Evaluation of Health Education Program for Active Citizens

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This paper reports on the planning and outcomes of a health program aimed to support citizens who intended to create and promote her/his healthy life. Program evaluation was based on questionnaires collected from 17 program participants.

The program ran from January to September, 2007. 5 courses, one each month.
At the end of the last course, anonymous responses questionnaires were conducted and collected at the site. A follow-up research was also conducted.

The results of questionnaires suggested the program was well received.
In reference with educational contents, more than 90 percent of participants were satisfied with the program by indicating a good understanding of the program. In particular, all participants indicated that the most impressive course was the "Key to the Continuance Through Coaching" The program operation: course schedule, venue and the number of courses were confirmed appropriate by all participants.

The positive results of questionnaires about the overall program suggested the program was well received despite its status as a pilot project. In reference to the educational contents, in the evaluation, participants expressed a strong need for 'Speech and Listening' course. Therefore, we are in the planning phase to include the course under the title of 'Mind Influence, Speech and Listening'.

Health Promotion, People-Centered Care, Health Education, Health Information Service

The 21st century national health program of Japan and the World Health Organization health promotion agenda were used to structure our current project called Health Japan 21 Japan Health Promotion & Fitness Foundation, 2000 Our strategy focused on encouraging individuals to take the initiative in improving their daily living conditions and supporting their efforts by providing a better environment where individuals can facilitate the social resources L. W. Green & M W. Kreuter, 1999; Japan Health Promotion & Fitness Foundation, 2000

In line with the goal of the WHO, St. Luke's College of Nursing explored its own approach toward the improvement of the environment with the establishment of a new facility for counseling and medical information service. The facility called LukaNavi has been operating by a team of the faculty and professional volunteers since 2004. As a result, in the first year of the LukaNavi operation, there were 360 visitors of which 237 received counseling Hishinuma & Kawagoe, et al., 2005 The second year, the number of counseling sessions jumped to 838

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increase over the previous year and the total number of visitors was 1150, a 320% increase. The increase in visitors and repeaters to the facility indicates the services were well received. This trend is expected to continue; unfortunately, the facility is understaffed with a part-time nurse and librarian and some health professional volunteers.

The project’s goal is to create a People-Centered Care (Yamada, 2004; Komatsu & Nagae, et al., 2005) based on partnerships between professionals and citizens to create a community whereby individuals become involved in facilitating optimum health information for the realization of their own healthy life (Hishinuma & Tokuma, et al., 2006). It is toward that end that citizens are urged to participate (Hishinuma & Ishikawa, et al., 2007; Takahashi & Hishinuma, et al., 2007).

Thus, we planned and implemented a health promotion program with the citizens. In this report, the program planning, implementation and evaluation is presented.

We realized that the co-sponsorship with Chuo Ward Social Welfare Council was important since the council was the core stakeholder in promotion of the health of its residents.

The program had five courses, running from September, 2006, through January, 2007, the third Saturday of each month, 10:00-12:00 and the third and fifth courses for 10:00-15:30.

Venue was set on the fourth floor of the Annex of St. Luke’s College of Nursing.

Thirty applicants were accepted free of charge. See "Health Promotion Programs for Citizens’ Active Life"
Operation staff comprised an interdisciplinary research team of St. Luke’s College of Nursing public health nurses, licensed nurses, librarians and volunteers working at LukaNavi Spot. A total of operation staff was between 11 and 13 for 30 participants.

Vehicles of publicity were posters, brochures and the institutional publication, Catchball, for community residents and hand-out brochures for the visitors and audience at the seminars and lunch-time concerts held at LukaNavi along with the Website. The publicity period was three months.

Some 25 applicants responded to our publicity. There were two men and 23 women. There were 16 applicants through St. Luke’s College of Nursing Citizen Academy Course, three by referral, two through the Lunch Time Concert at LukaNavi, one through Chuo institutional publication and three were unknown. Three lived in Chuo-ward, five were from other Tokyo wards, six from Saitama Prefecture, three from Kanagawa, two from Ibaragi and one applicant lived in Tochigi Prefecture.

Although 25 applicants responded, the first course was attended by 20 participants 80%, the second by 18 72%, the third by 17 68%, the fourth by 18 72% and the fifth by 19 76%.

See Table 1.
Upon completion of the fifth course, anonymous response questionnaires were conducted and collected in class. A follow-up research was conducted to determine whether the participants were involved in volunteer work.

1 **Ethical Practice:** Notice was posted at the venue, reading all activities would be used for research purposes. Submission of questionnaires was voluntary.

2 **Attributes:**

   There were a total of 34 participants, of which 18 successfully completed the entire courses.
   
   Questionnaires were conducted from 17 yielding, a response rate of 94.4% composed of two men (2%) and 15 women (8%) with a mean age 59.7 years. The largest age segment, eight, (33%) were in their fifties and four in their sixties (6.7%). By occupation, seven were housewives (21.1%) followed by three each were medical professionals and unemployed (7.6%) two company employees (11.8%) and one student (6%). The majority participants took within one hour to get the venue.

3 **Overall program evaluation including the educational contents and the program operation.**

   (1) **About the Overall Program:**
   
   Q1. Did you think that this volunteer program was useful in general?
   Q2. Did you obtain new knowledge about health volunteer activities?
   Q3. Could you understand the program?
   Q4. Were you satisfied with the program?
   Q5. Did you think that this volunteer program could help you when you were doing volunteer activities?
Some 90 percent gave their positive replies to the questionnaires stated above.

Q6. Specify the most impressive course. The fourth course titled Coaching Key to the Continuance received the most positive reply.

(2) Program Operation:

Q7. Convenient hours for the program?
Q8. Convenient day of week for the program?
Q9. Comfortable venue?
Q10. Appropriate number of courses?

We have received positive replies of the questionnaires stated above from all participants.

(3) Comments

Comments on the overall program:

Q11. What is the most useful thing you learnt from the program?
Q12. When asking participants to specify any additional courses they wished to attend or improvements in the program, replies were: "A session was too long (1)," "The program needed more challenging (2)," however, the majority gave us positive replies: "Made good friends," "Received good lectures," "A better understanding in volunteering," "Wish to enroll the next program," "Obtained new thoughts and ideas through a working session," "Obtained practical knowledge," "Wish to have a course dealing with Speech and Listening"
The replies of earlier questionnaires showed that 13 participants wished to apply for volunteer activities (6.45%) and three participants were considering volunteer work (7.6%). The follow-up research found 13 participants were presently working as volunteers.

VI. Discussion

The positive results of questionnaires about the entire courses from the views of the educational contents and program management suggest that the majority of participants expressed considerable satisfaction even though it had been only designed as a trial. Considering a better understanding in volunteering, the formation of networking, moving into action to apply as a volunteer and involvement in volunteer work suggest that this program effectively implemented the objectives. In reference to the educational contents, after assessing the needs of the ‘Speech and Listening’ course expressed by many participants, we are presently studying to include the course under the title of ‘Mind Influence, Speech and Listening.’

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Reference


