



Prepared by: Dr. Afnan Younis, MBBS, MPH, SBCM
Assistant Professor, Community Medicine

Presented by: Dr. Taha Alhazmi, Md, MPH, CPH
Lecturer, Family and Community Medicine Department

Objectives

1. Define "health education" and state its aims
2. Explain the role of health education in relation to the stage of disease prevention
3. Identify the factors that influence human behavior
4. Discuss the factors that contribute to behavior change
5. Define learning and identify the domains of learning
6. Outline the Health Belief Model of behavior change Describe the trans-theoretical model of stages of motivation
7. List the direct and indirect methods of communicating health messages
8. State the strength and limitation of each method of communicating health messages
9. State the types and values of audiovisual aids in facilitating the transfer of health message

Health Education

Health education is defined as "designed combination of learning methods to facilitate voluntary adaptation of behavior conducive to health".

AIMS OF HEALTH EDUCATION

1. Make people value their own health
2. Take the initiative to attain and keep positive health
3. Understand and practice healthy habits
4. Interrupt a behavioral pattern that heightened the risk of disease, injury, disability or death
5. Utilize the available health services

Health Education at Different Levels of Prevention

LEVEL OF PREVENTION

GOAL OF HEALTH EDUCATION

Primordial prevention

Promote health by reinforcing healthy practices

Primary prevention

Prevent ill-health, maintain the highest level of health & improve the quality of life

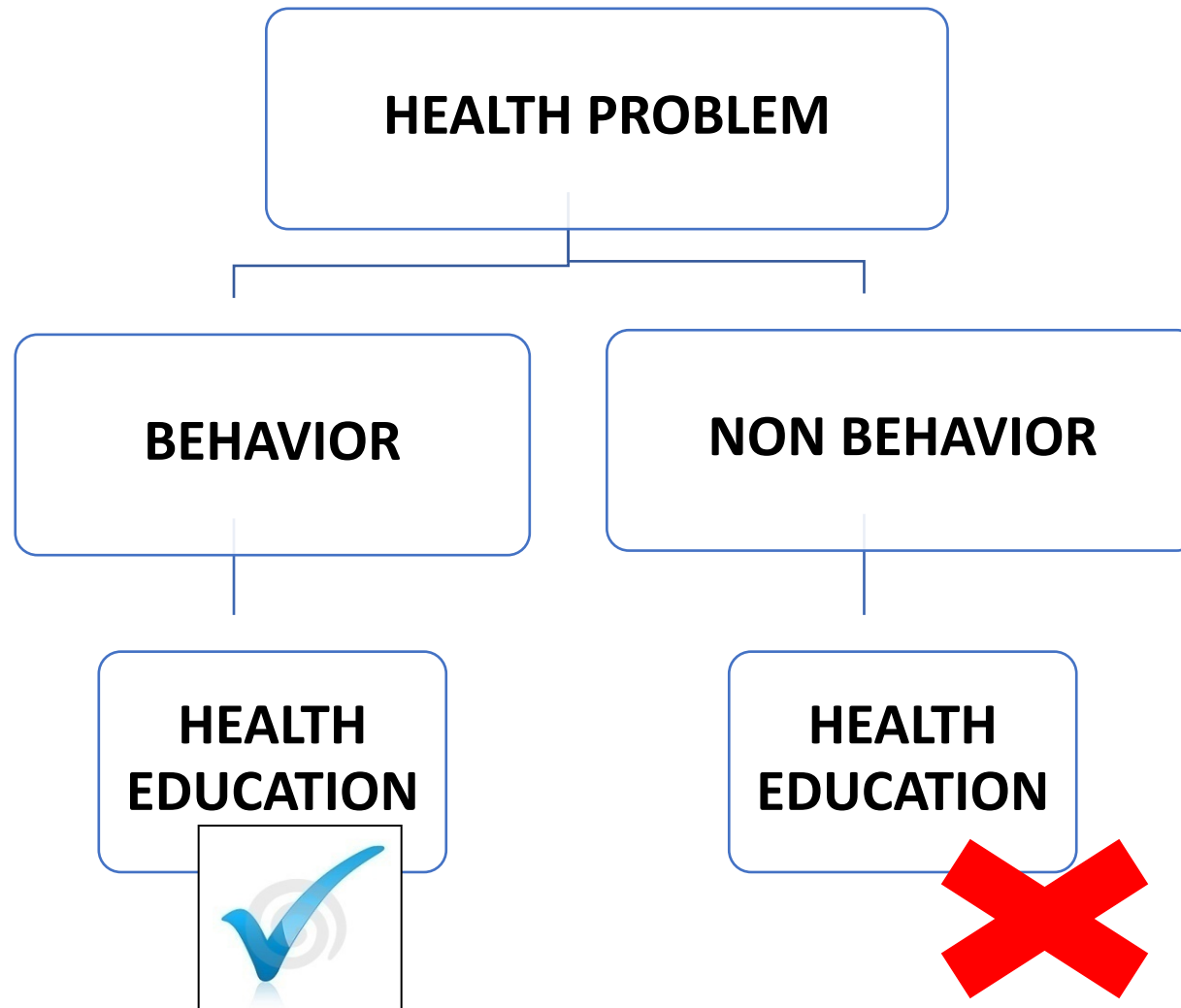
Secondary prevention

Understand health behavior underlying the ailments and means of behavioral changes to prevent further deterioration of health or restoration of health

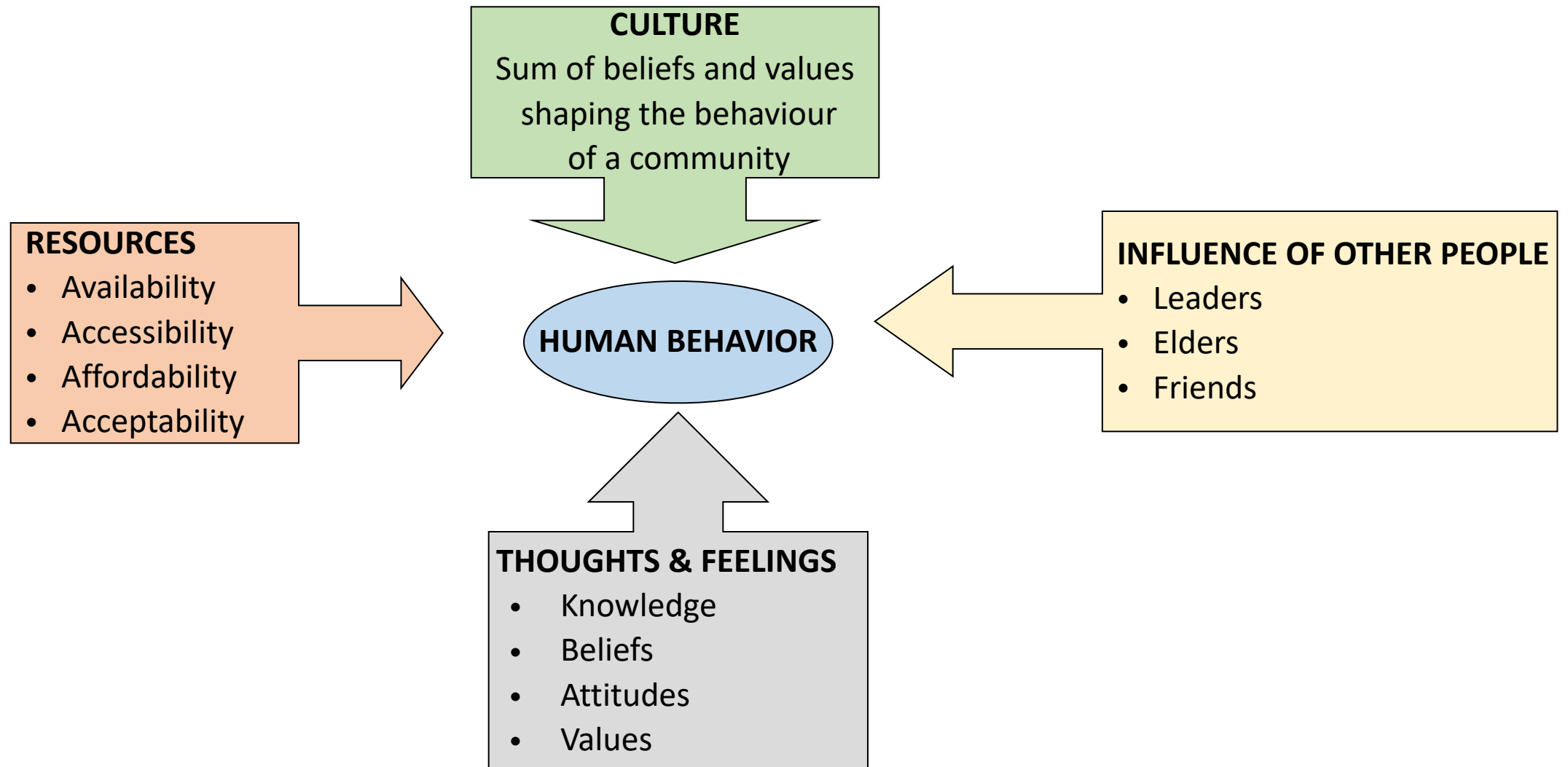
Tertiary prevention

Make the most of the remaining potential for healthy living.

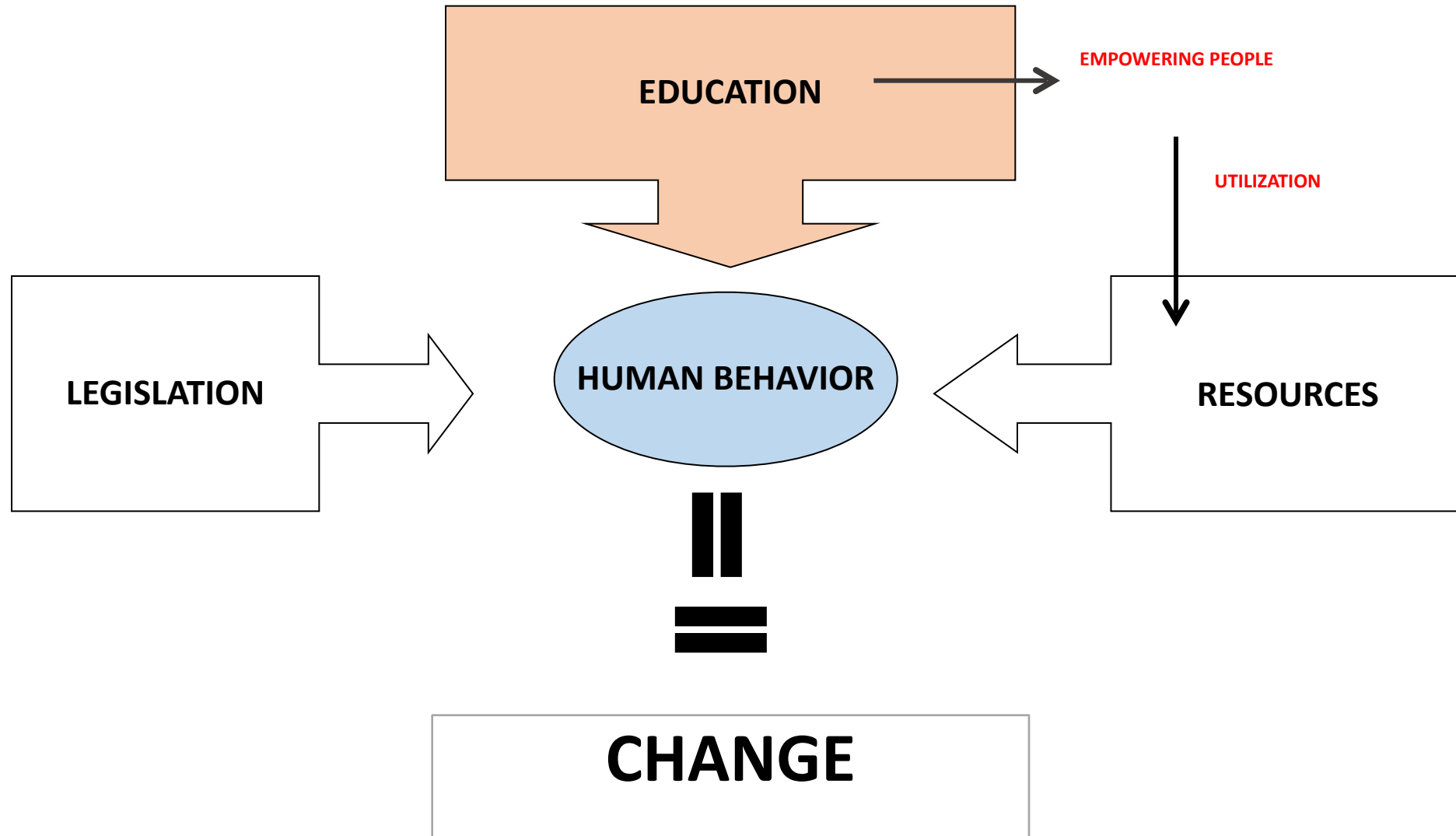
Underlying cause of a health problem



FACTORS INFLUENCING HUMAN BEHAVIOR



CHANGING HUMAN BEHAVIOR

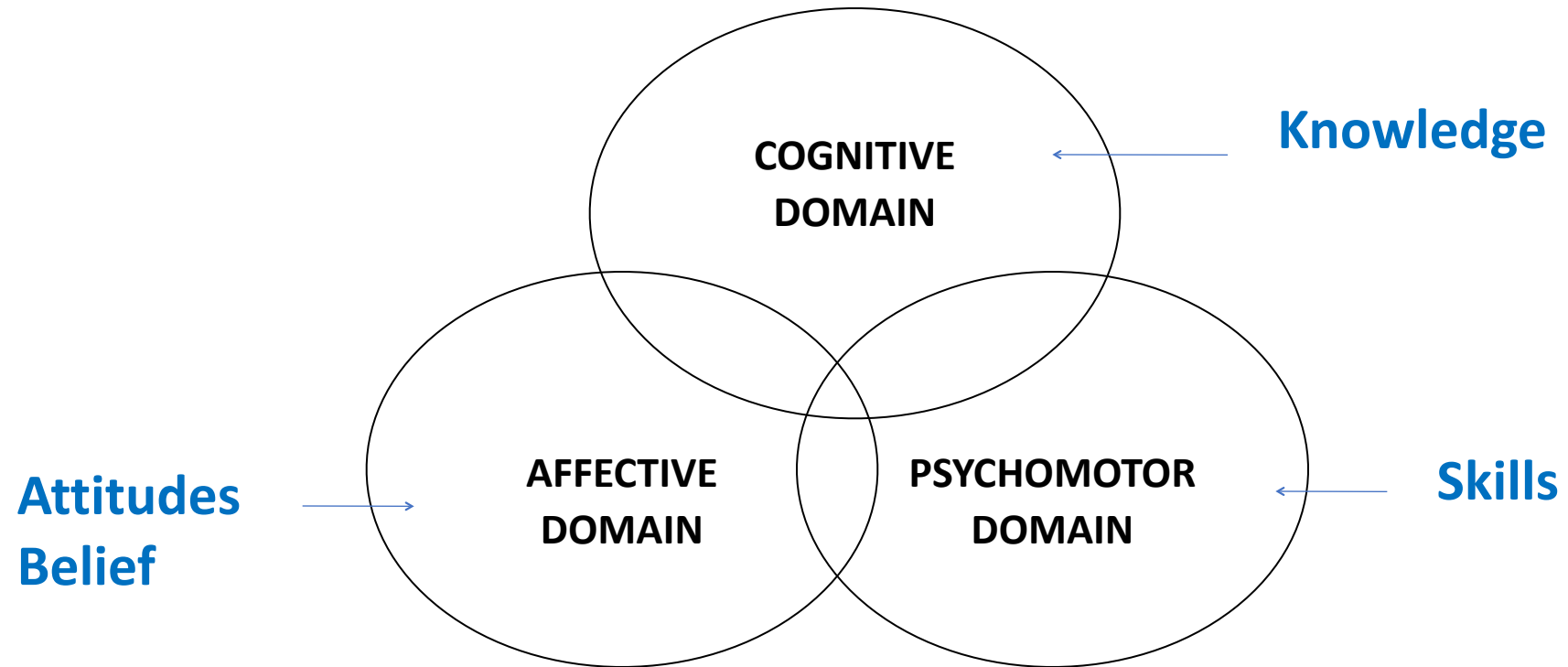


Learning

LEARNING ----- KNOW – FEEL – DO

"Change of behavior brought about by experience, insight, perception or a combination of the three, which causes the individual to approach future situation differently".

DOMAINS OF LEARNING



Learning

LEARNING ----- KNOW – FEEL – DO

Learning is an ACTIVE PROCESS

Learning is stimulated by a NEED

Learning is demonstrated by a CHANGE IN BEHAVIOR

Teaching

ENABLE LEARNING ----- TEACHING

FORMAL = PLANNED

INFORMAL = NOT PLANNED

TEACHING ACTIVITIES

- *Giving information*
- *Clarify thinking*
- *Identifying options*
- *Develop new skills*

VARIABLES IN THE BEHAVIOR CHANGE

Knowledge An intellectual acquaintance with facts, truth, or principles gained by sight, experience, or report.

Values Ideas, ideals, customs that arouse an emotional response for or against a thing or a behavior.

Beliefs Acceptance of or confidence in an alleged fact or body of facts as true or right without positive knowledge or proof; perceived truth.

VARIABLES IN THE BEHAVIOR CHANGE

Attitudes Manner, disposition, feeling, or position toward a person or thing.

Perceptions Ascribing meanings to sensory or cortical activity in such a way that the activity comes to acquire symbolic function.

Skills The ability to do something well, arising from talent, training, or practice.

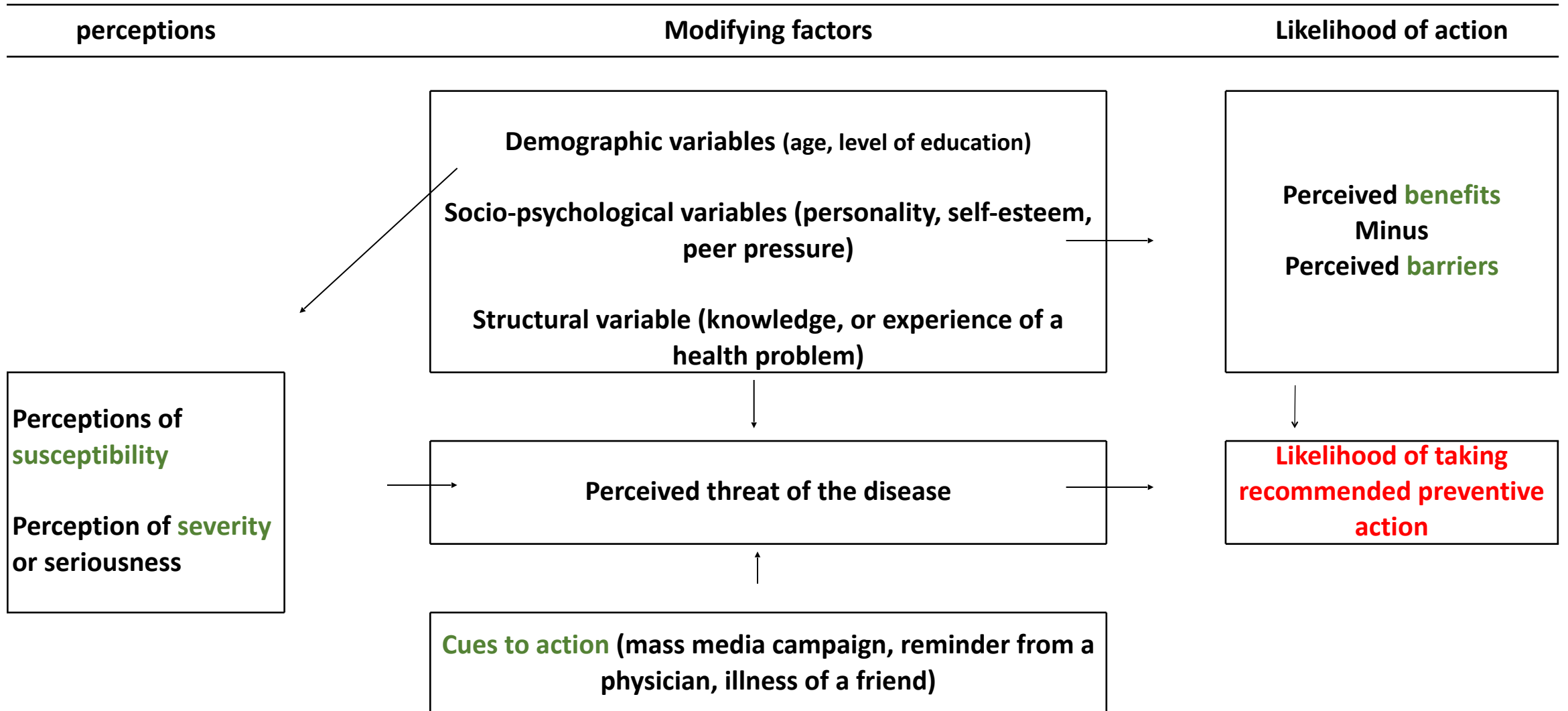
Self-efficacy The internal condition of experiencing competence to perform desired tasks which will influence the eventual outcome.

THE HEALTH BELIEF MODEL FOR BEHAVIOR CHANGE

The model postulates

1. Health behavior of all kind is related to a general health belief that one is susceptible to a health problem (**Perceived susceptibility**)
2. Health problems have undesirable consequences (**Perceived seriousness or severity**)
3. Health problems and their consequences are preventable.
4. If health problems are to be overcome, **barriers** have to be overcome

PHASES OF THE HEALTH BELIEF MODEL



PREDISPOSING, ENABLING AND REINFORCING FACTORS IN THE EDUCATION PROCESS

Predisposing Factors

- Characteristics of a person or population that motivate a behavior change
- Predisposing factors are knowledge, beliefs, values and attitudes

Enabling factors

- Characteristics of the environment and individuals that facilitate action to attain a specific behavior
- Enabling factors are health services (available, accessible, affordable), skills and legislations

Reinforcing factors

- It determines the continuity (maintenance) of the new behavior
- Reinforcing factors are rewards (experienced or anticipated) of the new behavior

MAINTAINING A HEALTH-RISKY BEHAVIOR

REASONS

1. Lack of knowledge of the health risk
2. Modified perception of risk
3. Low self efficacy to change

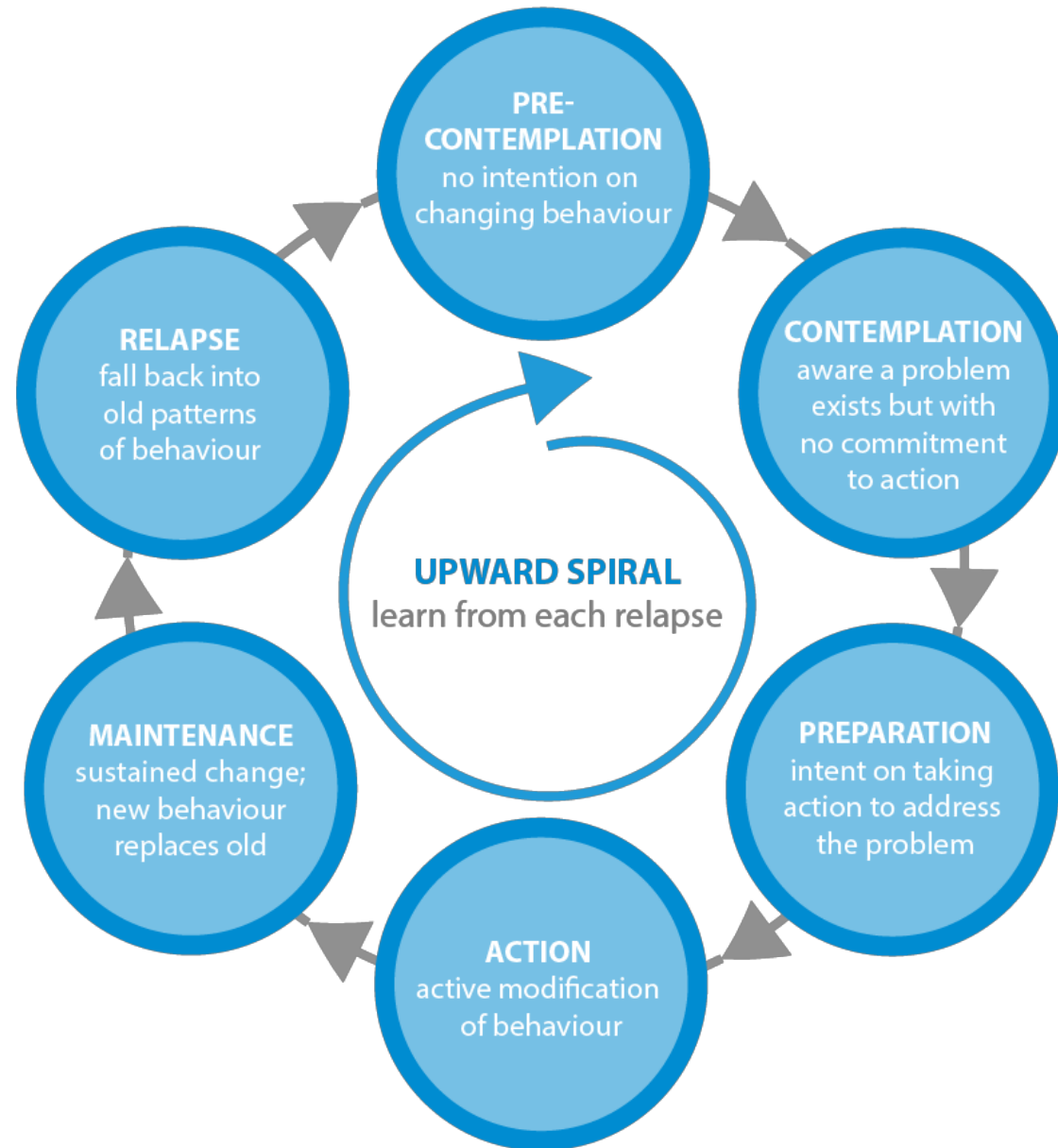
TRANSTHEORETICAL MODEL: STAGES OF MOTIVATION

Stages related to individual's motivation

Pre-contemplation	No interest or consideration for behavior change (denial, ignorance, demoralization)
Contemplation	Thinking about making a change
Preparation	Person's imagining himself with different behavior
Action	Making specific changes
Maintenance	New behavior becomes a life long pattern

The Transtheoretical Model should be viewed as cyclic rather than a straight line.

STAGES OF CHANGE



The Stages of Change

Precontemplation

Contemplation

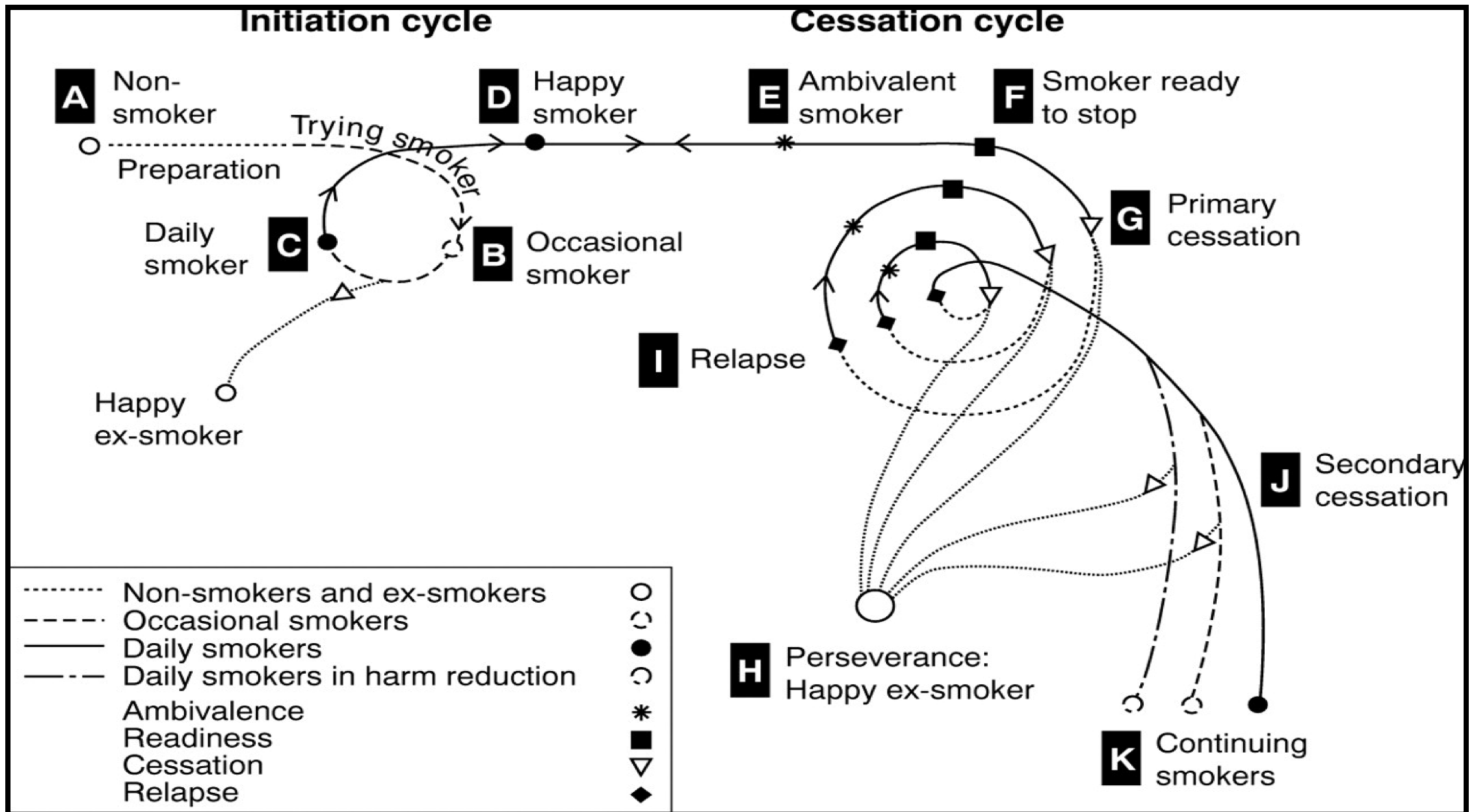
Preparation

Relapse

Action

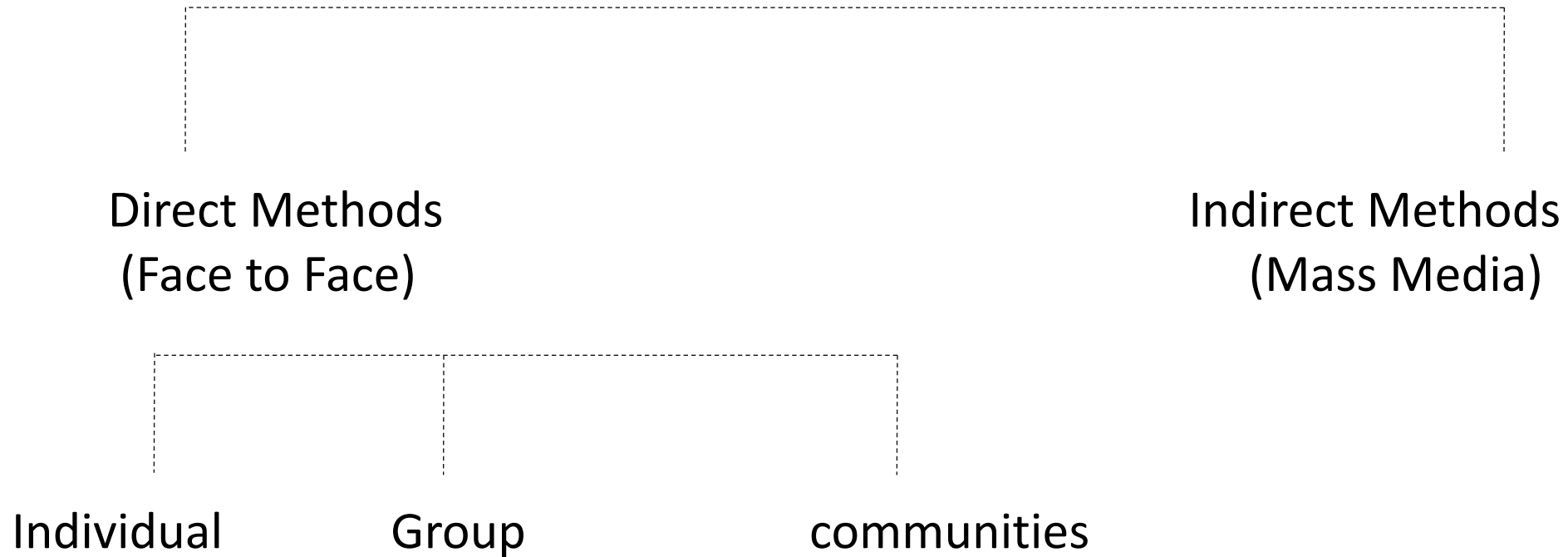
Maintenance





Summary of the complete smoker's career from initiation to cessation

METHODS OF HEALTH EDUCATION



Direct Individual Method

COUNSELLING

1. Active participation in understanding the problems and selecting a solution
2. Choices are made based on perception of the situation
3. Feel that he is in control of his life
4. Assume more responsibilities

Free choice!

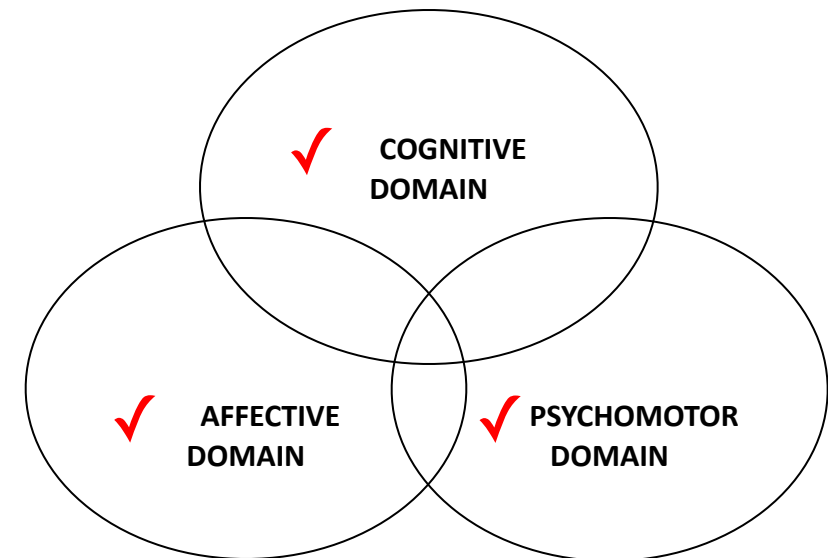


Direct Individual Method

Principles of counseling

1. Greet the person
2. Gain trust
3. Ask about the problem
4. Listen carefully
5. Provide background information
6. Answer raised questions
7. Check understanding
8. Assist in reaching a decision
9. Clear doubts
10. Give appointment for follow up

Learning domains addressed by counselling



Direct Individual Method

LECTURES



Check the level of knowledge of learners and build on it

- Always check understanding by looking at learner's expression
- Touch a need "what people need to know" otherwise it will be useless.

Learning domain -----Cognitive

Lecture -----knowledge

Direct Group Method

GROUP DISCUSSION



Learning domain ----- Affective

Group discussion ----- Attitudes

Direct Group Method

ORGANIZING A GROUP DISCUSSION

- Select a place which is **comfortable** and allows **privacy**
- Size from **5 to 20** persons having same problem
- Time allotted consider time available for members
- Respect and **encourage** members to express their views
- Educator **don't dominate** the group
- Group should finally put **their own** plan of action and goal to be achieved and procedures to achieve this goal

Direct Group Method

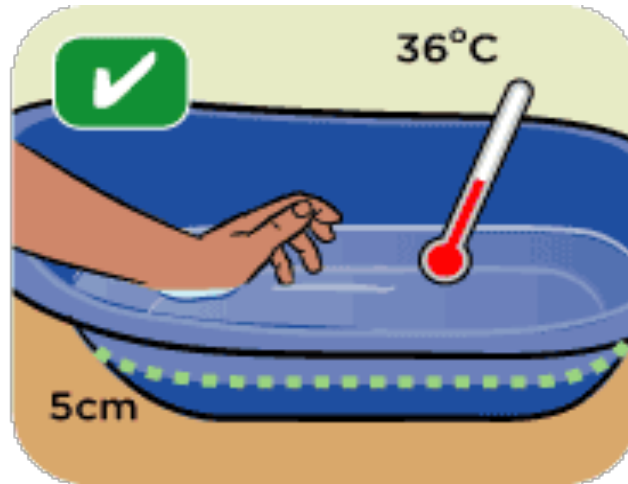
REAL LIFE DEMONSTRATION



Educational domain ----- Psychomotor
Real life demonstration ----- Skills

Direct Group Method

REAL LIFE DEMONSTRATION



Educational domain ----- Psychomotor

Real life demonstration ----- Skills

Direct Group Method

ROLE PLAY

It is a near realism situation



Educational domain -----ALL

Role play -----ALL

Direct Method in Community

COMMUNITY ORGANIZATION

Problem addressed:

1. Affect almost all members
2. Emergencies/ disease outbreak
3. Needs pooling of resources



COMMUNITY HEALTH EDUCATION

- **Community organization**

Method of health education, which depends on the **leaders'** involvement in solving health problems.

- **Opinion leaders**

- People respected by community
- Their opinion and ideas are valued
- They are influential

Indirect Method

MASS MEDIA



Television



Radio



Newspapers & magazines

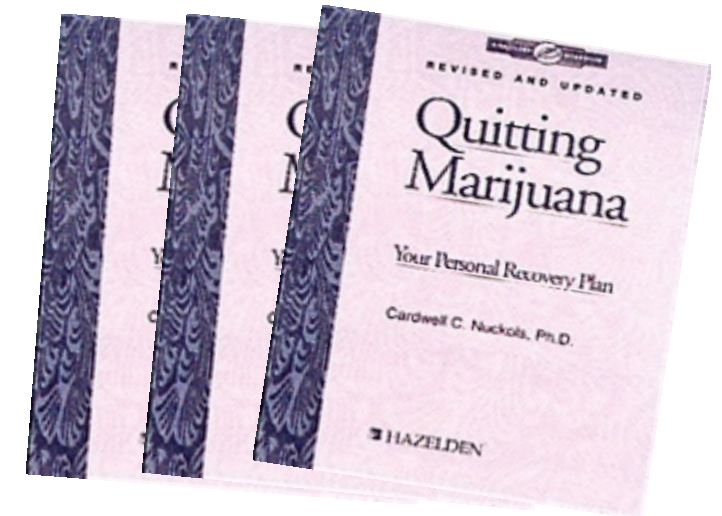
Indirect Method



Posters



Pamphlets



CHOICE OF THE METHOD

The choice of educational method depends on

Nature of the content

- Facts ----- lectures, talks or pamphlets
- Concepts ----- Group discussion or problem solving
- Skills ----- Demonstration and hand on practice

Characteristics of the learners

- Level of literacy ----- Avoid written materials and scientific terms for illiterate
- Children ----- Use attractive methods

Available materials and program budget

Health Education Aids

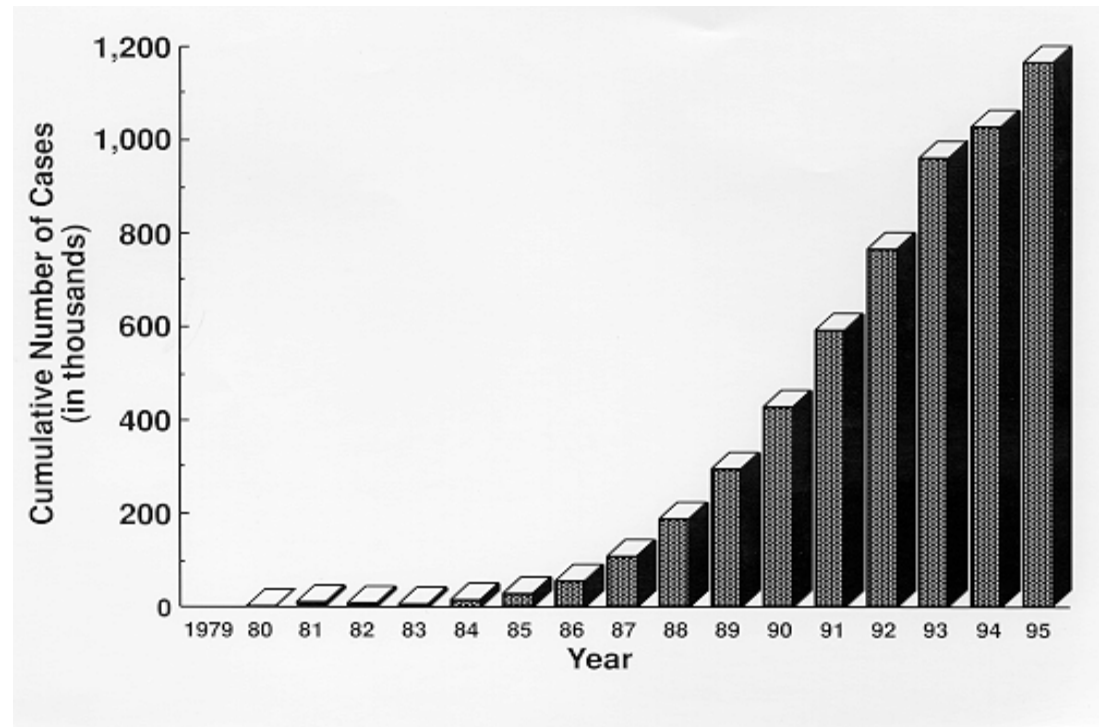
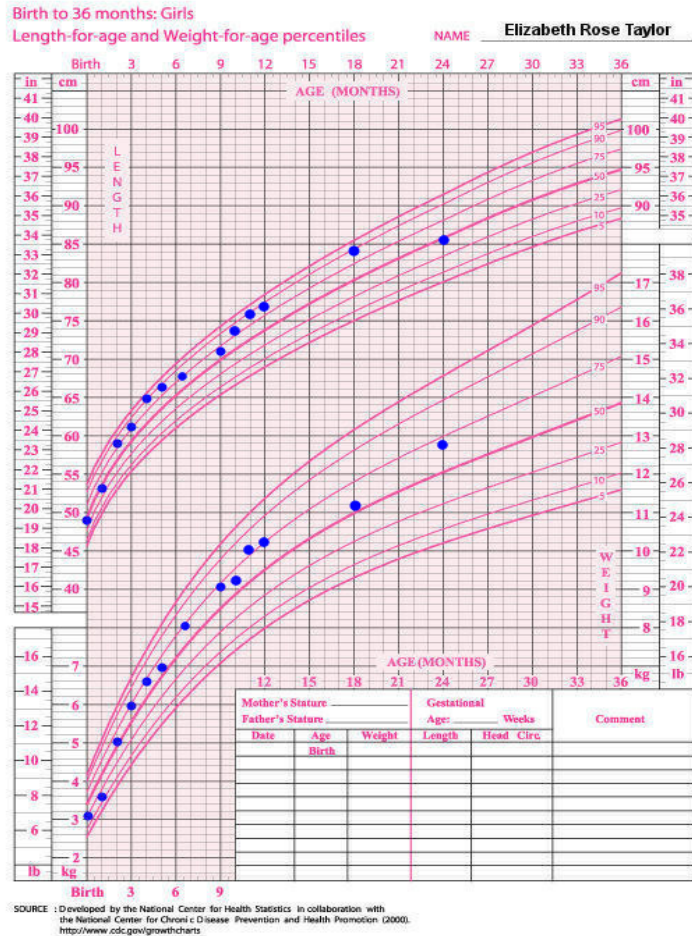


Still pictures



Before and after treatment

Health Education Aids



Charts

Health Education Aids



Flip charts

Health Education Aids

EXHIBITION OR DISPLAY



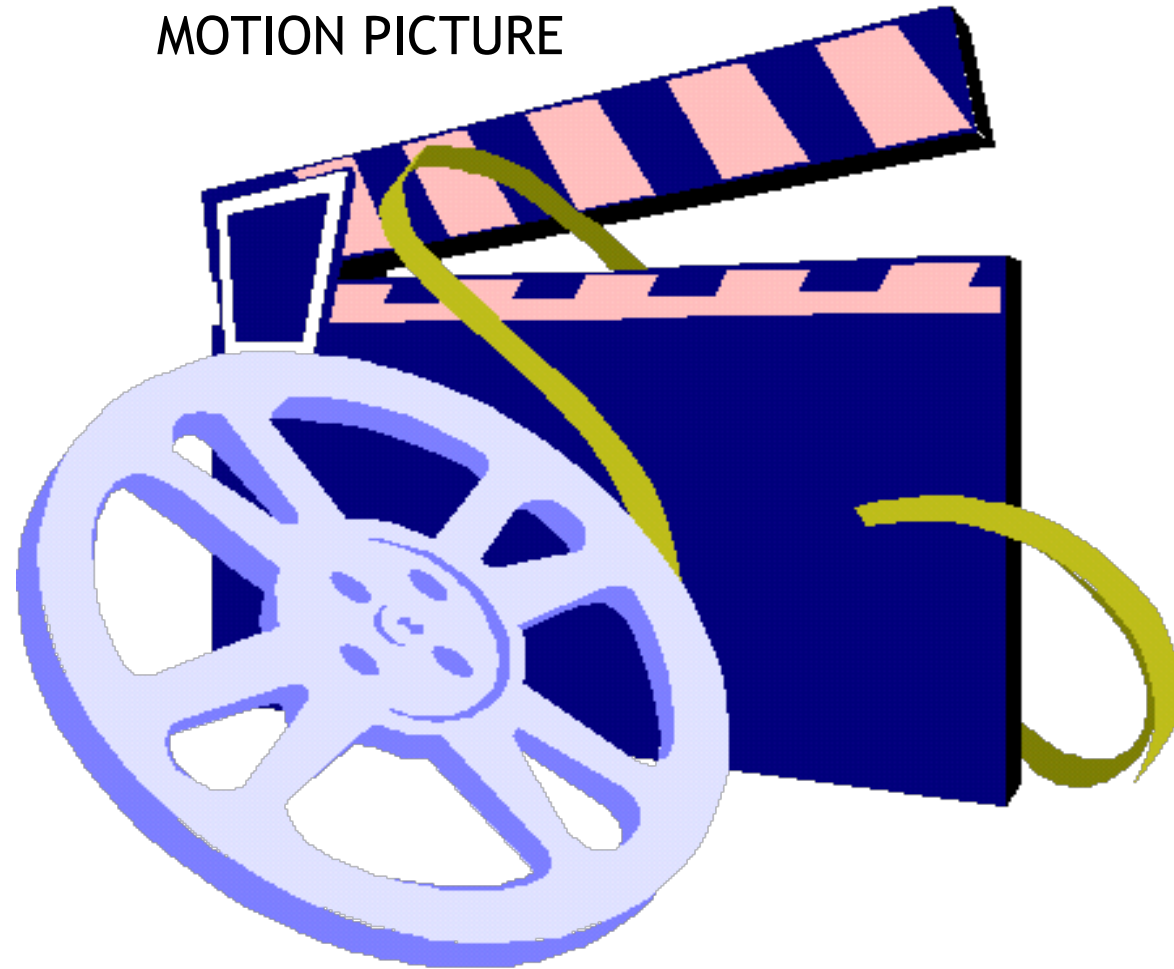
Health Education Aids

PROJECTED MATERIALS



Health Education Aids

MOTION PICTURE



Health Education Aids



PUPPET SHOW



THERE IS NO DOUBT THAT BEHAVIOR INFLUENCE
HEALTH

BUT

IT IS DANGEROUS TO FOCUS TOO
STRONGLY ON BEHAVIOR CHANGE AS
CURE FOR SOCIETY HEALTH PROBLEMS