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A Transformative Vision for Health: Promoting Nursing Colleges

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Evidence of Transformation Process

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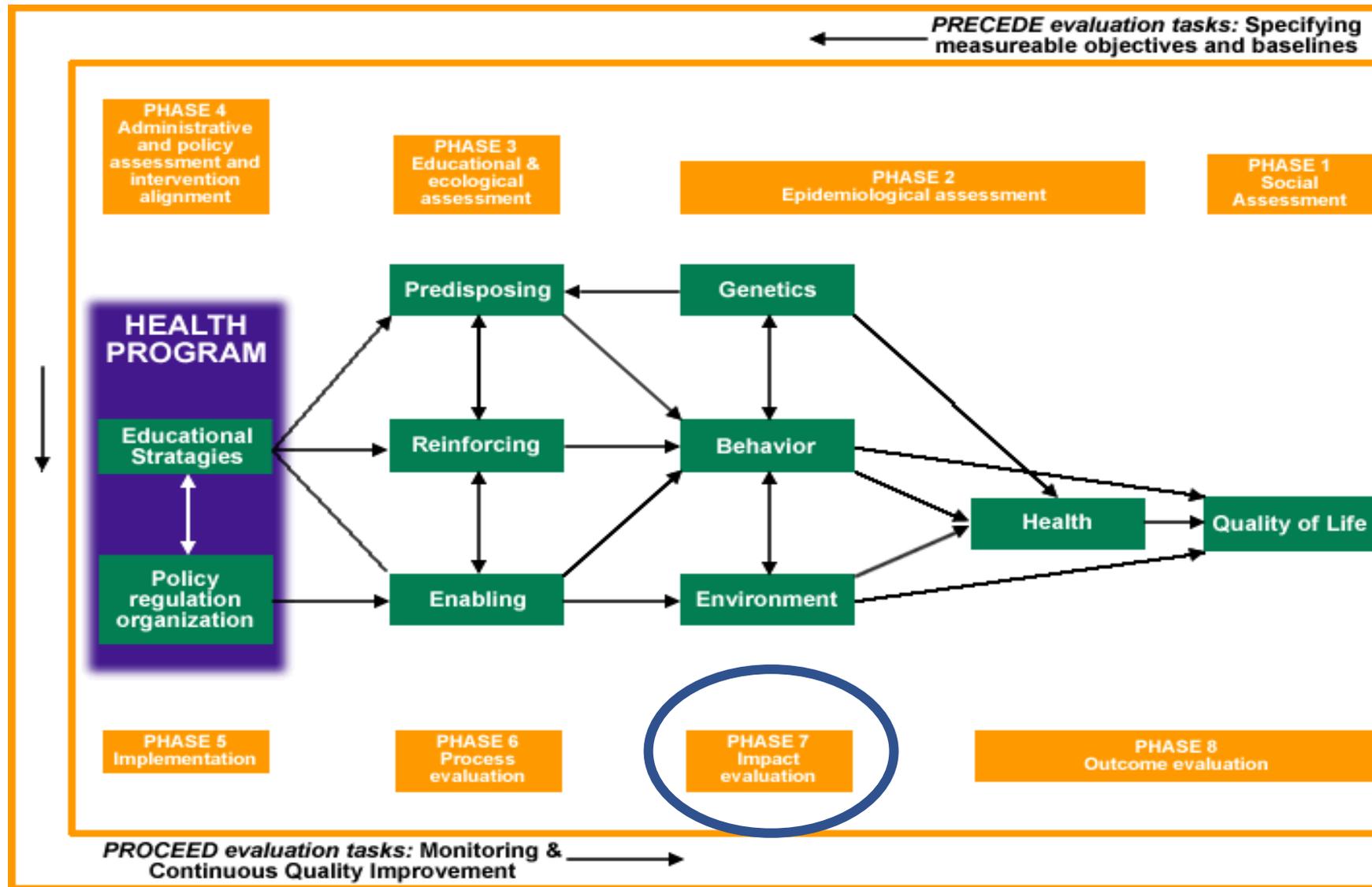
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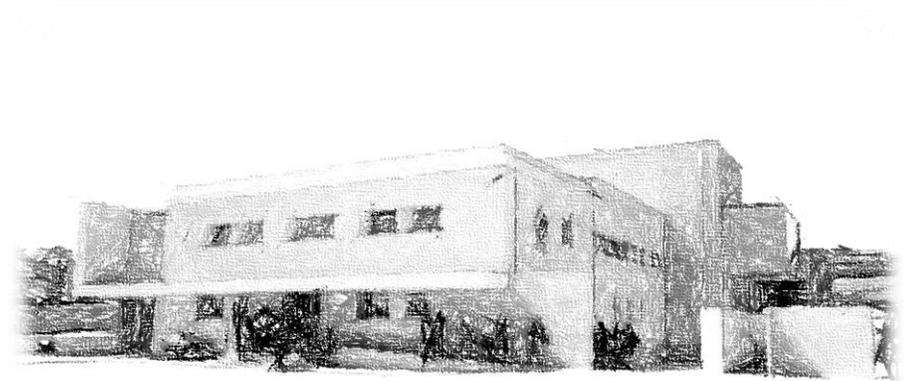
Standards of Practice for Health Promotion in Higher Education (ACHA,2012)



- Alignment with the Missions of Higher Education
- Socioecological-Based Practice
- Collaborative Practice
- Cultural Competency
- Theory-Based Practice
- Evidence-Informed Practice
- Continuing Professional Development and Service



Research question and objective



- ✓ How the involvement of a "seed group" in a participatory health research process mobilizes 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 evaluate the process and the results of the transformative process using the PEER-IESS model from the perspective of representatives of school management boards, the degree course coordinator, student leader and local community leader.

Methods



- ✓ We intend to validate the use of PEER-IESS intervention model.
- ✓ This model is a bottom-up intervention that mobilizes and activates the academic community to promote salutogenesis in the educational context.
- ✓ It should be noted that participatory health research should be understood as an empowerment so that is "transformative participation" (Springett and Ledwith, 2010, p.189), which must implicitly mean that all people can perform a self-awareness (Freire, 2001), culminating in reflection and willingness to change behaviour.
- ✓ Scientific knowledge is generated action and experimentation in context, democratic and social learning participation.

Methods



- ✓ Semi-structured interview guide, based on the indicators defined by the American College Health Association (ACHA, 2012), the Standards of Practice for Health Promotion in Higher Education
- ✓ The researchers interviewed the representatives of school management boards, the degree course coordinator, a student leader and local community leader, in a total of seven participants.

Methods

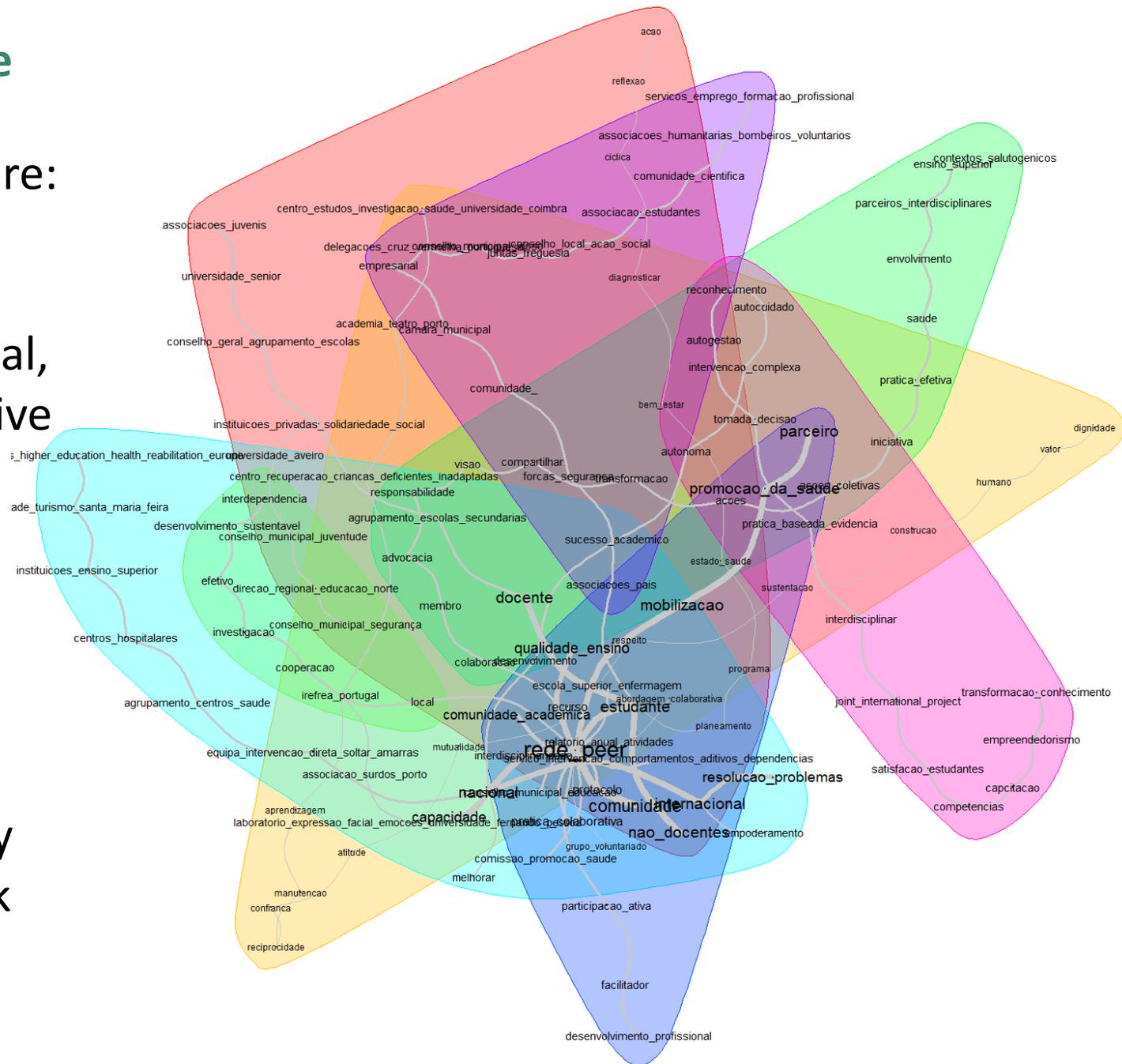


- ✓ The interviews were transcribed *verbatim* by researchers and was created a document computed in IRAMUTEQ (Interface de R pour les Analyses Multidimensionnelles de Textes et de Questionnaires).
- ✓ IRAMUTEQ is a GNU GPL (v2) licensed software that provides users with statistical analysis on text corpus and tables composed by individuals/words. It is based on R software and on python language.

Results Collaborative Practice

The elements of greater centrality are:

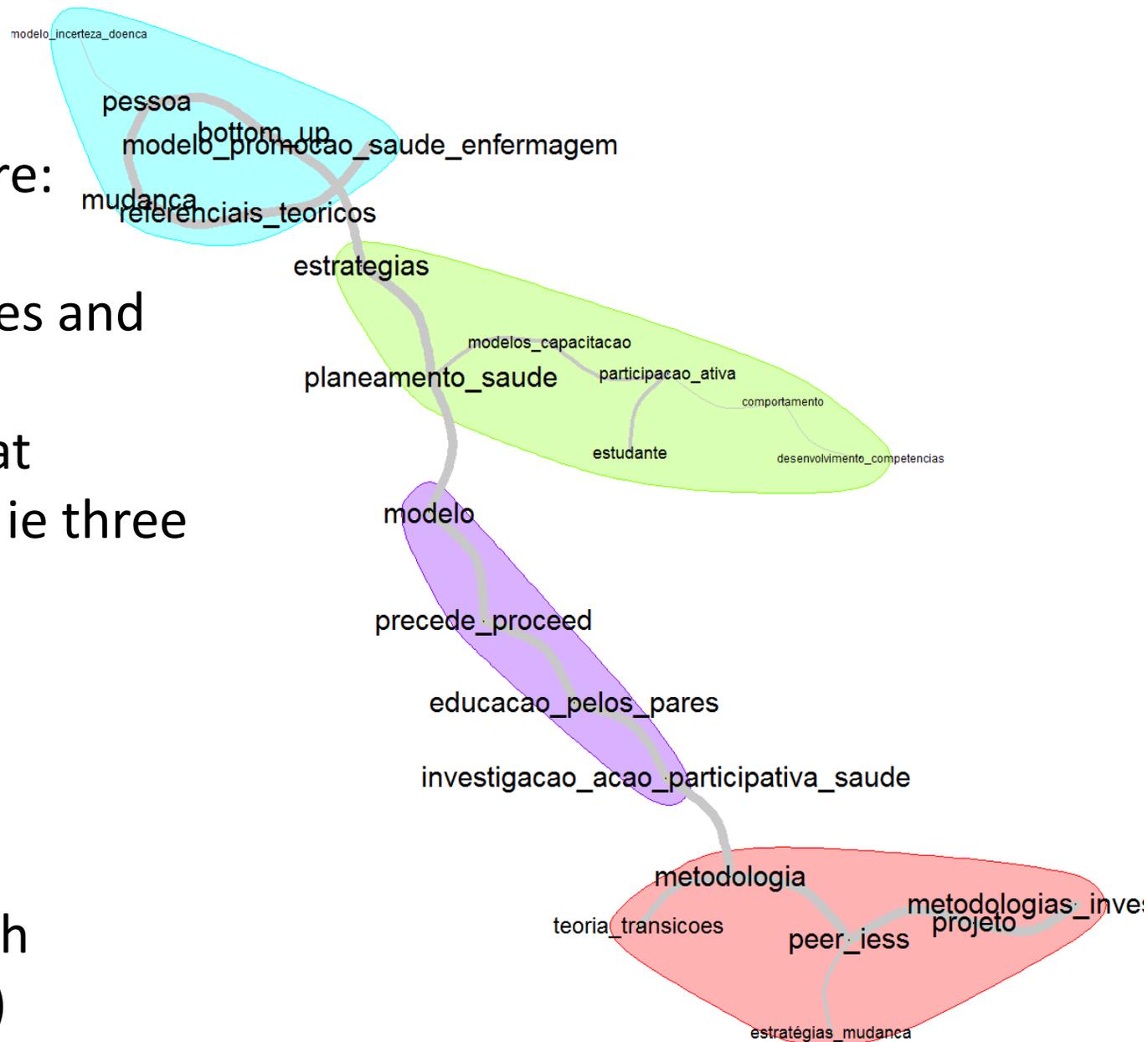
- ✓ **PEER network** (student, community, national, international, health promotion and collaborative practice)
- ✓ **Student** has a relationship with **teacher** who, in a branching trajectory, includes the element **quality of teaching**.
- ✓ The forms, **national** and **international**, allow us to identify the partners of the PEER network with whom the school has established protocols.



Results Theory-Based Practice

The elements of greater centrality are:

- ✓ **PEER-IESS** (research methodologies and change strategies)
- ✓ Designing an extensive branch that intercepts three common graphs, ie three lexical communities (Marchand & Ratinaud, 2012) that identify co-occurrences between **PRECEDE-PROCEED**, **peer education** and **participatory health research**
- ✓ **Health planning** (strategies, health promotion and bottom up model)



Conclusions

- ✓ The analysis of these results allows us to conclude that participants are aware of the ACHA standards, they value the institution's transformative process in a health promoting higher education institution and we were able to validate the PEER–IESS model.

References

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