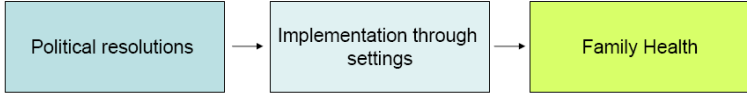


## Process Mapping Tool

### Summary of Documentation – The Municipality of Langeland

<b>Recommendations from PA</b>	<ul style="list-style-type: none"> <li>• Development of common language and common understanding.</li> <li>• Clarification of values and health educationnal approach</li> </ul>
<b>Hypothesis and Assumptions from CP</b>	<p>Work on common language and common understanding has been processed on the following assumptions, which are to be found in the conceptual paper:</p> <ul style="list-style-type: none"> <li>• <i>The objective of health promotion is to advance individuals and/or groups in their ability to take action.</i></li> <li>• <i>A mixture of biological, physiological and psychosocial reasons can explain healthy weight or an excess weight.</i></li> <li>• <i>A myriad of different environments influence an adults/child/adolescents health.</i></li> <li>• <i>The relationship between social position, i.e. the socio-cultural context in which the individual acts and is a part, and the individual's health, is an important focus in the project (PoHeFa).</i></li> <li>• <i>The objective for these projects (the implementation projects) is to contribute to the empowerment of a family.</i></li> <li>• <i>A health pedagogical approach which focuses on a participant's ability to take action and participate, strengthens a target groups interaction with each other and their ability to be self determining and socially responsible.</i></li> <li>• <i>A learning-orientated approach is fundamental.</i></li> <li>• <i>Communities can be regarded as resource communities that can contribute to promoting the individual's health by the community helping to increase the individual's volume of cultural and social capital.</i></li> <li>• <i>Bridge-building and linking social capital are key concepts in relation to the individual's possibility to improve his/her health.</i></li> <li>• <i>A participant-orientated approach to promotion of health implies a problem orientated and active learning process</i></li> </ul>

	<p><i>where children's/adolescents/adults experiences and relationships are central elements.</i></p> <ul style="list-style-type: none"> <li><i>In the interaction between the professionals and the target groups it is vital to focus on continual dialog to promote participation.</i></li> </ul> <p>The assumptions above have set the framework for clarification of values and health educational approach, in which the value COMMUNITY, has been the pivotal point in the implementation process.</p> <p>In relation to the multi-setting perspective, Langeland municipality has chosen initially to focus on day care. This is not a ruling against the materiality of the multisetting-perspective, but must be viewed only as a necessity, since the project's timeframe is limited and an opportunity to acquire experience with implementation of parts of the health policy responsibilities that are listed as recommendations in policy analysis.</p> <div data-bbox="384 584 1134 676">  <pre> graph LR     A[Political resolutions] --&gt; B[Implementation through settings]     B --&gt; C[Family Health] </pre> </div> <p>The above shown model illustrates the policy process, where this initiative relates to "Implementation through settings".</p>
<b>Goal Description</b>	<p>The goals are related to the policy-process, in which the short and medium term goals relates to "Implementation through settings" and the long term goal relates to "Family Health".</p> <p><u>Short term goals:</u></p> <ul style="list-style-type: none"> <li>Creating a common understanding of the importance of the work with health promotion in day care.</li> <li>The participants acquire knowledge and experience with health education methods on the basis of values decided by the political level.</li> </ul>

	<ul style="list-style-type: none"> <li>The efficient health education methods are identified and implemented in educational practice in day care.</li> </ul> <p><u>Medium term goals:</u></p> <ul style="list-style-type: none"> <li>Qualification of educational practice in day care.</li> </ul> <p><u>Long term goals:</u></p> <ul style="list-style-type: none"> <li>Better health for children in day care.</li> </ul>
<b>Decisions</b>	Municipal decision regarding competence development and supervision of professionals in the day care facility.
<b>Interventions</b>	<ul style="list-style-type: none"> <li>Political/administrative decision to launch a process that first seeks to articulate the municipal health educational values and principles, and secondly, seeks to promote the implementation of the health policy.</li> <li>Information by letter to the potential participants about the PoHeFa project and about the political /administrative level's wishes to initiate a process in day care in order to qualify the health promoting efforts.</li> <li>A meeting with all leaders of the day care centers, the political/administrative level and the project manager from PoHeFa in order to identify the participants and to involve them actively in the planning of the process.</li> <li>Preparation of a process proposal on the basis of the needs and wishes and that were identified at the meeting.</li> <li>Approval of the process proposal and final identification of the participants.</li> <li>Two training days for the participating professionals in day care (see annex 1).</li> <li>Implementation in the participating kindergartens and in the family day care.</li> <li>One follow up training day for the participating professionals (see annex 1).</li> <li>Individual counseling / supervision to the participating kindergartens and the family day care.</li> <li>Preparation of reflective summaries based on the individual supervision (see annex 2).</li> <li>Continued implementation in the participating kindergartens and the family day care.</li> </ul>

<b>Actual Results</b>	<p><u>Kindergartens:</u></p> <ul style="list-style-type: none"> <li>• Health promotion is an explicit part of the educational curriculum.</li> <li>• Specific health education methods that support the stated values of the municipality is an explicit part of the educational curriculum.</li> </ul> <p><u>Family day care:</u></p> <ul style="list-style-type: none"> <li>• Common language, including a conceptual clarification and a common understanding of health education methods.</li> <li>• Clarification of health educational values and approaches through publication of a leaflet directed to the host parents.</li> <li>• A joint theme evening for host parents where values and methods were unfolded.</li> </ul>
<b>Values and results experienced by management and administrative level</b>	<p>A greater understanding of the fact that the field of health care is closely related to the field of social work has been established. Earlier on the understanding was that insights from the field of health care should be transferred to other professional fields; today, however, there is a growing awareness of the need to integrate other professional fields into the development of preventive and health promoting services. Initiatives to promote citizens' health thus entail more than the traditional focus areas related to lifestyle such as diet, smoking and exercise. The initiatives have been expanded to encompass conditions of life such as education, learning and working environment etc.</p> <p>These developments have an impact on the work of health professionals. Besides being initiators, implementers, facilitators and resource persons for other professionals, health professionals now also have to be able to create networks across professions and sectors.</p>
<b>Values and results experienced by professional practitioners</b>	<p><u>Great benefits from the course.</u></p> <p>The course has contributed to an understanding of the day care as a very important health promoting setting. The participants now see a correlation between the core services of the day care – children's developing, learning</p>

and culture - and the health promotion work.

The participants feel better equipped to undertake health promotion initiatives targeted at children in day care.

Particularly high benefits of supervision.

It has been especially rewarding for the participants to receive individual supervision, because it related the health promoting work directly to each institution's specific challenges and issues.

In addition the municipal educators experience that host parents have an increased focus on group composition and social inclusion.