

HEALTH PROMOTION PROGRAMS

FROM THEORY TO PRACTICE

CARL I. FERTMAN
DIANE D. ALLENSWORTH
EDITORS

Society for Public Health Education

Health Promotion Programs

From Theory to Practice

CARL I. FERTMAN
DIANE D. ALLENSWORTH
EDITORS



THE SOCIETY FOR PUBLIC HEALTH EDUCATION

 **JOSSEY-BASS**
A Wiley Imprint
www.josseybass.com

Copyright © 2010 by the Society for Public Health Education. All rights reserved.

Published by Jossey-Bass

A Wiley Imprint

989 Market Street, San Francisco, CA 94103-1741—www.josseybass.com

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax

978-646-8600, or on the Web at www.copyright.com. Requests to the publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, 201-748-6011, fax 201-748-6008, or online at www.wiley.com/go/permissions.

Readers should be aware that Internet Web sites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

Jossey-Bass books and products are available through most bookstores. To contact Jossey-Bass directly call our Customer Care Department within the U.S. at 800-956-7739, outside the U.S. at 317-572-3986, or fax 317-572-4002.

Jossey-Bass also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Library of Congress Cataloging-in-Publication Data

Health promotion programs: from theory to practice/Carl I. Fertman, Diane D. Allensworth, editors.

p.; cm.

Includes bibliographical references and index.

ISBN 978-0-470-24155-4 (pbk.)

1. Health promotion. I. Fertman, Carl I., date. II. Allensworth, Diane DeMuth.

[DNLM: 1. Health Promotion—United States. 2. Health Education—United States.

WA 590 H4396 2010]

RA427.8.H5255 2010

613—dc22

2009054080

Printed in the United States of America

FIRST EDITION

PB Printing

10 9 8 7 6 5 4 3 2 1

CONTENTS

Figures, Tables, and Exhibits ix

Preface xiii

Carl I. Fertman, Diane D. Allensworth

The Contributors xix

SOPHE xxv

PART ONE: FOUNDATIONS OF HEALTH PROMOTION PROGRAMS

1. What Are Health Promotion Programs? 3

Carl I. Fertman, Diane D. Allensworth, M. Elaine Auld

Health, Health Promotion, and Health Promotion Programs 4

Historical Context for Health Promotion 8

Healthy People: A National Public-Private Partnership to Promote Health 12

Health Education and Health Promotion 15

Settings for Health Promotion Programs 18

Stakeholders in Health Promotion Programs 21

2. Health Promotion Programs Designed to Eliminate Health Disparities 29

Francisco Soto Mas, Diane D. Allensworth, Camara Phyllis Jones

Population Groups and Health Disparities 30

Understanding Racial and Ethnic Differences in Health 37

Program Strategies to Eliminate Health Disparities Among Minorities 38

3. Theory in Health Promotion Programs 57

Leonard Jack Jr., Melissa Grim, Tyra Gross, Sara Lynch,
Carlen McLin

- Theory in Health Promotion Programs 58
- Foundational Theories: Intrapersonal Level 60
- Foundational Theories: Interpersonal Level 64
- Foundational Theories: Population Level 67
- Health Promotion Program Planning Models 71
- Using Health Theories and Planning Models 79

PART TWO: PLANNING HEALTH PROMOTION PROGRAMS**4. Assessing the Needs of Program Participants 91**

James H. Price, Joseph A. Dake, Britney Ward

- Defining a Needs Assessment 92
- Conducting a Health Needs Assessment 97
- Promoting a Needs Assessment 98
- Using Primary Data Methods and Tools 99
- Using Secondary Data Methods and Tools 106
- Reporting and Sharing the Findings 108

5. Making Decisions to Create and Support a Program 121

W. William Chen, Jiunn-Jye Sheu, Huey-Shys Chen

- Identifying a Mission Statement, Goals, and Objectives 122
- Writing Program Objectives 124
- Deciding on Program Interventions 127
- Selecting Health Promotion Materials 131
- Using Evidence-Based Interventions 132
- Developing Effective Policies and Procedures 139
- Transitioning to Program Implementation 146

PART THREE: IMPLEMENTING HEALTH PROMOTION PROGRAMS**6. Implementation Tools, Program Staff, and Budgets 153**

Jean M. Breny Bontempi, Michael C. Fagen, Kathleen M. Roe

- From Program Planning to Action Planning 154
- Preparing a Logic Model 155

Using a Gantt Chart to Guide Implementation	161
Planning for Implementation Challenges	164
Hiring and Managing High-Quality Program Staff	168
Budgeting and Fiscal Management	171

7. Advocacy 181

Regina A. Galer-Unti, Kelly Bishop Alley, Regina McCoy Pulliam	
Creating an Advocacy Agenda for a Program	182
Advocacy as a Professional Responsibility	184
Examples of Successful Health Policy Advocacy	185
Becoming Fluent in the Language of Advocacy	187
Forming Alliances and Partnerships for Advocacy	192
Advocacy Methods	194
Advocacy and Technology	199

8. Communicating Health Information Effectively 203

Neyal J. Ammary-Risch, Allison Zambon, Kelli McCormack Brown	
Communication in Health Promotion Programs	204
Developing a Communication Plan for a Site	212
Developing and Pretesting Concepts, Messages, and Materials	218

9. Developing and Increasing Program Funding 233

Carl I. Fertman, Karen A. Spiller, Angela D. Mickalide	
Sources of Program Funding	234
Funding Varies by Program Participants and Setting	238
Writing a Grant Proposal	240
Maintaining Relationships with Funders	247
Fundraising	249
Working with Board Members	252

PART FOUR: EVALUATING AND SUSTAINING HEALTH PROMOTION PROGRAMS

10. Evaluating and Improving a Health Promotion Program 259

Daniel Perales, Andy Fourney, Barbara MckNelly, Edward Mamary	
Program Evaluation Definition, Types, and Terms	260
Evaluation Frameworks	267
Evaluation Designs	271
Data Collection and Analysis	274
Evaluation Reports	274

Evaluation and Program Design 280
 Implementing an Evaluation 283

11. Leadership for Change and Sustainability 291

David A. Sleet, Sara L. Cole

Catalyzing and Mastering Change 292
 Engaging Participants and Building Support 295
 Ensuring Competence Through Credentialing 303
 Enhancing Program Impact and Sustainability 306

PART FIVE: HEALTH PROMOTION PROGRAMS IN DIVERSE SETTINGS

12. Promoting Health in Schools and Universities 313

Marlene K. Tappe, Diane D. Allensworth, Jim Grizzell

Rationale for Promoting Health in Schools and Universities 314
 Evolving Role of Promoting Health in Schools and Universities 316
 Current Role of Promoting Health in Schools and Universities 316
 Resources and Tools 324
 Challenges 330
 Career Opportunities 334

13. Patient-Focused Health Promotion Programs in Health Care Organizations 341

Louise Villejo, Cezanne Garcia, Katherine Crosson

Evolving Role of Programs in Health Care Organizations 342
 Effective Programs in Health Care Organizations 345
 Resources for Programs in Health Care Organizations 352
 Challenges for Programs in Health Care Organizations 357
 Career Opportunities in Health Care Organizations 361

14. Health Promotion Programs in Workplace Settings 369

Laura Linnan, Kimberly L. Peabody, Jennifer Wieland

Workplace Health Promotion—1970 to the Present 370
 Resources and Tools 374
 Challenges 379
 Career Opportunities 385

**15. Promoting Community Health: Local Health Departments
and Community Health Organizations 393**

Michael T. Hatcher, Diane D. Allensworth, Frances D. Butterfoss

Brief History of Local Health Organizations 394

Local Health Department Services 397

Community Health Organization Services 401

Resources and Tools 404

Challenges 410

Career Opportunities 414

Glossary 421

Index 443

FIGURES, TABLES, AND EXHIBITS

Figures

1.1	Health Promotion Interactions	12
1.2	Action Model to Achieve the Overarching Goals of Healthy People 2020	14
2.1	Educational Attainment in U.S. Population Aged Twenty-Five and Over, by Race, Hispanic Origin, and Age (percentages)	32
2.2	Projected Population of the United States in 2010 and 2050, by Race and Ethnicity (in millions)	36
3.1	Theory of Planned Behavior and Theory of Reasoned Action	62
3.2	PRECEDE-PROCEED Model	72
4.1	Comparisons to State and Federal Data	110
4.2	Data Comparisons to Subgroups	110
4.3	Factors in Decisions on Actions to Take After a Needs Assessment	113
5.1	Search Page on the Web Site of the National Registry of Evidence-Based Programs and Practices	134
5.2	Home Page of the Research-Tested Intervention Programs (RTIPs) Web Site	135
6.1	Schematic Logic Model	158
6.2	Logic Model for Preventing the Initiation of Tobacco Use Among Young People	159
6.3	Abbreviated Gantt Chart of Educational Activities	163

8.1	Health Education Resource for People with Diabetes That Uses Plain Language Techniques	211
8.2	Four Test Concepts for a Community Program	226
8.3	Revisions of Two Concepts for a Community Program After Audience Testing	227
10.1	Institute of Medicine's Obesity Evaluation Framework	270
10.2	Program Evaluation Feedback Loop in the Circular Evaluation Model	281
11.1	Credentialing of Individual Health Educators and Professional Preparation Programs in the United States	304
12.1	Relationship Between Grades and Risk Behaviors	315
12.2	Coordinated School Health Programs	317
14.1	Projected Percentage Growth in U.S. Labor Force from 2002 to 2012, by Ethnic Origin	381
15.1	Organizational Chart of a Local Health Department	399

Tables

1.1	Ecological Health Perspective: Levels of Influence	6
1.2	Quality of Life Model from the Centre for Health Promotion	11
1.3	Components of Health Promotion Programs	16
2.1	People Below Poverty Level, by Race, 2006 (numbers in thousands)	31
2.2	Regional and National Blueprint Strategies	42
3.1	Constructs in the Theory of Planned Behavior and Theory of Reasoned Action	62
3.2	Transtheoretical Model Construct: Stages of Change	63
3.3	Constructs of Social Cognitive Theory	65
3.4	Subtypes of Social Support	67
3.5	Tailoring Messages	68
3.6	Concepts in the Diffusion of Innovations Model and Illustrations of Their Application	69
3.7	Description of the MATCH Model	76
3.8	Community Readiness Model	78
3.9	Differentiating Social Marketing from Commercial Marketing	80
3.10	Foundational Health Promotion Theories: Focus and Key Concepts	80
3.11	Using Theory to Plan Multilevel Interventions	82
3.12	Models and Key Concepts for Developing Health Promotion Programs	83
4.1	Sample Sizes for Two Levels of Sampling Error at the 95 Percent Confidence Interval	105

4.2	Process for Determining Health Priorities	112
5.1	Typology of Health Promotion Interventions	130
5.2	Core Component Analysis for an Intervention to Prevent Substance Abuse in an Elementary School	138
6.1	Applicant Screening Grid	169
7.1	Key Advocacy Terms	188
7.2	Advocacy Organizations and Web Sites	189
8.1	Examples of the Process of Planning Health Communication in Various Settings	219
9.1	Primary Funding Sources for Health Promotion Programs, by Program Participants and Setting	239
9.2	Overview of a Grant Proposal	244
10.1	RE-AIM Dimensions and Template Questions for Evaluating Health Promotion Programs	269
10.2	Experimental Design Options	273
10.3	Changes to Be Measured and Nutrition-Related Examples of Data Collection Methods	275
10.4	The Evaluation Phases of the PRECEDE-PROCEED Model	282
11.1	Health Promotion Program Interventions and Sustainability Factors	307
12.1	External Sources of Data on Health and Health Promotion	331
15.1	Services of Local Health Departments, by Size of Population Served (percentages)	398
15.2	Barriers to Community Engagement and Potential Solutions	414

Exhibits

2.1	A Strategic Framework for Improving Racial/Ethnic Minority Health and Eliminating Racial/Ethnic Health Disparities	40
2.2	Examples of REACH Community Projects	44
4.1	Dimensions of Health	94
4.2	Interview or Focus Group Questions for a Community Assessment	100
4.3	Publicly Available Health Data Sources	108
5.1	Sample Smoke-Free Workplace Policy for New York City	140
6.1	Constructing an Action Plan That Documents Activities Needed to Execute Strategies	156
6.2	Sample Interview Questions	170
8.1	Attributes of Effective Health Communication	206
8.2	Example of the Need for Plain but Comprehensive Health Communication	207

8.3	Example of Text Before and After Rewriting in Plain Language	210
8.4	Sample Communication Objectives	213
8.5	VERB: An Example of the Use of Interactive Media	216
9.1	Board and Staff Members' Fundraising Responsibilities	253
10.1	Evaluation Highlights for Community Trials Intervention to Reduce High-Risk Drinking	278
11.1	Benefits of Partnerships	296
12.1	Coordinated School Health Program Showing K–12 Components Additional to School Curricula	320
12.2	National Health Education Standards	328
13.1	Selected Components of the Health Promotion Program at the M. D. Anderson Cancer Center	346
13.2	Four Core Concepts of Patient- and Family-Centered Health Promotion Programs	349
14.1	Workplace Health Promotion at Lincoln Industries: Go! Platinum Program	372
14.2	Job Description for the Director of a Corporate Health Promotion Center	388
15.1	Types of Community Health Organizations	396
15.2	Health Promotion Programs in a Small Local Health Department	399
15.3	Ten Essential Public Health Services	400
15.4	Services of a Community Health Organization That Promotes the Health of Senior Citizens in the Community	402
15.5	Services for Community Health Organizations Offered by United Way of the Capital Region	411
15.6	Factors That Contribute to the Success of Community Engagement Efforts	413
15.7	Community Health Organizations That Post Health Promotion Jobs	416

P R E F A C E

The need for health promotion programs is all around us. Workers in hospitals, factories, businesses, schools, colleges, day care centers, government offices, churches, health clinics, community centers, and local health departments are all thinking about how to improve the lives and productivity of people where they live, work, and play. And if you are working or planning to work in health education, public health, medicine, nursing, or any other health-related field, you're probably going to be involved with a health promotion program at some time. In the process, you'll use your clinical and professional expertise as well as academic training to develop and implement a plan to improve the health status of individuals and populations as well as reduce the risk of persons becoming ill or help restore their health. You'll most likely be part of a team that is organizing a health promotion program. At first, the concept of a program to improve or promote the health of people may sound a little intimidating. Ultimately, it becomes clear that although the idea of a health promotion program is appealing and seems worthwhile, turning the idea into reality demands work and expertise. In other words, it is easy to say that something should be done or needs to be done. It is very different to know how to design and implement a program to actually achieve a specific health outcome or an improvement in the overall health status of a specific population. It is a complex process.

Undergraduate and graduate programs that prepare professionals to work in public health, health education, and health promotion and wellness have been flourishing in the United States and throughout the world for more than half a century. Thousands of students graduate every year with a baccalaureate or advanced degree in health promotion and get jobs in schools, colleges, businesses, health care facilities, community organizations, and government.

As the premier organization of professionals trained and working in health education and health promotion, leaders of the Society for Public Health Education (SOPHE) recognized the need for a book to help advance the field at the

undergraduate level. Escalating rates of chronic disease, soaring health care costs, increasing diversity of the U.S. population, as well as aging of the current health education workforce, all call for training a new generation of health promoters. The SOPHE board of trustees, executive director, and members offer this book, which combines the theoretical and practice base of the field with a step-by-step practical section on how to develop, implement, and evaluate health promotion programs. SOPHE hopes that this book, read in its entirety or in part, will help not only undergraduate students who choose to major or minor in health education, health promotion, community health, public health, or health-related fields (for example, environmental health, physical activity, allied health, nursing, or medicine) but also professionals already working who want to acquire the technical knowledge and skills to develop successful health promotion programs. Acquiring the competencies to effectively plan, implement, and evaluate health promotion programs can improve health outcomes, promote behavioral and social change, and contribute to eliminating health disparities. This book offers a concise summary of the many years of research in the fields of health education and health promotion, along with the expertise of many SOPHE members working in diverse contemporary settings and programs. The book also reflects SOPHE's mission and its commitment to professional preparation and continuing education for the purpose of improving the quantity and quality of the lives of individuals and communities.

We are enormously grateful to the many SOPHE members who wrote this book. Their expertise in many fields, including health education, public health, sociology, anthropology, psychology, nursing, medicine, physical education, nutrition, allied health, and many others, have been braided into this health promotion anthology. They have shared the foundations of the field as well as their own practical experiences in health promotion planning. May this book help teach, guide, inspire, catalyze, and transform students and professionals in their quest to develop successful health promotion programs that address the health challenges of both today and tomorrow.

ABOUT THIS BOOK

Opportunities to prevent disease and to promote health are abundant. Promoting health helps people to lead socially and economically productive lives. The goal of the book is to provide a comprehensive introduction to health promotion programs by combining the theory and practice with a hands-on guide to program planning, implementation, and evaluation. One of the fundamental premises of this book is the importance of using an approach based in both research and practice to guide and inform planning, implementation, and evaluation of health promotion programs. A secondary goal of this book is to review the widespread

opportunities to implement health promotion programs in schools, communities, workplaces, and health care organizations. This text addresses the needs of students and professionals who are pursuing careers in health education as well as nursing, medicine, public health, and allied health.

Since 1950, SOPHE has been a leading organization in the field of health promotion. This book reflects its commitment to responding to the needs of its members, future members, and the broader field by delivering quality products and services. Principles of integrity, accountability, and transparency guided the book's development. Every step in the writing process was shared and discussed among members. Teamwork, collaboration, and diversity were cornerstones for the writing teams for each chapter. It is not always easy to write about something you do every day. It is challenging to write down your thoughts and let others read and comment on them. With respect and care, the process encouraged innovation and creativity that made the book better for readers and the subsequent programs that they will develop.

WHO SHOULD READ THIS BOOK

This book is aimed at three audiences. The first audience is individuals pursuing an undergraduate major or minor in health education, health promotion, community health, public health, or health-related fields such as environmental health, physical activity and education, allied health, nursing, or medicine. The second audience is young and mid-career practitioners, practicing managers, researchers, and instructors who for the first time are responsible for teaching, designing, or leading health promotion programs. The third audience is colleagues and professionals not trained in the health fields but working in settings where health promotion programs are increasingly prevalent and might be under their supervision (for example, school superintendents and principals, human resource directors working in business and health care, college deans of student affairs, faculty members, board members of nonprofit organizations, community members, and employers and staff members in businesses and health care organizations).

OVERVIEW OF THE CONTENTS

The book is divided into five parts. Part One presents the foundations of health promotion programs: what health and health promotion are, the history of health promotion, sites of health promotion programs, and the key people (stakeholders) involved in programs. Highlighted and explored are the two guiding forces in planning, implementing, and evaluating health promotion programs. The first is eliminating health disparities. The second is use of health theories and models.

Parts Two (planning), Three (implementation), and Four (evaluation) provide a step-by-step guide to planning, implementing, and evaluating a health promotion program. Each chapter covers specific phases of health promotion program planning, implementation, and evaluation. Practical tips and specific examples aim to facilitate readers' understanding of the phases as well as to build technical skills in designing and leading evidence-based health promotion programs.

Part Five presents health promotion programs across four settings: schools (elementary to college), health care organizations, workplaces, and communities. Each chapter presents keys for effective site-specific programs to promote health.

At the beginning of each chapter, a set of Learning Objectives provides a framework and guide to the chapter topics. The key terms at the end of each chapter can be used as a reference while reading this book as well as a way to recap key definitions in planning, implementation, and evaluation of health promotion programs. At the end of the text, all the key terms are listed and defined in a glossary.

Practical examples throughout this book reinforce the need for health promotion programs to be based on in-depth understanding of the intended audiences' perceptions, beliefs, attitudes, behaviors, and barriers to change as well as the cultural, social, and environmental context in which people live. By referring to current theories and models of health promotion, this book also reinforces the need for health promotion practitioners to base their programs on theories, models, and approaches that guide and inform health promotion program design, implementation, and evaluation.

Each chapter ends with practice and discussion questions that help the reader to reflect upon as well as utilize key terms. Finally, all chapters are interconnected but are also designed to stand alone and provide a comprehensive overview of the topic they cover.

FEATURES

- Learning objectives
- Practice and discussion questions
- Lists of key terms
- Glossary of key terms

EDITORS' NOTE

As editors, we hope that we contribute to preventing disease and promoting health. We believe that understanding the theory and practice of health

promotion program planning, implementation, and evaluation will allow more individuals and groups to enjoy the benefits of good health and will encourage more schools, workplaces, health care organizations, and communities to be designated as health-promoting sites. We are grateful to the SOPHE members who have authored chapters in this text and admire their commitment and dedication to making a difference in the health outcomes of the individuals, communities, groups, and organizations they serve.

We appreciate the opportunity that the SOPHE board of trustees, executive director, staff, and members provided to us to plan and edit this text. SOPHE provides leadership and works to contribute to the health of all people and the elimination of disparities through advances in health promotion theory and research, excellence in professional preparation and practice, and advocacy for public policies conducive to health. SOPHE and its members advocate and support the work of thousands of professionals who are committed to improving people's health where they live, work, worship, or play. We hope that this book helps advance these goals and helps guide and inspire a healthier world.

ACKNOWLEDGMENTS

Health Promotion Programs: From Theory to Practice is a team effort. We acknowledge and thank Andrew Pasternack, editor, and Seth Schwartz, associate editor, at Jossey-Bass for their support. We thank the chapter authors as well as their supporting organizations and families. We also recognize the staff of the Maximizing Adolescent Potentials Program in the Department of Health and Physical Activity, School of Education, University of Pittsburgh, for their support and effort on behalf of the text. We thank Dr. John Jakicic, chair of the Department of Health and Physical Activity, for his support, and we thank the Allegheny Department of Human Services staff for their support and insights.

In addition, we appreciate and acknowledge the hundreds of SOPHE members and the SOPHE staff and board members who work to promote people's health worldwide. Thank you.

February 2010

Pennsylvania

Carl I. Fertman
Pittsburgh,

Diane D. Allensworth
Atlanta, Georgia

THE CONTRIBUTORS

EDITORS

Carl I. Fertman

Associate Professor
Executive Director, Maximizing Adolescent
Potentials Program (MAPS)
Department of Health and Physical Activity
School of Education
University of Pittsburgh

Diane D. Allensworth

Professor Emeritus
College of Education
Kent State University

CHAPTER AUTHORS

Kelly Bishop Alley

Health Education Specialist
Centers for Disease Control and Prevention

Neyal J. Ammary-Risch

Deputy Director, National Eye Health Education Program
National Eye Institute
National Institutes of Health

M. Elaine Auld

Chief Executive Officer
Society for Public Health Education

Jean M. Breny Bontempi

Associate Professor
Department of Public Health
Southern Connecticut State University

Kelli McCormack Brown

Professor and Associate Dean for Academic Affairs
Department of Health Education and Behavior
University of Florida

Frances D. Butterfoss

President, Coalitions Work
Professor
Department of Pediatrics
Eastern Virginia Medical School

Huey-Shys Chen

Associate Professor
School of Nursing
University of Medicine and Dentistry of New Jersey

W. William Chen

Professor
Department of Health Education and Behavior
University of Florida

Sara L. Cole

Adjunct Faculty
University of Central Oklahoma

Katherine Crosson

Associate Director
Center for Quality Improvement and Patient Safety
Agency for Healthcare Research and Quality

Joseph A. Dake

Associate Professor
Department of Health and Rehabilitative Services
College of Health Science and Human Service
University of Toledo

Michael C. Fagen

Clinical Assistant Professor
Community Health Sciences
School of Public Health
University of Illinois at Chicago

Andy Fourney

Evaluation Specialist
Public Health Institute
California Department of Public Health

Regina A. Galer-Uni

Faculty Member
Walden University

Cezanne Garcia

Senior Program and Resource Specialist
Institute for Family-Centered Care

Melissa Grim

Assistant Professor
Department of Exercise, Sport, and Health Education
Radford University

Jim Grizzell

Health Educator
California State Polytechnic University

Tyra Gross

Support Coordinator
Easter Seals Louisiana

Michael T. Hatcher

Chief, Environmental Medicine and Education Services Branch
Division of Toxicology and Environmental Medicine Agency for Toxic
Substances and Disease Registry
Centers for Disease Control and Prevention

Leonard Jack Jr.

Associate Dean for Research; Director, Center for Minority Health, Health Disparities, Research and Education; Endowed Chair of Minority Health Disparities; and Professor, Division of Clinical and Administrative Services
College of Pharmacy
Xavier University of Louisiana

Camara Phyllis Jones

Research Director on Social Determinants of Health and Equity
Emerging Investigations and Analytic Methods Branch
Division of Adult and Community Health
National Center for Chronic Disease Prevention and Health Promotion
Coordinating Center for Health Promotion
Centers for Disease Control and Prevention

Laura Linnan

Associate Professor
Department of Human Behavior and Education
Gilling School of Global Public Health
University of North Carolina at Chapel Hill

Sara Lynch

Student
Health Sciences Center
School of Public Health
Louisiana State University

Edward Mamary

Professor
Department of Health Science
San José State University

Francisco Soto Mas

Associate Professor of Health Education
Translational Hispanic Health Research Initiative
University of Texas at El Paso

Carlen McLin

Associate Professor
Department of Public Health
Dillard University

Angela D. Mickalide
Director of Education and Outreach
Home Safety Council

Barbara MckNelly
Research Scientist
Public Health Institute
California Department of Public Health

Kimberly L. Peabody
Assistant Professor
Health Sciences Department
James Madison University

Daniel Perales
Professor
Department of Health Science
San José State University

James H. Price
Professor
Department of Health and Rehabilitative Services
College of Health Science and Human Service
University of Toledo

Regina McCoy Pulliam
Associate Professor
University of North Carolina–Greensboro

Kathleen M. Roe
Professor
Department of Health Science
San José State University

Jiunn-Jye Sheu
Assistant Professor
Department of Health Education and Behavior
University of Florida

David A. Sleet

Associate Director for Science
Division of Unintentional Injury Prevention
Centers for Disease Control and Prevention

Karen A. Spiller

Manager, Jump Up & Go Program
Blue Cross Blue Shield of Massachusetts

Marlene K. Tappe

Associate Professor
Department of Health Science
Minnesota State University, Mankato

Louise Villejo

Director
Patient Education Department
M. D. Anderson Cancer Center
The University of Texas

Britney Ward

Assistant Director of Health Planning
Hospital Council of Northwest Ohio

Jennifer Wieland

Associate Transportation Planner
Seattle Department of Transportation

Allison Zambon

Health Communications Specialist
NOVA Research Company



S O P H E

The Society for Public Health Education (SOPHE) is a nonprofit professional organization founded in 1950. SOPHE's mission is to provide global leadership to the profession of health education and health promotion and to promote the health of society through advances in health education theory and research, excellence in professional preparation and practice, advocacy for public policies conducive to health, and the achievement of health equity for all. SOPHE is the only independent professional organization devoted exclusively to health education and health promotion.

SOPHE's membership extends health education principles and practices to many settings, including schools; universities; medical and health care settings; work sites; voluntary health agencies; international organizations; and federal, state, and local governments.

Contact SOPHE at 10 G Street N.W., Suite 605, Washington, DC 20002-4242; telephone: (202) 408-9804; Web site: www.sophe.org.

For my wife, Barbara Murock, promoter of love,
family, health, and biking
—*Carl I. Fertman*

To my best friend, colleague, and husband, John,
who encouraged and supported my dreams
—*Diane D. Allensworth*

PART ONE

**FOUNDATIONS OF
HEALTH PROMOTION
PROGRAMS**

