

# GP 4.1

Assessor's  
use only

4 Health promotion is the process of enabling people to gain control over their health and its determinants and thereby improving health (World Health Organisation).  
Health can be defined by the World Health Organisation as having complete social, physical, mental and spiritual well-being, and not merely the absence of disease. There are many health promotion initiatives in place to increase the health of our society. The success of these initiatives can be determined by how well Gillian Tasker's action competency learning process can be applied.

The first two steps in the action competency is to identify an issue, and then develop knowledge and insight. These two steps are closely related. To identify an issue you select a target group and assess their needs. It is important to target a group that is currently not meeting the appropriate <sup>health</sup> requirements such as physical activity or nutrition. You should ask yourself questions such as 'Is this really an issue?', or 'is there a group that is in more need of health promotion'. By asking yourself these questions you can ensure that you are targeting the right people, which is important if you want to ~~create~~ produce the biggest change in society. In my health promotion activity I targeted teachers. I made sure that this was an appropriate

target group by conducting a survey. This helped me to develop knowledge and insight about their current physical activity levels. The physical activity requirements made by SPARC state that adults need at least 30 minutes per day of moderate intensity exercise. My survey showed that 60% of teachers in my school were insufficiently active. From these results I was able to conclude that there was an issue that needed to be dealt with and how severe that issue was.

However, in saying that, health promotion can still be effective if you target a group ~~that~~ that is currently better than another. You may still change the ways of one or two people which would still make the action a success. ~~It is better to have more people in another class as it shows that~~

The next step in the action competence learning process is developing a vision. This involves forming a mental picture of what changes you would like to see happen. This step is important as it acts as a goal and gives the action direction. This can then act as an enabler. Goals and desired outcomes is one of the main driving factors when it comes to physical activity. This was shown in the survey I conducted before planning my action.

56% of teachers said they participate in physical activity because of goals they set to achieve and the feeling of pride and self-achievement they received after completing them. ~~To complete this I have to write into my action plan~~

Without a vision there is no final outcome to work towards and the goals related to this outcome may not be relevant. In my health promotion action my vision was to get the teachers more active in everyday life by providing them with the skills and knowledge required to work out at home.

*(To develop my action plan into my action plan)*

Understanding the barriers and enablers that may influence the action can have a big effect on the situation. Barriers can be anything that negatively effects participation in an activity, while enablers can be anything that encourages participation. It is important to minimise barriers and enhance enablers in order to get the biggest numbers in regards to participation. Before you can do that you need to identify what they are. The barriers and enablers for one person can be very different from the barriers and enablers of another. Everyone has different needs, lifestyles and skill levels. This can make it very difficult to judge. In my

health promotion action I used a survey to collect information about the barriers and enablers for each individual. I found that time was the biggest barrier for teachers as they had other commitments that took priority. The biggest enabler was enjoyment. I was then able to use the statistics to understand the needs of the target group. It would be ineffective to base the barriers and enablers on what I think because I am not a teacher. There is a big difference in age, lifestyle, occupation and interests. It is highly unlikely that I would find the same barriers and enablers as my target group. This is also a good reason why you should not use statistics from the internet or other sources. There could be differences in the target group which produce different barriers and enablers. I believe it is important to identify the barriers and enablers specific to your target group to achieve the biggest participation possible. A survey is a very effective way to do this.

Planning the action is also very important. After collecting all the knowledge from the previous stages it is important that you apply it correctly. You also have to consider availability of equipment and venues.

times, the type of activity and the duration of the activity. You should also plan for safety issues to ensure your group is not hurt in any way. Planning forward enables you to identify any problems and how to avoid them. In my action I had originally planned to use the school gym for yoga sessions. When I went to book it, it was unavailable. If I had not considered this in my planning it could have been a big problem. Fortunately I was able to book the conference centre and the action went ahead. Planning is very important to help avoid or solve problems like these. However sometimes planning does not help. In some cases a problem may arise that you had not planned for and may present difficulties that are unable to be overcome.

A limitation of planning is that it takes a lot of time. In my experience the planning of my action was the longest step in the process. Some people may not have time to plan and may just jump straight in. This is risky but it may still work. Detailed planning is better in the way that it lowers the risk of failure.

Implementing the action is the next step in the action competence learning process. This step is the most important to actually produce a change. You may do all the research and planning, but if you do not implement your action you will not be successful at promoting health and changing people's behaviour. Sometimes things may go wrong in the implementation of the action but it is imperative that you continue if you want to help people change for the better, unless it poses a risk to their health. Even if you only change one or two people through your action it is still a success. In my ~~experience~~ health promotion action I had planned for at least six teachers to show up to the ~~or~~ sessions based on my survey results. However on the day only two actually came. I had the option to cancel the programme as a result of poor turnout or work with the two teachers that came. I chose to work with the two that came because in my opinion it is a missed opportunity if you cancel a health promotion initiative.

In some extreme cases it may be necessary to cancel ~~the~~ a health promotion initiative if it presents a risk to health or even the economy.

But this should only be done in extreme cases to ensure you are not denying anyone of an action to improve their health.

Reflecting and evaluating involves looking back on the entire process of health promotion and identifying what went well and what went wrong. This step is very important if you choose to do another health promotion initiative in the future as it ~~can improve~~ enables you to improve on what went wrong. However if you are not intending to use this process again this step is not as important. ~~I~~ I do not plan on doing an activity like the yoga sessions again, so it was not important for me to evaluate.

Despite this I did evaluate and reflect on my experience to give myself some closure. Overall I believe that every step of the ~~health~~ action competency learning process is important in some way but ~~av~~ Some steps are more important than others.