

# **Defining and illustrating Health Promotion: How student's primary prevention projects are imbedded in this key PHC principle**

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# Outline

- Health Promotion (HP) definition
- Key principles in Health Promotion
- Background of the student's primary prevention projects
- How projects are imbedded in the HP four key principles
- Conclusion: How Primary Health Care is supported through the primary prevention projects

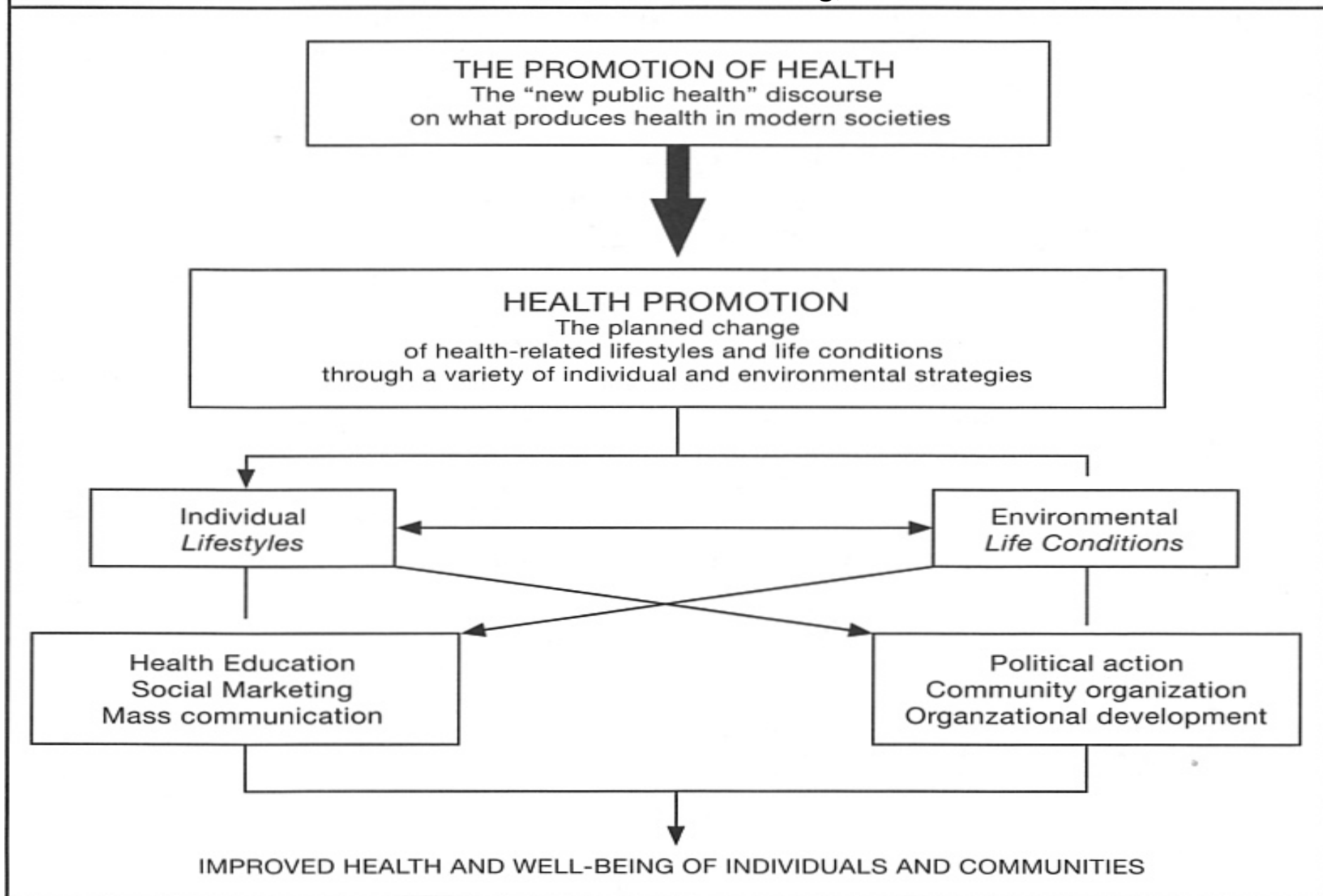
# Health Promotion Definitions

- Many different definitions but none officially recognized (O'Neill & Stirling, 2007)

The process of enabling people to increase control over, and to improve their health »  
(*Ottawa Charter with WHO in 1986*)

« ...any planned combinaison of educational, political, regulatory and organizational supports for actions and conditions of living conducive to the health of individuals, groups or communities » (*Green & Kreuter, 2005*)

**FIGURE 3.2: THE PROMOTION OF HEALTH VERSUS HEALTH PROMOTION** O'Neil & Sterling, 2007



# Health promotion: key concepts

- Social determinants of health
- Empowerment
- Health Literacy
- Quality of Life

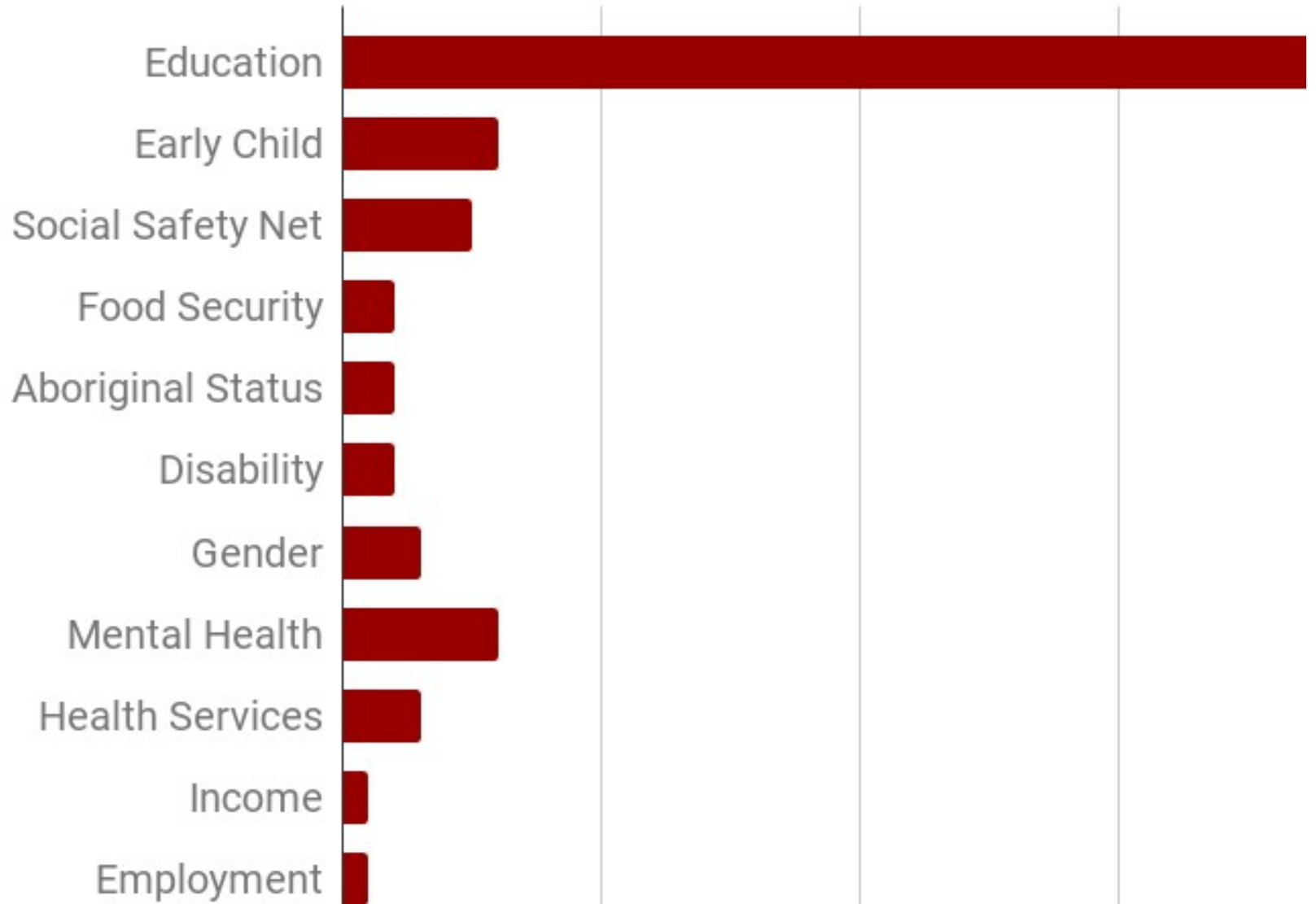
# Baccalaureate: Community health curriculum

- Curriculum revised in 2013
- 2016-2017: 42 primary prevention projects

# Social determinants of health

- The economic and social conditions that shape the health of individuals, communities, and jurisdictions as a whole » (Raphael, 2009)
- « The circumstances in which people are born, grow up, live, work and age, and the systems put in place to deal with illness » (WHO, 2010)

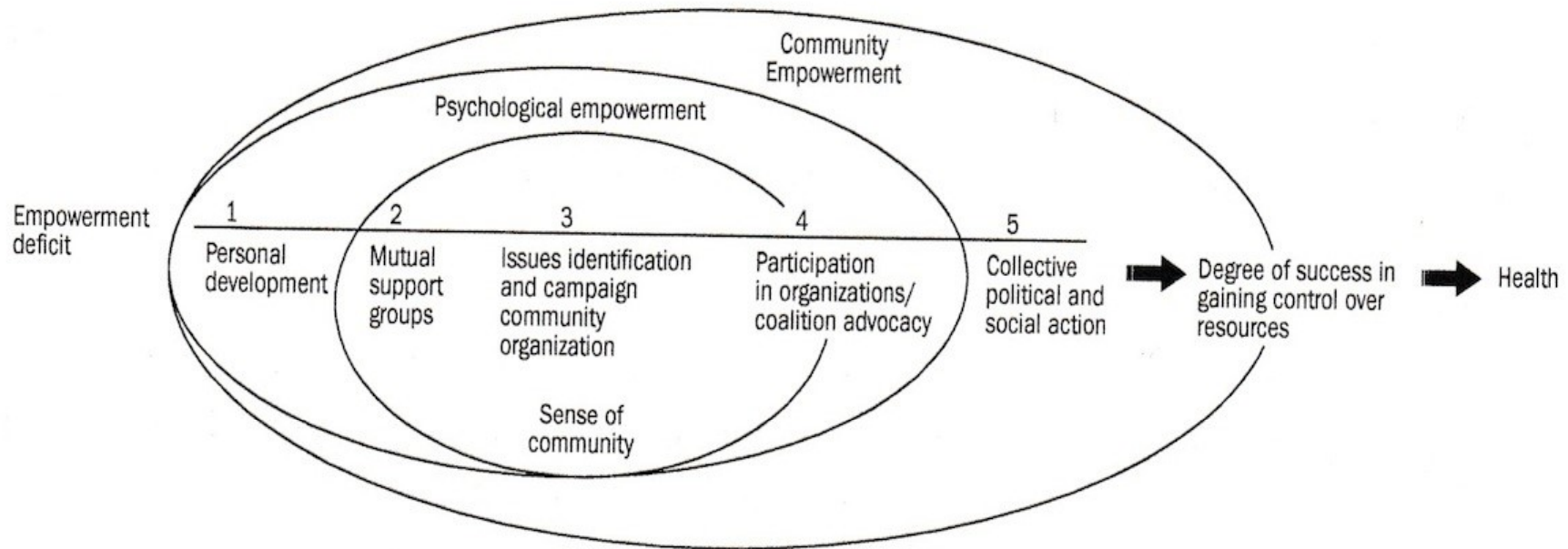
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# Empowerment

- Cardinal principle and value of health promotion
- « A mechanism by which people, organizations and communities gain mastery over their lives » (Rappaport, 1987)
- « Social action process for people to gain mastery over their lives in the context of changing their social and political environment to improve equity and quality of life » (Minkler, Wallerstein & Wilson, 2008)
- « Empowerment must be understood in term of social, cultural, economic, and political relations that foster and promote self-determination and self-development » (Allen, 2008)



**FIGURE 2.3:** Model of the Critical Components of Community Empowerment and the Process by Which It May Be Achieved

Source: Rissel, C. (1994). Empowerment: The holy grail of health promotion. *Health Promotion International*, 9(1), 43.

# Health Literacy

- Increasingly becoming a core concept in health promotion; one of the key issues that health promotion is currently concerned about
- First appeared in Canada in 2000 at the first Canadian Conference on Literacy and Health
- « The ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course » (Rootman & Gordon-El-Bihbety, 2008)

# Quality of Life

- Ultimate outcome of health promotion
- Fits well in health promotion because it is both positive and inclusive
- « The degree to which a person enjoys the important possibilities of his or her life » (Quality of Life Research Unit, 2010)

<b>Being</b>	<b>Who One Is</b>
Physical Being	<ul style="list-style-type: none"> <li>· physical health</li> <li>· personal hygiene</li> <li>· nutrition</li> <li>· exercise</li> <li>· grooming and clothing</li> <li>· general physical appearance</li> </ul>
Psychological Being	<ul style="list-style-type: none"> <li>· psychological health and adjustment</li> <li>· cognitions</li> <li>· feelings</li> <li>· self-esteem, self-concept, and self-control</li> </ul>
Spiritual Being	<ul style="list-style-type: none"> <li>· personal values</li> <li>· personal standards of conduct</li> <li>· spiritual beliefs</li> </ul>
<b>Belonging</b>	<b>Connections with One's Environments</b>
Physical Belonging	<ul style="list-style-type: none"> <li>· home</li> <li>· workplace/school</li> <li>· neighbourhood</li> <li>· community</li> </ul>
Social Belonging	<ul style="list-style-type: none"> <li>· intimate others</li> <li>· family</li> <li>· friends</li> <li>· co-workers</li> <li>· neighbourhood and community</li> </ul>
Community Belonging	<ul style="list-style-type: none"> <li>· adequate income</li> <li>· health and social services</li> <li>· employment</li> <li>· educational programs</li> <li>· recreational programs</li> <li>· community events and activities</li> </ul>
<b>Becoming</b>	<b>Achieving Personal Goals, Hopes, and Aspirations</b>
Practical Becoming	<ul style="list-style-type: none"> <li>· domestic activities</li> <li>· paid work</li> <li>· school or volunteer activities</li> <li>· meeting health or social needs</li> </ul>
Leisure Becoming	<ul style="list-style-type: none"> <li>· activities that promote relaxation and stress reduction</li> </ul>
Growth Becoming	<ul style="list-style-type: none"> <li>· activities that promote the maintenance or improvement of knowledge and skills</li> <li>· adapting to change</li> </ul>

**FIGURE 2.4:** Centre for Health Promotion Quality of Life Model

Source: Quality of Life Research Unit, University of Toronto website. Retrieved from: <http://www.utoronto.ca/qol/concepts.htm>

“One of our mothers finally reached out for help as a result of their workshop experience with your students, please tell them thank you”

One adolescent student struggling with uncontrolled substance use seek help and is now followed by a health professional and is now more in control of her life

The women of a shelter are now owning four relaxation kits provided to them: a meditation kit; a yoga and stretching exercise kit; an artistic therapy kit and a music therapy kit.

- “We are so grateful for the opportunity to collaborate and create a partnership with this wonderful organization as it enabled us to learn the values and principles of community” (student team)
- “It’s one thing to learn and read about ‘primary health care’ and ‘community health nursing’, but to experience it...well that’s a whole other fulfilling journey.” (student team)

# Health promotion projects

- Sharp increase of the number of students: 30 students 10 years ago to more than 240 students for the academic year 2016-17
- During 2013-14: 26 projects with 13 Community Benefit Organizations (CBOs)
- During 2014-15: 28 projects with 15 CBOs
- For 2015-16: 37 projects with 19 CBOs
- For 2016-17: 42 projects with 22 CBOs



# Conclusion

- All the key concepts of health promotion are embedded in the student's projects
- The projects are leading to Primary Health Care philosophy of health for all, social justice and equity.
- We need to continue teaching students, as soon as they start their training, about political action and advocacy to go further in the key concepts of health promotion



**Thank you !**



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