

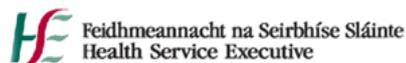


## 16<sup>th</sup> Annual Health Promotion Conference

**Embracing New Agendas for Health Promotion Action:  
Developing workforce competencies for effective practice**

**NUI Galway**

**June 21<sup>st</sup> 2012**





Conference Steering Committee:

Ms. Caroline Kelly	Principal Officer, Health Promotion Policy Unit, Department of Health
Ms. Biddy O'Neill	Health Promotion Manager, National Programmes, Health Service Executive
Professor Margaret Barry	Health Promotion Research Centre, NUI Galway
Dr. Jane Sixsmith	Health Promotion Research Centre, NUI Galway
Dr. Saoirse Nic Gabhainn	Health Promotion Research Centre, NUI Galway
Dr. Claire Connolly	Health Promotion Research Centre, NUI Galway
Dr. Colette Kelly	Health Promotion Research Centre, NUI Galway
Dr. Lisa Pursell	Health Promotion Research Centre, NUI Galway
Dr. Michal Molcho	Health Promotion Research Centre, NUI Galway
Dr. Aleisha Clarke	Health Promotion Research Centre, NUI Galway
Ms. Geraldine Nolan	Health Promotion Research Centre, NUI Galway
Ms. Leigh Ann Sweeney	Health Promotion Research Centre, NUI Galway
Dr. Samir Mahmood	Health Promotion Research Centre, NUI Galway
Ms. Colette Dempsey	Health Promotion Research Centre, NUI Galway

Conference Secretariat:

Dr. Vivienne Batt	Health Promotion Research Centre, NUI Galway
Ms. Christina Costello	Health Promotion Research Centre, NUI Galway

## CONFERENCE PROGRAMME

### Embracing New Agendas for Health Promotion Action: Developing workforce competencies for effective practice

Health Promotion Research Centre Annual Conference  
Thursday 21<sup>st</sup> June, 2012

- 8.30 Registration & Coffee  
*Venue: Foyer, Orbsen Building*
- 9.00 Opening  
*Venue: IT125, IT Building*
- 9.15 **Plenary:**  
*“New Elements of Workforce Development as a Key Strategy to Address Health Equity”*  
Professor Michael Sparks, President of the International Union for Health Promotion and Education
- “NCD Challenges and Action in Canada: Implications for Health Promotion Capacity and Competencies”*  
Professor Sylvie Stachenko, School of Public Health, University of Alberta
- “Health Promotion Capacity for Action on the Social Determinants of Health”*  
Professor Stephan Van den Broucke, Professor of Health Psychology and Prevention, Université Catholique de Louvain
- Chair: Dr. Paul McKeown, President of the Irish Medical Organisation*  
*Venue: IT125, IT Building*
- 11.00 Tea/Coffee \***  
*Venue: Foyer, Orbsen Building*
- 11.30 **“CompHP European Project Panel on Core Competencies, Professional Standards and Accreditation Frameworks for Effective Health Promotion Practice”:**
- CompHP Project Leaders: Professor Margaret Barry, Ms. Colette Dempsey, Barbara Battel-Kirk, HPRC, NUI Galway; Ms Sara Debenedetti, IUHPE Head Office, Paris; Professor Richard Parish, Dr. Viv Speller, Royal Society for Public Health UK; Professor Giancarlo Pocetta, University of Perugia; Dr. Gerard Van der Zanden, the Netherlands Institute for Health Promotion (NIGZ).
- Chair: Professor Margaret Barry, CompHP Project Leader, Health Promotion Research Centre, NUI Galway.*  
*Venue: IT125, IT Building*
- 1.00 Lunch \***  
*Venue: Foyer, Orbsen Building*

2.00

**Workshops - Incorporating Core Competencies into Health Promotion Practice:**

*Please note, you need to sign up for one of these workshops at the registration desk beforehand.*

*“Effective Health Promotion Action on Noncommunicable Diseases (NCDs)”*

*Facilitator:* Ms. Barbara Battel Kirk, BBK Consultancy.

*Venue:* IT202, IT Building

*“The Settings Approach to Health Promotion”*

*Facilitator:* Ms. Anne Sheridan, Health Service Executive

*Venue:* IT203, IT Building

*“Adopting a Social Determinants of Health Approach”*

*Facilitator:* Dr Helen McAvoy, Institute of Public Health in Ireland

*Venue:* Room 214, Orbsen Building

*Rapporteurs:* Dr. Samir Mahmood, Ms. Colette Dempsey and Ms. Maura Burke, Health Promotion Research Centre, NUI Galway.

3.30

***Tea/Coffee – Served to go***

3.30

**Parallel Oral Presentations:**

*Further information on oral presentations on page 14.*

Session A: Venue – IT202, IT Building

*Chair:* Dr. Saoirse Nic Gabhainn, HPRC, NUI Galway

Session B: Venue – IT203, IT Building

*Chair:* Ms. Verna McKenna, HPRC, NUI Galway

Session C: Venue – Room 214, Orbsen Building

*Chair:* Ms. Victoria Hogan, HPRC, NUI Galway

Session D: Venue – IT207, IT Building

*Chair:* Ms. Lorraine Burke, Health Promotion MA Student, NUI Galway

4.45

**Plenary Panel Discussion:**

Discussion on Implications for the Irish context and feedback from workshops.

Panel: Dr Helen McAvoy, Ms Anne Sheridan, Ms Barbara Battel-Kirk, Professor Margaret Barry.

*Chair:* Ms. Bidy O’Neill, Health Service Executive

*Venue:* IT125, IT Building

5.30

**Finish**

**\*Posters will be available for viewing during breaks in the Foyer of the Orbsen Building.**

## Plenary Speaker Biographies



Michael Sparks is President of the International Union for Health Promotion and Education, Assistant Editor of the journal *Health Promotion International*, and Postgraduate Coordinator of Health and Community Development at the University of Canberra in Australia. He is a past president of the Australian Health Promotion Association and is on the Editorial Board of the journals *Health Education Research* and *Osong Public Health and Research Perspectives*.

Michael co-chairs the Conference Organising Committee for the IUHPE 21<sup>st</sup> World Conference on Health Promotion and Education to be held in Pattaya, Thailand in August, 2013. He is also a member of the Organising and Scientific Committees for the World Health Organisation's Eighth Global Conference on Health Promotion to be held in Helsinki, Finland in June 2013.

Over the past 25 years Michael has been involved in public health as a health promotion practitioner, a policy-maker, academic and leader. He has undertaken consultancies with the World Health Organisation in the areas of Health Promotion, Capacity Building, Healthy Islands, and Pandemic Influenza.

Michael has an ongoing interest in public health governance, social determinants of health, and the evolution of health promotion practice in the 21<sup>st</sup> century. He has published papers and editorials across a range of topics and he seeks to maintain a broad awareness of the practice, research and needs of the health promotion and health education communities.



Sylvie Stachenko is Professor at the School of Public Health at the University of Alberta and was its inaugural dean from 2009 to 2012. Prior to this, she was Deputy Chief Public Health Officer of the Health Promotion and Chronic Disease Prevention Branch at the Public Health Agency of Canada, and Director of the WHO Collaborating Centre on Chronic Disease Policy. She is a public health expert in the field of health promotion and chronic disease prevention with over 20 years of experience in academic, community and government organizations at international, national and local levels.

She has led chronic disease policies at national level e.g. cancer control, diabetes, cardiovascular, breast cancer and AIDS. On the international arena, she has led policy efforts in the field of cardiovascular and other non-communicable diseases such as the joint WHO/Public Health Agency of Canada Policy observatory on chronic disease and participated in the development of a number of international policy documents. e.g. the International Heart Health Declarations, WHO Global Strategy for Non-Communicable Diseases, European Health for All Policy (Health 21)

Professor Stachenko earned a Doctorate in Medicine from McGill University in 1975. She finished her residency in family medicine at the Université de Montréal in 1977 and she earned a Master's degree in Epidemiology and Health Services Administration from the Harvard School of Public Health in 1985.



Stephan Van den Broucke is Professor of Health Psychology and Prevention at the Faculty of Psychology and Educational Sciences and the Institute of Psychological Research of the Université Catholique de Louvain, Belgium. Formerly a senior expert at the Flemish Institute for Health Promotion in Brussels (1993-2005), a project officer at the Executive Agency for Health and Consumers of the European Commission in Luxembourg (2006-2009), and an Associate Professor at the Department of International Health, Faculty of Health, Medicine and Life Sciences of Maastricht University, The Netherlands (2009-2010), he has coordinated and supervised several national and international research projects in the areas of health promotion planning and evaluation, mental health promotion, health inequalities, capacity building and health literacy, and has authored or co-authored more than 50 peer-reviewed international publications and several books in Dutch and in English. He is associated editor of *Health Promotion International*, member of the editorial board of several other scientific journals, and member of national and international advisory boards in the field of health promotion and prevention. He is also a member of the Regional Committee for Europe of the International Union for Health Promotion and Education (IUHPE), and serves as an expert adviser to the European Commission's DG SANCO and DG Research and as a technical adviser for the World Health Organisation. In addition to his teaching assignment at the UCL, he also teaches in the Masters programme in Psychology at the KU Leuven, Belgium, and has been a guest lecturer at various universities and institutes across Europe.

## CompHP Project Leader Biographies



Margaret M. Barry, Ph.D. is Professor of Health Promotion and Public Health and Head of the World Health Organization Collaborating Centre for Health Promotion Research at the National University of Ireland Galway. Professor Barry has published widely in health promotion and works closely with policymakers and practitioners on the development, implementation and evaluation of mental health promotion interventions and policies at national and international level. Professor Barry has established strong international links with the World Health Organization and a number of European organizations and international research partners. Elected as Global Vice President for Capacity Building, Education and Training by the International Union for Health Promotion and Education from 2007-2010, she is coordinating international collaborative work on the development of core competencies for health promotion, including a major European Commission funded initiative in the European region.

Professor Barry has served as board member of a number of international and European steering groups, research councils and scientific committees and has acted as expert adviser on mental health promotion policy development in Ireland, Northern Ireland, Scotland, UK, New Zealand and Canada. Appointed Visiting Fellow at the Victorian Health Foundation, Australia in 2007 and Visiting Lecturer in 2002 at the World Health Organisation Collaborating Centre at the Institute of Psychiatry, King's College, London, she is co-author of the international text *Implementing Mental Health Promotion* (Barry and Jenkins, 2007) published by Elsevier.

She completed her primary degree and doctoral studies in Psychology at Trinity College, Dublin, she has held previous posts as Lecturer in Psychology at the University of Birmingham, UK; Trinity College, Dublin, and as Deputy Director of the Health Services Research Unit at University College, North Wales.



Barbara Battel-Kirk BSc. (Hons), MSc. Health Promotion, has worked in the academic, voluntary and statutory sectors in Ireland, the UK and Canada. Barbara has worked as a health promotion practitioner in a variety of settings, as lecturer in health promotion at graduate and post graduate levels and as researcher and project manager.

Barbara is currently a self employed consultant on health promotion and multidisciplinary public health with a particular interest in capacity building and competency development for health promotion and is the project manager on a major 3 year EU funded initiative 'Developing competencies and professional standards for health promotion capacity building in Europe (CompHP)'. Publications include a comprehensive literature review on health promotion competencies published in May 2009 and a global scoping study on health promotion capacity published in 2011.



Sara Debenedetti is Marketing and Development Officer at International Union for Health Promotion and Education.

Sara Debenedetti studied cultural anthropology at the University of Venice and further specialized on project management, development cooperation and human rights. She has held several positions in these domains for the European Commission, the Italian Development cooperation, the International Federation for Human Rights, the International Organisation for Migration and several NGOs.



Colette Dempsey graduated with a BA in Economics and Health Promotion (1997) and an MA in Health Promotion (1999) from NUI, Galway. She first worked as a researcher in the Centre for Health Promotion Studies from November 2000 to May 2002. She rejoined the Department in February 2008.

Research interests include, Mental Health Promotion, Promoting mental health in the early years, Health Promotion competencies



Professor Richard Parish is Chief Executive of the Royal Society for Public Health, a multidisciplinary organisation whose membership comprises pharmacists, public health specialists and many others. Richard has held senior academic appointments in York and Sheffield, and has been a Chief Executive in the NHS. Currently he holds Honorary Professorial positions at a number of universities and is a board member for the International Union for Health Promotion and Education. He is a regular advisor to the international agencies, including the World Health Organisation.



Professor Giancarlo Pocetta is a doctor in Public Health and since 2000 researcher in Public health and health promotion at the University of Perugia. Giancarlo is professor of Hygiene and Health promotion in Academic courses for Nurses and Doctors. Since 2011 Giancarlo is also Director of the Master course in Health Promotion at the same University. Giancarlo's role in the COMP- HP Project is Workpackage leader for the evaluation of the Project.



Dr Viv Speller, BSc, PhD, FFPH, Director, Health Development Consulting Ltd., Visiting Senior Research Fellow, University of Southampton.

Dr. Viv Speller's experience in health promotion spans over thirty years at local, national and international levels. Currently Director of Health Development Consulting, she has previously held positions as Executive Director of the Health Development Agency for England, and Senior Lecturer at the University of Southampton. Her particular interests are in the quality and effectiveness of health promotion, partnership working, and public health workforce development. She has been an adviser to WHO, European Commission, IUHPE and other national and international bodies. Currently she is Consultant to the Royal Society for Public Health on the European CompHP project developing professional standards for health promotion, and is actively engaged in research and teaching in public health. She is a registered public health specialist on the UK Voluntary Public Health Register.



Gerard Van der Zanden is senior advisor at the Netherlands Institute for Health Promotion (NIGZ). He holds a Master's degree in social sciences at Radboud University in Nijmegen and studied Public Health at NSPOH in Amsterdam. He is NVPG registered in health promotion. He started as a researcher in social medicine. After a short stay as guest researcher at Syracuse University (USA) he worked as executive director at the former Netherlands Institute of Gerontology, which stimulated research on ageing. He works in health promotion now for almost twenty years. At NIGZ he held several program director positions, focussed on information management and on health promotion interventions in the health care setting. In his career he had a special interest in ageing and was involved in several European projects such as Healthy Ageing and currently in CVN on presence in video communication with older adults and in PEER on peer education in online 50+ platforms. He is involved as work package leader in CompHP, reflecting the importance of this theme in the portfolio of NIGZ.

## Plenary Sessions

**Presenter:** Professor Michael Sparks, President of the International Union for Health Promotion and Education

**Title:** New Elements of Workforce Development as a Key Strategy to Address Health Equity

Global action on health equity is a key focus of health promotion and organisations like the International Union for Health Promotion and Education. In recent years health equity has become more of a focus for inter-governmental organisations like the World Health Organisation and the United Nations as well as the focus of numerous national and regional governance structures. Even community-level organisations are beginning to appreciate the role they can have in contributing to greater health equity within their settings.

This more concentrated global focus on health equity has also led to numerous demands on the health promotion workforce. We are asked to make a contribution to mainstreaming health promotion, to Health in All Policies, to Social Determinants of Health, to non-communicable diseases, and to keep contributing evidence of the effectiveness of our endeavours to an ever growing knowledge base. How are we, as a discipline representing a broad church of practitioners, researchers and policy-makers, to grapple with these tasks and live up to expectations?

While it is not possible to articulate a single set of global criteria that will prove effective for all health promotion practitioners everywhere in the world, the principle of preparing the workforce for the specific challenges that they face in the context in which they find themselves is broadly supported. This principle of appropriately developed workforce requires numerous steps. First, it must be clear who the workforce is and what skills and assets they already possess. Second, the challenges must be clearly defined and the skills and requirements of the workforce must be articulated. Third, an identification of the gaps between existing and needed skills should be made. Then a plan for training and educating can be put in place. Penultimately, an evaluation scheme should be put in place to assess the effectiveness of the workforce training in developing the workforce appropriately to address the needs, and finally, ongoing assessment of emerging needs must inform future iterations of this training and development cycle. This is all predictable and based on decades of writing about how to plan for and train any professional workforce.

What is often left out of this equation, however, is training in how to reflect on our experiences and to learn from and to share what we have learned from our experiences. While academics may come from a writing tradition, many grass-roots practitioners and even policy-makers may not. Technological developments of the past decade alone have greatly increased our access to ways of sharing and learning about developments across the globe, but we rarely take the time to train our workforce in how to get the most out of these technologies that are often literally at our fingertips. We need to include training in how to reflect upon, capture and disseminate our learning – whether through traditional journal articles, conference papers or presentations or through mob-sites, blogs, social networks or even quick tweets. Regardless of the level of wealth or development of our people, we have to retrain our workforce to understand the benefits of this practice and to be active in both consuming and contributing to this relatively new information stream.

Another aspect of training necessary for workforce development, is training in how to contribute to the development of more effective health systems – systems that are based on the principle of health equity and that embrace the role of health promotion in achieving it. Included in this set of skills are political awareness, advocacy, system analysis, partnership-building and persuasion.

This paper will discuss these two often neglected elements of workforce development and will argue

that incorporating a focus on these in a broad workforce development cycle will result in both increased capacity to address issues of health equity and to demonstrate effectiveness in addressing it.

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**Presenter:** Professor Sylvie Stachenko, Dean of School of Public Health, University of Alberta

**Title:** NCD Challenges and Implications for Health Promotion Capacity and competencies: the Canadian experience

The presentation will highlight the NCD challenges in Canada and will describe the evolution of strategies to tackle the complex nature of NCDs. using a health promotion approach. Canada's response at both the national and provincial level have been incremental building on a long history of health promotion. It is increasingly evident that preventing NCD requires a societal response, an approach based on systems thinking, governance mechanisms that facilitate intersectoral action and the need for equipping health professionals with a greater repertoire of skills; In this regard, the public health renewal in Canada following the SARS crisis led to the development of a human resource and education strategy with the establishment of new Schools of Public Health, specific guidelines for Master of Public Health programs and the establishment of core competencies in Public Health and in Health Promotion, these core competencies have been a stimulus for the training programs in Canada and should support more effective responses to NCD and other leading public health issues

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**Presenter:** Professor Stephan Van den Broucke, Professor of Health Psychology and prevention, University of Louvain

**Title:** Health Promotion Capacity for Action on the Social Determinants of Health

Since the Ottawa Charter, health promotion in Europe has developed considerably. On the one hand, the growing recognition of healthy lifestyles and of the social and physical environment as important determinants of health have spurred policy makers and academic institutions across Europe to invest in health promotion and to strengthen capacities allowing for more effective actions to promote health. On the other hand, social and political difficulties have hampered a structured approach to health promotion, and large differences in capacity remain between countries. This is particularly the case for capacities to address the social determinants of health, despite the general awareness that tackling the social gradient in health is one of the main challenges for current health systems.

Bearing in mind that any attempt to strengthen health promotion capacities should start from an analysis of which capacities already exist, how well they are developed, and how well they link together as a system, the presentation will provide a review of existing capacities of public health and health promotion organisations and professionals in Europe to address the social determinants of health. The review will be based on a model of public health and health promotion capacity, distinguishing between leadership and governance, organizational structure, financial resources, workforce, partnership and knowledge development.

Drawing on this model, it will be shown that although the majority of EU countries have formal policy frameworks for public health with clearly established responsibilities and accountabilities, the responsibilities for broader public health issues including action on social determinants of health and health inequalities are less clearly defined. Moreover, financial and human resources allocated to health promotion are often insufficient, and may even further decrease in times of decreased public spending. While several

countries have established centres or agencies for health promotion, most have a limited remit and focus on ad hoc, issue-based lifestyle-related interventions, rather than on integrated approaches taking account of the wider social determinants of health. Legal and organisational mechanisms to support partnerships between sectors are often underdeveloped, as is the facilitation of research capacity in support of policy development and programmes.

The review will conclude with a series of recommendations to focus health promotion actions on socio-economic and environmental determinants of health and to strengthening the competences for health promotion at various levels of government. An exchange of information on best practices, experienced barriers and limitations may be a key element to strengthen the capacity to address the social determinants of health across Europe.

## Parallel Workshops

<b>Workshop 1</b>	<b>Effective Health Promotion Action on Noncommunicable Diseases (NCDs)</b>
Facilitator:	Ms. Barbara Battel Kirk, BBK Consultancy.
Rapporteur:	Ms. Maura Burke, Health Promotion Research Centre, NUI Galway.
Venue:	IT202
<b>Workshop 2</b>	<b>The Settings Approach to Health Promotion</b>
Facilitator:	Ms. Anne Sheridan, Health Service Executive
Rapporteur:	Dr. Samir Mahmood, Health Promotion Research Centre, NUI Galway.
Venue:	IT203
<b>Workshop 3</b>	<b>Adopting a Social Determinants of Health Approach</b>
Facilitator:	Dr. Helen McAvoy, Institute of Public Health in Ireland
Rapporteur:	Ms. Colette Dempsey, Health Promotion Research Centre, NUI Galway.
Venue:	Room 214, Orbsen Building

*\* Please note, you need to sign up for one of these workshops at the registration desk beforehand.*

## Oral Communications

<b>A</b>	<b>Chair:</b> Dr. Saoirse Nic Gabhainn, Health Promotion Research Centre, NUI Galway.
3.30	Ms. Caoimhe Geraghty: <i>An analysis of Health Promotion competencies in an Australian setting: The Healthy Communities Initiative, Victoria</i>
3.45	Mr. Lorcan Brennan: <i>An investigation into the partnership process of community based Health Promotion for men</i>
4.00	Ms. Paula Carroll: <i>Engaging vulnerable men in community based Health Promotion</i>
4.15	Ms. Azura Youell: <i>The 'Green Prescription' physical activity case study</i>

<b>B</b>	<b>Chair:</b> Ms. Verna McKenna, Health Promotion Research Centre, NUI Galway.
3.30	Ms. Aoife Gavin: <i>Exploring the lives of children in care in Ireland</i>
3.45	Ms. Mary Callaghan: <i>The use of Geographic Information Systems (GIS) in exploring the food environment around schools Involved in the Health Behaviour in School-aged Children Survey 2010.</i>
4.00	Dr. Colette Kelly: <i>Preventing obesity among young people in Ireland: approaches and future challenges</i>
4.15	Ms. Aoife Prendergast: <i>Implementing a settings approach to Health Promotion: experiences in childhood obesity prevention and treatment in the UK</i>

<b>C</b>	<b>Chair:</b> Ms. Victoria Hogan, Health Promotion Research Centre, NUI Galway.
3.30	Mr. Fergal Fox: <i>Delivering an evidence based programme and developing staff competencies</i>
3.45	Ms. Dalila Tusset: <i>Health Promotion competencies for workforce development in a Health Promoting School program in Brazil</i>
4.00	Ms. Patsy McSharry: <i>Findings from a study designed to evaluate the impact of a Health and Wellbeing module in the undergraduate curriculum on selected student health behaviours.</i>
4.15	Ms. Sharon Moynihan: <i>The importance of developing knowledge competencies for effective Health Education/Promotion practice in schools</i>

<b>D</b>	<b>Chair:</b> Ms. Lorraine Burke, Health Promotion Research Centre, NUI Galway.
3.30	Tara Hubbard <i>Putting health promotion research and evaluation competencies into practice in the workplace</i>
3.45	Aoife Howe <i>Importance of planning and communication to enabling change for positive mental health</i>
4.00	Aisling Doherty: <i>Importance of mediating through partnerships in health promotion research</i>
4.15	Triona Keane <i>Communication as practiced inter-sectorally within a university student services unit</i>
4.25	Katie McMenamin <i>Incorporating assessment, planning, implementation and evaluation into a university student services unit</i>

**Presentation Title:** An analysis of Health Promotion competencies in an Australian setting: The Healthy Communities Initiative, Victoria

**Author(s) and Affiliation:** Ms. Caoimhe Geraghty, Wyndham City Council, Victoria, Australia

According to the Ottawa Charter for Health Promotion the environment in which people learn, work, play and love has a major effect on populations' health outcomes. Given this, it is prudent to recognise communities as places that can encourage or discourage health and healthy behaviours. A settings-based approach to communities has been shown to significantly impact on the likelihood of developing Non Communicable Diseases. Within Health Promotion, Health Promotion officers must possess certain competencies to address this challenge. Using the Healthy Communities Initiative in Wyndham City Council, Victoria, as an example (a Health promotion settings based approach to chronic disease prevention), this presentation will show how these competencies are called upon to affect change. This will be achieved by outlining the necessary competencies for work in Health Promotion in Australia, as identified by the Australian Health Promotion Association and comparing these to the key selection criteria required by applicants to roles within the Healthy Communities Initiative.

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**Presentation Title:** An investigation into the partnership process of community based Health Promotion for men

**Author(s) and Affiliation:** Mr. Lorcan Brennan, Men's Development Network  
Ms. Lisa Kirwan, Waterford Institute of Technology  
Mr. Barry Lambe, Waterford Institute of Technology  
Ms. Paula Carroll, Waterford Institute of Technology

Partnership work is essential in the area of community based health promotion for men; vulnerable men are a particularly challenging group to engage and sustain in community health promotion interventions and traditionally, sparse resources have been targeted at this cohort. By examining how one men's community health promotion partnership operated over a fifteen-month period, this study sought to develop guidelines for effective partnership work in this area. In brief; 1) The purpose of the partnership should be clear and common among all partners; 2) All partners should engage in ongoing professional development in the area of men's health and community based health promotion; 3) Specific attention should be given to the maintenance of the partnership as men's work can often be frustrating and demotivating; 4) Plan interventions using the REAIM planning tool; 5) Develop a mechanism in which roles, responsibilities and timelines are clearly articulated; 6) Vary the type of interventions delivered by the partnership; 7) Bridge the gap between the target group and the partnership; 8) Emphasise the importance of shared responsibility among partners; 9) Develop a contingency plan to deal with unexpected changes to the partnership; and 10) Integrate a monitoring and evaluation component to all aspects of the partnership.

**Presentation Title:** Engaging vulnerable men in community based Health Promotion

**Author(s) and Affiliation:** Ms. Paula Carroll, Waterford Institute of Technology  
Ms. Lisa Kirwin, Waterford Institute of Technology  
Mr. Barry Lambe, Waterford Institute of Technology

Community based health promotion for vulnerable men poses unique challenges to service providers; traditionally this cohort have stayed away in droves from well organised community and health-related activities. Therefore, many service providers are unaware of the health needs of these men, are unsure of how to effectively engage them, and are unclear about the type of services to which they might respond. This study investigated how one men's community health promotion partnership, the Carlow Men's Health Project (CMHP), engaged vulnerable men in a variety of initiatives over a fifteen-month period. The lessons learned from the CMHP are as follows; 1) Use creative advertising and recruitment methods that focus, in particular, on the use of appropriate imagery and language, 2) Use incentives that appeal to men as part of the initiative, 3) Choose an easily accessible location, 4) Remove barriers such as time factors and cost, 5) Find an experienced facilitator to deliver the initiative, 6) At the initial contact with men, clearly outline the programme structure and tangible outcomes, 7) Facilitate the development of social support and cohesion within the group, and 8) Build in a mechanism for ongoing consultation with the men with a view to sustaining the initiative.

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**Presentation Title:** The 'Green Prescription' physical activity case study

**Author(s) and Affiliation:** Annmarie Crosse, Dept. Health Promotion, HSE West.  
Azura Youell, Dept. Applied Science, Institute of Technology Sligo  
Máire McCallion, Dept. Applied Science, Institute of Technology Sligo.

*Background:* This Green Prescription programme is an adaptation of a New Zealand Model. It involves the referral of patients by the General Practitioner to community walks and has been piloted in County Donegal. The multi-level initiative uses a community development approach.

*Objective:* To outline the process of implementing the programme, its feasibility and acceptability and its initial effects on referred walkers, community walkers, the community and primary care practice in one community. To make recommendations about the further development of the programme.

*Methods:* The research design is primarily qualitative with two focus groups (referred walkers and community walkers) and four interviews (Support Worker, General Practitioner, Walking Leader, Community Leader and Programme Co-ordinator).

*Results:* Many aspects of the model were very successfully implemented and all stakeholders were positive about the programme while making suggestions for improvement. Self reported benefits included increased physical activity levels, decreased blood sugar levels, decreased weight and making greater social connections within the community.

*Conclusion:* This programme provides real possibilities for primary care to refer patients to a community based programme and opportunities for communities to develop and support its members. The evaluation of the refined model in a more comprehensive roll-out is recommended.

**Presentation Title:** Exploring the lives of children in care in Ireland

**Author(s) and Affiliation:** Ms. Aoife Gavin, Dr. Colette Kelly, Dr Michal Molcho and Dr. Saoirse Nic Gabhainn  
Health Promotion Research Centre, NUI Galway

Due to recent reports and an increased awareness of the experiences of children in care, much work is underway to increase our understanding and improve their lives. The family is an important setting for health promotion and is one approach that deserves attention. Current Irish data indicate that the number of children in care is increasing every year; yet there is a lack of data available on this population group, especially relating to their health and well-being.

The aim of this study is to explore the health and well being of children living in foster care or in a children's home. This study uses a subset of data from the 2010 Irish Health Behaviour in School-aged Children (HBSC) study, a cross-sectional self-report survey. Using the HBSC-based indicators that are presented in the State of the Nations Children report series, the relationships and social, emotional and behavioural outcomes of children in care will be explored and compared to a matched sample.

The results will describe the health and well-being of children living in care and will enable discussion on the family as a setting for health promotion and the implications for health promotion practice.

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**Presentation Title:** The use of Geographic Information Systems (GIS) in exploring the food environment around schools Involved in the Health Behaviour in School-aged Children (HBSC) Survey 2010

**Author(s) and Affiliation:** Ms. Mary Callaghan, Dr. Colette Kelly, Dr. Michal Molcho and Dr. Saoirse Nic Gabhainn  
Health Promotion Research Centre, NUI Galway

Neighbourhoods are an *important setting for health* promotion. They may be defined by geographical boundaries or administrative areas and are usually distinguished by a group of people with shared characteristics and access to facilities. Neighbourhood level characteristics may contribute to the increasing prevalence of obesity in children.

Using GIS, post primary school level data (n=119) collected in the HBSC 2010 survey were geo-coded and spatially enabled to explore the food environment around schools, in relation to area level deprivation and school type. Well known fast food restaurant chains were mapped and buffers created around schools to identify numbers of fast food restaurant chains within walking distance of schools.

Differences in numbers of fast food restaurant chains, by school type (urban/rural, DEIS/non-DEIS) will be presented. The relationship between deprivation and fast food restaurant chains will also be examined along with the correlation between area level deprivation and number of fast food restaurants.

Information on the type and density of food environments around schools in Ireland is not readily available. These data can contribute to the evidence-base on the influence of both the school and neighbourhood settings on obesity prevalence in Ireland.

**Presentation Title:** Preventing obesity among young people in Ireland: approaches and future challenges

**Author(s) and Affiliation:** Dr. Colette Kelly and Professor Margaret Barry  
Health Promotion Research Centre, NUI Galway.

In Europe and in Ireland the high prevalence of overweight and obesity among young people is a public health concern. Given the complex aetiology of obesity, a population-based approach to reduce and prevent obesity has been proposed. In particular, a 'social determinants of health' approach to preventing obesity has been advocated.

The aim of this presentation is to explore a health promotion approach to preventing obesity and promoting healthy weight among young people in Ireland with particular emphasis on the settings approach. The school as a setting for health promotion has achieved much attention to date and evidence is growing for the effectiveness of community-based initiatives to preventing obesity among young people.

The presentation will also highlight some of the current approaches in Ireland at promoting healthy weight and preventing overweight and obesity. An opportunity will be provided to discuss and debate future action both at a national and local level, and the implications for the health promotion workforce.

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**Presentation Title:** Implementing a settings approach to Health Promotion: experiences in childhood obesity prevention and treatment in the UK

**Author(s) and Affiliation:** Ms. Aoife Prendergast, NHS Peterborough, Health Promotion

Obesity has been described by the World Health Organisation as a 'global epidemic'. It is recognised internationally as a major public health challenge. A survey of the incidence of childhood obesity in Ireland indicates that 10% of children aged 5-12 years are obese. In 2008 19% of teenage boys were found to be overweight compared to 6% in 1990.

The 'Growing Up in Ireland' study (2009) found one in four 9-year olds overweight or obese. Unfortunately, there are no exemplar populations abroad to learn from as no country has been successful in turning the tide on obesity. However there is an ever increasing and improving body of evidence and some promising interventions such as the Carnegie Weight Management (CWM) programme which is currently being delivered in Peterborough in the UK.

The (CWM) Programme is UK national programme led by Leeds Metropolitan University and delivered locally by health promotion specialist staff at NHS Peterborough. CWM has the longest running programme for the treatment of overweight and obese children in Europe and has been running Carnegie Clubs since 2005. The programme aims to improve the health of children between two and 17 years of age who are overweight or obese. It also provides families with the relevant support and information to help them make healthy, informed choices to maintain a healthy weight. The commissioning process for the programme started in October 2009 and delivery began in May 2010. The city currently has one of the highest childhood obesity rates for Year 6 children. Results from the 2008/2009 school year show that one in seven (13.8%) reception age children are overweight and almost one in ten (9.2%) are obese.

This is the only targeted treatment programme for obese children in Peterborough. Three age-specific 12 week programmes were delivered (2-4 years, the first of its kind in the UK, 4-10 years and 11-17 years) in settings across Peterborough for children and their parents or carers.

There has been a high proportion of referrals for the programme however further engagement is required with children centres and schools. It is the first time that the pioneering programme has been extended to include children between the age of two and four.

The programme focuses on a number of elements that directly influence and affect a child's weight. These include diet and nutrition, physical activity, anthropometric measurements, behavioural change and the sustainability of change. It is delivered as a 12-week intervention with a six month and 12-month follow-up period.

*Results and Conclusions:* Continual evaluation concludes that there has been a reduction in body fat composition, waist circumference and weight as well as improved self-image and self-esteem for children undertaking the programme. To further support children undertaking the programme, a post-Carnegie programme, Movers and Shakers is currently being delivered by health promotion specialist staff in partnership with Vivacity. The programme is delivered over a six-week period and introduces participants to locally available supports to further encourage sustained behaviour change. Two age-groups are targeted throughout the Movers and Shakers programme, 5-10 years and 11-17 years.

Stakeholder engagement is a key success criterion in order to reach those at risk who will benefit most from the programme and ensure equality of access. More than 800 stakeholders have been informed of the programmes including clinicians and non-clinical practitioners. A successful outcome of the programme was the number of referrals received through all the potential routes and particularly those that are able to access Peterborough's six priority areas.

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**Presentation Title:** Delivering an evidence based programme and developing staff competencies

**Author(s) and Affiliation:** Mr. Fergal Fox, Interim Lead, Health Promotion Service DML,  
Ms. Karen Heavey, Community Health Promotion Worker

Health Promotion in the Midlands, as a partner in the Longford Westmeath Parenting Partnership, deliver an Evidence Based Positive Parenting Programme; Triple P, in Longford and Westmeath. This presentation will outline the rationale for choosing and delivering this programme, the planning, implementation and evaluation model developed and the need to build staff competencies and impact of delivery using a Population Health rollout.

It will then explore the development of staff competencies through training, accreditation and facilitating Triple P programmes. Crucial to successful delivery in the community is the need for additional supports such as pre-accreditation meetings, access to core team, area team meetings, mentoring, co-facilitation and general administration support through the management of the project.

There is increased recognition for delivery of evidence based parenting programmes as a key strategy to support families, improve the health and well being of both children and their parents. This investment in parenting and establishing healthy and positive parenting is proven to reduce stress, anxiety and depression in parents and reduce behaviour problems and conduct disorders in children. Increasing the chances of a healthy childhood is key to reducing health and social inequalities.

**Presentation Title:** Health Promotion competencies for workforce development in a Health Promoting School program in Brazil

**Author(s) and Affiliation:** Dalila Tusset, University of Brasilia - Faculty of Physical Education  
Dais Rocha, University of Brasilia - Department of Public Health  
Júlia Nogueira, University of Brasilia - Faculty of Physical Education

This study evaluated the relevance and sufficiency of health promotion competencies in the CompHP domains (HPCD) applied to a health promoting school program (PSE) in Brazil. The Rapid Assessment Methodology was used: 1) Characterisation of PSE; 2) Study of the feasibility; 3) Definition of the scope; 4) Definition of sources and methods; 5) Fieldwork; 6) Processing and analysis of information; and 7) Communication of the results and decision-making. Interviews from 17 stakeholders (9-education and 8-health sectors) and the PSE Normative Statement (NS) were analysed through content analysis. Convergences and divergences between what is done and DHPC (D-DHPC), what should be done and DHPC (SD-HPCD), and the NS and DHPC (NS-DHPC) were verified. We found 6 NS-HPCD convergences (enable change, mediate through partnership, leadership, assessment, planning and implementation); 8 D-DHPC and SD-HPCD convergences (all above plus communication and advocate for health). The domain evaluation and research is considered partial convergence because only evaluation was found in NS-HPCD and SD-HPCD. Also, we found 1 SD-HPCD singularity (juvenile protagonism). The HPCD are relevant but not sufficient for PSE. The CompHP domains may be useful for education, training and definition of evaluation indicators on health promoting schools in Brazil to develop workforce competencies.

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**Presentation Title:** Findings from a study designed to evaluate the impact of the inclusion of a Health and Well Being module in the undergraduate curriculum on selected student health behaviours

**Author(s) and Affiliation:** Ms Patsy Mc Sharry, RGN; RMN; RNT; BA Nurse Education; Masters of Medical Science in Nursing; Registered PhD Student of NUI Galway, and Lecturer, Department of Nursing and Health Studies, St Angela's College, Sligo

*Introduction:* According to a report by the WHO (2009), mean BMIs are increasing world-wide due to changes in diet and increasing physical inactivity. Recent research suggests that approximately 35% of all college students are overweight or obese, and that poor nutrition and physical inactivity contribute to the prevalence of overweight and obesity in this population. The start of college has also been characterised as a major life change that can cause significant stress.

*Methodology:* An evaluative approach to methodology was taken within this study in the form of a quasi-experimental survey and focus group.

*Findings;*

Quantitative

Physical activity levels displayed significant increases from pre-intervention (t1) to post intervention (t2) in the intervention group and not in the comparison group; however, these increases were not maintained at follow up (t3).

With regard to healthy eating, there was a statistically significant increase in BMI scores in the comparison group between pre-intervention and post-intervention but not in the intervention group.

When mean psychological well-being scores were compared, the intervention group showed a statistically significant improvement in psychological well-being scores between pre- and post-intervention.

### Qualitative

A number of themes emerged from focus group such as:

- Improved knowledge of health practices
- Group social support
- Techniques utilised to make health behavioural changes
- Spirit of motivational Interviewing
- Stress and coping
- Developing health awareness
- Barriers to health behavioural change
- Effect of transition to college on health behaviours
- How physical activity, healthy eating and psychological well-being interrelate

WHO (2009). *Global health risks: mortality and burden of disease attributable to selected major risks*. Geneva, WHO.

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**Presentation Title:** The importance of developing knowledge competencies for effective Health Education/Promotion practice in Schools

**Author(s) and Affiliation:** Ms. Sharon Moynihan, IRCHSS Scholar, University of Limerick  
Dr. Patricia Mannix McNamara, Research Centre for Education and Professional Practice, University of Limerick

*Purpose:* The aim of this paper is to outline the findings of research into the importance of knowledge competencies in developing effective health promotion/education teachers.

*Methodology:* The study employed the use of a Delphi technique to collect data on the topic. This design (smaller scale) was influenced by the success of Barry *et al.* (2009). Three rounds of Delphi technique were undertaken with a panel of experts in the area of health education/promotion in schools. The questionnaire was distributed electronically. The competencies that emerged from round 1 were analysed, categorised and presented for the second round where participants rated them on a scale of importance. The final round required them to identify their prioritised competencies from the list and arrange in order of importance.

*Results:* Knowledge competencies were seen to be very important from the list and various types of knowledge competencies were cited as important for teachers to have to aid the development of their pupils in attaining health literacy.

*Discussion:* The paper will discuss the types of knowledge competencies cited and their implications in the context of health promotion education in schools.

**Presentation Title:** Putting health promotion research and evaluation competencies into practice in the workplace

**Author(s) and Affiliation:** Ms Tara Hubbard  
Disciple of Health Promotion, School of Health Sciences, College of Medicine,  
National University of Ireland Galway, Ireland

A demonstration of how evaluation and research was practiced within a work placement setting at the Health Promotion Research Centre (HPRC), NUI Galway is presented. The practice of this competency is discussed within the context of a research project being undertaken by the HPRC, called "Bridging the Digital Disconnect". It aims to develop an online training intervention for gatekeepers, to promote mental health among young people and will look at the process used to assess, how current online mental health interventions are actually evaluated for their effectiveness and how many of these are not actually evaluated.

The importance of the competency and the vital role it plays in the development of health promotion initiatives is related, with particular focus on the promotion of mental health.

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**Presentation Title:** Importance of planning and communication to enabling change for positive mental health

**Author(s) and Affiliation:** Ms Aoife Howe  
Disciple of Health Promotion, School of Health Sciences, College of Medicine,  
National University of Ireland Galway, Ireland

The school environment is an ideal setting for the practice of health promotion. The *Positive Mental Health* organization based in Barna, Co. Galway, have identified the importance of this setting to reach out to adolescents. Their main aim is to promote positive mental health amongst adolescents within secondary schools through the delivery of a seven-module programme delivered by trained facilitators. The experience of facilitating the program within a transition year class group provided a practical experience of the health promotion competencies. While the nine domains of the competencies are vital within health promotion practice, this presentation focuses on the importance of planning and communication to enabling change when delivering this programme in a secondary school setting.

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**Presentation Title:** Importance of mediating through partnerships in health promotion research

**Author(s) and Affiliation:** Ms Aisling Doherty  
Disciple of Health Promotion, School of Health Sciences, College of Medicine,  
National University of Ireland Galway, Ireland

The work presented involved research for a study on the relationship between respiratory disease, tobacco use and mental health patients. This work was undertaken while completing a work placement as a part of the Masters of Arts in Health Promotion Programme at NUI Galway. It was undertaken with the smoking cessation services at Sligo General Hospital. Working closely with my placement coordinator from the initial phases of this research, valuable insight was gained into mediating through partnership and its benefits in the practice of health promotion research. A partnership continuum is described that provided a useful guide and framework for the practice of this health promotion competency. From a learning perspective it enabled both participation in and observation of the process of working, from networking to co-coordinating, to co-operating and working towards collaboration for the future with the different sectors on the steering committee.

**Presentation Title:** Communication as practiced inter-sectorally within a university student services unit.

**Author(s) and Affiliation:** Ms Triona Keane  
Disciple of Health Promotion, School of Health Sciences, College of  
Medicine, National University of Ireland Galway, Ireland

As one of the core competencies in the CompHP Framework, the practice of communication during activities undertaken during a work placement within a university student services unit will be presented. A brief overview of all activities undertaken will be presented before focusing on the practice of communication throughout the planning, implementation and evaluation of the university health fair. Each stage of the health fair, beginning with conducting a needs assessment will be discussed. The planning, implementation and evaluation phases will subsequently be discussed before reflecting on the learning that occurred throughout this process.

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**Presentation Title:** Incorporating assessment, planning, implementation and evaluation into a university student services unit

**Author(s) and Affiliation:** Ms Katie McMenamin  
Disciple of Health Promotion, School of Health Sciences, College of  
Medicine, National University of Ireland Galway, Ireland

NUIG Student Services provide a health promotion service for students of the university. The service organises many events throughout the year with a focus on promoting student health and wellbeing. One such event is the Health Fair. The fair is an annual event where organisations come to the university giving health information to staff and students. Although each competency was evident in the organisation and management of the 2012 event, the most significant were those of assessment, planning, implementation and evaluation. These competencies were found to be imperative to the success of the health fair.

## Poster Communications

1	<i>Developing students' competence through school participation-views of children</i> Ms. Yetunde John Akinola, Health Promotion Research Centre, NUI Galway.
2	<i>Models of and Barriers to Interdisciplinary Teamwork in Practice</i> Ms. Maura Burke, Health Promotion Research Centre, NUI Galway.
3	<i>Young people's perspectives of the findings of the Health Behaviour in School-aged Children Survey 2010</i> Ms. Natasha Clarke, Health Promotion Research Centre, NUI Galway.
4	<i>X-HALE youth awards</i> Ms. Eimear Cotter, Irish Cancer Society
5	<i>Developing core competencies and professionals standards for Health Promotion capacity building in Europe (CompHP)</i> Ms. Colette Dempsey, Health Promotion Research Centre, NUI Galway.
6	<i>Translating Health Communication</i> Ms. Priscilla Doyle, Health Promotion Research Centre, NUI Galway.
7	<i>Health Promotion as setting: alcohol policy in the workplace</i> Dr. Edina Gabor, Eötvös Loránd University, Faculty of Education and Psychology, Institute for Health Promotion and Sport Sciences
8	<i>The contribution of club participation to the health and well-being of children in Ireland</i> Ms. Aoife Gavin, Health Promotion Research Centre, NUI Galway.
9	<i>Scoping study for a potential European Doctorate for Health Promotion and Public Health</i> Dr. Lisa Gugglberger, Centre for Health Research, University of Brighton
10	<i>Food poverty among schoolchildren in Ireland</i> Dr. Colette Kelly, Health Promotion Research Centre, NUI Galway.
11	<i>Health Promotion knowledge, attitudes and practices of Chartered Physiotherapists in Ireland: a national survey</i> Ms. Naoimh McMahon, National University of Ireland, Galway
12	<i>Implementing a sexuality education programme in a school setting: findings from a mixed methods study</i> Ms. Christina Murphy, Health Promotion Research Centre, NUI Galway.
13	<i>The setting for non-communicable diseases; investigating the circumstance of injury-related mortality among children and young adults in the West of Ireland</i> Ms. Aine O'Brien, Health Promotion Research Centre, NUI Galway.
14	<i>Assessment and care planning for older people in residential centres in Ireland</i> Dr. Martin Power, Discipline of Health Promotion, NUI Galway.
15	<i>Implementation of a physical activity programme for Cancer survivors</i> Ms. Joanne Vance, Irish Cancer Society.

## Poster Communications

**Presentation Title:** Developing students' competence through school participation-views of children

**Author(s) and Affiliation:** Ms Yetunde John-Akinola, Ms Aoife Gavin, Dr. Siobhan O'Higgins and Dr. Saoirse Nic Gabhainn  
Health Promotion Research Centre, National University of Ireland Galway, Ireland

**Aim:** The health promoting school (HPS) has been described as a setting that seeks to encourage an atmosphere of healthy and active learning by endeavouring to develop the competence of the whole -school environment, including the students. Children participation in the school is an important feature of the HPS. The aim of this research was to explore the views of children on school participation and the potential influence on HPS practices.

**Methods:** A Participatory Research Process (PRP) approach with a three-phase design that involved students participating actively in the research process was used to collect data. A total of 248 primary school students, aged 9-13 years, consisting of ten class groups in three schools participated in the study.

**Results:** Students developed schemas to present their perspectives of what participation meant to them and their views on how participation can work better in their school. The students considered participation to be inclusive of everybody in the school. There was a general belief that participation involves everybody getting along, doing things together and not leaving anybody out. Their ideas identified the influence of children participation on developing the competence of the whole school environment.

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**Presentation Title:** Models of and Barriers to Interdisciplinary Teamwork in Practice

**Author(s) and Affiliation:** Ms. Maura Burke and Dr. Margaret Hodgins  
Health Promotion Research Centre, National University of Ireland Galway, Ireland

**Background:** Bringing health professionals from diverse philosophical, training and professional backgrounds together has been highlighted as problematic but few studies have investigated primary care team-working. In order to fully realise the benefits of interprofessional collaboration we need to be able to recognise it in the setting and detail what attitudes, behaviours and structures promote or inhibit its enactment.

**Aim:** To address this knowledge gap by investigating the experience of primary care team members of interdisciplinary teamwork within the Irish context.

**Methods:** A national on-line survey of primary care health professionals is planned and a questionnaire is in development. In phase one the survey will be sent to all primary care health professional team members. In phase two, semi-structured interviews will be conducted with a purposive sample of teams identified in phase one.

This poster will draw on the literature to illuminate the complexities of introducing teamwork to the primary care setting, the different models of primary care and teamwork and the potential factors that may influence the levels of teamwork function.

**Presentation Title:** Young people's perspectives on the findings of the Health Behaviour in School-aged Children Survey 2010

**Author(s) and Affiliation:** Ms. Natasha Clarke, Dr. Colette Kelly, Dr. Michal Molcho and Dr. Saoirse Nic Gabhainn  
Health Promotion Research Centre, National University of Ireland Galway, Ireland

There is increasing recognition of the value of involving young people in research. The Irish Health Behaviour in School-aged Children (HBSC) study aims to involve young people in the research process and the most recent workshop aimed to assess their opinions of the findings of the 2010 HBSC national survey.

Students (13-15 years) participated by providing feedback on the HBSC national report. Group discussion was facilitated and all comments were recorded. Each participant was asked to individually answer three questions; what is the most interesting finding of the report?; what is the most surprising finding in the report? and what do you think the youth health priorities should be as a result of these findings?

The participating young people comprehensively identified, and without hesitation, what was interesting and surprising, and their health priorities. This indicates that young people, when they are asked, have many opinions on matters that affect them and have the ability to provide valuable insight into their lives. Four health priorities were identified; substance use, physical activity, eating habits and sexual health. The information and opinions the young people shared in this workshop are valuable and provide health professionals with a focus on youth health priorities and the competencies required to effectively facilitate improved health behaviours and outcomes.

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**Presentation Title:** X-HALE youth awards

**Author(s) and Affiliation:** Ms. Eimear Cotter, Health Promotion Officer  
Ms. Joanne Vance, Senior Health Promotion Officer  
Irish Cancer Society

Background: The Irish Cancer Society is the national charity for cancer care in Ireland. With high smoking rates amongst young people and very high lung cancer rates nationally, the Irish Cancer Society aims to bring down smoking prevalence in Ireland; to reduce the number of young people smoking, to discourage young people from starting to smoke in the first place and to support young smokers who want to quit. The HBSC 2010 report states that twelve percent of young people in Ireland currently smoke with those from lower social classes reporting higher levels of smoking. X-HALE Youth Awards works with young people and youth organisations to address the issue of smoking in their communities in an attempt to prevent the uptake of smoking amongst young people.

Aims:

- To share knowledge and experience of the health effects, risks of smoking and the benefits of quitting with young people and youth service
- To encourage engagement between young people and their supporters on the risks of smoking and the benefits of quitting
- To help de-normalise smoking in communities where smoking is an issue
- To build the capacity of young leaders, through practical skills training, to advocate for healthy, smoke-free lifestyles in their communities
- To generate creative tobacco-free campaigning activities, using a variety of media, for young people aged between 10 and 21 years
- To assist youth groups to develop positive alternatives for young people to persuade them not to

## take up smoking

Methods: X-HALE Youth Awards operate at three levels and run from March until October:

Local level: A financial grant of €500-€5,000 is given to help support youth groups and organisations to develop an anti-smoking themed project or campaign, which ends with a local event or launch to showcase the key messages in their local community.

Regional Level: Successful groups participate in information and skills-based workshops with the Irish Cancer Society to help support the development of their project.

National Level: Awarded groups bring their final project to the X-HALE Awards Annual Expo to highlight their achievements and raise awareness with other young people on the need to take action to ensure healthy tobacco-free communities in the future and to help prevent other young people from starting to smoke.

Progress to date: In 2011 seven youth groups were awarded and took part in seven local events and the national X-HALE Annual Expo. Six hundred and eighty young people and three hundred and twenty took part in these activities. In 2012 13 groups have been awarded funding. The programme is currently being evaluated.

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**Presentation Title:** Developing core competencies and professionals standards for Health Promotion capacity building in Europe (CompHP)

**Author(s) and Affiliation:** Ms. Colette Dempsey, Ms Barbara Battel-Kirk, Professor Margaret Barry, Health Promotion Research Centre, NUI Galway  
CompHP Project Partners

The CompHP Project aimed to develop a Europe-wide competency framework and system of professional standards for health promotion practice, education and training. This framework will form the basis for building a competent and effective health promotion workforce in Europe.

The project aimed:

- To identify, agree and publish core competencies for health promotion practice, education and training in Europe
- To develop and publish competency-based professional standards for health promotion practice
- To promote quality assurance through the development of a Europe-wide accreditation system
- To map competencies and standards in academic courses across Europe and link to accreditation for academic settings
- To pilot competencies, standards and accreditation with practitioners in a range of settings across Europe
- To engage in consultation with key stakeholders and disseminate information on the project outcomes throughout the 27 member states and all candidate countries.

The CompHP Project was comprised of eight workpackages, which were developed in collaboration with the 24 project partners across Europe and used a consensus-building approach to establish means and methods by which quality governance standards in Health Promotion can be implemented across Europe to stimulate innovation and best practice.

In collaboration with the Project Partners, and following an extensive consultation with health promotion experts across Europe, the CompHP Core Competencies for Health Promotion Framework Handbook was published in 2011 and the CompHP Professional Standards for Health Promotion Handbook was published in 2012. The CompHP Accreditation Framework will be published later in 2012.

**Presentation Title:** Translating Health Communication

**Author(s) and Affiliation:** Ms. P. Doyle, Dr. J. Sixsmith, Ms. M. D'Eath and Prof. M.M. Barry  
Health Promotion Research Centre, NUI Galway

The practice and evidence base of health communication aimed at the prevention and control of communicable diseases in the European context is currently unknown. This research project has two main components: information gathering through mapping such activities across EU/EFTA countries and synthesis of knowledge through, for example, rapid reviews of evidence in relation to health literacy and health advocacy. Mapping was undertaken through a questionnaire survey and semi-structured interviews with representatives from 30 EU/EFTA countries. Knowledge synthesis for health literacy and health advocacy comprised a literature search including published evidence reviews over a 10 year period using predefined search strategies. Results of the mapping indicate limitations to evaluation of activities which was supported in the knowledge synthesis. Participants identified the use of health advocacy but this was not supported by the evidence review where only one, North American review of health advocacy interventions was found. In contrast five reviews of health literacy strategies were identified; most interventions focused on the functional level of health literacy working at the traditional health education level. This suggests considerable gaps both in the evidence base and practice of health communication aimed at the control and prevention of communicable disease in the European context.

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**Presentation Title:** Health Promotion as setting: Alcohol policy in the workplace

**Author(s) and Affiliation:** Ms. Edina Gabor, Eötvös Loránd University, Faculty of Education and Psychology, Institute for Health Promotion and Sport Sciences  
Judit Kerek, Association for Healthier Workplaces  
Gyula Szabó Eur. Erg., Óbuda University, Bánki Donát Faculty of Mechanical and Safety Engineering

One of the most important approaches in health promotion is the settings approach. In the settings, like workplace not just the health promotion staff, have to deal with health problems, but the employees, like line managers and supervisors. For example the alcohol problem is this kind of problem.

We are now living in a society where alcohol and drugs have become more accessible. The SME's line managers and supervisors have a key role to play in developing and promoting good corporate practice and minimising the effects on the company of inappropriate use of alcohol and drugs by staff. Unfortunately, guidance for managers on how to act in these circumstances is often inadequate, incomplete or missing altogether, and many companies do not possess the tools to enable managers to deal with substance use at a corporate level.

The Maximising Employee Performance by Minimising the Impact of Substances (MEPMIS) project worked to tackle these problems. The project created an e-learning package, freely accessed via the MEPMIS website: [www.alcoholdrugsandwork.eu](http://www.alcoholdrugsandwork.eu), which teaches practical ways in which they can help minimise the impact that the inappropriate use of substances has on their organisation.

**Presentation Title:** The contribution of club participation to the health and well-being of children in Ireland

**Author(s) and Affiliation:** Ms. Aoife Gavin, Ms. Natasha Clarke, Dr. Colette Kelly, Dr. Michal Molcho and Dr. Saoirse Nic Gabhainn  
Health Promotion Research Centre, NUI Galway

Social networks such as sports clubs, drama clubs, scouts, music groups and youth clubs, are important predictors of children's health and well-being. Previous studies have indicated that participation in such clubs can be supportive of positive health and well-being in school children.

The aim of this study is to investigate whether young people's participation in clubs influences their perceived health and well being among children in schools in Ireland.

This study is based on cross-sectional self-report data from the Health Behaviour in School-Aged Children (HBSC) study 2010. Children aged 10-17 years were asked how often they are involved in: sports club/team; drama/dance/choir; music/singing; scouts/guides; youth clubs; other clubs/groups, with response options from Never to 4-7 days. The prevalence of participation in such clubs/groups will be presented by age, gender and social class. Relationships between club participation and self perceived health, happiness and life satisfaction will also be explored.

The results will enable discussion around the role of club participation in children's lives and the potential for health promotion to be delivered through clubs.

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**Presentation Title:** Scoping study for a potential European Doctorate for Health Promotion and Public Health

**Author(s) and Affiliation:** Dr Lisa Gugglberger, Ms. Caroline Hall and Professor John Kenneth Davies  
Centre for Health Research, University of Brighton

The Centre for Health Research (CHR) at the University of Brighton (UoB) has been leading the development and coordination of a potential European Doctorate in Health Promotion and Public Health (EuroDoc/HPPH). A network of interested partner higher education institutions across Europe and beyond has been established, including universities in Belgium, Germany, Norway, Hungary, Denmark, Spain, Greece, Italy, Finland and Hong Kong. Currently, there is no pan-European doctoral programme allowing students to experience the European Dimension of Health Promotion and Public Health. However, with developments arising from the Bologna Process, commitment by many European countries to trans-European education and diverse processes of globalisation of higher education, it has become increasingly important for doctoral education to enhance its perspective across national borders.

This poster will present results from the initial scoping study carried out to underpin the EuroDoc/HPPH. It will report findings from the literature review and from the qualitative interviews conducted with 10 stakeholders from relevant organisations, including doctoral programme leaders and doctoral students. The purpose of these interviews was to obtain a wider understanding of the complexity of developing and organising European doctorates and to identify recommendations, limitations and challenges for the next steps of the project.

**Presentation Title:** Food poverty among schoolchildren in Ireland

**Author(s) and Affiliation:** Dr. Colette Kelly, Dr. Michal Molcho, Ms. Aoife Gavin, Ms. Natasha Clarke, Ms. Mary Callaghan, and Dr. Saoirse Nic Gabhainn  
Health Promotion Research Centre, NUI Galway

A balanced diet during childhood and adolescence is important for growth and development and can reduce the risk of immediate and long-term health problems. Food poverty may be defined as the inability to access a nutritionally adequate diet and the related impact on health, culture and social participation. In the 2002 and 2006 Irish Health Behaviour in School-aged Children (HBSC) surveys, food poverty was reported by 16% and 17% of children, respectively. Food poverty in schoolchildren was associated with a substantial risk to physical and mental health and well-being. Data from the 2010 HBSC survey indicate that food poverty was reported by 21% of children. This presentation will present the changes in reported food poverty by age, gender and social class. With a new public health policy due for launch this year, the issue of food poverty should be highlighted as an important area for action. While it is recognised that no single approach to tackling food poverty is sufficient, schools are a powerful, potentially supportive setting for health promotion through which young people's health can be improved, both in the immediate and distant future.

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**Presentation Title:** Health Promotion knowledge, attitudes and practices of Chartered Physiotherapists in Ireland: a national survey

**Author(s) and Affiliation:** Ms. Naoimh McMahan and Dr. Claire Connolly  
Discipline of Health Promotion, NUI Galway

**Background:** Physiotherapists are well positioned to contribute to health promotion action in tackling chronic conditions. This study sought to explore the health promotion knowledge, attitudes and practices of chartered physiotherapists in Ireland.

**Methods:** A cross-sectional study design was used with data collected via an online self-administered questionnaire. The questionnaire was emailed to all members of the Irish Society of Chartered Physiotherapists. A response rate of 19.1% (n=256) was achieved. Data was analysed using PASW Statistics 18.

**Results:** Physiotherapists hold a traditional view of health promotion relating it primarily to the provision of information and advice to bring about individual behaviour change. Self-reported knowledge of the wider determinants of health and key action areas of health promotion was found to be low. Physiotherapists displayed positive attitudes to their role in health promotion but identified significant barriers to its implementation in the form of time constraints, lack of training and patient attitudes.

**Conclusions:** Responsibility for the uptake of successful health promotion action lies with both the professions of health promotion and of physiotherapy to ensure that clarity in roles and terminology is established. Pre- and post-registration education should be reviewed to ensure the incorporation of health promotion as a complex intervention.

**Presentation Title:** Implementing a sexuality education programme in a school setting: findings from a mixed methods study

**Author(s) and Affiliation:** Ms. Christina Murphy and Dr. Saoirse Nic Gabhainn  
Health Promotion Research Centre, NUI Galway

The 'settings approach' is a central tenet of health promotion. The settings approach recognises that an individual's environment affects their overall health and wellbeing. As a result, health promotion programmes are often implemented in a wide variety of settings (for example: schools, workplaces and communities). Implementing health promotion programmes in various settings is challenging. For example, in school-based health promotion programmes, multiple factors influence programme implementation. These factors vary from teacher release from school for training to the provision of adequate resources.

Relationships and Sexuality Education (RSE) is a teacher-delivered health promotion sexuality education programme in Irish post-primary schools. Using a mixed methods approach, this study explores the relationship between RSE in-service training and RSE implementation in the classroom. The aim of this exploration is to provide insight into the various factors of the training and school setting that facilitate or hinder RSE implementation.

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**Presentation Title:** The setting for non-communicable diseases; investigating the circumstance of injury-related mortality among children and young adults in the West of Ireland

**Author(s) and Affiliation:** Ms. Aine O'Brien and Dr. Michal Molcho  
Discipline of Health Promotion , NUI Galway

Injury mortality and morbidity have been highlighted as a major public health problem globally that accounts for five million deaths worldwide annually and 9% of global mortality. Non-fatal injuries contribute to disabilities, both short-term and permanent and are responsible for 17% of the overall burden of disease among 15-59 year olds. Injury prevention and safety promotion strategies exist and are deemed efficient in reducing the rate of injury related death and disability.

Despite the importance of this health problem, gaps in mortality data exist and have been discussed in the Irish context. Hence, while vital statistics on injury mortality can be accessed through the Central Statistic Office, the data is incomplete. Coroners' reports following comprehensive examination, offer a rich source of data on injury-related deaths that are complementary to vital statistics data. Coroners' reports include detailed data that is unavailable on death certificates, such as the premise of injury, the presence of alcohol and drug use, description of injuries sustained and a narrative on the circumstances resulting in death

The aim of this study is to investigate injury-related mortality occurrences among children and young adults between the ages of 0-44 in the West of Ireland. An evidence based data collection instrument has been developed, incorporating the International Coding of Disease (ICD-10).

**Presentation Title:** Assessment and care planning for older people in residential centres in Ireland

**Author(s) and Affiliation:** Dr. Martin Power and Mr Eric van Lente  
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Population ageing has become of increasing concern in recent decades, not least because of the challenges for health and social systems, especially long-term care. In response, many nations have introduced long-term care regulatory standards that require the use of Minimum Data Set instruments for assessment and care planning. In Ireland, this drift toward standardisation is manifest in the *National Quality Standards for Residential Care Settings for Older People*. Introduced by the Health Information Quality Authority in mid-2009, standards 10 and 11 specifically address assessment and care planning and require the use of an MDS tool.

This study explored tools, processes and perspectives that surround care planning in Irish residential settings using an online/postal survey. The sample comprised 250 centres and the response rate was 42.5%.

Assessment and care planning in Irish residential centres demonstrates substantial variation between domains of need, is almost exclusively the preserve of medical professionals and is perceived as contributing to quality of care but also as incurring significant burdens.

If care documentation is to become a driver rather than a record of care, it will be important to facilitate input from direct carers and to provide supports for staff responsible for managing care documentation.

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**Presentation Title:** Implementation of a physical activity programme for Cancer survivors

**Author(s) and Affiliation:** Ms. Joanne Vance and Ms. Eimear Cotter, Irish Cancer Society  
Mr. Tim Grant and Dr. Ricardo Segurado, CSTAR, The HRB Centre for Support and Training in Analysis and Research  
Ms. Marie Murphy, Exercise specialist, Mind Body, Soul, Fitness

Regular physical activity can reduce your risk of cancer. Recent research has also demonstrated that it can also reduce your risk of cancer recurrence, particularly for Breast and Bowel cancers.

In September 2010 the Irish Cancer Society introduced a health promotion intervention for breast cancer survivors. An evaluation study protocol was developed and 48 women participated in a 15- week pilot cardiovascular and resistance-training programme designed by specialist exercise coach, Marie Murphy. In 2011 a second programme was offered to breast cancer survivors and a third to male and female bowel cancer survivors.

The conclusions arising from these studies establish that this tailored programme is safe to improve fitness levels, while also significantly improving the quality of life of the participants.

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