



S·H·E

Schools for Health in Europe

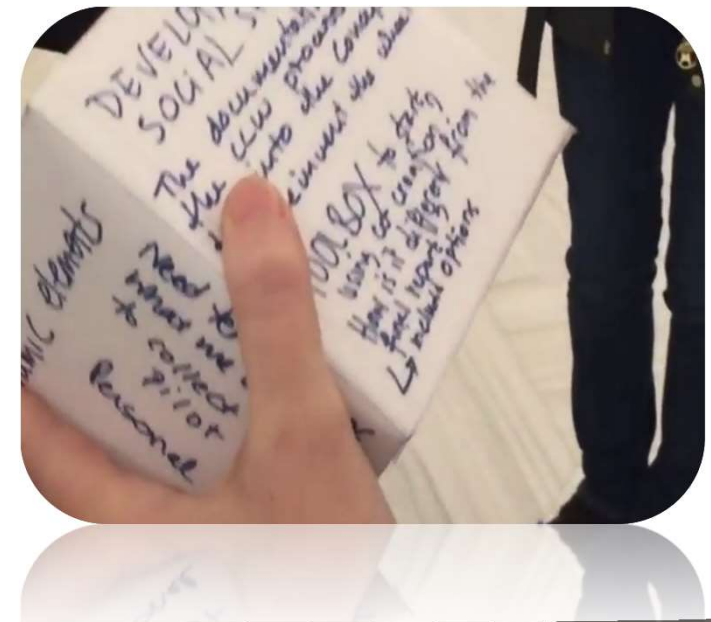
Why is an academy with a focus on research methods important?

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Brainstorming: The CUbe Activity (0)



Group 1: What is health promotion?

Group 2: Why should we do research on health promotion?

Group 3: Why are research methods important on Health Promotion?

Why should we do research on health promotion? (1)

- **We have entered into an era of evidence-based health promotion** which aims to apply evidence gained by scientific methods **to change current practice.**
- **Why evidence?**
 - Evidence is a form of knowledge characterized by its **'reability'** (reliable knowledge) and **'usability'** (what works).
 - Knowledge about effects of interventions can be established and **used in implementations of new interventions.**
 - **Professionals needs evidence** in order to take qualified decisions in relation to problem solving. (Carlsson, 2013)

Why should we do research on health promotion? (2)

Health promotion = health education x healthy public policy
(Tones & Green, 2006, p. 14)

- To improve individual and community health
- Undergraduate / postgraduate students need to learn it for a stronger foundation for their future
- Personal satisfaction of contributing to science and the society
- Recognition and appreciation by peer in the profession
- Acquiring a job
- Getting a job promotion or even to retain a job
- Supervising beginning researchers

Who should understand research methodology on health education? (3)

- Anyone who is related to health promotion:
 - Undergraduate/ postgraduate students
 - Education professionals
 - Health professionals
 - School principals as the research outcomes help them to take decisions for their organizations.
 - All those who hold administrative posts in the educational or health sectors.
 - Policy makers who need the help of research while framing policies.

Why are research methods important on health promotion? (4)

- Research methods identify **the step-by-step procedure** used to gather data, analyze it, and reach conclusions used to answer a research question
- Understanding research methods:
 - influences what you know by offering you a systematic way to assess and gain knowledge
 - provides you with practical skills that allows you to produce, and to consume, findings, facts and information with the assurance that it was arrived at systematically
- **How did we assess the information about health and health promotion before accepting or rejecting it?**

What are the research phases that will cross our shares and reflections on the different health promotion research methodologies in this SHE academy? (5)

- Research questions on health promotion
- Literature review
- Designing the research and ethics in research with human beings
- Collecting data
- Selecting an analytical method
- Generating findings and conclusions
- Implications for Practices, Policies, and Future Investigations

What are the research phases that will cross our shares and reflections on the different health promotion research methodologies in this SHE academy? (6)

A historical perspective

Pearson et al. *Implementation Science* (2015) 10:149
DOI 10.1186/s13012-015-0338-6

 IMPLEMENTATION SCIENCE


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Health in Europe

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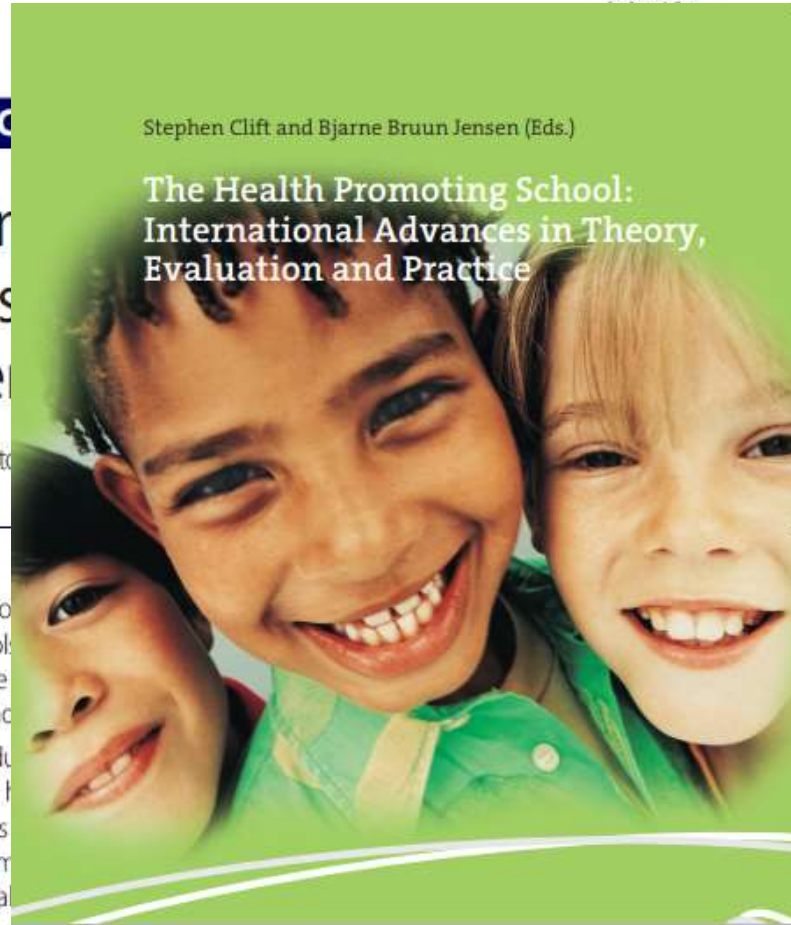
M. Pearson^{1*}, R. Chilt

Abstract

Background: School children, and school
Recent reviews have
health. However, unc
Methods: We condu
implementation of h
programme theories
the United Kingdom
applied for apprais

Stephen Clift and Bjarne Bruun Jensen (Eds.)

The Health Promoting School:
International Advances in Theory,
Evaluation and Practice



Open Access



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How will this be carried out?(7)

Monday November 4th

Theoretical-practical plenary sessions

Schools for Health in Europe
in the world of sustainability:
Continuities, Changes and
Challenges in research and
practice” by Teresa Vilaça

Workshops

“Overall research designs in
School Health Promotion
research” by Jesper von
Seelen

“Action research in school
health promotion” by Teresa
Vilaça

Group discussion “exchange of experience”

how to bridge research and
practice in school health
promotion.

(See lists)

Conclusion for the day about the health
promoting schools by the Clown Company

How will this be carried out?(8)

Tuesday November 5th

Welcome

Introduction and signing up for the parallel workshops on data generation by Jesper von Seelen and Emily Darlington

Parallel workshops

Workshop 1: Surveys by Jesper von Seelen – ROOM A 23 (First floor)

Workshop 2: Qualitative methods by Emily Darlington – ROOM A 24 (First floor)

Parallel workshops

Workshop 3: Motivation scales by Julien Masson – ROOM A 24 (First floor)

Workshop 4: Story Dialogue Evaluation (empowerment approach) by Ulla Pedersen ROOM A 23 (First floor)

Dragons Den: How do you propose to contribute to the HPS framework – bridging practice and research?

Participants present their own projects (research or practice) and get feedback

How will this be carried out?(9)

Wednesday November 6th

Welcome

Introduction and signing up for the parallel workshops on data generation by Jesper von Seelen and Emily Darlington

Participants present their own projects (research or practice) and get feedback

Wrap up

summary, feedback, handing out certificates, closing by Jesper Von Seelen, Ulla Pedersen, Teresa Vilaça, Julien Masson and Emily Darlington

Thank you very much for your so important participation!



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Network Foundation

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