

*Polishing Your Pedagogy:
A SOPHE Webinar Series - #3*

**WRITING YOUR PHILOSOPHY OF
HEALTH EDUCATION STATEMENT**

FEBRUARY 23, 2011



Technical Support

- E-mail: support@webex.com
- Phone: Call **1-866-229-3239**
(U.S. and Canada toll-free)
- **Both WebEx and Teleconference are in use**



Questions???

- All participants, except the host and panelists are muted.
- There will be a Q&A session after the two presentations.
- Questions may be submitted any time during the event by clicking on the ? button on your toolbar and typing in your question.



Feedback

- **Feedback from webinar attendees is important and encouraged**
- **Please complete the brief feedback form that will pop up in your browser immediately following this session.**



Continuing Education

- Today's session has been approved for 1.0 Category I continuing education contact hours (CECHs) for Certified Health Education Specialists (CHES). SOPHE, including its chapters, is a designated multiple event provider of CECHs by the National Commission for Health Education Credentialing (NCHEC).
- Fees:
 - \$ 7.00 for SOPHE members
 - \$ 14.00 for non-members
- Forms can be downloaded from the SOPHE website:
<http://www.sophe.org/webinars.cfm>
- Completed applications, evaluations, and fees should be sent to:

Society for Public Health Education

10 G Street NE; Suite # 605

Washington, DC 20002

Ph: 202.408.9804

Fax: 202.408.9815

www.sophe.org



Today's Moderator

- Elaine Auld, MPH, CHES
- CEO
- Society for Public Health Education



SOPHE



MISSION

To provide global leadership to the profession of health education and health promotion and to promote the health of society.

GOALS: 2011-2016

- **Goal 1:** Be the authoritative source for health education and health promotion.
- **Goal 2:** Optimize organizational performance.





SOPHE



Vision & Leadership for Health Promotion

- **Advocacy**
- **Professional Preparation & Standards**
- **Continuing Education & Training**
- **Public Outreach**
- **Health Education Research & Practice**



Upcoming SOPHE Events



Vision & Leadership for Health Promotion

March 5-7, 2011

14th Annual Health Education Advocacy Summit, Washington, DC

In collaboration with Coalition of National Health Education Organizations

May 1-4 2011

SOPHE-NACDD Joint Academy and Midyear Scientific Conference

Albuquerque, NM

October 25-27, 2011

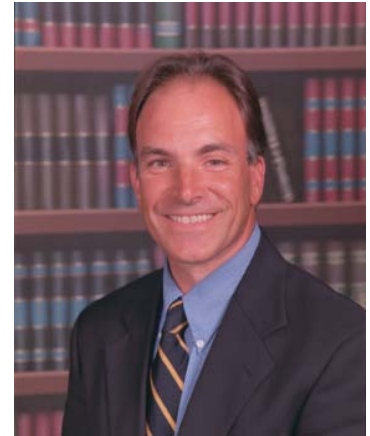
SOPHE 62nd Annual Meeting, Washington, DC



Philosophy of Education

Presenters...

Stephen F. Gambescia, PhD, CHES - Associate Professor of Health, Society, and Administration at Drexel University's College of Nursing and Health Professions. As president of SOPHE, his presidential address was "Developing a Philosophy for Health Education."



Jill M. Black, PhD, CHES - Associate Professor of Health Education and Coordinator of the Community Health Education Graduate Program at Cleveland State University. She is lead editor of the recently published book entitled "*Philosophical Foundations of Health Education.*"



Purpose of Today's Webinar

This webinar was developed for faculty –

- provides a rationale for developing a philosophy of education statement,
- explores philosophical perspectives represented in the health education literature, and
- offers a structured process to use to develop and write such a statement.

Upon completion of this session, you will be able to:

1. give a general definition, including major components, in a philosophy of education.
2. name five ways in which a personal and/or professional philosophy of education affects the faculty-student relationship.
3. compare personal values and beliefs to the philosophical perspectives represented in the professional literature base.
4. describe a systematic and reflective process of discovering one's philosophy of education and articulating this via a written statement.
5. explain the value for faculty to be able to articulate a clear philosophy of education, including implications for health education professional preparation.

Writing Your Philosophy of Health Education Statement

Society for Public Health Education
23 February 2011

Stephen Gambescia & Jill Black

Philosophy is . . .

- *Philosophy* comes from Greek and literally means “the love of wisdom” or “the love of learning”
- “...a state of mind based on your values and beliefs”
- the love and pursuit of wisdom by intellectual means and moral self-discipline
- the investigation of causes and laws underlying reality
- an informed understanding of reality

Reality in this context is your particular view of life and meaning as it applies to the topic selected.

Philosophy

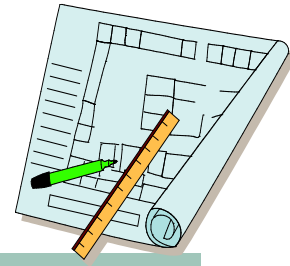
A philosophy can be defined as one's values, overall vision of, or attitude toward a given construct, e.g. health or education.

If one accepts this definition, it goes without saying that an individual's philosophy concerning health education will influence what and how one teaches.

Why Does One Need a Philosophy?

- The answer is both simple and complex
- Helps form the basis for reality; how we see the world
- One's philosophy needs to be synchronous in all aspects of life
- Helps to determine how one lives, works, plays, and generally approaches life.
- Key factor in choice of occupation, spouse, religion, & friends

Developing a Philosophy



- Your philosophy should reflect & identify those factors, principles, ideals, & influences that help shape reality for you.
- **Remember**
 - A philosophy results from the sum of knowledge, experience, & principles
 - A philosophy is a reflection of one's perspective
 - Don't be too limiting
- Is your philosophy consistent with being a health education professional?

Predominate Health Education Philosophies

- Cognitive-based philosophy – focuses on the acquisition of content & factual information
- Decision-making philosophy – emphasizes critical thinking and lifelong learning
- Behavior change philosophy – focuses on modifying unhealthy habits

Predominate Health Education Philosophies

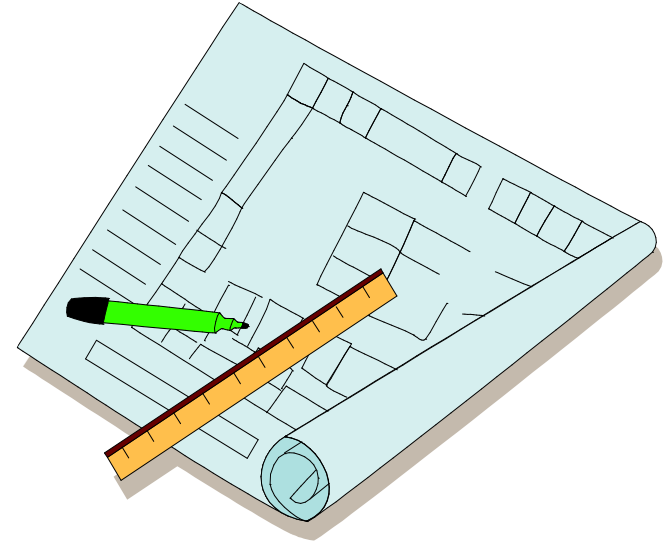
- Freeing/functioning philosophy – focuses on freeing people to make best health decision for them based on their needs and interests– not necessarily for society
- Social change philosophy – emphasizes creating social, economic, & political change that benefits health of individuals & groups
- Eclectic philosophy – focuses on an adapting approach that is appropriate for setting

Developing a Philosophy

- What do you value?
- What is important?
- What ideals do you hold?

Consider –

- Personal values & beliefs
- What health means to you
- Attributes of people you admire & trust
- Results of studies & meaningful readings
- Outcomes you would like to see from health education



How do the answers to the questions above influence the way you believe, think and act?

Thinking Philosophically

Thinking philosophically involves many analytical skills, such as **critical inquiry**, **reasoning**, and **logic**. When these skills are applied to a body of knowledge . . . it reveals the **values**, **morality**, **ethics**, and dynamics of life as applied to an individual functioning within an environment and culture.

It is the **what**, **how**, **when**, **where**, and **why** of health education to which the health educator must respond as he or she practices as a professional.

Building a Philosophical Base

- Examine ways of thinking about health and education
- Extrapolate key ideas and concepts from the literature
- Examine and validate your beliefs (philosophy)

A philosophy may fluctuate over time. This is a normal process and represents personal and professional growth and development.

Philosophers of Health Education



**Howard
Hoyman**



**Delbert
Oberteuffer**



**Elena
Sliepcevic**



**Godfrey
Hochbaum**

Philosophers of Health Education

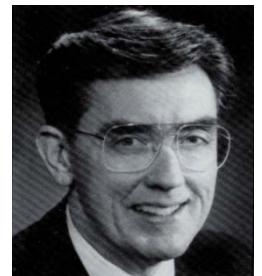
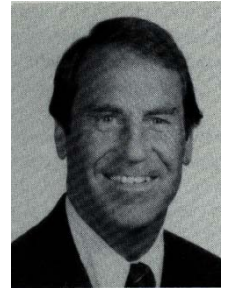


While striving for standards for our specialized professional field, we must also be generalists---interested in making connections, identifying relationships, recognizing the interdependence of forces and trends---in essence, not just learning more and more about less and less.

- Elena Sliepcevich

Leading Philosophical Viewpoints

- Loren Bensley – “...the development of individual potential through decision making and action.”
- Joyce Fetro – “...an ‘ongoing process’...this implies continuous movement”
- Marian Hamburg – “unexpected opportunities appear,” “mentorship,” “cooperation,” & “networking”
- John Seffrin – “...enabling of individuals to achieve a level of personal freedom...”



Philosophical Questions

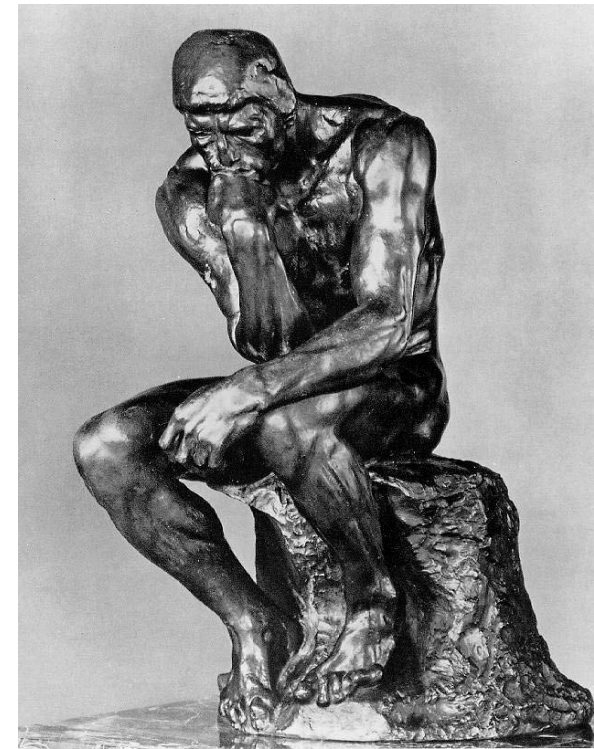
- What is 'health'?
- What are your beliefs about human rights versus individual rights?
- What does the health education literature suggest?
- What range of factors need to be taken into account when thinking about health?
- Can health be measured?
- What ethical issues emerge during such measurement?
- What responsibilities do we have to respond to health inequalities?
- Can 'prevention' be separated from 'cure'?
- What ethical issues arise in relation to the translation of potential health benefits into public policy?
- What is the legitimate role of the law in public health?
- Etc.

Implications

- Your personal and professional philosophy will impact the approach you take to a job.
- You should be able to clearly communicate your professional philosophy.
- Which of the five predominant health education philosophies best aligns with your personal and professional philosophy?
- What is your role in the advancement and development of a philosophical base for the public health profession?

Writing (or re-writing) Your Statement: One Faculty Member's Journey

When was the last time you reviewed or updated your philosophy of education statement?



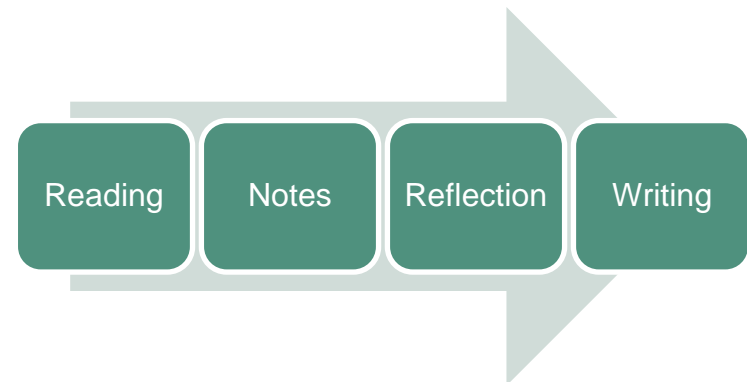
Suggest a Process...

- Systematic
- Disciplined
- Intellectually liberating
- Reflective
- Precisely written



Four Very Challenging Steps

1. Reading of those who have influenced you or “giants” in education
2. Take (not so copious) notes during reading.
3. Reflect (during and after) readings.
4. Write *Your* Statement.



Step 1: Reading

Who has influenced you in health education?

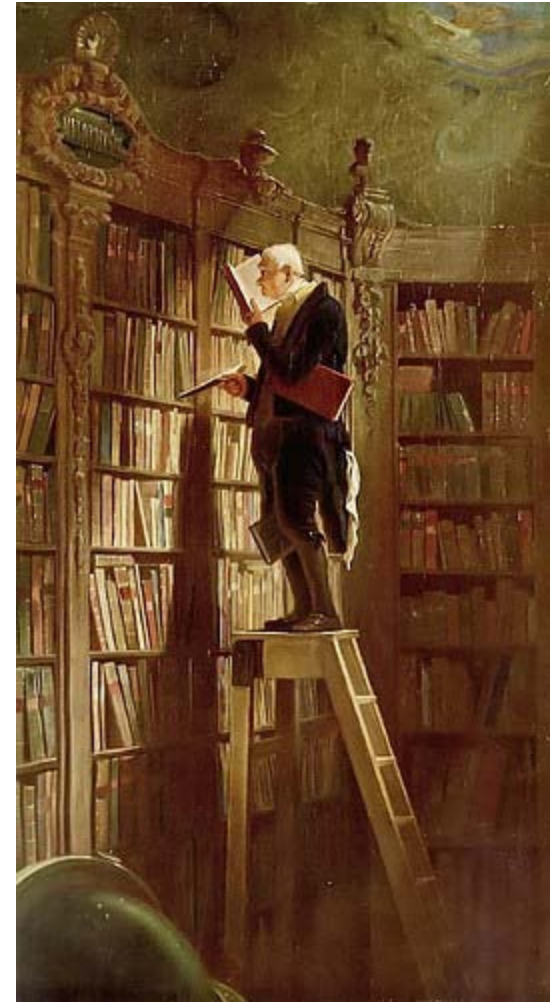
- I asked: Who are some great intellectuals who have had significant contributions to philosophy of education?
- Sought those who have thought about, written and acted upon subject matters of interest to me as an educator
- Identified those who have had significant, world-wide, and continuing effects on educational theory, practice, and/or leadership.

Reading



Step 1 (cont'd): Reading

- I read (or re-read) at least 1 original work (books or articles) of the intellectual.
- I read a biography of the individual.



Reading

Step 1 (cont'd): Reading

Who spoke to me.

- Socrates, Plato, and Aristotle
- Marcus Tullius Cicero
- Marcus Aurelius
- St. Augustine of Hippo
- St. Thomas Aquinas
- Niccolo Machiavelli
- Jean-Jacques Rousseau
- Catherine Macaulay
- Thomas Jefferson
- John Stuart Mill
- John Dewey
- Jane Addams
- Mahatma Gandhi and Mao Tse-Tung
- Amitai Etzioni



Reading

res ipsa loquitur

(The thing speaks for itself)

*When evening has come, I return to my house and go into my study. At the door I take off my clothes of the day, covered with mud and mire, and I put on my regal and courtly garments; and decently reclothed, I enter the ancient courts of ancient men, where, received by them lovingly. I feed on the food that alone is mine and that I was born for. There I am not ashamed to speak with them and to ask them the reason for their actions; and they in their humanity reply to me. (Machiavelli, Niccolo. *The Prince*. Mansfield, Harvey, trans. The University of Chicago Press. 1998. pp109 and 110.)*



Reading

Step 2: Notes

- What did he/she say?
- What does it mean?
- How does it relate to a philosophy of (health) education?

Notes



Step 2 (cont'd): Notes (formalize)



Jane Addams (1860-1935)

- General philosophy or philosophy of education
- Enduring influence in education
- Works by Jane Addams on Philosophy of Education
- Works considered by me on researching Jane Adams
- References

This was an 80-page document.

Notes

Step 2 (cont'd): Example of Referencing

Notes

■ Significant Works in Philosophy of Education for John Dewey

- *The School and Society*, 1900
- *The Child and the Curriculum*, 1902
- *Democracy and Education*, 1916
- *Experience and Education*, 1938
- "My Pedagogic Creed," 1897
- "The Bearings of Pragmatism upon Education" 1909
- "The Moral Training Given by the School Community" 1909
- "Education as a Necessity of Life" 1916

■ Works Considered

- Hildebrand, David. *Dewey*. *Oneworld Publications*, 2008.
- Gutek, Gerald. *Historical and Philosophical Foundations of Education*. Upper Saddle River, NJ: Merrill, 1997. 313-331.
- Westbrook, Robert B. *John Dewey and American Democracy*. Cornell University Press, 1991.
- Russell, Bertrand. *The History of Western Philosophy*. New York: Simon & Shuster, 1945. 819-828.



Step 3: Reflection



Step 4: Write Your Statement

- Consider a framework or structure with elements of interest; examples:
 - Pedagogy
 - Theory
 - Revolutionary education
 - Learning Theory
 - Social Justice
- I used a traditional framework:
 - Epistemic
 - Ontological
 - Axiological



Write Statement

Statement: Example (Epistemic)

- People have an innate sense and need to know and to learn.
- Discovery and learning have utilitarian, intellectual, and at times spiritual value.
- The search for truth is the driving force for life's intellectual journey.
- A distinguishing character of humans compared to other creatures is that we have *rational ability*

All men by nature desire to know; an example is the delight we take in our senses, quite apart from their usefulness. Aristotle in Book I of Metaphysics

Statement: Example (Ontological)

- Each of us has a *duty in life* and we should be driven by identifying that duty and performing the duty to the best of our ability. Identifying that duty can be assisted by good guidance. This guidance often comes from educators.
- Whatever our station in life, at some point we should be pleased with it. At some point we need to gain a healthy self esteem. Educators play a role in this process.
- The test of the value of the individual is not solely individual achievement but how the individual responds to a lived social experience.

Statement: Example (Axiological)

- People living in a healthy polis will aspire toward virtuous conduct and agree to be law abiding citizens developing a *habit of moral order*. We are *citizens* who have responsibilities in a participatory democracy. People should strive for *moral excellence*.
- Democracy cannot exist without a sense of community; therefore, a major goal for schooling is to develop *good citizenship* among students.

Questions

Writing Your Philosophy of Health Education Statement

A philosophy will fluctuate over time. This is normal and represents growth and continuing professional development. Creating a process for regularly updating, revising, and clearly articulating both your personal and professional philosophy is a truly valuable experience.

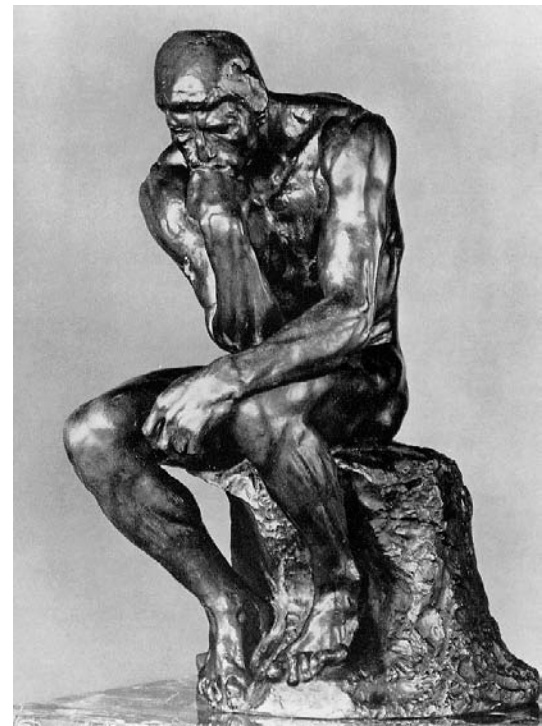
- Black & Gambescia, 2011

Reading

Notes

Reflection

Writing



Questions?

- To submit a question, click on the ? button and type in your question.
- Feedback - please complete the survey immediately after this program.

For More Information

- Website

- www.sophe.org

- Stephen Gambescia

- sfg23@drexel.edu

- Jill Black

- J.black@csuohio.edu

Upcoming SOPHE Events



March 5-7, 2011

14th Annual Health Education Advocacy Summit, Washington, DC

In collaboration with Coalition of National Health Education Organizations

May 1-4 2011

SOPHE-NACDD Joint Academy and Midyear Scientific Conference

Albuquerque, NM

October 25-27, 2011

SOPHE 62nd Annual Meeting, Washington, DC



Thank You!

- This session will be archived and available on the SOPHE website at <http://www.sophe.org/webinars.cfm>
- Please complete the brief, pop-up feedback form
- CHES credits
 - 1.0 category I
 - Fees: \$7 SOPHE members; \$14 non-members
 - Completed applications, evaluations, and fees to:

SOPHE

10 G St. NE; Suite 605

Washington, DC 20002

