

The Health Promoting Role of Lifelong Learning



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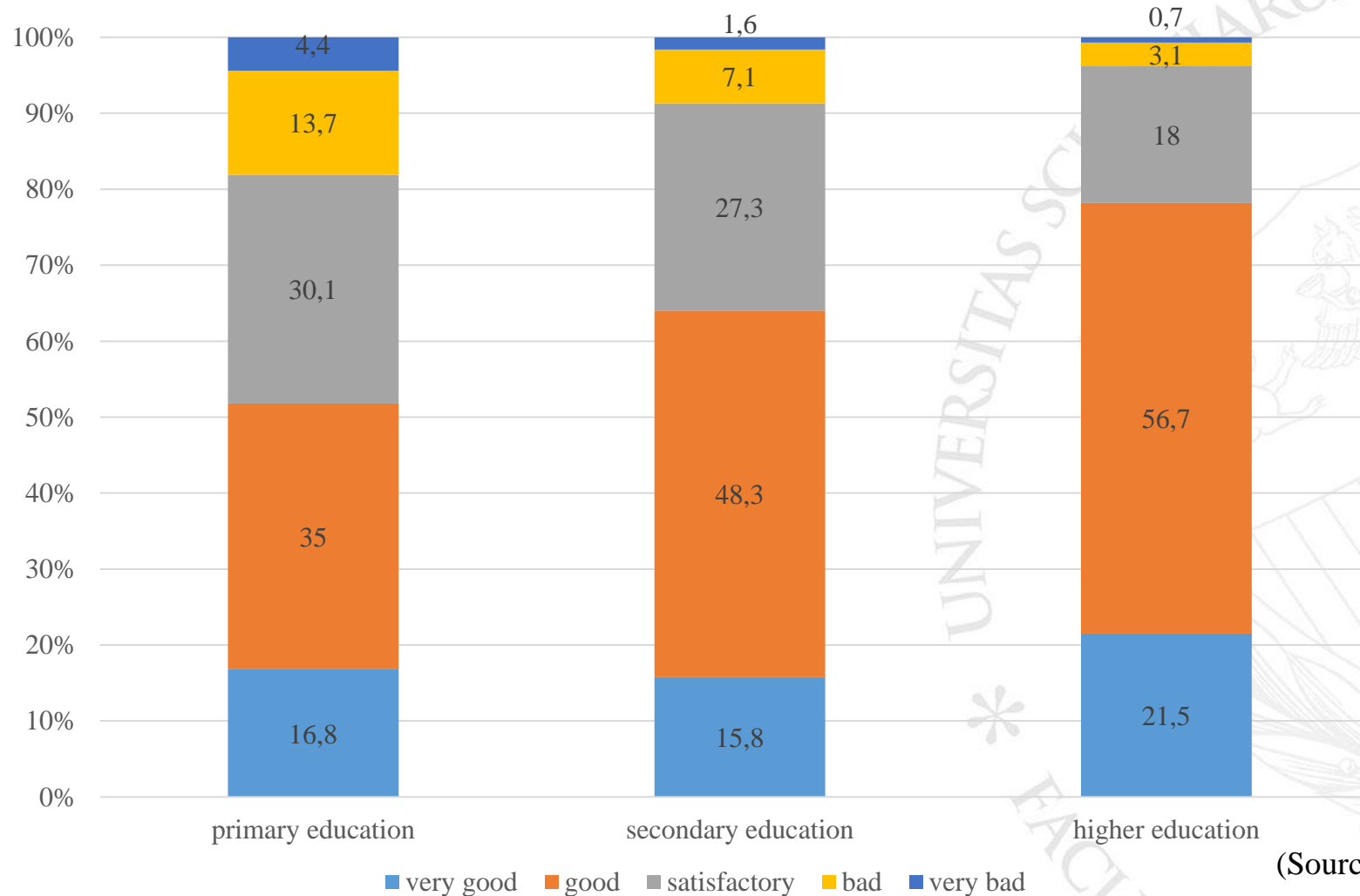
Overview

- Holistic Understanding of health
- Learning and health
- The role of lifestyle in health
- Salutogenic theory of health – Learning as a GRR
- Learning as a capital
- Social sub-systems
- Education of Health Promoter Professionals at USZ JGYFE
- Conclusions





Perceived (Subjective) Health Status by the Level of Education, Hungary (2023)

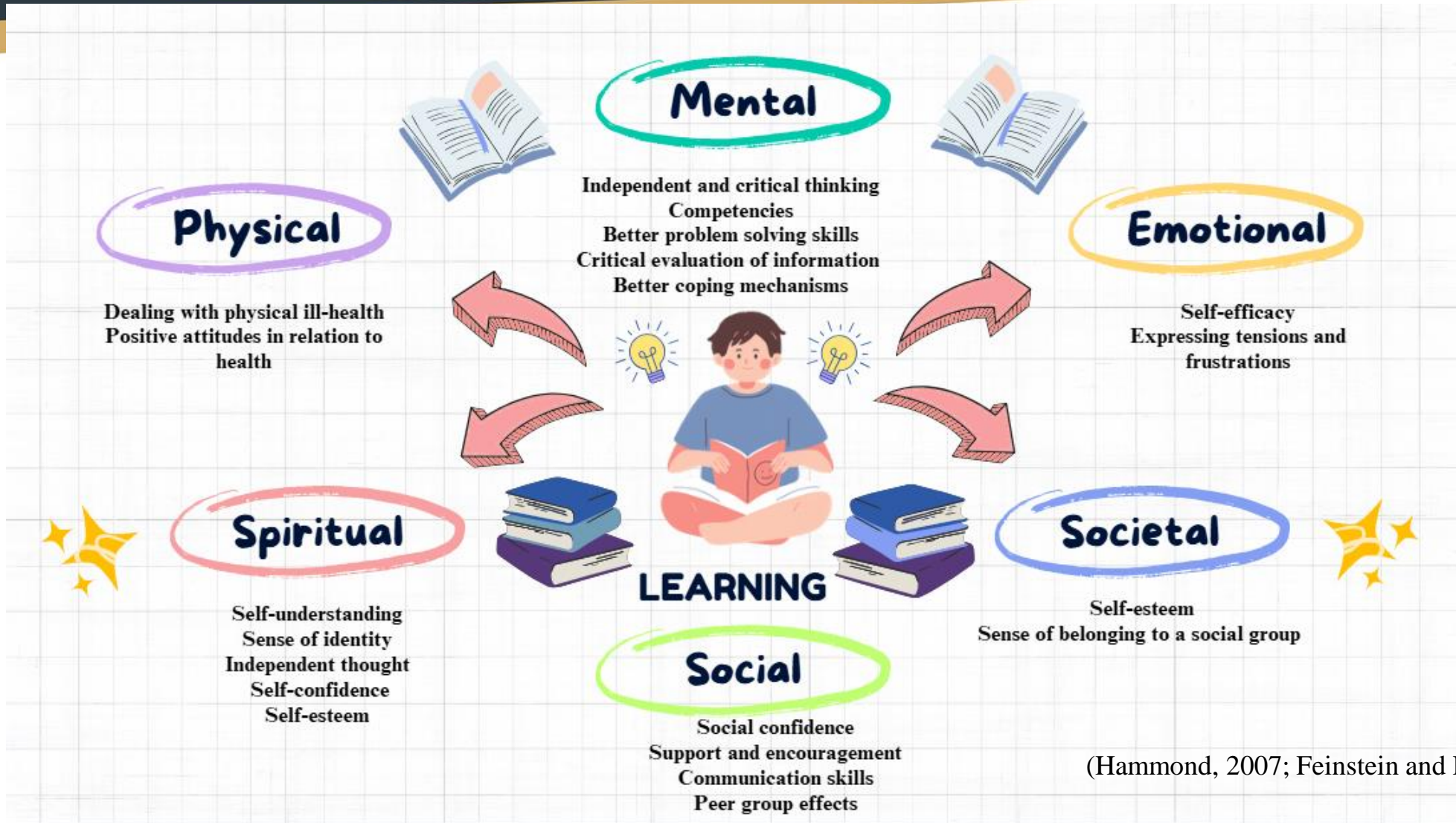


(Source: own editing, based on KSH, 2024)



Dimensions of health:

- **Physical health:** the mechanistic functioning of the body.
- **Mental health:** the ability to think clearly and coherently.
- **Emotional health:** the ability to recognise emotions such as fear, joy, grief and anger, and to express such emotions appropriately. Emotional or affective health also means coping with stress, tension, depression and anxiety.
- **Spiritual health:** it is connected with religious beliefs and practices, or it is to do with personal creeds, principles of behaviour, and ways of achieving peace of mind and being at peace with oneself.
- **Social health:** the ability to make and maintain relationships with other people.
- **Societal health:** the need and possibility of being integrated in the society.

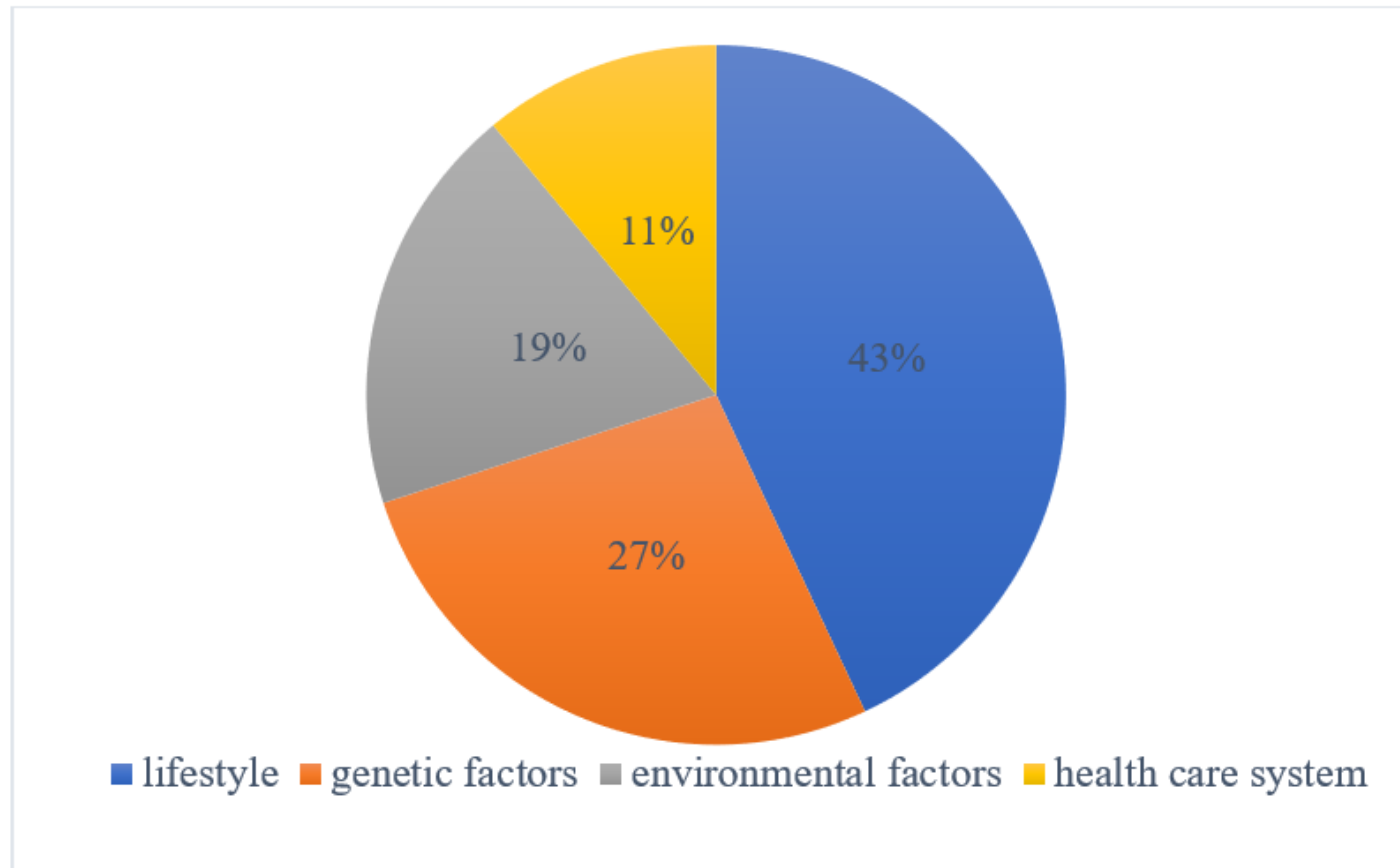


(Hammond, 2007; Feinstein and Hammond, 2004)

Learning gives people the power to seek out a new lifestyle, one that promotes their health in a positive way.



The Role of Lifestyle in Health



(Source: own editing based on Lalonde, 1974)



Human activities – social time

1. *Social constraints – not leisure or free time*

- work
- **studying**
- family-related activities
- office tasks
- travelling to and from the workplace

2. *Physiological needs – semi-leisure or free time*

- sleeping, rest
- eating, nutrition
- washing, hygiene, body care
- health care related activities

3. *Leisure time*

studying → more fulfilling use of leisure time → improved quality of life → less burden on Health Care



General Resistance Resources (GRRs): The GRRs are biological, material and psychosocial factors that make it easier for people to perceive their lives as consistent, structured and understandable. (Typical GRRs are money, knowledge, experience, self-esteem, healthy behaviour, commitment, social support, cultural capital, intelligence, traditions and view of life. They help the person to construct coherent life experiences.

Sense of Coherence (SoC)

Components:

- Comprehensibility
- Manageability
- Meaningfulness



(Antonovsky, 1979)

Capital theory of P. Bourdieu

Economic capital

Cultural capital

incorporated
objectified
institutionalised

Social capital

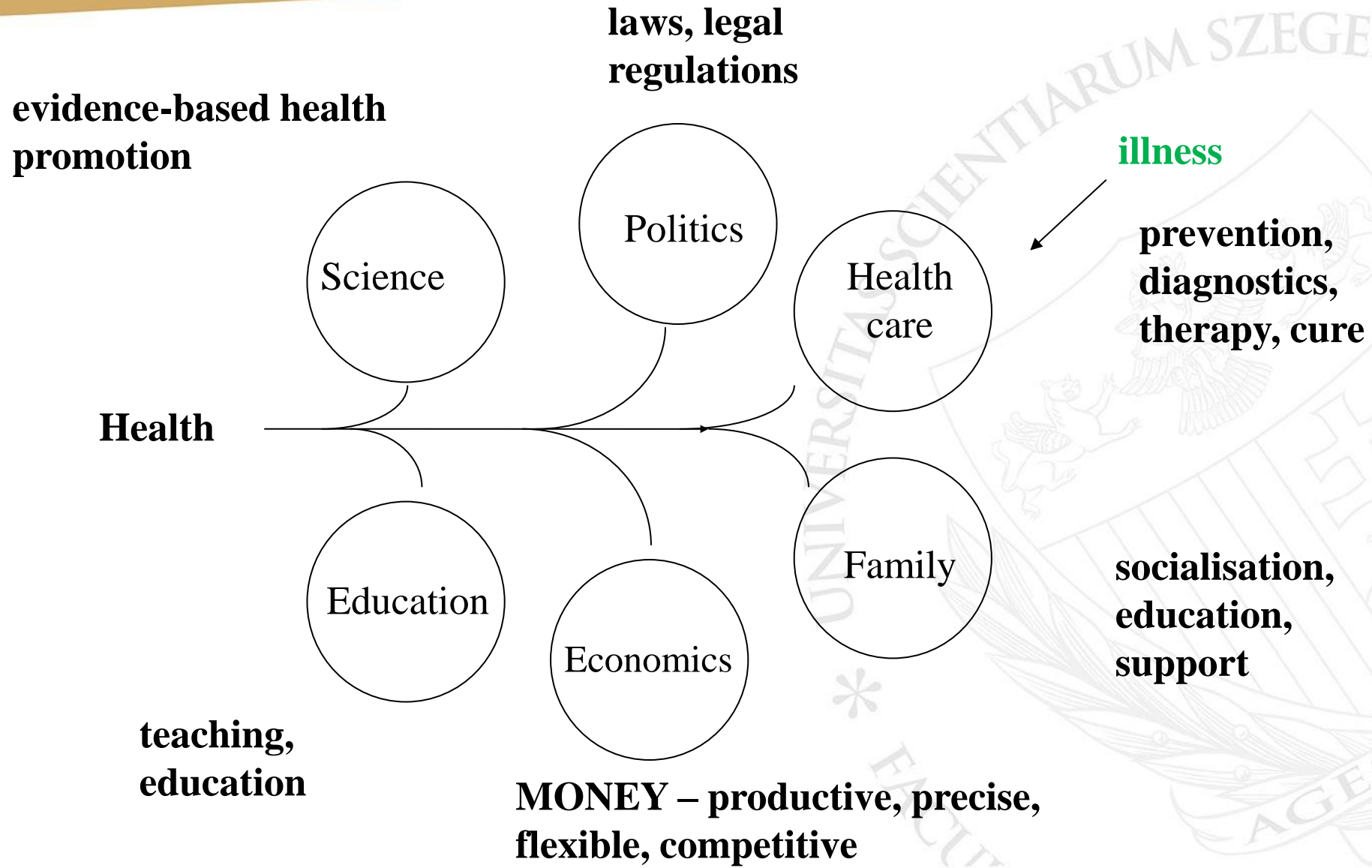
Symbolic capital

(Bourdieu, 1986)



<https://u-szeged.hu/coursera/courseraforszte>







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Education of Health Promoter Professionals at USZ JGYFE

Short training courses

1991 – 30 hours Health Education Course (JGYTTC)

1992 – National Academy of In-Service Teacher Training (1 week, **300** participants)

1996 - 30 hours regional trainings for helping professionals (10 settlements, **416** participants)

1998 – Health Education, Mental Health Promotion In-Service Training for Educators (120 hours)

Postgraduate specialist training courses

1992 – Health Promoter, Mental Health Promoter postgraduate training (till 2005 **2008 graduates**) (90 credits)

1999 – Health Promoter, Mental Health Promoter Teachers' Professional Exam – **256 graduates** (120 credits)

2010 – Health Promotion, Mental Health Promotion postgraduate specialist training course (90 credits) – **73 graduates**

2010 – Health Promoter, Mental Health Promoter Teachers' Professional Exam (120 credits) – **61 graduates**

2007 – Style Communication Postgraduate Specialist Training Course (60 credits) – **117 graduates**

Teacher Trainings – 887 + 109 graduates

1996 – college level Health Sciences Teacher Training, 8 semesters, full time

2001 – university level Health Sciences Teachers Training (10 semesters, + supplementary upgrading from college to university level)

2008 – Health Promotion Teacher Master (4 semesters)

Bachelors

2006 – Recreation Organisation and Health Promotion BSc (Specialisations: Recreation Organisation; Health Promotion; Minority Health Promotion) – **643 graduates**

(**2017** – Sport- and Recreation Management) Health Promotion Specialisation – **199 graduates**

2021 – Recreation and Lifestyle BSc – **35 graduates**

Master

2019 - Expert in Mental Health in Relations and Community Development MA – **126 graduates**



„Health promotion is the process of enabling people to increase control over, and to improve, their health.” (Ottawa Charter for Health Promotion. WHO, 1986; in. Benkő and Tarkó, 2005)

To cut a long story short ...





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Thank you for your kind attention!

