

## Module C4: Health Education, Prevention, Promotion and School Health

**Entry scenario:** *The entry scenario addresses a variety of issues and problems associated with each module topic. It may be used at the beginning of the course to stimulate the students to identify their own needs and interests. The results may be utilized by the individual to assess own learning process, or be integrated with class objectives.*

You have been recently appointed by your government as the consulting physician in charge of the health of young people for the 6 million inhabitants of an ex-Soviet Eastern European country. You are working for the Department of Health and although you are strongly encouraged to work with other departments and national agencies, you face difficulties in establishing co-operation. Epidemiological studies indicate that the country has recently witnessed a large increase in the death rate from suicide among people younger than 20 years of age. You are required to respond as quickly as possible to this situation.

**General goals: For learners. By completing the module the participant will be able to:**

- I. Recognize adolescence as a useful phase of life for preventive / promotional interventions.
- II. Outline some of the theoretical frameworks of health promotion and prevention for adolescents.
- III. Consider the practical issues linked to health promotion and prevention for an individual adolescent
- IV. Recognize the power of the healthy settings-approach and identify opportunities for action in the school and community settings
- V. Priorities, plan, implement and evaluate interventions at national/regional/local/individual levels

### Goal I: Recognize adolescence as a useful phase of life for preventive / promotional interventions

	Training objectives Key topics to be covered	Educational Methodology	Activities, issues and questions
KNOW	A. Understand the importance of experimentation and the exploration of various different lifestyles during this period of life	Interactive lectures  Group discussion on	<b>Lecture theme:</b> Review the 'functions' of experimentation during adolescence and discuss the resulting increased possibilities for risk behaviors to become established habits. Use the following questions to illustrate some of the processes at work. -How many adult smokers started their habit before age 20? -What is the average age in your country for first sexual intercourse? -What is the percentage of overweight adolescents who become obese adults? - What is the trend over the last 10 years of cannabis use among adolescents in the

	<p><b>B. Recognize the part played by the family, peers, school, other key people and the media in shaping adolescents' lifestyles</b></p> <p><b>C. Identify the impact of cultural norms and where conflict in the adolescent's life may occur from these norms</b></p>	<p>Group discussion</p>	<p>countries represented?</p> <p>Task for teachers: find relevant epidemiological data showing correlation between parental or peers' lifestyle and adolescent lifestyles (health compromising as well as health enhancing behaviors).</p> <p>Discuss the situation of second-generation adolescent immigrants, using examples from the participants' homelands.</p>
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## Goal II: Outline some of the theoretical frameworks of health promotion and prevention for adolescents

<b>KNOW</b>	<p><b>A. Explore theories of health behavior and the factors that influence these behaviors in different settings</b></p> <ul style="list-style-type: none"> <li>- Social learning theory</li> <li>- Prochaska's stages of change</li> <li>- Antonovski's sense of coherence</li> <li>- Salutogenesis and the Ottawa charter</li> </ul>	<p>Mini-lecture Readings Group Discussion</p>	<p>Lecturer provides quick review of theories, and promotes class discussion of how relevant these are to health promotion and prevention. Participants may be challenged to analyze their own experiences of changing a specific behavior during adolescence.</p> <p>Participants give concrete examples of interventions (on the individual, family, school, community, and country-based levels) that represent each concept.</p>
	<p><b>B. Understand, and integrate with an understanding of adolescent development, the concepts of:</b></p> <ul style="list-style-type: none"> <li>- anticipatory guidance</li> <li>- primary/secondary/tertiary prevention</li> <li>- health education</li> <li>- health promotion</li> <li>- community health</li> </ul>	<p>Group Discussion</p>	<p>List subjects and areas for interventions that would be relevant during each of the three phases of adolescence- early, middle and late adolescence. What would be an example of designing a preventive approach in a 'developmentally appropriate' way? (Suggestion: use theme of obesity, and concept of primary prevention)</p>
	<p><b>C. Review existing literature on the implementation, assessment and evaluation of various strategies of preventive intervention</b></p> <ul style="list-style-type: none"> <li>- <b>Health education</b></li> <li>- <b>Specific prevention</b></li> <li>- <b>Non specific prevention</b></li> <li>- <b>Health promotion</b></li> <li>- <b>Environmental measures</b></li> </ul>	<p>Mini-lecture Readings Group Discussion</p>	<p>Lecture themes: Review the concepts of efficacy, efficiency and effectiveness of preventive interventions. Distinguish between the terms 'process' and 'outcome' evaluation. Provide an overview of the literature on the evaluation of preventive and health promotion programs for:</p> <ul style="list-style-type: none"> <li>- Mental health &amp; suicide</li> <li>- Substance use</li> <li>- Sexual behavior</li> <li>- Cardio-vascular disease</li> <li>- Injuries, etc.</li> </ul> <p>Compare the effectiveness of interventions aimed at changing behaviors to those targeting the modification of the environment, using examples such as teaching healthy eating behaviors versus banning sweets and soft drinks sales within schools. Find examples of effective legal actions such as the prohibition of the sale of tobacco to those under age 18. Discuss the importance of involving parents and families in a health prevention/promotion</p>



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## I. Goal III: Consider the practical issues linked to health promotion and prevention for an individual adolescent

<b>KNOW</b>	<p><b>A. Understand the effective approaches to using each patient encounter for health promotion and prevention</b></p> <ul style="list-style-type: none"> <li>- Building the communication bridge</li> <li>- Motivational interviewing</li> <li>- Short interventions</li> <li>- Solution focused approaches</li> </ul>	<p>Interactive lecture Group discussion Group Work Plenary discussion Video Plenary discussion</p>	<p>List the topics that are amenable to prevention within an interview/consultation with an adolescent. How can the health provider assess if promotion or prevention is needed? Discuss the usefulness of screening instruments (esp. HEEADSSS), and when/how to introduce them.</p> <p>Additional issues:</p> <ul style="list-style-type: none"> <li>- Give examples of issues which may not arise spontaneously (“hidden agenda”).</li> <li>- What are effective ways of integrating advice into a patient encounter?</li> <li>- What are the reasons that certain kinds of advice or style of advice works with teenagers?</li> </ul>
	<p><b>B. Explore the health provider’s options to positively modify the adolescent’s environment</b></p>	<p>Class discussion</p>	<p>Have participants share examples of small or large changes they instigated in an adolescent’s environment (home, school, work), which have had an impact on that one patient’s health and well-being (examples: calling the school nurse, having a family meeting).</p> <p>Given that a negative financial situation can influence an adolescent’s health and lifestyle, what options does a health provider have to address to modify this ‘environmental’ factor?</p>

<p><b>SKILL</b></p>	<p><b>C. Provide effective, developmentally appropriate advice to an adolescent on an individual basis and in a family counseling setting</b></p> <ul style="list-style-type: none"> <li>- Guidelines for each developmental stage</li> <li>- Objectives of an advice-giving session</li> <li>- Expectations of parents</li> <li>- Family dynamics</li> </ul> <p><b>If time and resources allow for it:</b></p> <ul style="list-style-type: none"> <li>- Use motivational techniques to improve counseling skills</li> </ul>	<p>Group work with role play or simulated patients video</p> <p>Family interview Role play Video of successful counseling approach</p>	<p>Groups practice giving advice on the following subjects, first targeted to the adolescent and then to parents of the adolescent. Discuss what is particular to each of the three developmental stages (early, middle, and late adolescence).</p> <ul style="list-style-type: none"> <li>- Injury prevention</li> <li>- Sports activity</li> <li>- Nutrition</li> <li>- Substance use</li> <li>- Sexuality</li> <li>-</li> </ul> <p>Variation of role play:</p> <ul style="list-style-type: none"> <li>- Inject a negative emotional element, such as the parents are alarmed about their child's use of substances or about their child's sexual behavior.</li> <li>- Inject a negative attitude from the adolescent who does not want to change his habits (i.e. use of tobacco or condom use)</li> </ul>
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## I. Goal IV: Recognize the power of the healthy settings-approach and identify opportunities for action in the school and community settings

KNOW	<p><b>A. Explain the WHO health settings-approach for health promotion and identify successful examples with a focus on school health</b></p> <p><b>B. Describe the concept of Health Promoting Schools and how it is effective in reducing specific problems of adolescence</b></p> <ul style="list-style-type: none"> <li>- School climate</li> <li>- Peer-teacher relationships</li> <li>- Active student participation</li> <li>- Equity in education and health</li> </ul> <p><b>C. Consider how to capitalize on the range of possibilities to offer health promotion and prevention in the school setting</b></p> <ul style="list-style-type: none"> <li>- Health education integrated in all grades/subjects</li> <li>- Targeted prevention programming or strategies (for a specific health problem or risk)</li> </ul> <p><b>E. Consider the methods of involving young people in</b></p>	<p>Ultra short lecture and discussion</p> <p>Mini-lecture and discussion Review of research on Health Promoting Schools</p> <p>Input from teachers and other key professionals involved in school health</p>	<p><b>Lecture introducing the basic principles of the concept, including example on healthy cities. Group discussion to elicit examples to elicit examples from other settings, such as villages/municipalities, schools and universities, workplace, army, markets, homes, hospitals, leisure places such as sportsclubs and-events, discos, .</b> <b>Regarding school health identify opportunities of the school setting to implement prevention. Teacher presents the European Framework for School Health Services, with an emphasis of linking health services with health promotion and prevention.</b></p> <p>Against a background of information about Health Promoting Schools, class discuss what aspects in school settings make students like their schools. Discuss how to achieve an adequate school atmosphere. Is this a health promotion strategy? Invite local teachers to talk about the possibilities of incorporating ‘healthy’ school concepts in a ‘normal’ school situation. Ask participants if their local schools provide a sense of coherence (see Gatehouse reference).</p> <p>Invite teachers to the session and discuss with them how they could address health issues within their own courses (math, readings, biology, etc.) Review current strategies implemented in the school setting to reduce problems such as substance misuse, unplanned pregnancy, deviant behavior, obesity and abnormal eating patterns. What appears to account for the success or failure of any of the targeted programs? Discuss the importance of strategies that are long-term and tailored to the developmental age of each school level.</p>
KNOW	<p><b>G. Understand how the community setting offers possibilities for health promotion and prevention</b></p>	<p>Lecture Readings Field &amp; group work</p>	<p>Lecture to introduce the basic principles of ‘social marketing’.</p> <p>Which strategies to improve the health and well being of teenagers are particularly</p>

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## Goal V: Prioritize, plan, implement and evaluate interventions at national/regional/local/individual levels

**Note:** This module can be run in small group discussions with supervision of the teacher(s). Each group is invited to go through the various steps described below with the task of designing an intervention, which is then presented and discussed within a plenary. See appendix for example scenarios.

	<b>Training objectives</b> Key topics to be covered	<b>Educational Methodology</b>	<b>Activities, Questions, and Issues</b>
<b>Skill</b>	<p><b>A. Follow the steps involved in selecting an intervention</b></p> <ol style="list-style-type: none"> <li>1) In a given setting, identify the needs and problems of young people, based on available data.</li> <li>2) Select priorities which need intervention</li> <li>3) Identify the stake-holders who have an interest in preventive activities, and involve them in the selection process</li> </ol>	<p>Group discussions Surveying young people Data collection Focus groups Delphi survey</p>	<p>Questions to address:</p> <ul style="list-style-type: none"> <li>- Do specific subgroups of adolescents have special needs?</li> <li>- How do you assess these needs? What are the sources of data available and how could you collect data (survey, focus group etc.) that could help in the prioritizing?</li> <li>- How would you set priorities for interventions?</li> </ul> <p>Describe how young people, including minorities and subgroups, may be involved in this process.</p> <p>List the probable groups which would have an interest in a health promotion/prevention intervention for adolescents (e.g. the parent-teacher association)</p> <p>-</p>
<b>Skill</b>	<p><b>B. Follow the steps involved in designing an intervention</b></p> <ol style="list-style-type: none"> <li>1) Set specific measurable objectives</li> <li>2) Choose the appropriate design for intervention</li> <li>3) Identify professionals to be involved in running the program</li> <li>4) Identify existing resources, technical and human</li> </ol>	<p>Group discussions</p>	<p>Considerations for the planning process:</p> <ul style="list-style-type: none"> <li>- In planning an intervention, focus on obstacles and resources.</li> <li>- Discuss the pros and cons of various designs / approaches. Should it be educational? Specific or non-specific? Focus on health promotion and/or on the prevention of specific problems?</li> </ul> <p>-</p>

	<p>5) Chose appropriate evaluation methods and tools 6) Make a budget and design a timeframe 7) Get the money</p>	<p>Meet with experts Exchange ideas with professionals involved in specific programs On-site visit of successful programs Program fair (stands exhibiting various experiences and programs, Round-table with presentation of interventions)</p>	<p>- What kind of information will be needed to answer the question “Did the program meet its objectives?” How will you collect this data? What will be the criteria for ‘success’? - How do you identify potential sponsors and convince them to support the project?</p> <p>Identify in the participants’ own countries/regions various financial and other resources, e.g.</p> <ul style="list-style-type: none"> <li>- State authorities</li> <li>- National/international NGO’s</li> <li>- Private foundations</li> <li>- Industries</li> </ul> <p><u>Discuss how to respond to program opponents:</u></p> <ul style="list-style-type: none"> <li>- Decision makers may feel that adolescents are in good health and don’t need resources.</li> <li>- “Adolescents would not participate anyway.”</li> <li>- “The money should rather go to the increasing population of aged people.”</li> </ul>
<p><b>Skill</b></p>	<p><b>C. Demonstrate ability to implement the intervention</b></p> <ol style="list-style-type: none"> <li>1) Identify training needs of those who run the intervention and train them</li> <li>2) Prepare the materials needed</li> </ol>	<p>Group discussion</p>	<p>Meet with those who will participate in the intervention. Assess their competence and needs. Discuss and develop the needed materials with these people.</p> <p><u>Important issues to discuss:</u></p> <ul style="list-style-type: none"> <li>- How to sensitize the community to the intervention</li> </ul>

	<p>3) Pre-test the intervention</p> <p>4) Reframe and run the program</p>		<ul style="list-style-type: none"> <li>- How to recruit professionals involved in the process</li> <li>- How to collaborate with young people</li> <li>- How to develop the appropriate tools (questionnaires, pamphlets, educational material)</li> </ul>
<b>Skill</b>	<p><b>D. Perform an evaluation</b></p> <p>1) Select appropriate indicators (process/outcome) and how to gather the data</p> <p>2) Assess the outcomes from the young people's viewpoint as well as the viewpoint of those in charge of the program</p> <p>3) Disseminate the results</p>	Group discussion	<p><u>Important issues to discuss:</u></p> <ul style="list-style-type: none"> <li>- How to monitor the implementation (with the target audience or/and the professionals involved)</li> <li>- Are the outcomes measurable and how? Do they fit with the intervention's objectives?</li> <li>- What has to be done if the outcomes are not reached?</li> <li>- Identify target groups for the dissemination of the results.</li> </ul>

## RESOURCES

### The Ottawa Chart for Health Promotion

<http://www.who.int/healthpromotion/conferences/previous/ottawa/en/>

### Prochaska Transtheretical Model of Change

[http://currentnursing.com/nursing\\_theory/transtheoretical\\_model.html](http://currentnursing.com/nursing_theory/transtheoretical_model.html)

### Antonovski sense of coherence

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2563977/>

<http://www.ndphs.org///documents/2502/SALUTOGENESISandNCDs.pdf>

### Evidence Based Adolescent Health Promotion: Centre for Adolescent Health, Government of Victoria, Australia

[http://www.health.vic.gov.au/healthpromotion/downloads/adolescent\\_health.pdf](http://www.health.vic.gov.au/healthpromotion/downloads/adolescent_health.pdf)



**ABCs of Adolescence – Health Promotion**

<http://www.bmj.com/content/330/7490/527.full.pdf>

**WHO's Global School Health Initiative**

[http://www.who.int/school\\_youth\\_health/gshi/en/](http://www.who.int/school_youth_health/gshi/en/)

**Medline – School Health**

<http://www.nlm.nih.gov/medlineplus/schoolhealth.html>

**Impact of school climate on health (Gatehouse project)**

<http://jech.bmj.com/content/58/12/997.full.pdf>

**Evidence based interventions among young people**

<http://www.preventionnetwork.org/Data/Sites/1/resourcesmaterials/evidencebasedinterventions2013.pdf>

**Motivational interviewing**

<http://www.motivationalinterview.org>

[http://www.nova.edu/gsc/forms/mi\\_rationale\\_techniques.pdf](http://www.nova.edu/gsc/forms/mi_rationale_techniques.pdf)

**The HEADS APPROACH**

<http://www2.aap.org/pubserv/PSVpreview/pages/Files/HEADSS.pdf>

**Health promoting school**

<http://www.schoolsforhealth.eu/upload/Developingahealthpromotingschool.pdf>

<http://www.schoolsforhealth.eu/>

**Theory informed health promotion**

<http://heapro.oxfordjournals.org/content/27/2/143.full.pdf>

## **Appendix: Scenarios for use in Goal IV:**

- 1.** You are working as a gynecologist in the family planning of a middle size city of 200.000 inhabitants, in a European country. You receive a call from the department of gynecology of the hospital. They are concerned about the fact that over the last months, they have had to perform an unusually high number of abortions among immigrant adolescents from South America and ask you to do something about it.
- 2.** You live in a city of 500.000 inhabitants of an Eastern European country and you work as the consultant physician of a local non-profit organization that targets the issue of substance abuse among young people. The organization has opened a special day care center for young people who are heroin users. However, the age range of the patients is over 20 years of age and you know from the street workers that many younger adolescents are poly-drug users, but you don't know how to reach them. The organization asks you to suggest possible avenues to attract younger adolescents who abuse drugs, and to set up prevention strategies.
- 3.** You work in a school as a part-time school physician in a suburb of a city of 3 million people located in a large European country. There are 1200 pupils aged 11 to 18 years, a lot of them living in poor socio-economic circumstances. The school nurse is concerned about the number of young people who are getting severely obese (BMI > 30). She has tried to set-up a daily hot-line to give advices to these adolescents but they don't call....
- 4.** You can use entry scenario as well.