

Carolyn L. Murdaugh • Mary Ann Parsons • Nola J. Pender

HEALTH PROMOTION

EIGHTH EDITION

in Nursing Practice



HEALTH PROMOTION IN NURSING PRACTICE

This page intentionally left blank

Eighth Edition

HEALTH PROMOTION IN NURSING PRACTICE

Carolyn L. Murdaugh, PhD, RN, FAAN

Professor Emerita and Adjunct Professor

University of Arizona

College of Nursing

Tucson, Arizona

Mary Ann Parsons, PhD, RN, FAAN

Professor Emerita and Dean Emerita

University of South Carolina

College of Nursing

Columbia, South Carolina

Nola J. Pender, PhD, RN, FAAN

Professor Emerita

University of Michigan

School of Nursing

Ann Arbor, Michigan

Vice President, Health Science and TED: Julie Levin Alexander
Director, Portfolio Management and Portfolio Manager: Katrin Beacom
Editor in Chief: Ashley Dodge
Portfolio Management Assistant: Erin Sullivan
Associate Sponsoring Editor: Zoya Zaman
Product Marketing Manager: Christopher Barry
Field Marketing Manager: Brittany Hammond
Vice President, Digital Studio and Content Production: Paul DeLuca
Director, Digital Studio and Content Production: Brian Hyland

Managing Producer: Jennifer Sargunar
Content Producer (Team Lead): Faraz Sharique Ali
Content Producer: Neha Sharma
Manager, Rights Management: Gina Cheselka
Operations Specialist: Maura Zaldivar-Garcia
Cover Design: Cenveo Publisher Services
Cover Art: dharshani Gk-arts/123RF
Full-Service Management and Composition: iEnergizer Aptara[®], Ltd.
Printer/Binder: LSC Communications
Cover Printer: LSC Communications
Text Font: Palatino LT Pro 10/12

Copyright © 2019, 2015, 2011 by Pearson Education, Inc. All Rights Reserved. Manufactured in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms, and the appropriate contacts within the Pearson Education Global Rights and Permissions department, please visit www.pearsoned.com/permissions/.

Acknowledgments of third-party content appear on the appropriate page within the text.

Unless otherwise indicated herein, any third-party trademarks, logos, or icons that may appear in this work are the property of their respective owners, and any references to third-party trademarks, logos, icons, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson's products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., authors, licensees, or distributors.

Library of Congress Cataloging-in-Publication Data

Names: Murdaugh, Carolyn L., author. | Parsons, Mary Ann, author. | Pender, Nola J., 1941– author.

Title: Health promotion in nursing practice / Carolyn L. Murdaugh, PhD, RN, FAAN, Professor Emerita and Adjunct Professor, University of Arizona, College of Nursing, Tucson, Arizona, Mary Ann Parsons, PhD, RN, FAAN, Professor Emerita and Dean Emerita, University of South Carolina, College of Nursing, Columbia, South Carolina, Nola J. Pender, PhD, RN, FAAN, Professor Emerita, University of Michigan, School of Nursing, Ann Arbor, Michigan.

Description: Eighth edition. | Boston : Pearson, [2019] | Revised edition of: Health promotion in nursing practice / Nola J. Pender, Carolyn L. Murdaugh, Mary Ann Parsons. Seventh edition. [2015]. | Includes bibliographical references and index.

Identifiers: LCCN 2017061583 | ISBN 9780134754086 | ISBN 0134754085

Subjects: LCSH: Health promotion. | Preventive health services. | Nursing.

Classification: LCC RT67 .P56 2019 | DDC 613--dc23 LC record available at <https://lccn.loc.gov/2017061583>

Dedication

To nurse educators and practicing nurses who teach and role model health promotion. I bid you success as you face the challenges of promoting a culture of health for all.

— C. L. Murdaugh

To my family and friends for their support during the preparation of this edition; I wish all of you happy and healthy lives.

—M. A. Parsons

This page intentionally left blank

CONTENTS

Foreword xvii

Preface xix

Introduction: Health Promotion in a Changing Social and Digital Environment 1

Part 1 The Human Quest for Health 7

Chapter 1 Toward a Definition of Health 8

- Health as an Evolving Concept 9
- Definitions of Health that Focus on Individuals 11
 - Health as Stability 11
 - Health as Actualization 12
 - Health as Actualization and Stability 13
 - Health as an Asset 15
 - An Integrative View of Health 15
- Definitions of Health that Focus on the Family 16
- Definitions of Health that Focus on the Community 17
- Social Determinants of Health 18
- Social Determinants and Global Health 19
- Building a Culture of Health 20
- Conceptions of Health Promotion 21
- Measurement of Health 24
- Considerations for Practice in the Context of Health 25
- Opportunities for Research On Health 25
 - Summary 26 • Learning Activities 26 •*
 - References 26*

Chapter 2 Individual Models to Promote Health Behavior 30

- Individual Potential for Change 31
- Use of Theories and Models for Behavior Change 31
- Social Cognition Theories and Models 32
 - The Health Belief Model 33
 - Theory of Reasoned Action and Theory of Planned Behavior 35
 - Self-Efficacy and Social Cognitive Theory 37
 - The Health Promotion Model 40
- Theoretical Basis for the Health Promotion Model 40

The Health Promotion Model (Revised)	40
Individual Characteristics and Experiences	40
Behavior-Specific Cognitions and Affect	42
Commitment to a Plan of Action	44
Immediate Competing Demands and Preferences	44
Behavioral Outcome	44
Stage Models of Behavior Change	45
Transtheoretical Model	45
Theories of Health Behavior in the Digital Age	47
Theories of Persuasion and Digital Health Technologies	48
Persuasive Technology	48
Strategies for Health Behavior Change	49
Setting Goals for Change	49
Monitoring Progress Toward Goals to Promote Change	50
Promoting Self-Efficacy	51
Enhancing Benefits of Change	52
Managing Barriers to Change	52
Tailoring Communication for Behavior Change	53
Behavior Change Strategies in Persuasive Technology	55
Ethics and Health Behavior Change	56
Considerations for Practice in Health Behavior Change	57
Opportunities for Research with Health Behavior Theories and Models	57
<i>Summary</i>	58
• <i>Learning Activities</i>	58
• <i>References</i>	58

Chapter 3 Community Models to Promote Health 63

The Concept of Community	64
Community Interventions and Health Promotion	65
Community Social-Ecological Models and Theories	67
Social-Ecological Model	67
Social Capital Theory	70
Community Planning Models for Health Promotion	72
The PRECEDE–PROCEED Model	72
Community Dissemination Models to Promote Health	74
Diffusion of Innovations Model	74
Social Marketing Model	78
Considerations for Practice Using Community Models of Health	80

Opportunities for Research with Community-Based Models	80
<i>Summary</i>	81 • <i>Learning Activities</i>
<i>References</i>	82

Part 2 Planning for Health Promotion and Prevention 85

Chapter 4 Assessing Health and Health Behaviors 86

Emerging Technologies and Nursing Assessment	87
Nursing Frameworks for Health Assessment	93
Guidelines for Preventive Services and Screenings	95
Assessment of the Individual Client	96
Functional Health Patterns	96
Physical Fitness	96
Nutrition	98
Life Stress	100
Spiritual Health	101
Social Support Systems	103
Lifestyle	103
Assessment of the Family	105
Assessment of the Community	107
Considerations for Practice in Assessing Health and Health Behavior	108
Opportunities for Research in Health Assessment and Health Behavior	108
<i>Summary</i>	108 • <i>Learning Activities</i>
<i>References</i>	109

Chapter 5 Developing a Health Promotion–Prevention Plan 113

Health Planning Process	115
Review and Summarize Assessment Data	115
Emphasize Strengths and Competencies of the Client	115
Identify Health Goals and Related Behavior Change Options	116
Identify Desired Health Behavior Outcomes	117
Develop a Behavior Change Plan	118
Develop a Behavior Change Plan for Low-Literacy, Culturally Diverse Populations	118
Identify Stage of Change and Reinforce Benefits of New Behavior	120
Address Environmental and Interpersonal Facilitators and Barriers to Change	124

Determine a Time Frame for Implementation	124
Formalize Commitment to Behavior Change Plan	125
Revised Health Promotion–Prevention Plan	126
Community-Level Health Promotion–Prevention Plan	126
Considerations for Practice in Health Planning	127
Opportunities for Research in the Planning Process	128
<i>Summary</i>	128 • <i>Learning Activities</i>
<i>References</i>	128

Part 3 Interventions for Health Promotion and Prevention 131

Chapter 6 Physical Activity and Health Promotion 132

Health Benefits of Physical Activity	133
Potential Risks of Physical Activity	135
Genetics, Environment, and Physical Activity	135
Prescribing Physical Activity to Achieve Health Benefits	136
Promoting Physical Activity Across the Life Span	138
Promoting Physical Activity in Children and Adolescents	139
Gender and Physical Activity in Children and Adolescents	139
Implementing Guidelines for Physical Activity in Children and Adolescents	140
Promoting Physical Activity in Families	142
Promoting Physical Activity in Schools	142
Promoting Physical Activity in Adults and Older Adults	143
Racial and Gender Differences in Physical Activity in Adults and Older Adults	144
Implementing Physical Activity Guidelines for Adults and Older Adults	145
Promoting Physical Activity in the Workplace	149
Promoting Physical Activity in Persons with Disabilities	149
Community Programs to Promote Physical Activity	150
The Built Environment and Physical Activity	151
Physical Activity Interventions for Diverse Populations	153
Technology and the Promotion of Physical Activity	155
Nurses as Role Models of Physical Activity Behavior	155
Considerations for Practice to Promote Physical Activity	156
Opportunities for Research in Physical Activity	157
<i>Summary</i>	157 • <i>Learning Activities</i>
<i>References</i>	158

Chapter 7 Nutrition and Health Promotion	161
Promoting Healthy Diet and Nutrition	162
Nutritional Health of Americans	162
Dietary Guidelines for Americans	163
Challenges to Dietary Guidelines	165
MyPlate: A Visual Guide to Healthy Eating	165
Issues in Undernutrition	166
Factors Influencing Eating Behavior	168
Genetic–Biological Factors	168
Psychological Factors	169
Socioeconomic and Cultural Factors	170
Environmental Factors	172
Health Policy Factors	173
Nutritional Needs Across the Life Span	174
Infants and Children (0 to 8 Years)	174
Adolescents (9 to 19 Years)	174
Adults (20 to 50 Years)	176
Older Adults (51 Years and Older)	176
Strategies to Promote Dietary Change	177
Strategies for Maintaining Recommended Weight	178
Strategies to Promote Dietary Changes in Diverse Populations	179
Strategies for Initiating a Weight-Reduction Program	179
Interventions to Change Eating Patterns	181
Interventions for Children and Adults	181
Interventions for Worksites and Schools	182
Role of Technology in Designing Interventions	182
Considerations for Practice in Nutrition and Health Promotion	183
Opportunities for Research in Nutrition and Health Promotion	184
<i>Summary</i>	184
• <i>Learning Activities</i>	185
• <i>References</i>	185
Chapter 8 Stress Management and Health Promotion	188
The Stress Response	189
Stress and Health	191
Stress Across the Life Span	192
Children	192
Adolescents	193
Young and Middle-Age Adults	193
Older Adults	194

- Stress in the Workplace 194
- Stress Generated by Technologies 195
- Stress Generated by Migration 196
- Approaches to Stress Management 197
 - Strategies to Minimize the Frequency of Stress-Inducing Situations 197
 - Strategies to Increase Resistance to Stress 198
- Complementary Therapies to Manage Stress 200
 - Mindfulness-Based Stress Reduction 201
 - Relaxation through Imagery 202
 - Yoga and Tai Chi 202
- Conventional Approaches to Manage Stress 204
 - Role of Primary Care in Managing Stress 204
- Role of E-Therapies in Stress Management 204
- Considerations for Practice in Stress Management 205
- Opportunities for Research on Stress Management 206
 - Summary* 206 • *Learning Activities* 206 • *References* 206

Chapter 9 Social Support and Health 210

- Social Networks 211
- Social Integration 213
- Social Support 213
 - Family as the Primary Source of Support 214
 - Peers as a Source of Support 216
 - Community Organizations as Sources of Support 216
- Functions of Social Support Groups 217
 - Self-Help Groups 217
 - Social Media as a Source of Support 218
- Assessing Social Support Systems 220
- Social Support and Health 220
 - Social Support and Health Behavior 221
 - Autonomy Support and Health Behaviors 222
- Enhancing Social Network and Support Systems 222
 - Facilitating Social Interactions 223
 - Enhancing Coping 223
 - Preventing Social Isolation and Loneliness 223
- Considerations for Practice in Social Support 225
- Opportunities for Research in Social Support 225

Summary 226 • *Learning Activities* 226 •
References 226

Part 4 Evaluating the Effectiveness of Health Promotion 229

Chapter 10 Evaluating Health Promotion Programs 230

- Purpose of Evaluation 230
- Approaches to Evaluation of Health Promotion Programs 231
 - Efficacy or Effectiveness Evaluation 231
 - Process or Outcome Evaluation 232
 - Quantitative or Qualitative Evaluation 233
- Deciding Outcomes to Measure 234
 - Nurse-Sensitive Outcomes 234
 - Individual, Family, and Community Outcomes 235
 - Short-Term, Intermediate, and Long-Term Outcomes 236
 - Economic Outcomes 238
- Steps in Evaluation of Health Promotion Programs 239
- Evaluating Evidence for Health Promotion Practice 241
- Strategies for Promoting Effective Health Promotion Outcomes 241
 - Designing the Program 241
 - Selecting Outcomes 242
 - Deciding Time Frame 243
 - Sustaining Behavior Change 243
- Using Mobile Technologies in Program Evaluations 243
 - Evaluating Mobile Health Applications 244
- Considerations for Practice in Evaluating Health Promotion Programs 244
- Opportunities for Research in Evaluating Health Promotion 246
 - Summary* 246 • *Learning Activities* 246 •
 - References* 247

Part 5 Approaches for Promoting a Healthy Society 249

Chapter 11 Empowering for Self-Care to Promote Health 250

- Orem's Theory of Self-Care 251
- Self-Care or Self-Management 252
 - Client Activation and Self-Care 252
 - Self-Efficacy and Self-Care 253

- The Process of Empowering for Self-Care 254
 - Education to Empower Clients 255
- Self-Care Empowerment Strategies 256
 - Mutually Share Information to Assess Strengths and Limitations 256
 - Identify Strategies to Meet Goals 257
 - Facilitate Self-Paced Learning 257
 - Use Autonomy Support to Increase Motivation for Learning 258
 - Create a Supportive Environment for Learning 259
 - Track and Evaluate Progress Toward Goals 259
- Barriers to Self-Care Empowerment 260
 - Health Literacy as a Barrier to Self-Care 261
- Self-Care to Promote Health Throughout the Life Span 262
 - Self-Care for Children and Adolescents 262
 - Self-Care for Young and Middle-Aged Adults 265
 - Self-Care for Older Adults 266
- The Role of *Healthy People 2020* in Promoting Self-Care 270
- The Role of the Internet in Empowering for Self-Care 271
- Considerations for Practice in Self-Care 272
- Opportunities for Research in Self-Care 272
 - Summary* 272 • *Learning Activities* 273 • *References* 273

Chapter 12 Health Promotion in Diverse Populations 276

- Social Determinants of Health Disparities and Health Inequities 277
 - Socioeconomic Determinants and Health Inequities 280
- Promoting Equity in Health 281
 - Implement Multilevel Interventions 281
 - Empower Communities 282
 - Engage in Community-Based Participatory Research 283
 - Advocate for Upstream Policies 283
- Health Literacy and Diverse Populations 283
 - Expanding Definitions of Health Literacy 284
- Health Literacy Strategies for Diverse Populations 285
 - Use Plain Language to Communicate Oral Messages 286
 - Use Plain Language to Communicate Written Messages 286
 - Apply Teach-Back Method to Confirm Understanding 287
 - Incorporate Culture and Language 287
 - Address Internet Access and eHealth Literacy Messages 288
- Health Literacy Training for Health Professionals 289

Health Care Professionals and Cultural Competence	290
Continuum of Cultural Competence	290
Strategies for Culturally Competent Communication	291
Considerations in Planning Culturally Competent Programs	292
Strategies for Developing Culturally Appropriate Programs	294
Considerations for Practice in Diverse Populations	296
Opportunities for Research in Diverse Populations	296
<i>Summary</i>	297
• <i>Learning Activities</i>	297
• <i>References</i>	297

Chapter 13 Health Promotion in Community Settings 300

Health Promotion in Families	301
Health Promotion in Schools	302
School Curricula and Healthy Environments	303
Health-Promoting Schools	304
The Whole School Collaborative Approach to Learning and Health	305
Health-Promoting Interventions in Schools	306
Health Promotion in the Workplace	308
Changes in Work and Workplaces	308
Costs and Benefits of Workplace Health Promotion Programs	311
Participation in Workplace Programs	312
The Community as a Setting for Health Promotion	313
Health Promotion in Low-Income, Culturally Diverse Communities	314
Creating Health Partnerships	315
The Role of Partnerships in Educating Health Professionals	316
Health Promotion in Community Nurse-Led Clinics and Practices	317
Considerations for Practice to Promote Health in Community Settings	318
Opportunities for Research in Community Settings	319
<i>Summary</i>	319
• <i>Learning Activities</i>	319
• <i>References</i>	320

Chapter 14 Promoting Health through Social and Environmental Change 323

Health as a Social Goal	324
Health in a Changing Digital Social Environment	325
Promoting Health with Public Policy	327
Addressing Obesity with Public Policy	329
Promoting Health in All Policies	330

Promoting Health by Changing the Physical Environment	331
Addressing Health-Damaging Features of Environments	331
Promoting Healthy Social and Built Environments	336
Promoting Health Through Legislation	338
Personal Choice versus Paternalism	338
Health Care Access and Health Equity	340
Considerations for Practice to Promote Social and Environmental Change	341
Opportunities for Research in Social and Environmental Change	342
<i>Summary</i>	342 • <i>Learning Activities</i> 343 •
<i>References</i>	343

***Index* 346**

FOREWORD

I am pleased to write the foreword for the eighth edition of *Health Promotion in Nursing Practice*. The promotion of health is recognized globally as essential to the well-being of the world population and to the achievement of health equity across diverse racial, ethnic, and economic groups. Many organizations speak of the need to develop a “culture of health” worldwide. Increasingly, health policies are being designed and implemented to move toward the goal of high-level health and wellness for all. Widespread adoption of this goal by health care providers would result in new models of care, decreased monies spent on acute illness, and a lower incidence of devastating chronic diseases. Access to innovative health promotion programs for all populations, particularly those most vulnerable, is a major focus of this eighth edition.

This book helps the nurse link health promotion practices with national health goals such as those articulated in *Healthy People 2020*. Nurses must lead positive change in health promotion and prevention policies and design health promotion programs as a multisectoral endeavor. Healthy environments, schools, and worksites with adequate air quality, water supply, housing, vector control, and shelter from the devastating effects of natural disasters are essential to quality living. Community-based health promotion strategies are the first lines of support for the health of all people. This new edition provides strategies that nurses can use to help communities activate their power to engage in competent individual, family, and community self-care. These strategies address the social and physical environments critical for healthy longevity. Approaches to evaluating the effectiveness of behavior change programs in communities and in primary care are also described.

New communication, tracking, and linking technologies are developing at a rapid pace, thus enabling widespread dissemination of health promotion information and innovative support of individuals and families who want to make positive lifestyle and environmental changes. Sporadic programs do not result in the continuity of care needed for real health behavior change at the family and community levels. In this edition, the authors speak to the importance of social media, mobile applications (apps), and other digital technologies to support better continuity of care and follow-up essential to effective long-term behavior change.

Cultural sensitivity to the health promotion needs of diverse populations is important as many communities are experiencing a wider array of languages, cultural practices, and lifestyles. Fitting health promotion services to individuals, families, and communities from diverse backgrounds requires listening to their priorities, respecting them as persons with dignity and worth, and adapting health promotion strategies and technologies to differing cultural values, levels of education, and life stages.

It is important that health promotion services be provided by nurses and other health care workers who maintain healthy lifestyles and healthy work environments. The American Nurses' Association declared 2017 as the year of the *Healthy Nurse*. Educational programs for nurses and other health professionals must provide healthy learning environments and preparation for healthy lifestyles to be consistent with valuing health promotion as an important aspect of nursing practice.

Knowledge about health promotion and effective interventions continues to emerge. This eighth edition integrates the results of the latest research and theoretical advances into useful, evidence-based information to help nurses provide scientifically sound health promotion and prevention services. Dr. Carolyn L. Murdaugh and Dr. Mary Ann Parsons, nurse experts in health promotion, will inspire you to incorporate new health promotion strategies into your organizational policies, create scientifically sound nursing protocols, and provide leadership in the development of a culture of health.

Nola J. Pender, PhD, RN, FAAN

Distinguished Professor

Marcella Niehoff School of Nursing

Loyola University Chicago

Professor Emerita

School of Nursing

University of Michigan

PREFACE

The overall goal of the eighth edition is to provide nurses and other health promotion practitioners practical, evidence-based information to promote the health of racially, ethnically, and culturally diverse individuals, families, and communities. The book aims to (1) present a comprehensive approach to health promotion that is based on the most recent research and federal guidelines; (2) describe the role that digital technologies are playing in health promotion in all ages and populations; (3) integrate factors in the social and physical environments that influence health and health inequities; and (4) offer strategies to implement and evaluate programs to promote health in individuals across the life span, and in schools, worksites, and communities. We believe information in the book provides the foundation on which to build the practice of health promotion.

ORGANIZATION OF THIS BOOK

- *Part I, The Human Quest for Health:* Multiple conceptions of health are reviewed, and both individual and community models are described to guide the development of health promotion programs.
- *Part II, Planning for Health Promotion and Prevention:* Strategies are presented to assess health, health beliefs, and health behaviors, and develop a health promotion plan.
- *Part III, Interventions for Health Promotion and Prevention:* Four core health-promoting behaviors are addressed: physical activity, nutrition, stress management, and social support.
- *Part IV, Evaluating the Effectiveness of Health Promotion:* Practical methods for evaluating health promotion programs are described.
- *Part V, Approaches for Promoting a Healthy Society:* Four areas are included: empowering individuals for self-care; promoting health and health literacy and decreasing health inequities in diverse populations with culturally sensitive approaches; promoting health in schools, worksites, and communities; and building a healthy society through social and environmental change.

NEW TO THIS EDITION

- An overview of several theories and models that currently guide the development of digital health promotion applications.
- The role of technology in health assessment and health planning.
- The application of social media, mobile health, and other digital technologies in promoting healthy behaviors for physical activity, healthy eating, and stress reduction.
- The use of online communities to provide support.
- Strategies to empower individuals and communities for self-care.
- Federal plain language guidelines to promote health literacy.

- Updated information on environmental contaminants, including herbicides, lead, and shale gas extraction.
- Information about the Robert Wood Foundation goal to create a national movement to promote a culture of health which promotes health equity.
- Incorporation of *Healthy People 2020* midcourse evaluations and *Healthy People 2030*.
- Updated chapter content, tables, and figures based on the most recent literature.

For the learner, each chapter contains learning objectives, figures, tables, and displays to highlight and reinforce material covered in each chapter; suggestions for applying the information to practice; recommended avenues for research; and learning activities to provide experiences in health promotion activities and challenge the student to critically think about the chapter content. Last, an extensive reference list is available at the end of each chapter, and relevant websites are included throughout the book.

The book is ideally suited for undergraduate students in nursing and health promotion, graduate students in advanced practice programs, including the DNP, and nurses and other health care professionals who practice in health promotion settings.

ACKNOWLEDGMENTS

We are deeply indebted to Alice Pasvogel, PhD, Assistant Research Scientist, College of Nursing, University of Arizona, who spent countless hours editing, formatting, and preparing the tables and figures. Her patience, attention to detail, and expert editorial assistance enabled us to finish the book in a timely manner.

Our sincere appreciation is also extended to many persons at Pearson who have supported us in completing this revision. We are especially appreciative of Ashley Dodge, who guided the revision of the eighth edition, and Neha Sharma and Cheena Chopra at Noida, India, who worked closely with us during the final preparation and production stages. Neha's sensitivity to the stressors of writing and deadlines, and both Neha's and Cheena's expertise and attention to detail are sincerely appreciated. Last, we acknowledge the reviewers who provided valuable feedback on several chapters for this edition.

*Carolyn L. Murdaugh
Mary Ann Parsons*

Reviewers

Sharrica Miller, PhD, CPNP-PC, RN
Assistant Professor
College of Health & Human Development
School of Nursing
California State University
Fullerton, California

Judith Peters, Ed.D. RNC
Associate Professor
School of Nursing
Loma Linda University
Loma Linda, California

Ira Scott-Sewell, PhD, RN
Associate Professor
Associate of Science in Nursing Department
Alcorn State University
Natchez, Mississippi

Jutara Srivali Teal, DNP, MTOM, RN, L.Ac.
Assistant Professor
College of Health & Human Development
School of Nursing
California State University
Fullerton, California

This page intentionally left blank

Health Promotion in a Changing Social and Digital Environment

The rapid expansion of digital technologies, along with rising health care costs, increasing population diversity, and persistent health inequities, has moved the need for health care reform and health promotion to center stage. Dramatic advances have occurred in health and health care over the past century, mainly due to public health efforts and new medical technologies. However, the health care system in the United States is no longer the best in the world, and persistent health care inequities have resulted in declining health for many Americans. The need to promote health brings both opportunities and challenges, as culturally diverse individuals and their social and physical environments must be addressed.

HEALTH EXPENDITURES AND HEALTH IN THE UNITED STATES

Expenditures for health care in the United States are higher than any other high-income country in the world, and were before the Affordable Care Act (Dieleman et al., 2016). In spite of the amount of money spent on health care, of 35 industrialized countries, the United States reports the highest child and maternal mortality rates, homicides, body mass index, sexually transmitted diseases, and major chronic diseases, including diabetes, ischemic heart disease, and chronic lung disease. Although the projected life expectancy is predicted to increase in most countries by 2030, life expectancy gains for the United States are projected to be one of the lowest. In addition, the United States is the first country to experience a reversal of height in adulthood, which is associated with greater longevity (Kontis et al., 2017). These findings have been described as the American “health care paradox,” as the large number of dollars spent on health care in this country has not resulted in better health and longevity, compared to other countries (Bradley, Sipsma, & Taylor, 2017).

How health care dollars are spent matters. Countries projected to have greater longevity have higher ratios of social service to health care spending to address the social determinants of health. The ratio of social service to health care spending in the United States is the lowest of all 13 high-income countries, and the United States is the only one of the 13 countries without universal health coverage. In 2013, the second highest health care spending in the United States was for chronic illnesses, such as diabetes, ischemic heart disease, chronic lung disease, and cerebrovascular disease, all conditions with modifiable lifestyle factors. Pharmaceutical costs were highest for hyperlipidemia and hypertension, two risk factors that can frequently be reduced with lifestyle change. Most of public health spending went to manage communicable diseases, with little allocation to the promotion of healthy lifestyles (Dieleman et al., 2016).

HEALTH AND THE SOCIAL ENVIRONMENT

Where people live also determines their health. The contributions of the social, economic, and environmental conditions of communities to health and longevity are no longer questioned. Longevity increases with income. In research reported in 2016, a longevity difference of 15 years for men and 10 years for women was observed in persons who were in the top 1% income bracket compared to persons in the bottom 1%, and this inequality has increased over the past 12 years (Chetty et al., 2016). Geographic differences in longevity in low-income persons were observed; low-income persons who live in affluent cities have greater life expectancies than those who live in less affluent cities. Affluent cities are more likely to provide public services for all its citizens than poorer cities.

The role of social determinants in health was recognized in the *Healthy People 2020* goals; two overarching goals in the proposed *Healthy People 2030* framework are to achieve health equity for all and eliminate disparities, and to create social and physical environments that promote attainment of health and well-being for all (Office of Disease Prevention and Health Promotion, 2017).

THE SOCIAL ENVIRONMENT AND A CULTURE OF HEALTH

In 2010, the Robert Wood Johnson Foundation (RWJF) developed a long-term vision for a culture of health in all communities (Robert Wood Johnson Foundation & RAND Corporation, 2015). The major outcome of the culture of health action framework is improved population health, well-being, and equity. Priority areas include interventions to develop healthy children, increase access to affordable care, and address components of social and built environments that promote health.

Creating a culture of health presents opportunities for nurses who incorporate health promotion in their practice. Expanded skills, knowledge, and innovative practice models are required to integrate the social determinants of health into health promotion (Denham, 2017). Knowledge that promotes communication, collaboration, and leadership to foster community engagement, partnerships, and empowerment will enable nurses to improve the health of individuals in diverse communities. Becoming culturally competent and gaining skills to promote health literacy are also necessary. Interdisciplinary teams are essential to building a culture of health in a community, so nurses should also possess skills needed to work as a team member in a community and be able to provide team leadership.