



Sigma Theta Tau International
Honor Society of Nursing®

» 28th International
**NURSING RESEARCH
CONGRESS**
27-31 July 2017 | Dublin, Ireland

A Transformative Vision for Health: Promoting Nursing Colleges

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An Action Framework for Leading the Transformation Process

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HEALTHY UNIVERSITIES

A Healthy University aspires to create a learning environment and organizational culture that enhances health, wellbeing and sustainability of its community and enables people to achieve their full potential.

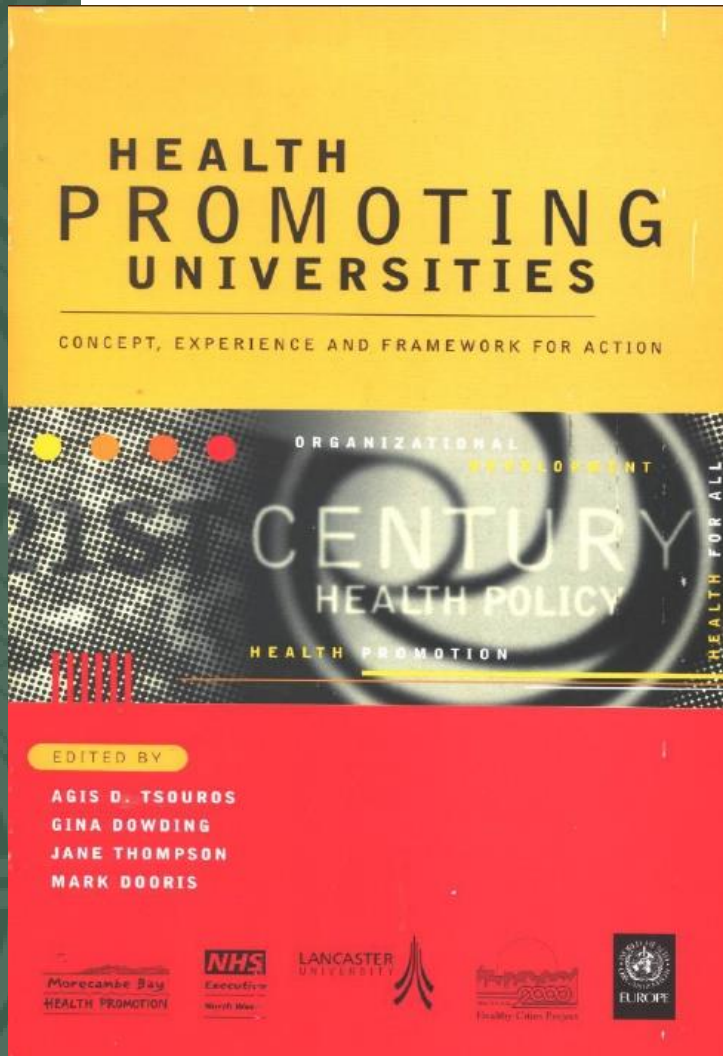


Ottawa Charter (1986) sets out three key strategies: advocacy, mediation and enablement .

Also highlights five action areas:

- Build Healthy Policy
- Create Supportive Environments
- Strengthen Community Actions
- Develop Personal Skills
- Reorient Health Services

HEALTHY UNIVERSITIES



(Tsouros, et al, 1998)

1. Develops an environment that supports and promotes health and wellbeing
2. Allows the contribution of the views, skills and experience of the whole university community
3. Increases participation and builds collaborative partnerships
4. Is an effective, evidence-informed mechanism to bring about and embeds cultural change
5. Leads to sustainable changes to improve the health and wellbeing of students and staff
6. Links research, educational, operational and outreach activities and engages students in each
7. Provides a framework that goes beyond interventions that focus on single topics, single target groups or single elements of the university.

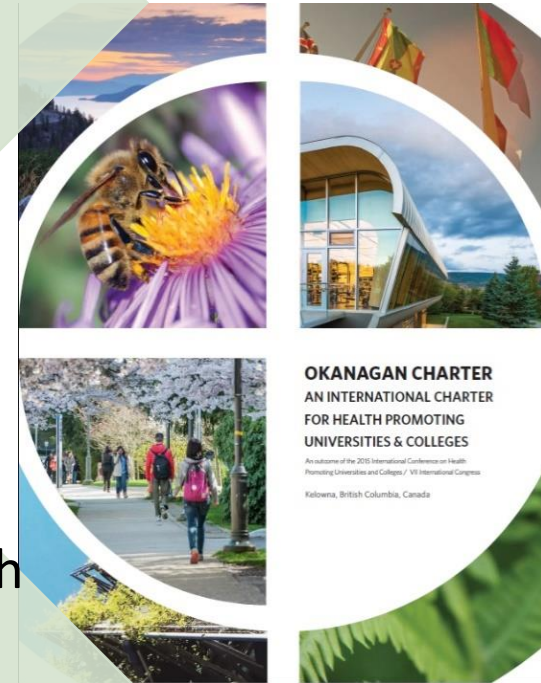
Action Framework for Higher Education

Embed health into all aspects of campus culture, across the administration, operations and academic mandates

- Embed health in all campus policies.
- Create supportive campus environments.
- Generate thriving communities and a culture of well-being.
- Support personal development.
- Create or re-orient campus services.

Lead health promotion action and collaboration locally and globally

- Integrate health, well-being and sustainability in multiple disciplines to develop change agents.
- Advance research, teaching and training for health promotion knowledge and action.
- Lead and partner towards local and global action for health promotion.



Key principles for action

Use settings and whole system approaches

Ensure comprehensive and campus-wide approaches

Use participatory approaches and engage the voice of students and others

Develop trans-disciplinary collaborations and cross-sector partnerships

Promote research, innovation and evidence-informed action

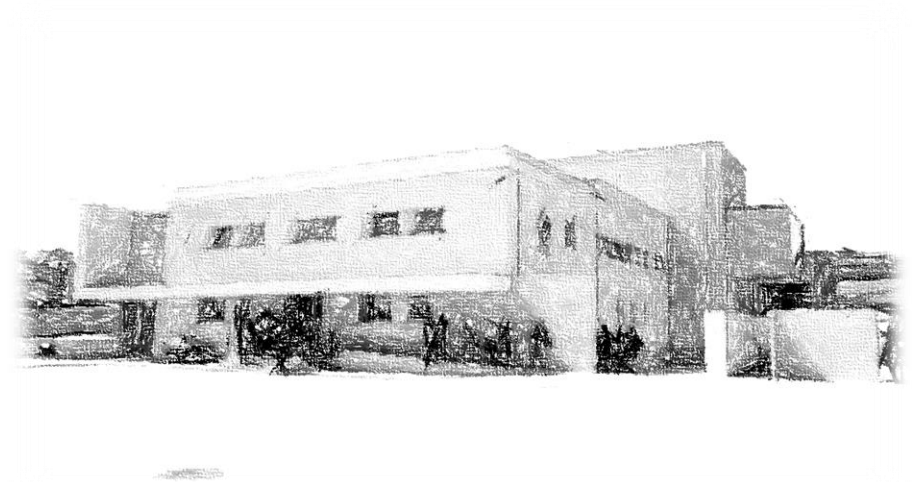
Build on strengths

Value local and indigenous communities' contexts and priorities

Act on an existing universal responsibility



Research question and objective



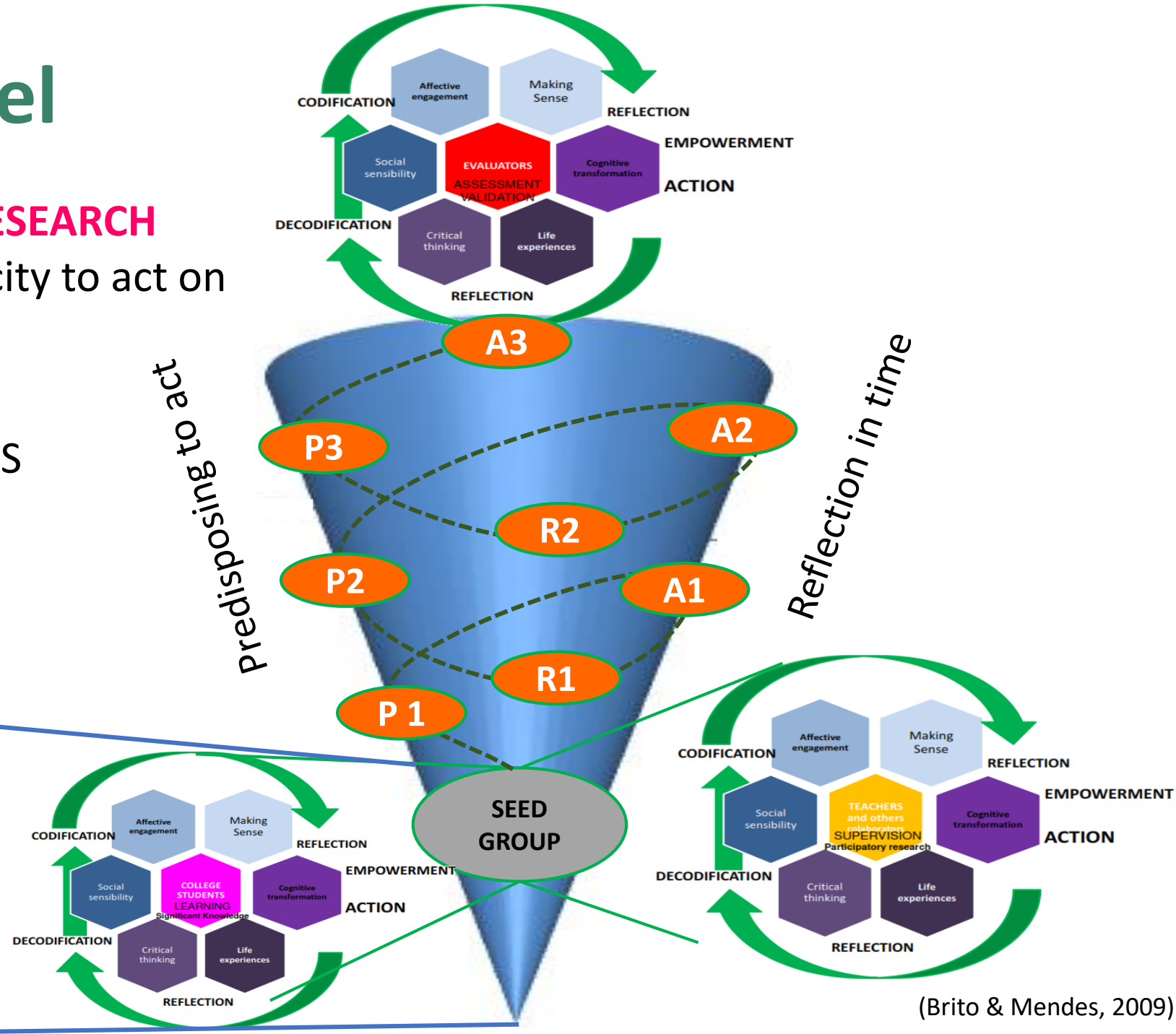
- ✓ How conceptualize and design a participatory health research process that allows the activation of a community of higher nursing education to implement a health promoting context and increases the skills for the profession?
- ✓ To answer the research question, we defined the following objective: To discuss the framework that guide the transformative process of a nursing college into a health promoting context using the PEER-IESS model.

PEER-IESS Model

PARTICIPATORY HEALTH RESEARCH

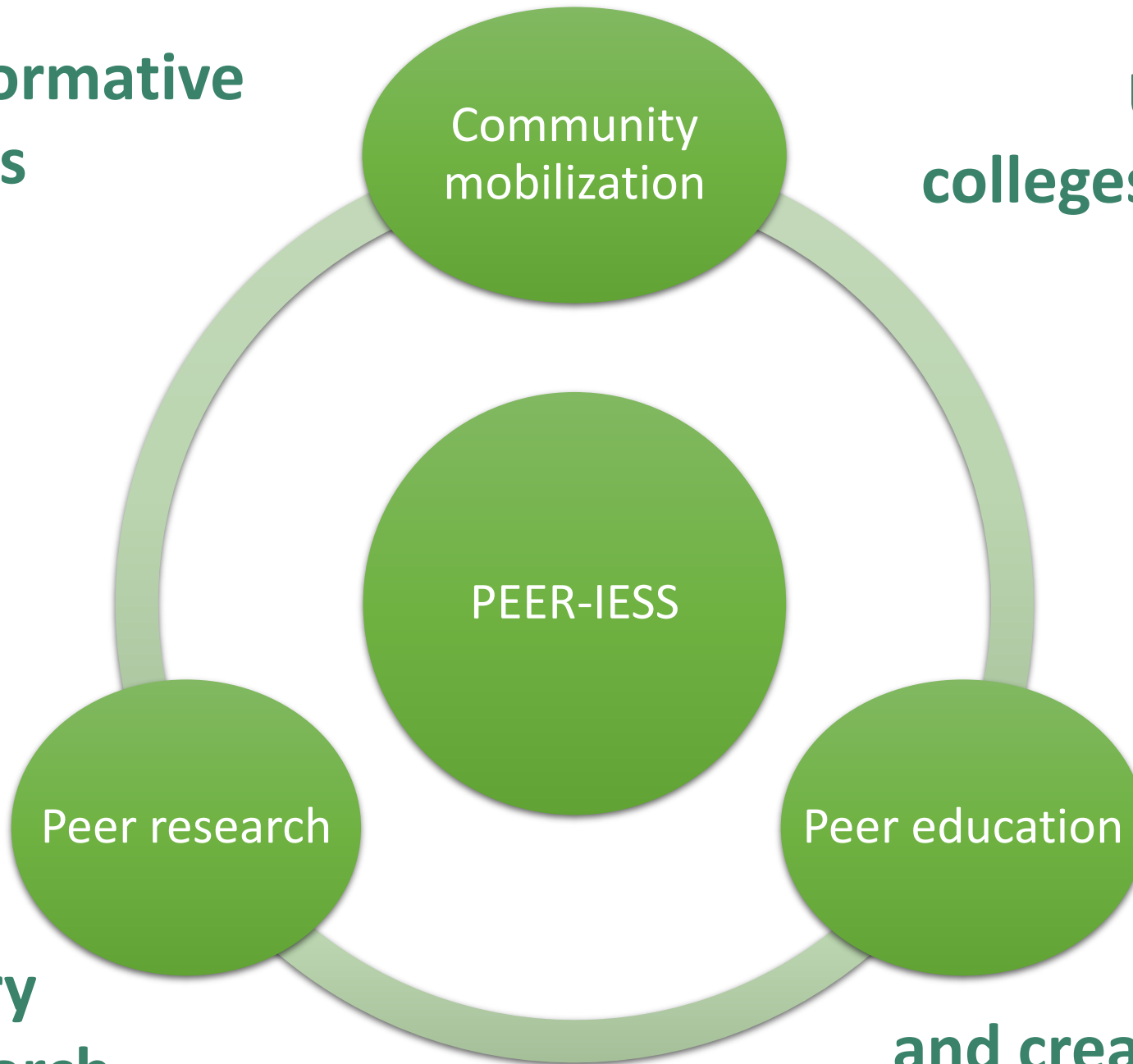
To increase individuals capacity to act on their on behalf

SYSTEMIZING THE PROCESS
Concepts and ideas



**Transformative
process**

**University and
colleges communities**



**Participatory
health research**

**Dialogical
and creative strategies**

Conclusions

Higher education has a unique opportunity and responsibility to provide transformative education, engaging the student voice, and developing new knowledge and understanding.

PEER-IESS model recognize the link between Peer Education and Peer Research strategies, building capacity for health promotion; increasing academic success; curricular infusion health promotion in the study plan of nursing undergraduate course; formulation of health promotion policies in terms of mission, values and vision in the higher nursing education institution leading to the participation of the entire academic community in building the strategic development plan of the institution.

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