

COMMUNICATION

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Contents of Health Education

- ▣ The scope of health education extends beyond the conventional health sector.
- ▣ It covers every aspect of family and community h

Contents of Health Education

▣ **HUMAN BIOLOGY**

- ▣ The best place to teach human biology is the school.
- ▣ It is only the school, through its sequential health curriculum, which can provide continuous in-depth learning experiences for millions of students.
- ▣ The provision of information and advice on human biology and hygiene is vital for each new generation.

Contents of Health Education

- ▣ **HUMAN BIOLOGY**
- ▣ Understanding health, demands an understanding of the human biology, i.e., the structure and functions of the body; how to keep physically fit - the need for exercise, rest and sleep; the effects of alcohol, smoking and drugs on the body; cultivation of healthy lifestyles, etc.
- ▣ Reproductive biology is another area of current interest.

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▣ **NUTRITION**

- ▣ The aim of nutrition education is to guide people to choose optimum and balanced diets, remove prejudices and promote good dietary habits - not to teach the familiar jargon of calories and the biochemistry of nutrients.
- ▣ Nutritional problems such as ignorance about the value of breast feeding beyond the first year of life, misconceptions about proper weaning, ignorance of the appropriateness of certain diets for infants and pregnant women, traditional food allocation pattern within the families, etc. can be best solved by nutrition education.

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▣ **NUTRITION**

- ▣ The link between dietary habits and certain chronic diseases of middle age such as obesity, diabetes and cardio-vascular diseases has been established.
- ▣ Nutrition education is a major intervention for the prevention of malnutrition, promotion of health and improving the quality of life.

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Contents of Health Education

▣ **HYGIENE**

- ▣ This has two aspects –
Personal and Environmental.
- ▣ The aim of personal hygiene is to promote standards of personal cleanliness within the setting of the condition where people live.
- ▣ *Personal hygiene* includes bathing, clothing, washing hands after toilet; care of nails, feet and teeth; spitting, coughing, sneezing, personal appearance and inculcation of clean habits in the young.
- ▣ Training in personal hygiene should begin at a very early age and must be carried through school age.

Contents of Health Education

- ▣ **HYGIENE**
- ▣ ENVIRONMENTAL HYGIENE has two aspects - Domestic and Community.
- ▣ Domestic hygiene comprises that of the home, use of soap, need for fresh air, light and ventilation; hygienic storage of foods; hygienic disposal of wastes, need to avoid pests, rats, mice and insects.
- ▣ Improvement of environmental health is a major concern of many governments and related agencies throughout the world.
- ▣ In many areas, poor sanitary practices among the people have their roots in centuries — old customs, styles of living and habits. These are not easily altered.

Contents of Health Education

▣ **FAMILY HEALTH**

- ▣ The family is the first defence, as well as the chief reliance for the well-being of its members.
- ▣ Health largely depends on the family's social and physical environment and its lifestyle and behaviour.
- ▣ The role of the family in health promotion and in prevention of disease, early diagnosis and care of the sick is of crucial importance.

Contents of Health Education

- ▣ **DISEASE PREVENTION AND CONTROL**
- ▣ Drugs alone will not solve health problems without health education, a person may fall sick again and again from the same disease.
- ▣ Education of the people about the prevention and control of locally endemic diseases is the first of eight essential activities in primary health care.

Contents of Health Education

▣ **MENTAL HEALTH**

- ▣ Mental health problems occur everywhere. They become more prominent when major killer diseases are brought under control.
- ▣ There is a tendency to an increase in the prevalence of mental diseases when there is a change in the society from an agricultural to an industrial economy, and when people move from the warm intimacy of a village community to the isolation found in big cities.

Contents of Health Education

▣ **MENTAL HEALTH**

- ▣ The aim of education in mental health is to help people to keep mentally healthy and to prevent a mental breakdown.
- ▣ Health workers should help people achieve mental health by showing sympathy, understanding and by social contact.

Contents of Health Education

▣ **PREVENTION OF ACCIDENTS**

- ▣ Accidents are a feature of the complexity of modern life.
- ▣ They are taking an increasing toll of life and limb.
- ▣ Accidents occur in three main areas :
 - the home, road and the place of work.
- ▣ Safety education should be directed to these areas. It should be the concern of the engineering department and also the responsibility of the police department to enforce rules of road safety.
- ▣ There should be a place for everything, and everything should be in its place in the factory, in the home, and in the office.

Contents of Health Education

- ▣ **USE OF HEALTH SERVICES**
- ▣ Many people do not know what health services are available in their community, and many more do not know what signs to look for that indicate a visit to the doctor is necessary.
- ▣ To inform the people about the health services that are available in the community and how they can utilize them and use the health care resources.

Principles of Health Education

- ▣ Every individual learns and through learning develops the modes of behaviour by which he lives.
- ▣ Learning and teaching is a two-way process of transactions in human relations, between the teacher and taught.
- ▣ The teacher cannot teach unless the pupil wants to learn.

Principles of Health Education

▣ **CREDIBILITY**

- ▣ *It is the degree to which the message to be communicated is perceived as trustworthy by the receiver.*
- ▣ Good health education is based on facts — that means it must be consistent and compatible with scientific knowledge and also with the local culture, educational system and social goals.
- ▣ Unless the people have trust and confidence in the communicator, no desired action will ensue after receiving the message.

Principles of Health Education

▣ **INTEREST**

- ▣ *It is a psychological principle that people are unlikely to listen to those things which are not to their interest.*
- ▣ *It is salutary to remind ourselves that health teaching should relate to the interests of the people.*
- ▣ *Health educators must find out the real health needs of the people. -"felt-needs", that is needs the people feel about themselves.*
- ▣ *If a health programme is based on "felt needs" people will gladly participate in the programme; and only then it will be a people's programme.*

Principles of Health Education

▣ PARTICIPATION

- ▣ Participation is a key word in health education.
- ▣ It is based on the psychological principle of active learning.
- ▣ Health education should aim at encouraging people to work actively with health workers and others in identifying their own health problems and also in developing solutions and plans to work them out.
- ▣ Participation of family members in patient care will create opportunity for more effective, practically based health education.

Principles of Health Education

▣ **MOTIVATION**

- ▣ In every person, there is a fundamental desire to learn. Awakening this desire is called motivation.
- ▣ There are two types of motives — primary and secondary.
- ▣ Primary motives are driving forces initiating people into action; these motives are inborn desires.
- ▣ Secondary motives are based on desires created by outside forces or incentives. In health education, motivation is an important factor; that is, the need for incentives is a first step in learning to change.
- ▣ In health education, we make use of motivation to change behaviour.

Principles of Health Education

▣ **COMPREHENSION**

- ▣ In health education we must know the level of understanding, education and literacy of people to whom the teaching is directed.
- ▣ One barrier to communication is using words which cannot be understood.
- ▣ In health education, we should always communicate in the language people understand, and never use words which are strange and new to the people.
- ▣ Teaching should be within the mental capacity of the audience.

Principles of Health Education

▣ **REINFORCEMENT**

- ▣ Few people can learn all that is new in a single period.
- ▣ Repetition at intervals is necessary.
- ▣ If there is no reinforcement, there is every possibility of the individual going back to the pre-awareness stage.
- ▣ If the message is repeated in different ways, people are more likely to remember it.

Principles of Health Education

- ▣ **LEARNING BY DOING**
- ▣ Learning is an action — process; not a "memorizing" one in the narrow sense.

Principles of Health Education

- ▣ **KNOWN TO UNKNOWN**
- ▣ We start where the people are and with what they understand and then proceed to new knowledge.
- ▣ We use the existing knowledge of the people as pegs on which to hang new knowledge. In this way systematic knowledge is built up.

Principles of Health Education

- ▣ **SETTING AN EXAMPLE**
- ▣ The health educator should set a good example in the things he is teaching.
- ▣ If he is explaining the hazards of smoking, he will not be very successful if he himself smokes.
- ▣ If he is talking about the "small family norm", he will not get very far if his own family size is big.

Principles of Health Education

- ▣ **GOOD HUMAN RELATIONS**
- ▣ Sharing of information, ideas and feelings happen most easily between people who have a good relationship.
- ▣ Building good relationship with people goes hand in hand with developing communication skills.

Principles of Health Education

▣ **FEEDBACK**

- ▣ Feedback is one of the key concepts of the systems approach.
- ▣ The health educator can modify the elements of the system (e.g., message, channels) in the light of feedback from his audience.
- ▣ For effective communication, feedback is of paramount importance.

Principles of Health Education

▣ **LEADERS**

- ▣ Psychologists have shown and established that we learn best from people whom we respect and regard.
- ▣ In the work of health education, we try to penetrate the community through the local leaders.
- ▣ Leaders are agents of change and they can be made use of in health education work.

Principles of Health Education

▣ **LEADERS**

- ▣ The attributes of a leader are :
 - ▣ he understands the needs and demands of the community;
 - ▣ provides proper guidance, takes the initiative,
 - ▣ is receptive to the views and suggestions of the people;
 - ▣ identifies himself with the community; self-less, honest, impartial, considerate and sincere;
 - ▣ easily accessible to the people;
 - ▣ able to control and compromise the various factions in the community;
 - ▣ possesses the requisite skill and knowledge of eliciting cooperation and achieving coordination of the various official and non-official organizations.

YOUNG