A Transformative Vision for Health: Promoting Nursing Colleges

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An Action Framework for Leading the Transformation Process

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A Healthy University aspires to create a learning environment and organizational culture that enhances health, wellbeing and sustainability of its community and enables people to achieve their full potential.

Ottawa Charter (1986) sets out three key strategies: advocacy, mediation and enablement.

Also highlights five action areas:
- Build Healthy Policy
- Create Supportive Environments
- Strengthen Community Actions
- Develop Personal Skills
- Reorient Health Services
HEALTHY UNIVERSITIES

1. Develops an environment that supports and promotes health and wellbeing
2. Allows the contribution of the views, skills and experience of the whole university community
3. Increases participation and builds collaborative partnerships
4. Is an effective, evidence-informed mechanism to bring about and embeds cultural change
5. Leads to sustainable changes to improve the health and wellbeing of students and staff
6. Links research, educational, operational and outreach activities and engages students in each
7. Provides a framework that goes beyond interventions that focus on single topics, single target groups or single elements of the university.

Action Framework for Higher Education

- Embed health in all campus policies.
- Create supportive campus environments.
- Generate thriving communities and a culture of well-being.
- Support personal development.
- Create or re-orient campus services.

- Integrate health, well-being and sustainability in multiple disciplines to develop change agents.
- Advance research, teaching and training for health promotion knowledge and action.
- Lead and partner towards local and global action for health promotion.

(Okanagan Charter, 2015)
Key principles for action

- Use settings and whole system approaches
- Ensure comprehensive and campus-wide approaches
- Use participatory approaches and engage the voice of students and others
- Develop trans-disciplinary collaborations and cross-sector partnerships
- Promote research, innovation and evidence-informed action
- Build on strengths
- Value local and indigenous communities' contexts and priorities
- Act on an existing universal responsibility

(Okanagan Charter, 2015)
Research question and objective

✓ How conceptualize and design a participatory health research process that allows the activation of a community of higher nursing education to implement a health promoting context and increases the skills for the profession?

✓ To answer the research question, we defined the following objective: To discuss the framework that guide the transformative process of a nursing college into a health promoting context using the PEER-IESS model.
PARTICIPATORY HEALTH RESEARCH
To increase individuals capacity to act on their behalf

SYSTEMIZING THE PROCESS
Concepts and ideas

PEER-IESS Model

PROJECTS
LEARNING
COMMUNITY

(Brito & Mendes, 2009)
Transformative process

Community mobilization

University and colleges communities

Participatory health research

Dialogical and creative strategies
Conclusions

Higher education has a unique opportunity and responsibility to provide transformative education, engaging the student voice, and developing new knowledge and understanding.

PEER-IESS model recognize the link between Peer Education and Peer Research strategies, building capacity for health promotion; increasing academic success; curricular infusion health promotion in the study plan of nursing undergraduate course; formulation of health promotion policies in terms of mission, values and vision in the higher nursing education institution leading to the participation of the entire academic community in building the strategic development plan of the institution.
References


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