

Best Practices in Health Promotion

**Application of
The Interactive Domain Model of Best Practices
in Health Promotion Practice**

Workbook

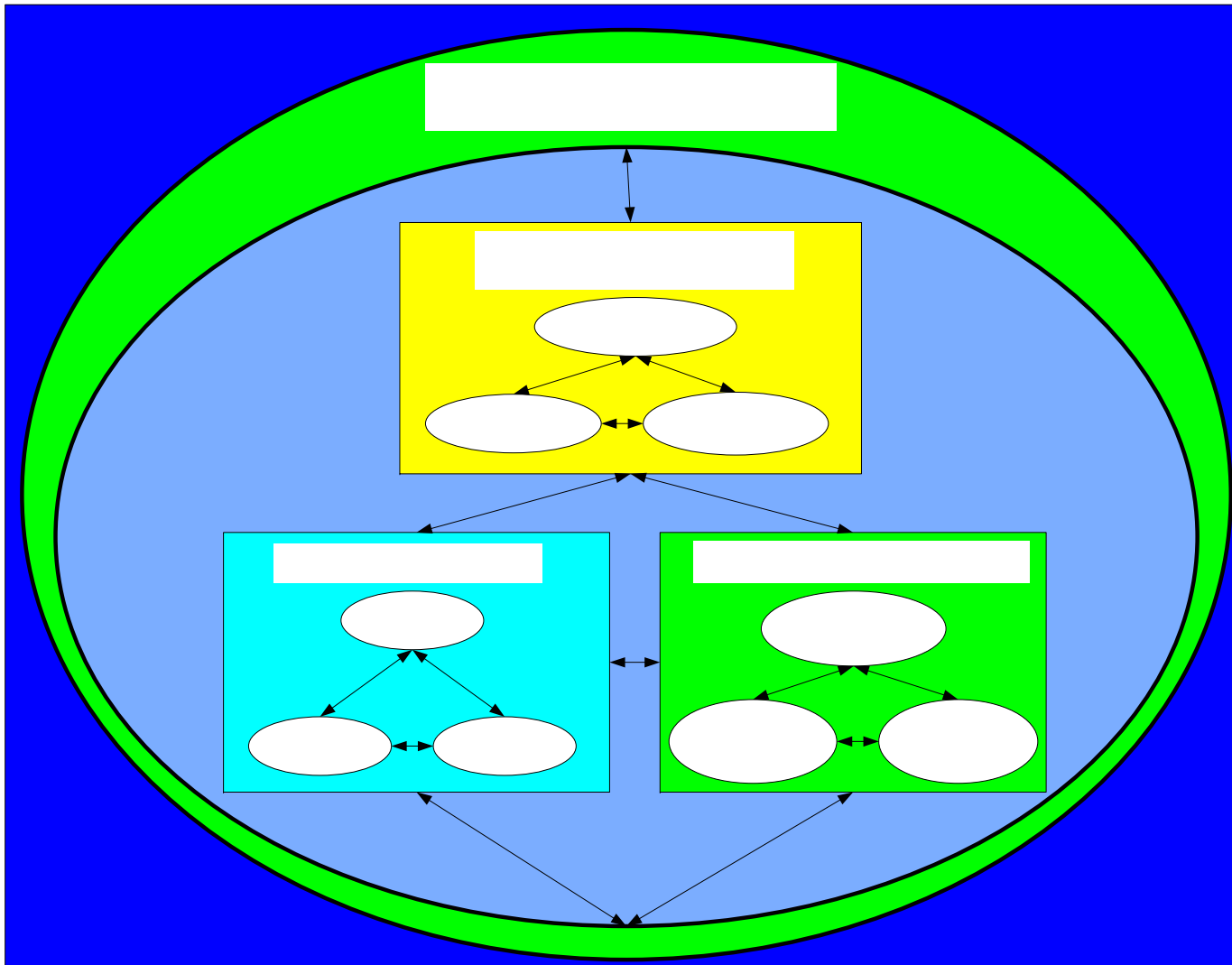
2006

**Michael Goodstadt & Barbara Kahan
Centre for Health Promotion
University of Toronto**

**(For more information regarding the *Interactive Domain Model*, see:
www.bestpractices-healthpromotion.com/ and
www.idmbestpractices.ca)**

Contents

<u>TABLE 1A: ANALYZING YOUR CURRENT PUBLIC HEALTH/HEALTH PROMOTION ACTIVITIES</u>	3
<u>TABLE 1B: APPLYING THE <i>IDM FRAMEWORK</i> TO YOUR CURRENT RESPONSES TO YOUR SELECTED ISSUE</u>	5
<u>TABLE 2: “IDEAL” HEALTH PROMOTION: CRITERIA AND GUIDING PRINCIPLES</u>	6
<u>Table 2a: Underpinnings: Values, Goals & Ethical Principles</u>	6
<u>Table 2b: Underpinnings: Beliefs, assumptions & theories</u>	7
<u>Table 2c: Underpinnings: Evidence</u>	8
<u>Table 2d: Understanding environment: Analysis of health issues & organizations/environments; health-related vision</u>	9
<u>Table 2e: Health Promotion Strategies/activities & Processes (including research/evaluation)</u>	10
<u>TABLE 3: DEVELOPING A PICTURE OF THE IDEAL RESPONSE TO YOUR SELECTED ISSUE</u>	11
<u>TABLE 4: DEVELOPING AN ACTION PLAN FOR IMPLEMENTING YOUR <i>IDEAL</i> RESPONSE</u>	12



The Inter

Table 1a: Analyzing your CURRENT public health/health promotion activities

QUESTIONS	CURRENT SITUATION: <i>WHERE ARE WE NOW?</i>	GUIDELINES FOR TRANSFERRING “CURRENT ACTIVITIES” TO IDM FRAMEWORK (see Table 1b)
What is the issue you are addressing?		Record response in analysis of environment [either organization/work or health environment, depending on the issue]
Why is this a priority issue ? (keep asking “why?”)		Responses will go into several Framework rows [e.g. values, theories, evidence, analysis of environment]
What is your goal with respect to this issue? (i.e. what end result do you have in mind?)		Responses go in goals

How are you trying to achieve this goal? (i.e. What activities, processes & strategies are you using?)		Responses go in practice response to issue [either response to organization/work issue or response to health issue]
Why did you employ these particular activities, processes, strategies? (keep asking “why?”)		Responses will go into several framework rows , i.e.: <ul style="list-style-type: none"> ▪ Values (e.g. “this activity is empowering and empowerment is important to us”) ▪ Ethics (e.g. “any other way of doing it might have been harmful”) ▪ Theories (e.g. “we were using the stages of change model”) ▪ Beliefs (e.g. “this is what the community members suggested and we believe the community knows what is best”) ▪ Evidence (e.g. “another organization got excellent results using this strategy”) ▪ Vision of environment (e.g. “we want a world that supports a greater quality of life”) ▪ Analysis of the environment (e.g. “what we’re doing is designed to specifically address the factors which we have identified as influencing our issue”)

<p>Who are your key stakeholders?</p> <p>(I.e. Who is affected by the issue, who is involved in addressing it, etc.?)</p>		<p>Responses go in analysis of environment</p>
<p>What resources/capacities do you have to draw on?</p> <p>(e.g. funding sources, skills, commitment, knowledge, other organizations, etc.)</p>		<p>Responses go in analysis of environment</p>
<p>What concerns do you have about addressing your issue?</p> <p>(e.g. lack of support, lack of knowledge, lack of skills, etc.)</p>		<p>Responses go in analysis of environment</p>

<p>What are the results of your activities, so far?</p> <p>(i.e. Impacts, outcomes, changes)</p>		<p>Responses go in evidence</p>
<p>What methods do you use to identify results of your activities?</p> <p>(e.g. Informal observation, formal evaluation, client feedback)</p>		<p>Responses go in evaluation</p>

Table 1b: Applying the *IDM Framework* to your current responses to your selected issue

DOMAINS	CURRENT RESPONSES TO SELECTED ISSUE: <i>WHERE ARE WE NOW?</i>
UNDERPINNINGS	
Goals	
values ethics	
theories beliefs assumptions	
evidence	
UNDER-STANDING OF ENVIRONMENT	
HP analysis of health/environment issue	
HP analysis of organization/environment issues	
HP vision re. health/environment & organization	
PRACTICE (processes & activities)	
response to health/environment issues	
response to organization/environment issues	
response re. research/ evaluation	

Table 2: “Ideal” health promotion: Criteria and guiding principles

Table 2a: Underpinnings: Values, Goals & Ethical Principles

<p>VALUES</p> <ol style="list-style-type: none"> 1. health: optimal health for all, holistic health 2. social justice: equity re. the fair distribution of resources; respect for diversity 3. power sharing: empowerment; participation 4. the environment: ecological respect & sensitivity 5. enrichment of individual and community life: authenticity; creativity; critical reflection; joy; meaningfulness; social connectedness 6. others: _____ _____ 	<p>GOALS: to increase overall levels of:</p> <ol style="list-style-type: none"> 1. health and well-being of communities and individuals 2. social justice 3. power sharing 4. ecological respect & sensitivity 5. enriched individual and community life 6. others: _____ _____ 	<p>ETHICAL PRINCIPLES:</p> <ol style="list-style-type: none"> 1. aim to benefit rather than harm 2. put principles above self-interest 3. think of the consequences of any action 4. have an explicit decision-making strategy for conflict resolution 5. recognize & deal with competing ethical considerations 6. consider whether an action is the best one 7. others: _____ _____
--	---	--

Table 2b: Underpinnings: Beliefs, assumptions & theories

BELIEFS AND ASSUMPTIONS:	THEORIES¹
<ol style="list-style-type: none"> 1. health: is positive, holistic, multi-level, and strongly influenced by the “determinants” of health 2. how society works: there is a strong interplay between social/system structures and the individual, and it is not possible to say that one is more formative than the other; while structures have an impact on individuals, individuals contribute to maintaining and changing structures 3. how to achieve social change: the prerequisites for lasting substantial change are: a critical mass of people who share a common vision/goal; belief that fundamental change can occur; recognition that change will occur only through an intersectoral effort 4. human nature: collectively, people have the capacity to identify and resolve the issues facing them 5. role of self-interest: ultimately, true self-interest lies in working co-operatively, sharing with each other, and supporting each other 6. others _____ 	<ol style="list-style-type: none"> 1. individual, for example: <ol style="list-style-type: none"> a. Health Belief Model (Janz, Champion & Strecher) b. Theory of Reasoned Action (Ajzen & Fishbein) c. Transtheoretical Model & Stages of Change (Prochaska & DiClemente) d. Social Learning Theory (Bandura) e. Precaution Adoption Process Model (Weinstein & Sandman) f. Information-Motivation-Behavioral Skills Model (Fisher & Fisher) g. Elaboration Likelihood Model of Persuasion (Petty, Barden & Wheeler) h. Conservation of Resources Theory (Hobfoll & Schuman) i. Ecological models of health behaviour (Sallis & Owen) j. Behavioral Ecological Model (Hovell, Wahlgren & Gehrman) k. Theory of gender and power (Wingood & DiClemente) l. Stress, coping & health behaviour (Wenzel, Glanz & Lerman) 2. interpersonal, for example: <ol style="list-style-type: none"> a. Social Cognitive Theory (Bandura; Baranowski, Perry & Parcel) b. Social Networks & Social Support (Heaney & Israel) c. Interdependence Theory: Social influence and interpersonal communication (Lewis, DeVellis & Sleath) 3. community, for example: <ol style="list-style-type: none"> a. Community organization and community building (Minkler & Wallerstein) b. Community Coalition Action Theory (Butterfoss & Kegler) c. Community Capacity Building (Norton, McLeroy, Burdine, Felix, & Dorsey) d. Social Capital Theory (Kreuter & Lezin) e. Natural Helper Models (Eng & Parker) f. Diffusion of Innovation Theory (Rogers; Oldenburg & Parcel) 4. organizational, for example: <ol style="list-style-type: none"> a. Organizational change (Steckler, Goodman & Kegler) b. Promoting health through organizational change (Skinner) 5. communications, for example: <ol style="list-style-type: none"> a. Communication-behaviour change (McGuire) b. Social marketing (Maibach, Rothschild & Novelli) c. Communication Theory & Health Behavior Change (Finnegan & Viswanath) d. Prevention Marketing (Kennedy & Crosby) e. Risk communications 6. public policy, for example: <ol style="list-style-type: none"> a. Ecological Framework (Milio) b. Determinants of Policy Making Model (De Leeuw) c. Indicators of Policy-Making Process (Ziglio) 7. public health nursing theories 8. others: _____

¹ See: DiClemente, R. J., Crosby, R. A., & Kegler, M. C. (Eds.). (2002). *Emerging theories in health promotion practice and research: Strategies for improving public health*. San Francisco, CA: Jossey-Bass; Glanz, K., Rimer, B. K., Lewis, F. M., & Clark, N. M. (Eds.). (2002). *Health behavior and health education: Theory, research and practice* (3rd ed.). San Francisco: Jossey-Bass; Nutbeam, D., & Harris, E. (2004). *Theory in a nutshell: A practical guide to health promotion theories*. 2nd edition. Sydney, Australia: McGraw-Hill.

Table 2c: Underpinnings: Evidence

EVIDENCE

1. source of evidence
 - a. should be derived from sources that include all key stakeholders and relevant key informants
 - b. should be drawn from sources internal and external to the particular initiative
 - c. should include results/outcomes related to past and current practice
 - d. should be based upon both quantitative and qualitative methods
 - e. others: _____

2. characteristics of evidence
 - a. should be high quality
 - b. should be appropriate to the specific issue, setting, etc.
 - c. should address the relationship between results/outcomes and processes
 - d. should transcend information obtained from conventional wisdom
 - e. others: _____

3. use of evidence
 - a. should be used at each stage of practice (i.e., planning, implementation, evaluation, redesigning)
 - b. should contribute to continuous learning & knowledge development
 - c. others: _____

Table 2d: Understanding environment: Analysis of health issues & organizations/environments; health-related vision

<p>ANALYSIS OF ISSUES SHOULD IDENTIFY:</p> <ol style="list-style-type: none"> 1. the issue(s) <ol style="list-style-type: none"> a. priority b. relationship of selected issue to health c. relationship of selected issue to environments (including organization/work environment) 2. the etiology of the selected issue <ol style="list-style-type: none"> a. the social, political, and economic, psychological and physical environmental conditions that have a bearing on the selected issue 3. influencing the issue(s) <ol style="list-style-type: none"> a. existing/potential capacities and challenges related to influencing the selected issue b. ways to make use of/enhance current/potential capacities and to address current/potential challenges c. ways to positively influence the selected issue 4. others: _____ _____ 	<p>THE SELECTED ISSUE SHOULD:</p> <ol style="list-style-type: none"> 1. be specific 2. reflect the influence of the broader determinants of health 3. have the potential to be influenced 4. have the potential to have an impact on health 5. others: _____ —
---	--

<p>OUR HEALTH PROMOTION VISION OF OUR ENVIRONMENT (including organization/workplace) SHOULD INCLUDE:</p> <ol style="list-style-type: none"> 1. structures/systems that are truly health-enhancing for all 2. social, psychological, & physical conditions that truly health-enhancing for all 3. adequate resources (including time), and appropriate, effective, and efficient use of available resources 4. clearly defined roles and responsibilities, policies, processes, procedures 5. respect for individuals, groups and the ecosystem 6. ongoing evaluation, reflection and learning 7. others: _____
--

Table 2e: Health Promotion Strategies/activities & Processes (including research/evaluation)

HEALTH PROMOTION STRATEGIES/ACTIVITIES	HEALTH PROMOTION PROCESSES	HEALTH PROMOTION RESEARCH & EVALUATION ACTIVITIES
<p>Include:</p> <ol style="list-style-type: none"> 1. health education 2. health communication 3. community change 4. organizational change 5. policy development 6. advocacy 7. enabling 8. mediation 9. intersectoral collaboration 10. self-help & mutual support 11. modelling 12. others: _____ 	<p>Include those designed to assist:</p> <ol style="list-style-type: none"> 1. assessment (of needs and capacities) 2. visioning; planning/revising; decision making 3. communication 4. coordination & cooperation; skill sharing/capacity building; relationship building 5. resource management 6. evaluation; documentation; reflection 7. others: _____ 	<p>Include:</p> <ol style="list-style-type: none"> 1. identification of issues of concern 2. specification of research/evaluation questions 3. identification of sources of information 4. identification of methods for gathering information 5. collection of information/data 6. analysis and summary or synthesis of information/data 7. identification of recommendations 8. dissemination of findings 9. others: _____
<p>Should:</p> <ol style="list-style-type: none"> 1. address <ol style="list-style-type: none"> a. the health issue b. environment issues c. research/evaluation 2. be used in combination with other strategies 3. be multi-level, i.e. addressing: <ol style="list-style-type: none"> a. individuals b. immediate environments c. social structures 4. be revised on an ongoing basis according to changing circumstances & to research and evaluation results 5. others: _____ 	<p>Should:</p> <ol style="list-style-type: none"> 1. enhance health 2. be maximally effective & efficient 3. support chosen activities & strategies 4. be flexible 5. empower 6. build capacity 7. strengthen relationships 8. promote participation 9. respect differences 10. others: _____ 	<p>Should be used at each stage of practice, that is:</p> <ol style="list-style-type: none"> 1. planning 2. implementation 3. evaluation 4. redesigning 5. others: _____

Table 3: Developing a picture of the ideal response to your selected issue

1. What would the picture of your **current** practice/response look like if:
 - a. it were consistent with the ideals of health promotion practice (see Table 2)
 - b. it addressed current concerns
 - c. it took account of current resources
2. enter your responses in the right hand column of **table below**

PRACTICE	PICTURE OF THE IDEAL RESPONSE TO SELECTED ISSUE
<p>Activities/strategies for addressing health issues</p> <p><i>(e.g. health education, community change, organizational change, policy development, modeling)</i></p>	<p>activities/strategies we would like to employ in our “Ideal” current practice</p>
<p>Activities/strategies for addressing environmental issues</p> <p><i>(e.g. health education, community change, organizational change, policy development, modeling)</i></p>	<p>activities/strategies we would like to employ in our “Ideal” current practice</p>
<p>Activities for research/evaluation</p> <p><i>(e.g. developing questions, identifying and selecting sources of information, analyzing and reporting on results, following up on results)</i></p>	<p>research/evaluation activities we would like to employ in our “Ideal” current practice</p>
<p>Processes</p> <p><i>(e.g. decision making, communicating, documenting, relationship building, skill sharing)</i></p>	<p>processes we would like employ in our “Ideal” current practice</p>

Table 4: Developing an action plan for implementing your *ideal* response

1. What specific objectives would help you achieve your “picture of the ideal” in responding to your issue?
2. What else do you need to specify re:
 - a. Indicators of success in achieving your objectives
 - b. Tasks/activities/processes to achieve objectives (i.e., who responsible for what?)
 - c. Time-frames & timelines
 - d. Resources (required & available)
 - e. Addressing challenges
 - f. Evaluation plan
3. Enter these into **table below**

PRACTICE	Activities/strategies for addressing health issues	Activities/strategies for addressing environment issues	Activities for research/evaluation	Processes
Objectives				
Indicators of success in achieving objectives				
Tasks/activities & processes to achieve objectives (i.e., who responsible for what?)				
Time-frames & timelines				
Resources (required & available)				
Addressing challenges				
Evaluation plan				