

Health Promotion Planning: An Educational and Environmental Approach

Lawrence W. Green and Marshall W. Kreuter

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The authors state this book and the previous edition were written 'to provide a conceptual synthesis of the roots and foundations of health education...' (p. xvii). They have expanded this second edition to incorporate health promotion which they define as '... the combination of educational and environmental supports for actions and conditions of living conducive to health.' (p. 4). They propose a single framework for use by all in the field—theorists, planners, researchers, professors, practitioners and students. While they recognize that other professions may have some training in health promotion, they perceive that by and large health educators have the responsibility for health promotion planning.

The first chapter explicates the components of their health promotion planning framework: (1) the diagnostic phase, PRECEDE (Predisposing Reinforcing and Enabling Constructs in Educational/Environmental Diagnosis and Evaluation and (2) the developmental stage, PROCEED (Policy, Regulatory and Organizational Constructs in Educational and Environmental Development). The next three chapters focus on the diagnostic phase by assessing social, epidemiological, behavioral, environmental, educational and organizational factors. Attention is directed to the developmental phase in the next two chapters focusing on assessing resources and policies and analyzing evaluation. Applications of the framework in community, occupational, school and health care settings are described (four chapters).

The book is clearly written providing a very practical step-by-step guide to providing health promotion programs. The consideration of models to explain health beliefs, values and attitudes (Chapter 5) would have been enhanced by inclusion of the Health Promotion Model developed by Pender (1987). This Model incorporates many of the factors identified as relevant, but are not a part of the Health Belief Model which was discussed in the text.

Although a great deal of relevant information is provided as background for programs in the occupational setting (Chapter 9), more recent data regarding health care costs would have been more valuable. These data, if up to date, could be useful to planners to incorporate in proposals for program development.

In all settings, the focus is on meeting the needs of groups of people or communities. The authors note that in health care settings their PRECEDE-PROCEED model works best when applied to a population of patients, thus requiring a deviation from the traditional medical model which focuses on the individual patient. Consistent with nursing tradition, but not medical, there is a greater emphasis on patient-centered responsibility and authority for planning and controlling all aspects of care, diagnosis through treatment and lifestyle changes. Although the majority of this book focuses on health promotion to groups who are not patients, the chapter on health-care settings does provide relevant content for all involved in patient education. It considers factors affecting self-care behavior and the behavior of the health-care staff. Principles of health education as related to changing health-care professionals' (primarily physicians) behaviors are briefly discussed.

In summary, this book provides a useful detailed guide to planners of health promotion programs. It makes a strong case for the need for health promotion with various population groups, including populations of patients. It reinforces the need for and importance of patient education and offers appropriate suggestions for improving the outcomes of services to patients.

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