

# **Professional Foundations of Health Education**

University of South Florida College of Public Health

HSC 5037-901 Syllabus

Fall Semester 2007

1 semester hour

5:00 PM – 5:50 PM

LRCC 108

## **Course Description**

This seminar-style course examines the practice of health education in various settings, and selected historical, cultural, philosophical, professional, and ethical issues in the practice of health education. Emphasis is placed on leadership, professionalism, career development, and professional organizations.

## **About the Instructor**

Robert J. McDermott, Ph.D., FASHA, FAAHB, FRIPH, FAAHE, FRSH

Professor, Department of Community and Family Health

*University of South Florida College of Public Health*

211 LRCC

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Dr. McDermott earned BS, MS, and PhD degrees from the University of Wisconsin-Madison. Later, he was a faculty member in the Department of Health Education, at Southern Illinois University, Carbondale. He came to the University of South Florida in 1986, shortly after the formation of the College of Public Health, and served as Chair of the Department of Community and Family Health between 1993 and 2003. In 1998, he headed a successful effort that led to being awarded a Prevention Research Center by the U.S. Centers for Disease Control and Prevention (CDC). Today, he serves as co-Director of the Center. He received the 1997 *Award for Research* of the *American School Health Association's* (ASHA) Research Council. The ASHA recognized his career contributions to school health in 2002 through its William A. Howe Award, the highest citation given by that organization. In 1997, he was one of 38 founding members of the *American Academy of Health Behavior*, and became the first elected President of the *Academy*. The *American Association for Health Education* (AAHE) named him its Scholar for 1999 and he delivered the 2000 *Scholar Address* at the National AAHE Annual Meeting. He has been a member of the CDC's invited working group on defining *Health Education in the 21st Century*, a Visiting Professor at the University of Cologne (Germany) and at the University of Freiburg (Germany), a consultant to the CDC's Division of Adolescent and School Health, for collaboration with the Russian Federation, and a consultant to the European Union's, *Health Promotion for Family Caregivers of People with Alzheimer's Disease and Related Mental Disorders Project* (1997), and its *Communicating AIDS Project* (1994). In addition to more than 200 scientific articles, he has authored or co-authored over 50 book chapters, and 3 books, 2 of which appeared in multiple editions. In 1997, Dr. McDermott established a formal international education and research program including an inter-institutional faculty and student exchange agreement with the University of Cologne, and has taught courses there annually for American, Canadian, and German scholars since 1996. Since 2006, he has been an *Honorary Fellow* of the Population Health Institute at the University of Wisconsin-Madison, Madison. Dr. McDermott is a Fellow of the *American School Health Association*, the *American Academy of Health Behavior*, the *Royal Institute of Public Health*, the *American Association for Health Education*, and the *Royal Society for Health Promotion*. In 2004, he founded a new E-journal for the public health community of Florida, the *Florida Public Health Review*. Since August 2005 he has been the Editor of the *American Journal of Health Education*.

## **Course Objectives**

The following objectives apply. Upon completion of this course, participants are expected be able to:

1. Identify the key historical, cultural, and philosophical underpinnings of health education.
2. Describe functions and constituencies of health education-related professional organizations.
3. Describe how professionalism and ethics fit into practice in health education.
4. Translate leadership principles in practice situations and settings.
5. Forecast a career development path in health education and public health practice.

## **Course Requirements**

1. Attend and participate in all scheduled sessions. Complete all assigned readings and be prepared to lead a discussion about any of them.
2. Prepare one or more oral presentations and written handout summaries related to health education-related professional organizations.
3. Respond to a series of questions about health education and health education professionals researched through a library and Internet exercise.
4. Complete a 2500-word to 3500-word paper (submitted electronically to me [[rmcdermo@health.usf.edu](mailto:rmcdermo@health.usf.edu)] by 11:00 PM, Monday, November 26, 2007) on vision and leadership in any setting and the corresponding lessons applicable to health education.

## **Attendance and Grading**

Attendance at all sessions is expected. Grading is based on student level of participation and concrete contributions to the seminar dialogue, including oral presentation and preparation of handouts (60%), thoroughness and relevance of the paper (30%), and results of a library/Internet exercise (10%).

Per University of South Florida policy, papers are subject to inspection for plagiarism. All written work should be your own. USF has an account with an automated plagiarism detection service that allows instructors and students to submit assignments to be checked for plagiarism. The instructor reserves the right to: (1) request that assignments be submitted as electronic files and (2) electronically submit assignments to **SafeAssignment**. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing whether a student's paper is suspicious with respect to plagiarism. More information about **SafeAssignment** and plagiarism is available at [http://www.mydropbox.com/info/sa2.0\\_student\\_manual.pdf](http://www.mydropbox.com/info/sa2.0_student_manual.pdf).

No extensions will be made except under extraordinary circumstances. Missed work can be made only in the case of significant illness, emergency, or circumstances beyond the control of the individual. An exception applies to persons observing recognized religious holidays or customary practices. Special arrangements can be made with the instructor on a case-by-case basis. Given the time frame of this course, the instructor should be made aware of any expected absence as soon as possible. Only letter grades, including  $\pm$  grades are awarded.

## **Miscellaneous**

Lectures presented in this course can be taped only with the permission of the instructor and/or guest speakers.

## **Probable Week-by-Week Schedule**

## **August 27, 2007**

### Course Overview and Professionalism in Perspective

Rice V. J., & Duncan, J. R. (2006). What does it mean to be a “professional: ... and what does it mean to be an ergonomics professional? Position Paper of the Foundation for Professional Ergonomics. Available at: [http://www.ergofoundation.org/FPE1\\_Professionalism.pdf](http://www.ergofoundation.org/FPE1_Professionalism.pdf). Accessed August 23, 2007.

Walker, P. (2003). What does it mean to be a professional humanitarian? Available at: <http://www.jha.ac/articles/a127.htm>. Accessed August 17, 2007.

## **September 3, 2007**

### LABOR DAY HOLIDAY

No class meeting

## **September 10, 2007**

### History of Health Education and Public Health: Florida, the U.S., the World

Institute of Medicine. (2003). *Who Will Keep the Public Healthy?* Washington DC: National Academies Press, pp. 41-107.

Wilcox, L. S. (2005). Health education from 1775 to 2005. *Preventing Chronic Disease*, 2(Special Issue). Available at [http://www.cdc.gov/pcd/issues/2005/nov/05\\_0134.htm](http://www.cdc.gov/pcd/issues/2005/nov/05_0134.htm)

McDermott, R. J. (2002). A proud heritage in school health – the William A. Howe lecture. *Journal of School Health*, 72(10), 429-431.

McDermott, R. J. (2005). Our public health history in Florida: Interviews with the department chairs. *Florida Public Health Review*, 2, 50-59. Available online at <http://publichealth.usf.edu/fphr>.

McDermott, R. J. (2005). Our public health history in Florida: Interview with Donna J. Petersen. *Florida Public Health Review*, 2, 46-49. Available online at <http://publichealth.usf.edu/fphr>.

McDermott, R. J. (2005). Our public health history in Florida: Interview with Laurence G. Branch. *Florida Public Health Review*, 2, 44-45. Available online at <http://publichealth.usf.edu/fphr>.

McDermott, R. J. (2005). Our public health history in Florida: Interview with Charles S. Mahan. *Florida Public Health Review*, 2, 39-43. Available online at <http://publichealth.usf.edu/fphr>.

McDermott, R. J. (2005). Our public health history in Florida: Interview with Peter J. Levin. *Florida Public Health Review*, 2, 34-37. Available online at <http://publichealth.usf.edu/fphr>.

## **September 17, 2007**

### Leadership Theories and Principles I

**MEET in COPH Room 2022**

Rue, L. W., & Byars, L. L. (2000). *Management – Skills and Application*, 9<sup>th</sup> ed. New York: McGraw Hill, pp. 308-327.

## **September 24, 2007**

### Leadership Theories and Principles II

Wright, K., Hann, N., McLeroy, K. R., Steckler, A., Matulionis, R. M., Auld, M. E., et al. (2003). Health education leadership development: A conceptual model and competency framework. *Health Promotion Practice*, 4(3), 293-302.

## **October 1, 2007**

### Professional and Philosophical Underpinnings of Health Education

Nash's Theory of Equilibrium – Does it have relevance for health education?

Dixit, A. John Nash – Founder of Modern Game Theory. Available at:  
<http://www.princeton.edu/~dixitak/home/nashenco.pdf>. Accessed August 23, 2007.

Hochbaum, G.M. (1979). An alternate approach to health education. *Health Values*, 3(4), 197-201.

[Nash's] Game Theory Explained. Available at: [http://www.pbs.org/wgbh/amex/nash/sfeature/sf\\_dixit.html](http://www.pbs.org/wgbh/amex/nash/sfeature/sf_dixit.html).  
Accessed August 23, 2007.

### **October 8, 2007**

Scavenger Hunt  
No formal class meeting

### **October 15, 2007**

Professional Organizations –  
American Public Health Association  
    Public Health Education and Health Promotion Section (PHEHP)  
    School Health Education and Services Section (SHES)  
Society for Public Health Education (SOPHE)  
International Union for Health Promotion and Education (IUHPE)

### **October 22, 2007**

Professional Organizations –  
American School Health Association (ASHA)  
Association for the Advancement of Health Education (AAHE)  
Eta Sigma Gamma (ESG)  
American College Health Association (ACHA)  
American Academy of Health Behavior (AAHB)

### **October 29, 2007**

If Health Education Had Vital Signs, Where Would We Take its Pulse?

Glover, E. D. (2004). A new health education paradigm: Uncommon thought about common matters. *American Journal of Health Education*, 35(5), 260-271.

McDermott, R. J. (2000). Health education research: Evolution or revolution (or maybe both)? *Journal of Health Education*, 31(5), 264-271.

Young, M. (2005). Enhancing research productivity in health education: What, why, and how. *American Journal of Health Education*, 36(6), 322-330.

### **November 5, 2007**

APHA ANNUAL MEETING, Washington DC  
No class meeting

### **November 12, 2007**

Ethical Underpinnings of Health Education

Laflin, M. T., Glover, E. D., & McDermott, R. J. (2005). Publication ethics: An examination of authorship practices. *American Journal of Health Behavior*, 29(5), 579-587.

Marks, R., & Shive, S. E. (2006). Improving our application of the health education code of ethics. *Health Promotion Practice*, 7(1), 23-25.

Marks, R., & Shive, S. E. (2007). "Health for all": An ethical imperative or unattainable ideal? *Health Promotion Practice*, 8(1): 28-30.

Shive, S. E., & Marks, R. (2006). The influence of ethical theories in the practice of health education. *Health*

*Promotion Practice*, 7(3), 287-288.

Society for Public Health Education. (n.d.). Code of Ethics for the Health Education Profession. Available at: <http://www.sophe.org/about/ethics.html>. Accessed August 25, 2007.

### **November 19, 2007**

The Culture of Health Education Practice and Professional Preparation – Is it Too Laden with American Middle Class Values?

Goldman, K. D., & Schmalz, K. J. (2005). E=MC<sup>2</sup>: Effective multicultural competence. *Health Promotion Practice*, 6(3), 237-239.

Simmons, R., Bennett, E., Schwartz, M. L., Sharify, D. T., & Short, E. (2002). Health education and cultural diversity in the health care setting: Tips for the practitioner. *Health Promotion Practice*, 3(1), 8-11.

Woodhouse, L. D., Auld, M. E., Livingood, W. C., & Mulligan, L. A. (2006). Survey of accredited master of public health (MPH) programs with health education concentrations: A resource for strengthening the public health workforce. *Health Promotion Practice*, 7(2), 258-265.

### **November 26, 2007**

Health Education Career Placement and Professional Development Issues

Ellery, J., McDermott, R. J., & Ellery, P. J. (2007). Computers as a formal continuing education tool: Moving beyond intention. *American Journal of Health Behavior*, 31(3), 312-322.

Goldman, K. D., Florence, J., Cox, N. S., Hager, B., Johnson, L., & Ramsey, D. C. (2002). Five practitioners' perspectives on the how, when, where, what, and why of continuing education. *Health Promotion Practice*, 3(1), 12-17.

Goldman, K. D., & Schmalz, K. J. (2003). Facilitated "fussbudgeting" How to plan and revise budgets. *Health Promotion Practice*, 4(3), 210-213.

Hayden, J. (2000). Writing for publication 101. *Health Promotion Practice*, 1(1), 21-25.

Hayden, J. (2000). Marketing yourself: Part I. *Health Promotion Practice*, 1(2), 118-122.

Hayden, J. (2005). Multiple choices for certification. *Health Promotion Practice*, 6(3), 258-262.

Hayden, J. (2006). Mentoring: Help with climbing the career ladder. *Health Promotion Practice*, 7(3), 289-292.

Rojas-Guyler, L. (2007). Networking for career-long success: A powerful strategy for health education professionals. *Health Promotion Practice*, 8(3), 229-233.

Schmalz, K. J. (2000). Marketing yourself, part 2: The unwritten dress code: How to dress for the job interview. *Health Promotion Practice*, 1(3), 229-233.

### **December 3, 2007**

Examining Future Scenarios for Health and Health Education

Goodhart, F. W. (2002). Teaching advocacy to public health students: The New Jersey experience. *Health Promotion Practice*, 3(3), 341-346.

Neiner, J. A., Howze, E. H., & Greaney, M. L. (2004). Using scenario planning in public health: Anticipating alternative futures. *Health Promotion Practice*, 5(1), 69-79.

Wang, C. C. (2000). The future of health promotion: Talkin' technology blues. *Health Promotion Practice*, 1(1), 77-80.