The workplace as a useful setting for health promotion

Training and education for Workplace Health Promotion
-WHP-

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Background

Personal history affects one's way of thinking and acting...

**Way of thinking** — **Way of acting**

- Value based
- Knowledge based
- Experience based
Definitions of Health promotion

”Health promotion is the process that enables individuals, groups, organizations and communities to increase control over the factors affecting health and thereby improve the health” (Nordic research conference in Health Promotion, 1998)

”Health promotion is the combination of educational and environmental support for actions and conditions of living conducive to health. The actions or behavior in question may be those of individuals, groups, or communities; of policy makers, employers, teachers, or others who actions control or influence the determinants of health. The purpose of health promotion is to enable people to gain greater control over the determinants of their own health” (Green & Kreuter, 1999)

”Health Promotion = Health Education x Healthy Public Policy” (Tones & Tillford, 2001)
WORKPLACE HEALTH PROMOTION - WHP

THE IDEA:

Central Level
- Create prerequisites

Local level
- Realise ideas in actions

Strategic level

Operational level

The local workplace (workplace setting):

EVERYDAY WORK
- Management
- Co-worker

INDIVIDUAL
- The everyday work is the foundation
- The conditions and prerequisites of the workplace are the point of departure
- We work with organisation, group and individual levels

- The health questions are included in the agenda
- Participation of management and personnel is necessary
- Questions are supported by top management
Objective

Presenting one process how to develop an idea concerning WHP and how we can train the trainers to better understand the setting approach connected to WHP
Method

- Empirical experiences from action oriented work and research concerning WHP
- Taking part in a European network for developing a training specification for WHP
Empirical experiences

1. Vara municipality: A project called Developing - Vara

   **Step one** – preparatory work
   - Study-circle and Working climate investigation
   - Managerial development
   - Team development
   - Lifestyle development

   **Step two** – two year
   - Health at the workplace/Workplace Health Promotion

   **Step three**

2. Vänersborg municipality: A five years process oriented work with focus on Health at the workplace

   **Phase one** – one year
   - Situation analysis
   - Policy development
   - Anchoring
   - Enabling

   **Phase two** – four year
   - Implementation
     - Practical health work
     - Projects
     - Training and education
     - Process evaluation

   **Phase three**
   - Experiences / Lessens to learn
   - Evaluation / Outcomes
   - Next step...
A manual for training in workplace health promotion

- Representatives from 13 European countries
- Five meetings during a time of 18 months
The Philosophy of the Training Specification
- Flexibility
- Participation
- Integration
- Multi-disciplinarity
- Need analysis

The working process
- Marketing health promotion – Advocate
- Setting up structures - How to organize
- Assessing needs – Formulate what we want to achieve
- Implementing the plan
- Evaluate
- Amending the plan

Functional roles
- The participant
- The decision maker
- The change facilitator
- The expert
- The deliverer
A Manual for Workplace Health Promotion

**Knowledge requirements**
- The concept of Health Promotion
- The working process in Health Promotion
- Organizational knowledge
- System theory
- Social and organizational psychology
- Data capture methods
  -
  
**Skill requirements**
- Marketing techniques
- Planning and implementation skills
- Organizational analysis
- Communications
- Interpersonal skills
- Data analysis skills
  -
  -

**Examples:**
Results
Courses:

WHP I, 7,5 ECTS
WHP II, 7,5 ECTS
WHP III, 15 ECTS
Workplace health promotion III, 15 ECTS
- Postgraduate level

Content:
• Sustainable working life – actual research / own experiences
• Perspective on health promotion / WHP
• Work health and management control - focus on the organizational perspective
• Process oriented work – training and education – Work Integrated Learning (WIL)
• Health – HR Accounting – Leadership (the connections)
• Cases from the students own experiences as a point of departure for theoretical analysis
• Research and developing work (one central part of the examination)

Course structure:
3 x 2 days during the spring term
3 x 1 day during the autumn term (tutor sessions, seminars and examinations)
Target group for the courses

Health promotion Professionals:
• PE teachers
• Ergonomists
• Occupational nurses
• Psychologists
• Health educators

Also some managers and leaders and postgraduate students
Examples from the content in WHP I-III
Health Promotion – Historical perspective

- **Public health movement** (1840-...)
  - **New public health** (1980-...)
  - **Health education** (1920-...)
  - **Health promotion** (1940...1986-...)

1974  "New way looking at health" (Lalonde)
1977  "Alma Ata declaration" – Health for all 2000)
1986  "Ottawa Charter"
The paradigm of salutogenesis

A continuum: Unhealth / illness ——— Health / wellness
An approach to "Workplace Health Promotion" (WHP)

The conceptual basis:

- **ACTIVITIES / MISSION IN FOCUS**
  - Main process
  - * Organizational factors
  - * Relationships
  - * Individual factors

- **HEALTH / WORKING WITH HEALTH**
  - Aid process / actions
  - * Occupational Health and Safety Work
  - * Lifestyle and health behavior
  - * Rehabilitation
A heuristic model of organizational health (Hart & Cooper, 2001:100)
How do we create sustainable employment or working life?

What we know through research?
HEALTHY FACTORS IN WORKING LIFE

Balance: Assignment – Resources

Leadership

Acknowledgement

Support

Appreciation

Reception

Collaboration

Meaningfulness

Influence

Satisfied with the quality of what you do
<table>
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<tr>
<th>What is required?  -  Organisational level</th>
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- **Ideas – Goals – Plan of actions – Action**
- **Organisation**
  - Clear distribution of roles and responsibilities
  - Who runs the work?
  - Mandate?
- **Competence**
  - Strategic / Practical
  - Subject competence
  - To work with processes and change
- **Resources**
  - Personnel / Financial / Premises / Time

| Philosophy |
| Functional roles |
| WIL |
| The working process |
Work Integrated Learning - WIL

COMPETENCE

Experience based learning - Reflection

Practical work

WIL – NEW COMPETENCE

Theory based learning - Reflection
Examples of student work

1. Factors for successful competence development for the operational leadership in a municipality

2. Health promotion in the armed forces

3. Health promotion schools in Kungsbacka

4. Wider work accounts in SAAB – performance management with specially focus on health and work environment
Conclusions:

Concerning to the evaluation of the courses and the results of the students work we will say that this content and design is a good example for training and education for WHP in a Swedish context. It is also a good example on Work integrated learning that is a profile issue for University West.

Key Words: Workplace Health Promotion, training and education, setting approach, work integrated learning
Chapter 19

WHP in Sweden
Our idea of WHP

• a) Organizational approach
• b) The setting approach
• c) The health promotion approach – based on the salutogenetic perspective
Various focus on WHP in Sweden

• Work activity and organization issue
• Human resource issue
• Work environment issue (OHS)
• Fitness work issue
• A mixture
An approach to ”Workplace Health Promotion” (WHP)

The conceptual basis:

ACTIVITIES / MISSION IN FOCUS
Main process

HEALTH / WORKING WITH HEALTH
Aid process / actions

* Organizational factors
* Relationships
* Individual factors

* Occupational Health and Safety Work
* Lifestyle and health behavior
* Rehabilitation
Example for a structure of a WHP program

• **Establishing phase**
  - Gather information
  - Establish and define structures
  - Conduct management seminars

• **Continuation phase**
  - Questionnaire and visit to the workplace
  - In-depth analyses
  - Feedback seminars
  - Measures and support

• **Independent phase**
  - Continuing work
  - Evaluation
Example of instruments for analyses and follow up

- **Balance Scorecard**
  - A tool used for business and management control
  - Focus on organizational level

- **Short Form 36**
  - A questionnaire used to attain a picture of the present situation concerning self-reported physical and psychosocial health
  - Focus on individual – and group level

- **Health Profile Assessment**
  - A method to measure and analyze health at the individual level
Outcomes & Indicators

• Outcomes
  - Motivated and committed employees
  - Job satisfaction
  - Low degree of absenteeism and high degree of long-term health
  - Increased productivity

• Indicators
  - Reward system
  - Education, training and development
  - Lifestyles program / behavior
  - Absenteeism and presenteeism
Good practice – Training and education

• A leadership program – 12 days extended over 1 year
  - Phase 1: Build a platform / commona goals
  - Phase 2: Building knowledges and providing the participants with tools
  - Phase 3: Put the health-promotive way of thinking into practice

• A programe for health inspirers
  - Organised as an university course offering 7,5 higher education credits.
  The content was matched with the leadership program.
Goals & Evaluation

Strategy

Process of change

Partial goals

Long term goal

Education → Knowledge/attitude → Improved health behaviour → Wellness/wellbeing

Process goal

Impact goal

Intermediate goal

Outcome goal

Process evaluation

Intermediate evaluation

Outcome evaluation