

Health Promotion Strategies: Taking a best practices approach Week 2

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PLEASE NOTE: Some slides have been downloaded (with appreciation) from the Intervention Mapping Online Resource website (at <http://www.sph.uth.tmc.edu/chppr/interventionmapping/>), and from online presentations by John Garcia and Larry Green

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Class agenda

1. Checking in; housekeeping
2. Selection of issues/community responses for assignments
3. Mind mapping & introduction to the practice of health promotion
4. Introduction to *The Intervention Mapping Approach*

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Selection of assignment issues and responses

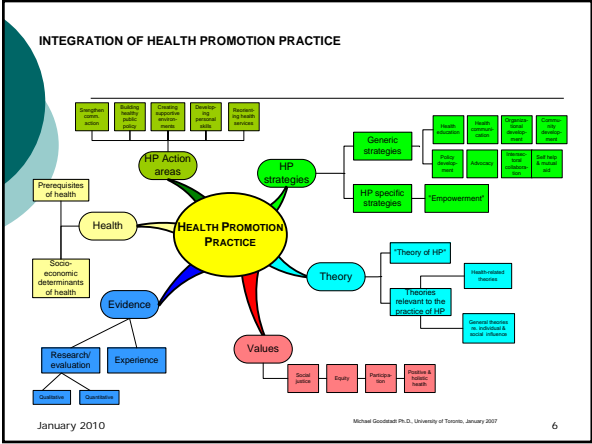
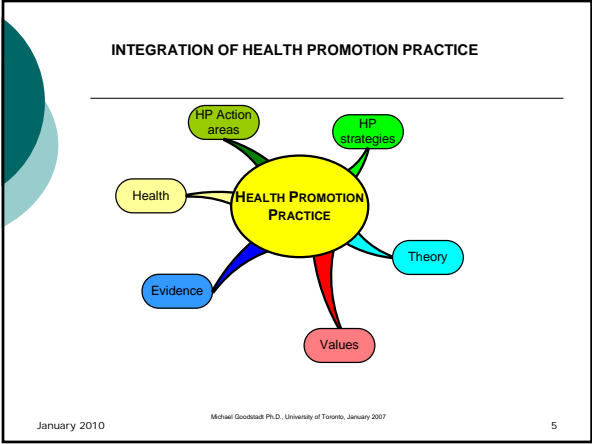
How are we doing?

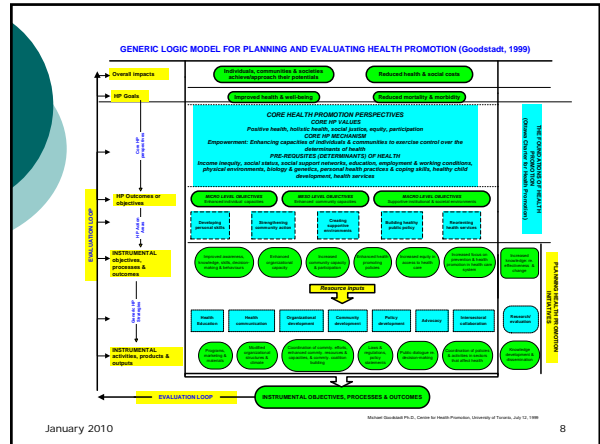
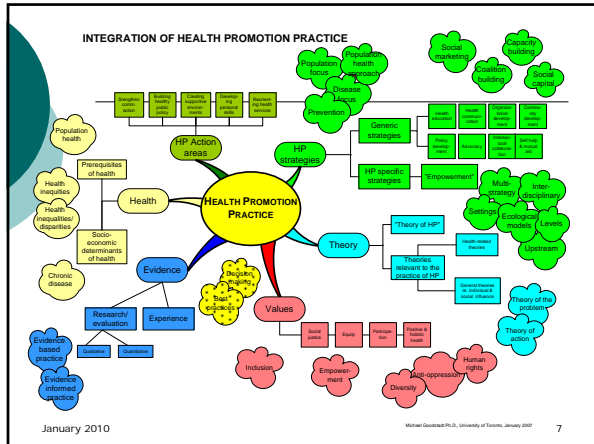
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Mind-mapping

1. Health promotion practice
2. Health promotion intervention planning

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Introduction to the practice of health promotion

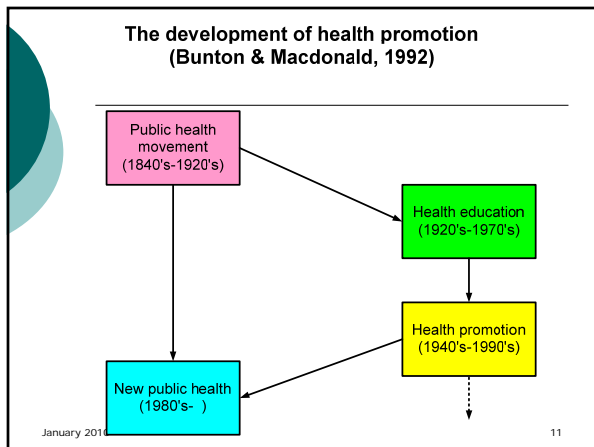
1. The meaning of "health" & "health promotion"
2. History of health promotion
3. The social determinants of health
4. Population health
5. Major HP approaches & strategies

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Conceptualizing & defining health promotion & health promotion practice

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Two typologies for defining health promotion

Typology 1: Understanding of HP as:

- goal or objective
- strategy or activity
- process

Typology 2: Understanding HP as a:

- discipline
- field of practice
- profession

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Typology 1: defining health promotion

Definitions of HP can include one or more of the following characteristics

1. HP as a goal or objective
2. HP as a strategy or activity
3. HP as a process

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1. Defining HP as *goal or objective*

- “the maintenance and enhancement of existing levels of health through the implementation of effective programs, services, and policies” (Goodstadt, et al., 1987)
- “the advancement of wellbeing and the avoidance of health risks by achieving optimal levels of the behavioral, societal, environmental and biomedical determinants of health” (Kar, 1987)

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2. Defining HP as *strategy or activity*

“organized community effort for the education of the individual in personal health, and the development of the social machinery to ensure everyone a standard of living for the maintenance or improvement of health” (Winslow, 1920)

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Defining HP as *strategy or activity* (cont.)

“...by providing a decent standard of living, good labor conditions, education, physical culture, means of rest and recreation, health is promoted...” (Sigerist, 1946)

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Defining HP as *strategy or activity* (cont.)

a strategy “aimed at informing, influencing and assisting both individuals and organizations so that they will accept more responsibility and be more active in matters affecting mental and physical health” (Lalonde, 1974)

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Defining HP as *strategy or activity* (cont.)

“any combination of health education and related organizational, political and economic interventions designed to facilitate behavioral and environmental adaptations that will improve or protect health” (Green; & U.S. Office of Health Information, 1980)

“the combination of educational and environmental supports for actions and conditions of living conducive to health” (Green & Kreuter, 1991)

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Defining HP as *strategy or activity* (cont.)

- “the implementation of *efforts* to foster improved health and well-being in all four domains of health” (physical, social, psychological and personal) (Perry and Jessor, 1983)
- Any *activity* or *program* designed to improve social and environmental living conditions such that people’s experience of well-being is increased” (Labonte, 1992)

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3. Defining HP as *process*

- “the process of enabling people to increase control over, and to improve, their health: (WHO, 1984, 1986; Epp, 1986)
- “the process of enabling [individuals and communities] to increase control over [the determinants of health] and [thereby] improve their health” (Nutbeam, 1986)

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Defining HP as *process* (cont.)

- “the *science* and *art* of helping people choose their lifestyles to move toward a state of optimal health” (O’Donnell, 1989)

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Defining HP as *process* (cont.)

“Health promotion is the process of enabling people to increase control over and improve their health. This process is based on the understanding of the important influences that determinants of health (such as income and social status, social support networks, education and employment/working conditions) have on an individual’s health. Health promotion activities include the three levels of disease, injury and disability prevention and move beyond health education and changes in personal behaviours to address social change, institutional change and community change.”

(Canadian Health Network, retrieved from <http://www.ohpe.ca/node/7231>, January 9, 2010)

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Consensus re. the defining characteristics of HP

1. Goals
2. Processes or mechanisms
3. Perspectives
4. Foci

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Consensus re. the defining characteristics of health promotion

1. **Goal: “Enhancement of health”**
 - Positive health & enhancement of well-being
 - Achieving health for all
 - Holistic health
2. **Process or mechanism: HP “empowers” individuals & communities**
 - increases their control over decisions that affect their health

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Defining characteristics of HP (cont.)

3. Perspective: HP takes a socio-cultural perspective

- In **understanding** the nature & origins of an issue or problem
- In **responding** to an issue/problem

4. Focus: Instrumental actions & processes directed at:

- **Environmental factors**
 - Reducing inequities
 - Reducing impact of broader negative determinants of health
 - Shifting balance of resources towards prevention
 - Reorienting health services
- **Individual factors**

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Integration of health promotion practice

- *Values*
- *Theory*
- *Evidence*
- *Determinants of health*
- *Health promotion action areas*
- *Health promotion strategies*

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INTEGRATION OF HEALTH PROMOTION PRACTICE

Michael Goodstadt Ph.D., Centre for Health Promotion, University of Toronto, November 10, 1998

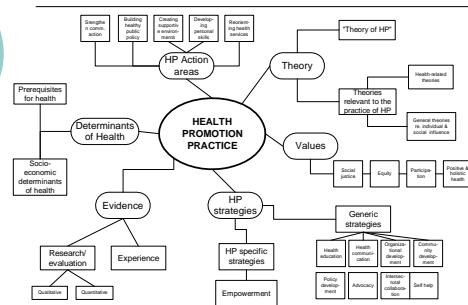


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INTEGRATION OF HEALTH PROMOTION PRACTICE

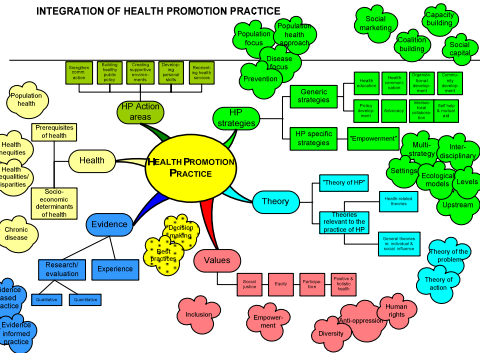
Michael Goodstadt Ph.D., Centre for Health Promotion, University of Toronto, November 10, 1998



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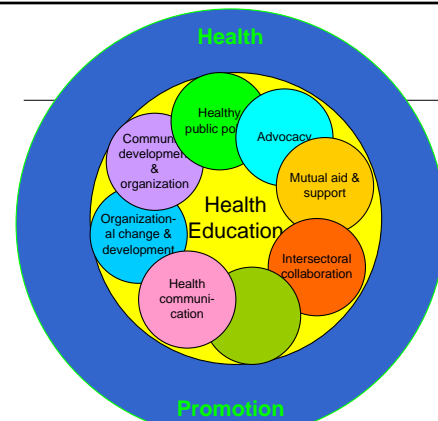
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INTEGRATION OF HEALTH PROMOTION PRACTICE



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Typology 2: Defining health promotion practice

Health promotion practice can be defined as one or more of the following:

1. as a discipline
 2. as a field of practice
 3. as a profession
- the health promotion practitioner

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1. HP as a *discipline* (Goodstadt)

Health promotion integrates and employs values, theory, evidence, research methodologies, and practices from a wide range of **disciplines**, including:

- the social sciences (e.g., sociology, psychology, anthropology, political science)
- health sciences (e.g., epidemiology, biostatistics, public health)
- other inter-disciplinary fields (e.g., education, social work, women's studies, international development)

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2. HP as a *field of practice*

"The health promotion **field** is that multidisciplinary **practice** which is concerned with designing, implementing, and evaluating interventions (i.e., program, policies, services) that enable individuals, families, groups, organizations, and communities, to play active roles in achieving, protecting and sustaining health"

(Adapted from Joint Committee on Health Education Terminology, 1991)

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3. HP as a *profession* (Goodstadt)

Health promotion is the **profession** that is committed to employing HP **best practices**, that is:

- processes and activities that are consistent with health promotion values, goals, ethics; theories and beliefs; evidence; and understanding of the environment
- that are most likely to achieve health promotion goals with respect to any health-related issue, in a given context or situation

(Adapted from Kahan & Goodstadt, 2001)

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4. HP *practitioner* (Goodstadt)

A health promotion **practitioner** is a person

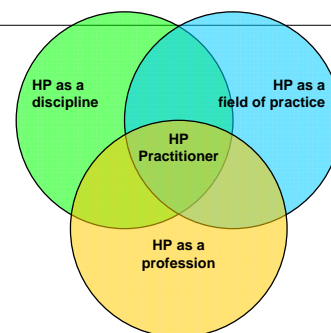
- who is academically and professionally prepared in the field of health promotion
- who demonstrates competence in both theory and practice and
- who accepts responsibility to support the values, and advance the aims, of the health promotion profession"

(Adapted from Joint Committee on Health Education Terminology, 1991).

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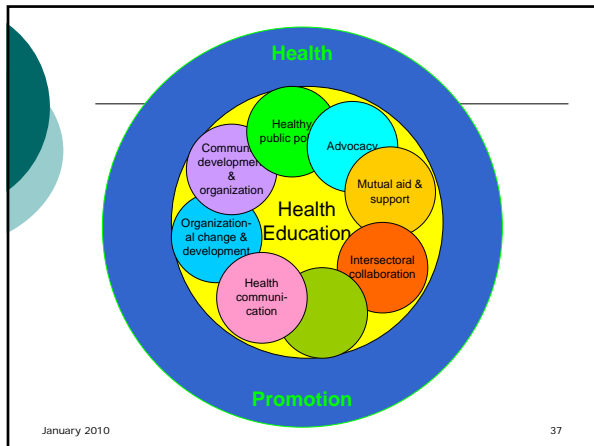
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Integrated typology of health promotion practice (Goodstadt, 2010)



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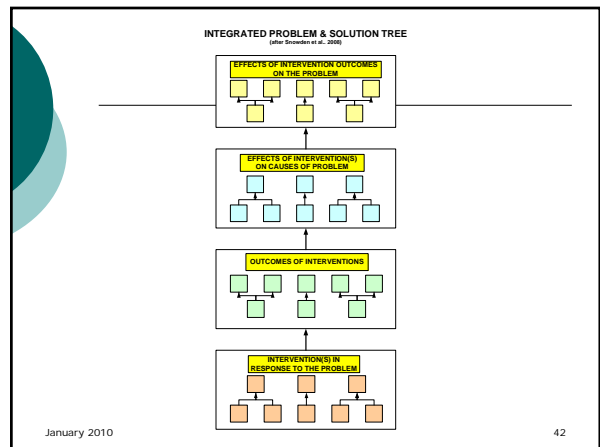
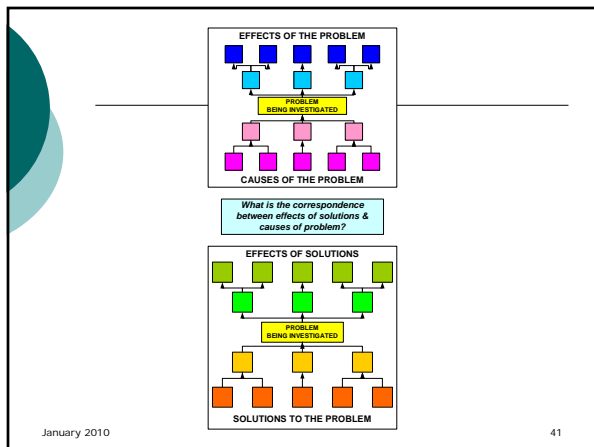
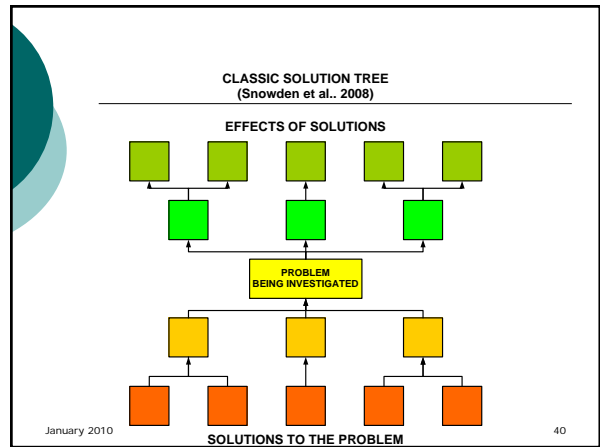
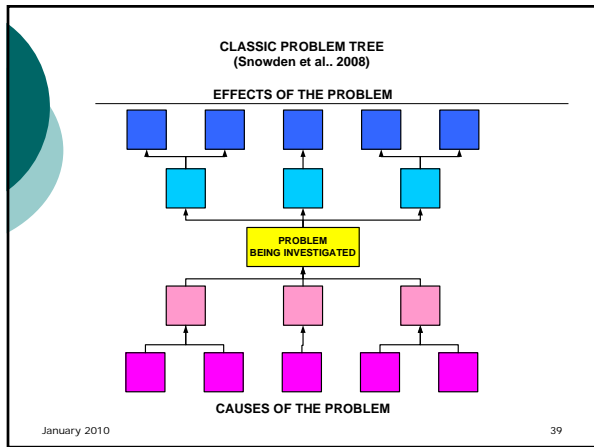
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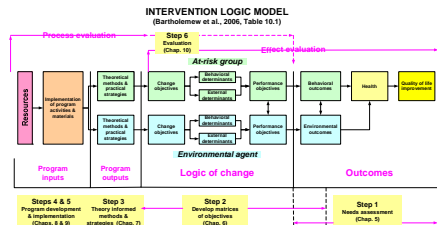
Getting into intervention planning: The Problem & Solution Trees Approach (Snowden et al., 2008)

1. What are the problem & solution trees?
2. What do they tell us? How can they help?
3. How do they relate to the IMA?

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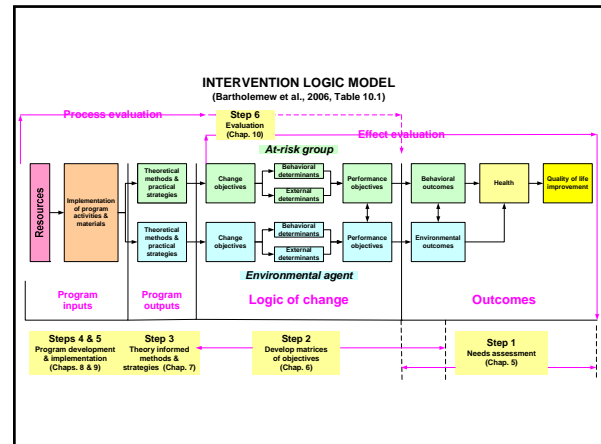


The Intervention Mapping Approach: Brief overview



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Intervention Mapping Approach: roots in need for practitioners, interventionists....

Intervention Mapping Approach development was stimulated by questions to which the authors couldn't find answers from health education & health promotion resources re:

1. Theory
2. Evidence
3. Effectiveness
4. Taking an ecological approach

However, the goal was to describe & clarify the processes that have been used to create effective interventions—not to create a new process

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Students' frequently asked questions (Bartholomew et al., p. xvi)

1. **Theory**
 1. When in the planning process do I **use theory** to guide my decisions?
 2. How do I know which **theory** to use?
2. **Evidence**: How do I make use of the experience of others & the results of other program evaluations?
3. How do I decide **which interventions** to use?

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Students' frequently asked questions (Bartholomew et al., p. xvi) (Cont.)

5. How to move from goals & objectives to **methods and specific intervention strategies**?
6. **Implementation**: How to link program design with planning for program **implementation**?
7. **Change agents**: How to address changing the behaviour of people in the environment who are not at risk for the health problem themselves, but are important to changing conditions that affect those at risk?

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Intervention mapping: three guiding frameworks

1. Iterative planning, implementation and evaluation cycle: involving six steps (Figure 1.2)
2. Socio-ecological (interactive) approach (Figure 1.1): six levels
3. Six core processes for using theory, literature, and new data—in all steps (Figure 2.1)

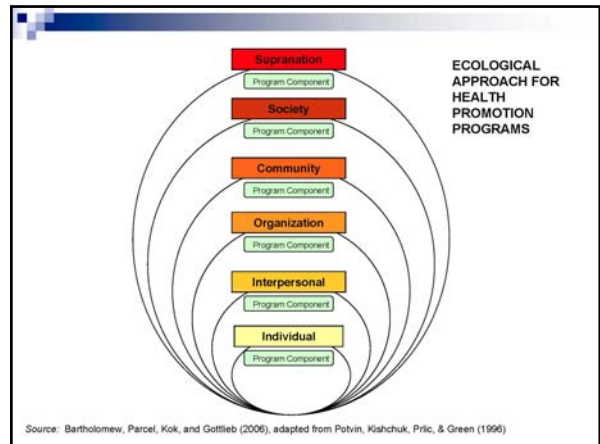
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Six steps of the Intervention Mapping Approach

1. Conduct a needs assessment
2. Create matrices of change objectives based on the determinants of behavior and environmental conditions
3. Select theory-based intervention methods and practical strategies
4. Translate methods and strategies into an organized program
5. Plan for adoption, implementation and sustainability of the program
6. Generate an evaluation plan

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Six interacting levels of the ecological approach (Figure 1.1)

1. Individual
2. Interpersonal
3. Organizational
4. Community
5. Societal
6. Supranational/global

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Six core processes: How to use theory, literature & data (Figure 2.1)

1. Pose the question
2. Brainstorm a provisional list of answers
3. Review the literature related to the *topic* at hand (Some of the findings will be strictly empirical; others will be based on theory)
4. Review the literature for theory using the *concept* and *general theories* approaches
5. Assess and address needs for new research
6. Formulate a working list of answers to the posed question (based on relevance & changeability)

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Historical roots of IMA: The PRECEDE-PROCEED Model (Green & Kreuter, 2005)

1. What is the P-P Model?
2. How has it evolved?
3. How has it been used?
4. What are its strengths & weaknesses?
5. What has the P-P Model to do with health promotion practice—as we understand it?
6. Why do we need the Intervention Mapping Approach

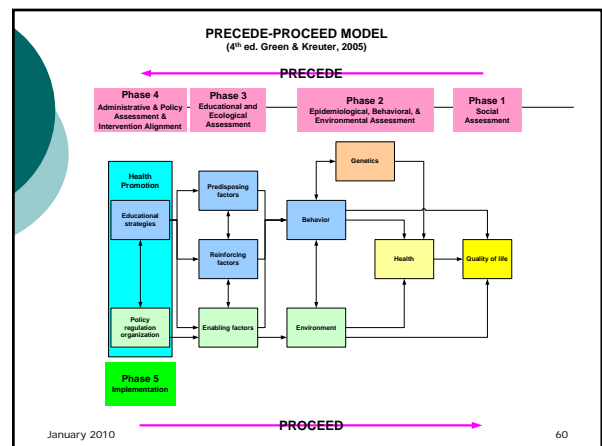
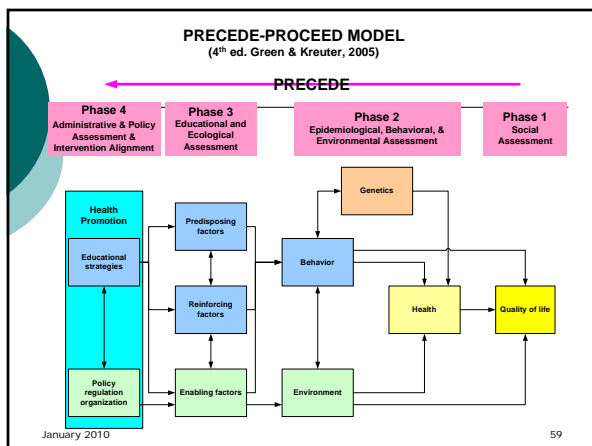
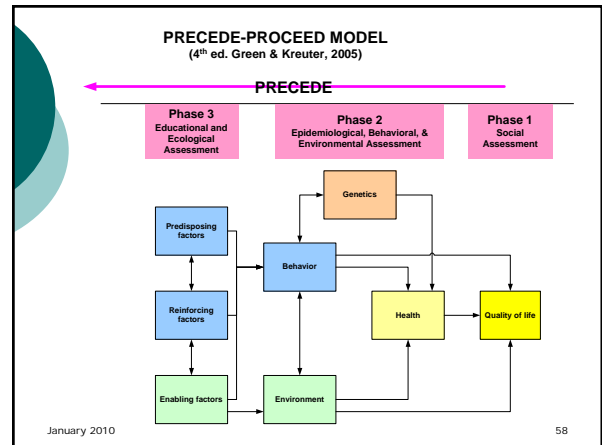
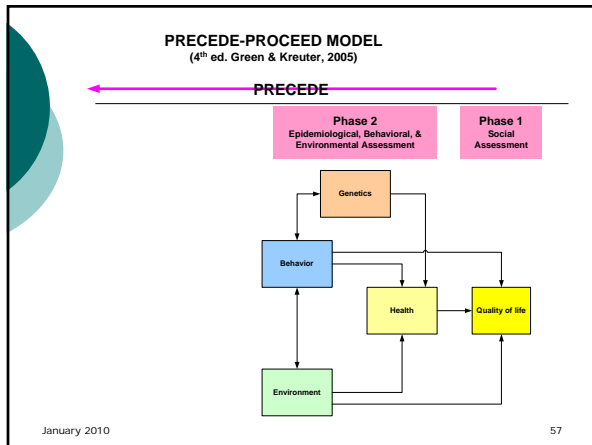
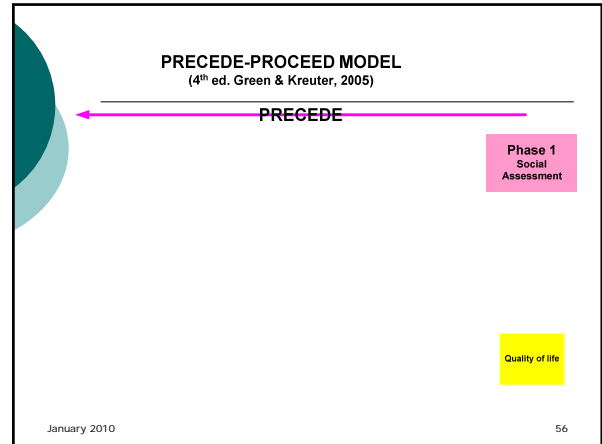
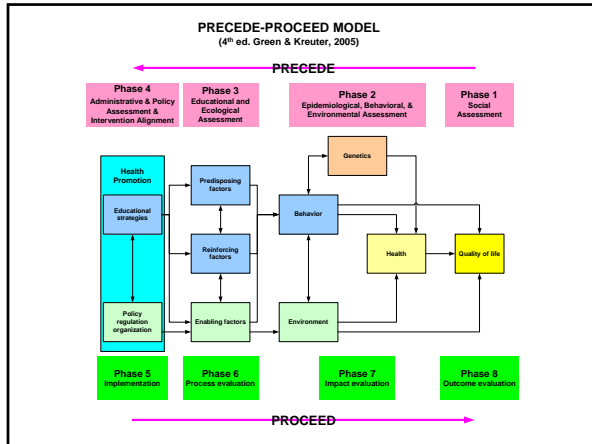
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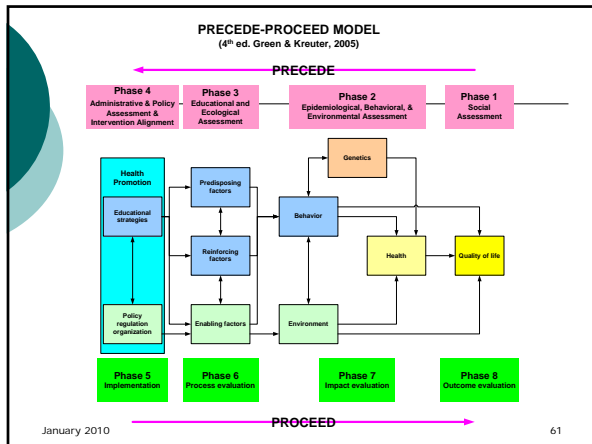
The PRECEDE/PROCEED Model

Lawrence W. Green & Marshall W. Kreuter

PRECEDE	PROCEED
P = predisposing	P = policy
R = reinforcing &	R = regulatory &
E = enabling	O = organizational
C = constructs in	C = constructs
E = educational/ ecological	E = educational & environmental
D = diagnosis &	D = development
E = evaluation	

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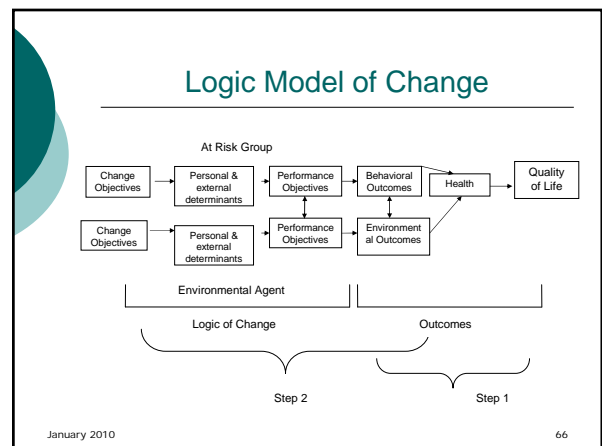
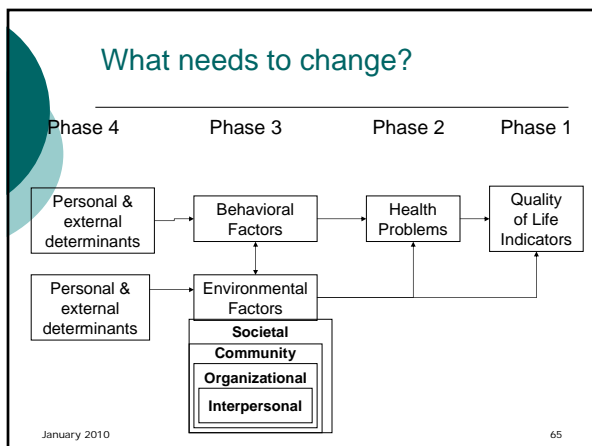
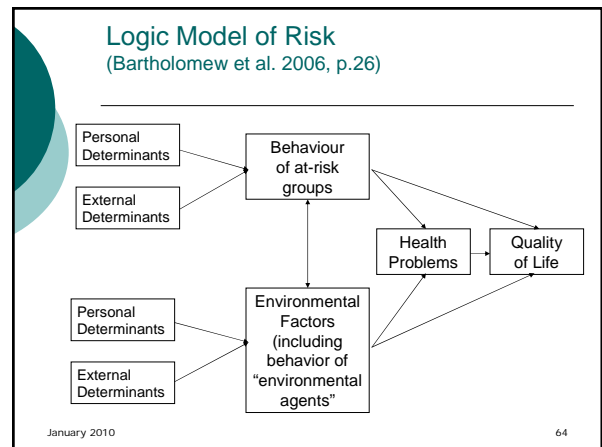
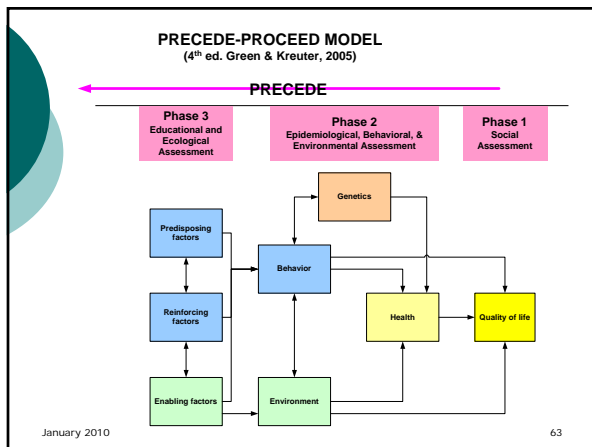


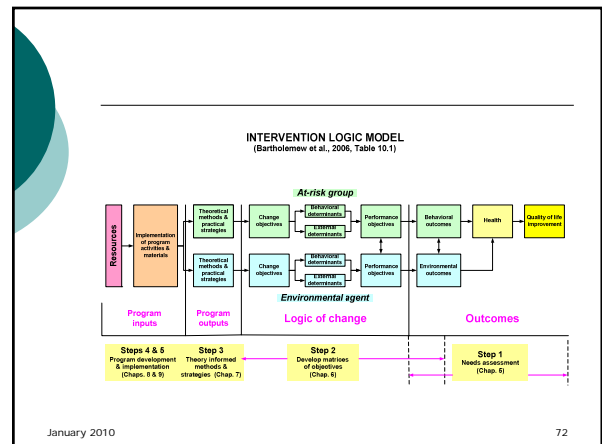
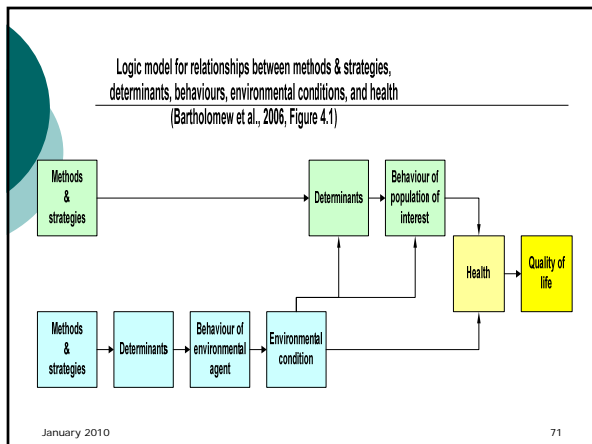
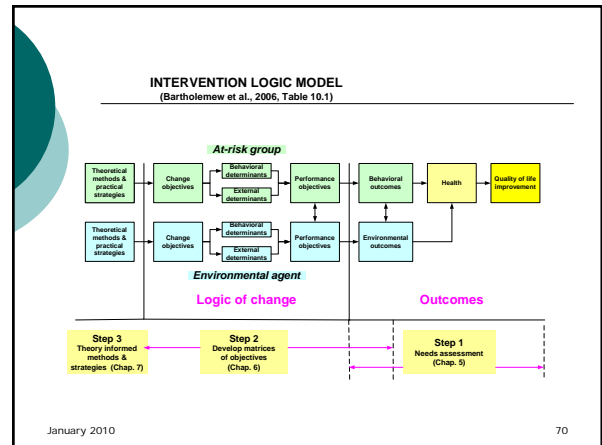
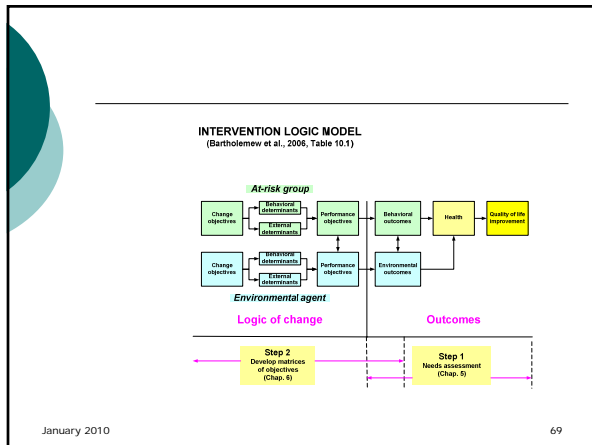
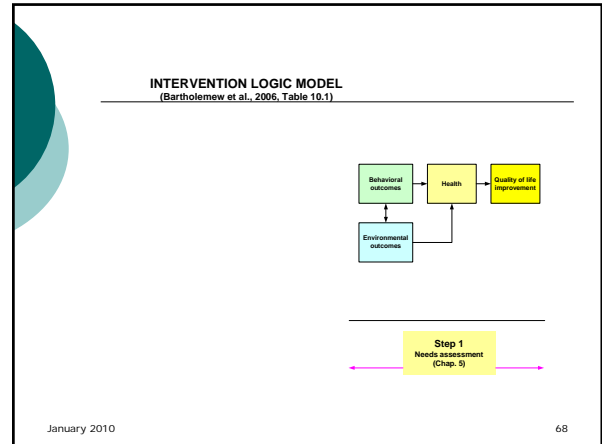
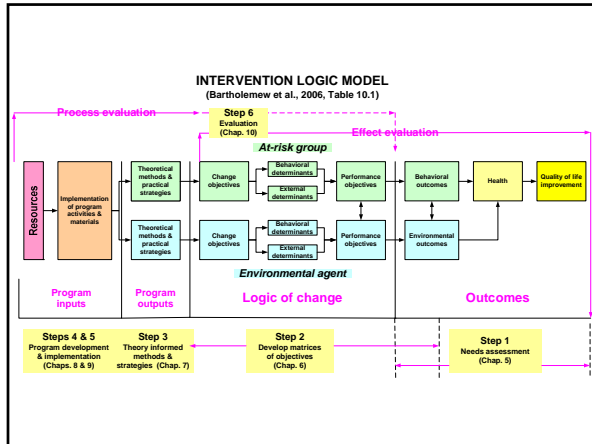


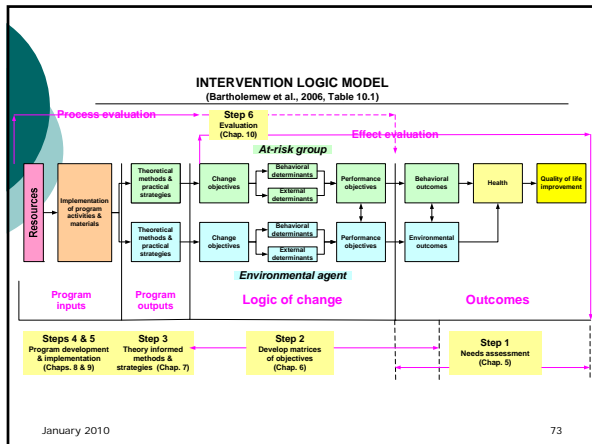
Getting inside the Intervention Mapping Approach

1. Bridging from the P-P Model
2. Building the IMA

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Objectives from the needs assessment

Type of objective	Definition
1. Quality of life outcomes	1. What will change in terms of quality of life?
2. Health outcomes	2. What will change in terms of the health problem? By how much? Among whom? By when?
3. Health-related behavior outcomes	3. What health related behavior will change?
4. Health-related environmental outcomes	4. What environmental conditions will change?

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Other Intervention Mapping Objectives

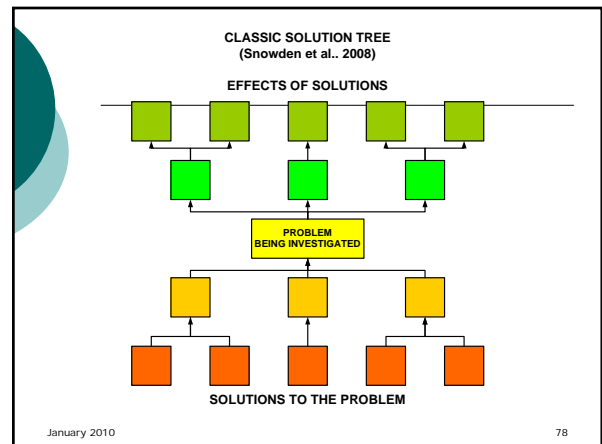
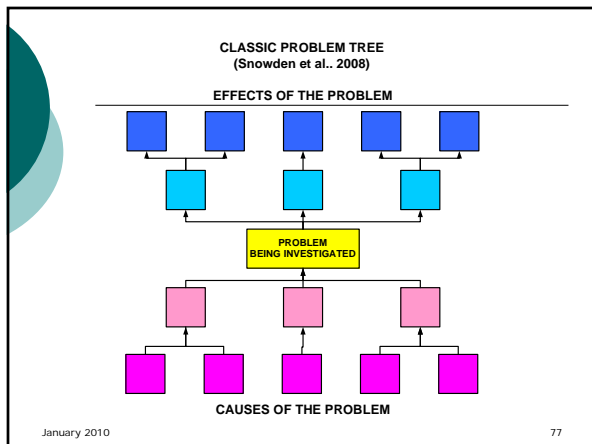
Type of objective	Definition
1. Performance Objectives	1. What the at-risk group members or environmental agents must do to accomplish the health-related behaviors or environmental conditions
2. Change Objectives	2. The combination of the performance objectives with their determinants
3. Performance Objectives (adoption, implementation, sustainability)	3. What the program adopts and implementers must do to use and continue the program
4. Change Objectives (Adoption, Implementation, Sustainability)	4. The combination of the performance objectives with their determinants for program adoption, implementation and sustainability

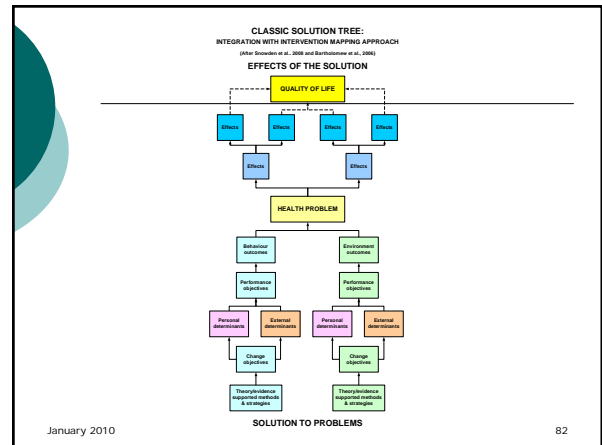
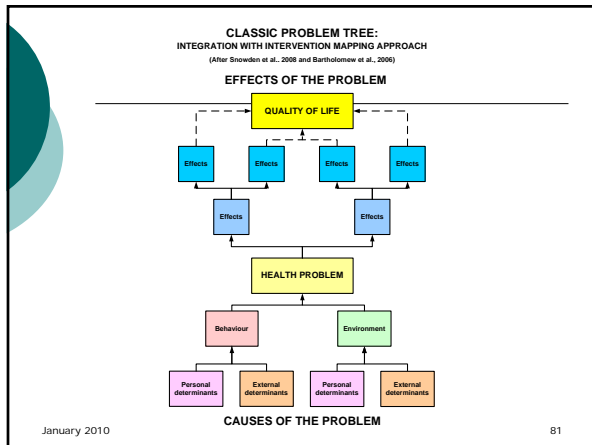
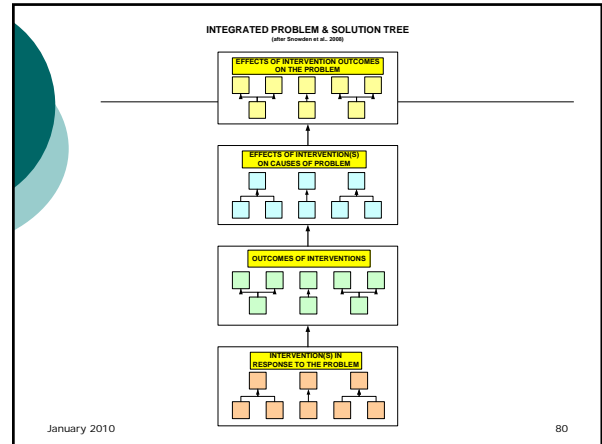
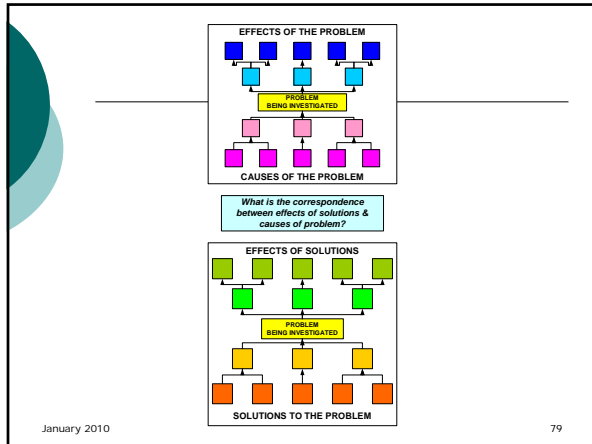
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Making intervention planning easier for ourselves

Integrating
Intervention Mapping Approach
and
Problem and Solution Trees approach

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Next week's assignments

1. Readings
2. Exercise
3. Website updates

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