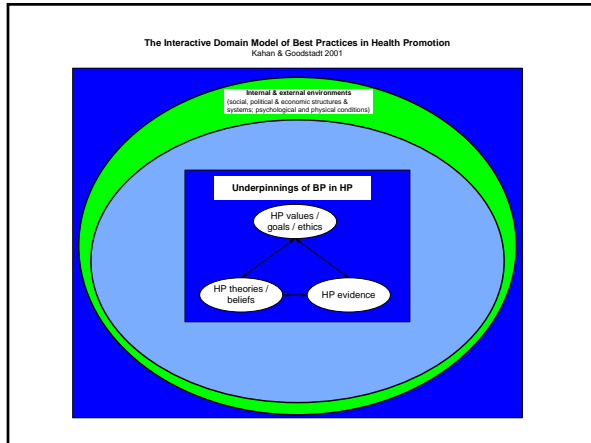
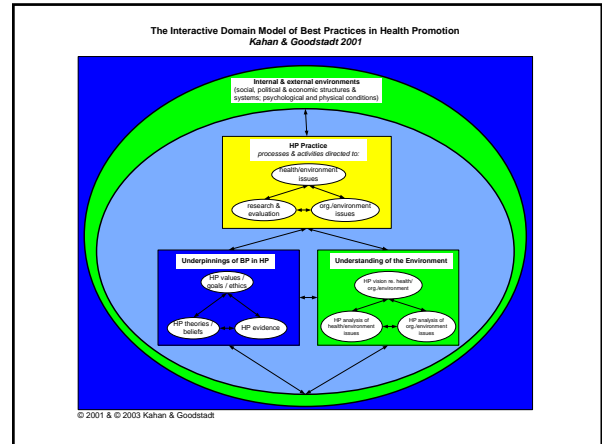


The Foundations of Best Practices in Health Promotion

Roles of values & ethics

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Definition of Best Practices in Health Promotion

(Kahan and Goodstadt, 2001)

“Best practices in health promotion are those sets of processes and activities that are consistent with health promotion values/goals, theories/beliefs, evidence, and understanding of the environment, and that are most likely to achieve health promotion goals in any given situation.”

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Indications re. international trends

Analysis of Best Practice themes at 18th IUHPE Conference (Melbourne, 2004) (2,134 abstracts)

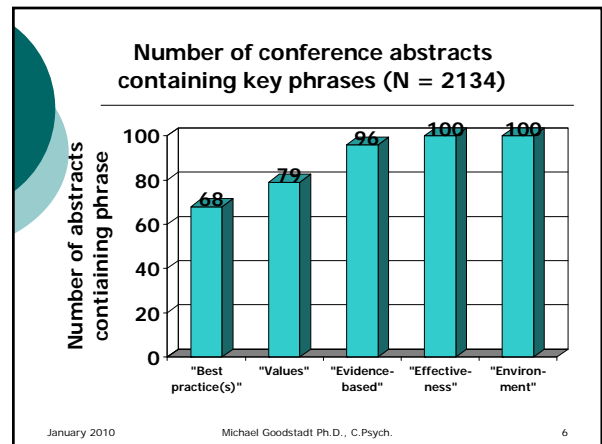
“best practice(s)” mentioned less often than:

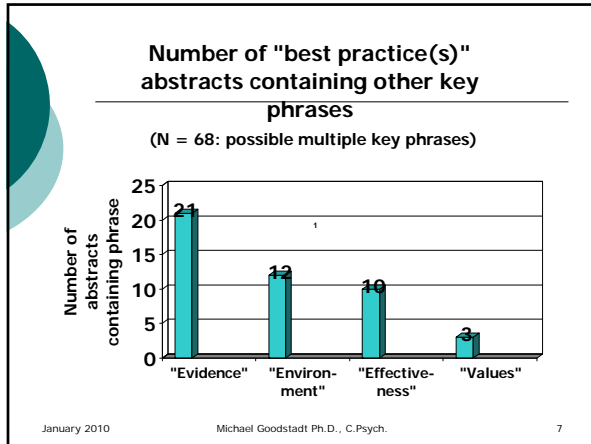
- “environment”
- “effectiveness”
- “evidence”
- “values”

○ Where a focus on “best practices”:

- Most attention given to “evidence”, “environment”, & “effectiveness”
- Little attention given to “values”

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- ### Values: five common definitional features
- (Schwartz & Bilsky, 1987, quoted by Hitlin, S., & Piliavin, J. A., 2004)
1. "Values are concepts or beliefs,
 2. About desirable end states or behaviors,
 3. That transcend specific situations,
 4. Guide selection or evaluation of behavior and events, and
 5. Are ordered by relative importance"
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Values: Definitions

(From: Hitlin, S., & Piliavin, J. A. (2004). Values: Reviving a dormant concept. *Annual Review of Sociology*, 30, 359-393.)

- o "A value is a conception, explicit or implicit, distinctive of an individual or characteristic of a group, of the *desirable*, which influences the selection from available modes, means, and ends of action" (Kluckhohn, 1951)
- o Values are "enduring beliefs that a specific mode of conduct is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" (Rokeach, 1973)

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- ### Values
- (Schwartz, 1992, quoted by Hitlin, S., & Piliavin, J. A., 2004)
- o Cognitive representations of three universal human requirements:
 1. Biologically based organism needs
 2. Social interactional requirements for interpersonal coordination
 3. Social institutional demands for group welfare and survival
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The Rokeach Value Survey Terminal & Instrumental Values

(Rokeach, M. (1973). *The Nature of Human Values*. New York: Free Press.)

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The Rokeach Value Survey: Terminal Values

A comfortable life	Pleasure
Equality	Salvation
An exciting life	Self respect
Family security	A sense of accomplishment
Freedom	Social recognition
Health	True friendship
Inner harmony	Wisdom
Mature love	A world at peace
National security	A world of beauty

**The Rokeach Value Survey:
Instrumental values**

Ambitious	Independent
Broad minded	Intellectual
Capable	Logical
Clean	Loving
Courageous	Loyal
Forgiving	Obedient
Helpful	Polite
Honest	Responsible
Imaginative	Self-controlled

Principal components analysis of Rokeach Value Survey: *Terminal Value Scales*
(Debats, D. L., & Bartelds, B. F. (1996?))

SCALES	TERMINAL VALUES
1. Life without inner and outer conflicts	1. Pleasure, national security, inner harmony, happiness, a comfortable life, salvation
2. Universal; Prosocial	2. Equality, a world at peace, a world of beauty
3. Mature accomplishment	3. A sense of accomplishment, social recognition, self-respect, wisdom
4. Positive affiliation	4. True friendship, mature love
5. Individual self-definition	5. An exciting life, freedom, (neg.) family security

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Principal components analysis of Rokeach Value Survey: *Instrumental Values Scales*
(Debats, D. L., & Bartelds, B. F. (1996?))

SCALES	INSTRUMENTAL VALUES
1. Self directed competence	1. Broad-minded, independent, courageous, imaginative, logical
2. Restrictive conformity	2. Polite, clean, ambitious, self-controlled, capable, obedient
3. Prosocial concern	3. Forgiving, helpful, responsible, (neg.) intellectual, honest, loving, cheerful

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Top five *terminal* values of American (N=88) & Australian (N=70) teachers
(Coombs-Richardson, R., & Tolson, H. (2005))

American	Australian
1. Family security	1. Family security
2. National security	2. Happiness
3. Salvation	3. Self-respect
4. Happiness	4. Freedom
5. Freedom	5. A world at peace

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Top five *instrumental* values of American (N=88) & Australian (N=70) teachers
(Coombs-Richardson, R., & Tolson, H. (2005))

American	Australian
1. Honest	1. Honest
2. Loving	2. Responsible
3. Responsible	3. Loving
4. Independent	4. Capable
5. Forgiving	5. Independent

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Largest difference between (N=88) & Australian (N=70) teachers
(Coombs-Richardson, R., & Tolson, H. (2005))

Terminal value	Instrumental value
"Salvation"	"Broadminded"
○ American: 3rd	○ American: 15 th
○ Australian: 18th	○ Australian: 6th

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Value agreement between (N=88) & Australian (N=70) teachers (Coombs-Richardson, R., & Tolson, H. (2005))

Terminal values <ul style="list-style-type: none"> ○ Family security: 1 ○ A sense of accomplishment: 7 ○ Mature love: 10 ○ Equality: 12 ○ An exciting life: 14 ○ Social recognition: 17 	Instrumental values <ul style="list-style-type: none"> ○ Honest: 1 ○ Helpful: 9 ○ Obedient: 18
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Schwartz's theoretical model of relations among motivational types of values

Hitlin, S., & Pillavin, J. A. (2004). Values: Reviving a dormant concept. *Annual Review of Sociology*, 30, 359-383)

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Common across-culture motivational values (Schwartz)

<ol style="list-style-type: none"> 1. Hedonism: self-centered sensual gratification 2. Power: status and prestige, control people and resources 3. Achievement: competitive personal success 4. Stimulation: encourage risk taking and adventure 5. Self-direction: autonomous thought and action (idea of agency) 	<ol style="list-style-type: none"> 6. Universalism: tolerance and concern for welfare of all others 7. Benevolence: preserve and enhance welfare of those with whom one is in frequent personal contact 8. Conformity: self-restraint and subordination of one's own inclinations to the expectations of others 9. Tradition: traditional and religious activities 10. Security: stability, safety, and harmony of society, relationships, and self
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Health Promotion Values

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Possible health promotion values

<ol style="list-style-type: none"> 1. Anti-oppression 2. Authenticity 3. Caring 4. Compassion 5. Creativity 6. Community capacity building 7. Critical reflection 8. Dignity 9. Disease prevention 10. Ecological respect 11. Empowerment 12. Enrichment of community life 13. Enrichment of individual life 14. Equality 15. Equity 16. Fitness 17. Harmony 18. Health 19. Health for all 	<ol style="list-style-type: none"> 20. Holistic health 21. Inclusivity 22. Intersectorality 23. Love 24. Morality 25. Optimal health 26. Ownership 27. Participation 28. Power sharing 29. Respect 30. Respect for diversity 31. Respect for the environment 32. Responsibility 33. Social capital development 34. Social justice 35. Joy 36. Meaningfulness 37. Social connectedness 38. Sustainability
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Action Statement for Health Promotion in Canada (1996): Values

(<http://acsp.cpha.ca/english/policy/pstatem/action/page1.htm>)

1. Individuals are treated with dignity and their innate self-worth, intelligence and capacity of choice are respected.
2. Individual liberties are respected, but priority is given to the common good when conflict arises.
3. Participation is supported on policy decision-making to identify what constitutes the common good.
4. Priority is given to people whose living conditions, especially a lack of wealth and power, place them at greater risk.
5. Social justice is pursued to prevent systemic discrimination and to reduce health inequities.
6. Health of the present generation is not purchased at the expense of future generations.

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Health promotion values

Kahan & Goodstadt (Best Practices in Health Promotion Workbook)

- Social justice:** equity re. the fair distribution of resources; respect for diversity
- Power sharing:** empowerment; participation
- Health:** optimal health for all, holistic health
- The environment:** ecological respect & sensitivity
- Enrichment of individual and community life:** authenticity; creativity; critical reflection; joy; meaningfulness; social connectedness

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Kahan & Goodstadt (Best Practices in Health Promotion Workbook)

VALUES	GOALS to increase overall levels of:	ETHICAL PRINCIPLES
<ol style="list-style-type: none"> social justice: equity re. the fair distribution of resources; respect for diversity power sharing: empowerment; participation health: optimal health for all, holistic health the environment: ecological respect & sensitivity enrichment of individual and community life: authenticity; creativity; critical reflection; joy; meaningfulness; social connectedness others 	<ol style="list-style-type: none"> social justice power sharing ecological respect & sensitivity enriched individual and community life health and well-being of communities and individuals others 	<ol style="list-style-type: none"> aim to benefit rather than harm put principles above self-interest think of the consequences of any action have an explicit decision-making strategy for conflict resolution recognize & deal with competing ethical considerations consider whether an action is the best one others

Ethics: Definitions (Webster)

- “the discipline dealing with what is good and bad and with moral duty and obligation
- a set of moral principles or values
- a theory or system of moral values
- the principles of conduct governing an individual or a group”

[“...no distinction is made between ‘ethics’ and ‘morality’” (Seedhouse, 1998)]

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An ethics framework for public health

(Kass, N. E. (2001). An ethics framework for public health. American Journal of Public Health, 91(11), 1776-1782.)

- What are the public health goals of the proposed program?
- How effective is the program in achieving its stated goals?
- What are the known or potential burdens of the program?
- Can burdens be minimized? Are there alternative approaches?
- Is the program implemented fairly?

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The Ethical Grid

Seedhouse, David. (1998). *Ethics: The Heart of Health Care*

THE BACKGROUND TO THE ETHICAL GRID 309

Figure 30 The Ethical Grid 29

The roles of values, ethics & evidence in health promotion practice

(Using the Interactive Domain Model of Best Practices in Health Promotion) (Barbara Kahan & Michael Goodstadt, 2001)