



COLLEGE OF NURSING UNIVERSITY OF THE PHILIPPINES MANILA



N100

Health Promotion in Nursing Practice

STUDY GUIDE: WEEK 3

In Week 1, you were introduced to the concept of health promotion - how it originated from ancient times, how it developed as a movement. You must have realized by now that the concept of health promotion was borne out of mankind's desire for longevity and a better quality of life. The conditions of a developing society were responsible for the changes in health promotion practices that initially ranged from activities performed by individuals to promote health and well-being and protecting themselves from health risks to activities performed by people to protect the environment that may pose as health hazards to them. Through the years, the efforts to pursue health promotion broadened, not only confined to the individuals and later, the community themselves and the health or medical field, but also to other sectors of society who assume responsibility in addressing the social determinants of health.

Health promotion practice through the years were grounded on theories and models that will help health care professionals and workers target or rationalize use of strategies and approaches that will change behaviors or modify environment for health status improvement and better quality of life. The lesson in Week 2 discussed the different theories and models focusing on behavior of individuals. They explain why people behave differently in matters of health decision-making or performing health actions. Knowing what motivate or dissuade people from being responsible for their health will allow the nurse to plan actions in broadening the individual's knowledge, strengthening his capacity for self-care and improve overall health habits and practices.

For this week, we continue with our discussion of the different theoretical assumptions and concepts of health promotion. We will focus on theories and models that will help the nurse plan, decide, communicate and evaluate health promotion interventions while considering the various ecological and environmental contexts that our clients are in.

Objectives

The activities this week aim for you to:

1. Discuss theoretical assumptions and concepts of health promotion theories and models specifically:
 - a. Intervention-based model
 - b. Ecological theories and models
 - c. Planning models
 - d. Communication theories
 - e. Evaluation models

2. Compare and contrast theories and models in terms of their strengths and limitations.

Activity 1. Recognizing Diversity

1. Read and watch the slide presentation. The slide presentation aims to:
 - a. State the need for health promotion to have a theoretical basis
 - b. Differentiate health education from health promotion
 - c. Describe the different theories and models that have application to health promotion in terms of practice, education and research.
2. To guide you in going through the slide presentation, I have provided a brief summary of the different sections/topics:

Slides #3-5	Provide the reason why we need a theoretical basis for health promotion practice
Slides #6-7	Show the shift from health education to health promotion emphasizing the <u>importance of addressing environmental contexts that influence individual behavior</u>
Slides #9-11	Describe Tannahill Model as <u>initially a medical model but later evolved to consider a more broad approach</u> in addressing health promotion through policies, strategies and activities affecting social determinants of health.
Slides #13-14	Introduce the Ecological theories and models which <u>recognize the reciprocal interaction of the person and its ecosystem.</u>
Slides #15-16	Discuss the characteristic and assumptions of Social-Ecological Model (SEM). It <u>highlights human behavior being molded by patterns of activity in structured environments</u> , thus, if the environment is supportive, efforts at behavioral change will likely succeed.
Slides #17-19	Describe Bronfenbrenner's Theory as prototype theory illustrating SEM. It talks about <u>spheres of influence that will exert on one's behavior.</u>
Slides #21-26	Show the uniqueness of the Salutogenic Theory, another example of an ecological theory. It <u>builds on generalized resistance resources to enable clients and help them avoid disease and perceive a life that is comprehensible, manageable and meaningful.</u>
Slides #27-31	Illustrate another ecological model, the Life Course Health Development Model where health development is seen as influenced by genetic, behavioral, social and environmental contexts. The model asserts that <u>there are critical developmental periods associated with health development that we should be aware of. Functional trajectories may be affected if interventions are not provided during these critical periods.</u>
Slide #33	Introduces the two planning models, both of these were proposed by nurses. These models are <u>useful in community-based settings and guide the assessment, planning, implementation and evaluation of health promotion programs.</u>

Slides #34-36	Discuss the Health Promoting Self-Care System Model that <u>puts emphasis on an individual's responsibility for self-care through health-promoting behaviors</u> . The nurse's intervention revolve around addressing the client's need to acquire and maintain health promoting behaviors.
Slide #37	Enumerates the <u>steps of the planning process</u> which the nurse carry out in a health education or health promotion activity.
Slide #39	Introduces the Communication Theories
Slides #40-46	Discuss the Diffusion of Innovations Theory described as <u>stages of behavior change involved in adopting technological advances</u> . For a program or an innovation to be diffused or adopted, it must satisfy certain characteristics that include relative advantage over other options, compatibility triability and observability. Adoption is also facilitated if there are key persons who can lead and mediate its utilization.
Slides #47-49	Describe another Communication Theory, Weick's Health Communication Theory, which when use, <u>resolves or addresses equivocality of uncertain situations</u> . The theory is useful within an organizational context to minimize confusion and promote accuracy in disseminating information.
Slides #52-56	Describe the PRECEDE-PROCEED as a health promotion planning and evaluation model. The two part model <u>identifies educational factors (PRECEDE) and ecological factors (PROCEED) as important influences in behavior change</u> . <u>It acknowledges the role of environmental, regulatory, policy and organizational factors in determining the health status of a population/community</u> .
Slides # 56-57	Show RE-AIM as another planning and evaluation framework. The five dimensions- Reach, Efficacy. Adoption, Implementation and Maintenance provide <u>indicators of success of a health promotion program</u> .

3. Reflect on the topics discussed.

- a. What does each theory or model emphasize?
- b. What are the similarities or differences per theory/model category?
 - among the three ecological theories and models?
 - between the two planning models?
 - between the two communication theories?
 - between the two evaluation models?

Activity 2: Participating in the Discussion

1. Answer the following the Reflection Questions:

- a. Reflection 1: Can you think of a health promotion program that can use the Tannahill Model? What are the possible activities that may be included in each of the component of health education, disease prevention and health protection? Give one each.
- b. Reflection 2: What is the advantage of developing and evaluating health promotion programs based on Bronfenbenner's Theory?
- c. Reflection 3: What is the main proposition of the Salutogenic Theory? Can you think of a health promotion program that can build on this theory?
- d. Reflection 4: How does LCHDM differ from Bronfenbenner's and Salutogenic Theory? What do you think are health policy and research implications of applying LCHDM in developing and evaluating health promotion programs?
- e. Reflection 5: What do these planning models emphasize when conceptualizing or designing health promotion programs?
- f. Reflection 6: Can you give an example of possible application of the Diffusion of Innovation Theory? Can you give an example of a health situation when Weick's Health Communication Theory is most useful?
- g. Reflection 7: Which of the two evaluation models will be useful to you? Give two reasons why it is useful to you?

2. Participate in the class discussion.

Activity 3: Reflecting on the Lesson

Objective

This activity aims for you to reflect on the lesson for the week, as a way of doing formative self-assessment. This not only helps you process your own learning, but also helps us in taking prompt and relevant actions to help you (and the rest of the class) and to adjust the next lessons and their delivery, as needed. It assumes that you have done all the activities for the week.

Task

Reflect on this question: As a third year nursing student, which of these models will likely help you develop a more positive health outlook in life? Why? Share your thoughts during our synchronous activity on Thursday, October .

Learning Resources

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