

Understanding Some of the Best Practices for Discipline of Health Education to the Public on the Sphere

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Abstract: This article provides recommendations and guidelines for maintaining a high quality health education program. The health is delineated as the state of being free from disease, injury, sickness, bodily conditions and something indicating good bodily circumstances. The health education is any combination of learning experiences designed to help individuals and communities to improve their health by increasing their knowledge or influencing their attitudes. Everybody should take care about health education because this education builds skill, knowledge and positive attitudes of learners regarding health. Health education teaches about mental, physical, emotional and social health aspects. It motivates learners to prevent disease, reduce risky behaviors, and maintain and improve their health. Health education can provide an opportunity for the clients to go through the stages of identification of problems, planning, implementation and evaluation. This is of special importance in the health education of the community where the identification of problems and planning, and implementing and evaluating are to be done with full involvement of the society to make it the community's own program. The health education is based on scientific findings and current knowledge; therefore a health educator should have recent scientific knowledge to provide health education. The results of current guidelines can help to schools for selecting or developing appropriate and effective health education curricula and improve the delivery of health education.

Keywords: Health Education, Health Educator, Health Worker, Community, Society.

I. INTRODUCTION

Prior to discuss matters relating to health education, it is very important to conceptualize what is meaning of health and education their-selves. Actually, health is an extremely subjective perception. Good health means different things to different peoples, and its importance varies according to expectations and context of individual and community. In humans, health is the level and the general condition of mind and body of a person, but its usual meaning is to be free from pain, injury and illness [1]. The usual meaning of education is learning of individuals in which the information, knowledge and skills are transferred from one person or generation to the next group of peoples in a society [2]. Although these definitions of health and education may be subjected to controversy, but these mostly correlate with a personal satisfaction. Health education is the profession of educating peoples about health [3]. Areas within this

profession encompass environmental health, physical health, social health, emotional health, intellectual health, and spiritual health [4]. Environmental health addresses all the aspects of physical, chemical and biological factors external to a person, and all the related factors impacting human health. Physical health refers to anatomical integrity and physiological functioning of the body (to say a person is physically healthy, all the body parts should be there, all of them are in their natural place and position, none of them have any pathology, all of them are doing their physiological functions properly). Social health is an ability to make and maintain acceptable interactions with other peoples, for example, feeling sad when someone close to a person passes away. Emotional health is defined by the degree to which a person feels emotionally secure and relaxed in everyday life or shares his personal stories of dealing with everyday stresses and emotional issues like depression. Intellectual or mental health is an ability to learn and think clearly. A person with good mental health is able to handle day-to-day events and obstacles, works towards important goals, and functions effectively in society. Spiritual health is an important component and it is an act of living a life with honesty and in line with a spiritual belief system of some kind, and spirituality it is about knowing function of a person. The physical, mental and spiritual health are intensely knotted and have a reflective outcome upon one another. For example, this fact is evidently displayed while somebody who is in sorrow on the emotional stage practices tiredness, a failure of energy and reduces appetite on the physical level, furthermore on the spiritual level feels out of contact with the true self and detaches from the world. Whilst somebody who is in joy can lead to success in work, relationships and health, and such peoples work with each other pleasantly.

Still, as there are multiple definitions of health and education, there are also multiple definitions of health education. Health education can also be defined as the principle by which individuals and groups of people learn to behave in a manner conducive to the promotion, maintenance, or restoration of health. The Joint Committee on Health Education and Promotion Terminology of 2001 defined health education as any combination of planned learning experiences based on sound theories that provide individuals, groups and communities the opportunity to acquire information and the skills needed to make quality health decisions [5]. The World Health Organization (WHO) defined health education as comprising of

consciously constructed opportunities for learning involving some form of communication designed to improve health literacy, including improving knowledge, and developing life skills which are conducive to individual and community health [6]. The WHO also defined health as a state of complete physical, mental and social well being and not the mere absence of disease or infirmity. The disease is the existence of some pathology or abnormality of the body, which is capable of detection using accepted investigation methods. The absence of health is denoted by such terms as disease, illness and sickness, which usually mean the same thing though social scientists give different meaning to each of them.

Education for health begins with peoples and it hopes to motivate them with whatever interests they may have in improving their living conditions. Its aim is to develop in them a sense of responsibility for health conditions for themselves as individuals, as members of families and as communities. In communicable disease control, health education commonly includes an appraisal of what is known by a population about a disease, an assessment of habits and attitudes of the peoples as they relate to spread and frequency of the disease, and the presentation of specific means to remedy observed deficiencies [7]. Health education is also an effective tool that helps to improve health in developing nations. It not only teaches prevention and basic health knowledge but also conditions ad ideas that re-shape everyday habits of peoples with unhealthy lifestyles in developing countries. This type of conditioning not only affects the immediate recipients of such education but also future generations will benefit from an improved and properly cultivated ideas about health that will eventually be ingrained with widely spread health education. Moreover, besides physical health, health education can also provide more aid and helps peoples to deal healthier with situations of extreme stress, anxiety, depression or other emotional disturbances to lessen the impact of these sorts of mental and emotional constituents, which can consequently lead to detrimental physical effects [8-9].

Aims of health education

1. Health education aims to motivate peoples to adopt health-promoting behaviors by providing appropriate knowledge and helping to develop positive attitude.

2. Health education also aims to help peoples to make decisions about their health and acquire the necessary confidence and skills to put their decisions into practice.

Basic principles of health education

1. Health education should be need based, therefore before involving of any individual, group or the community in health education with a particular purpose or for a program, the need should be ascertained. It should be also specific and relevant to the problems and available solutions.

2. Health education seeks at change of behavior; therefore multidisciplinary approach is necessary for understanding of human behavior as well as for effective teaching process.

3. It is necessary to have a free flow of communication, therefore the two ways communication is particularly of importance in health education to help in getting proper feedback and get doubt cleared.

Some of the best practices for health education

Health education curricula and instruction help to students for learning skills and they will use to make healthy choices throughout their lifetime. Effective curricula result in positive changes in behavior that lowers student risks around injury prevention, mental and emotional health, nutrition, physical activity, prevention of diseases and family life. In general, healthy students learn better and they tend to do better in schools. They have higher attendance, have better grades, and perform better on tests. The best practices in health education provide skills-focused instruction that follows a comprehensive, sequential, culturally appropriate health education curriculum that address all of the standards. In general, the following health education directives are concentrated:-

1. Addressing the health education instructions such as assessing personal vulnerability to health risk-taking, accurately assessing health risk-taking of peers, analyzing the influence of family, peer, culture, and the media on health behaviors, and connecting with others who affirm and reinforce health-promoting norms, beliefs, and behaviors.

2. Allocating funds and releasing time to support annual professional development for teachers of health teaching students with physical, medical or cognitive disabilities, students of various cultural backgrounds, students with limited English proficiency, using interactive teaching methods such as role-plays or cooperative group activities, teaching essential skills for behavior change and guiding student practice of these skills, teaching health-promoting social norms and beliefs, classroom management techniques such as social skills training, environmental modification, conflict resolution and mediation, behavior management strategies for involving parents, families and others in student learning, assessing students performance in health education, and medical updates on health information and health trends.

3. Ensuring that health education instructions focus not only on teaching content knowledge but on teaching skills, including decision-making, problem-solving, accessing reliable health information, goal-setting, communication, negotiation and refusal, assertiveness, and advocacy skills.

The responsibility for health education

The terms public health educator, community health educator or health educator are all used interchangeably to describe individuals who plan, implement and evaluate health education and promotion programs. These individuals play a crucial role in many organizations in various settings to improve the health of a nation. Just as a community health workers working towards population health, school health educators generally teach in the schools. Health education should be started from the existing indigenous knowledge and efforts must aim at small changes in a graded fashion and not be too

ambitious. Peoples will learn step by step and not everything together. The grave danger with health education programs is the pumping of all bulk of information in one exposure or enthusiasm to give all possible information. Since it is essentially a learning process, the process of education should be done step-by-step and with due attention to the different principles of communication. The health education is the function and responsibility of everybody busy in health and community development activities. The health extension workers are primarily responsible in working with the families and community at a grass root level to promote health and prevent disease through provision of health education. If health and other workers are not practicing health education in their daily work, they are not doing their job correctly. When treating someone with skin infection or malaria, a health worker should also educate the patient about the cause of the illness and teach preventive skills because drugs alone will not solve the problems. Without health education, the patient may fall sick again from the same disease. Health workers must also realize that their own personal example serves to educate others [10-12].

The role of health educator

The health educators should not have only correct information with them on all matters that they have to discuss, but also must practice what they profess; otherwise, they will not enjoy credibility. It must be remembered that peoples are not absolutely without any information or ideas. The health educators are not merely passing information, but also give an opportunity for the clients to analyze fresh ideas with old ideas, compare with past experience and take decisions that are found favorable and beneficial. The health educators must assume profound responsibility in talking to the peoples and listening of their problems. They are also responsible for the implementation of thinking of the behavior or action that could cause, cure and prevent these problems. Health educators should respond towards health education and problems as referred to in the following lines:-

1. Health educators must be able to find reasons for people's behavior towards health education and problems.
2. They have to affirm an equal right to help peoples to see the reasons for their actions and health problems.
3. Health educators ought to ensure to ask peoples to give their own ideas for solving the particular problems.
4. They must make certain to provide peoples with relevant and accurate information.
- They should make sure to help peoples to look at their ideas so that they could see which are the most useful and the simplest to put into practice.
5. The health educators should carry on the encouraging of peoples to choose the idea best suited to their circumstances.
6. The health educators have to adjust their talks and actions to suit the groups for whom they have to give health education. For example, when they have to deal with illiterates and poor peoples, they must have to get down to their level of conversation and human relationship

so as to reduce any social distance.

7. The health educators have to make acceptable and they should realize that they are enablers and not teachers and they have to win the confidence of clients.

8. The health educators should use terms that can be immediately understood and a highly scientific terminology should be avoided.

For every change of behavior of a person, a health educators should respond as mentioned in ensuing lines:-

1. Share their skills and experience to one or more than one persons who oversee or coordinate to health education.
2. Observe health principles and inform to parents and families in health education.
3. Make sure that the health education curriculum is planned, sequential and developmentally appropriate to better address all of the health instruction required.
4. Make certain to offer health information to parents and families through educational materials sent to home and involvement in school-sponsored activities.
5. Ascertain to provide opportunities for other health educators to coordinate instruction with teachers of other subjects and integrate health into other content areas.
6. Maintain their highest levels of competence to lead health education teachers in each school to have new ideas in health education.
7. Ensure the new practices, views and update the curriculum on a regular basis, at most every five years.

Peoples, use health services, contribute finances, and have a role in developing health policies and in shaping health systems. In all these respects, there is growing pressure for public accountability and increased response to inputs from civil society. The manner in which the state responds to these changes, and the extent to which civil society actors are recognized and included in health policies and program are some of the critical factors determining the course of public health today [13].

Finally, the importance of education cannot be overlooked regardless it is for fun or for career or even just for advantageous personally [14]. The physician groups need to accept the challenge of adding the physician's voice to the communication of performance information to the general public. The true goal of all these measurement efforts is ultimately, the improvement of quality that should result from transparency and from a concomitant realignment of payment incentives [15]. For healthcare, the society might be visited by the community health workers to monitor its growth and development over time. In this way, the family will learn how to keep healthy and prevent illness, and should have an access to a health clinic if and when needed. It is pledged to make every money count toward better health outcomes for most vulnerable mothers and children to prepare peoples for their roles as healthy and productive citizens.

II. CONCLUSION

This conclusion summarizes the key inferences that can

be drawn from the information presented in the article. The article reviews the major findings and results, and expresses them in general terms to help learners for developing skills to improve their ability to health education. Health education as a tool targets at health promotion and education professionals and professionals in related disciplines. In addition, a good health education facilitates and contributes to a better growth, development, optimal learning and knowledge about being healthy for the peoples. Next to the family, schools are the major institution providing instructions and experiences that a nation might use to prevent major health and social problems. Elementary, middle, and secondary schools are therefore prime settings to play a powerful role in fostering and influencing students health related education, behavior and promoting enduring health practices, Studies of youthful peoples have found that health risk behaviors negatively affect their education outcomes, education behaviors and attitudes. Implementing and sustaining school based healthy eating; physical activity policies and plans can make a powerful contribution towards a healthy future for students. By adopting these guidelines, schools can help to ensure that all students have the chances to achieve their maximum educational potential and pursue a lifetime good health.

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