

# Tried and True: Using Health Promotion Theories to Create Campus Change

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# Overview of the Presentation



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1. Why use Health Promotion Theories in outreach practice?
2. Selected Theories for your review
  - Applications to Theories for practice
3. How Clinician Outreachers can stand out among other campus health promoters



# The Community of Care on Campus

## Stakeholders:

Administration: University President, Administrators of Student Affairs/Health Center, Director of counseling center

Professional Staff: Clinical Staff of counseling center, academic coaching staff, health promotion staff, academic advisors, other health center staff

Parents: Reacting to the changes they witness in their students

Students: Expecting 1:1 and on-demand support



# Why Health Promotion?

- Global Health
  - Eight (or Nine) dimensions of wellness
  - All dimensions interact and impact each other



From Auburn University Health Promotion & Wellness Services (HPWS)  
This “wellness wheel” presents its “Nine Dimensions of Wellness:”

1. Physical
2. Emotional
3. Intellectual
4. Spiritual
5. Social
6. Environmental
7. Occupational
8. Financial
9. Cultural

# Health Promotion Theories



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## 1. Individual

1. Health Belief Model
2. Transtheoretical Model (Stages of Change)
3. Relapse Prevention Model
4. Information Processing Paradigm

## 2. Interpersonal

1. Social Learning/Social Cognitive Theory
2. Theory of Reasoned Action and Theory of Planned Behavior
3. Social Support Theory



# Health Promotion Theories, cont.

## 3. Community

1. Community Organization Model
2. Ecological Approaches
3. Organizational Change Theory
4. Diffusion of Innovations Theory



# Health Belief Model

## Individual Theories

- For people to adopt recommended preventative health behaviors, people need to perceive a greater threat to health and greater benefit in taking action, as opposed to the perceived barriers to action
- Perceived benefits (gains) must outweigh perceived barriers (costs)
  - Perceived susceptibility: College is stressful; all students are susceptible to the negative impact of stress
  - Perceived severity: Not caring for total health has negative impact on academics
  - Cues to action: Negative affect and thinking could alert students to the need to action—experiential avoidance thwarts this
  - Self-efficacy: Students believing they have the agency to improve their situations—learned helplessness thwarts this

# Examples of the Health Belief Model

## Individual Theories

- **National Depression Screening Day**
  - Perceived Susceptibility: College can be difficult and isolating; students often place their self worth in the grades and achievement
  - Perceived Severity: Anxiety, fear, loneliness, and depression can negative impact all areas of life
  - Cue to Action: Low mood, feeling stuck, negative thinking
  - Self-Efficacy: Attending an NDSD screening, receive resources, refer to counseling center
- **National Alcohol Screening Day**
  - Perceived Susceptibility: Social events, college parties, Game Days where drinking (and heavily) is the norm
  - Perceived Severity: Significant alcohol consumption negatively affects finances, health, mental health, relationships, and more
  - Cue to Action: Withdrawal symptoms, no other coping skills, feeling “out of control”
  - Self-Efficacy: Attending an NASD screening, substance use reduction programs, Coping Skills Workshops



# Stages of Change Model

## Individual Theories

- People progress through five stages, based on readiness to change
  - Pre-contemplation: Little, if any, recognition and/or motivation to change
  - Contemplation: Recognizes change may be needed but uncertain
  - Preparation: Commitment to change is made; still figuring how to do it
  - Action: Taking steps to make change, stabilization of which not achieved
  - Maintenance: Change goals met, continuing stabilization
  - Relapse (optional stage): Interruption of stable change process; need to recalibrate
- Outreach programming shifts per audience
  - EX: Most incoming first-semester students are pre-contemplative about campus health services; those on academic probation might be more contemplative or preparing to make changes

# Example of the Stages of Change Model

## Individual Theories



- SCPS Liaisons with other departments on campus
  - Different campus offices may reach out for mental health programming or support for their students, but are they ready and willing?
    1. Pre-contemplation – *College of Liberal Arts*: a liaison has been assigned, but the department does not respond or wish to collaborate with the liaison
    2. Contemplation – *College of Nursing*: frequently requests support and programming for their students, but do not make effort to collaborate, advertise, or plan events and do not refer students for events created
    3. Preparation – *College of Forestry, Wildlife, and Environment*: expressed interest in mental health programming and distributed SCPS materials, but struggle to find effective solutions
    4. Action – *School of Aviation*: collaborated with their liaison to create unique programming, trained students for the well-utilized Peer Support program
    5. Maintenance – *Auburn Global*: established close relationship and consistent routine with liaison for Let's Talk (non-therapy problem-solving support) events with high utilization
    6. Relapse – *Honors College*: previously had a close liaison relationship with effective programming, but staffing changes in the department did not yield similar results during the current academic year

# Social Support Theory

## Interpersonal Theories

- Social support is the means by which people can provide aid to each other
- Social support protects people from the bad effects of stressful life events by influencing how people think about and cope with events
- Promotes adaptive appraisal and coping skills
  - Appraisal: The thoughts one has about an event
  - Coping: Deliberate, conscious actions such as problem-solving or relaxation
- Events are evaluated as stressful when the appraisal of them is negative and the coping skills applied are ineffective



# Example of Social Support Theory

## Interpersonal Theories

- V-A-R Training (via Active Minds)
  - 67% of students turn to their peers first when they need help (Active Minds, 2018)
  - Health Promotion and Wellness Services, Active Minds, and SCPS offers V-A-R Training to students and student organizations
  - Training helps students know how to respond when their peers endorse being in a crisis
    - V = Validate their feelings (*appraisal*)
    - A = Appreciate their courage
    - R = Refer them to skills and support (*coping*)
  - Encourages the positive impact of having difficult conversations with others and demonstrating social support

# Theory of Reasoned Action (Fishbein & Ajzen, 1967)



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## Interpersonal Theories

- Ascertaining one's behavioral intentions is the best predictor of actual behavior
- Determine one's intentions through:
  1. Personal attitudes toward the behavior
  2. Belief of others' support of the behavior (subjective norms)
- Personal attitudes determined through:
  1. One's outcome expectations
  2. The value of their outcome expectations
    - EX: I've succeeded in studying hard in the past and often, my grades are good because of it
- Belief of others' support determined through:
  1. Taking into account subjective norms
  2. People's desire to conform with others
    - EX: Other students are studying just as hard and are successful

# Theory of Planned Behavior

## Interpersonal Theories

- People's perceived control over opportunities, resources, and skills needed to perform a behavior is an important addition to the Theory of Reasoned Action
- Theory of Reasoned Action + Perceived Behavioral Control
  - i.e., students are more likely to study hard when they perceive they can actually pass the class (the material, the instructor, the workload)



# Example of Theory of Reasoned Action & Theory of Planned Behavior



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Interpersonal Theories

- The role of outreach in reducing barriers to access
- A student is more likely to plan to access resources when the barriers to them are removed/lessened

Examples:

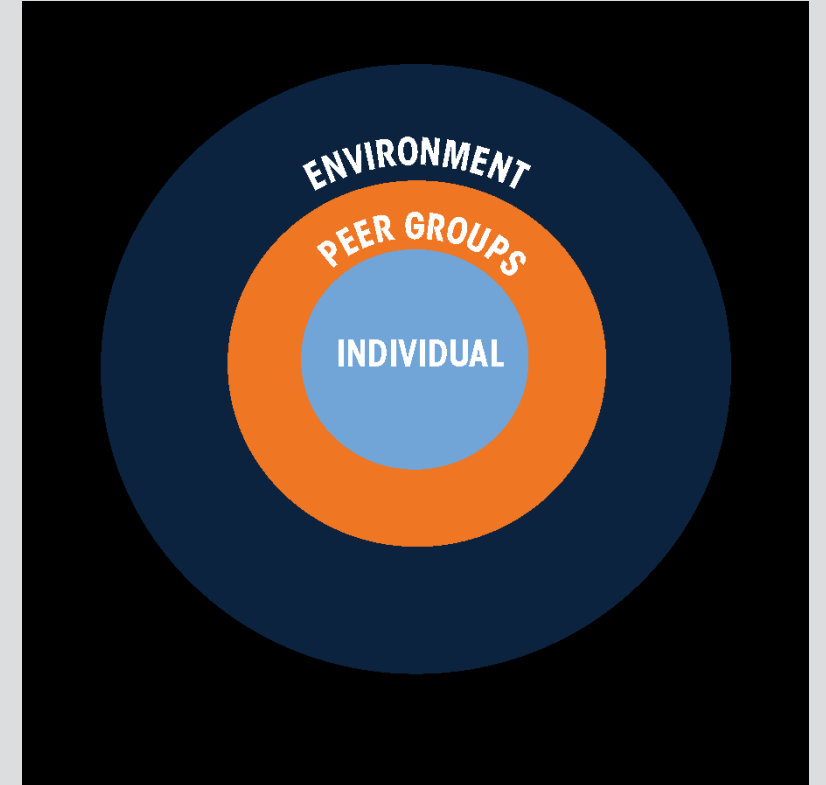
- Let's Talk (particularly for under-resourced or affinity groups)
- Peer Support resources (At Auburn it is "Peer Wellness Coaching")



# Ecological Approaches

## Community Theories

- Bronfenbrenner and contemporaries
- Effective outreaches will focus on multiple system levels, because many subsystems shape public health
  - Intrapersonal factors (each student)
  - Interpersonal factors (each class of students)
  - Institutional factors (your university)
  - Community factors (your university and its students)
  - Public policy factors (past policies and need for updating)



How HPWS uses the ecological model.



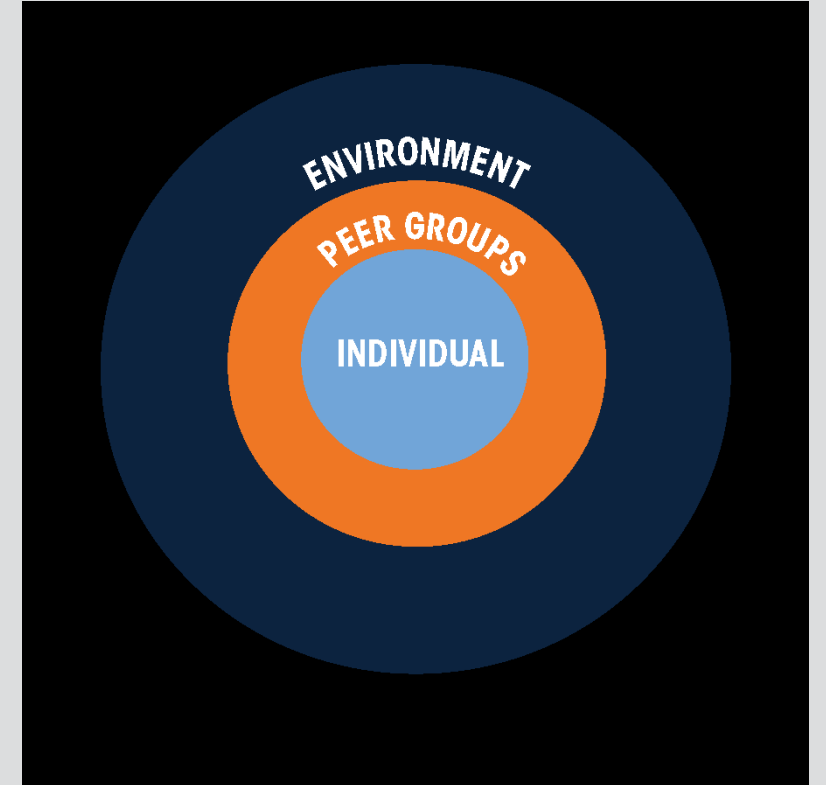
# Example of the Ecological Model

## Community Theories

- Purpose Statement for your outreach program can keep the ecological model in mind...

### SCPS Outreach Purpose Statement:

- *SCPS serves the Auburn University campus community through providing inclusive and relevant psychoeducation, support, and advocacy for members of the Auburn Family. It is a collaborative partner in creating and maintaining a campus environment that supportive preventive mental wellness at every level of stakeholder, from students and their parents, faculty/staff, to administration.*



How HPWS uses the ecological model.

# Organizational Change Theory

## Community Theories

- Looking for the certain processes and strategies that might increase the chances healthy behaviors will be adopted and make their way into policy
- Effective outreaches will focus on multiple system levels, because many subsystems shape public health
  - Awareness stage: defining the true problem
  - Adoption stage: initiation of action
  - Implementation of change: how the action is incorporated into the health system
  - Institutionalization of change: how the health system plans to ensure the longevity and continuation of the action



# Example of Organizational Change Theory



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## Community Theories

- Coping Skills Workshop
  - Awareness Stage - Identified pattern of students lacking coping skills during intakes
  - Adoption Stage - Developed Coping Skills Workshop curriculum
  - Implementation of Change - Multiple SCPS staff members are trained to lead the Coping Skills Workshop and program is included in the offered resources during intakes
  - Institutionalization of Change - Workshop is offered multiple times throughout the academic year and attendance is often incorporated into individual treatment

# Additional Theories

## Individual:

- Relapse Prevention Model
  - Helps students anticipate possible factors that could lead to the deviation from healthy behaviors and take steps to address them
  - Uses skills training, cognitive reframing, and lifestyle rebalancing
- Information Processing Paradigm
  - Focus on how people process information; tailor messaging to this process
    1. Gain attention
    2. Help listener comprehend the content
    3. Facilitate acceptance of the content

## Interpersonal:

- Social Learning/Cognitive Theory
  - Behavioral change results from reciprocal relationships with the environment, personal factors, and attributes of the behavior
  - Uses self-efficacy, reciprocal determinism, behavioral capability, outcome expectations, and observational learning



## Community:

- Diffusion of Innovations Theory
  - People and groups adopt new ideas and behaviors at different rates; the rate of adoption can be predicted.
  - Important variables include: Relative Advantage, Compatibility, Complexity, Trialability, and Observability
- Community Organizational Model
  - Public health workers help communities identify health and social problems and plan and implement strategies to address those problems
  - Includes social planning, locality development, and social actions

# Resource: CDC's *Theory at a Glance: A Guide for Health Promotion Practice, 2<sup>nd</sup> ed. (2012)*



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<https://cancercontrol.cancer.gov/sites/default/files/2020-06/theory.pdf>



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ESTABLISHING HEALTHY CAMPUSES DURING CHALLENGING TIMES

