

Healthy Settings: Overview, Theoretical Perspectives, Challenges and Future Directions



Mark Dooris

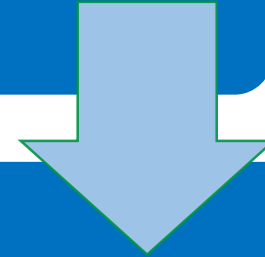
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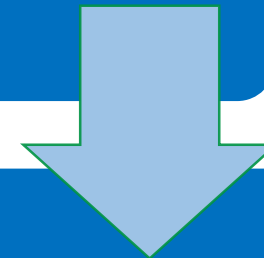
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**Healthy Settings:
History & Evolution**



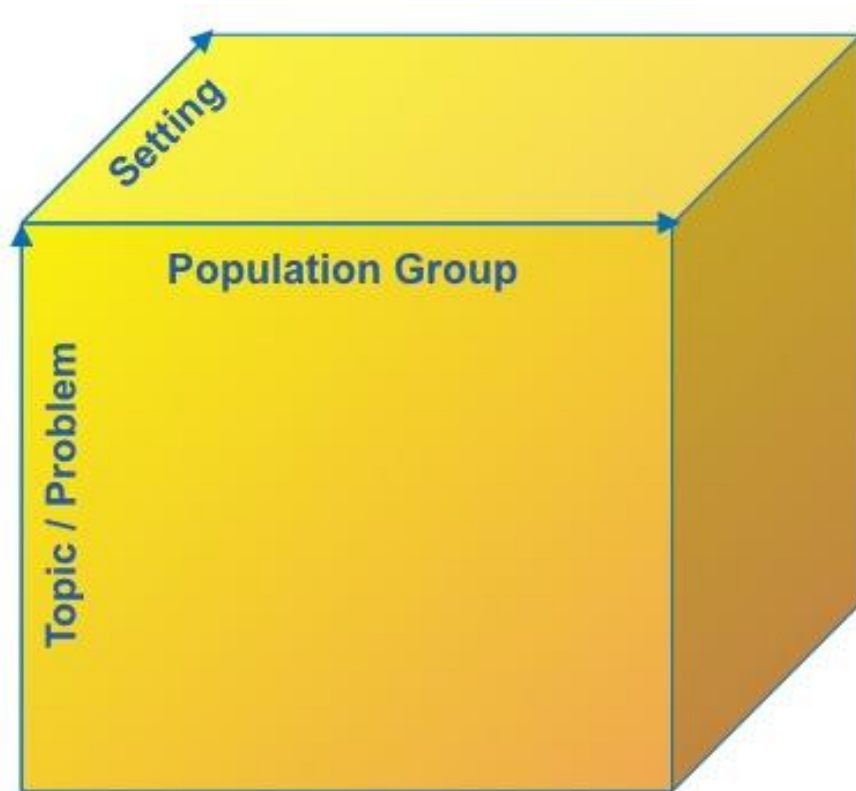
**Healthy Settings:
Theory & Practice**



**Healthy Settings:
Challenges & Implications**



From...Settings as Dimension of Health Promotion Matrix

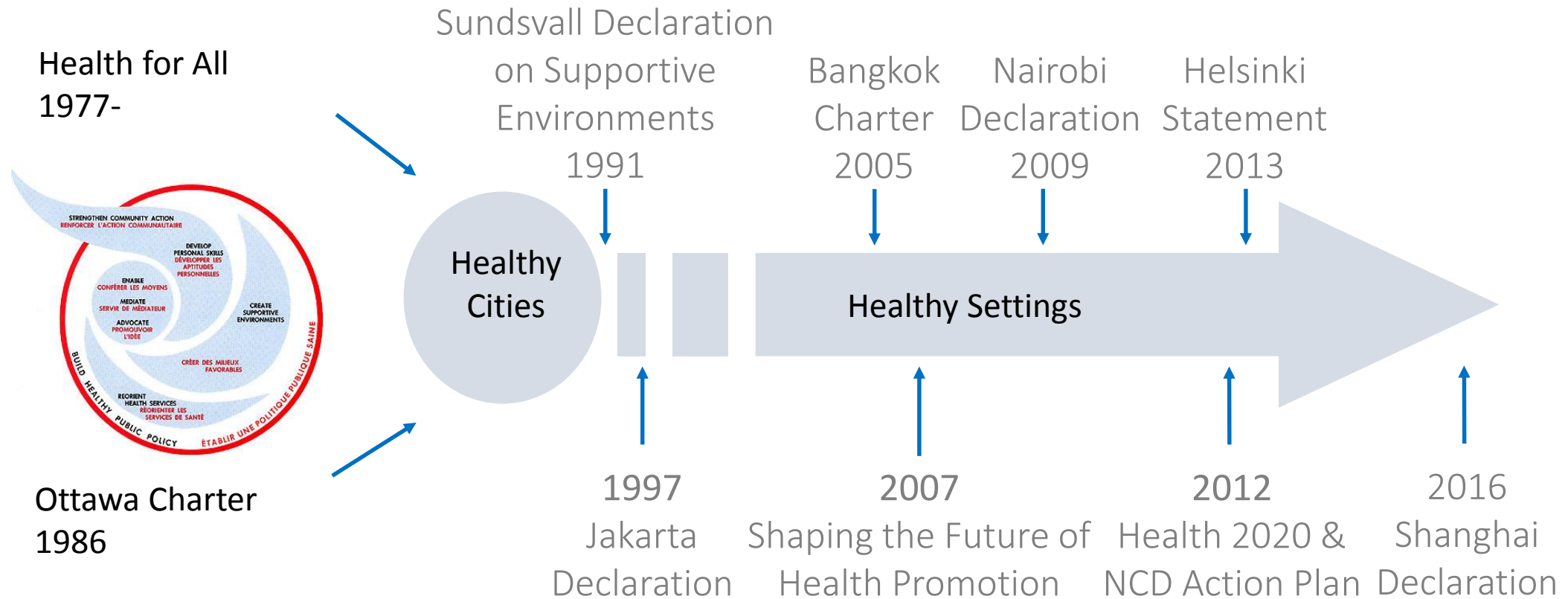


**To...The Settings Approach
& Healthy Settings**

Healthy Settings: Origins & Development

“Health is created & lived by people within the settings of their everyday life; where they learn, work, play & love.”

WHO (1986) [Ottawa Charter for Health Promotion](#)



“Health is created in the settings of everyday life - in the neighbourhoods and communities where people live, love, work, shop and play.”

WHO (2016) [Shanghai Declaration on promoting health in the 2030 Agenda for Sustainable Development](#)

Healthy Settings: Origins & Development



North West Regional
Workplace Health Strategy

January 2007



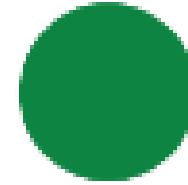
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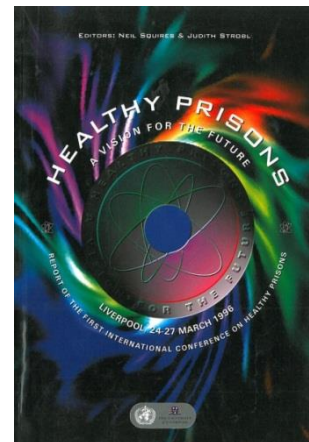
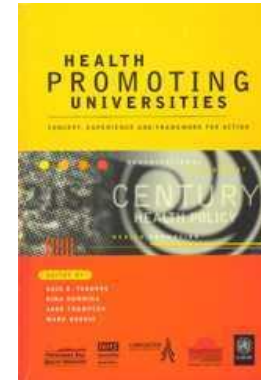
Commissioned and supported by the Department of Health and
the Northwest Development Agency



UK Healthy Cities
NETWORK



International Network of
HHealth
PPromoting
HHospitals & Health Services



Healthy Settings: What?

“[A ‘setting for health’ is] the place or social context in which people engage in daily activities in which environmental, organizational and personal factors interact to affect health and wellbeing.

A setting is also where people actively use and shape the environment and thus create or solve problems relating to health. Settings can normally be identified as having physical boundaries, a range of people with defined roles, and an organisational structure.”

WHO (1998) [Health Promotion Glossary](#) – ‘Settings for Health’



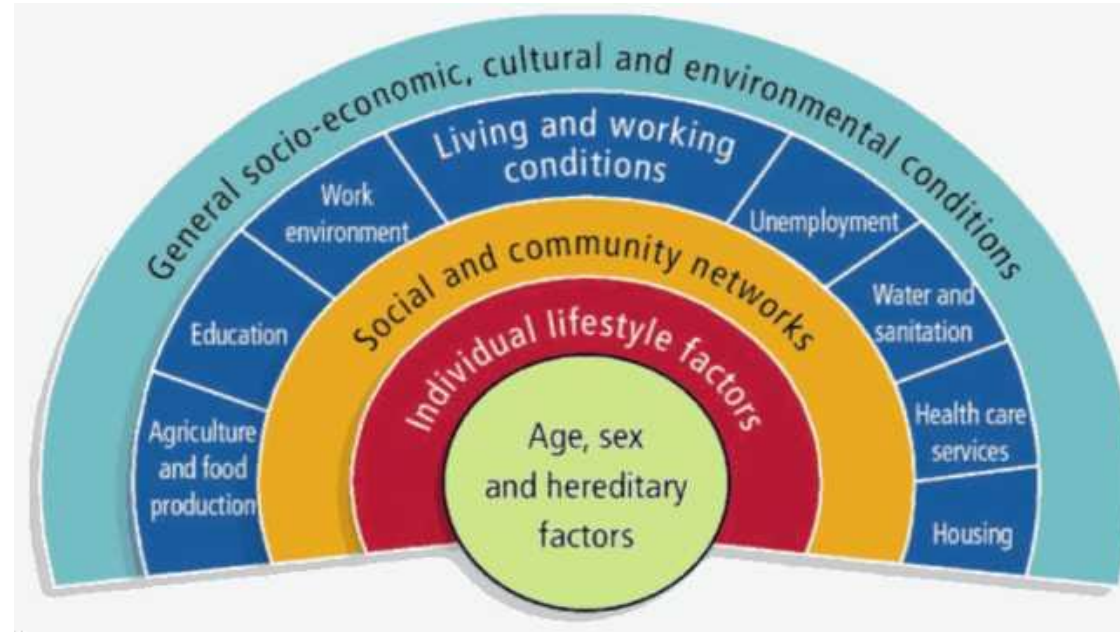
Healthy Settings: What?

- A focus on place, people and increasingly planet – and the inter-relationships between them.
- An understanding of settings not only as convenient places to target health interventions, but also as contexts that directly and indirectly impact wellbeing.
- A commitment to integrating health within the culture, ethos, structures, processes and routine life of settings.

Dooris, 2009, 2013



Healthy Settings: Why?

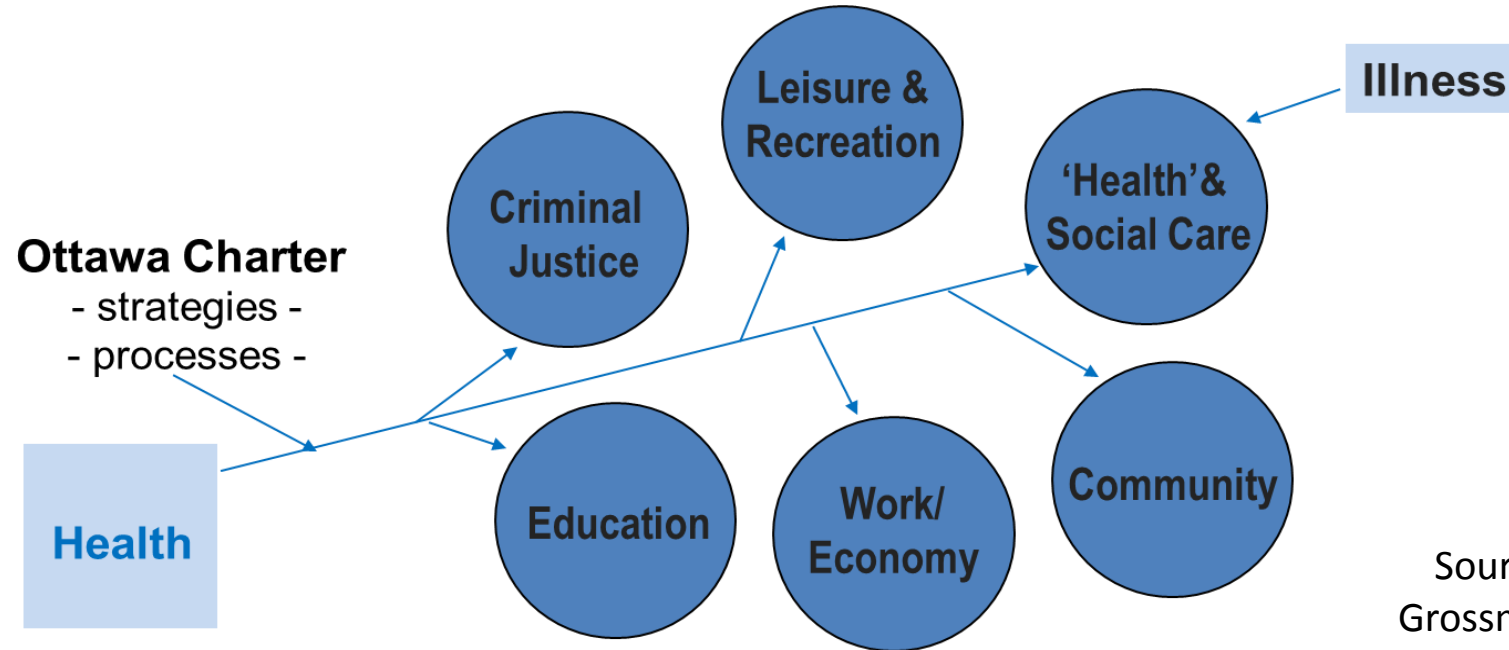


Dahlgren & Whitehead 1991



Effective health promotion requires the type of cross-sectoral orientation advocated by the Health in All Policies approach and, within or alongside this, investment in the places in which people live their lives.

Healthy Settings: Why?



- Whilst important, 'health' services are only one factor influencing health – and their main focus is actually illness.
- Health is determined by range of social, economic, environmental, organisational commercial and cultural circumstances, which have direct and indirect influences.
- Health promotion requires investment in places in which people live their lives.

Healthy Settings: Why?

- People's lives are complex and processes of enabling human flourishing and addressing 21st century health challenges are equally complex.
- Complexity appreciates the interconnectedness of life and argues that we cannot always understand things by breaking them down into small component parts ('reductionist analysis').
- People don't tend to compartmentalise their lives (e.g. into 'risk factors' and 'behaviours')...Underlying factors/conditions are interrelated and can be most effectively tackled not by 'single thread' interventions, but through comprehensive, integrated programmes in settings of everyday life – where people learn, work, play, love, live and die.

Healthy Settings: Why?

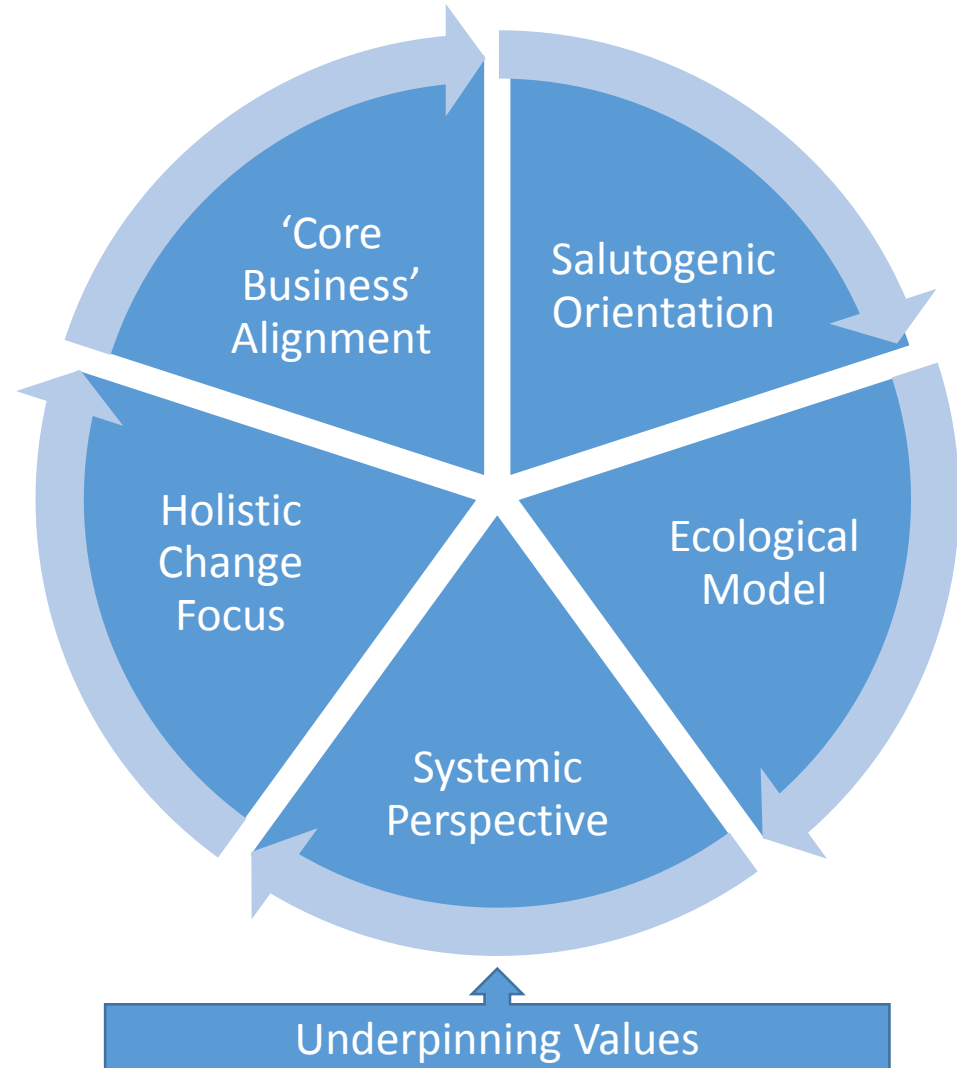
“While it is not possible to state with certainty that multi-component, whole-settings approaches are more successful in college and university settings than one-off activities, the evidence points in this direction.” (Warwick *et al*, 2008: 27)

Effective programmes are “likely to be complex, multifactorial and involve activity in more than one domain.” (Stewart-Brown, 2006: 17)

Embedding a ‘whole system’ commitment to health into university structures/processes results in positive outcomes for students, staff and the organisation as a whole. (Newton, 2014)

Conceptual Framework

Sustainability
Empowerment
Comprehensive
Systemic
Participation
Inclusion
Justice
Whole
Equity
System
Holistic
Ecological
Salutogenic



Conceptual Framework: Underpinning Values



Conceptual Framework: Salutogenic Orientation

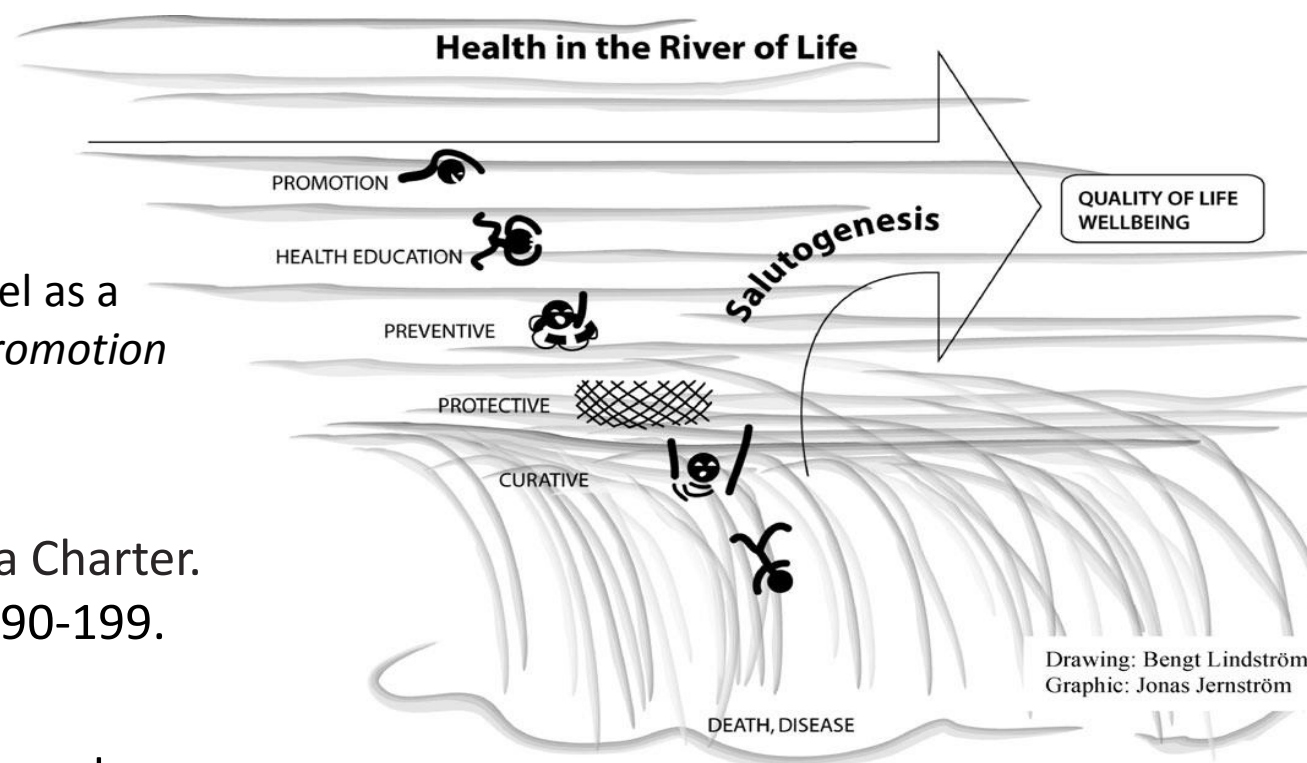
- Shift of emphasis to salutogenesis – ‘what creates health and helps people to flourish’

See:

Antonovsky, A. (1996). The salutogenic model as a theory to guide health promotion, *Health Promotion International*, 11(1), 11-18.

Eriksson, M. and Lindström, B. (2008) A salutogenic interpretation of the Ottawa Charter. *Health Promotion International* 23(2): 190-199.

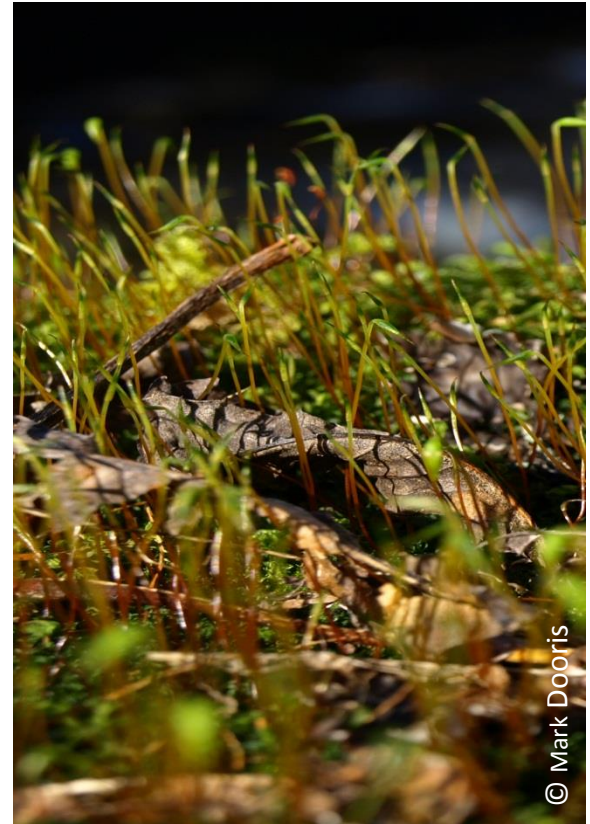
Eriksson, M. and Lindström, B. (2006) Contextualizing salutogenesis and Antonovsky in public health development. *Health Promotion International* 21(3): 238-244.



Conceptual Framework: Ecological Model of Public Health

- Health a multi-layered, multi-component concept
- Health determined by complex interplay of environmental (physical, social, political, economic and cultural), organisational and personal factors
- Focuses on whole populations in the settings they inhabit
- Addresses human health within the framework of ecosystem health – appreciates convergence of public health & sustainable development

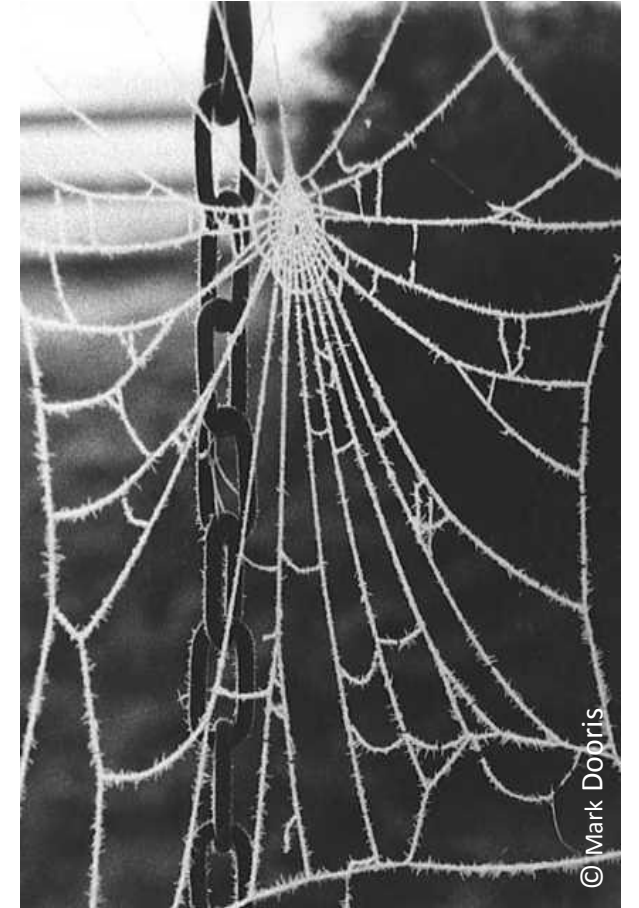
“Human health ultimately depends on the health of ecosystems...the interface of human and ecosystems health now deserves to be central for policy making.”



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Conceptual Framework: Systems Perspective

- Settings viewed as dynamic complex systems with inputs, processes, outputs & impacts characterised by unpredictability & feedback
- Emphasis on interconnectedness, interdependency & synergy between different elements – groups of people, components, issues, policies
- Settings are ‘nested’: part of a greater whole – need to appreciate links to wider environment and other settings



Conceptual Framework: Focus on Holistic Change

- Introduction and management of (cultural) change within the setting as a whole, drawing on organisation and community development insights
- Whole system thinking – multi-stakeholder, multi-component, multi-issue
- Moving beyond disconnected ad-hoc approaches and instead seeking to embed health by using multiple interconnected interventions

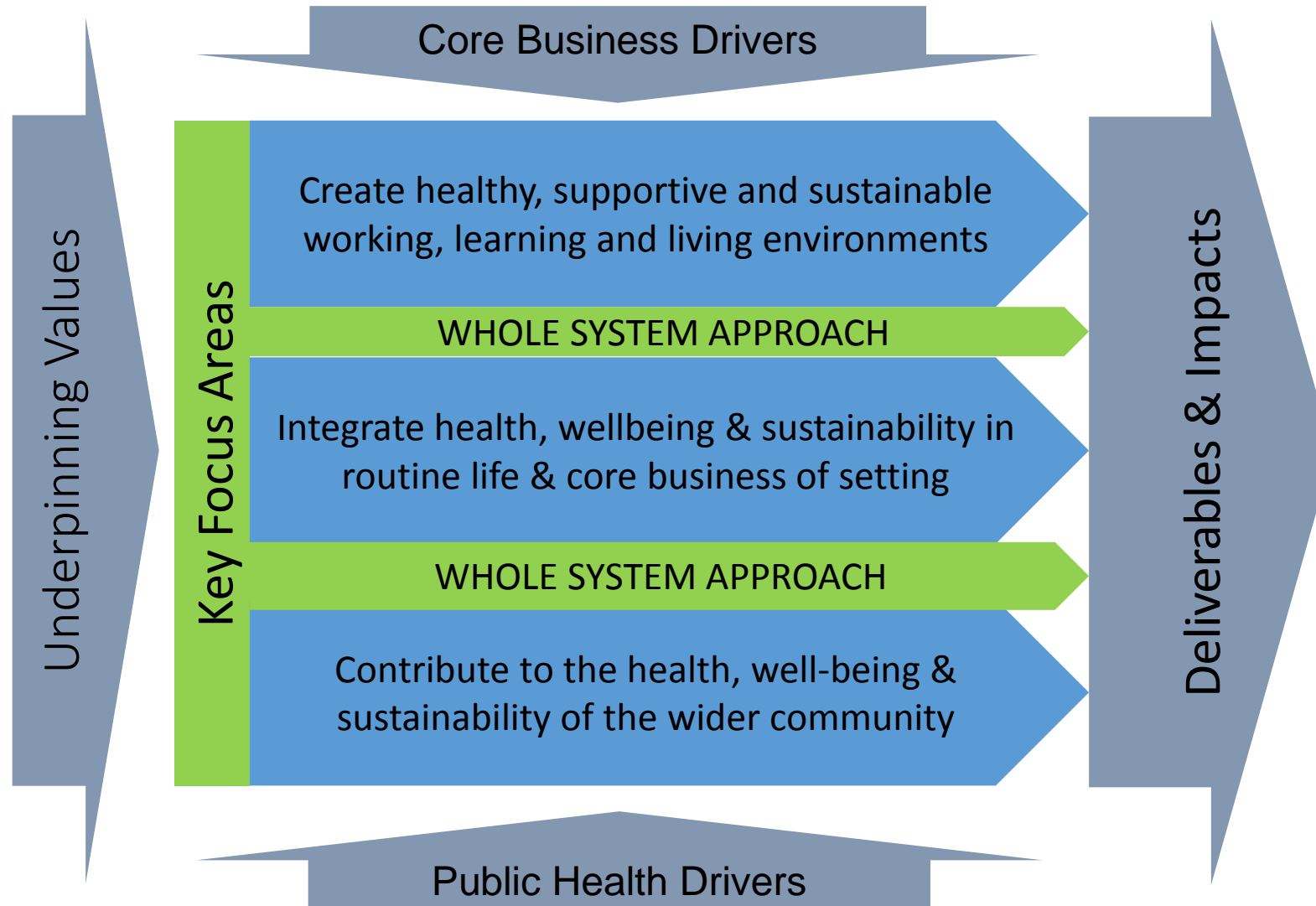


Conceptual Framework: 'Core Business' Focus

- Appreciates that most settings do not have health as their mission or 'raison d'être'
- Focuses, therefore on making your case for the healthy settings approach in terms of impact on or outflow from 'core business' of the settings



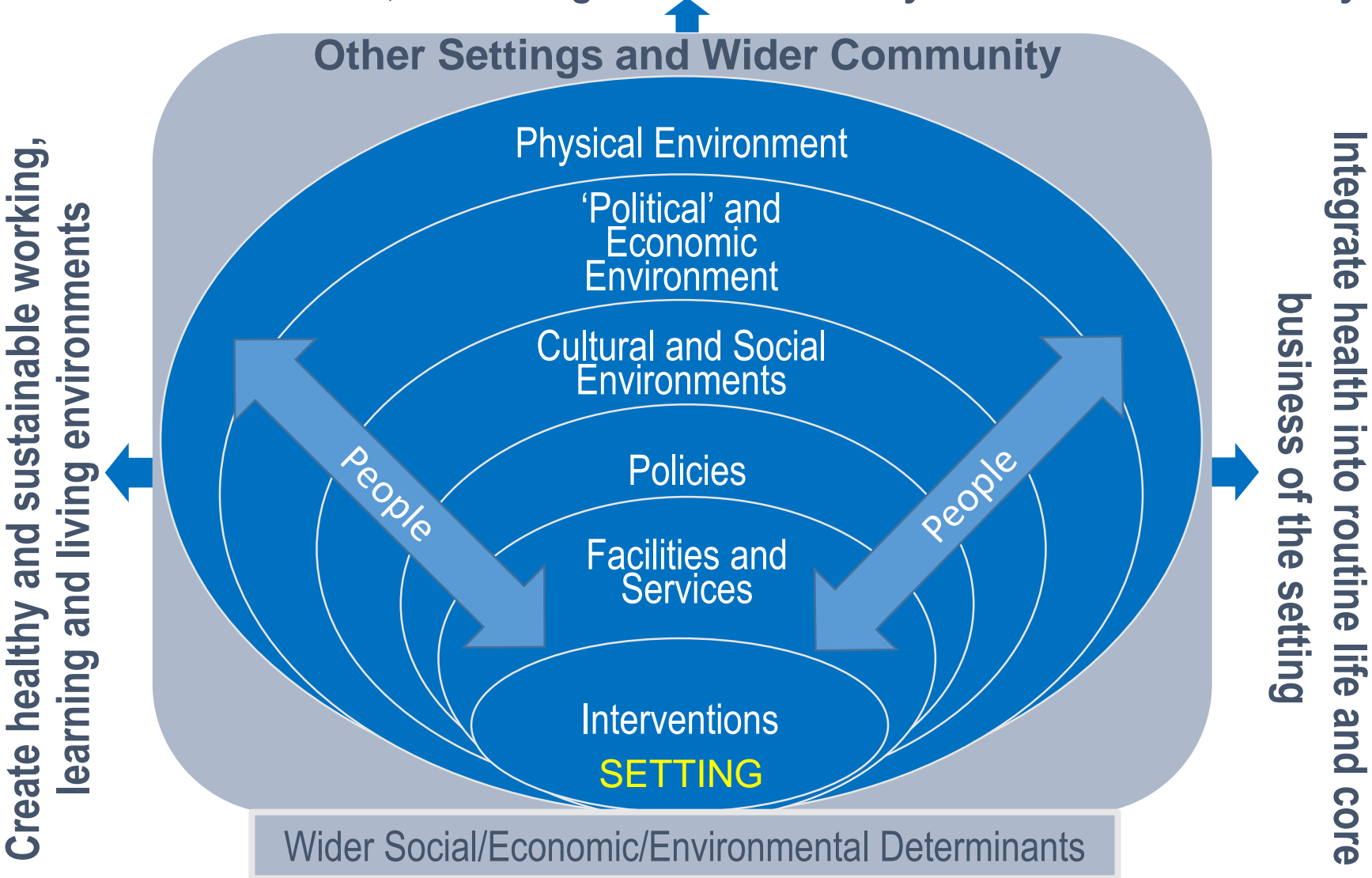
Model 1: Three Key Focus Areas



Source: Adapted from Baric, 1993

Model 2: Multiple Layers

Contribute to health, well-being and sustainability of the wider community



Model 2: 'A Question of Balance'

'whole system' ecological settings approach



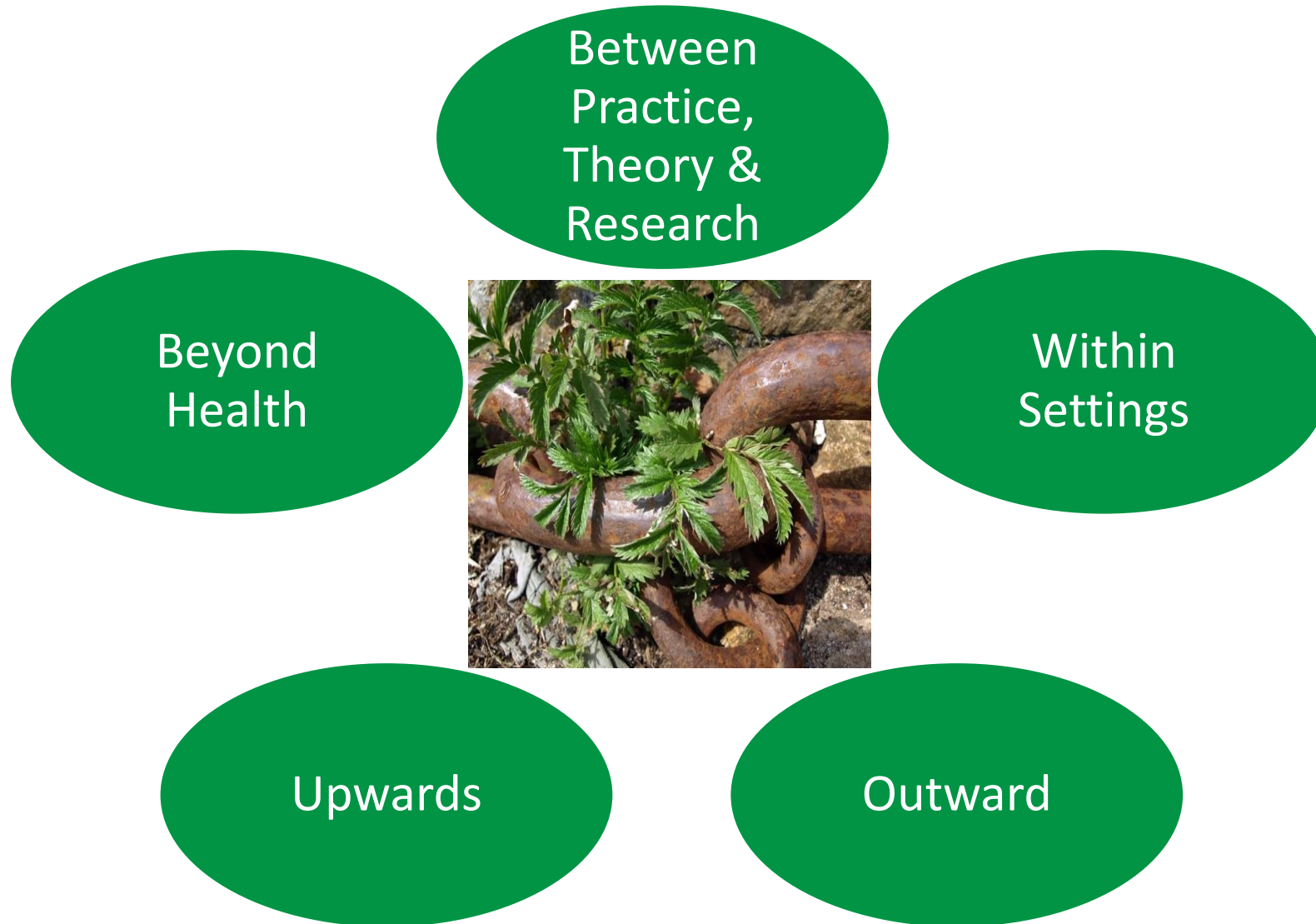
Methods

e.g. policy development/implementation, environmental modification, social marketing, peer education, impact assessment

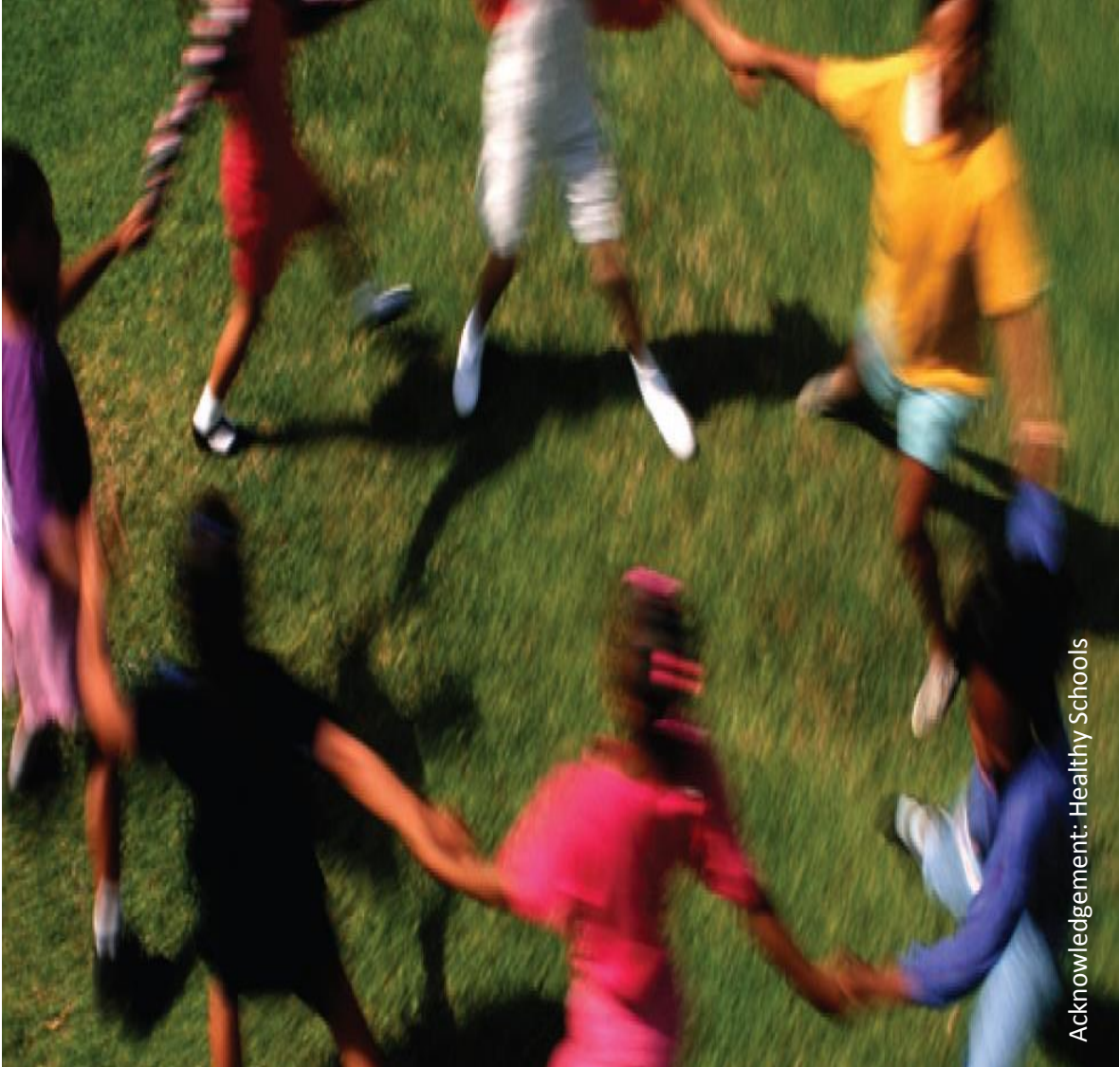
Values

e.g. participation, empowerment, equity, partnership, sustainability

Mapping and Forging Connections

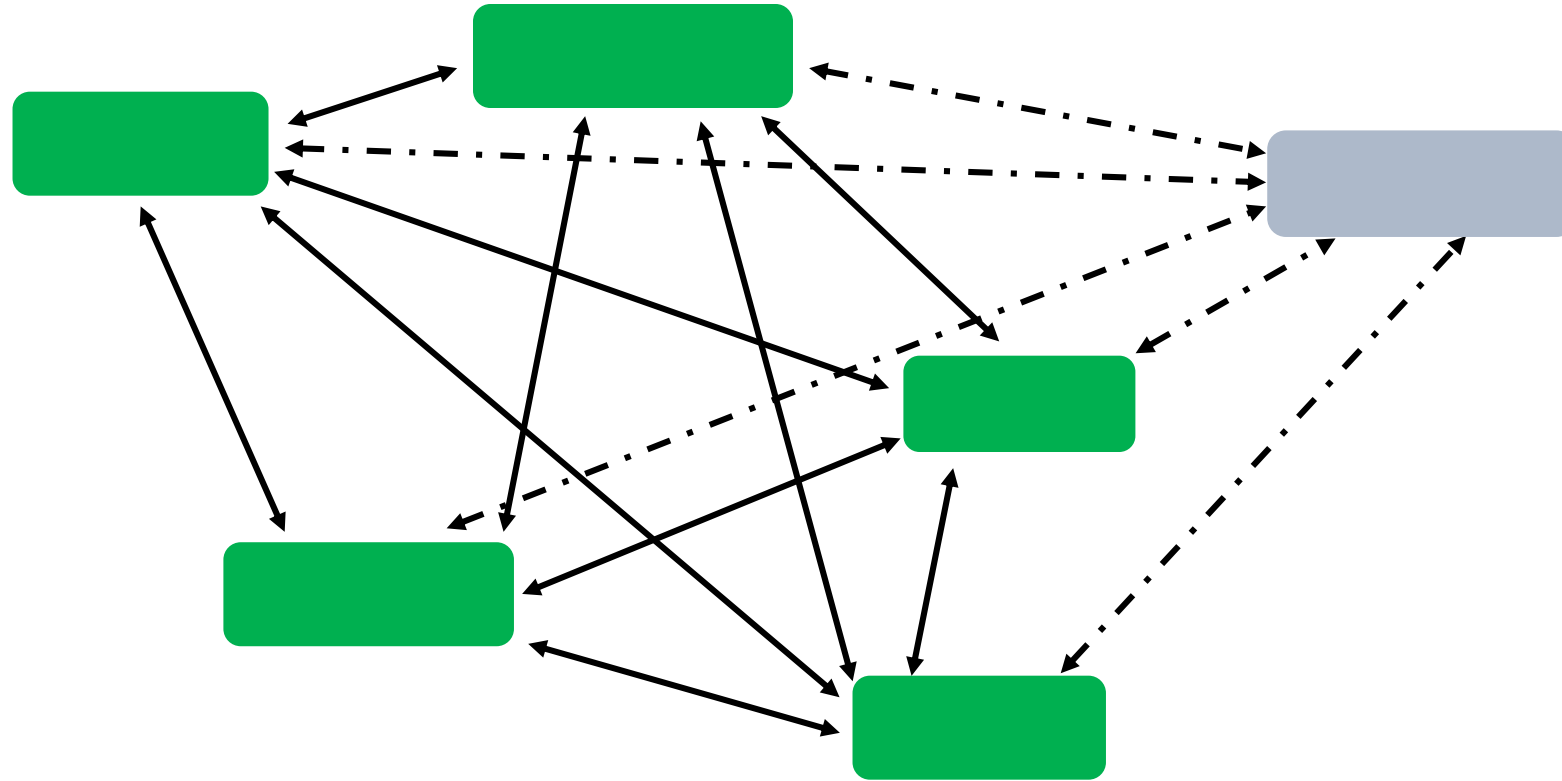


Connect Practice, Theory & Research

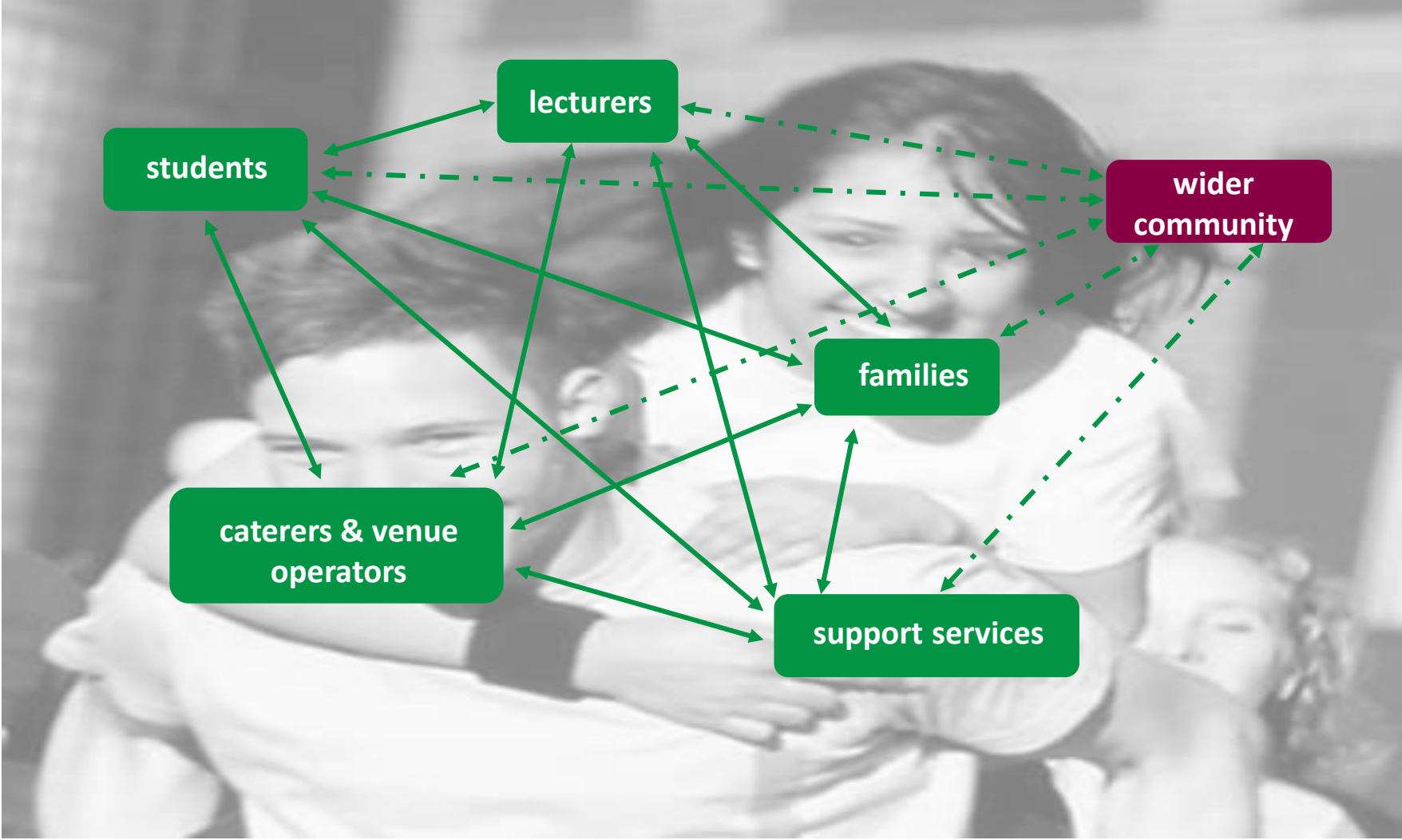


Acknowledgement: Healthy Schools

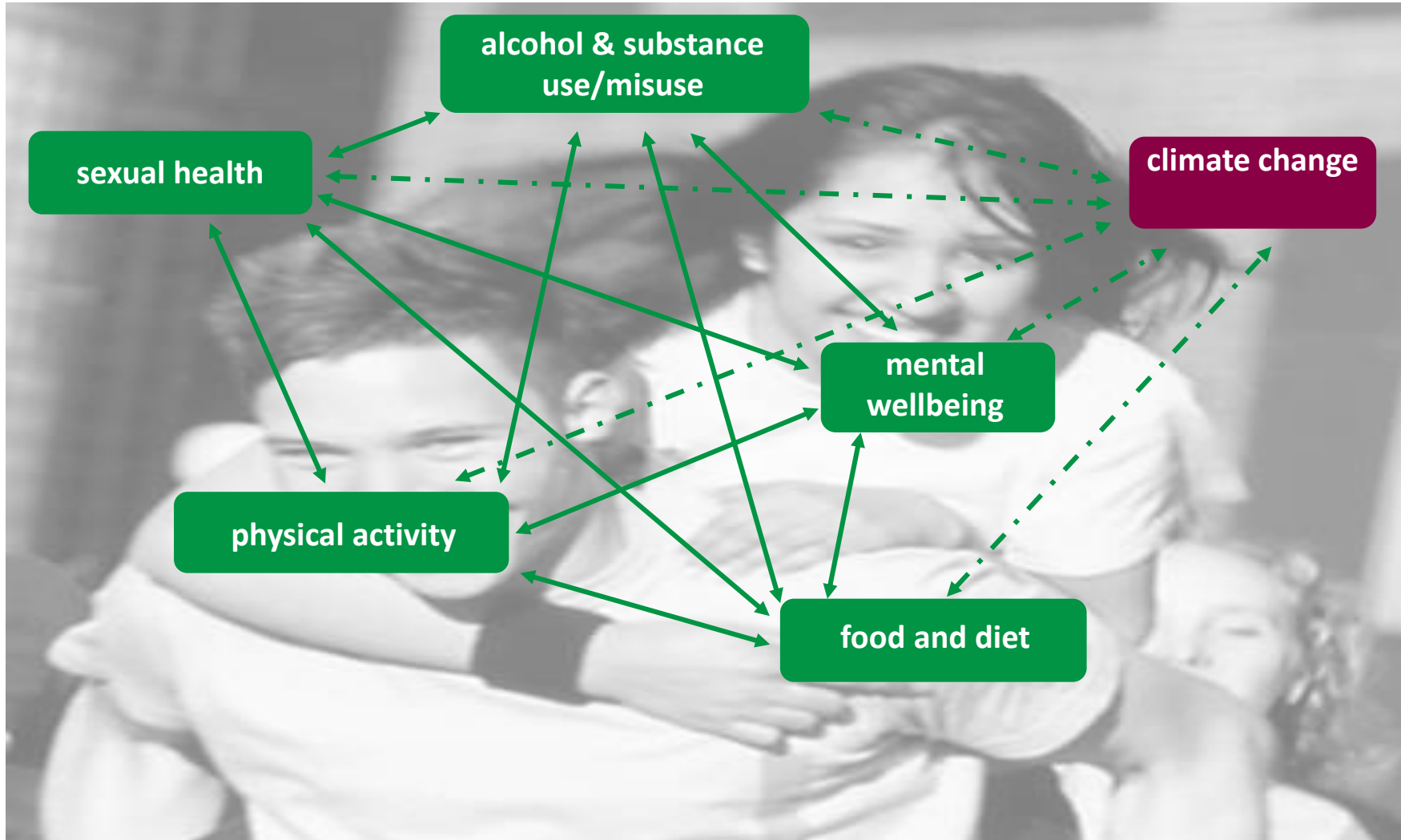
Connect Within Settings



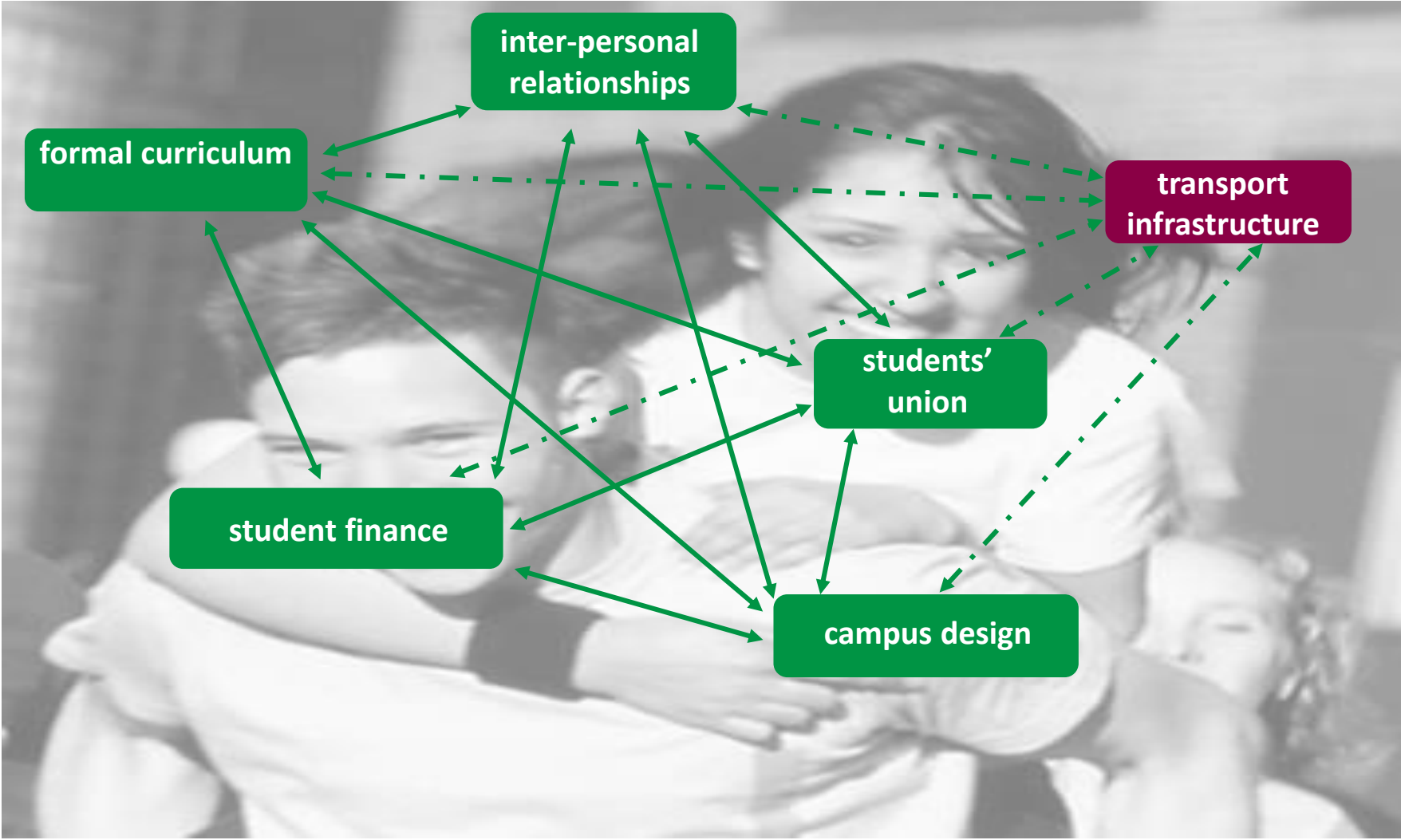
Connecting Between People



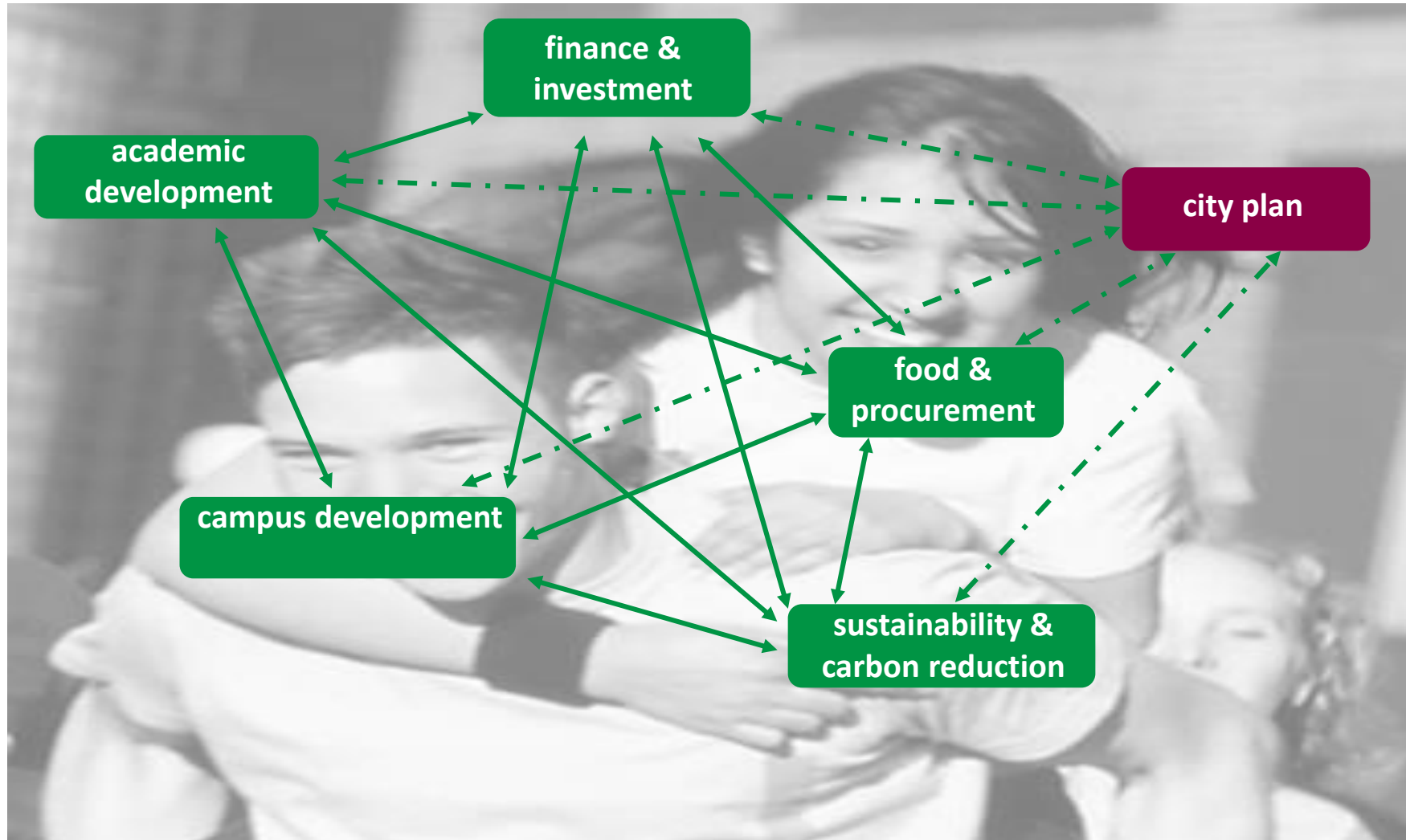
Connecting Between Issues



Connecting Between Components



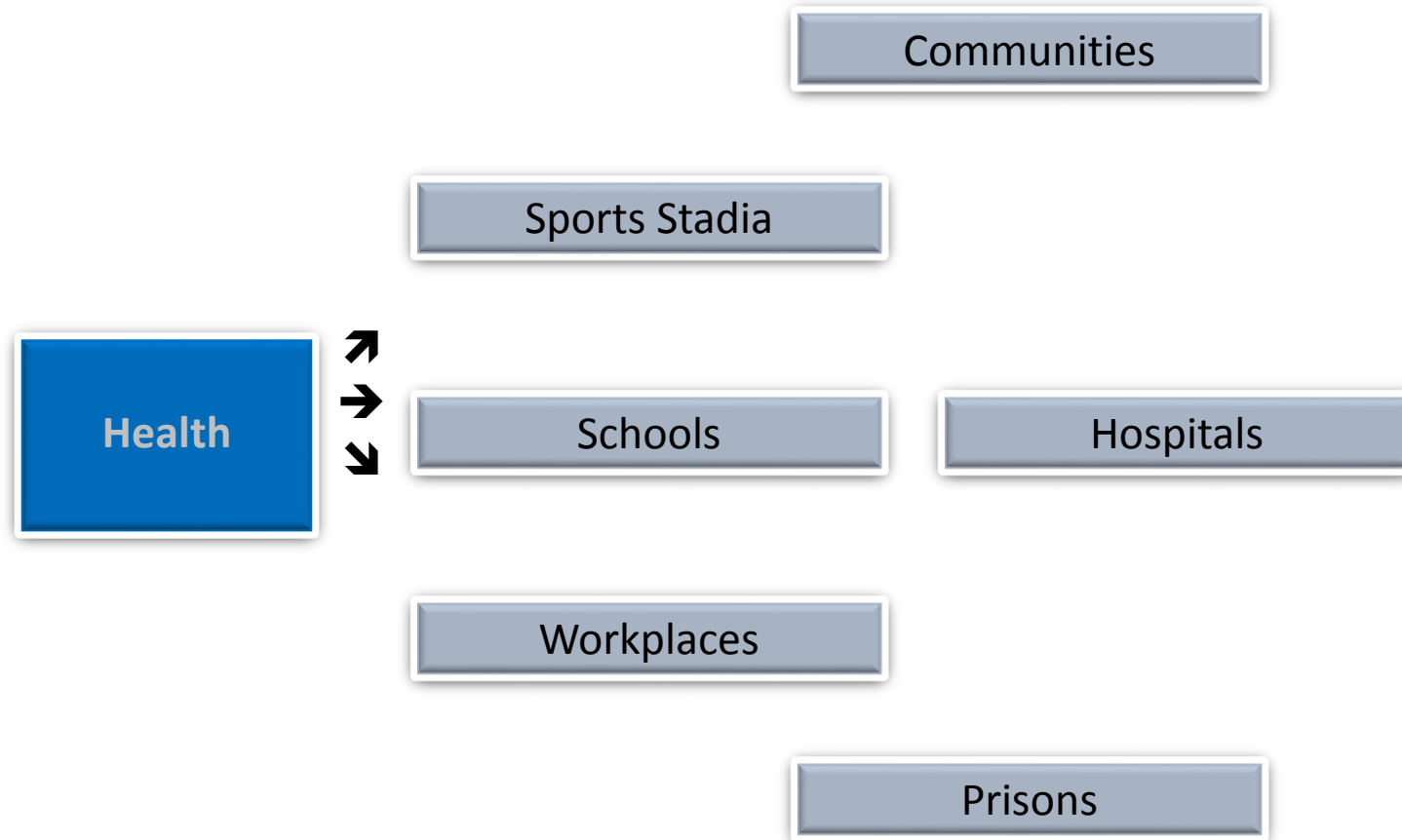
Connecting Between Policies



Connect Outwards

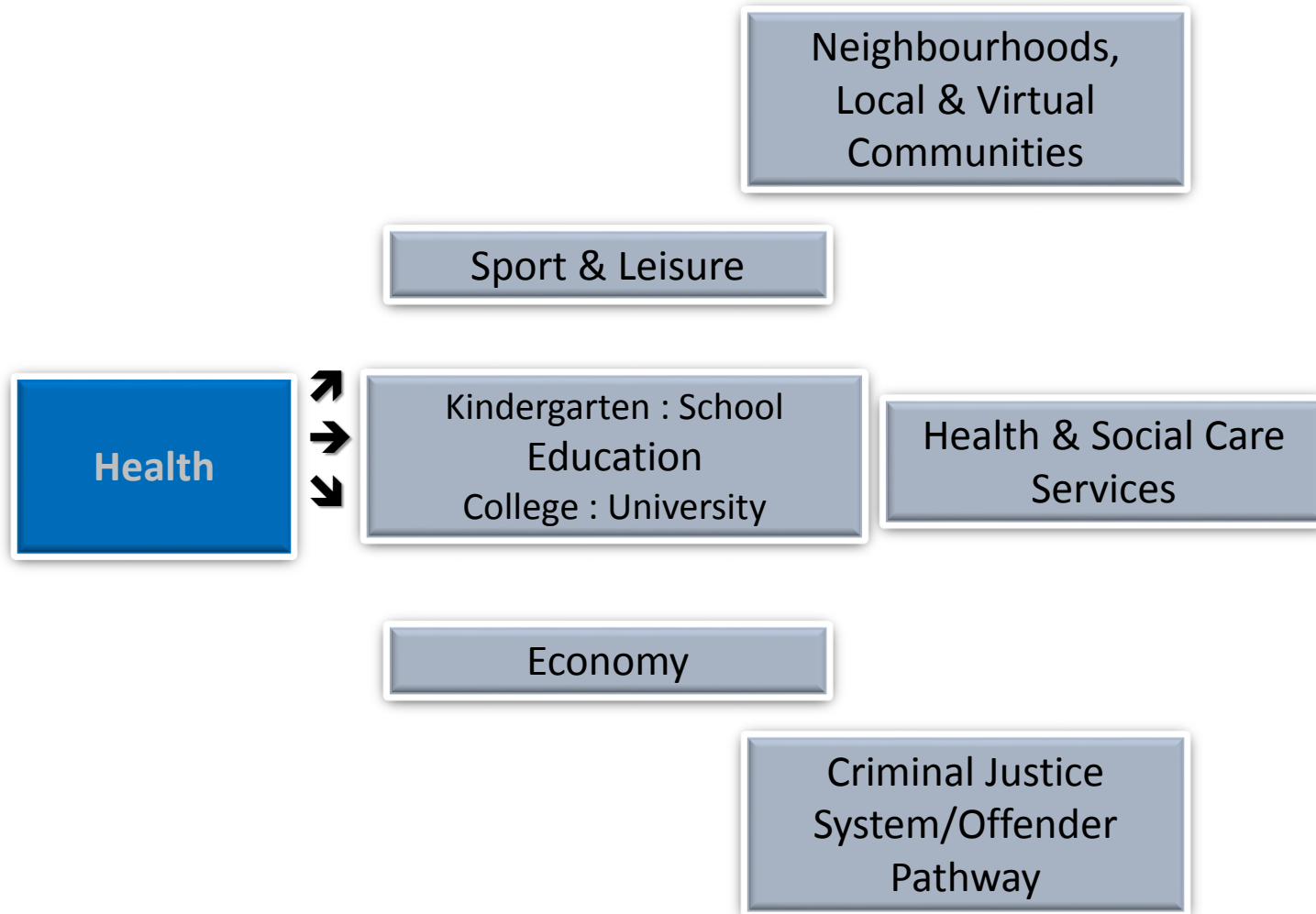


Connect Outwards: From settings...

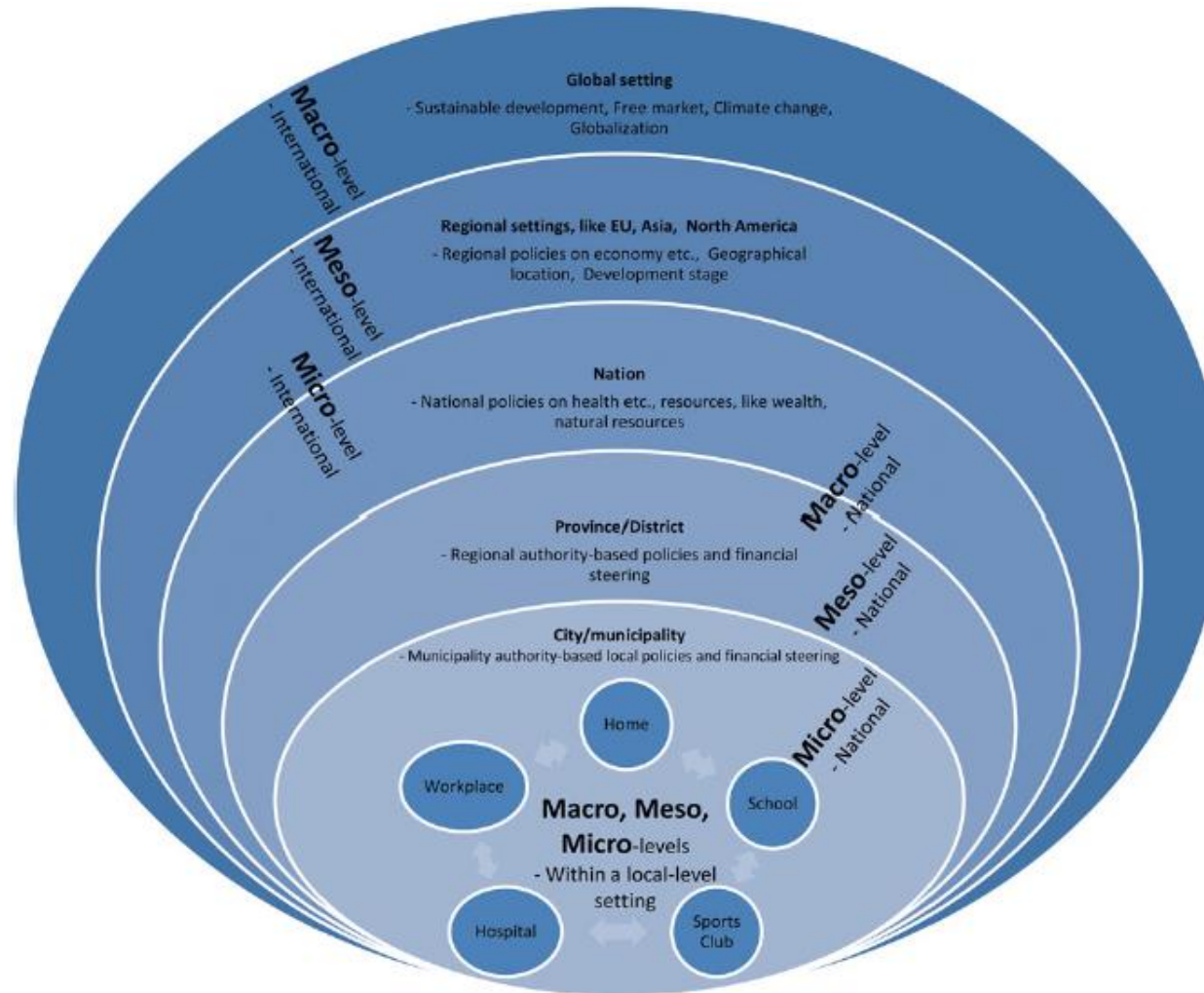


Adapted from Grossman and Scala, 1993

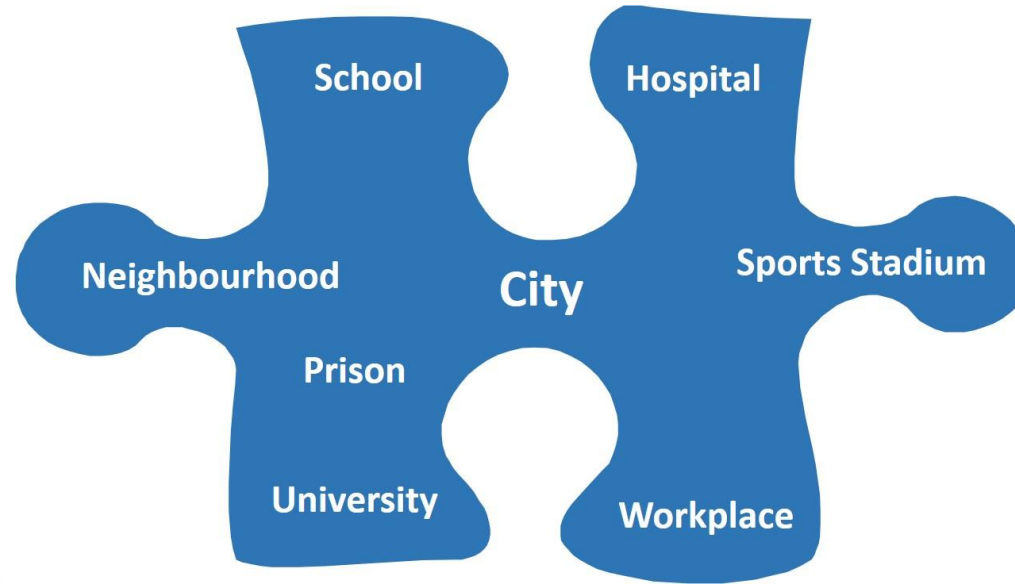
Connect Outwards: ...to systems



Connect Outwards: Layers – Interaction Between Settings

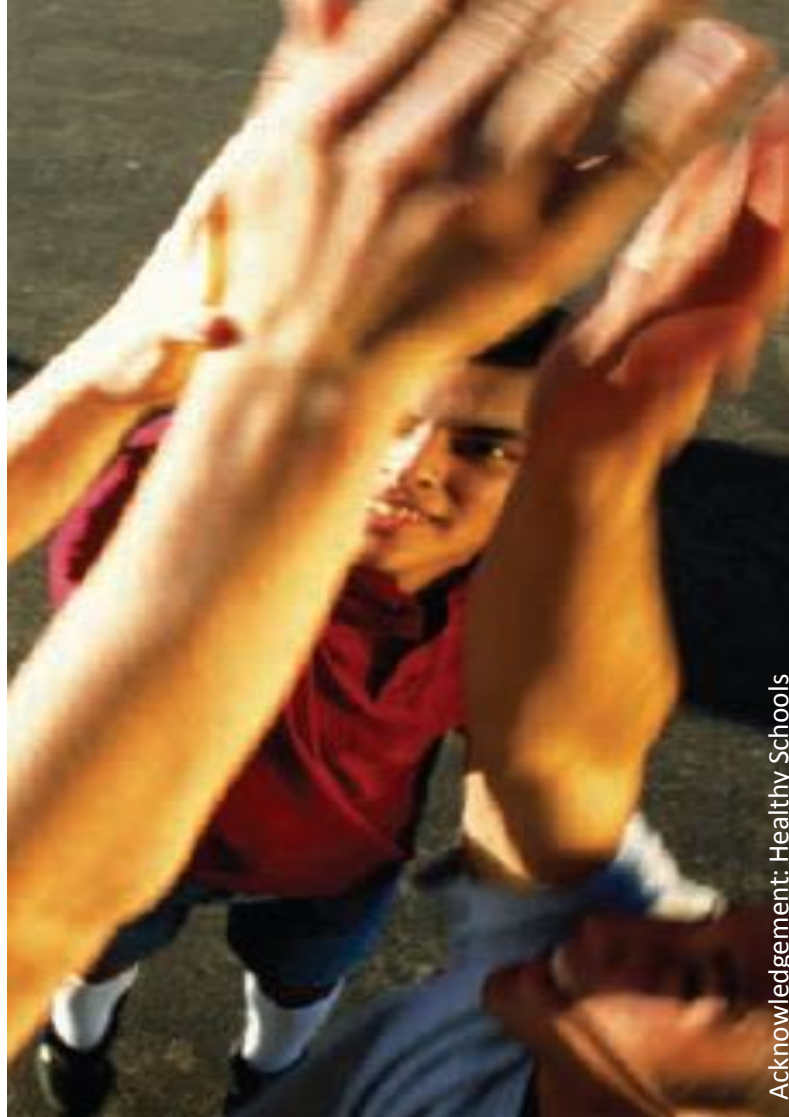


Connect Outwards



Useful references: Galea et al, 2000; Bronfenbrenner, 1979; Kokko, Green & Kannas, 2013; Dooris, 2013

Connect Upwards



Acknowledgement: Healthy Schools

Connect Beyond Health



<http://greeninghc.com/>



<http://www.international-sustainable-campus-network.org/>



<http://liveablecities.org.uk/>



<http://eco-schools.org.uk/>

Conclusion



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