

Abstracts

Health literacy and language interactions in therapeutic patient education. Analysis of learning situations in Mali, Réunion Island and Mayotte Island

Abstract : The concept of health literacy is used in this research to analyse and present language interactions during therapeutic patient education learning situations in various complex contexts. The stake here is to firstly present the results obtained during the development of learning situations involving diabetic patients and/or patients with various profiles of cardiovascular risk, in the specific context of Mali, and secondly linking the findings with results in similar situations in the Reunion and Mayotte Islands. Analysis is based upon situational micro-contexts in learning situations that have been recorded in full, transcribed and analysed. This contribution is in favour of the development of a critical perspective in considering reception and participation of vulnerable people to therapeutic situations, as well as impact of educational practice on access to information, understanding and decision-making. In emphasizing the results from Mali involving peer educators, this article is an invitation to continue innovation in therapeutic patient education. It also underlines the necessity to closely combine educational practice, training and pluridisciplinary scientific work.

Keywords : Therapeutic patient education, health education, health literacy, learning, educator, context.

Links between health education and the knowledge and competency foundation programme in France (« Socle commun de connaissances et de compétences » S3C). Analysis of professional practice in educational teams

Abstract : Health education is one of school's missions. This study allowed us to analyze professional practice in educational staff in 4 secondary schools, in the light of their representation of health, health education and the status of health education in relation to the Knowledge and Competency Foundation Programme. The study focused on cooperation between intra-group actors (microsystem) and inter-group actors (mesosystem) according to Bronfenbrenner'secosystemic model (1979). This was completed by an analysis of or-

organisational strategies (Crozier and Friedberg, 1992) and of communication within the secondary school (Winkin, 2001 ; Wolton, 2008). Results show that the definition of health education is vague, and that lack of communication influences cooperation. Concertation space is either lacking or scarcely exploited. Participation to collective actions essentially concerns identified subjects (Natural and Life Science), nurses and principal educational advisers. The links between health education and foundation programme are in fact not being questioned. The essential role of teachers and Health and Citizenship Education Committees should be explained more thoroughly. A collective drive has to be developed, in a time when individual requests by stakeholders, as well as health policies are strongly expressed. Training could be a particularly well adapted response for collective construction, bringing about a positive drive.

Keywords : Secondary school, health education, foundation programme, cooperation, training.

Teachers' relationship to knowledge and classroom practice in health education.

Abstract : Numerous authors have designed models and categorized professional practice in health education (Green, on 1996 ; Billon, on 2000 ; Inserm SC14, 2001 ; Small fort, on 2004). Based on this work, this article is intended to define 3 perspectives to describe primary school teachers' relationship to their own knowledge of health education in a causal, a developmental and an environmental approach. Analysis of how this relationship to knowledge is expressed during health educating classroom practice will also be carried out. The theoretical framework for this research draws on a clinical didactics ; teachers' relationship to knowledge in health education is hereby being explored for the first time.

Keywords : Health Education, Relationship to knowledge, Clinical Didactics, Classroom Practice.

Sexuality Education in a French General and vocational education section (SEGPA). Representations, knowledge and practice in secondary school children (year 8 and 9).

Abstract : For several years, the Department of Education has given a significant role to health education in the tasks assigned to education staff, especially sexuality education. Although risky sexual behaviour, early pregnancies, Sexually Transmitted Diseases, (STDs) or contraception methods are inevitably included in any educational programme, the preceding themes are far from being the only ones to explore. Giving priority to a global and positive vision of sexuality should give the opportunity to address one's relation to oneself and others, sexual identity and orientation, or the fight against gender stereotypes. Sexuality education in children and adolescents is everyone's concern : parents, State education professionals, health professionals, partners in associations. All of

them have a role to play in this field, so that every youngster can benefit from an education that may enable him to experience his own sexual life. We wanted to identify social representations, practice and knowledge in secondary school children (yr 8 and 9) in a French General and vocational education section. Research methodology is based on the administration of questionnaires to these pupils. The results and knowledge provided by our research should contribute to the work of adults in charge of sexuality education.

Keywords : Sexuality education, General and vocational education section, psychosocial competencies, representations.

A Study on a pedagogical programme in health education in Burkina Faso.

Abstract : In Burkina Faso, integrating “education to... (various subjects)” (“Educations à” in French) in school curricula aims at giving pupils the ability to draw on problem-solving skills acquired in school in order to address his/her own personal issues, but also community issues (health education, environment education, citizenship education etc.). We have hereby studied the implementation of an educational programme likely to support pupils in transferring scientific concepts acquired in school to non-routine problem-solving. As part of the study of tuberculosis in a class of sixth-formers with biology major, a pedagogical approach based on “error” as opposed to “mistake” handling was proposed to science teachers in Ouagadougou, along with a learning programme based on collective problem-solving and socio-cognitive debate. Teachers in Bobo-Dioulasso implemented their regular teaching practice (lectures, rediscovery-learning). All pupils were provided with the same exam form, blind marking was carried out. Class observation and exam assessment show that in comparison with the control group, pupils from experimental classes showed greater ability to transfer concepts acquired in classroom practice to solve new problems about tuberculosis prevention.

Keywords : Health education, relationship to error, problem-solving, socio-cognitive debate, tuberculosis.

Health education and “Care” ethical framework in school settings.

Abstract : Health education is directly linked with the live question of secular morality, through opinion-forming and the development of moral actors. The arising question is how to invite pupils to be actively involved in their own health, while respecting their freedom and without giving in to indifference or moral relativism, which would both be problematic. The difficulty of such an education lies in the fact that the subject for whom it is intended, estimates health-related norms in the light of the dynamics of his own desire, rather than in a personal rationale perspective. Therefore, how can standards of life be instilled without risking prescriptive modelisation? In other words, how can ethical morality be articulated when faced with value-based conflicts that call for no unequivocal answer? On the part of educators, a particular type of ethical posture, “Care” ethics, is

at stake. Attention is drawn to vulnerability in pupils, aiming at emancipation, at setting favourable conditions to engage all stakeholders from the whole educating community in a global participative approach, promoting only the values that are actually implemented.

Keywords : Ethics, morality, solicitude, subject, vulnerability.

Treatment of opiate-dependant patients : A health education model in motion.

Abstract : Social representations (SR) relating to opiates, whether they be about therapeutic use or substance abuse, are most often negative ; nevertheless, in France, implementation of a risk reduction policy since 1993, has significantly altered care for dependent patients thus bettering their quality of life although without modifying related SR. Medicalization of this phenomenon has created a potential place for the field of health education. Background history for implementation will be described through behavioral changes in users and carers, the beneficial impact on public health and finally limits of the system. Despite recognized results, SR persist. This issue will be analyzed, and possible lines of reflexion for practice will be suggested.

Keywords : Risk reduction, replacement therapy, health education, social representations.

Co-regulation interview technique in therapeutic patient education.

Abstract : Our perspective draws on the lines of professional didactics about service relationships. With regards to therapeutic patient education, the emphasis will be put on "work with another person", namely the patient, and also on cooperation between carer and cared for. Our suggestion lies in the use of co-regulation interviews, where the patient can take his place as opposed to other methods of task analysis where only professionals are engaged. The benefit is to elicit knowledge and organizing concepts in health management.

Keywords : Therapeutic patient education, co-regulation interview, service activity, professional didactics, health.