



S·H·E

Schools for Health in Europe

Action research in school health promotion

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Action-research (01)



- Is a useful tool **for change and improvement** at the local level
- Seeks to change and **transform ‘practitioners’ practices**, their understandings of their practices, and the conditions in which they practice
- By being a collaborative process, it aims to become both a **‘democratic and democratising process’**
- Is self-reflexive, collaborative, political and suitable for dissemination
- Can be used in almost any setting **where a problem involving people, tasks and procedures needs a solution**, or where some change of feature results in a more desirable outcome

(Cohen, Lawrence, & Keith, 2018)

Action-research (02)



Action research can be used in a variety of areas, for example:

- **teaching** the efficiency of some aspect of the administrative side of school life. **methods:** replacing a traditional method by a discovery method
- **learning strategies:** adopting an integrated approach to learning in preference to a single-subject style of teaching and learning
- **evaluative procedures:** improving one's methods of continuous assessment
- **attitudes and values:** encouraging more positive attitudes to work, or modifying pupils' value systems with regard to some aspect of life
- **continuing professional development of teachers:** improving teaching skills, developing new methods of learning, increasing powers of analysis of heightening self-awareness
- **management and control:** the gradual introduction of different techniques of class management
- **administration:** increasing the efficiency of some aspect of the administrative side of school life.

(Cohen, Lawrence, & Keith, 2018, p.748)

Action-research (03)



It can be used to foster democratic institutions, encourage change, empower individuals and groups, encourage reflective practice and be a test-bed for new ideas and practices

(Creswell, 2002, 2013)

Action-research (04)



‘is a collaborative transformative approach with joint focus on rigorous data collection, knowledge generation, reflection and distinctive action/change elements that pursue practical solutions’

(Piggot-Irvine et al., 2015, as as cited in Cohen, Lawrence, & Keith, 2018, p.749)

Action-research (05)



Principles and characteristics of action research

- makes for practical problem posing and problem solving and expanding knowledge
 - enhances the competencies of participants
 - is collaborative
 - is undertaken directly in situ
 - uses feedback from data in an ongoing cyclical process
 - seeks to understand particular complex social situations
 - seeks to understand the processes of change within social systems
 - is undertaken within an agreed framework of ethics
 - seeks to improve the quality of human actions
 - focuses on those problems that are of immediate concern to practitioners
 - is participatory
- (Cohen, Lawrence, & Keith, 2018, p.751-752)

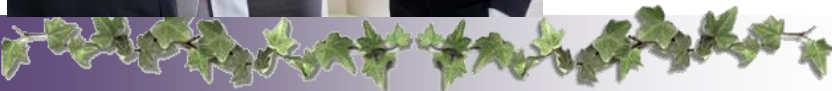
Action-research (06)



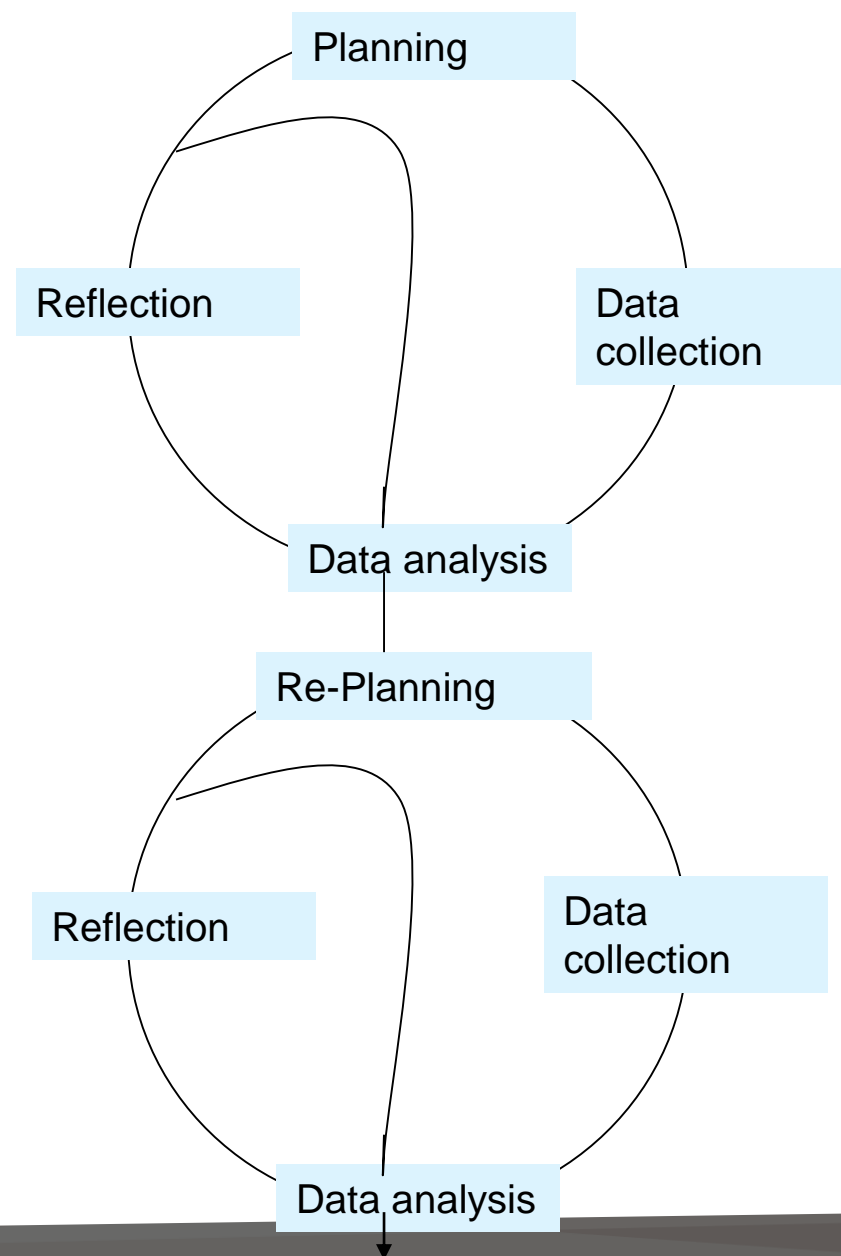
Principles and characteristics of action research

- frequently uses case study
- tends to avoid the paradigm of research that isolates and controls variables
- is formative, such that the definition of the problem, the aims and methodology may alter during the process of action research
- includes evaluation and reflection
- contributes to a science of education
- strives to render the research useable and shareable by participants
- is dialogical and celebrates discourse
- has a critical purpose in some forms
- strives to be emancipatory

(Cohen, Lawrence, & Keith, 2018, p.751-752)



Action-research (07)





Action research in health promotion

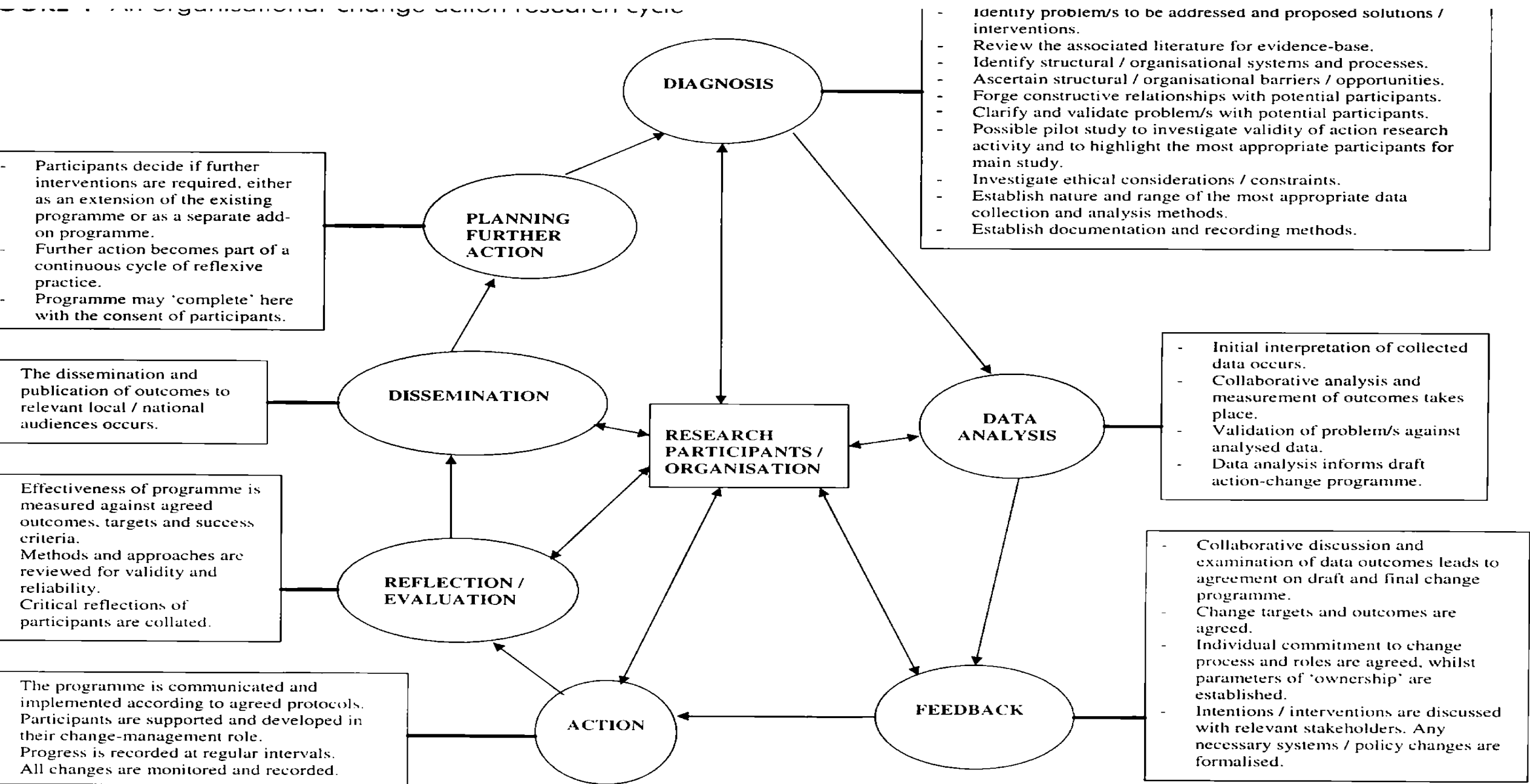
Dean Whitehead¹, Ann Taket² and Pam Smith³

Action-research (08)

Abstract

Objectives This article aims to define what is action research and where it fits in with health promotion practice, through drawing upon associated literature and personal action research experience. It also seeks to investigate the possible reasons why it is that health promotion researchers have not readily taken on the processes of action research strategies.

Rationale The place of action research in health promotion programmes is an important yet relatively unacknowledged and understated activity. It has proven to be very popular with other professional groups, such as in the education, management and social sciences. In terms of health service activity, it is widely established in the fields of nursing and mental health and is beginning to establish itself in medicine. While there are a few health promotion examples to draw upon, they tend to be isolated, dated and often lie outside of the mainstream literature. It is suggested that this continuing state of affairs denies many health promotion researchers a valuable resource for managing effective change in practice.





Action-research (10)

Community action and reflective practice in health promotion research

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Action-research (11)

Nursing and Health Sciences (2007), 9, 5–13

Research Article

Using action research to change health-promoting practice

Dympna Casey, RGN, BA, MA, PhD

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Abstract

Action research was used as a method to develop an educational skills training program focusing on the health education aspect of nurses' health-promoting role. The program was based on the theoretical concepts of the Transtheoretical Model and Motivational Interviewing. Interviews were used to collect the data on a purposive sample of nurses working in an acute hospital ward. Three main themes were identified: using the skills, barriers to implementing the skills, and facilitators of implementing the skills. Most nurses were more aware of health education and health promotion and were able to incorporate the skills learnt and instigated a change in practice. There was evidence, however, that further training was required. This might focus more on helping nurses to use the skills with patients who are very resistant to change and to better recognize health-promoting opportunities. Ways of offering the training program to other health professionals also should be explored.



Health Promotion and Participatory Action Research with South Asian Women

U.K. Choudhry, S. Jandu, J. Mahal, R. Singh, H. Sohi-Pabla, B. Mutta

Action-research (12)

***Purpose:** To examine South Asian immigrant women's health promotion issues and to facilitate the creation of emancipatory knowledge and self-understanding regarding health-promoting practices; to promote health education and mobilization for culturally relevant action.*

***Method:** The study was based on critical social theory; the research model was participatory action research (PAR). Two groups of South Asian women (women from India and of Indian origin) who had immigrated to Canada participated in the project. The qualitative data were generated through focus groups. Reflexive and dialectical critique were used as methods of analyzing qualitative data. The data were interpreted through reiterative process, and dominant themes were identified.*

***Findings:** Three themes that were extracted from the data were: (a) the importance of maintaining culture and tradition, (b) placing family needs before self, and (c) surviving by being strong. An issue for action was the risk of intergenerational conflicts leading to alienation of family members. Over a period of 3 years, the following action plans were carried out: (a) workshops for parents and children, (b) sharing of project findings with the community, and (c) a presentation at an annual public health conference.*

***Conclusions and Implications:** The project activities empowered participants to create and share knowledge, which was then applied toward action for change. Health and health promotion were viewed as functions of the women's relationships to the world around them.*

JOURNAL OF NURSING SCHOLARSHIP, 2002; 34:1, 75-81. ©2002 SIGMA THETA TAU INTERNATIONAL.



Action-research (13)

Participating in Action Research on a Health Promotion Project: a reflection

TRICIA NEULS

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ABSTRACT A manager of the Out-Patient Department at Delancey Assessment and Rehabilitation Hospital, a semi-acute/acute unit specialising in assessment and rehabilitation for patients of all ages, attended a conference which led to the opportunity to participate in an action research project. Using a 'tool' devised by a team from South Bank University, it was hoped to monitor the health promotion work done in the hospital and to demonstrate how this could be developed. The tool was used with groups of nurse students as a reflection aid during their Unit 3 (mental health/psychological needs) and Unit 4 (elderly care) placements. Using the tool gave structure to the sessions, enabling shortcomings to be highlighted and future plans to be formulated. It



Action-research (14)

1.What are the advantages of action research?

2.What are the disadvantages?

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