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## KHP 674: FOUNDATIONS OF HEALTH PROMOTION

Department of Kinesiology and Health Promotion

University of Kentucky

Fall 2013

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**Office Hours:** Monday: 1-3; Tuesday: 2-4; others by appointment

**Class Meeting:** Tuesday: 4:00-6:30  
213 Seaton Building

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**Textbook:** Cottrell, R.R., Girvan, J.T., & McKenzie, J.F. (2012). *Principles and Foundations of Health Promotion and Education*. (5<sup>th</sup> Ed.). San Francisco, CA: Benjamin Cummings.

**Additional Reading:** There will be weekly supplemental reading listed under "Resources" on Blackboard.

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### COURSE DESCRIPTION

KHP 674 is an introductory course to the foundations of health promotion and health education. The course reinforces the College of Education's Conceptual Framework of, "research and reflection for learning and leading".

- Research serves as one of the major ways for the health promoter to locate and access current and scientifically valid health content information to be taught to students. Also, research provides the basis for planning and developing as well as selecting health promotion programs based upon what researchers have found to be the most effective in influencing health behavior. All elements of a health promotion program (needs assessment, program impact and outcomes, strategies, resources, program implementation, and assessment / evaluation) should be planned, developed, implemented, and evaluated based upon research.
- Reflection is emphasized for the purpose of decision-making in order to gain health related knowledge and skills and to learn how to most effectively enable and empower others to develop health literacy. Reflection also enables the health promoter to refine teaching and learning processes. Reflection requires one to evaluate learning processes and to make adaptations to improve the quality of the health promotion program.
- Leading is an expectation for all health promoters and health educators. Those trained in health promotion must become leaders in their classroom and school, community agency or organization, in worksite health promotion programs, as well as in health care organizations. Health promoters serve as leaders for curriculum development in schools, health promotion program planning and implementation, policy development, creating environmental changes conducive to health, in addition to many other leadership roles.
- Learning must be committed to by all health promoters for all program participants and attention paid to the need to address different learning styles and the effectiveness of various teaching strategies in dealing with diverse and changing populations in a multicultural environment.

## **COURSE OBJECTIVES**

1. Define the terms health, health education, health promotion, health promotion and disease prevention, health disparity, public health, community health, coordinated school health, and wellness.
2. Describe the current status of health education and why it should be considered an emerging profession.
3. Identify the goals and objectives of health education.
4. List and explain the most commonly identified dimensions/components of health and give examples of each dimension/component.
5. Describe the Health Field Concept (HFC) and explain its purpose.
6. Define the expression, "determinants of health."
7. Differentiate between levels of prevention.
8. Discuss how health beliefs and practices have changed from earliest humans to present day.
9. Identify the overarching goals of Healthy People 2010.
10. Identify factors that influenced the development/evolution of health promotion.
11. Identify and explain the predominate philosophies of health promotion & health education.
12. Formulate a statement of your health promotion and education philosophy.
13. Explain the importance of theory to health education and promotion.
14. Distinguish between theories/models of implementation and change process theories.
15. Explain the Health Belief Model. (a) Identify the original purpose of the HBM; (b) Describe the types of health issues for which the HBM is most suited; (c) Identify the constructs of the HBM (d) explain each construct of the HBM; (e) State an example of each construct of the HBM; and (d) Apply the HBM to a specific health issue.
16. Explain the Transtheoretical Model (Stages of Change). (a) Describe the types of health issues for which the TTM/SOC Model is most suited; (b) Identify the constructs of the TTM/SOC Model; (c) explain each construct of the TTM/SOC Model; (d) State an example of each construct of the TTM/SOC Model; and (e) Apply the TTM/SOC Model to a specific health issue.
17. Explain the Theory of Reasoned Action and Theory of Planned Behavior Models. (a) Describe the types of health issues for which the TTA & TPB is most suited; (b) Identify the constructs of the TRA & TPB; (c) Explain each construct of the TRA & TPB Model (d) State an example of each construct of the TRA & TPB ; and (e) apply the TRA & TPB to a specific health issue.
18. Explain the Social Cognitive Theory/Social Learning Theory Model. (a) Describe the types of health issues for which the SCT/SLT Model is most suited; (b) Identify the constructs of the SCT/SLT Model; (c) Explain each construct of the SCT/SLT; (d) State an example of each construct of the SCT/SLT; and (e) Apply the SCT/SLT Model to a specific health issue.
19. Define "ecological approach" as applied to health promotion and explain why an ecological approach is important in the practice of health promotion.
20. Define ethics and explain why a code of ethics is needed for health promotion & health education.
21. Identify principles that create common ground for all ethical theories.
22. Describe the Code of Ethics for health education and health promotion.
23. List and describe seven major responsibilities of a health educator.
24. Identify the major settings in which health educators are employed.
25. Analyze advantages and disadvantages of health promotion that occurs in diverse settings (school, worksite, community/public health, and health care) and rank the most important advantages and disadvantages of practicing health promotion in each setting.
26. Analyze skills needed by those working in health promotion in diverse settings (school, worksite, community/public health, and health care) and rank the most important skills for each setting.
27. Explain the purpose of a professional organization/association.
28. Identify important professional organizations related to health promotion.
29. Analyze various health promotion professional journals as resources for health promotion.
30. Debate personal responsibility for health versus social responsibility for health.
31. Use electronic databases to access information about health promotion.
32. Identify trends in the health promotion profession and identify ways that health promotion may address these trends.

The content of this course is designed to help you fulfill responsibilities and demonstrate competencies identified by the 1999 American Association for Health Education (AAHE) / National Commission for Health Education Credentialing, Inc. (NCHEC) /Society for Public Health Education (SOPHE) in their publication: A Competency-Based Framework for Graduate-Level Health Educators. Specifically the course addresses the following responsibilities and competencies:

<b>Responsibility I: <u>Assessing Individual and Community Needs for Health Education</u></b>
Competency A: Obtain health related data about social and cultural environments, growth and development factors, needs, and interests.
Competency B: Distinguish between behaviors that foster and those that hinder well-being.
Competency C: Infer needs for health education on the basis of obtained data.
Competency D: Determine factors that influence learning and development.
<b>Responsibility V: <u>Coordinating Provision of Health Education Services</u></b>
Competency A: Develop a plan for coordinating health education services.
Competency B: Facilitate cooperation between and among levels of program personnel.
Competency C: Formulate practical modes of collaboration among health agencies and organizations.
<b>Responsibility VI: <u>Acting as a Resource Person in Health Education</u></b>
Competency A: Utilize computerized health information retrieval systems effectively.
Competency C: Interpret and respond to requests for health information.
Competency D: Select effective educational resource materials for dissemination.
<b>Responsibility VII: <u>Communicating health and health education needs, concerns and resources.</u></b>
Competency A: Interpret concepts, purpose, and theories of health education
Competency B: Predict the impact of societal value systems on health education programs
Competency C: Select a variety of communication methods and techniques in providing health information
<b>Responsibility VIII: <u>Apply appropriate research principles and methods in health education</u></b>
Competency A: Conduct thorough reviews of literature.
Competency C: Apply research to health education practice
<b>Responsibility X: <u>Advancing the profession of health education</u></b>
Competency A: Provide a critical analysis of current and future needs in health education
Competency B: Assume responsibility for advancing the profession
Competency C: Apply ethical principles as they relate to the practice of health education

### **STUDENT LEARNING OUTCOMES**

In addition to the competencies listed above, after completing this course the student will be able to:

1. Describe the relevance and importance of health promotion and health education to the public.
2. Correctly apply the theories and models learned in the course to numerous health behaviors and understand the strengths and weaknesses of each.
3. Analyze a health behavior and understand how to best address it by applying the theories and models learned in class.
4. Prepare a literature review.
5. Interpret concepts, purpose, and theories of health promotion and health education.
6. Understand the role of ethics in health promotion and health education.
7. Analyze and understand the skills of those currently working in health promotion and health education.

### **COURSE POLICIES**

#### **Attendance/Participation**

There are points allotted to attendance and participation in this course. The policy for KHP 674 is that you are required to attend class and be on time. Specifically, each time you have an unexcused absence, you will have 3 points deducted from your participation grade. Additionally, if you are more than 10 minutes

late or leave class before it ends, you will lose 1 point from your participation grade. Please note that there are some class activities that will be difficult to make up should you miss class. Excused absences, as defined by S.R.5.2.4.2, are as follows:

1. Serious illness
2. Illness or death of a family member
3. University-related trips
4. Major religious holidays
5. Other circumstances you find to be “reasonable cause for nonattendance”

Documentation must be provided for any of the excused absences listed above and the student is responsible to inform the instructor of the absence preferably in advance, but no later than one week after it. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

Excessive Absences: According to the Rules of the University Senate, as defined by S.R.5.2.4.2, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. The student has the right to petition for a “W”, and the faculty member may require the student to petition for a “W” or take an “I” in the course. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course and is particularly relevant in KHP 674 because we only meet once a week.

For UK’s full policy on excused absences, see Students Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>).

It is your responsibility to understand that missing class will be reflected in your attendance and participation points. By missing class you are missing an opportunity to learn.

### **Technology**

Please refer to this syllabus on a regular basis for class dates, assignment info, etc. The use of BlackBoard will be employed in this course for the dissemination of course materials such as syllabus, handouts, course notes, and assignments. Therefore, you MUST have access to a computer to partake in this course and need to check the Blackboard on-line learning website for this course on a regular basis (*at least weekly*) for class announcements, discussion forums, etc.

### **Cell Phones & Laptops**

Respect your class time and fellow classmates by turning off and not using electronic devices such as cell phones, tablets, etc. If you are using your electronic devices in class, you will be asked to leave and your participation/attendance grade for that day will suffer. Using electronic devices during class is disrespectful to the professor and fellow students. Laptops can be used during class for class purposes only. If students are abusing this right, they will be asked to put their laptop away and refrain from using it in the future.

### **Late Assignments**

For work that is turned in after the due date, one letter grade will be deducted each day it is late from the final grade. ALL MISSED WORK MUST BE COMPLETED WITHIN ONE WEEK FROM THE ORIGINAL DUE DATE or it will NOT be accepted.

## **Academic Accommodations**

If you have a documented disability that requires academic accommodations, please see the professor as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodations from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

## **ASSIGNMENTS, EVALUATION, & GRADING POLICY**

### **Assignments**

#### ***Autobiography***

*25 points*

Submit a 3 to 4 page autobiography. Include the following: your background, undergraduate and graduate educational career (as applicable), professional experiences in health related fields, what you do with your life outside of KHP 674, what brought you to health promotion, what are your immediate (2-5 years) professional goals, and what are your long range (10-15 years) professional goals in the health promotion field.

#### ***Philosophy Paper***

*50 points*

Submit a 5 to 6 page paper about your philosophy of health promotion. You should discuss your definition and understanding of health promotion, perceptions about why health promotion is important, and what you believe about how health promotion should be carried out. Additionally, you should identify and describe one or more of the predominate philosophies of health education (behavior change, social change, freeing-functioning, cognitive based, and decision-making) that is/are most closely aligned to your philosophy.

#### ***Point-Counterpoint Health Issues Debate & Paper***

*100 points*

In groups of two, students will choose an issue with one student presenting the "pro" side and the other student presenting the "con" side of the issue to the class. The presentation should not exceed 10-12 minutes. After both sides of the issue have been presented, the class will be given an opportunity to respond. Students as individuals will submit a 6 to 7 page paper (with a minimum of 4 citations) that includes both the pro and con sides of the issue as well as the position the student takes on his/her issue.

Potential issues include, but are not limited to:

- HRT for women
- Male circumcision
- Cosmetic surgery
- Women's reproductive rights
- Alternative & complementary medicine
- Contraception (male birth control?)
- Weight loss programs (e.g., Atkins, Ornish, South Beach, Weight Watchers, . . .)
- Supplements (herbal, vitamins, steroids, etc)
- Health professionals as role models (be physically fit, "eat right", weigh "right" amount", etc)
- Certification and / or licensure for health promotion professionals
- Legislating healthy behavior (seat belts; helmets; trans fats, regulating sale, advertisement, distribution and/or use of "junk food", tobacco, alcohol, etc)
- Food irradiation, antibiotics and growth hormones in meat and other foods
- Drug testing in the work place
- Childhood Immunizations (Required HPV Vaccination; "Is autism caused by childhood immunizations?")
- National Health Insurance (Obama Care)
- Polyamory
- Spectrum of sexual orientation (on the "down low")
- Social support for homelessness
- Others as approved by professor

**Journal Club Discussion & Paper**

100 points

Select a peer-reviewed journal article that is related to health promotion and lead discussion during class for the rest of the class for no more than 15 minutes. After receiving approval of the article from the professor, the article will be posted to BlackBoard for the rest of the class to read in order to prepare for the in-class discussion. Come to class with prepared discussion questions in order to elicit participation from the class. Submit a 6 to 7 page paper detailing the journal article (1/3 of the paper), its relevance to health promotion as a field (1/3 of the paper), and a critical evaluation of the article as a whole (1/3 of the paper).

**Health Setting & Health Educator Interview**

75 points

Students will obtain one experience (minimum of 2 hours) in a health setting including: government, voluntary agencies, schools, corporate wellness, and/or health care. The purpose is to: (1) learn about and appreciate an actual setting in which health promotion and education takes place, (2) learn what an actual health educator does during work hours, (3) make contact and build relationships that may help in the future with internships and jobs, and (4) determine the health promotion and education career path best for the student. Students will participate in a class discussion regarding their chosen health setting.

Students will interview a current health educator (from the above health setting) in any of the following settings: government, voluntary agencies, schools, corporate wellness, and/or health care. The purpose is to gain insight into the background and issues facing current health education professionals. Students will turn in a formal report discussing the health educator's: educational preparation and background, experience as a professional, personal philosophy and goals, concerns/issues regarding health education in the school and community, opinion of the future of health education program needs, projections of health education for the future, and a summary of the interview including student's personal reflection.

**Quizzes/Exam**

200 points

Students will take in-class quizzes related to the theories/models presented in class. (50 points)

The final exam will be a cumulative take-home exam and will be DUE during Finals Week. Explicit directions will be given with the exam. (150 points)

**Attendance/Participation**

50 points

Success in this course depends heavily on regular and punctual attendance and participation in class, keeping up with assigned readings, and punctual completion of class assignments and exams. Students will be required to attend class and participate actively in discussions and activities that occur during class time.

**Evaluation**

Students will be evaluated on the following:

<b>Assignment</b>	<b>Total Points</b>	<b>Percentage</b>
Autobiography	25 points	4.2%
Philosophy Paper	50 points	8.3%
Point-Counterpoint Health Issues Debate & Paper	100 points	16.7%
Journal Club Discussion & Paper	100 points	16.7%
Health Setting & Health Educator Interview	75 points	12.5%
Theory/Model Quizzes	50 points	8.3%
Final Exam	150 points	25%
Attendance/Participation	50 points	8.3%
<b>Total</b>	<b>600 points</b>	<b>100%</b>

Grading Scale: A	89.50 – 100
B	79.50 – 89.49
C	69.50 – 79.49

Assignments will be given a letter grade based on departmental grading policy and on the scoring guidelines which accompany each assignment. ***The instructor reserves the right to modify the above grading system to accommodate any special situations that may arise throughout the semester.***

### **Grading Policy**

To calculate your percentage: (Total Points You Have Earned ÷ 600) x 100 = Your Total Percent

The 1-Week Rule: It is the responsibility of the student to check their grades within the week after an assignment has been graded and grades have been posted to BlackBoard. Any inquiry or disputes over scores must be made within one week after the scores are posted. If you fail to protest any score during this time limit, changes to the score will not be made regardless of the reason. No changes will be made to a grade after it has been posted one week.

The grading scale will not be curved. For Pass/Fail options, please consult your advisor. For Withdrawal information, please consult your advisor.

All papers are to be written using APA format and if APA format is not followed, your grade will suffer. If you are unfamiliar with APA format, please consult this online resource:

<http://owl.english.purdue.edu/owl/resource/560/01/> or set up a meeting with the professor to learn APA format.

### **ACADEMIC INTEGRITY, CHEATING, & PLAGIARISM**

Students may collaborate on assignments in general terms, but they should individually complete each assignment. Quizzes are to be taken and completed individually. Take-home exams are to be completed on an honor system. You may not contact fellow nor former students (or non-students) for help on such exams. Inappropriate contact during a take-home exam will be considered cheating and will be prosecuted as such via normal UK channels. The minimum penalty for cheating is a disciplinary E, which cannot be removed from one's transcript by a repeat option. For more information on plagiarism, and UK's new academic offense policy, see <http://www.uky.edu/Ombud>. For more on UK's policy on academic integrity, see Students Rights and Responsibilities, Part II, Section 6.3 (<http://www.uky.edu/StudentAffairs/Code/part2.html>).

### **RESOURCES**

You should expect to put forth your best possible work when writing your paper assignments. Many students find it helpful to use **The Writing Center** or **Student Support Services** available on the UK campus. To learn more about The Writing Center, see <http://wrd.as.uky.edu/writing-center> to schedule an appointment or call 257-1368. Student Support Services offers both writing instruction and study skills classes. To learn more, see <http://www.uky.edu/Diversity/SSS/contact.html> or call 257-9797.