

**Methodology for  
Conducting Health Education Sessions**

December 2011

# Contents:

## **1. What is health education session?**

1.1: Definition of health education session.

1.2: Objective of unit.

1.3: Scope and purpose.

1.4: Principle of health education session.

## **2. Stages of health education session.**

2.1: Process of health education session.

## **3. Learning standards for health and family.**

## **4. Barrier of communication/health education session.**

## **5. Quality assurance.**

5.1 Feed back template

5.2 Input Evaluation.

5.3 Output Evaluation

5.4 Process Evaluation.

## **6. How to prepare for a session.**

## **7. Reporting of health education session**

## **Chapter 1:**

### **WHAT IS HEALTH EDUCATION SESSION?**

#### **1.1 Introduction:**

Health education is the process by which individuals and group of peoples learn to

- Promote
- Maintain
- Restore Health

It makes people to change their ill life habits and behavior and adopt the behavior and life style conducive to health actively and reduce and eliminate the risk factors in order to prevent illness and promote health and increase the knowledge regarding healthy life.

#### **1.2 Definition:**

Health education is a systematic educational activity which has plan, organize, and evaluation .it spread knowledge related to health care to people. It assist people to understand themselves health status recognize the factors harming the health.

#### **1.3 What is peer education?**

It is the process in which a person from the same social group in which motivated and well trained young people take informal and organize education with their peers (from the same age group, same culture)

#### **1.4 Objective of unit:**

1. To develop a sense of responsibility for health conditions as individuals, as member of families and communities.
2. Promotion, Prevention of disease and early diagnosis and management.
3. To promote and wisely use the available health services.
4. To be part of all education and to be continues throughout life span.
5. Enhance the health level of whole nationality.
6. To nurture well behavior and health.
7. To understand the steps a of health education.
8. To handle the barrier during the session.

9. To recognize the principles of health education.
10. To meet the task of health education by adopting all principle and exact methodology of health education session/communication.

### 1.5 Scope and Purposes:

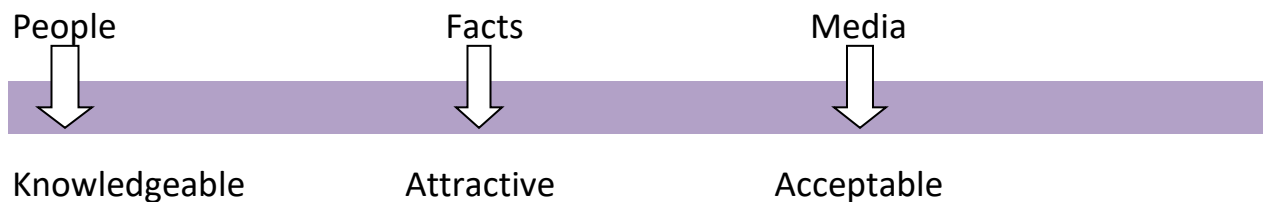
- To teach the client to build up a correct awareness on health.
- To change the client's ill life habits.
- To reduce or eliminate the health risk factors.
- To promote health.
- Enhance abilities of self health care in this way client will become a health person.

### 1.6 Principles of health education session:

Learning by doing

- a) If I hear, I forget.
- b) If I see, I remember.
- c) If I do, I know.

- Interest.
- Motivation.
- Participation.
- Comprehension.
- Proceeding from the known to be unknown.
- Reinforcement through repetition.
- Good human relation.



## **Chapter 2:**

### **2.1 Stages of health education session:**

Health education session should be conducted in steps and it has following stages and follows the steps according to the stage.

- I. One to One talk.
- II. Group Discussion.
- III. Health education with the technical Aid.
- IV. Role Play/drama/theater performance.
- V. School sessions.

### **2.2 Steps of health education session:**

- I. Awareness.(know about new ideas)
- II. Interest.
- III. Evaluation.(advantages versus disadvantages +Testing usefulness)
- IV. Trial(decision put in practice)
- V. Adaptation (Person feels new idea is good and adopt it.)

### **2.3 Process of health education session:**

- I. Health education session should be organize in efficient and effective way and should be properly planned.
- II. Dissemination of scientific knowledge. (About how to promote and maintain health.)
- III. Always start with informal knowledge or it should be relevant to topic.
- IV. Give specific time. (At least 30-40 min) for each session.
- V. Whenever define or explain the body of message correlates it with informal incident or story or give back ground history.
- VI. Must think what will be the impact does it have?
- VII. Should have adequate knowledge regarding topic on which you emphasize so that community satisfied on which you are going to deliver session.
- VIII. Health education should activate population to protect its health and enhance preventive responsibilities for health.
- IX. Should organize according to the level of understanding.

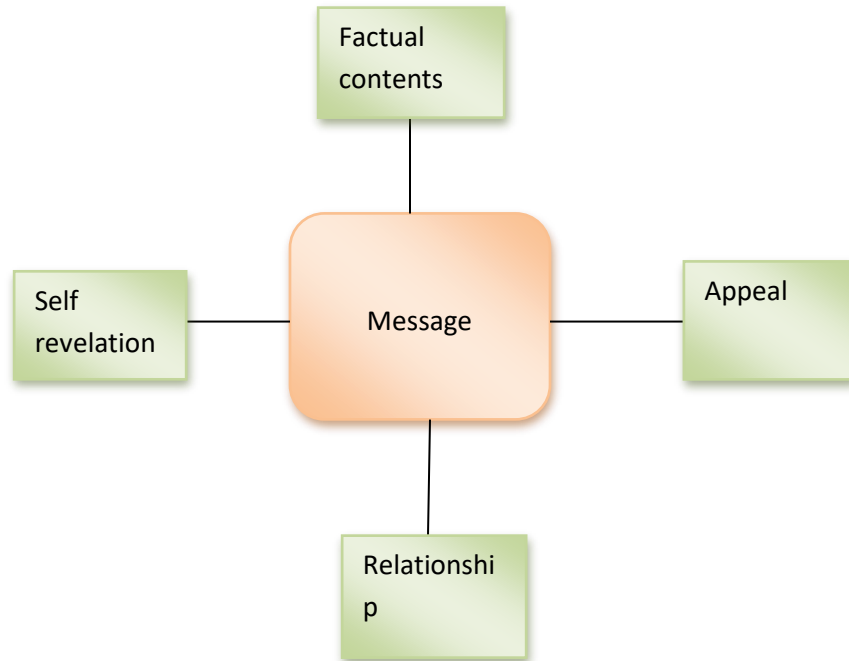


figure shows the composition of message which has to deliver.

## **Chapter 3:**

### **Learning standards.**

#### **Standard: 1 Personal health and fitness**

Necessary knowledge and skills and maintain physical fitness, participate in physical activity and maintain personal health.

#### **Standard: 2 A safe and healthy environments**

Knowledge and ability necessary to create and maintain safe and healthy environment.

#### **Standard: 3 Resource management**

Understand and be able to manage their personal and community resources.

## Chapter 4:

### 4. Barrier of communication/health education.

<b>Communication Barrier</b>	<b>Remedy</b>
<p><b>Language:</b></p> <ul style="list-style-type: none"> <li>Client may use different terminologies of health which may be beyond the level of understanding of lay man.</li> </ul>	<ul style="list-style-type: none"> <li>Language should be simple and it must be in local language where health education session is planned.</li> </ul>
<p><b>Values/beliefs</b></p> <ul style="list-style-type: none"> <li>Cultural and religious beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Respect the beliefs of audience.</li> <li>Try to get or link it with religious or cultural beliefs and try to remove misconceptions and prejudice.</li> </ul>
<p><b>Sex/gender/age.</b></p> <ul style="list-style-type: none"> <li>Each group has its own values and level of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Show professional attitude and competence when dealing with sensitive issues.</li> </ul>
<p><b>Economic/educational status.</b></p> <ul style="list-style-type: none"> <li>It might be difficult to deal with the peoples of different status.</li> </ul>	<ul style="list-style-type: none"> <li>Try to be confident, and should have grip on the topic of session.</li> </ul>
<p><b>Environment.</b></p> <ul style="list-style-type: none"> <li>Noisy environment might disturb the audience and they don't have proper attention toward the session.</li> </ul>	<ul style="list-style-type: none"> <li>Environment of place where sessions being conducting is quiet, and ventilated.</li> </ul>
<p><b>Time.</b></p> <ul style="list-style-type: none"> <li>Insufficient time given to the session may cause confusions, misconceptions.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient time should be given to the session so that audience gets clear about the concepts.</li> </ul>
<p><b>Attitude/Acceptability.</b></p> <ul style="list-style-type: none"> <li>Some time audience show rude behavior and attitude toward the health educator especially in sensitive topic. And it effect on the acceptability of message in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Always be Calm and understand the situation of audience/listeners.</li> <li>Always give background data.</li> <li>Don't go directly on the contents of message or session.</li> <li>Give space to audience for questions.</li> <li>Argue authentically.</li> <li>Always prefer pre test and post test by using different mean like group work, role plays.</li> <li>Always discuss summary of lesson learnt</li> </ul>



## **Chapter 5:**

### **5: Quality Assurance**

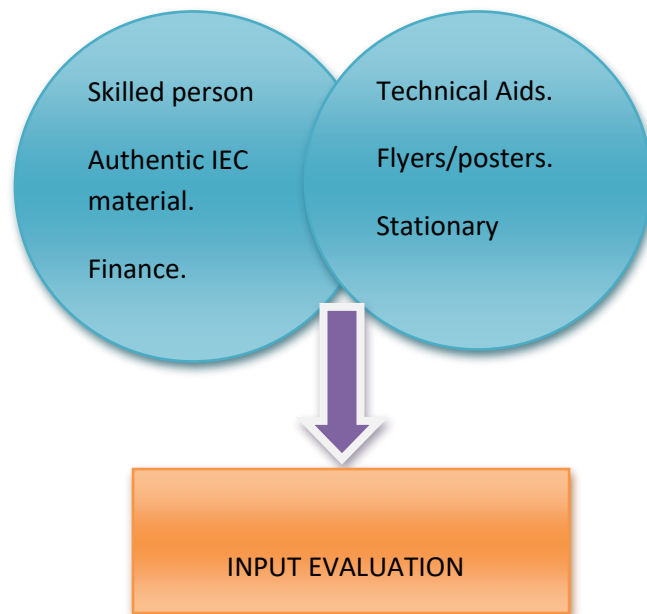
For the results for that input has been given monitoring and evaluation is very crucial and for that we have to find gaps so that we can improve the quality.

#### **5.1 FEED BACK FORM:**

<b>S#</b>	<b>Activity</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>
1	Dynamic opening				
2	Comfortable with topic				
3	Appropriate knowledge				
4	Used IEC material				
5	Demonstrate everything relevance of material				
6	Language				
7	Interactive session				
8	Used efficient time				

## 5.2 Input evaluation:

Input evaluation is very important for the efficient and effective health education session



## 5.3: Output evaluation:

Output evaluation is very crucial for the efficient session for that input has given..

Following are the method mentioned for the assessment and evaluation of effectiveness of session.

- a. Verbal pre/post test.
- b. Group discussion.
- c. Suggestion from the audience.
- d. Role plays.
- e. Audience participation.

### a. **Pre test/Post Test:**

Pre test and post test is best method of evaluation in which we can understand level of understanding of participants.

PRE TEST can be in written or verbal forms. And should have proper record of these pre test and post test.

**b. Group Discussion:**

Group discussion among participants enhances the participant's confidence level. It makes conceptual clearance of topic related questions.

**5.4: Process Evaluation**

In process evaluation we evaluate the method of health education session either it is effective and what is ratio of acceptability through this method.

## **chapter 6:**

### **How to prepare a session for community?**

#### **The trainer should:**

1. Motivate participants to learn by practical applications.
2. Provide examples of practical applications.
3. Assist learner to reflect on the need to apply skills learning as this assist participants to transfer from theory to practice.
4. Stress importance of exercise and point objectives.

#### **Characteristics of exercise:**

1. Follow steps in order. Do one theory at a time.
2. Give feedback on result during exercise or session.
3. Remember to keep attention and interest.
4. Observe change, speech Voice loudness, voice modulation, speed.
5. Share conversation.
6. Respect each other.

#### **Characteristics of session:**

1. Design a role play on session.
2. Discuss and evaluate the role play.
3. Discuss feedback of audience.
4. Avoid interception.
5. Encourage participants to say or argue authentically.
6. Correct misunderstanding.

## Chapter 7: Health Education Reporting:

### 7.1 Why we should keep record of health education session?

- From the record we can assess the health need of that community.
- From the suggestion mention in record we can improve the quality of session.
- We can understand the comprehension of audience/participants.
- For the better monitoring we should keep record of health education.

### 7.2 Format of health session report:

Name of trainer:\_\_\_\_\_ Qualification of trainer\_\_\_\_\_

Number of participants\_\_\_\_\_

Number of disable adolescents\_\_\_\_\_ Date\_\_\_\_\_

Topic of session\_\_\_\_\_ Place\_\_\_\_\_

Time\_\_\_\_\_

What method has adopted for the Pre test?	
What are content of message?	
What is the result of Pre Test?	
Questions asked by participants	
Age group of participants.	
Suggestion from participants.	
Post test method.	
Results of Post Test	

Feed Back: 1. Satisfactory 2. Uncertain 3. Unsatisfactory

Signature of Trainee

\_\_\_\_\_

Signature of Principal

(In case of school HES.)

\_\_\_\_\_