

Health Education and Promotion

Objectives

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

Color Index

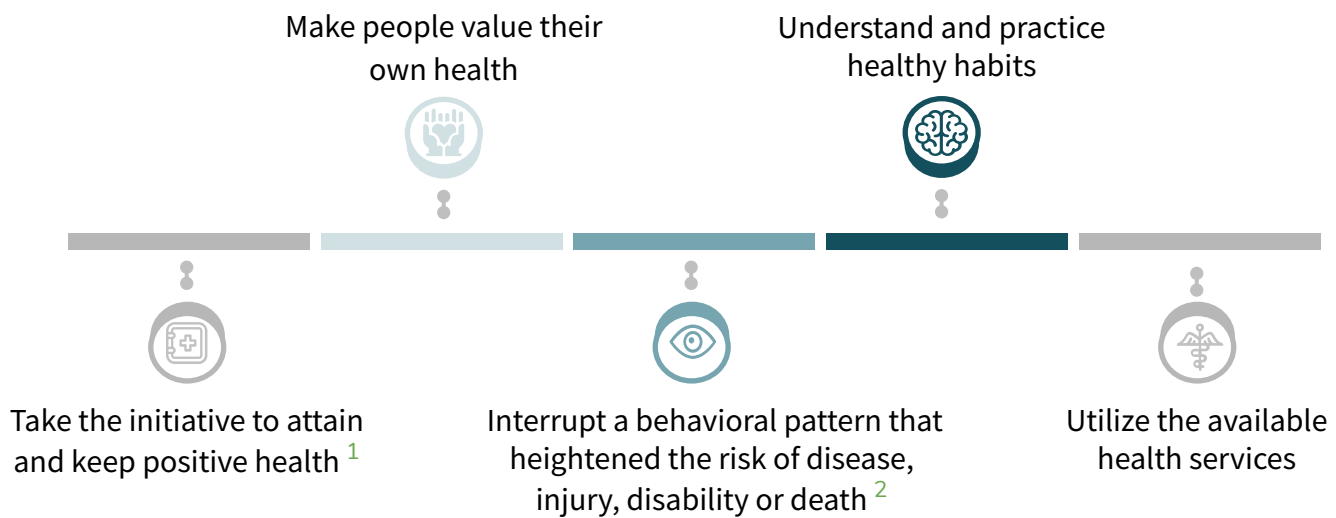
- Main text
- Males slides
- Females slides
- Doctor notes
- Important
- Golden notes
- Extra

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:



Health Education & Prevention:

LEVEL OF PREVENTION	GOAL OF HEALTH EDUCATION
Primordial prevention ³	Promote health by reinforcing healthy practices ⁴
Primary prevention ⁵	Prevent ill-health, maintain the highest level of health & improve the quality of life
Secondary prevention ⁶	Understand health behavior underlying the ailments and means of behavioral changes to prevent further deterioration of health or restoration of health
Tertiary prevention ⁷	Make the most of the remaining potential for healthy living

1: Make them have the desire to maintain positive health.

2: Replacing bad behavior to good behavior.

3: Preventing the development of risk factors in healthy individuals.

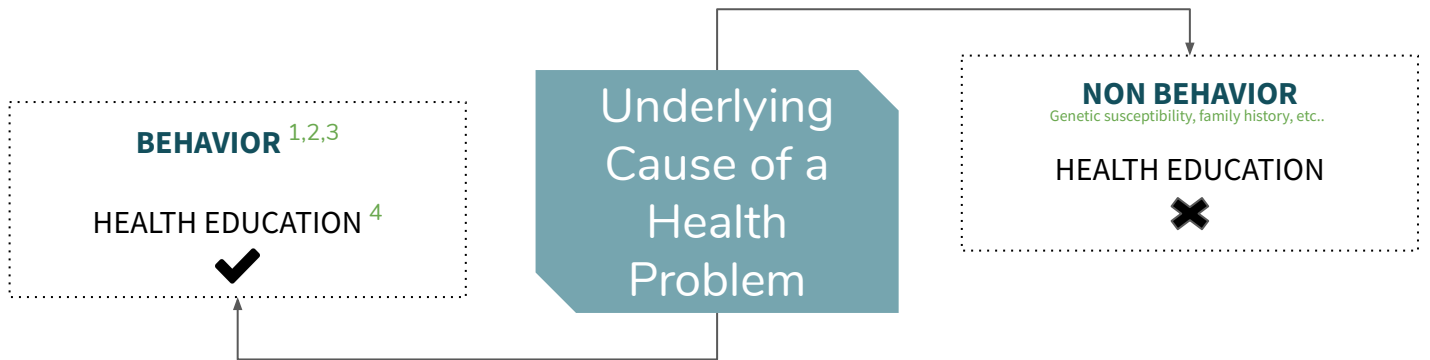
4: Exercising, sleeping and eating well.

5: Preventing the development of disease in individuals with risk factors.

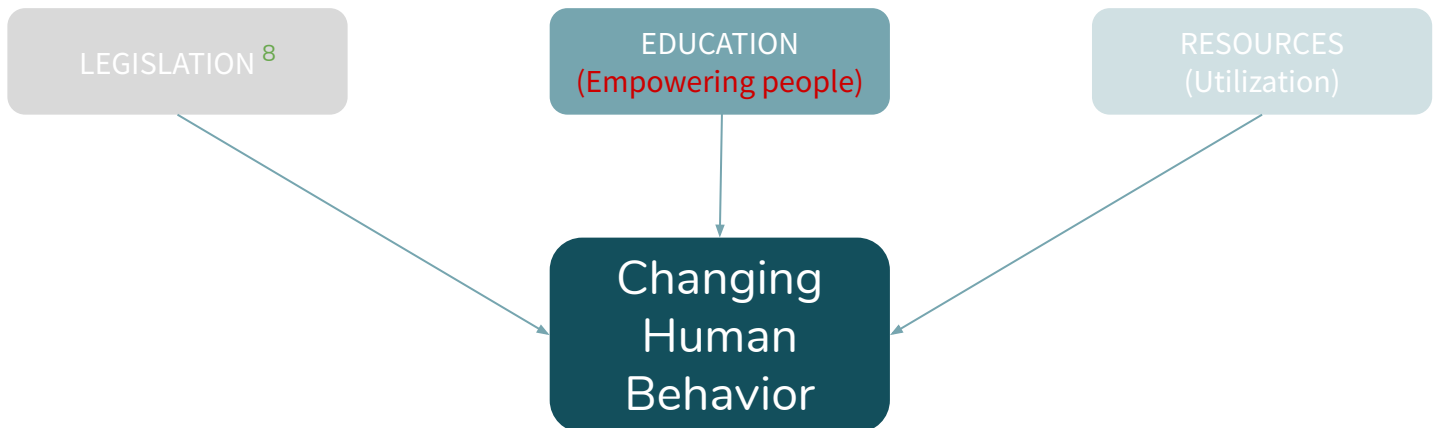
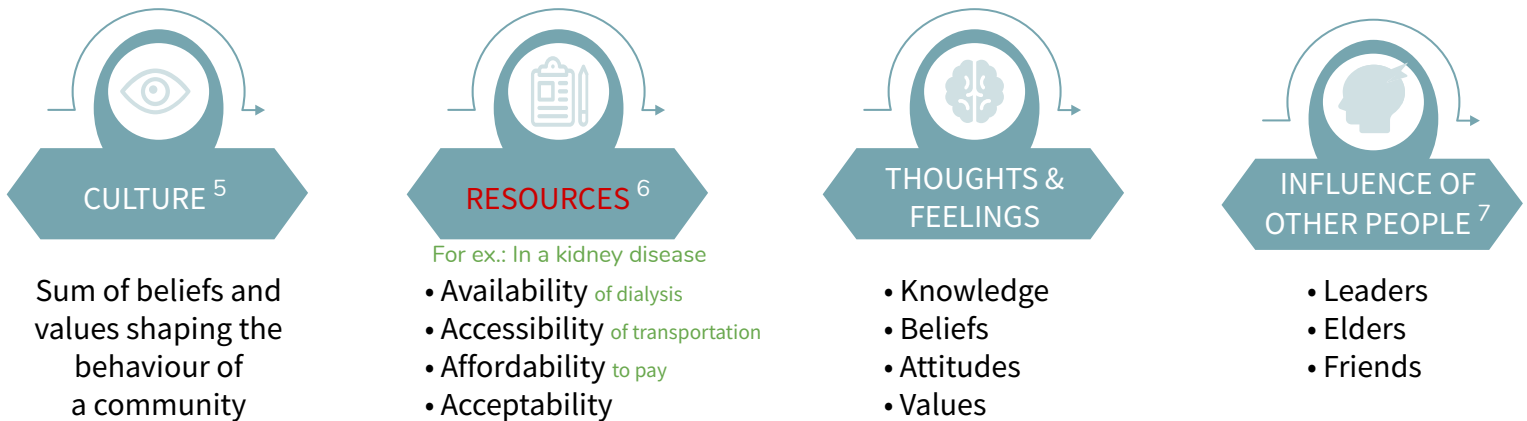
6: In individuals who already have the disease and preventing it from getting worse.

7: In individuals who are already affected by the disease and improving their quality of life.

Behavior & Health Problem

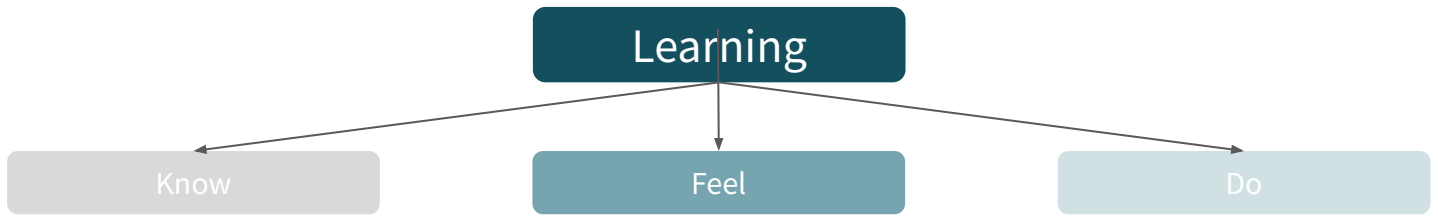


Factors Influencing Human Behaviour

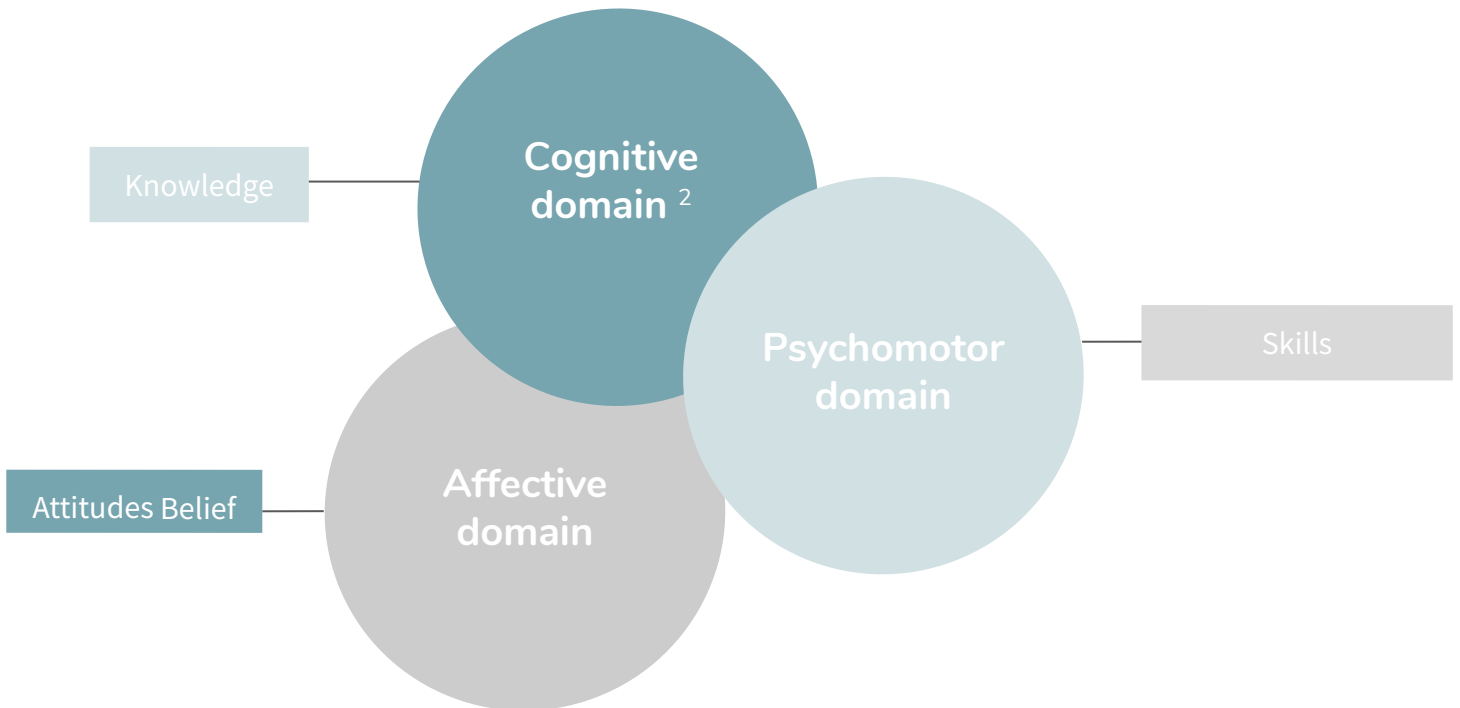


1: Behavior is crucial in managing health problems.
 2: Aspects of behavioral change are always needed regardless of the disease.
 3: 75% of all global burden of disease is a combination of metabolic and behavior. Behavior is 40% of that.
 4: To change and adopt better behaviors in life.
 5: It's hard to convince some people in consuming less dates or honey, because it's part of their culture.
 6: It's called bottleneck analysis (BNA).
 7: Peer pressure is very important and crucial in changing people's behavior.
 8: For ex. violation fines of preventive measures and curfew during the Covid-19 pandemic.

Learning



"Change of behavior brought about by experience¹, insight, perception or a combination of the three, which causes the individual to approach future situation differently"



1 Learning is **an active process**

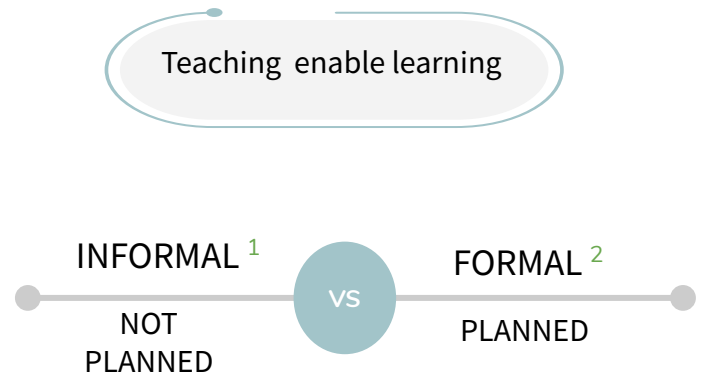
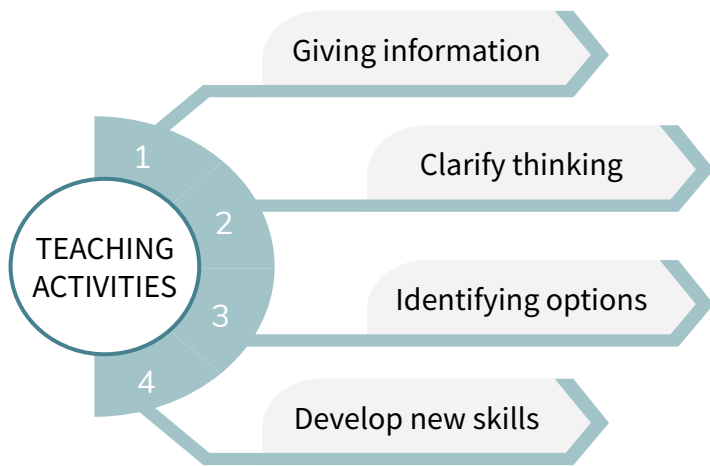
2 Learning is stimulated by a **need**

3 Learning is demonstrated by a **change in behavior**

1: Happened to them once or to any of their relatives.

2: Cognitive domain is connected to the cortical function (higher function).

Teaching



VARIABLES IN THE BEHAVIOR CHANGE

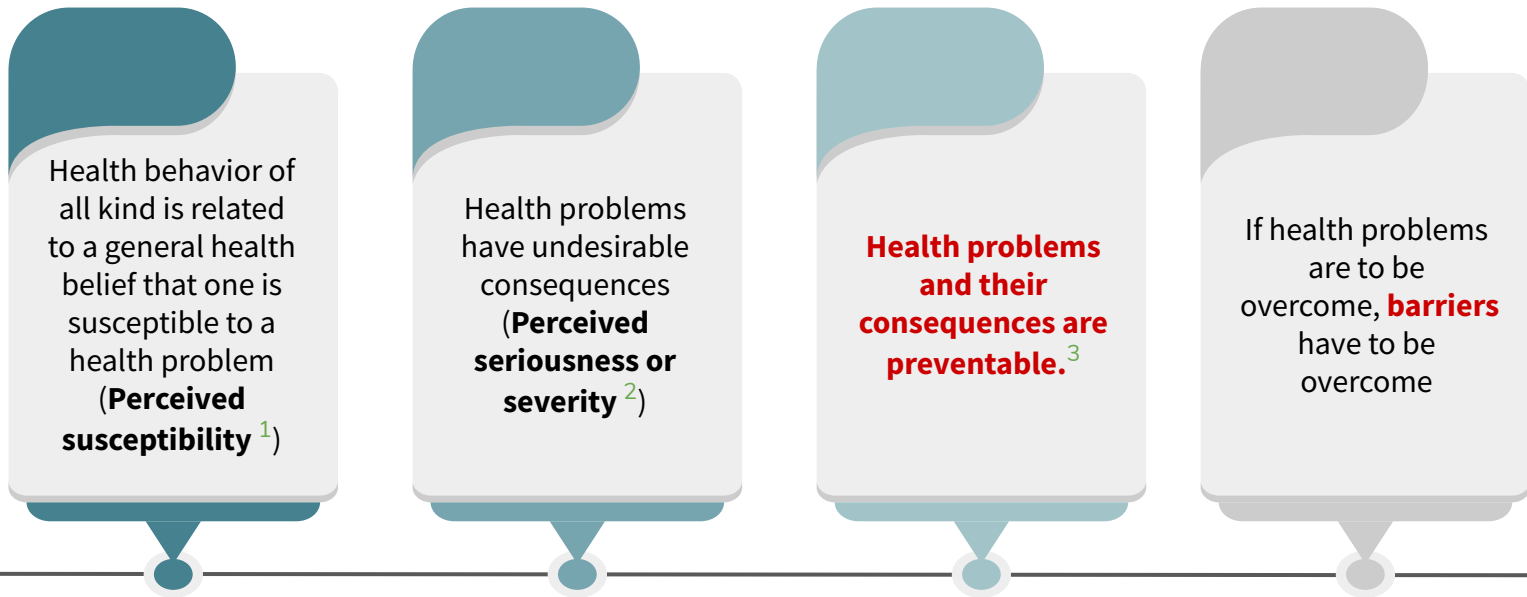
1	Knowledge: An intellectual acquaintance with facts, truth, or principles gained by sight, experience, or report.
2	Value: Ideas, ideals, customs that arouse an emotional response for or against a thing or a behavior.
3	Beliefs: Acceptance of or confidence in an alleged fact or body of facts as true or right without positive knowledge or proof; perceived truth.
4	Attitudes: Manner, disposition, feeling, or position toward a person or thing.
5	Perceptions: Ascribing meanings to sensory or cortical activity in such a way that the activity comes to acquire symbolic function
6	Skills: The ability to do something well, arising from talent, training, or practice.
7	Self-efficacy: The internal condition of experiencing competence to perform desired tasks which will influence the eventual outcome.

1: For example teaching your sibling.

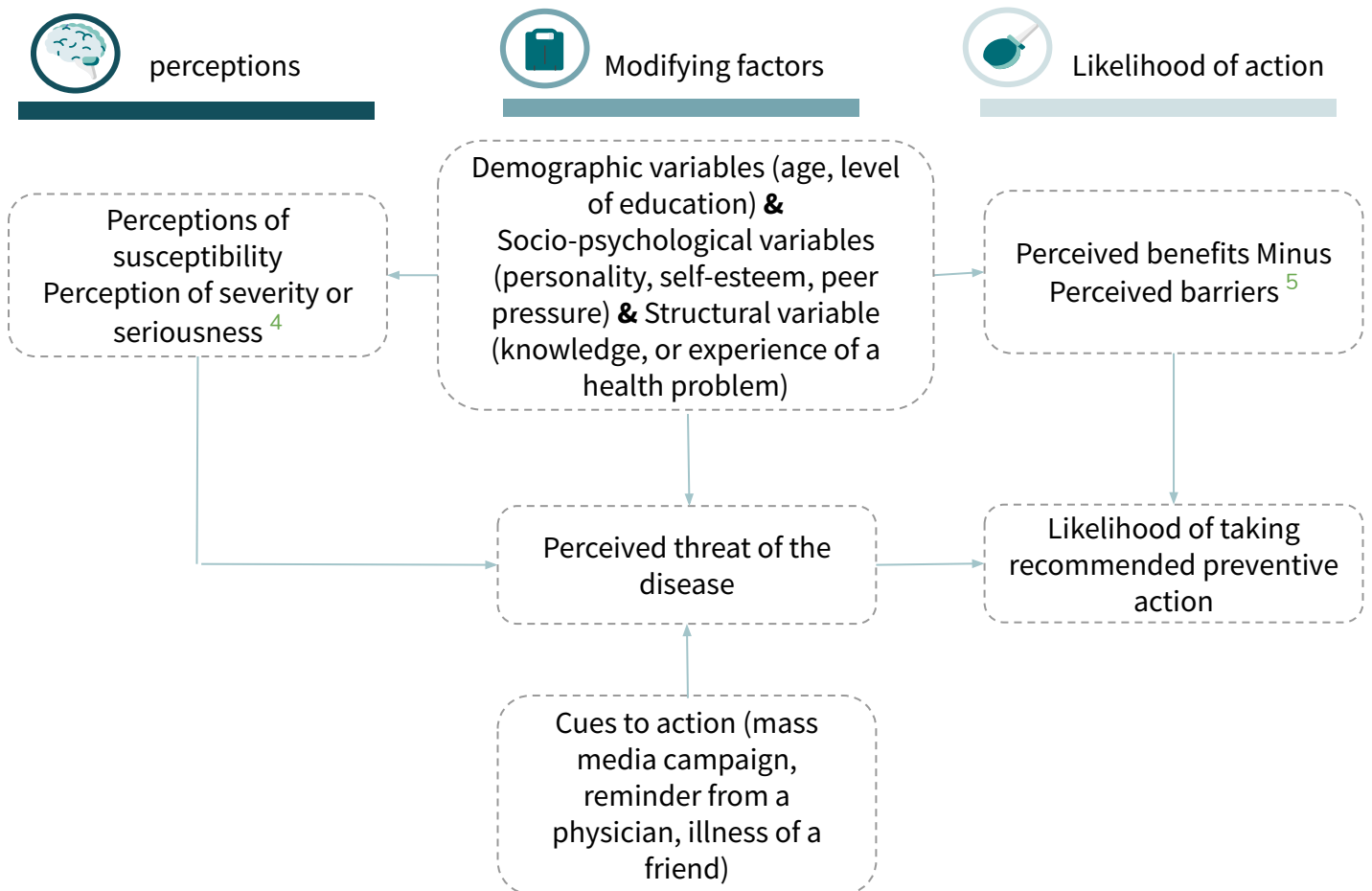
2: Teaching in a planned formal way, in a lecture hall with a time slot for an audience.

The Health Belief Model for Behavior Change

The model postulates



★ Phases of the health belief model ★



1: A prediabetic has their own perception of developing diabetes.
 2: An individual's own perception of how serious the disease is and how it will change their life (its consequences).
 3: The cost of preventing it is less than treating it "درهم وقاية خير من قنطار علاج".
 4: The combination of these two is the perceived threat of any disease.
 5: Perceived benefits should be higher than the barriers.

The Health Belief Model for Behavior Change

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

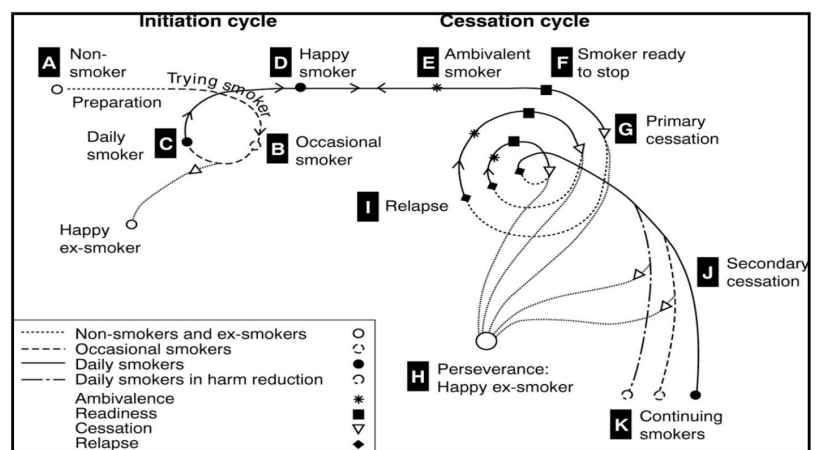
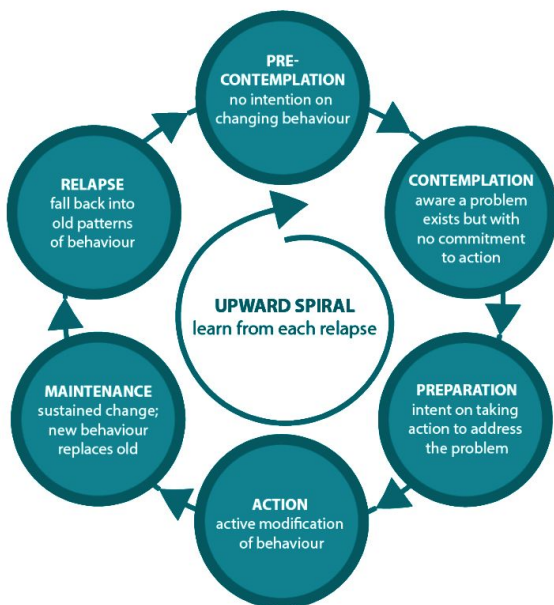
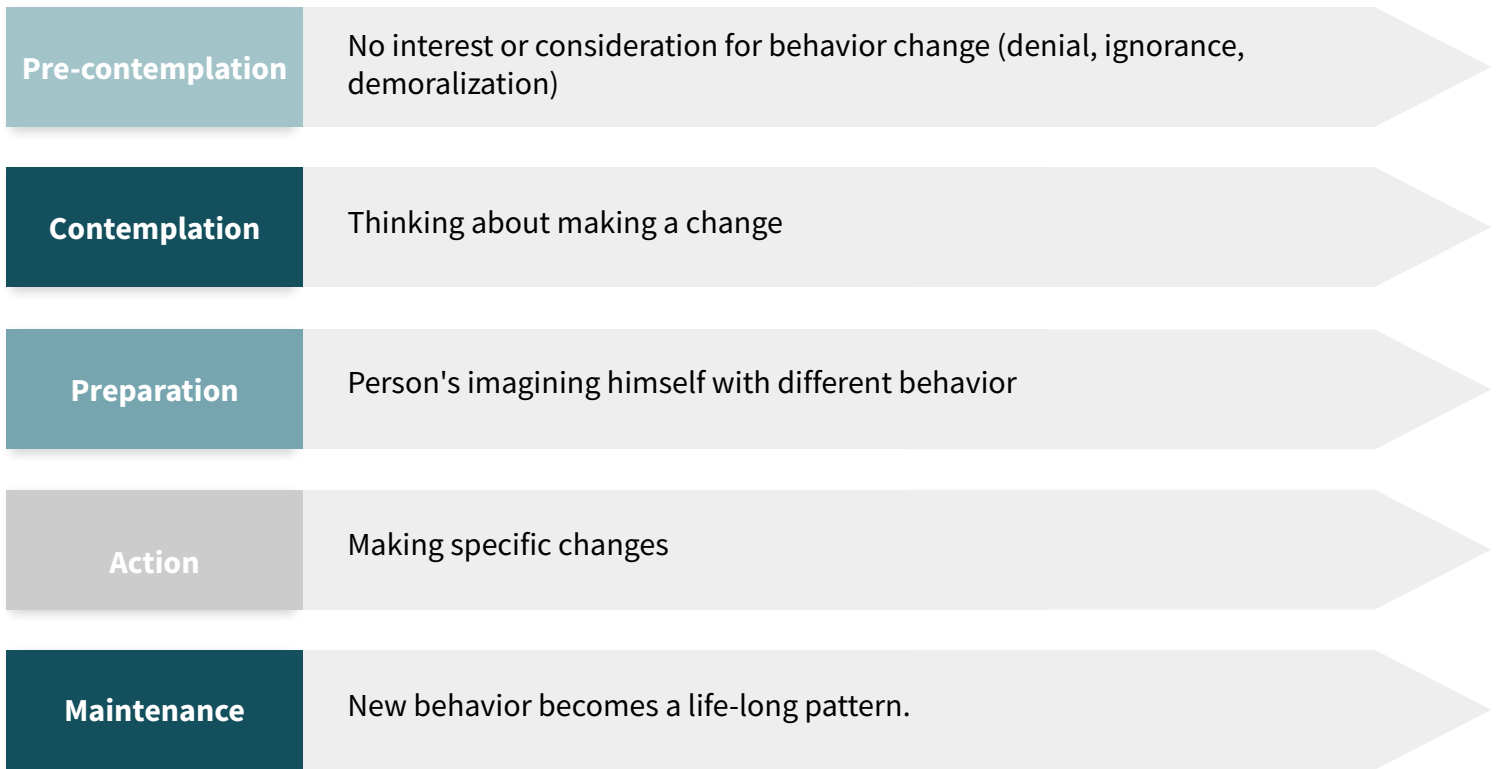
Maintaining a health-risky behavior



Transtheoretical Model: Stages of Motivation

Stages related to individual's motivation

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



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

Methods of Health Education



Direct Method in Community (COMMUNITY ORGANIZATION)



Problem addressed:

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

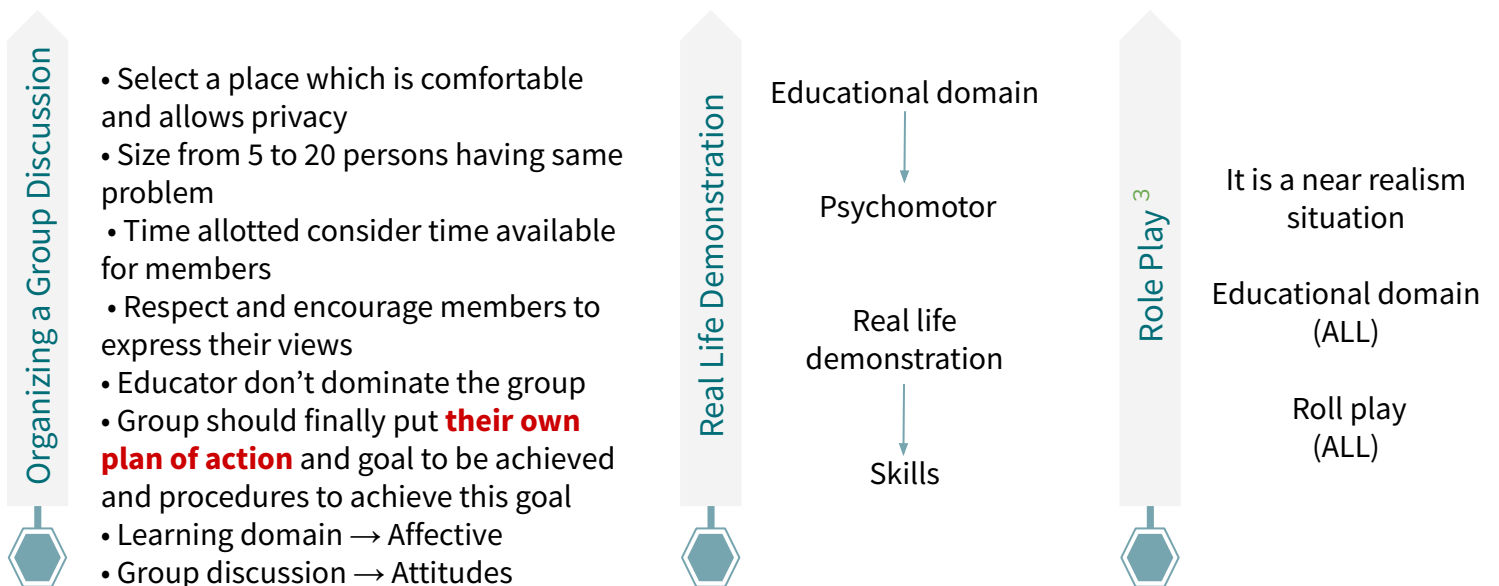
Community organization:

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

Opinion leaders:

- People respected by community²
- **Their opinion and ideas are valued**
- They are influential

Direct Group Method



1: Counseling.
 2: For ex.: religious leaders.
 3: Usually with children.

Methods of Health Education

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

Counselling

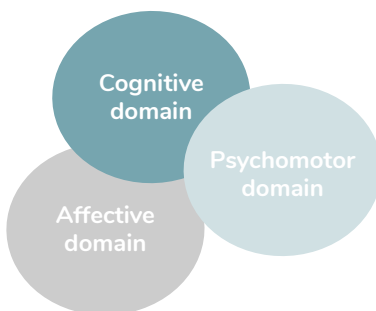
1 Active participation in understanding the problems and selecting a solution

2 Choices are made based on perception of the situation

3 **Feel that he is in control of his life**¹

4 Assume more responsibilities

Learning domains addressed by counselling



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 understanding²

8. Assist in reaching a decision

9. Clear doubts

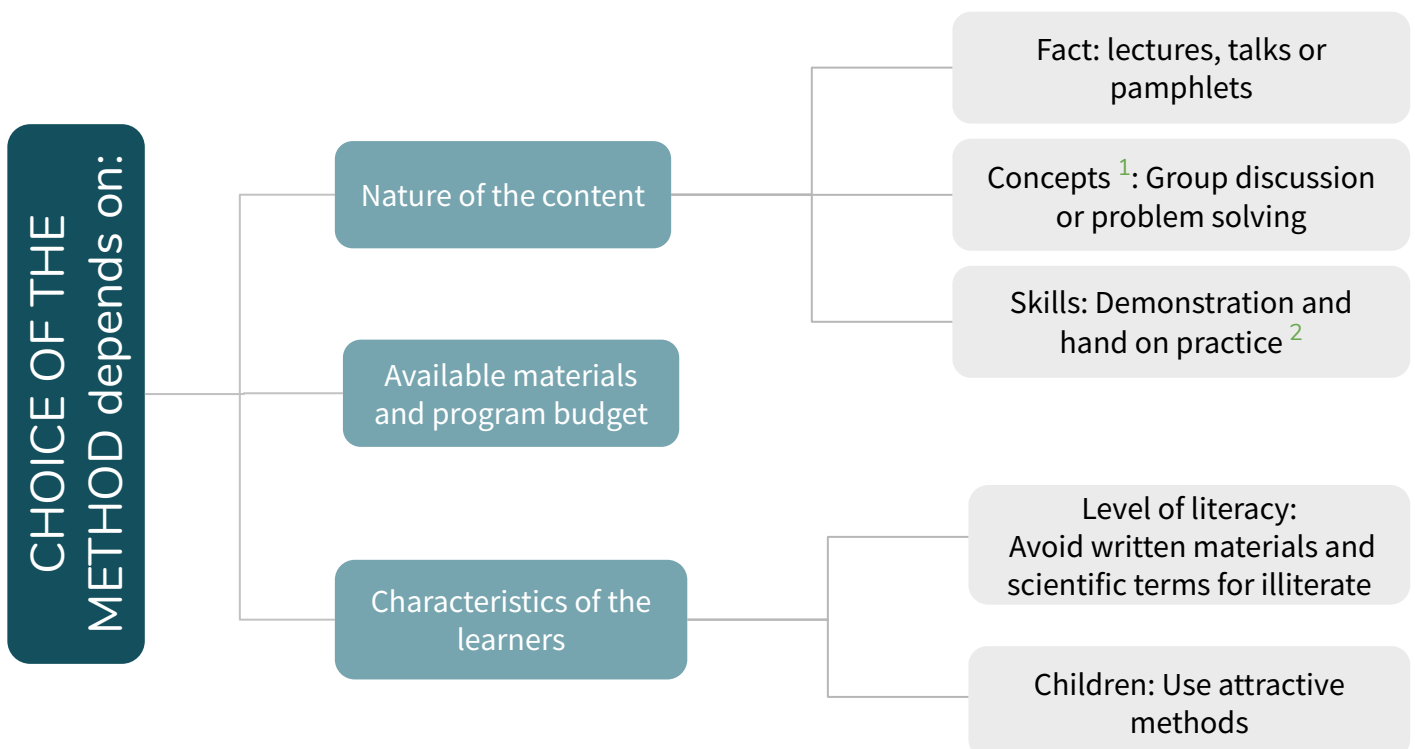
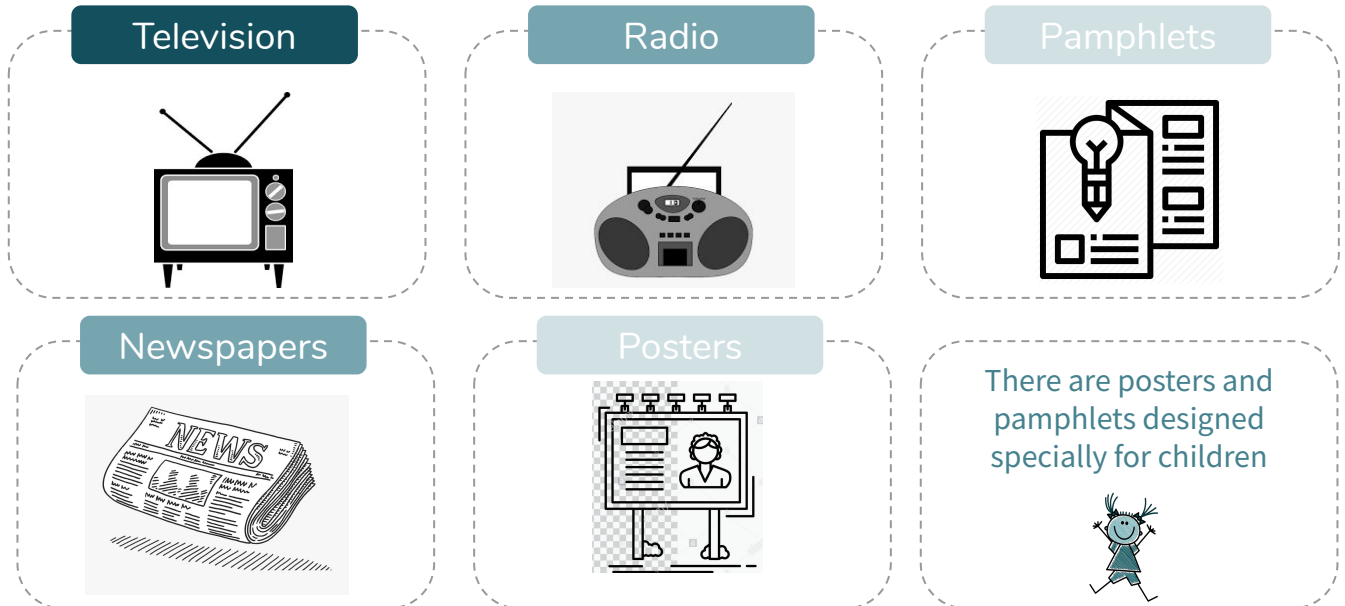
10. Give appointment for follow up

1: They make their own decisions.

2: Asking the diabetic patient to show you how they'll use the insulin pen.

Methods of Health Education

Indirect Methods (Mass Media)



1: Tutorials, seminars.

2: Showing diabetics how to use their medications (Glucometer, insulin pen).

Health Education Aids



Still pictures



Before and after treatment



Flip charts ¹



MOTION PICTURE



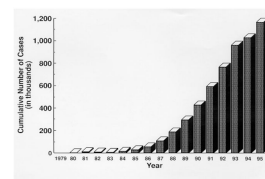
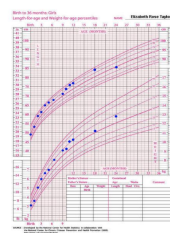
EXHIBITION OR DISPLAY ²



PROJECTED MATERIALS



PUPPET SHOW



Charts ³

1: Usually used in communities.
2: Teaching them how to use it.
3: Used in convincing organizations.

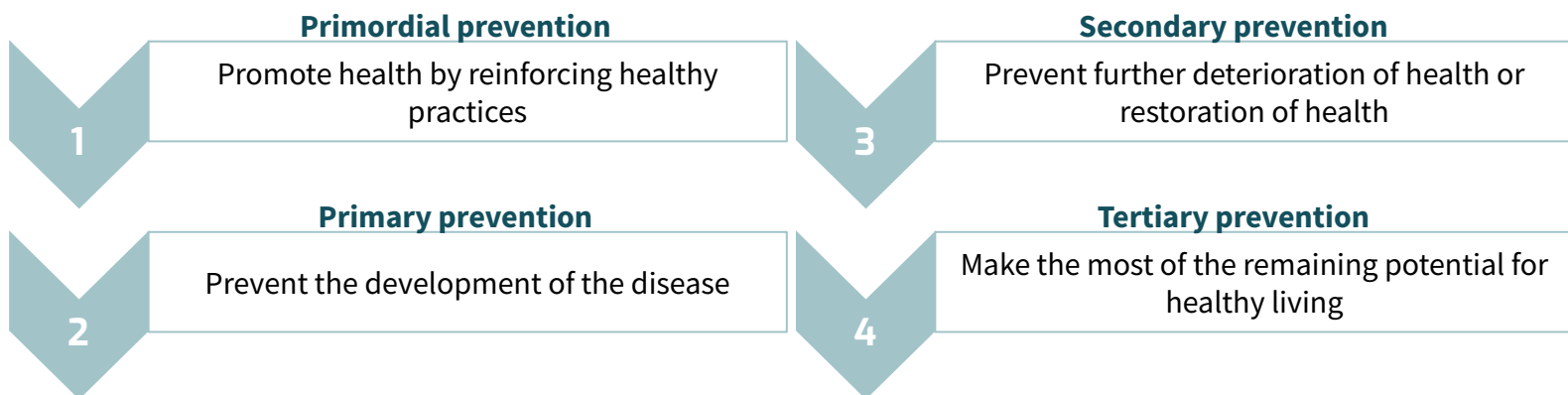
Summary

Definitions

Health education: Is a designed combination of learning methods to facilitate voluntary adaptation of behavior conducive to health.

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

Levels of prevention and the goal of health education



Factors Influencing Human Behaviour: Culture, resources, Thoughts and feelings, and influence of other people

The Health Belief Model for Behavior Change

Postulates

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

Factors

1. **Predisposing Factors**
 - Characteristics of a person or population that **motivate** a behavior change
2. **Enabling Factors**
 - Characteristics of the environment and individuals that **facilitate** action to attain a specific behavior
3. **Reinforcing Factors**
 - It determines the continuity (**maintenance**) of the new behavior

Phases

1. Perceptions
2. Modifying factors
3. Likelihood of action

Reasons of maintaining health-risky behaviour

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

Quiz

MCQ

1- Which level of prevention apply for the setting of policies to address behaviours of the population and environment?

A-Primary prevention B. Tertiary prevention C. Primordial prevention D. Secondary prevention

2- What is the main objective of prevention of primary prevention level?

A. Prevention of complications B. Limit progression of disease C. Reduce incidence rate D. Early recovery

3- Autism is irreversible disease with unknown cause, which of the following is the suitable intervention for such disease?

A-Primary prevention B. Tertiary prevention C. Primordial prevention D. Secondary prevention

4- The Health Belief Model assumes that decision-making occurs when the following three elements take place:

A. Assumed susceptibility, assumed threat, and assumed reward

B. Assumed susceptibility, assumed threat, and assumed benefit vs. barriers

C. Perceived susceptibility, perceived threat, and perceived reward

D. Perceived susceptibility, perceived threat, and perceived benefit vs. barriers

5- Match Each Construct with the best example of it:

1) Perceived Susceptibility a) My chances of having a diabetes-related complication is high.

2) Perceived Severity b) I am sure that I can monitor my blood sugar on a daily basis.

3) Perceived Benefits c) It is serious to have high blood sugar.

4) Perceived Barriers d) It takes too much time to monitor my blood sugar every morning.

5) Cues to Action e) Monitoring my blood sugar makes diabetes easier to live with.

6) Self-Efficacy f) Hearing about diabetes though the media reminds me to take care of myself

6- Which of these is an element of the Health Belief Model?

A-Threat B. Expectations C. Socio-demographic factors D. All of the above

Answers

Q1	Q2	Q3	Q4	Q5	Q6
A	C	B	D	1) a 2) c 3) e 4) d 5) f 6) b	D

Thank You and
Good Luck



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