

***Balancing* the Education of Health Professionals. Increasing the Emphasis on Engagement for Health Promotion**

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“Knowledge of the connection between SDOH and health inequities can aid entities to develop more comprehensive approaches to what might work, where action should be targeted and who should be involved” (Sadana & Blas, 2013)

Sadana, R. , & Blas, E. (2013). What can public health programs do to improve health equity? *Public Health Reports*, 128 (suppl.3), 12-20

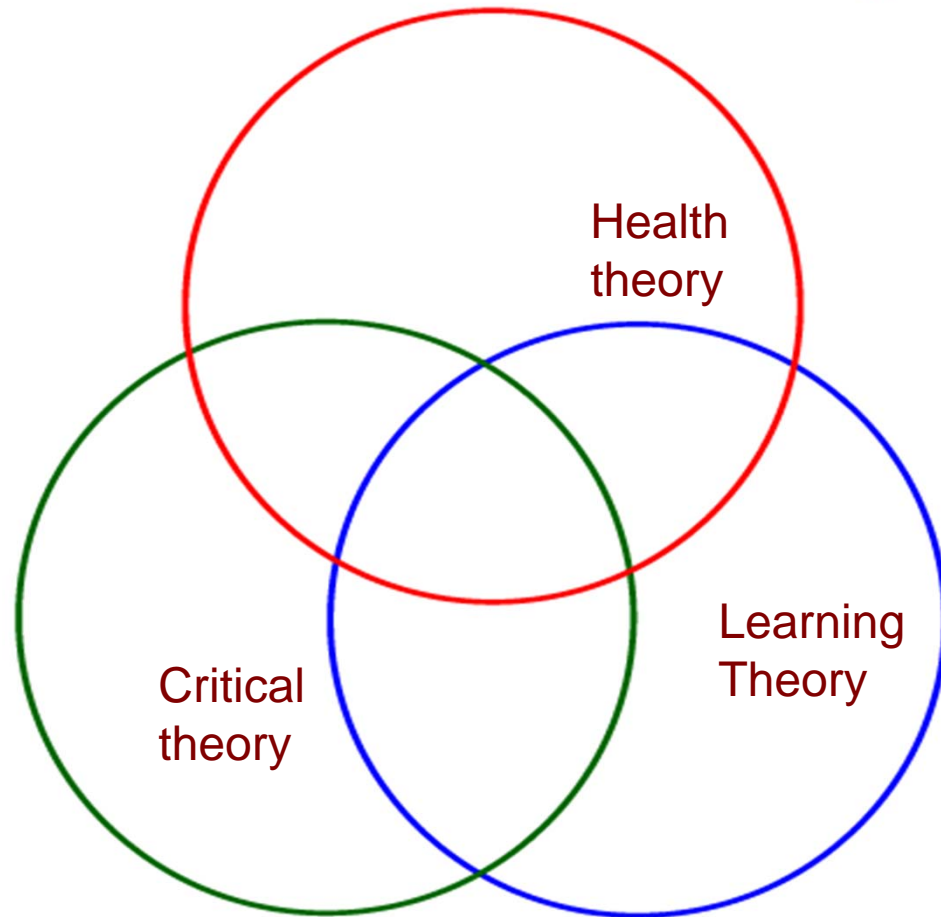
Part 1: A Critical Theory of Adult Health Learning





What are the theoretical bases for a critical theory of adult health learning?

Theoretical Insights



Health Theory

- Health promotion
- SDOH: environment, race, food security, gender, work, geography, education, and relationships
- In addition to biology, we are as healthy as our environment and any effort to address health has to take this larger socio-economic environment into account rather than focusing exclusively on individual lifestyle choices

Critical Pedagogy

- Participatory
- Emancipatory
- Inclusive
- Engaged

Learning Tasks of Critical Theory

- ✓ challenge ideology
- ✓ contest hegemony
- ✓ unmask power
- ✓ overcome alienation
- ✓ learn liberation
- ✓ reclaim reason
- ✓ practice democracy. (Brookfield, 2005)

Critical Theory

- Insights on structural issues
- Based on analytical viewpoint
- Dialectic between individual and society
- Inherent learning tasks

Challenging ideology



- Hegemony of the medical model
- Patient-expert approach
- Evidence based medicine

Challenging class



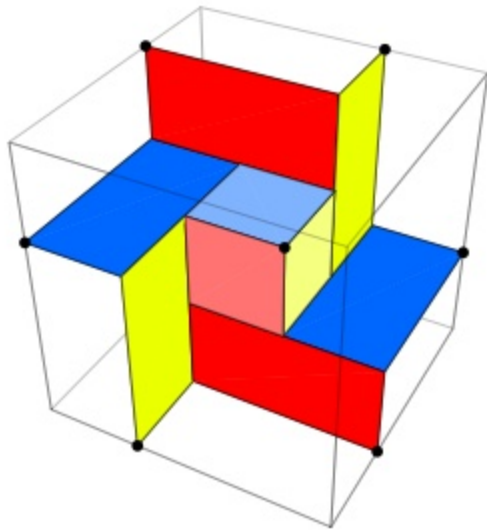
- Who has access?
- Who controls the system?
- What are the varied health outcomes?

Unmasking Power

- Literacy
- Awarding diplomas
- Setting curriculum
- Liberal education models



In Sum



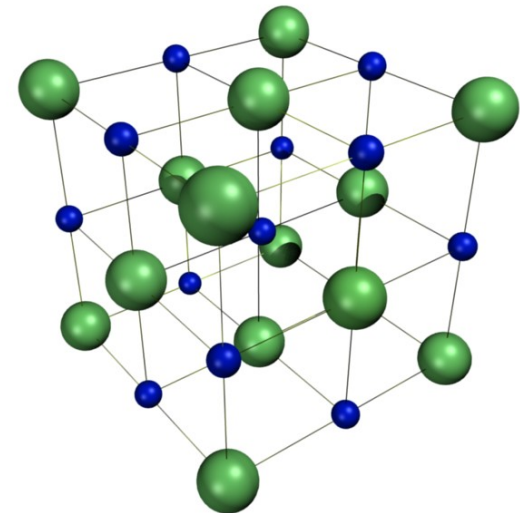
Critical theory of adult health learning

Paradoxes and complexities

Part 2: Questions for Practice

1. How are we working to challenge/reinforce....

- hegemony (ingrained ideas)?
- power?
- class structures?
- gender divides?



2. What needs to stay the same/change?

- In our thinking?
- In our practice?



Implications for change/stasis in

- Professional Education ?
- Continuing Professional Education/Learning?



From theory to practical action....

What educational strategies might be put in place to increase your capacity to work in more empowering ways with communities in order to enable citizens “to increase control over and to improve their health” (Ottawa, Charter, 1986)?