A Transformative Vision for Health: Promoting Nursing Colleges

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Key Principles for Action

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Process of empowering people to increase self-control and/or to improve their health (WHO, 2014)

Higher education has a unique opportunity and responsibility to provide a transformative education, engage the educational and academic community, develop new knowledge, lead by example, and promote community health gains (Okanagan Charter, 2015)

Health Promotion in Higher Education Institutions

Health promotion spaces are contexts of intervention where multilevel strategies are invigorated and knowledge is mobilized to promote healthy behaviors and environments

It involves an approach centered on individual behavior, diverse social and environmental interventions (WHO, 2014)
Aim

✓ To describe the process of transforming nursing college in health promoting context using the PEER-IESS model (Brito & Mendes, 2009);

✓ To analyze the contributions of the involvement of academic community in participatory health research.
Methods

✓ A participatory health research (ICPHR, 2013) was implemented, using a constructive case-study in a nursing college, to evaluate in which way the involvement of a “seed group” in a participatory health research process initiates the mobilization a higher education community.
Methods

It’s a paradigm and not a method

Participatory Health Research

The goal is to maximize the participation of those whose life or work is the subject of the research in all stages of the research process, including the formulation of the research question and goal, the development of a research design, the selection of appropriate methods for data collection and analysis, the implementation of the research, the interpretation of the results, and the dissemination of the findings.

(ICPHR, 2013)
Methods

(Green & Kreuter, 1991)
Methods

Validation study of the PEER - IESS Intervention Model (Brito & Mendes 2009) in an Nursing College.

- **Seed Group** Training
  - PEER-IESS Intervention Model Research
  - Participatory health research
    - Teachers
    - Staff
    - Students

- Monitoring the health needs assessment process
  - Phase PRECEDE
    - Social, epidemiological, behavioral, environmental, educational, organizational, political and administrative diagnostics

- Impact assessment
  - Phase PROCEED
    - Design, implementation and evaluation of collaborative actions in the academic community
Methods

"seed group"

5 students

2 staff members

4 teachers

Implemented since 2013
Results

Collaborative and participatory involvement

Curricular infusion

Institutional policies

School health services

Nursing students
Results

Objective to reduce risk damage during academic festivities

Definition of strategic development plan of the institution

Occupational health and quality management

Curricular infusion

Worldcafé

Peer-to-peer counselling interventions

Workshops
Conclusions

✓ The intervention process engages the academic community to have an active voice in promoting health and in promoting the universal responsibility of the academic community.

✓ The engagement of the nursing students in studies with the participatory health research promotes the development of personal and professional skills, preparing the students to exercise of nursing profession.

✓ These results will be an important contributes to guide the formulation of health enhancing policies and practices, thereby strengthening health and sustainability in universities and colleges and local community.
References


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