

implementation

**Meeting the Needs of the Population and Community
through Health and Development Strategies**

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*The Community Health Nursing Process
Care of the Community as a Client*

- **Community competence as outcome of interventions**
- **Health care promotion using primary health care**
- **Designing community interventions**

- **Health teaching, social marketing campaign, counseling**
 - **Helping parents practice prevention**
- **Capacity-building through competency-based training**
 - **Volunteers, leadership development**
 - **Support groups, peer education**
- **Partnership and collaboration**
- **Advocacy**
 - **Using social media for digital advocacy**
- **Supervision**
- **Policy**

designing community interventions

(Nagy & Fawcett, 2024)

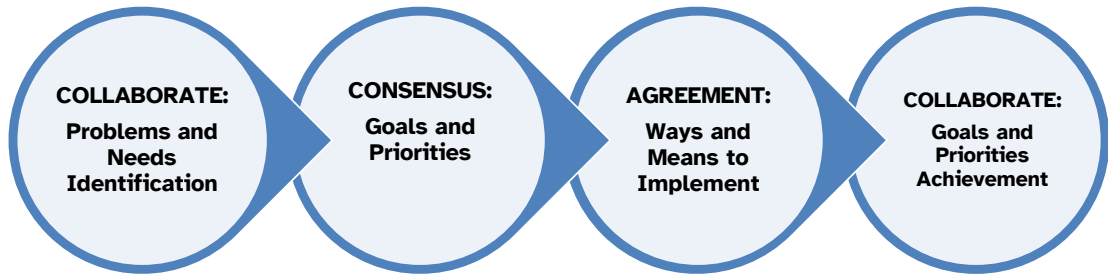
- **INTERVENTION**
 - program, change in policy, practice
 - focus on people's **behaviors**, and how changes in the **environment** can support those behaviors
 - **improve the conditions** that allow and encourage those behaviors to occur

2 important CONCERNS in addressing health issues in the community

Alma Ata Declaration, 1978

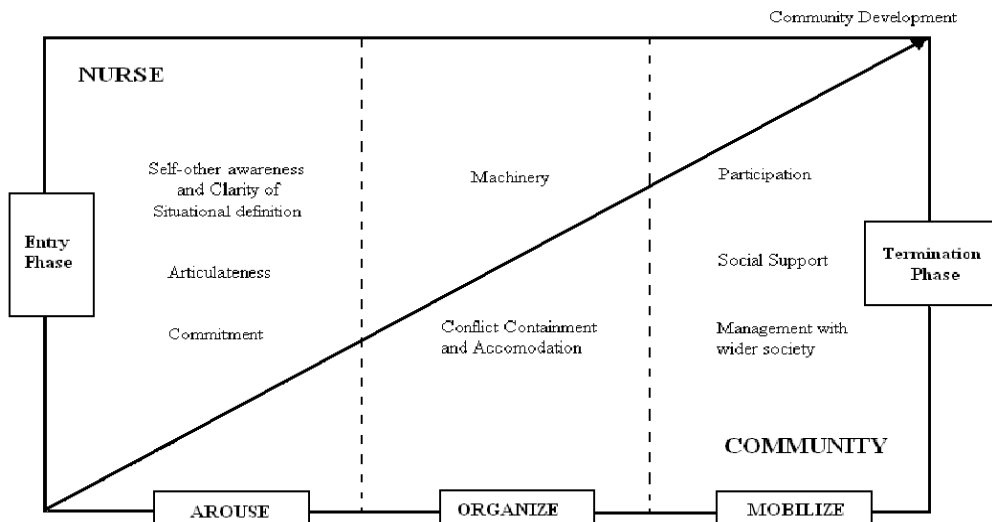
1. Need for an **INTEGRATED** APPROACH
 - >> **SYSTEM:** health care delivery, socio-economic, political
2. Need for enhanced capability for **GREATER PARTICIPATION and INVOLVEMENT** of the **PEOPLE**
 - >> power to change, manage own health

COMMUNITY COMPETENCE as outcome of CHN interventions

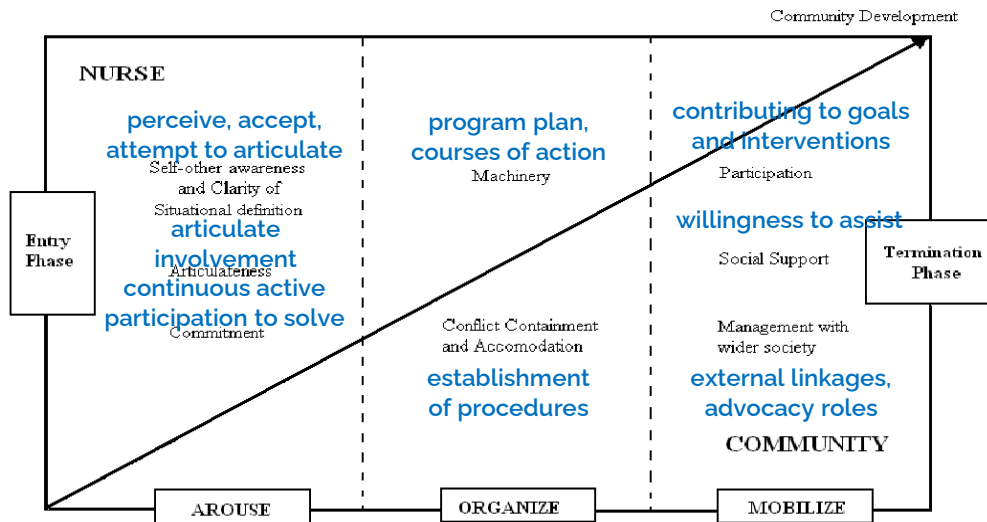


framework built on Cottrell's 8 Dimensions

Cottrell, 1976
Eng & Parker, 1994



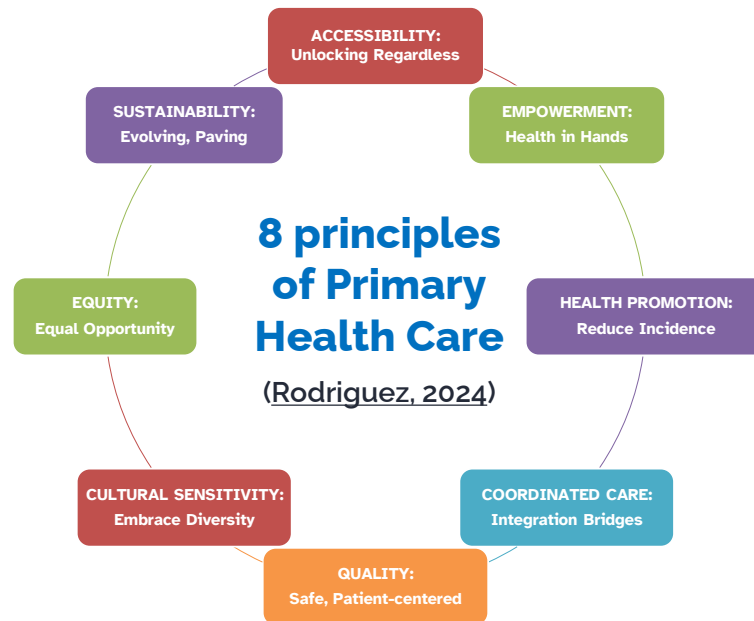
framework built on Cottrell's 8 Dimensions



HEALTH PROMOTION using the Primary Health Care Approach

(World Health Organization, 2019)

- **Whole-of-society approach: bring services for health and wellbeing CLOSER TO COMMUNITIES**
- **3 components:**
 - **integrated health services:**
meet people's needs throughout their lives
 - **addressing broader determinants of health:**
multisectoral policy and action
 - **empowering individuals, families, and communities:**
take charge of own health



4 components to consider in designing interventions

(Nagy & Fawcett, 2024)

1. Providing information and skills training
2. Enhancing support and resources
3. Modifying access and barriers
4. Monitoring and giving feedback

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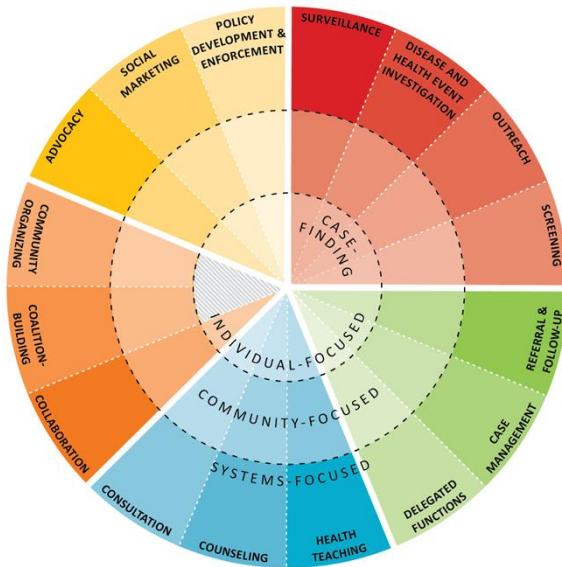
CARING PAIRS as volunteers	Providing Information and Enhancing Skills	Enhancing Support and Resources	Modifying Opportunities and Barriers	Monitoring and Feedback
COMPONENTS	-recruitment -matching	-resource sharing -recognition	-opportunities to serve -easier to volunteer	-tracking: number of youth and volunteers
ELEMENTS	-promote awareness -select volunteers -check background -assign activity -orientation -training	-newsletter -articles in newspaper	-mentors -career exploration -after-school facilitator -lunch reading group -church-school program -Saturday activities -pregnant teen support group -basketball clinic -career discovery day	-How many hours are spent by volunteers? -How many volunteers are involved?

4 components to consider in designing interventions

(Nagy & Fawcett, 2024)

Teen Pregnancy Prevention	Providing Information and Enhancing Skills	Enhancing Support and Resources	Modifying Opportunities and Barriers	Monitoring and Feedback
COMPONENTS	-Sexuality education	-Provide peer support -Develop community alliances	-Improve access to contraceptives	-Monitor rates of adolescent pregnancy
ELEMENTS	-Training for teachers -Skills training to teens: avoiding unprotected sexual activity -Bulletin boards, school newspaper, social media	-Start a support group to help teen mothers -Establish a mentoring program for at-risk youth to gain access to potential employers and job opportunities	-Availability at places where teens congregate	- How many adolescents report abstaining from intercourse? - How many adolescents report the use of contraceptives if they do engage in sexual activity? - How many adolescents become pregnant?

Intervention Wheel



- **Health teaching:** sharing information and experiences
- **Counseling:** to increase capacity for self-care and coping

health teaching as a public health nursing intervention

- A** – Analyze the learner
- S** – State the objectives
- S** – Select the instructional methods and materials
- U** – Utilize materials
- R** – Require learner performance
- E** – Evaluate the teaching plan and revise as necessary



learner readiness assessment

P: Physical and developmental health status

- Cognitive abilities
- Communication abilities (verbal, nonverbal, written)
- Development level
- Individual
- Family
- Physical environment

E: Emotional

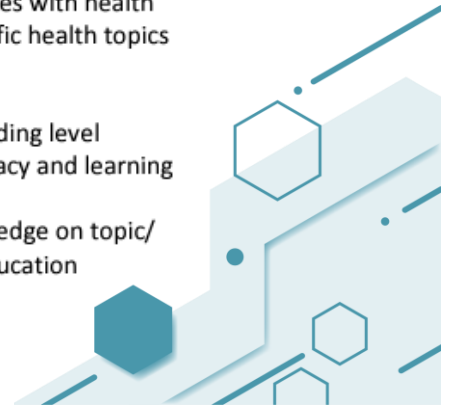
- Current stress, coping, resilience
- Motivation for learning
- Readiness for learning

E: Experiential and social

- Culture and language
- Cultural health beliefs and practices
- Past experiences with health care and specific health topics

K: Knowledge

- Education/reading level
- Language literacy and learning style
- Present knowledge on topic/past health education
- Health literacy



conducting a SOCIAL MARKETING CAMPAIGN


process that uses *marketing principles and techniques* to change target audience behaviors to benefit the individual and the society



conducting a SOCIAL MARKETING CAMPAIGN

(Community Tool Box, 2024)

Understand your audience.

- What do they think and feel about the problem?
 - What will convince them to change their behavior?
 - What's stopping them?
 - If you can convince one group to change their behavior, will that convince others to follow?
 - Think about the language they speak.
 - Are they wary of authority / expert opinion?
- 

conducting a SOCIAL MARKETING CAMPAIGN

(Community Tool Box, 2024)

- Different strategies for different segments?
Different messages and media?

e.g. promote the benefits of immunization
and the advantages of the health center

- > Mothers: meeting
- > Professional community: technical article
- > Teens: presentation

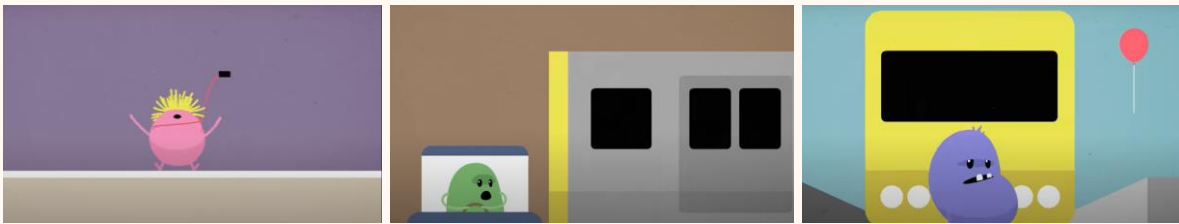
- Pretest your ideas and messages.
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Example: Metro Trains' Dumb Ways to Die

(Community Tool Box, 2024)

How do you convey a message to avoid deaths caused by train accidents?

Within 24 hours, the song reached iTunes Top 10 Charts, and has 140 million views on YouTube.



counseling: The Five A's [using an evidence-based behavior change model]

Assess behavioral health risks and factors affecting goals for change

Example: There is a need to address youth suicide prevention in the community because of an increase in the incidence of suicide among 15- to 19-year-olds.

Advise by giving clear, specific, and personalized behavior change information about personal health harms/benefits.

Example: Provide information about the incidence of depression in youth and the risk for suicide.



Agree by mutually selecting treatment goals and strategies that are based on client interest and willingness to change behavior.

Example: Collaborate with mental health centers, schools, and faith communities to select preferred strategies for addressing youth depression and suicide.

Assist with behavior change strategies (such as self-help and/or counseling) to help the client acquire the skills, confidence, and social/environmental supports for behavior change.

Example: Provide evidence on strategy effectiveness to team/experts that develop strategies to promote community awareness about youth depression and suicide.

Arrange follow-up contacts to provide ongoing assistance/support and to adjust the plan as needed.

Example: Make sure referral resources for youth depression and suicide are in place, and evaluate whether community attitudes have changed to viewing the problem as significant enough to address.



helping parents practice prevention with children and adolescents

(Axner, 2024)

- **Build on the expertise parents already have.**
Ask them what they already know about prevention.
- **Less is often more.**
Give them strategies that they can put to use.
- **Bring parents together.**
e.g. support group, listening partnerships



CAPACITY BUILDING through COMPETENCY-BASED TRAINING

mastery of critical knowledge, skills, attitudes to perform roles and responsibilities



involving VOLUNTEERS

(Nagy, 2024; Nagy, Berkowitz, & Wadud, 2024)

- **Job description:** *purpose, nature of job/responsibilities, qualifications, time requirement, starting and end dates, boundaries (authorities/ reporting relationships / supervision), benefits*
- **Orientation:** *volunteer manual, structure, expectations, schedule*
- **Training:** *speaking with clients, going to the field*
- **Supervision:** *learning experience, feedback*

encouraging LEADERSHIP development across the life span

(Rabinowitz, 2024)

- **CHILDREN:** sports and games, school / camp
- **ADOLESCENTS:** athletics, music and theater, youth groups and clubs
- **COLLEGE STUDENTS and YOUNG ADULTS (18-25):** entrepreneurship, politics, career paths

- **PARENTS and ADULTS THROUGH MIDLIFE (26-50):** community activism (local issue), organizations, parenting, politics
- **OLDER PERSONS (51-65):** employment, organizations, politics
- **RETIRED PERSONS and SENIOR CITIZENS:** advocacy, consultation


creating and facilitating SUPPORT GROUPS / SELF-HELP GROUPS

(Hampton, 2024)

- common problems and firsthand experiences
associated with condition, illness, circumstance
- Purpose? Who to reach? Long-term? Open or closed?
Time and place to meet? Leader / facilitator?
Meet how often, how long? Refreshments?
- 5-15 people: *encourage to listen, to offer support,
to talk about themselves, to help solve problems*


tips to keep SUPPORT GROUPS / SELF-HELP GROUPS going

(Hampton, 2024)

- Keep track of progress and feedback. *Use these to adjust.*
 - Share responsibilities.
 - Be sure EVERYONE has a chance to talk.
 - Emphasize the importance of CONFIDENTIALITY.
 - Encourage outside contact among members.
 - Share rewards and failures. *Praise. Don't blame.*
 - Keep a realistic perspective. *Don't idealize.*
- 

establishing a PEER EDUCATION program

(Rabinowitz, 2024)

- teaching / co-teaching between people who are in some way equals: *common experience, more than professionals*
 - Focus on the community and their needs. *Purpose? Target? Coordinating structure?*
 - Orientation and Training: *methods of instruction, content, curriculum, tools, exercises, props*
 - Ongoing supervision: *discuss concerns*
- 

partnership and collaboration

NETWORKING:
exchanging
information

COORDINATION:
modify activities
for better service

COOPERATION:
share information
and resources

COLLABORATION:
help each other
enhance capacities
[PARTNERS: *mutual
benefit & purpose*]

**COALITION /
MULTI-SECTORAL
COLLABORATION:**
all prioritize good
of community

ADVOCACY

(Breitrose, 2024)

- **active promotion of a cause / principle**
(e.g. *organize, band together with others*)
- **not direct service** (e.g. *help build houses, sort out goods*)
- **usually involves getting the Goliath to correct an unfair / harmful situation**
 - *persuasion, compromise, political / legal action*



The nurse as an advocate

- **Help empower the people to MAKE DECISIONS and CARRY OUT ACTIONS**
 - **Inform the people:**
problem, effects, actions
 - **Thoroughly discuss with the people:**
alternatives, appropriateness, consequences
 - **Support people's right:**
to decide, weigh benefits and losses, act on choice
 - **Influence public opinion:**
listen, support, changes




Example: To curb youth smoking

(Breitrose, 2024)

Less confrontation / conflict	More confrontation	Most confrontation <i>(often, not the best approach)</i>
<ul style="list-style-type: none"> • Increase public awareness through media campaign • Educate the merchants • Gather data about violations of the law to encourage increased levels of enforcement • Work through the schools • Network with organizations • Work for policy change in local government 	<ul style="list-style-type: none"> • Apply economic pressure on merchants through boycotts • Arrange for kids to picket / protest 	<ul style="list-style-type: none"> • Block the entrances to specific stores • Be prepared to be arrested for your act of civil disobedience

using **SOCIAL MEDIA** for **DIGITAL ADVOCACY**

(Ray, 2024)

- **DIGITAL ADVOCACY** – use of digital technology to contact, inform, mobilize a group around an issue / cause
 - **PURPOSE:** galvanize supporters to take action
 - **Tools:** websites (Weebly, Squarespace), blogs (Wordpress, Moveable Type, Typepad, Blogger), Facebook, X, Instagram, TikTok, email, text
- 

4 skills needed to use SOCIAL MEDIA **to drive SOCIAL CHANGE**

(Ray, 2024)

- 1. FOCUS**
 - hatch a goal that will make an impact
- 2. GRAB ATTENTION**
 - stick out in an overcrowded, over-messaged, noisy world
- 3. ENGAGE**
 - make people connect with your goal
- 4. TAKE ACTION**
 - empower others, enable them, and cultivate a movement

developing **CONTENT** and **SYSTEMS** for managing your **DIGITAL ADVOCACY** efforts

([Ray, 2024](#); [Norman, 2010](#))

- **Building followers and engagement**
 - Post compelling, interesting, and engaging content.
 - Post frequently (*evening and weekend*)
 - Repost and follow similar organizations.
 - Engage with comments. Promptly respond to questions.
 - Include social media reference points on materials.
 - Develop a content plan.
- P – People, O – Objectives, S – Strategies, T – Technologies**
 - Tweak as needed.

Supervision

- **Facilitating / coaching to ensure that work is done**
 - Meet needs, develop capabilities, evaluate performance
- **Supervisory Plan**
 - **Situational analysis: needs assessment**
 - **Prioritization: urgency, extent, time frame, resources**
 - **Objectives**
 - **Activities, strategies, resources**
 - **Indicators for evaluation**
- **Supervisory Visit:**
outcomes, recommendations, subsequent visit



POLICY

guidelines in responding to issues

- **POLICY DEVELOPMENT**
 - places health issues on **decision-makers' agenda**
 - establishes plan of resolution and needed resources
 - laws, rules and regulations, ordinances, and policies
- **POLICY ENFORCEMENT**
 - **compels others to comply** with laws, rules, regulations, ordinances, and policies created

POLICIES

(Rabinowitz, 2024)

- Know the current policy *intimately*.
- Emphasize the benefits of *policy change*.
- Support *local ordinances* to modify access to unhealthy products and practices.
- Find **CHAMPIONS**:
“works hard and well to start and/or support an initiative or intervention, to bring a program or idea to reality, or to otherwise improve the quality of life *of a particular group or of the community as a whole*”

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