

Notes for Health Education Presentation

Slide 1: Introduction

Good Afternoon Everyone! I am glad to be here today speaking to you.

I'm Amanda and today I will be talking about Health Education and Promotion. I studied Health Education in college and received a Masters of Science in Health Education and Promotion as well as the credential of Certified Health Education Specialist.

Slide 2: Learning Outcomes

After today's presentation, you will hopefully have learned a few things you didn't know before. The outcomes are listed here:

- Define Health Education and Promotion
- Understand the basics of Alzheimer's and Dementia
- Define health and understand how you can make healthy choices
- Define prevention
- Understand a few areas of prevention
- Define physical and health literacy
- Create your own health goals

Slide 3: Health Education and Promotion

Health education and promotion is exactly what it sounds like. It is educating individuals or communities on different health topics and promoting healthy behaviors in order for individuals and communities to have the tools they need to make healthier choices. This leads to a healthier and higher quality of life free of disease and other negative health outcomes.

One of the main goals of health education and promotion is to increase protective factors and decrease risk factors with an emphasis on modifiable risk factors. Let's break this down.

First, **risk factors** are factors that increase an individual's likelihood of having negative health outcomes. Examples of risk factors are genetics, risky behaviors or unhealthy habits, obesity etc.

Protective factors are factors that protect an individual from risk of negative health outcomes. Examples of this are making healthy lifestyle choices, such as balanced diet and physical activity

Modifiable risk factors are the factors you can modify on your own. These are also referred to as lifestyle factors. These factors are things we can change, such as eating healthier and getting more exercise versus factors we cannot change, such as genetics.

We also want to use evidence-based interventions. This means that we use methods in our health programs that are proven to promote positive health behaviors. One evidence based practice is the use of educational tools to promote knowledge and awareness of various health topics.

Another goal is to increase knowledge about health and improve attitude towards healthy behaviors. To assist with this process, understanding an individual's or community's behavior can be helpful in determining how to effectively help a person and convince them to make healthier decisions. Behavior

Change Models/Theories are useful in trying to explain why people behave the way they do. There are many Behavior Change Models/Theories, but a repeating theme in most is called self-efficacy. Self-efficacy (self-belief) is an individual's belief that they can stop doing a certain behavior or start doing a certain behavior. Using the principle of self-efficacy, health education specialists want to focus on encouraging and motivating individuals to reach their goals and creatively coming up with ways individuals can reduce barriers that make it harder to stop or start a behavior.

Slide 4: Program Planning

So there is a lot that goes into creating a health program, but there are three broad steps when planning a health education/promotion program.

Planning, Implementation, and Evaluation

Research and data collection allow Health Education Specialists to know what interventions work the best, as well as discover new interventions that are effective in promoting healthy behaviors.

Data collection methods:

Surveys, interviews, focus groups

Types of data: qualitative, quantitative

Sources: Primary, Secondary

In the planning stage there are different models that can be used to ensure everything stays on track.

Assessing needs is an important part of the planning stage. It is important to know what the specific health needs are in order to address it properly in the health program.

It is also important to set goals and objectives for the program at this stage. Setting goals makes sure that the program accomplishes what you want it to.

Use **behavior change models** to understand current behavior and be more equipped to choose an effective intervention to change it.

Implement just means putting your plan into action.

Evaluation is used to tell you if the program is effective or not and identifies any areas that may need to be improved.

Data will need to be collected for the planning and evaluation portions of program planning. Some data collection methods are

Types of data are qualitative and quantitative. Qualitative is descriptive and cannot be measured with numbers

Quantitative deals with numbers

Slide 5: What is a Health Educator/Certified Health Education Specialist

They provide and manage health education programs that help individuals, families, and their communities maintain healthy lifestyles.

They collect and analyze data to identify community needs prior to planning, implementing, monitoring, and evaluating programs designed to encourage healthy lifestyles, policies, and environments.

They may serve as a resource to assist individuals, other health professionals, or the community, and may administer fiscal resources for health education programs.

A Certified Health Education Specialist (CHES) has met specific requirements regarding seven areas of responsibility by the passing of an exam. They must renew this credential through continuing education.

Essentially, a CHES is someone who promotes healthy lifestyles through awareness and education so that individuals and communities have the knowledge and tools they need to have the highest quality of life possible in all areas of an individual's being.

In order to be certified to become a CHES you have to complete certain coursework that reflects the seven areas of responsibility of a CHES.

You then have to pass an exam on the seven areas. The exam is 165 multiple choice questions. It must be completed in three hours. Once you pass the exam, you must meet 75 hours of continuing education hours over the course of five years in order for your certification to be renewed.

Settings: Schools/Universities, Community, Organizations (workplace wellness programs), Hospitals/Physician offices, etc.

Seven Areas of Responsibility:

Area I: Assess Needs, Resources, and Capacity for Health Education/Promotion

Area II: Plan Health Education/Promotion

Area III: Implement Health Education/Promotion

Area IV: Conduct Evaluation and Research Related to Health Education/Promotion

Area V: Administer and Manage Health Education/Promotion

Area VI: Serve as a Health Education/Promotion Resource Person

Area VII: Communicate, Promote, and Advocate for Health, Health

Slide 6: How I practice health education and promotion

Volunteerism is the act of doing volunteer work. Volunteers render services without the expectation of anything in return

I volunteer with the Alzheimer's Association as a Community Educator

I present the programs Healthy Living for the Brain and Body, 10 Warning Signs of Alzheimer's and Dementia, Understanding Alzheimer's and Dementia, and Effective Communication Strategies (for caregivers of those living with Alzheimer's or dementia)

I am Zumba certified, which allows me to promote others to stay healthy through movement

I work at the University of St. Augustine for Health Science as a Clinical Education Program Assistant. We help Physical Therapy, Occupational Therapy, Speech Therapy, and Nursing students get internships at

clinical sites.

I am diligent to keep up with my continuing education requirements to maintain my CHES credential.

Slide 7: What is Alzheimer's and Dementia

So I do a lot of work with the Alzheimer's Association. The Alzheimer's Association provides support and information to the public regarding the topics of Alzheimer's and other Dementias. The main audiences they want to reach are those that have been diagnosed with the disease and those who care for those with the disease.

Sometimes you hear dementia and Alzheimer's used interchangeably. However, dementia is a broad ("umbrella") term for an individual's changes in memory, thinking or reasoning. There are many possible causes of dementia, including Alzheimer's disease.

Alzheimer's disease is the most common cause of dementia. It makes up 60% to 80% of all dementia cases. Alzheimer's is not a normal part of aging — it's a progressive brain disease, meaning it gets worse over time.

Two abnormal brain structures called plaques and tangles are the main features of Alzheimer's disease. Scientists believe they damage and kill nerve cells. Plaques are pieces of a protein fragment called beta-amyloid that build up in the spaces between nerve cells. Tangles are twisted fibers of another protein called tau that build up inside cells.

Slide 8: What is Health?

First, let us discuss what health actually means.

Later in 1986, WHO stated to "reach a state of complete mental, physical, and social well being, an individual or group must be able to identify and to realize aspirations, to satisfy needs, and to change or cope with the environment." (Cottrell, 2018, p. 2). So all in all health can be described as "a dynamic state or condition that is multidimensional, **a resource for living**, and results from a person's interactions with and adaptation to the environment." Therefore, good health in itself is a resource of daily life and not an end goal, rather a vehicle to reach one's goals.

Another definition comes from Webster's dictionary stating health is the "**condition of being sound in body, mind, or spirit.**"

As you can see, health is really a subjective term, meaning that 'health' looks different to each of us. Even though both the definitions are slightly different they both refer to the multidimensional aspects, or the many different areas/parts of health. Afterall, we are one being with multiple parts.

What does health mean to you?

Slide 9: What Humans Need to Be Healthy

Next, we will discuss what prevention is and how we can practice prevention.

Slide 10: What is Prevention?

The definition of prevention is “the act of preventing or hindering”. Preventing means “to keep from happening or existing.” (Merriam Webster’s Dictionary).

As it relates to health, this means preventing negative health outcomes before they happen

So you may wonder, ‘What exactly are we trying to prevent?’ We are trying to prevent chronic disease and other negative health outcomes.

Chronic diseases describe conditions that occur for a long time, at times for the length of an individual's life. Examples are Type II diabetes, cancer, and heart disease.

This only describes some of the negative health outcomes that are possible. There are also other preventable illnesses and injuries.

Prevention comes in three levels: Primary, Secondary, and Tertiary.

Primary prevention describes the different actions that can be taken to fight against or stall illness or injury (McKenzie, Neiger, & Thackeray, 2017). The purpose of primary prevention activities is to prevent illness and/or injury before they happen.

Secondary prevention describes actions that are taken to provide an early diagnosis and quick treatment of an illness or injury (McKenzie et al., 2017). Examples of this could be a blood draw to check for high blood sugar, which could indicate type II diabetes.

Tertiary prevention describes actions that can be taken after a person has been diagnosed with an illness or has an injury as a way to rehabilitate or improve the individual’s quality of life despite the illness/injury (McKenzie et al., 2017).

Primary prevention includes the action of taking care of yourself (all parts of you) so that you can function properly. This can be achieved through Nutrition, Physical Activity (Exercise), Social Engagement, and Cognitive Activity.

Slide 11: Physical Activity/Exercise

Exercise is bodily exertion for the sake of developing and maintaining physical fitness, Moving your body is a way that builds muscle or gets your heart rate up. It is recommended that kids get 60 minutes of exercise a day. Benefits of exercise: Improved focus, Strong body, Sleep better, Reduces risk of disease, And more!

What is your favorite type of exercise?

An active body is a healthy body!

Slide 12: Nutrition

Nutrition is the process in which we take in and use food substances

Nourishing and fueling your body: Nourishing can mean to promote growth, to sustain, to nurture. We want to nurture our bodies by how we move it and what we put in it.

The Healthy Eating Plate is a good tool to use as a guide to create healthy balanced meals.

Slide 13: The Healthy Eating Plate

Fruits and vegetables take up 1/2 of your plate. Go for a variety of colors

What are your favorite fruits and vegetables? - Apples, cucumbers

Protein takes up 1/4 of your plate. Protein builds and maintains tissue in your body

What are your favorite protein sources? - Chicken, black beans, shrimp

Whole grains take up 1/4 of your plate. Whole grains have more fiber and help you feel full.

What are your favorite whole grains? - brown rice, quinoa, whole wheat pasta, etc.

Drink lots of water!

Slide 14: Hygiene and Sleep

Hygiene are the conditions or practices conducive to health: Handwashing, Regular Bathing, Brushing your teeth, Others

Sleep gives your body a break and allows you to 'recharge'. Kids ages 5-12 need between 10-11 hours of sleep each day

Your body and your brain need sleep. Some scientists think that the brain sorts through and stores information, replaces chemicals, and solves problems while you snooze.

When your body doesn't have enough hours to rest, you may feel tired or cranky, or you may be unable to think clearly. You might have a hard time following directions and focusing.

One more reason to get enough sleep: If you don't, you may not grow as well. That's right, researchers believe too little sleep can affect growth and your immune system — which keeps you from getting sick.

Slide 15: How the Immune System Works

All the healthy behaviors I just mentioned and the ideas you brought up all assist in creating a healthy immune system.

Our bodies have many different systems, such as your respiratory system, which allows us to breathe and ensures that oxygen makes it to all parts of our body so we can function properly. There is also the nervous system, skeletal system, muscular system, and many other systems that allow our bodies to move, breathe, think, feel, digest, and more. Our bodies really are amazing.

Your immune system is the system in your body that fights off sickness to keep you healthy.

Right now, as we speak, your body is doing some pretty amazing things without us having to command it

to. For example, you are breathing in oxygen and digesting your lunch or snack without even having to think about it. It is the same with our immune system. We do not have to tell our bodies to protect us from sickness. They are designed to fight 'pathogens' such as bacteria or viruses without us telling it to. However, as I said earlier, living a healthy lifestyle by eating nutritious foods and moving your and getting plenty of rest all help to ensure your immune system is strong and works as it should so that at the first sign of illness, your immune system can attack any bad cells or pathogens to get well.

To be immune means to be protected. So it makes sense that the body system that helps fight off sickness is called the immune system. The immune system is made up of a network of cells, tissues, and organs that work together to protect the body.

White blood cells, also called leukocytes (say: LOO-kuh-sytes), are part of this defense system. There are two basic types of these germ-fighting cells:

phagocytes (say: FAH-guh-sytes), which chew up invading germs

lymphocytes (say: LIM-fuh-sytes), which allow the body to remember and recognize previous invaders

Leukocytes are found in lots of places, including your spleen, an organ in your belly that filters blood and helps fight infections. Leukocytes also can be found in bone marrow, which is a thick, spongy jelly inside your bones.

So you have this great system in place. Is it enough to keep you from getting sick? Well, everyone gets sick sometimes. But your immune system helps you get well again.

Slide 16: Physical and Health Literacy

Educating individuals and communities on how to decrease their risk factors and increase their protective factors will help increase their physical and health literacy, which will help them to have the knowledge and understanding to make healthy choices. Let's learn a little more about this.

Both physical and health literacy are about providing individuals and communities with the knowledge and resources they need to make healthy choices.

Improving physical and health literacy is another goal of health education specialists, as the skills of physical and health literacy allow individuals to make healthier choices.

Slide 17: Goals and Objectives

Simply put, goals are broad statements that describe expected outcomes, setting the long-range direction (McKenzie et al., 2017). Objectives are more specific. They break the goal down into smaller steps by which the goal can be accomplished (McKenzie et al., 2017). One tool that is widely used to create goals is called SMART. Has anyone heard of this before?

SMART goals was officially coined in 1981 by George Doran when he published a paper titled 'There's a S.M.A.R.T. Way to Write Management Goals and Objectives'. So this framework was originally used to create management goals, however, it can be applied to any type of goal. Today we will use it to create personal health goals.

Specific (simple, sensible, significant).

Measurable (meaningful, motivating).

Achievable (agreed, attainable).

Relevant (reasonable, realistic and resourced, results-based).

Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

Slide 18: Goal Creation Activity

Give the students time to complete the activity, then have volunteers share. Share my health goal.

Slide 19: References

Slide 20: Questions

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