



The **Promoting Health and Well-being** unit is centred around a practical activity and will require the students to plan, implement and evaluate a small-scale health promotion. The topic can be drawn from any area relevant to health and social care but the target group should be from one of the following client groups – people who are ill, young children, older people or individuals with specific needs. Students will learn why health promotion campaigns are carried out and how topics and target groups are identified. They will study the different approaches to health education and how they are put into practice. Skills for delivering a health promotion activity will be developed through an understanding of the processes of planning, implementing and evaluating.

The health promotion activity should take approximately 15 hours to complete and may be carried out as part of a group. The unit will be assessed through an individual written report which will demonstrate the knowledge and understanding of the promotion of health and well-being and show evidence of the student's ability to conduct a small-scale health promotion. To achieve a good grade, students will need to demonstrate independent research skills, with information drawn from at least four sources of different types. They will also need to show an excellent ability to plan and implement their health promotion, an in-depth understanding of at least four health promotion models and approaches, and the use of a variety of media and materials. The report should indicate a good understanding of evaluation and give well-reasoned conclusions. Students should demonstrate a high level of independent thinking and initiative.

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Promoting Health and Well-being



8.1 Why promote health and well-being?

Before considering how to promote health and well-being it is important to consider what is understood by 'health' and to explore the different aspects of health as applied to individuals and communities. Student should also examine the evidence that undertaking health promotion activities actually leads to an improvement in health. By looking at the familiar advice contained in the 'Ten tips for better health', links can be made to

some well-advertised improvements in health that have occurred. The tension between the individual's responsibility for their own health and that of society can then be considered. Ideas such as understanding that knowledge of facts alone is not always sufficient to change health behaviour and that there are a number of different levels of health need are introduced.

Answers to the *Check your understanding* questions on page 55 of the Collins textbook.

- 1** There are eight different aspects to an individual's health – physical, mental, emotional, spiritual, social, sexual, societal and environmental.
- 2** Health promotion aims to improve health and reduce illness. It can be directed at individuals, groups, or whole populations.
- 3** Health can be promoted through education, counselling, screening for diseases, encouragement of healthy lifestyles, changes in policy, or social, environmental or economic change.
- 4** Health promotion needs can be assessed through comparison with accepted standards, by comparing with different groups or responding to demands from individuals or groups. The starting point will always be to collect information to back-up any decision.



These questions guide you through the topic. If you need help to answer them, look at pages 52–55 of the Collins textbook.

8.1 short questions and activities

- 1** List the 'Ten tips for better health' from *Saving Lives – Our Healthier Nation*.
- 2** Explain what is meant by a 'holistic' view of health.
- 3** How did the WHO define health in 1946?
- 4** Write out your own definition of health promotion.
- 5** Explain the difference between 'primary,' 'secondary' and 'tertiary' health education.
- 6** Describe a health promotion that is aimed at an individual taking action to improve their own health.
- 7** Describe how environmental factors can affect an individual's health.
- 8** Identify two different health promotion campaigns aimed at the whole population.
- 9** Explain what is meant by a comparative need.
- 10** Identify the different sources of information that could be used to confirm the need for a health promotion.

ASPECTS OF HEALTH

In the table below, the words and definitions of aspects of health are jumbled up. Match the correct definition to each word.

<i>Aspect of health</i>	<i>Definition</i>
Physical	An individual's beliefs and values; may include religious beliefs and practices; personal creeds; ways of peace of mind.
Mental	Ability to make and maintain relationships with other people.
Emotional	Functioning of the body.
Spiritual	Ability to think clearly and make judgements.
Social	Ability to recognise feelings, such as fear or anger, and express them appropriately. Ability to cope with stress and anxiety.
Sexual	The way individuals are treated within a society – through racism or other inequalities, for example.
Societal	Standard of physical environment in which individuals live, including housing, sanitation and pollution.
Environmental	Acceptance and expression of one's own sexuality.

What does being 'healthy' mean to you?

In column 1 identify what aspect or aspects of health are being described. In column 2 put into rank order the statements that are most important for you. Compare your answers with others.

Being healthy means	1 Aspect of health	2 Rank of importance to me
1 Being physically fit		
2 Being a non-smoker		
3 Feeling happy most of the time		
4 Getting on well with my friends		
5 Not getting stressed		
6 Taking exercise regularly		
7 Feeling comfortable with myself		
8 Not taking regular medication		
9 Being able to adapt easily to different situations		
10 Living in a 'good' neighbourhood		
11 Having personal beliefs and values		
12 Living a long life		
13 Having a 'good' diet		
14 Being able to relax		

SAVING LIVES – OUR HEALTHIER NATION

Saving Lives – Our Healthier Nation was published in 1999. You will find a copy in the library or on the internet at <http://www.official-documents.co.uk>

a Complete the following statement which is in Chapter 1:

Saving Lives – Our Healthier Nation is an action plan for
and in England, especially

b For one of the four priority areas of cancer, coronary heart disease and strokes, accidents, and mental health, use the document to investigate in detail the following:

- i** How well the UK death rates compare with other countries in Western Europe
- ii** The main causes of death and disease in the category
- iii** The main actions that are planned by the health services
- iv** The main actions that individuals should take
- v** The partnerships that are suggested in order to improve health.

8.2

Identifying health and well-being issues

The previous topic introduced the concept that a health promotion is usually developed in response to an identified need or priority. An example is given of the need to protect children from the sun. Here, the factual basis for these priorities is explored by examining a number of ways in which health needs are reported. Epidemiological data is illustrated, including the sources, analysis, formats and application of research findings. Additional research and discussion of appropriate health-related

findings would give further opportunities to apply this aspect of the unit. Targets for health and well-being are discussed with reference to both national and international targets. There is an opportunity to make comparisons between the UK and countries from the developing world. Other strategies, guidelines or reasons for health promotion are introduced, demonstrating the breadth of influences on any target-setting and suggesting that there are many more areas for further research.

Answers to the *Check your understanding* questions on page 61 of the Collins textbook.

- 1** Epidemiology studies the patterns of disease and illness. Findings from epidemiological studies will therefore provide information on the health of a population, and the causes and risk factors linked with ill-health, and indicate where there are possibilities for making improvements through health promotion.
- 2** The national targets in *Saving Lives – Our Healthier Nation* are, by 2010:
 - To reduce the death rate from cancer in people under 75 by at least a fifth.
 - To reduce the death rate from coronary heart disease and stroke and related diseases in people under 75 by at least two fifths.
 - To reduce the death rate from accidents by at least a fifth and reduce the rate of serious injury from accidents by at least a tenth.
 - To reduce the death rate from suicide and undetermined injury by at least a fifth.Health promotion can play a vital part in meeting these targets as it can influence individuals and communities to adopt healthier lifestyles. Many of the causes of these aspects of ill-health are to do with lifestyle choices such as smoking, alcohol, drugs, diet and exercise. Other risk factors can be mitigated through greater public awareness of preventative measures such as screening programmes and health and safety measures.
- 3** In 2000 the UN published its Millennium Development Goals, most of which are health-related. Poverty, hunger and diseases such as HIV/AIDS and malaria are all linked to health, as are the goals to reduce child mortality and improve maternal health. The target of universal primary education allows individuals to learn about health and how they can care for themselves, their families and communities, while the goal to promote gender equality and empower women would lead to women having better life experiences and greater influence over their own health and the health of their children. The broader aspect of environmental sustainability and global partnership tackles the wider concept of more equal distribution of wealth and protection of the environment.
Students may also find targets that have been set by other international bodies such as the World Health Organization in eradicating smallpox and eliminating polio in the Global Polio Eradication Initiative. There are also targets for health set by the EU.
- 4** Other reasons may include an outbreak of an infectious disease such as meningitis; an area of public concern; new scientific discoveries; or media interest.

These questions guide you through the topic. If you need help to answer them, look at pages 56-61 of the Collins textbook.

8.2 short questions and activities

- 1 Identify four sources of statistical data which provide information on the health of the population.
- 2 Identify two advantages of using health status data when planning a health promotion.
- 3 Identify two areas of health in the UK that are not included in the national targets but have separate strategies. What are the main aims of the strategies?
- 4 Explain the term 'National Service Framework'.
- 5 Why may individuals in the UK need to know about health in other parts of the world?
- 6 Identify two infectious diseases that are common in the UK for which there are health promotion programmes.
- 7 Describe a new scientific discovery that has influenced health promotion.

1 UNDERSTANDING DATA

Look at four examples of health status data that are available online (see suggested sources below). For each example, explain which groups (male/female, age, ethnic group, geographical area) are most at risk and how health promotion activities could be targeted to address the problems.

Suggested sources

- In Saving Lives (<http://www.official-documents.co.uk>) there are charts showing:
 - 1 UK having the highest rate of live births to teenage girls in Europe and a map of which local authorities have the highest rates (Figs 9.1 and 9.2).
 - 2 Accident rates increase as children grow up (Fig 7.4).
 - 3 Survival rate for cancer better in affluent areas than in deprived areas (Fig 5.6).
 - 4 Women in some ethnic groups have low uptake of potentially life-saving cervical cancer smears (Fig 9.8).
- Dr Foster (www.drfooster.co.uk) has data showing inequalities in health experience.

2 CURRENT CONCERNS

Review health-related stories in the media during the last week. This could be in newspapers, magazines or the storyline in a 'soap' on television or radio. What health concerns are currently being discussed and why?

Choose two issues and analyse the implications for health promotion for each:

- a** Is it already part of a health promotion or a new issue?
- b** Is the coverage positive or negative?
- c** How has the media interest supported the promotion of health?
- d** How could the promotion of the specific health issue be further developed through the media?

COMPARING COUNTRIES

Choose either Kenya or India and compare with the UK.

- 1** Find out some basic facts about your chosen country and the UK such as:
 - The size of the population
 - The life expectancy
 - The number of doctors per head of population
 - The average income.

- 2** Find out the major causes of death and disease in each country:

- 3** Now consider how the diseases that you have identified are caused and how they are treated. What measures might be available in each country to help control disease?

- 4** Find out the figures of child mortality – why do you think they are different?

- 5** The UK has a clean water supply and effective sanitation – what difference does that make to the health of the population?

- 6** What would you do? Suggest which health needs would be prioritised in each country.

8.3 Health promotion agencies

The ranges of people and organisations that may influence health are explored, including the possibility of both formal and informal settings. The idea that cooperation between agencies and groups may be required in order to achieve a successful outcome is discussed. Within the major groupings of different agencies that

have a link with health, examples are given and their role explored – but many other suggestions could be offered in the light of personal or local experiences. The influence of the mass media is highlighted and the opportunity for wide-ranging topical debate about their role could be developed.

Answers to the *Check your understanding* questions on page 65 of the Collins textbook.

- 1** Health promotion is rarely the responsibility of one agency working on its own. Because so many different factors can influence an individual's health, there may need to be several different solutions. For example, an individual trying to give up smoking may have the help of a health professional but will find it easier if his workplace is non-smoking and the cost of cigarettes is increased.
- 2** The NHS is a major agency for promoting health. It tackles disease and illness but also seeks to prevent ill-health through early intervention such as through regular screening programmes. Health professionals give advice about healthy living in a variety of settings including primary care, the community and hospitals.
- 3** Choice of three from the following:
International organisations National governmental organisations
Local government Voluntary organisations and pressure groups
Commercial organisations Work-related Mass media.
- 4** The mass media can convey health promotion messages through articles, features, advertisements, press releases or storylines in programmes. These are very powerful ways of raising awareness about health but they may have positive or negative effects, depending on the way in which the issue is reported.

These questions guide you through the topic. If you need help to answer them, look at pages 62–65 of the Collins textbook.

8.3 short questions and activities

- 1** Explain how health can be promoted informally.
- 2** What is meant by a 'healthy alliance'? Suggest what sort of organisations might take part.
- 3** List the health professionals that are members of the Primary Health Care Team and explain how they can promote health.
- 4** How are local authorities involved in promoting health?
- 5** Identify a voluntary organisation that may promote the health of older people.
- 6** What is a pressure group? Identify one that is linked to health.
- 7** Describe how commercial organisations may become involved in promoting health.
- 8** How are employers responsible for promoting the health of their employees?
- 9** Describe one message about health that has been promoted through the mass media.

ORGANISATIONS PROMOTING HEALTH

Review the statements below from three agencies and identify how and why each of these organisations can be seen as promoting health. Which aspects of health might they specifically promote? Do they work towards any national targets?

Royal Society for the Prevention of Accidents

RoSPA's mission is to enhance the quality of life by exercising a powerful influence for accident prevention. It is a registered charity which aims to campaign for change, influence opinion, contribute to debate, educate and inform – for the good of all. By providing information, advice, resources and training, RoSPA is actively involved in the safety and prevention of accidents in all areas of life – at work, in the home, on the roads, in schools, at leisure, and on (or near) water.

Samaritans

Samaritans is available 24 hours a day to provide confidential emotional support for people who are experiencing feelings of distress or despair, including those which may lead to suicide.

Samaritans' vision is for a society in which fewer people die by suicide, people are able to explore their feelings, and people are able to acknowledge and respect the feelings of others.

NSPCC

The NSPCC's mission is to end cruelty to children. Our vision is a society in which all children are loved, valued and able to fulfil their potential. In other words, a society that will not tolerate child abuse – whether sexual, physical, emotional or neglect.

RESEARCHING ONE ORGANISATION

Find the mission statement and values of one organisation and identify how and why it promotes health.

The organisation

Type of agency:

Mission statement, including target group:

.....

Values:

.....

How the organisation promotes health

An example of one health promotion activity that the organisation has undertaken:

.....

The specific aim of the activity:

.....

How successful do you think the promotion proved to be, and why?

.....

.....

8.4 Approaches to health promotion

Although there may be agreement about the need for health promotion, different individuals and organisations may take very different attitudes and approaches to the solution. The choice of approach will depend on a number of factors including the priority put on different aspects of health. The example gives an opportunity to explore the possible different approaches by a

number of individuals or groups. This gives an insight into the five major approaches which provide the basis for most health promotion activity. Other reasons for the choice of approach, such as the availability of resources, are also introduced, and will be further developed when considering the practical application to the health promotion activity which is part of this unit.

Answers to the *Check your understanding* questions on page 71 of the Collins textbook.

1	Model	Aim	Activity
	Medical	Reduce medically defined disease and disability	Medical intervention to high-risk groups or populations
	Behaviour change	Individuals to adopt a healthy lifestyle	Activities aimed at changing attitudes and behaviours
	Educational	Individuals to acquire knowledge, understanding and skills to make and act upon informed decisions	Giving of information. Exploration of attitudes to health. Development of skills such as decision-making
	Client-centred empowerment	Clients to identify own health needs	Facilitate the identification of needs and work with clients to develop their knowledge and skills
	Societal change	Change physical and socio-economic environment to support health lifestyles	Political and social action, including legislation to improve environment for healthy living

- 2** Smoking would be discouraged using an educational approach when the health promoter gave the smoker information about the dangers of smoking, for example the risks of heart and respiratory disease. Attitudes to smoking would be explored by discussing whether the smoker's friends or family smoked and their attitude to the situation. Skills needed to resist pressure to smoke or to stop smoking would be developed. The decision not to smoke would be left to the client, once they had received all the information.
- 3** Participation in exercise could be increased through societal change by making participation in exercise easier. This could be by an increase in sports facilities, an increase in sports in schools, and subsidised rates for exercise classes.
- 4** The health of children is promoted throughout their life from the health services, schools, youth clubs and societies as well as by commercial companies. Examples from each category of approach can be illustrated : medical – through regular screening throughout pregnancy, early childhood including immunisation programme; behaviour change – children are influenced to change certain unhealthy behaviours, such as poor hygiene practices or unhealthy eating; educational – children are educated about health throughout their schooldays, including about drugs, smoking, etc.; client-centred – as children get older they may themselves identify areas of health that are important to them, and make their own decisions; societal change – children will frequently be affected by changes in the physical or socio-economic environment – for example, the retaining of school playing fields, expanding sports facilities, the introduction of healthy school meals, the removal of 'unhealthy drinks' machines.

These questions guide you through the topic. If you need help to answer them, look at pages 66–71 of the Collins textbook.

8.4 short questions and activities

- 1 What factors need to be considered when deciding which would be the most appropriate approach for a health promotion?
- 2 Describe what is meant by a medical model of health promotion and give two examples of the model in practice.
- 3 Identify two weaknesses of the behaviour change model.
- 4 How are the aims of the educational model put into practice?
- 5 Explain why the values of the client-centred model differ from the other approaches to health promotion.
- 6 Identify two advantages of the societal change model.
- 7 Why is it important to know what skills are required for a specific promotion?
- 8 How would the choice of target group affect the choice of health promotion approach?
- 9 Why might the medical model need more resources than other approaches?

1 APPROACHES TO HEALTH PROMOTION

Complete this table

	Aim	Activity	Values	Strengths	Weaknesses
Medical	Reduce medically defined disease and disability		Patients' compliance with the experts		<ul style="list-style-type: none"> • Authoritarian • Relies on infrastructure to support programme, e.g. screening • People need to be persuaded to use facilities
Behaviour change	Individuals to adopt a healthy lifestyle			<ul style="list-style-type: none"> • Encourages personal change • Not imposed by others • Appeals to the 'adult' in a person 	<ul style="list-style-type: none"> • Behaviour not easy to change • Client susceptible to other influences • Intentions not always followed through
Educational	Individuals to acquire knowledge, understanding and skills to make and act upon informed decisions	Giving of information. Exploration of attitudes to health. Development of skills such as decision-making	The rights of informed individuals to choose is respected		
Client-centred empowerment	Clients to identify own health needs		Clients as equals. Clients are self-empowered to challenge and change	<ul style="list-style-type: none"> • Greater engagement of clients with own choice of topic. • Better outcomes through self-empowerment 	
Societal change		Political and social action, including legislation to improve environment for healthy living		<ul style="list-style-type: none"> • Healthy behaviour becomes more acceptable • Reaches a wide group of people • Some healthy behaviours become law 	<ul style="list-style-type: none"> • Social rebels may oppose change • A range of approaches needed to effect social change • Needs a large-scale approach

2 AIMS AND ACTIVITIES

Taking smoking as an example, identify the aims and activities that would take place under each approach:

	Aim	Activity
Medical	Freedom from lung disease, heart disease and other smoking-related diseases	
Behaviour change		Persuasive education to prevent non-smokers from starting and to persuade smokers to give up
Educational		
Client-centred empowerment		
Societal change		

ANALYSING TWO HEALTH PROMOTIONS

Fill in the following, once you have chosen two health promotions to analyse.

First health promotion activity

Name of the health promotion

Which model/approach was used?

Why was this model/approach used?

.....

Was this an appropriate model/approach to use? Why/why not?

.....

Which professionals were involved?

.....

What resources were used?

.....

What were the results of the health promotion?

.....

Second health promotion activity

Name of the health promotion

Which model/approach was used?

Why was this model/approach used?

.....

Was this an appropriate model/approach to use? Why/why not?

.....

Which professionals were involved?

.....

What resources were used?

.....

What were the results of the health promotion?

.....

.....

8.5 Health promotion methods and media

The choice of which form of media and which method to use for a health promotion is very important. The factors that influence that choice are explored, together with the principles on which the choice should be made. The appropriateness to the target group is discussed. An analysis of different examples of health promotion campaigns will demonstrate the wide variety of

methods and their application. Choice of tone and style is seen as just as important as the method, such as whether to use leaflets or a TV advert. The advantages and disadvantages of using the mass media are identified. The application of knowledge gained from this topic will also support the development of the required health promotion activity.

Answers to the *Check your understanding* questions on page 77 of the Collins textbook.

- 1** The factors are: the appropriateness of the resource for use with the target group; the characteristics of the group and what would be most suitable; whether issues of equality and diversity are considered; the accuracy of any information; the clarity of the information; the style and format; and the link with the aim of the promotion.
- 2** Health promotion should be seen to apply principles of equality and non-discrimination, despite the fact that studies show that certain groups are more vulnerable to certain diseases than others. Stereotyping should be avoided, and diversity should be celebrated through positive images of different physical cultural and social differences.
- 3** Leaflets/handouts can be used to give information and to support a presentation. The information can be taken away for future referral, shared with others and give greater detail, e.g. statistics. Handouts are easily produced. Posters can be used to raise awareness, can convey information, have high impact through challenging images and can be made cheaply. Presentations can be used to convey information to an audience, can be tailored to a specific group, go at the pace of the group, and use a range of methods to keep the audience attentive.
- 4** Advantages of using mass media: raises awareness about health issues; puts health on the public agenda effecting societal change; increases knowledge; influences attitude and behaviour change; has immediate emotional effect. Disadvantages of using mass media: responses may be short term; cannot convey complex information; cannot teach skills; may only change attitudes or behaviours if in combination with other enabling factors; some mass media stories may convey negative messages about health promotion.

8.5 short questions and activities

- 1** What is meant by the characteristics of a group?
- 2** Give an example of a health promotion message that is only targeted at men, and one that is only targeted at women. Explain why these promotions are only targeted at one sex.
- 3** What is meant by using 'fear' tactics? When have they been used? Explain one advantage and one disadvantage of this approach.
- 4** Describe how the mass media is used by health promotion campaigns to raise awareness.
- 5** What part does the mass media play in informing the public about health behaviours of individuals? Identify a current story featuring an individual and their health behaviour.
- 6** How and when does the mass media promote unhealthy products and habits?
- 7** Describe sponsorship and its relationship to health.
- 8** When might a presentation be the most appropriate way of giving information that will promote health?
- 9** What are the disadvantages of using posters to convey health promotion messages?

GETTING THE LANGUAGE RIGHT

The extract below is a quote from 1603 by James I, King of England. Identify what habit he was describing, and put his message into language that would be suitable today.

'A custom, loathsome to the eye, hateful to the Nose, harmful to the Braine, dangerous to the Lungs, and in the black stinking fume thereof, nearest resembling the horrible Stygian smoke of the pit that is bottomless. By immoderate taking, the wealth of a great number of people is impaired, and their bodies unfit for labour.'

GETTING THE IMAGE RIGHT

In 1986 and 1987 a major campaign was launched by the government in response to the rise in AIDS cases. It included a leaflet that was delivered to all households depicting an iceberg. The slogan was 'Don't die of ignorance' What interpretations could there have been of this slogan? What was it trying to convey?

DEFINITIONS

The following are medical terms that are in common usage. Find out what they mean and write down their definitions: AIDS; Cirrhosis; Dyspepsia; Mammogram; MMR; Osteoporosis; Podiatry; Prophylactic; Quarantine; Rhinitis; Sinusitis; Syndrome.

MEDIA COVERAGE

Choose a health-related topic (for example, alcohol, exercise, diet) and complete the table below about how it is currently portrayed in the media. Identify whether the coverage has a broadly positive or negative effect on health.

<i>Type of mass media</i>	<i>Description</i>
National or regional health promotion campaign using the mass media, e.g. advertisements	
Promotion of products by commercial organisations using health link	
Discussions or reports on the chosen topic	
Indirectly addressed in programmes, e.g. in storylines	
Behaviour related to topic by personalities	
Advertising of 'unhealthy' product	
Sponsorship	

TWO HEALTH PROMOTION CAMPAIGNS

Choose any two promotion campaigns, one of which has used the mass media. Analyse each one for its content, style, target group and likely impact, and fill in the following table.

HEALTH PROMOTION CAMPAIGN, USING THE MASS MEDIA	HEALTH PROMOTION CAMPAIGN, NOT USING THE MASS MEDIA
Description of content	Description of content
Style or format of promotion	Style or format of promotion
Target group	Target group
Expected impact	Expected impact
Success of the methods used	Success of the methods used

8.6 Ethical issues in health promotion

Building on the previous topics, it is obvious that different individuals will take differing views about promoting health. The ethical issues that surround health promotion do not necessarily have an obvious answer but provide a rich opportunity for discussion. Debates about such topics as individual choice, community good, informed choice, cost effectiveness, political

control or sponsorship are linked with an understanding of the inequalities that exist in health. Examples of ethical dilemmas can be taken from case studies or from past or current health promotions. [There are a number of good illustrations of inequalities by social class, gender and international comparison in *Saving Lives – Our Healthier Nation*.]

Answers to the *Check your understanding* questions on page 81 of the Collins textbook.

- 1** Informed choice ensures that an individual knows all the facts about the situation and is confident to express their own mind before being asked to make a choice. In health promotion, an individual's personal choice may not always meet the aims of the health promoter.
- 2** Victim blaming is when an individual is blamed for their own ill-health. In health promotion, the fact that some people do not wish to follow health advice may lead to a worsening of their health status.
- 3** Sponsorship of health promotion activities can bring in much-needed financial and other resources. The disadvantages are that the health promoter may be seen as endorsing a particular product and the independent credibility may be lost.
- 4** Inequalities in society have major effects on health. Income, education, housing and social exclusion all exercise profound influences on individuals and have been shown to cause physical, mental and social health problems.

These questions guide you through the topic. If you need help to answer them, look at pages 78–81 of the Collins textbook.



8.6 short questions and activities

- 1** Why might a health promoter want the clients to 'comply' with advice rather than exercise 'informed choice'?
- 2** Give an example of a situation when a patient might be 'blamed' for their condition.
- 3** How might the cost-effectiveness of a screening programme be assessed?
- 4** Give an example of a change in advice about how to remain healthy or safe.
- 5** Why may national governments have an interest in health promotion?
- 6** What is a 'vested interest' and how might it affect health?
- 7** Why are health professionals expected to live a healthy lifestyle?
- 8** Explain how one of the major inequalities in society can affect an individual's health.
- 9** List the ethical principles that must be adhered to when undertaking research.

ETHICAL DILEMMAS

Look at the following situations. Identify what ethical dilemmas they pose for health promoters, and discuss your findings in your class.

- 1 Parents, pupils or staff at a school may wish to know of the presence of any HIV-positive child or member of staff. They may argue that it could be a possible health risk or that they could provide better care and support for the individual. Should they be told?
- 2 Immunisation is only effective if a high level of immunity is achieved in the population. Is it ethical for individuals to be persuaded to take up the vaccine against their wishes?
- 3 In 2005 George Best died at the age of 59. He had been an outstanding footballer and was admired by many young people. He was an alcoholic, and was diagnosed with cirrhosis of the liver, for which he had a transplant in 2002. He continued to drink until his death. What ethical dilemmas for health professionals does his story illustrate?

SCREENING

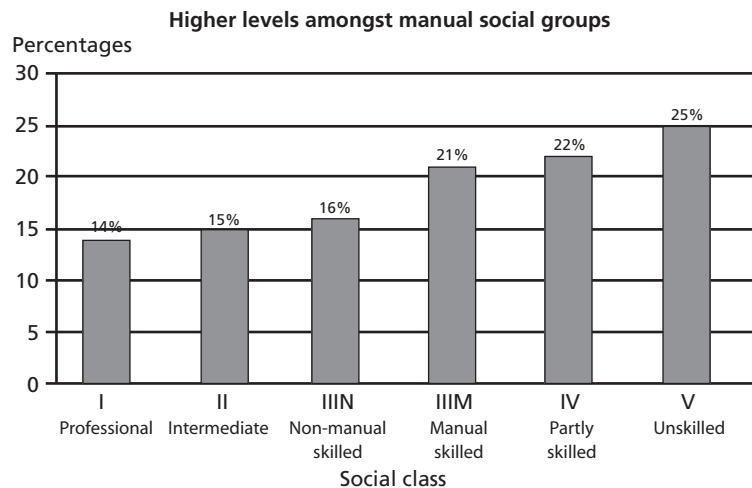
The following are facts about the screening process:

- Screening is never wholly routine and inclusive. It is targeted at risk groups and is usually age-related.
- Screening is spaced because of economic reasons and therefore individuals may develop the disease in the gaps between screening.
- The process may cause anxiety.
- The process may be uncomfortable, painful or risky.
- There may be false results.

Is screening always of benefit to everybody?

INEQUALITIES IN HEALTH

The chart shows evidence of inequalities in health.



Obese (Body Mass Index over 30). England 1996, woman aged 16 and over

Saving Lives – Our Healthier Nation

Social and Community Planning Research, Dept of Epidemiology and Public Health, Prescott-Clarke, P., Primatesta P eds

Health Survey for England, 1996, London: The Stationery Office 1998.

What health problems can obesity cause? Why might those in classes IV and V have such a significant difference in their levels of obesity? How might health promotion address inequalities in health?

HEALTH PROMOTION AND SPONSORSHIP

Choose two health promotion campaigns that have sponsorship – you could look for leaflets in your supermarket or the doctor's surgery, or you may see companies endorsing campaigns such as breast-awareness. Describe the health promotion and then answer the following questions:

- 1** Who is the sponsor? What are they best known for?
.....
.....
- 2** What link has the sponsor got with the promotion that they are sponsoring?
.....
.....
- 3** Does the fact that the sponsor is linked with health help their image in the eyes of the public?
.....
.....
- 4** For this health promotion, what are the specific advantages and disadvantages of being sponsored?
.....
.....
.....
- 5** What are your own views about the campaign and its sponsorship?
.....
.....
.....

PRESS STORIES ABOUT HEALTH

Review two recent press stories about health, and answer the following questions for each:

- 1** Summarise the story and identify its source.
- 2** Is the story covered in more than one part of the press? Is there any difference in the coverage? If so, what difference?
- 3** Are there any ethical issues arising from the topic of the story? Describe the issues, or explain why there are no issues.
- 4** Are there any ethical issues in the way in which the topic is reported? Explain the way in which it is reported.

The main emphasis is on the principles of planning and preparing for a health promotion activity. The application to planning for the assessed health promotion activity should be kept in mind throughout the study of the topic. The opening exercise is an opportunity to reflect on the difficulties of not

planning ahead and getting caught up in a reactive process over which one has no control. The stages of the flowchart for planning and evaluation provide a summary of the main steps required while preparing a health promotion. Each stage is then explored in greater depth.

Answers to the *Check your understanding* questions on page 85 of the Collins textbook.

- 1**
- Identify consumers/clients/patients and their characteristics
 - Identify consumer needs
 - Decide on goals for health education
 - Formulate specific objectives
 - Identify resources
 - Plan content and method in detail
 - Plan evaluation methods
 - Implement your plan
 - Evaluate.

- 2** Smart objectives have the following characteristics
- Specific** – clearly defined
- Measurable** – able to be quantified
- Achievable** – able to be completed
- Realistic** – appropriate to the circumstances
- Timescale** – able to set timings for completion.

3

Aim	Appropriate methods
Raising awareness of health issues	<ul style="list-style-type: none"> • Talks • Group work • Mass media • Displays • Campaigns
Providing information and improving knowledge	<ul style="list-style-type: none"> • One-to-one teaching • Group teaching • Written material • Displays • Mass media • Campaigns
Empowering: improving self-awareness, self-esteem, decision making	<ul style="list-style-type: none"> • Group work • Social skills training • Role play • Assertiveness training • Counselling
Changing attitudes, behaviour and lifestyles of individuals	<ul style="list-style-type: none"> • Group work • Skills training • Self-help groups • Advice • Group or individual work
Societal change: changing the physical or social environment	<ul style="list-style-type: none"> • Pressure groups • Lobbying • Community development • Planning and policy making • Legislation

Adapted from Ewles and Simnet, *Promoting Health: A Practical Guide*, Scutari Press, 1992.

- 4** Methods of evaluation include the following:
- 'Before and after' questioning, using questionnaires, interviews, discussions, written tests
 - Observation of changes in attitudes and behaviours
 - Changes in demand for health information
 - Records of changes in health status, e.g. weight, blood pressure
 - Analysis of interest in media coverage
 - Measuring changes in environment
 - Noting policy changes promoting 'healthy living', e.g. restriction on smoking, increased leisure facilities.

These questions guide you through the topic. If you need help to answer them, look at pages 82–85 of the Collins textbook.



8.7 short questions and activities

- 1 Explain why it is important to plan prior to commencing a health promotion.
- 2 What factors need to be taken into account when planning a health promotion?
- 3 Explain the difference between an aim and an objective.
- 4 Describe the range of resources that may be needed in order to carry out a health promotion.
- 5 Identify which methods would be most appropriate when aiming to change attitudes and behaviours.
- 6 Explain what 'empowering' individuals means and how it may be undertaken.
- 7 When might pressure groups be used, and how?
- 8 Give two reasons for undertaking an evaluation after the event.
- 9 Describe two types of evaluation, including one that is most appropriate for assessing small-scale promotions.

FILL IN THE GAPS: AIMS AND METHODS IN HEALTH PROMOTION

Aim	Appropriate methods
..... of health issues	<ul style="list-style-type: none"> • Talks • Group work • Mass media • Displays • Campaigns
Providing information and improving knowledge	<ul style="list-style-type: none"> • One-to-one teaching • • Written material • • Mass media • Campaigns
..... : improving self-awareness, self-esteem, decision making	<ul style="list-style-type: none"> • Group work • Social skills training • Role play • • Counselling
Changing attitudes, behaviour and	<ul style="list-style-type: none"> • Group work • Skills training • • Advice • Group or individual work
Societal change: changing the physical or social environment	<ul style="list-style-type: none"> • Pressure groups • • Community development • Planning and policy making •

Adapted from Ewles and Simnet, *Promoting Health: A Practical Guide*, Scutari Press, 1992.

RESOURCES

Using a 'mind map', identify all the resources that are available to you, that you will need to undertake a health promotion.

PLANNING NATIONAL NO-SMOKING DAY

Using this table, plan a health promotion for the National No-Smoking Day in your local area – imagining that you are in charge!

The target group and their characteristics	<i>e.g. Smokers in the local further education college</i>
Needs of target group regarding smoking	
Goals of health promotion	
Specific objectives for activity	
The resources that will be needed	
Content, method of activity	
How it will be evaluated	

8.8 Carrying out a health promotion activity

This topic is about health promotion in action. As has already been considered, there will be many different forms of action – some of which will be appropriate, while others will not be so successful. Opportunities for discussion about the relevance and influence of specific types of action can be developed from examples – and then used to apply to proposals for the planned

health promotion. The detailed considerations of team working, time management, resource allocation and planning around the physical factors can then be developed. Discussions about communication also link to principles covered in Unit 2, such as barriers to communication.

Answers to the *Check your understanding* questions on page 91 of the Collins textbook.

- 1** An action plan should identify who will do what by when, and with what resources.
- 2** A decision needs to be made at the beginning as to whether it is to be an individual or group project. If it is to be a group activity then the roles of the different members should be clear.
- 3** Time is a resource that should be used efficiently and cost-effectively.
- 4** As well as the content of the health promotion, communication methods and physical factors – such as the room or other venue – need to be considered.



These questions guide you through the topic. If you need help to answer them, look at pages 86–91 of the Collins textbook.

8.8 short questions and activities

- 1** Describe the advantages and disadvantages of working as an individual.
- 2** List the characteristics of a successful team.
- 3** What preliminary stages may need to be undertaken before starting the planning to ensure that the activity can take place?
- 4** What are the two aspects of time management?
- 5** Give two tips for improving time management.
- 6** Describe two barriers to good communication that might exist.
- 7** What physical factors need to be taken into consideration before commencing the health promotion?
- 8** Describe the benefits of having a lesson plan for a presentation.

FILL IN THE GAPS

An action plan is

Time management means

Communication is but there may be factors that restrict or the effectiveness. These are known as to communication. Examples are

One of the skills in good communication is active listening which is the process

My own plans for improving my time management are

MY ACTION PLAN

Break down the project into milestones or key events, indicating when certain things should happen and who is responsible for the action.

What needs to be done	By whom	By when	With what resource

PRIORITIES AND TIME ALLOCATION

- a** List the three goals/objectives – the tasks that you hope to complete – that are most important. They may be college-based or home-based.

<i>Goal/Objective</i>	<i>To be completed by</i>	<i>Time you have set aside</i>
1		
2		
3		

- b** Does your time allocation reflect the time needed to meet your goals?

Goal 1
Goal 2
Goal 3

- c** What other commitments need to be fitted in to your schedule?

My commitments	Time needed

- d** Now review your typical day

<i>Activities</i>	<i>Hours</i>
Sleeping	
Dressing	
Meals, including preparation and clearing up	
Family commitments	
Socialising	
Relaxing, TV/videos, etc.	
Exercise/Sport	
Travel	
Lessons	
Studying	
Work	
Other	
Other	
Total	24

- e** How much spare time have you got? Now put this into a weekly chart to show how you managed each day, highlighting when you were working towards the goals you have identified.
- f** Review how you worked towards your goals. Did you complete them in good time or were they rushed at the last moment? Rewrite your weekly schedule to ensure that your goals are completed.

Evaluation is an integral part of any health promotion but the methods for gaining meaningful results need careful consideration. A vague and unfocused evaluation will lack clarity. Involving the individual who was responsible for undertaking the health promotion has advantages and disadvantages – they will have greater knowledge of the participants/circumstances etc.,

but they may not be so objective in their evaluation. The principles of successful evaluation are explored, and emphasis is given to the development of questionnaires which are the most common form of evaluation used in small-scale activities. Finally, guidance on writing of the report is given.

Answers to the *Check your understanding* questions on page 97 of the Collins textbook.

- 1** **Process evaluation** notes reactions to the activity, and identifies other factors affecting the activity, using interviews, diaries and observation. It involves participants and reviews responses from the particular target group. **Impact evaluation** reviews the effects at the end of the promotion, and may use pre- and post-questioning. It is easy to undertake, involves participants and provides immediate results. **Outcome evaluation** assesses longer-term effects, after collection and analysis of data. It measures sustained changes and provides credibility of data.
- 2** **Qualitative data** is not statistically based and refers to participant observation and interviews giving a descriptive view. **Quantitative data** measures numerically.
- 3** When designing a questionnaire the following stages should be gone through: Identify what information you require and from whom. How is the information to be collected – completed by the participant on their own or by interview? How many people in the sample? When will the survey take place? Does the questionnaire need pilot testing? How will the data be analysed and reported?
- 4** This will include: an overall summary of the research undertaken prior to the activity which supported the need for a health promotion; the methods by which the promotion was delivered and the evaluation of the process and outcomes; conclusions from the analysis of the findings and well-argued recommendations for the future; acknowledgement of individuals and organisations who have given support.

These questions guide you through the topic. If you need help to answer them, look at pages 92–97 of the Collins textbook.



- 1** Why is it important to undertake an evaluation of a health promotion activity, and what might it show?
- 2** What are the disadvantages of undertaking evaluation during the process of health promotion?
- 3** When is an impact evaluation undertaken and what are its advantages?
- 4** Explain the terms 'reliability' and 'validity' when applied to data collection.
- 5** Write down the six main considerations before designing a questionnaire.
- 6** Give an example of an open and a closed question, and describe when it might be appropriate to use each type.
- 7** What problems are there if the sample size is too small?
- 8** Describe how the findings from evaluations can be presented.
- 9** When can conclusions be drawn and what should they be based on?

TYPES OF EVALUATION

Complete this table, remembering that:

- Process evaluation notes reactions to the activity.
- Impact evaluation reviews the effects at the end of the promotion.
- Outcome evaluation assesses longer-term effects.

<i>Activity</i>	<i>Type of evaluation</i>	<i>Ease of undertaking evaluation</i>	<i>Comment on accuracy and use of results</i>
Rates of falls amongst the elderly after a 3-month falls-reduction campaign			
Review of healthy food options in college canteen, 3 months after the introduction of a 'healthy eating' policy			
Take-up levels of a flu immunisation programme			
Questionnaires testing knowledge before and after a health education lesson in school			
Number of leaflets handed out during a health promotion			
Study of no-smoking policies in local restaurants			