



Level 2 Award

in

Understanding Health Improvement
for Health Trainers
in Prisons & the Wider Community.



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RSPH Level 2 Award in Understanding Health Improvement

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Foreword

We are delighted to support the development of this new workbook for Health Trainers in Prisons and the Wider Community. Comprehensive in coverage and highly accessible for learners, it is a welcome addition to the learning and teaching resources which support the Royal Institute of Public Health's (RIPH) Level 2 Understanding Health Improvement Award.

We wish you every success in your studies.

Dr Heather Davison
Director of Standards (RSPH)

ACKNOWLEDGMENTS

The qualification 'Understanding Health Improvement' has been developed by the Royal Society for Public Health with the support of the Department of Health.

This course book has been commissioned by the North West Health Trainer Hub & Partnership Board and the East Midlands Health Trainer Hub, supported by Offender Health at the Dept of Health, to support the delivery of programmes in offender settings. It has been developed by Ann Stuart, Health Trainer Learning Co-ordinator, who would like to thank the following people, groups and organisations who have given their support, advice and feedback on the early drafts:

- Fran Carbery, Ian Colley, Heather Davison, Lorraine Harnett, Sara Moore, Maureen Murfin, Vicky Putt, Elaine Varley, Jane Thompson.
- Health Trainers at HMP Buckley Hall and HMP Stocken.
- East Midlands (EM) & North West (NW) Health Trainer Partnerships, EM & NW Health Trainer sub-groups (Offender Health), Healthy Prisons Network Tutor Group (RIPH Understanding Health Improvement), Offender Health at Department of Health (DH), and The Royal Institute of Public Health (RIPH).

Materials have been sourced and adapted from:

- RSPH Level 2 Award in Understanding Health Improvement
- DH / British Psychological Society, NHS Health Trainer Handbook
- Derbyshire County PCT Understanding Health Improvement Programme
- Heywood, Middleton & Rochdale PCT Understanding Health Improvement Programme
- NHS Health Trainer Programmes

Welcome to the RSPH Level 2 Award in 'Understanding Health Improvement' Programme

This course book provides most of the material that you will need as you work through the [RSPH Level 2 Award in Understanding Health Improvement \(UHI\)](#) course. It will also be a useful and valuable resource for later, when you are undertaking a Health Trainer role. You will find more information on 'How to use your UHI course book', on page 12.

Award Overview

The programme is the first step on the ladder to becoming a health trainer. It will cover: the role of the health trainer in the workplace and community, health and wellbeing issues, barriers to making a change of lifestyle and how to help people make changes to improve their health. It will equip you with the basic knowledge and understanding of the principles of promoting health and wellbeing and of how to direct individuals towards further practical support in their efforts to attain a healthier lifestyle.

This award is applicable to a range of settings:

- Health sector (hospitals, surgeries)
- Care sector (care homes, residential homes)
- Local authorities
- Prisons and probation services
- Leisure and fitness industry
- Education sector (schools, colleges, universities, youth workers)
- Retail sector (pharmaceutical, supermarkets, health food shops)
- Other public services (police, fire, armed forces)
- Large corporate employers (workforce support and welfare)

Your UHI tutor will guide you through the **FIVE KEY STEPS** that you will need to take to gain this award.

In **STEP 1** you will learn about the importance and benefits of promoting health and wellbeing in prison and the wider community.

STEP 2 will take you through the factors that facilitate and create barriers to health improvement.

STEP 3 will help you understand about the principles of behaviour change and maintenance and of how to apply them in helping people to make changes.

In **STEP 4** you will focus on the responsibilities associated with handling confidential and sensitive information.

And finally, in **STEP 5** you will explore some methods that may be used to evaluate a programme to promote healthier lifestyles.

These steps are founded upon the learning outcomes specified by the RSPH Level 2 Award in Understanding Health Improvement, which provides individuals with the underpinning knowledge and understanding necessary to work effectively in helping people who need support and encouragement to make positive changes in their lives.

Relevance to the national Health Trainer competences

The learning outcomes are mapped to the relevant knowledge and understanding elements of the competences for Health Trainers, developed by Skills for Health.

HT1: Make relationships with communities

This competence is important because it is concerned with helping to develop joint working relationships between people, organisations and groups in the community.

HT2: Communicate with individuals about promoting their health and wellbeing.

This competence is about communicating with individuals about how they can improve their health and wellbeing so they can develop healthy behaviours and lifestyles.

HT3: Enable individuals to change behaviour to improve their own health and wellbeing.

This competence is about enabling individuals to change their behaviour so that they can improve their own health and wellbeing.

Further information will be provided during the programme, and a more detailed description of the competences can be found at **Appendix 1**, at the back of this course book. They can also be accessed on the Skills for Health website www.skillsforhealth.org.uk

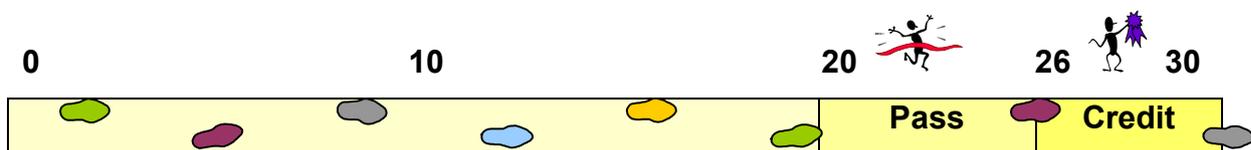
The Qualification

The RSPH Award in Understanding Health Improvement is a single unit qualification. It counts as one credit at level 2 in the Qualifications and Credit Framework (QCF). One credit represents 10 hours of learning, and the level shows how difficult it is (between entry level and level 8).

The QCF is a new way of recognising skills and qualifications. It does this by awarding credit for qualifications and units (small steps of learning). It enables people to gain qualifications at their own pace along flexible routes.

Form of Assessment

All of the learning outcomes are assessed. The assessment will consist of one examination paper of 30 multiple choice questions to be answered in 45 minutes. To attain a pass, candidates must achieve 20 correct answers out of 30 (66%). To attain a credit, candidates must achieve 26 correct answers out of 30 (87%).



If you think you may have difficulty in taking the assessment due to a specific condition (eg visual or hearing impairment) you should speak to your tutor at the start of the course. It may be possible to make special arrangements to assist you.

Pre-Course Entry requirements

There are no pre-course entry requirements. It is recommended that candidates have good oral communication skills, basic standards of literacy, language and numeracy (Key Skills), and an ability to relate to people from a wide variety of backgrounds. The programme provides opportunities for developing, or for generating evidence for Key Skills.

Progression Opportunities

This RSPH Level 2 Award is an appropriate stepping stone for those aspiring to become qualified Health Trainers, as it provides consolidation of learning prior to attaining full Health Trainer competence. RSPH qualifications are a recognised benchmark of quality. For further information on RSPH, and the Award, visit www.rsph.org.uk

The City & Guilds Level 3 Certificate to become a Health Trainer is a vocationally related qualification (VRQ). For further information on this award, go to www.cityandguilds.co.uk

Your tutor may have more information about other learning opportunities, or visit www.learndirect.co.uk



Self Assessment

At the start of any course, it is useful for learners to think about what they already know about the subject.

Look at the learning outcomes (numbered 1 to 5) and place a **X** somewhere along the thick black lines on the chart below.

A = I have **no knowledge and understanding** about this

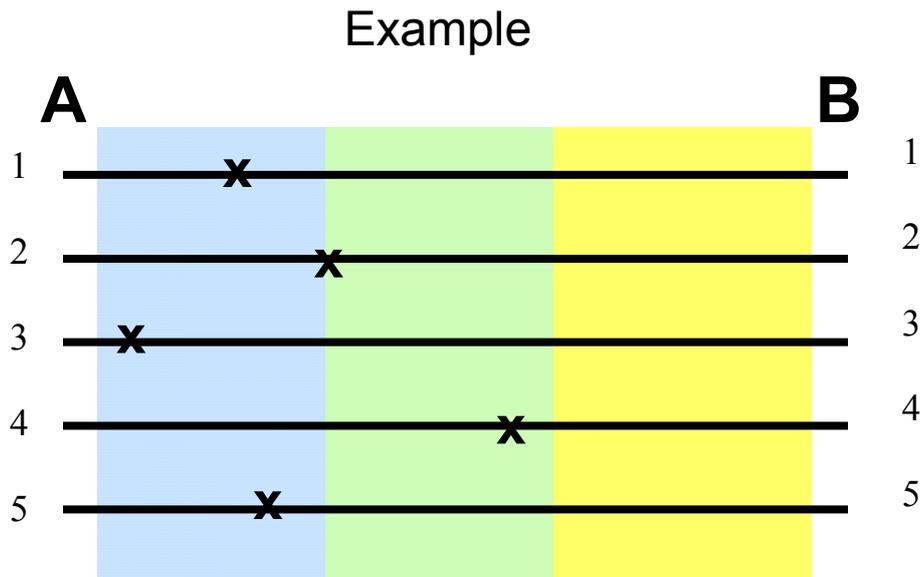
B = I have a **lot of knowledge and understanding** about this.

Ask your tutor if you need help.



1. The importance and benefits of promoting health and wellbeing in prison and the wider community.
2. The factors that support health improvement and those that create barriers.
3. The principles of behaviour change and maintenance and how to apply them in helping people to make changes.
4. The responsibilities associated with handling confidential and sensitive information.
5. Methods that may be used to evaluate a programme to promote healthier lifestyles.

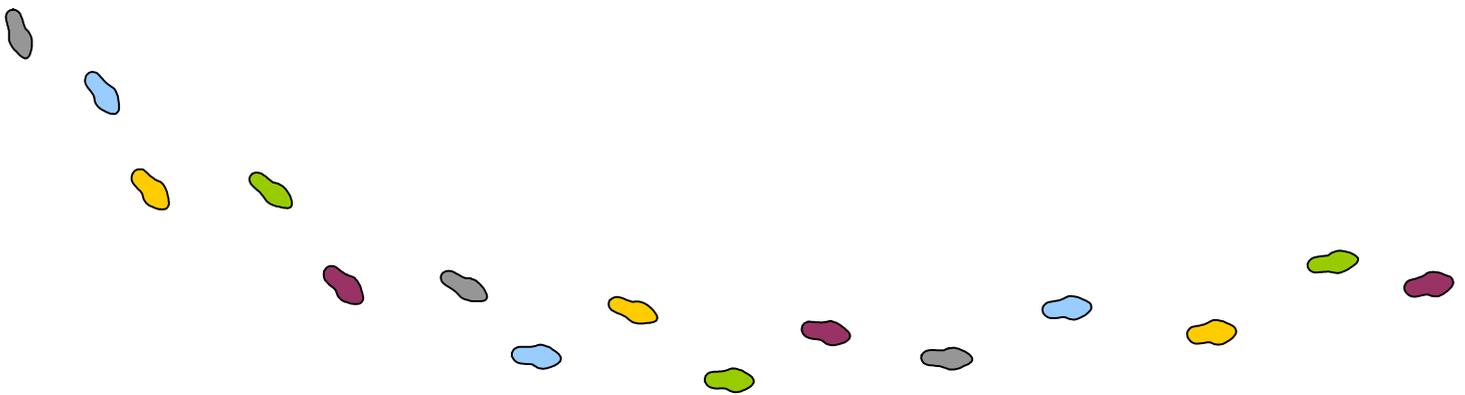
Your completed chart may look something like this:



If most of your crosses are in the **blue zone**, this programme will provide you with the knowledge needed to understand health improvement.

If most of your crosses are in the **green zone**, this programme will help you develop your knowledge and understanding about health improvement.

If most of your crosses are in the **yellow zone**, this programme will help you consolidate you're learning, and help you apply it to practice.



How to use your course book



Get involved!

This course book contains information, activities and exercises that you will complete as you work through the course. They are designed to enhance and re-inforce learning. You will be asked to complete some of the exercises on your own, and others will involve group-work.



No Peeking!

Although answers and solutions to the quizzes and exercises can be found at the end of each step, you will learn the most from 'having a go', before looking up the correct answers. This will help you to assess your own learning as you work through the programme, and it is a useful way of preparing for the external assessment set by RSPH.



Personalise it!

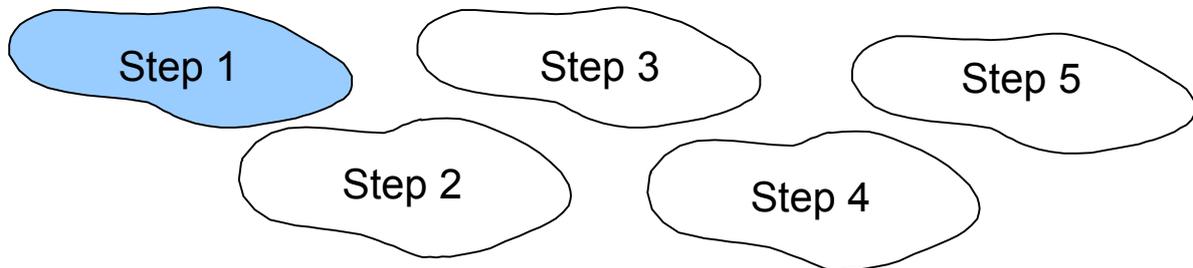
The course book is yours to keep, with lots of space for you to add your own notes - look for the yellow boxes.



Reflect and Plan!

It's a good idea to think about ways to put your new knowledge and understanding into practice while it's still fresh in your mind – that's why you will find a 'learning review' at the end of each step, to help you clarify what you've learned and plan what you want to do.

STEP ONE



Welcome to the first of the 5 steps, which aims to help you understand the importance and benefits of promoting health and wellbeing in prison and the wider community.

What you will learn:

By the time you have worked through this first step, you should know and understand:

- ✔ The basic concepts of health, including the meaning of the term 'Health' in relation to physical, mental and social health and wellbeing
- ✔ Some of the common models of 'Health'
- ✔ The benefits of making changes to improve health and wellbeing using diet and physical activity as examples
- ✔ How government policy is linked to promoting health
- ✔ The principal factors that affect health and wellbeing
- ✔ How individuals attitude to health and lifestyle affects behaviour
- ✔ How you can promote your own health with the help of local services.

Learning Outcome 1 – RSPH L2 Award in Understanding Health Improvement

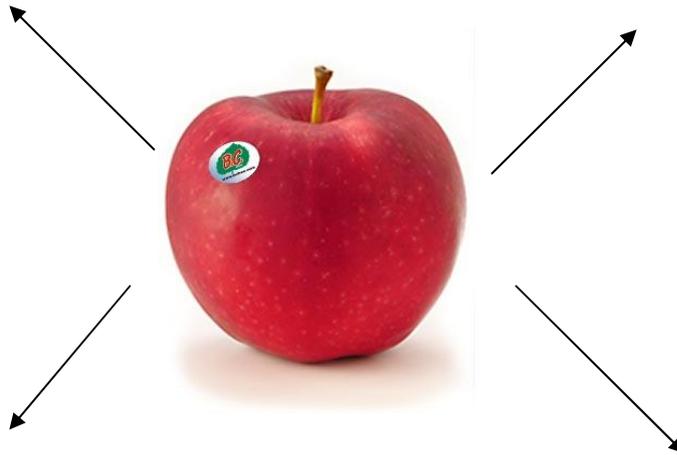
What is meant by health?

Health and being healthy mean different things to different people.

Health Trainers need to explore and understand what these terms mean to themselves and their clients.

Eg coping with everyday life?

Eg being the ideal weight for my height



Eg being able to run without getting out of breath?

Eg living to a ripe old age?

How does this differ with others views of what being healthy means?



For general health adults should achieve a minimum of 30 minutes a day of moderate physical activity. How many days per week?

②, ④ or ⑤

Check out your answer on Page 42

Definitions of health:

A holistic definition of health produced by the World Health Organisation (WHO):

“A state of complete physical, mental and social wellbeing, not merely the absence of disease or infirmity.”

(The World Health Organisation)

The western scientific medical model has been very influential, and underpins the training and ethos of a wide range of health professions (e.g. nurses, G.P's):

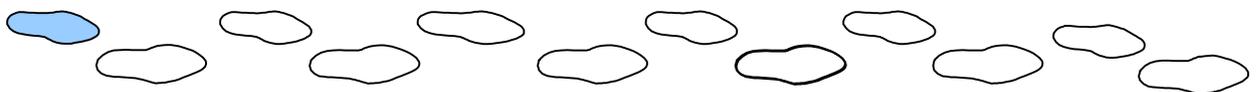
“The absence of disease or illness. In this sense, health is a negative term, defined by disease/illness being absent.”

(Western scientific medical model)



Please give some examples of conditions or illnesses under each heading:

PHYSICAL	MENTAL	SOCIAL



The World Health Organisation provided a broader definition of health:

“Health is the extent to which an individual or a group is able on the one hand, to realise aspirations and satisfy needs; and on the other hand, to change or cope with the environment. Health is, therefore, seen as a resource for everyday life, not an object of living; it is a positive concept emphasising social and personal resources as well as capabilities.”

(WHO, 1984)



The differences between the two definitions:

1. Medical Model

2. Holistic Model (sometimes called the Social Model)



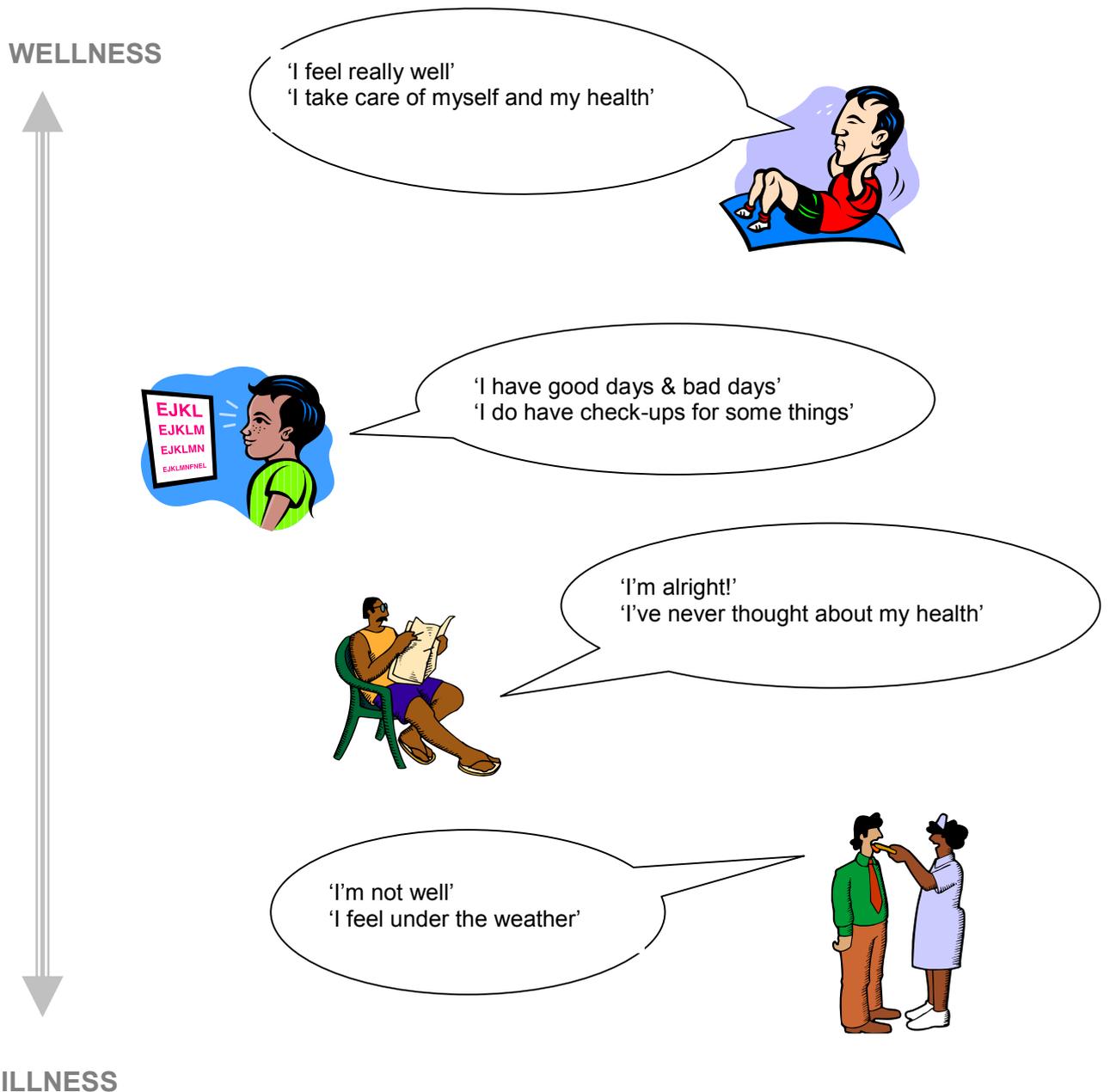
Only 37% of men participate in physical activity to meet the government’s recommendations for health benefits. TRUE or FALSE?

Check out your answer on Page 42

Although there are different definitions of health, we know that:

- Y poor health isn't just about not having a disease, illness or disability,
- Y being healthy depends on many different factors such as your age, gender, class, ethnicity, experience, stage of life, knowledge and beliefs.

We also know that your health may vary from year to year, week to week, or even day to day!



Towards a Holistic Concept of Health – the 8 Dimensions of Health

We have seen that people define their own state of health in lots of different ways. This involves identifying a number of different dimensions. For example:

1. Physical health

E.g. keeping fit, being free of disease, being able to function physically

2. Mental health

E.g. able to think clearly, make judgements and decisions

3. Emotional health

E.g. able to recognise and express feelings appropriately

4. Sexual health

E.g. able to accept your sexuality and able to express it.

5. Spiritual health

E.g. able to practice your religious and moral beliefs and values

6. Social health

E.g. able to relate to others, being part of social networks and relationships.

7. Societal health

E.g. the way society is structured and how it affects health, the provision of education, healthcare, welfare systems etc

8. Environmental health

E.g. the physical environment like housing, sanitation, fresh water, flooding etc...



Regular physical activity reduces the risk of depression.
TRUE or FALSE?

Check out your answer on Page 42

Notes

CASE STUDY

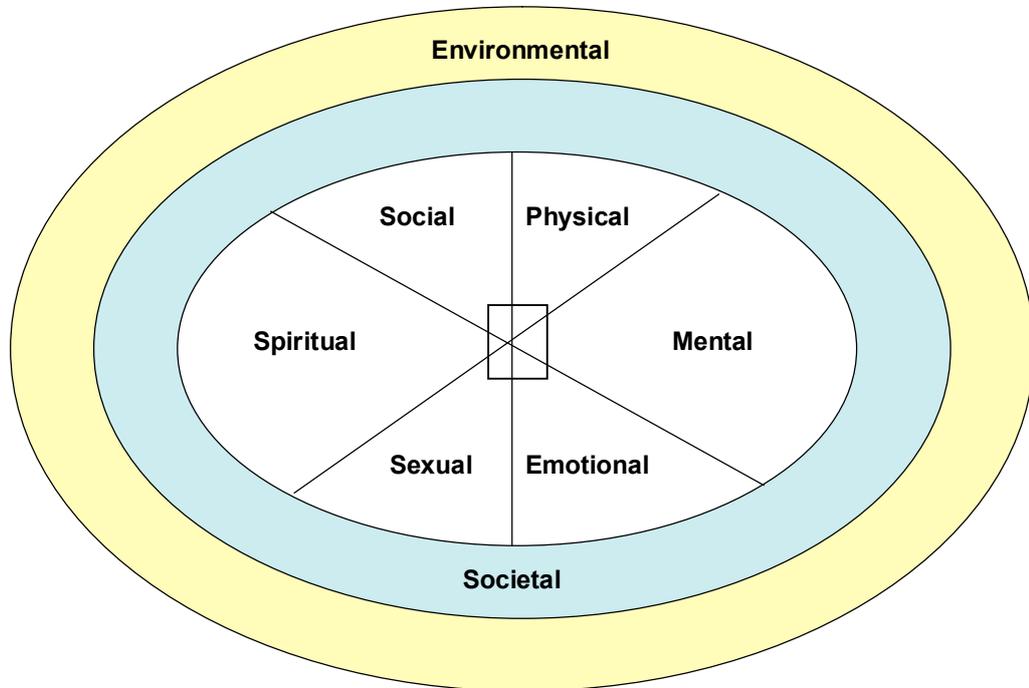
Dave has been in and out of prison for the past 10 years. He started smoking when he was a kid and in care. He normally smokes 1 ½ to 2 oz tobacco per week. He knows his smoking causes him to cough in the mornings and he's worried about the bronchitis he's had over the past few winters. He's not sure if he's ready to pack in smoking or not. He has tried before, but every time he packs in something happens on the outside. He becomes irritable and bad-tempered, and starts to feel isolated from friends (mainly smokers), so he soon gives in to his cravings for a cigarette. Smoking helps him deal with the boredom in his prison cell. For Dave, his emotional and social health depends on his smoking, and this outweighs the disadvantages to his physical health.

(Case Study kindly supplied by HMP Buckley Hall Health Trainers)



Dimensions of Health:

What affects your health?



The inner circle represents some of the individual's dimensions of health. The two outer circles are the broader dimensions of health which affect the individual. (Adapted from Aggleton & Homans 1987 – Naidoo & Wills 2006)



When all sources of physical activity are considered, what percentage of women meet the recommendations for health benefits?

24%, 44% or 64%?

Check out your answer on Page 42

Dimensions of Health:

How do the factors influence peoples' health – positively and negatively?

 POSITIVE INFLUENCES	 NEGATIVE INFLUENCES

Are there any other factors that you haven't identified which may be important to other people?

! As a Health Champion, you may be working with people who don't share the same values or morals as you. Remember, you're helping to support them to change behaviours, not to make judgements about those behaviours.



The Holistic Model of Health

When working with people you may be able to identify a wide range of influences on their health, for example:

- Past life experiences
- Education
- Psychological state
- Economic status
- Social contact
- Physical abilities
- Housing
- Attitudes and beliefs

(Squire, A. 2002, p11)

Notes



Increasing physical activity levels will contribute to the prevention and management of over 20 conditions and diseases, including coronary heart disease, diabetes and cancer. TRUE or FALSE?

Check out your answer on Page 42

[Concepts of Health in Summary](#)

- ☑ Definitions of health come from many different points of view.
- ☑ The dominant medical model does not take into account wider issues such as societal and environmental dimensions
- ☑ It also ignores people's own subjective perceptions of their health

“Clarifying what you understand about health and what other people mean when they talk about health, is an essential first step for the health promoter.”

(Naidoo, J., and Wills, J. 2006, p24)



What is Health Promotion?

Education and knowledge



Physical Structures



Policies



Enabling and empowering



Protection



People are doing more physical activity as part of their everyday lives than they used to. **TRUE or FALSE?**

Check out your answer on Page 42

Importance and benefits to public health of promoting health

- Basic concepts of health
- Y Benefits of making changes
- Y Government policy linkages
- Y Main factors affecting health
- Y How individual's attitudes influence behaviour
- Y How individuals can promote their own health

Y Benefits to making changes

Providing information about the consequences of behaviour and about others' views towards the behaviour, and prompting people to form intentions to change behaviour and to set goals for change may be associated with effective interventions.

*Low-income Groups and Behaviour Change Interventions:
A review of intervention content and effectiveness. Kings Fund, March 2008*

Give one example for each of the benefits, below:

Help prevent disease

Help promote increased physical wellbeing

Help promote mental wellbeing

Empower responsibility for oneself



Physical Activity

THE FACTS:



Physical activity as part of everyday lives is declining



When all sources of activity are considered only 37% of men and 24% of women meet the recommendations for health benefits.



The proportion of people engaged in physical activity declines with age after the age of 35

RECOMMENDATIONS:



Children and young people: total of **60 minutes** of moderate intensity a day

- slightly out of breath, increased pulse rate
- at least twice a week should produce higher stress level to improve bone health, muscle strength and flexibility



Adults: for general health benefits should achieve a minimum of **30 minutes** a day of moderate activity on a minimum of **5 days a week**

- ◆ Increasing activity levels will contribute to the prevention and management of over 20 conditions and diseases including coronary heart disease (CHD), diabetes and cancer.
- ◆ Regular physical activity reduces the risk of depression and has positive benefits for mental health including anxiety, mood and self esteem.

(DH Choosing Activity: a physical activity action plan. 2005)

Which of the 8 Dimensions of Health can be positively influenced by physical activity?

- ◆ PHYSICAL HEALTH ◆ MENTAL HEALTH ◆ EMOTIONAL HEALTH
- ◆ SEXUAL HEALTH ◆ SPIRITUAL HEALTH ◆ SOCIAL HEALTH
- ◆ SOCIETAL HEALTH ◆ ENVIRONMENTAL HEALTH

The benefits of increasing physical activity



Reduce risk of heart disease, high blood pressure, osteoporosis, diabetes and obesity

Reduce some of the effects of ageing

Joints, tendons and ligaments will be more flexible

Help maintain a healthy weight by increasing metabolism (the rate we burn calories)

Can relieve stress and anxiety and make you feel happier

Increase energy and endurance levels

This information has been taken from 'Improving Health: Changing Behaviour. NHS Health Trainer Handbook', produced by the Dept of Health and the British Psychological Society.

If you have access to the internet, the complete Health Trainer Handbook can be found at:

http://www.abdn.ac.uk/healthpsychology/publications/Health_Trainer_Manual.pdf

Or, ask your HT tutor or supervisor.



Nutrition

THE FACTS:



Good nutrition is vital to good health



Many people in England do not eat well, particularly those among the more disadvantaged and vulnerable groups.



A significant number of people consume less fruit, vegetables and fibre than recommended.



Poor nutrition has been linked with heart disease, stroke and some cancers.



It is estimated that at least 5 varied portions of fruit and vegetables a day can reduce the risk of deaths from chronic diseases.

In order to improve our diet the government has set the following objectives:

- ✓ Increase fruit and vegetables intake to five portions a day
- ✓ Increase the intake of dietary fibre
- ! Reduce the intake of salt
- ! Reduce the intake of saturated fat
- ! Reduce the intake of sugar

(DH Choosing a Better Diet: a food and health action plan. 2005)

Which of the 8 Dimensions of Health can be positively influenced by good nutrition?

- ◇ PHYSICAL HEALTH ◇ MENTAL HEALTH ◇ EMOTIONAL HEALTH
- ◇ SEXUAL HEALTH ◇ SPIRITUAL HEALTH ◇ SOCIAL HEALTH
- ◇ SOCIETAL HEALTH ◇ ENVIRONMENTAL HEALTH

The benefits of eating healthily



Reduce risk of heart disease and high blood pressure

Reduce chances of getting cancer

Having more energy

Might be ill less often

Might lose weight

Will have improved bowel health

Skin, nails and hair will look more healthy

This information has been taken from 'Improving Health: Changing Behaviour. NHS Health Trainer Handbook', produced by the Dept of Health and the British Psychological Society.

If you have access to the internet, the complete handbook can be downloaded:

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_085779

Or, ask your HT tutor or supervisor.



Sources of Information about Health

There are a bewildering number of sources for information about health – we're bombarded by lifestyle programmes on the television, articles in the newspaper, articles on the radio as well as the information that we get from friends, family and healthcare professionals.

So it's clear that there's no shortage of information. The trick is to work out which sources of information are accurate and reliable.

Here are a few helpful hints on how you can judge whether a piece of health-related information is ok.

- ✓ Use your head! Always question information and think about where it came from.
- ✓ Use your common sense but remember that we may have learned our 'common sense' from our family and surrounding community – it's not always right!
- ✓ Look for information that's come from 'official' sources – NHS websites and leaflets are a good source of accurate information.
- ✓ Look for a date on the information and make sure you've got the most up-to-date version. The world of health changes quickly so there's no absolute guide to how long information stays valid, but anything over a year old should be checked to see if it's still accurate.
- ! Watch out for articles and leaflets that have been produced or sponsored by a product manufacturer – they may well be accurate but will tend to represent the manufacturer's viewpoint.
- ! Watch out for articles written by special interest groups or charities – again they may be accurate but may not represent the full picture.
- ! Watch out for newspaper articles and headlines – they may be accurate but their aim is to make *news* and you may not get the whole story!
- ! Watch out for lifestyle programmes on the television or radio – they may well be accurate but remember their aim is mainly to entertain (rather than to inform) so that they may not tell the full story.

- ! Watch out for articles that only report the experience of a few people – this tends to give us ‘anecdotal’ evidence. A decent trial in healthcare will involve hundreds (or more) people – this will give the most complete and accurate idea of whether a health initiative is working.

- ! Watch out for textbooks and self-help books. Again, they may well be accurate but you need to have confidence in the author’s qualifications and whether their views follow evidence-based guidance. Always check that books are up-to-date.

- X **Most importantly, NEVER talk rubbish about health! Don’t make things up or use information that you’re not sure about – always check.**

- ✓ **Remember its OK to say that you don’t know something – you can always come back to your client later when you’ve had a chance to find out.**

Sources of information available at _____

(Your tutor will advise you)



Government policy

2004 *Choosing Health: Making healthy choices easier,*

- Sets out key principles for supporting the public to make healthier and more informed choices in regards to their health
- Focuses on the promotion of health by helping people to adopt healthier lifestyles, thus reducing their risk of developing ill health by allowing vulnerable groups to make healthier choices about diet, physical activity and lifestyle.

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4094550

‘Choosing Health’ also says

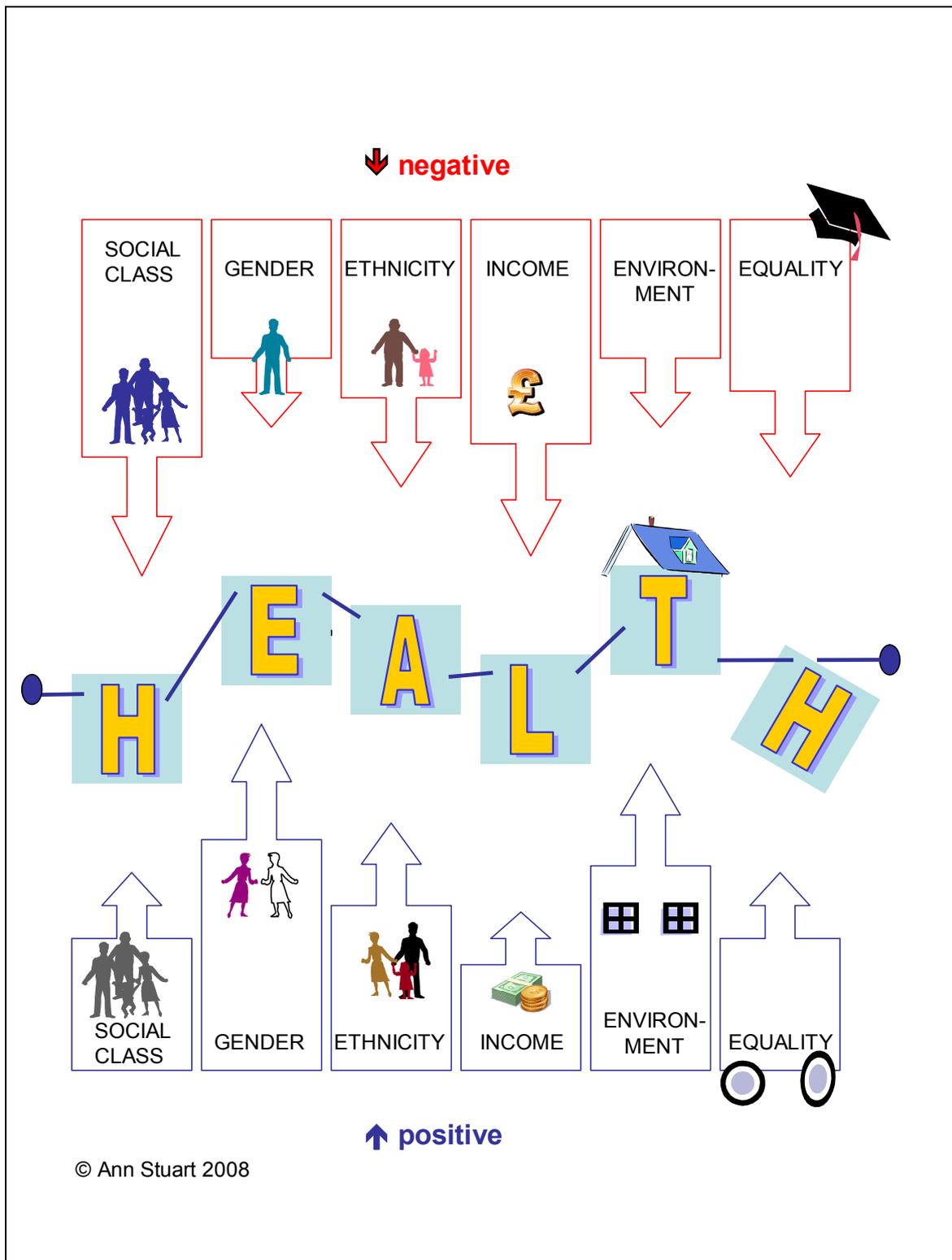
“Providing information and persuasive messages can increase people’s knowledge of health risks and what action to take to deal with them. This is an essential framework for changing our way of life, but it is rarely enough on its own. There is good evidence that a range of approaches grounded in psychological science can help people in changing habits and behaviour”.

2006, *Our Health, our care, our say*

- Sets out a vision to provide people with good quality social care & NHS services in the communities where they live
- Sets out a change in delivery of services ensuring that they are more personalised and fit into people’s busy lives
- Give people a stronger voice so that they are the major drivers of service improvement

www.dh.gov.uk/en/Healthcare/Ourhealthourcareoursay/index.htm

6 Factors that affect health and wellbeing



Areas that can influence health

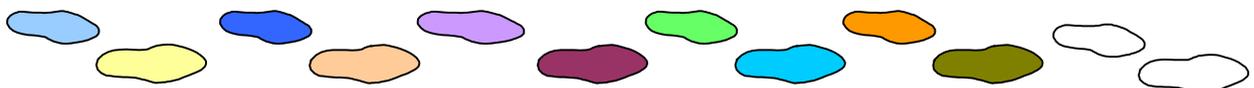
Y Personal behaviours and lifestyles
Y Support and influence within communities which can sustain or damage health
Y Living and working conditions and access to facilities and services
Y Economic, cultural and environmental conditions such as standards of living and the labour market



QUIZ - Influencing Factors

<p>1. Around how many years longer is a man in social class 1 (professional) likely to live than a man in social class 5 (unskilled manual worker)?</p> <p>3◇, 4◇, 7◇, 8◇</p>	<p>2. Before what age is a child born in social class 5 twice as likely to die as a child born in social class 1?</p> <p>5◇, 10◇, 15◇, 20◇</p>
<p>3. Compared with men, women live on average 6 years</p> <p>more ◇ less ◇</p>	<p>4. Women are less likely to report illness to a GP than men.</p> <p>true ◇ false ◇</p>
<p>5. Research comparing the mortality rates of people from Indian sub-continent, Africa and the Caribbean with those from England and Wales found increased rates of:</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>Select 3 from the following list:</p> <p>strokes / cancer of the liver / hypertension / tuberculosis / accidents</p>	<p>6. Give TWO examples of how low income can affect health:</p> <p>a)</p> <p>b)</p>
<p>7. Research suggests that a _____ - _____ divide is present for most diseases.</p> <p>Select 2 from the following list:</p> <p>North / East / South / West</p>	<p>8. Research supports the view that a relationship exists between the widening gap in social class and mortality rates between the classes. In your view, which of these are factors:</p> <p>car access ◇, education ◇, household possessions ◇, income ◇, housing ◇</p>

 Testing your knowledge before checking out the correct answers on Page 42 will help you prepare for the RSPH external assessment at the end of this course.



6 Factors Influencing Health Improvement

1. Social class

- Life expectancy
 - A man in social class 1 (professional) is likely to live around **7years** longer than a man in social class 5 (unskilled manual worker).
 - A child born in social class 5 is twice as likely to die before the age of **15** as a child born in social class 1
 - There are twice as many reports of long-standing illness among men and women from social class 1 than social class 5 (because social class 1 are more likely to report their illness and receive treatment).

2. Gender

- Women live on average **6 years longer** than men
- Women are **more likely** to report illness to GP
 - Being less likely to be in full-time employment, they have more time and less to lose.
- Genetics suggest that women are more resistant to infection due to protective hormone (oestrogen).

3. Ethnicity

- Research comparing mortality rates of people from Indian sub-continent, Africa and the Caribbean found increased rates of **tuberculosis, accidents and cancer of the liver** than with those from England and Wales.
- There was also comparatively high mortality from hypertension and strokes from African and South Asian people.
- More information is needed on the relationship (if any) between ethnic minority groups' ill health and income, working/living conditions and unemployment.

4. Income

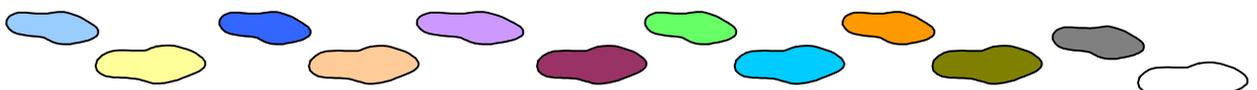
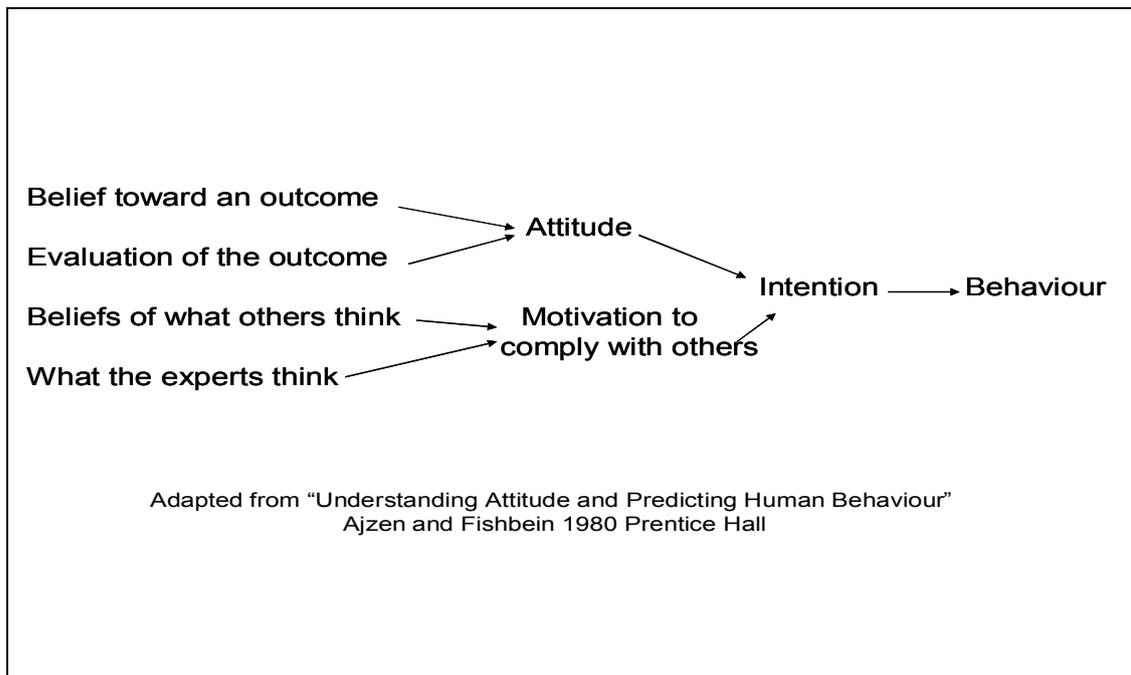
- Blackburn in (1991) suggests there are 3 ways in which low income can affect health
 - Physiological (**inadequate housing, food etc... reduced choices**)
 - Psychological (**stress and lack of social support**)
 - Behavioural (**health damaging behaviours**)

5. Environment (residence)

- Research suggests that mortality rates increase steadily moving from South East to the North West and that a **North-South** divide is present for most diseases.
- One explanation for the death rates might be differences in social class distribution
 - Those areas with high mortality rates having a greater proportion of classes 4 and 5.

6. Equality

- A considerable amount of research supports the view that a relationship exists between the widening gap in social class and mortality rates between the classes
- The factors include **housing, car access, education, household possessions and income**



Promoting own health with the help of local services

The task: to identify 2 services available in prison that promote health, and record a) aspects of health the service addresses, b) how the service can be accessed, and c) where the information can be found.

The Service (1)	
a) Aspect of health	
b) Accessing the service	
c) Where to find the information	
The Service (2)	
a) Aspect of health	
b) Accessing the service	
c) Where to find the information	

NB You may want to use this to start your own information resource.

Summary

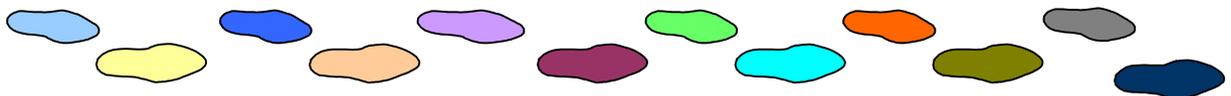
The Importance and benefits of promoting health and wellbeing in prison and the wider community:

- ☑ Basic concepts of health: the meaning of the term 'health', and common models of health
- ☑ Benefits of making changes
- ☑ Government policy linkages
- ☑ Main factors affecting health
- ☑ How individual's attitudes influence behaviour
- ☑ How individuals can promote their own health

UHI Learning Outcome 1 is mapped to relevant knowledge and understanding elements of the Health Trainer competences (National Occupational Standards):

HT2: Communicate with individuals about promoting their health and wellbeing (K1 – 9, 15)

HT3: Enable individuals to change their behaviour to improve their own health and wellbeing (K2, 3, 5, 6, 18, 22)





Test Your Knowledge

A B C

To select your answer, shade inside the circles, like this:

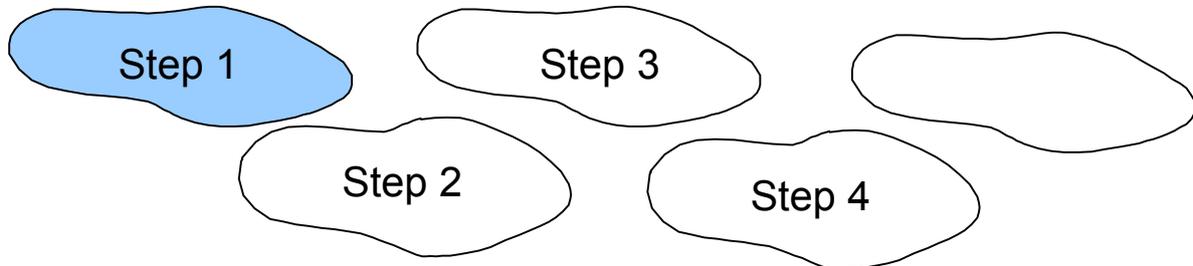


	A	B	C
1. WHO is the abbreviation for: A. World Health Organisation B. Work and Health Organisation C. World Harmonic Orchestra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In the dimensions of health model 'Environmental Health' refers to: A. The physical conditions in which people live B. The number of GP surgeries in a locality C. The number of people living in one dwelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Chronic diseases can be reduced by eating: A. 5 apples a day B. 5 portions of fruit and vegetables a week C. 5 varied portions of fruit and vegetables a day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. One of the objectives set by the government to improve our diet is to: A. Reduce the amount of sugar B. Stop taking sugar C. Double the amount of sugar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. There are twice as many reports of long-standing illness among men and women from social class 1 than social class 5 because: A. Social class 5 are more likely to report their illness B. Social class 1 are more likely to report their illness C. Women live longer than men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The proportion of people doing physical activity starts to decline after the age of: A. 55 B. 15 C. 35	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

 Test your knowledge before checking out the correct answers on Page 42. This will help you prepare for the RSPH external assessment at the end of this course.

Learning Review

Well Done! You've now completed the first step of the programme which aimed to help you understand the importance and benefits of promoting health and wellbeing in prison and the wider community.



In Step 2 you will learn about the factors that support health improvement and those that create barriers. But there's just one last thing to do before moving on!



ONE thing I have learned:



ONE reason for helping people to make a lifestyle change of their choice:



ONE thing I'm going to do, (and when):



STEP 1 – ANSWERS

Page 14	5 days per week	Also see page 26
Page 16	True	“ “ “
Page 18	True	“ “ “
Page 20	24%	“ “ “
Page 22	True	“ “ “
Page 24	False	“ “ “

Page 35 [Also see pages 36/37]	
1.	7 years
2.	Age 15
3.	More
4.	False
5.	Strokes/cancer of the liver/tuberculosis
6.	See page 26
7.	North-South
8.	All factors

Page 40 – Test Your Knowledge

	A	B	C
1	●	○	○
2	●	○	○
3	○	○	●
4	●	○	○
5	○	●	○
6	○	○	●

