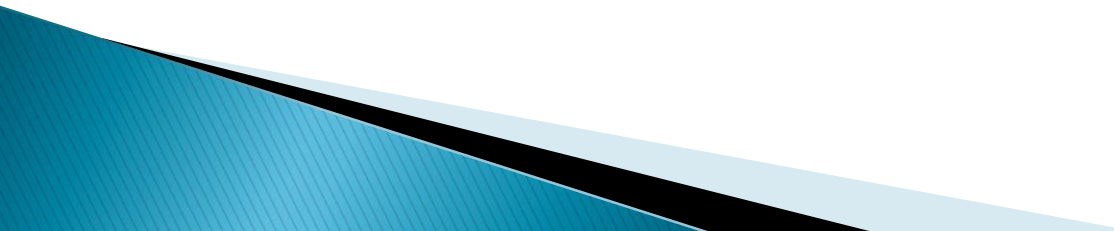


Health Education

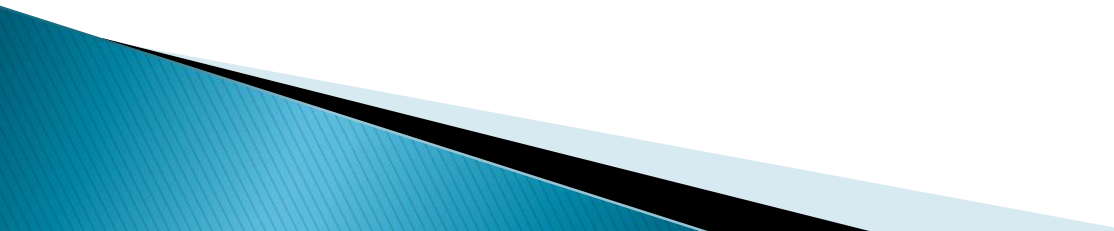
Dr. Samia Farouk Mahmoud

Assistant professor of community health nursing

Outlines:

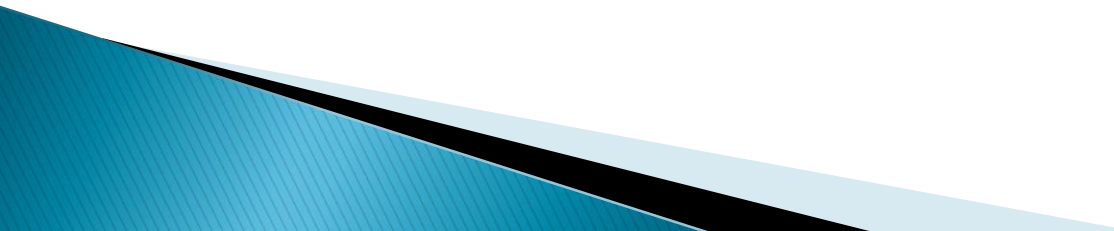
- ▶ **Definition of Health Education.**
 - ▶ **Aim of health education.**
 - ▶ **Principles of health education.**
 - ▶ **Approaches of health education.**
 - ▶ **Targets for health education.**
 - ▶ **Settings of health education.**
 - ▶ **Duties and responsibilities of health educator.**
- 

Learning objectives:

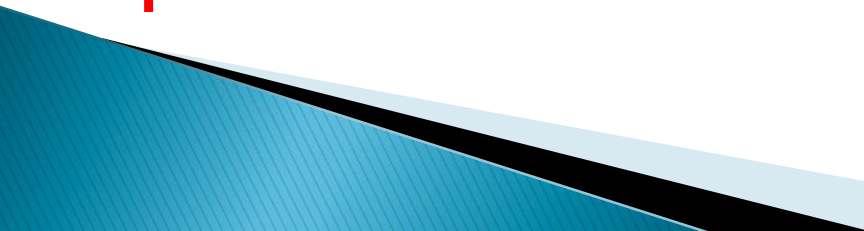
- ▶ **By the end of this lecture the undergraduate students should be able to:**
 - ▶ **Define Health Education.**
 - ▶ **Recognize aim of health education.**
 - ▶ **Explain the principles of health education.**
 - ▶ **Determine approaches of health education.**
 - ▶ **Explore settings of health education.**
 - ▶ **List duties and responsibilities of health educator.**
- 

Health education

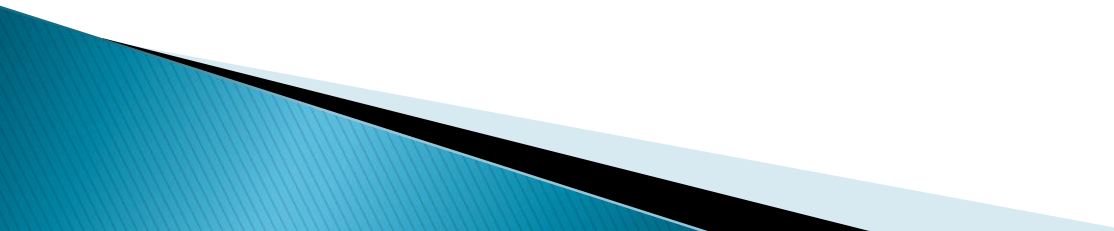
- ▶ **Combination of learning experiences designed to help individuals and communities improve their health, by increasing their knowledge, practices and influencing their attitudes.**

- ▶ **1: How is health education defined?**
 - ▶ a) A process focused solely on motivation
 - ▶ b) Any combination of learning experiences to improve health by increasing knowledge, practices or influencing attitudes
 - ▶ c) A method exclusively designed for professional training
 - ▶ d) A process emphasizing environmental changes only
- 

Aim of health education:

1. Motivating people to adopt health-promoting behaviors by **providing appropriate knowledge and helping to develop positive attitude.**
 2. Helping people to **make decisions** about their health and acquire the necessary **confidence** and skills to **put their decisions into practice.**
- 

Aim of health education:

3. Help the people to understand that health is **their fundamental right and community asset.**
 4. To provide **healthy environment by enriching the people with scientific information about health and disease.**
 5. To make people aware of their needs and health problems.
 6. To arouse interest and provide new knowledge.
- 

- ▶ **1: What is one of the aims of health education?**
- ▶ A) Motivating people to adopt health-promoting behaviors
- ▶ B) Developing negative attitudes
- ▶ C) Promoting unhealthy behaviors
- ▶ D) Reducing knowledge about health

2: What does health education aim to help people acquire?

- ▶
- ▶ A) Unnecessary confidence
- ▶ B) Skills to promote unhealthy behaviors
- ▶ C) Confidence and skills to put health-related decisions into practice
- ▶ D) Knowledge about diseases only

Principles of health education:

1. Credibility مصداقية

- ▶ It is the degree to which the message to be communicated is perceived as trustworthy by the receiver.
- ▶ Good health education must be **consistent and compatible** متسقة ومتوافقة with scientific knowledge.
- ▶ Which of the following best defines "Credibility in health education?"
 - ▶ A) The ability to simplify complex medical terms.
 - ▶ B) The degree to which a message is perceived as trustworthy by the receiver.
 - ▶ C) The use of advanced medical technology in communication.
 - ▶ D) The speed at which health information is delivered.

2. Interest

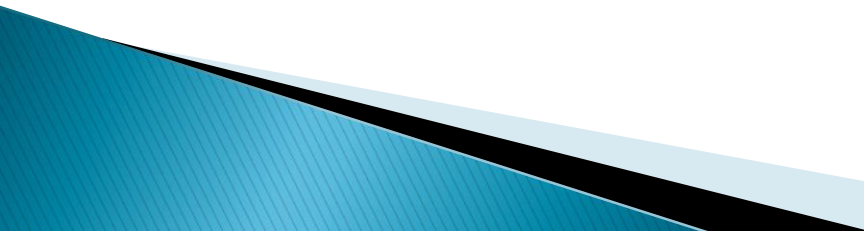
- ▶ Health teaching should be related to the **interests** of the people, based on the **“FELT NEEDS”**, so that it becomes **“people’s program”**.

- ▶ **Felt needs** are the real health needs of the people.

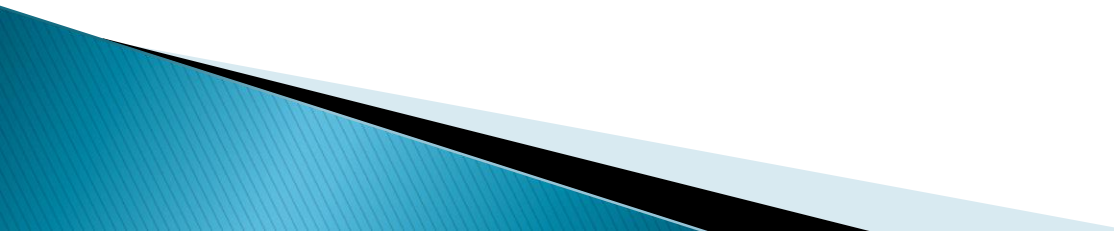
Why should health teaching be based on "felt needs"?

- A) To align with government health policies. ▶
- B) To address the real health needs of the people.
- C) To focus only on the latest medical advancements.
- D) To emphasize theoretical knowledge over practical concerns.

3. Participation

- ▶ “The people have a right and duty to participate individually and collectively in the planning and implementation of their health care”.
 - ▶ A high degree of participation tends to create a sense of involvement, personal acceptance and decision -making.
 - ▶ Participate in the planning and implementation of their health care”.
- 

Why is community participation important in health care planning and implementation? ▶

- A) It allows people to feel involved and take ownership of their health decisions. ▶
 - B) It ensures healthcare professionals make all decisions for the community.
 - C) It reduces the need for public health education.
 - D) It prevents individuals from influencing healthcare policies.
- 

4. Motivation

- ▶ Need for **incentives** الحوافز is a first step in **learning to change**.
- ▶ Incentives may be **positive or negative**.
- ▶ **Main aim of motivation** is to **change behavior**.
 - ▶ What is the main aim of motivation in health education?
 - ▶
 - ▶ A) To provide incentives for positive behavior change
 - ▶ B) To maintain the status quo
 - ▶ C) To discourage behavior change
 - ▶ D) To limit the role of incentives

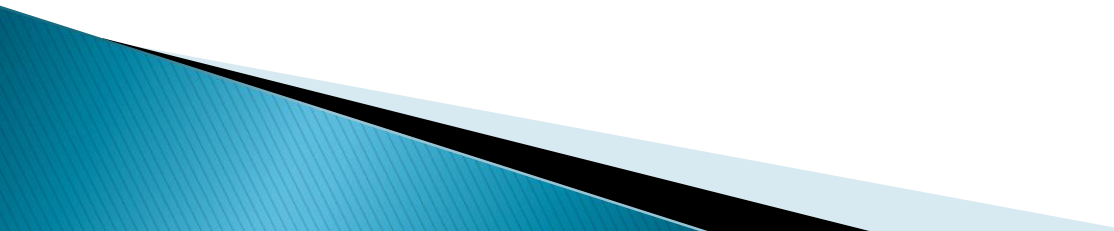
5. Comprehension

- ▶ Health educator must know the level of understanding, education and literacy of people to whom the teaching is directed.
- ▶ Always communicate in the language people understand.
- ▶ Teaching should be within the mental capacity of the audience.
 - ▶ يجب أن يكون التدريس ضمن القدرات العقلية للجمهور
 - ▶ Why is it important for health educators to communicate in a language that the audience understands?
 - ▶ A) To confuse the audience
 - ▶ B) To impress the audience with complex terminology
 - ▶ C) To align with the audience's level of understanding and literacy
 - ▶ D) To challenge the audience's mental capacity

6. Reinforcement. التعزيز

- ▶ If the message is **repeated in different ways**, people are more likely to **remember it**.
- ▶ **Reinforcement** of a message at intervals is necessary.
- ▶ If the message is **repeated** in different ways, people are more likely to remember it.

Why is repetition important in health education messages? ▶

- A) It helps people remember the message better. ▶
 - B) It makes the message more complicated.
 - C) It reduces the need for reinforcement.
 - D) It ensures people hear the message only once.
- 

7. Learning by doing

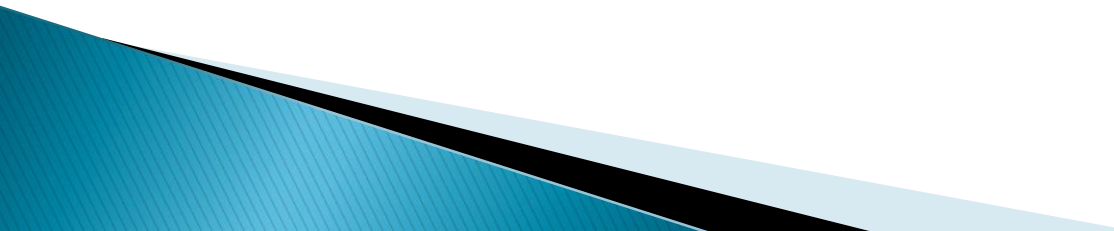
- ▶ The importance of learning by **doing can be** best illustrated by the **Chinese proverb** “if I hear, I **forget**; if I **see**, I **remember**; if I **do**, I **know**”.

What is the significance of "learning by doing" in health education? ▶

- A) It improves memorization without practical application. ▶
- B) It enhances understanding and retention through active participation.
- C) It focuses only on theoretical knowledge.
- D) It reduces the need for hands-on practice.

8. Known to unknown


- ▶ “From the **known to unknown**”, Here health educator uses the **existing knowledge of the people as pegs كأوتاد** on which to hang new knowledge.
- ▶ Health educator must proceed as the following:
- ▶ “ “from the **simple to the more complicated**”

- ▶ **How should a health educator proceed when applying the principle "known to unknown?"**
 - ▶ **A) From the general to the particular**
 - ▶ **B) From the abstract to the concrete**
 - ▶ **C) From the complicated to the simple**
 - ▶ **D) From the known to the unknown**
- 

9. Feedback

- ▶ For effective communication, **feedback is of essential** **أساسية** **importance.**
- ▶ The health educator can modify the elements of the system (e.g., message, channels) in the light of feedback from his audience.
 - ▶ Why is feedback important in health education?

Why is feedback essential in effective communication for health education?

- A) It allows the health educator to modify messages and channels based on audience response.
 - B) It ensures that messages are delivered without any need for change.
 - C) It eliminates the role of the audience in communication.
 - D) It focuses only on the speaker's perspective.
- 

10. Good human relations

- ▶ **Interaction** of health educator with audience will go a long way in how they listen to you as the health educator.

What is the most important factor in fostering positive communication between a health educator and their audience?

- A) The health educator's use of complex medical terminology
- B) The health educator's ability to establish good human relations
- C) The length of the presentation
- D) The volume of the educator's voice

Approaches of health education:

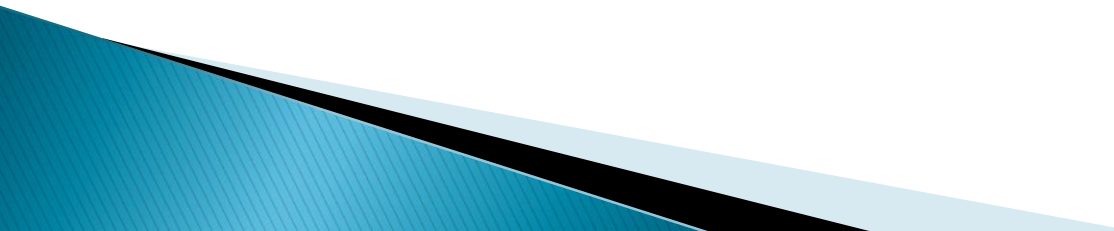
- **The persuasion approach** or (Directive approach):
Deliberate attempt to influence the other persons to do what we want them to do.

Approaches of health education:

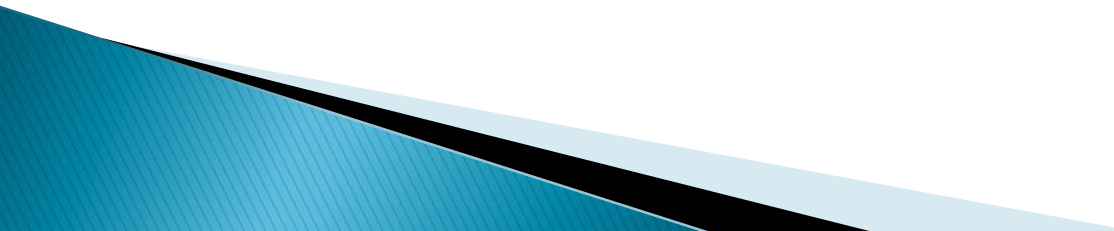
- **The informed decision making approach:**
- Giving people information, problem solving and decision making skills to make decisions but leaving the actual choice to the people. E.g. **family planning methods.**

Approaches of health education:

- ▶ N.B. Many health educators feel that instead of using persuasion it is better to work with communities to develop their **problem solving skills and provide the information to help them make informed choices.**
- ▶ However, in situations where there is serious **threat such as an epidemic.**

- ▶ **1: Which approach of health education involves a deliberate attempt to influence others to do what the educator wants them to do?**
 - ▶ **A) The informed decision making approach**
 - ▶ **B) The persuasion approach**
 - ▶ **C) The community development approach**
 - ▶ **D) The epidemic approach**
- 

Targets for health education:

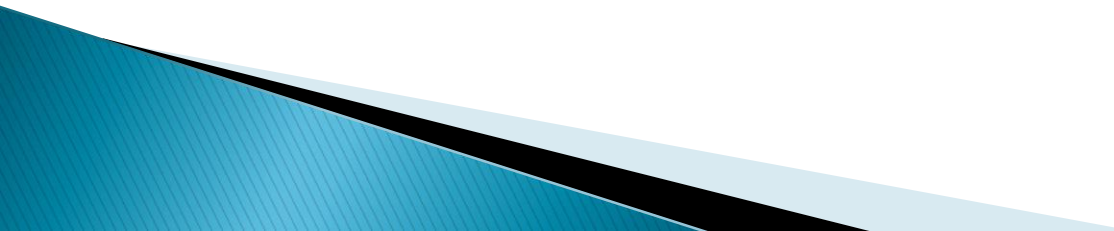
- ▶ **Individuals** such as clients of services, patients, healthy individuals.
 - ▶ **Groups** E.g. groups of students in a class, youth club.
 - ▶ **Community** E.g. people living in a village.
- 

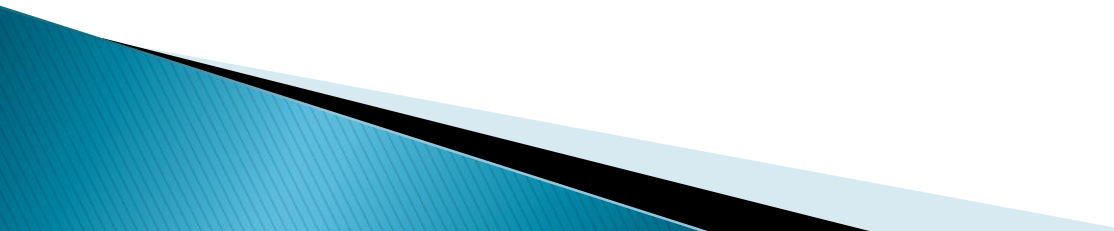
Settings of health education:

- ▶ Health care facilities.
- ▶ Work sites.
- ▶ Schools.
- ▶ Prisons.
- ▶ Refugee camps ...etc
- ▶ Whole Community.

- ▶ **Which setting is specifically mentioned as a common location for health education?**
- ▶ a) Concert venues
- ▶ b) Schools
- ▶ c) Golf courses
- ▶ d) Ski resorts

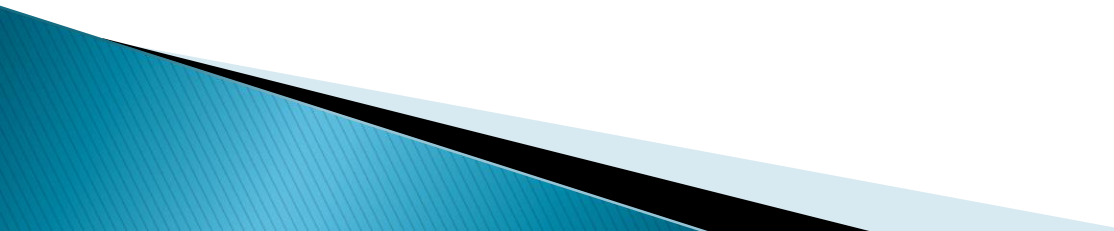
The health educators:

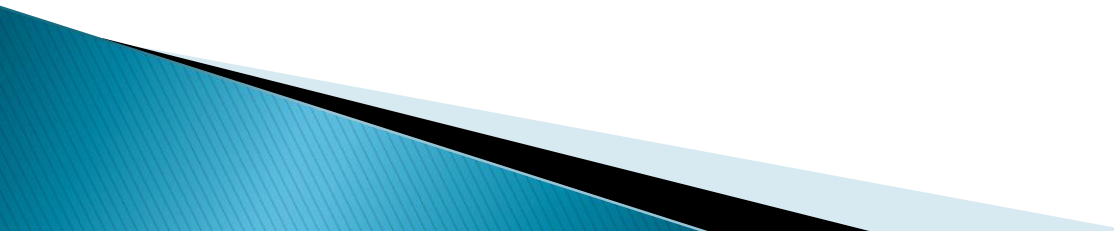
- ▶ Health educators are **professionals** who educate people about **health promotion and disease prevention.**
 - ▶ Health education is the duty of everyone engaged in **health and community development activities.**
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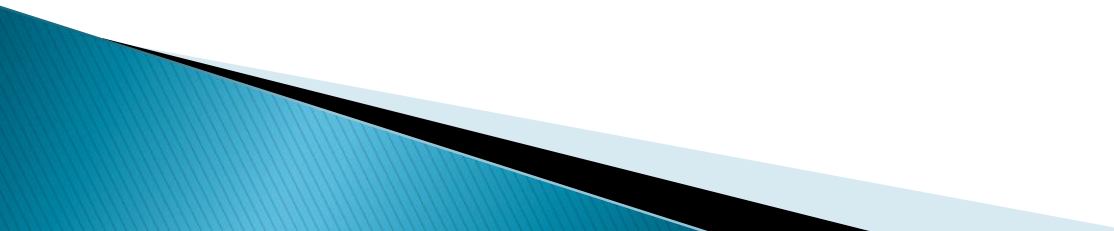
- ▶ **Who is responsible for educating people about health promotion and disease prevention?**
 - ▶ a) Only healthcare professionals
 - ▶ b) Only health educators
 - ▶ c) Exclusively community development workers
 - ▶ d) Everyone engaged in health and community development activities.
- 

- ▶ Health educators, also known as *health education specialists*, have different duties depending on *their work setting*.

General responsibilities and duties of health educator:

- ▶ Assess the health **needs** of the people and communities they serve.
 - ▶ Develop **programs**, materials, and events to teach people about health topics.
 - ▶ Teach people **how to manage existing health conditions**.
- 

- ▶ Help people find health services or information.
 - ▶ Provide training programs for community health workers or other health professionals.
 - ▶ Evaluate the effectiveness of programs and educational materials.
- 

- ▶ Assess the health **needs** of the people and communities they serve.
 - ▶ Develop **programs**, materials, and events to teach people about health topics.
 - ▶ Teach people **how to manage existing health conditions**.
- 

Which of the following is a general responsibility of a health educator?

- A) Prescribing medications to patients
- B) Assessing the health needs of the community they serve
- C) Providing direct medical treatments to individuals
- D) Performing surgical procedures for health conditions

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THANKS

