

Mind-Boggling Medical History
Seminar plan: Society (Public Health)

Objectives

1. Consider why it is important for nurses to be aware of key public health messages.
2. Begin to develop an understanding of the nursing role in public health promotion – no matter which area you work.

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Time (0-50 minutes)	Tutor activities	Student activities
0-5	<p>Introduction Suggested questions to the group:</p> <ol style="list-style-type: none"> 1. How do you think members of the public decide which public health messages to believe? 2. Can anyone think of any outrageous, once accepted public health ideas from the past? (Backup answer: do you recall all the advertisements of the past alluding to the various health benefits of cigarettes?¹) 	<p>Briefly discuss.</p> <p>Briefly discuss.</p>
5-10	<p>In pairs: consider why is it so important to ensure public health messages are evidence-based.</p> <p>Show of hands: who regularly researches the evidence-base for information you take on board relating to health and wellbeing?</p> <p>Are there some sources you trust more than others? What are they?</p> <p>Questions for reflection: How do you feel about potentially being one of the more 'trusted sources' of information upon qualification? How can you be confident in the information you give out to people as a healthcare professional?</p> <p>Topic for discussion: The RCN Public Health Forum are keen to encourage the view that public health is <i>every</i> nurses' business. So, whatever nursing role you end up in, you should be aware of key messages and disseminate them as appropriate. Ask students to consider in pairs what, when and where they would feel comfortable doing with regards to public health messages concerning diet, exercise, alcohol, sexual health and so on.</p>	<p>In pairs: 1 minute to discuss. Each group to feedback briefly to the plenary.</p> <p>Briefly discuss</p> <p>Consider</p> <p>Discuss in pairs. Feed back to the plenary.</p>

¹ www.buzzfeed.com/copyranter/healthy-cigarette-ads?utm_term=.qkdG9aQKj#.awW5gOawY

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10-20	<p>Split the group in half. Give half of the game cards to each group and have them debate whether they think the statements are from the past, present, or whether they are fictional.</p> <p>Also give out a blank sheet of paper per group and encourage them to note down key points from their discussion / reasoning for each answer.</p>	<p>In groups debate and decide whether the statements are past, present or fictional. Internet = cheating!</p> <p>One person from each group to write the reasoning for each answer.</p>
20-30		<p>Keeping all answers secret within groups, swap cards and repeat above.</p>
30-45	<p>Alternating between groups, have students take turns to read out each card and state how they arrived at their answer, using their notes.</p> <p>After <i>each individual</i> answer has been briefly discussed, give the correct answer and read out accompanying information.</p>	<p>Decide who will read out each card and briefly debate any difference between the groups' answers.</p> <p>Keep score – which group got the most correct answers?</p>
45-50	<p>Debrief – Ask the groups:</p> <p>What have they learned?</p> <p>Which answers are most surprising?</p> <p>Will they be more conscientious in future when advising others on issues relating to health?</p> <p>Suggested closing thought: It can be a great privilege to be in a position where people seek your advice on matters relating to their health and wellbeing. Don't be afraid if you don't know the answer immediately. You can always look something up and you are in a great position to analyze evidence for your patients. You can also signpost patients to sources such as NHS Choices or NICE Clinical Knowledge Summaries, where available evidence has already been analyzed for you by reliable organisations.</p>	<p>Answer as one group.</p>

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Recommended resources and further reading

Baggott, R. (2011) *Public Health: Policy & Politics*. 2nd ed. Basingstoke: Palgrave Macmillan

Crossley, M. L. (2002) 'Could you please pass one of those health leaflets along?': Exploring health, morality and resistance through focus groups. *Social Science & Medicine* (55): 1471-1483

Evidence-Based Nursing: <http://ebn.bmj.com/>

Healthcare Databases Advanced Search: <https://hdas.nice.org.uk/>

NHS Evidence: <https://www.evidence.nhs.uk/>

NICE Clinical Knowledge Summaries: <https://cks.nice.org.uk/>

Nutbeam, D., Harris, E. and Wise, M. (2010) *Theory in a nutshell: a practical guide to health promotion theories*. 3rd ed. North Ryde: McGraw-Hill

Public Health England: <https://www.gov.uk/government/organisations/public-health-england>

RCNi: <https://rcni.com/>

Schiavo, R. (2013) *Health Communication: From Theory to Practice*. 2nd ed. London: San Francisco: Jossey-Bass

Thorogood, M. and Coombes, Y. (Eds) (2010) *Evaluating Health Promotion: Practices and Methods*. 3rd ed. Oxford: Oxford University Press

Wellcome Collection: Try searching 'public health' and browse their collection of posters:
<https://wellcomecollection.org>

13 "Healthy" Cigarette Ads: https://www.buzzfeed.com/copyranter/healthy-cigarette-ads?utm_term=.qkdG9aQKj#.awW5gOawY