macro environmental issues
- c) The lifestyle construct
  - determinants of health status
  - the illness-wellness continuum
- d) Settings and approaches for health education
  - schools (Comprehensive School Health Education, schoolsite health promotion)
  - community/clinical settings (hospital based “wellness” programs, etc)
  - worksites(historical aspects of worksite health enhancement programming)
- e) Ethical considerations in health education
  - is behavior change a legitimate objective for health educators?
  - code of ethics for health educators
  - diversity in health practices

- impact of values, culture etc.

4. Health Promotion vs. Health Education (6 hrs.)

- the concept of health promotion
  - Lalonde Report (1974)
  - “Healthy People” (1979)
  - Healthy People 2000: Objectives for the Nation
  - Healthy People 2010
  - achieving the objectives (barriers, support, mechanisms, etc.)
  - The “Medical model”
  - sites for health promotion programming

5. The Health Care Perspective (6 hrs.)

- a) Changing climate of medical practice
  - prevention vs. treatment
  - levels of prevention
- b) Health care delivery
  - U.S. vs. other systems
  - fee-for-service vs. socialized medicine, the health education/promotion perspective
- c) Models of health care
  - health insurance
  - health maintenance organizations
  - preferred provider organizations
  - rewarding health vs. rewarding Disease

6. Professional/Voluntary Associations in Health Education/Health Promotion (6 hrs)

- a) Professional Organizations
  - American Public Health Association
  - American School Health Association
  - Wellness Councils of America
  - Association for the Advancement of Health Education
  - Association for Worksite Health Promotion
  - Society of Public Health Educators
- b) Voluntary Health Organizations

- American Heart Association
  - American Cancer Society
  - American Lung Association
- C) Resources/Services offered by professional/voluntary organizations

6. Professional Competencies and Issues (6 hrs.)

- a) The Role Delineation Project
  - history
  - function
  - structure of a “framework”
  - competencies and certifications of health educators (CHES)
- b) National Health Education Standards
  - history
  - function
  - role of National Standards in health education/promotion program delivery
- c) Ethical Considerations in Health Education
  - Code of Ethics
  - Common Ethical Dilemmas

METHOD OF EVALUATION

Assignments/Due Dates

Philosophy Paper(50 points):

In a concise paper please provide a brief review of the five philosophies presented by Welle et al (1995) in your course readings. Then construct your own philosophy of health education by adapting ideas from the Power Point presentations and the readings to your own thoughts and views. Finally, explain how your philosophy might impact the type of health education/health promotion program you might develop and ways in which you would deliver such a program. In completing your philosophy paper please adhere to the following guidelines:

- a) all papers must be typed, double spaced
- b) papers should be approximately 4-5 pages in length
- c) be sure to summarize all of the philosophies presented in the Welle et al article
- d) provide a rationale for your own choice of philosophy

- e) references should be cited in APA style
- f) papers are due ... . You are encouraged to submit your paper via e-mail or WebCT attachment.

### Midterm Exam(100 points)

The mid term exam will be posted on Web CT approximately one week before the due date. The completed mid term must be returned to me by .... Please adhere to the following guidelines when preparing your midterm exam:

- a) read the directions carefully
- b) answer all parts of each question as thoroughly as possible
- c) all exams must be typed, double spaced
- d) reference should be cited according to APA style
- e) contact your instructor immediately by e-mail or WebCT if you have any questions/problems

### Final Exam(100 points)

The final take home exam will be comprehensive, involving material from all of the Power Point lessons and assigned readings. The same preparation guidelines as for the midterm will apply. The final exam questions will be posted on WebCT approximately one week prior to the due date. Final exams are due ....

### Course Grading Scale

- A = 250 - 225 total points
- B = 224 – 200 total points
- C = 199 – 175 total points
- D = 174 – 150 total points
- F = 149 total points or less