

Role of Health Education and Communication Part 2

Prof (Col) Dr RN Basu

Content

Part 1

1. Introduction
2. Health
3. Health Education – introduction
4. Health Promotion
5. Perception

Part 2

1. [Health Behaviour](#)
2. [Learning](#)
3. [Attribution](#)

2

Content

Part 3

1. [Theory of Planned Behaviour](#)
10. [Social Influence](#)
11. [Health Communication](#)
12. [Media and Methods of health Communication](#)

Part 4

13. [Designing Health Education and Health Promotion](#)

Part 5

14. [Traditional Communication Technique](#)
15. [Contemporary Approach to Health Communication](#)
16. [Bibliography](#)

3

Health Behaviour

4

Health Behaviour

- **Individual Health Behaviour**
 - Many diseases are related to the way in which people behave and take care of their own health
 - The promotion of behaviours conducive to health is central for action with regard to health improvement.
 - Individuals are essential units of health education and health behaviour theory, research, and practice.

5

Health Behaviour

- Other units are also important
 - Other units such as groups, organisations, worksites, communities or large units are also composed of individuals
- It is one thing to know that a particular behaviour negatively affects health, but quite another to know how to change such behaviour.
- Individuals are essential units for improvement of health through change of health behaviour
- Almost all health professionals focus their attention on changing health behaviour of individuals

6

Health Behaviour

- Health Belief Model
 - If individuals:
 - Regard themselves as susceptible to a condition
 - Believe that condition would have potential serious consequences
 - Believe that a course of action available to them would be beneficial, and
 - Believe that benefits of taking action outweigh the barriers to action
 - Then they are likely to take action that they believe will reduce their risks

7

Health Behaviour

- Many diseases are related to the way people behave, and take care of their own health
- Knowledge may not always lead to behaviour change
 - To attempt to change behaviour, it is important to know why people behave the way they do
- The promotion of behaviours conducive to health therefore is one of the central arenas for action with regard to health improvement.
- Following aspects are important determinants of behaviour

8

Perception

- Perception is the process by which individual receive information or stimuli from environment
- These stimuli are transformed into psychological awareness
- Interpretations of what we perceive are often based on experiences.
- Different people interpret the stimuli in different manner
- To explain these differences it is necessary to understand some general principles of perception

9

Perception

- Firstly,
 - Perceptions are relative rather than absolute
- Secondly,
 - Perceptions are selective
 - Nervous system cannot make sense of many stimuli it receives.
 - Individual pays attention to only a selection from these stimuli

10

Perception

- Thirdly,
 - Perceptions are organised
 - People tend to structure their sensory experiences in ways that make sense to them
 - One form of organisation is into figure and ground
 - In a fraction of a second our senses sort out visual and oral stimuli in figures that stand out from a background
 - Interpretation of the 'figure' is often determined by the 'ground'

11

Perception based on figure and ground

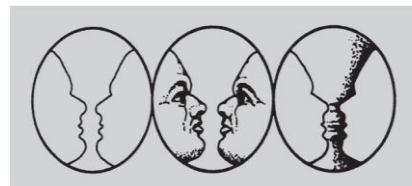


Figure and ground

Health Education and Health Promotion, Page 42

12

Perception

- Experience
 - Interpretation of what we perceive are often based on experiences
 - People have a tendency to form generalisations
 - They form concepts and categories that represent oversimplification of the stimuli around us
 - They are stored in memory in the form of 'mental sets'
 - Based on these categories, we recognise some sorts of objects as belonging to a certain category, and
 - Next to it add certain characteristics

13

Perception

- Categorization helps us to find a way through the overwhelming number of stimuli from the environment
- It enables us to 'type' a single event, place it in a familiar rubric and act accordingly
- For example:
 - If we see that the sky is getting dark during the day, we assume that it is going to rain
 - We then take action necessary, such as, taking an umbrella
- Perception may also be a deterrent if we want to interpret the situation in a new way

14

Perception

- This is a common problem
 - When working with people from different cultural background, perceptions may differ
- For example,
 - In India, in rural areas, people may have difficulty in understanding Western style of paintings
 - They use a different visual code from religious paintings (e.g. Madhubani paintings) which they are familiar with
 - Similarly, the Westerners may have difficulty in understanding the Indian paintings with religious themes

15

Learning

16

Learning

- Many of the things people do or think are the result of learning processes
- Learning is basic to human behaviour
 - It is a continuing part of life
- Learning begins as soon as one is born and continues throughout life

17

Learning

- The learning process involves:
 - acquisition of knowledge, and
 - development of understanding
- There are many theories of learning but none of them has been universally accepted
- It is difficult to define what learning is.

18

Learning

- A working definition of learning is:
 - *"acquiring or improving the ability to perform a behaviour pattern through experience and practice."*
- Some general principles of learning are discussed
 - The Law of Effect
 - This is the basic law
 - This is 'an action which leads to a desirable outcome is likely to be repeated in similar circumstances'
 - The central concept in this law is reinforcement
 - *"any event whose occurrence increases the probability that a stimulus will on subsequent occasions evoke a response"*

19

Learning

- Vicarious learning
 - Learning does not result only from direct – personal – experience and one's own action
 - Behaviour is often learned from observing the actions of others and the consequences of those actions
 - In social learning theory, this has been referred to as vicarious learning or modelling
 - Vicarious learning is affected by several variables,
 - But most important are the observed consequences of the model's behaviour and the characteristics of the model

20

Learning

- If the *consequences* of the observed behaviour are positive, the observer is likely to imitate and repeat the behaviour of the model;
- If the consequences are negative, the observer is likely not to imitate the behaviour.
- Vicarious learning occurs without reinforcement
 - Rewards are gained indirectly
- It is generally agreed that people learn more from models that are competent, attractive, likable, admired and loved
- The model can be a teacher, a peer, a parent, a sports celebrity, a movie star or even a cartoon character

21

Learning

- Similarity of the models plays a role
 - There are cases in which the observer may see two different models doing two different things
 - In that case, the observer is likely to learn more from the model which is similar to the observer
- Modelling can also be used to influence health-related behaviour,
- This may be both to strengthen desired, and to inhibit undesired, responses.

22

Learning

- Cognitive map
 - Cognition is a process of acquiring knowledge and understanding through thought, perception and senses
 - Cognitive process play an important role in shaping behaviour pattern
 - Human being continuously experience various stimuli
 - These experiences are coded in the human brain as patterns
 - This is known as cognitive map

<https://youtu.be/R-6mmme6WY>

23

Learning

- Contd.
 - Events as they are happening are observed, analysed and then a generalisation is made from this analysis
 - This phenomenon is taken use of by teachers in schools
 - Teachers try to build the learning process from what is already known
 - It is not important to provide lots of facts
 - *Important to point out relationship between facts and phenomenon*

<https://youtu.be/R-6mmme6WY>

24

Attribution

- In the learning process it is important to analyse cause and effect relationships
 - Similarly, attribution theory also built on this
- Attribution theory deals with the way people try to understand and explain events
- People all the time try to rationalise a phenomenon
- This happens because people want to live in a rational, meaningful world

<https://youtu.be/R-6lmmw6WY>

25

Attribution

- When an individual witnesses an event, the cognitive process tries to interpret the event
 - The interpretation is based on their earlier experiences as to the cause of the event
- Ascribing an effect to a cause is called causal attribution
- By this rationalisation process, the individual interacts with the world
- The process of attribution is important
 - To explain observed events

<https://youtu.be/R-6lmmw6WY>

26

Attribution

- To predict future events, and
 - To able to anticipate them
- A proper understanding of the causes of events help adequate action
- With causal analysis
 - The person fares better in his or her decisions and actions
- This process is guided by the *principle of covariation*
 - The principle states that
 - "An effect is attributed to one of its possible causes with which, over time it co-varies" (Kelley, 1973)

<https://youtu.be/R-6lmmw6WY>

27

Attribution

- Dimensions of Information
 - Three dimensions of information are used by people for explaining and understanding cause-effect relationships of an event.
 - People use three types of dimensions of information to explain cause and effect relationship:
 - Entity dimension
 - Consensus dimension
 - Time and modality dimension
 - Entity dimension contains the stimuli that elicit the response

<https://youtu.be/R-6lmmw6WY>

28

Attribution

- This dimension gives information about exclusiveness of a response
- A response is distinctive if the individual does not respond to all the entities
 - But responds in a distinctive way to the current entity only
- The consensus dimension includes the observed actor together with other persons
 - A response is consensual if others react to the entity in the same way as the individual
- The time/ modality dimension includes the time and context in which the response occurred

<https://youtu.be/R-6lmmw6WY>

29

Attribution

- Dimension of Causality
 - An event or outcome is not necessarily perceived to be caused by one factor
 - Rather, there are several factors that are responsible
 - There are important differences in these causes
 - That is, the extent these causes are changeable
 - There is another dimension, that is the *stability dimension*
 - Stability dimension indicates the extent to which a cause is changeable over time

<https://youtu.be/R-6lmmw6WY>

30

Attribution

- Attitudes
 - This is widely used to predict individual behaviour
- Definition
 - An attitude can be defined as a relatively lasting tendency to respond to an object in a way that reflects a positive or negative evaluation of that object
- An attitude object can be another person, a thing or a specific behaviour
- Three types of responses have been identified:

<https://youtu.be/R-v0mmmw6WY>

31

Attribution

- Cognitive
- Affective, and
- Behaviour
- An example of condom use shall clarify these three responses
 - Cognitive responses are expressions of belief about the attitude object
 - E.g., the belief that using a condom will prevent infection with HIV
 - Affective responses are expressions of feelings
 - E.g., feeling that condom use will reduce enjoyment

<https://youtu.be/R-v0mmmw6WY>

32

Attribution

- Behavioural responses are
 - expressions of behavioural intentions or
 - overt verbal or non-verbal reactions towards the attitude object
- Attitude theories are widely used to predict behaviour
- Example:
 - Positive attitude towards exercise will stimulate to undertake the behaviour
 - This correlation is, however, weak
 - To explain this weak correlation, new theories emerged

<https://youtu.be/R-v0mmmw6WY>

33

Thank you

34