ENTREPRENEURIAL MODES OF TEACHING IN HEALTH PROMOTING INTERVENTIONS

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Background
This project creates a framework for the interaction of theory and practice in health education. Moreover, this blend generates new modes of teaching due to the fact that the teaching is transferred from the usual environment to sites where the students experience the potential of engaging with real-time media, instead of just practicing their professional skills amongst their fellow students. The primary purpose was an investigation of the students’ outcome of participating in a practice-related co-operation focused on health promoting interventions in local companies. The emerging didactical graphics in the teaching of entrepreneurship are conceptualized as elements where the students take action and thereby develop an active approach to learning (Blenker et al 2004). This concept will reflect a close association with the students’ professional practice in terms of their curriculum as well as extracurricular issues.

The objective is to:
• Assess the extent to which the students are able to transform theory into practice.
• Improve their skills as coaches/teachers
• Acquire knowledge of practice
• Examine the extent to which the project contributes to the students’ acquisition of knowledge of and experience with professional work in new professional fields.

Results
• Improved professional skills
• Abilities to transfer theory to practice
• Knowledge of practice
• Professional development
• Improved teaching/coaching skills.

The students report that they have embraced professional challenges in several parameters and acknowledge that they have experienced personal growth in terms of increased self-confidence in teaching contexts, as well as in their role as teacher. Moreover, they have experienced a sense of responsibility, and aspects of the role of the professional health worker.

Method
The study is carried out as a workplace facilitated intervention study. The data are extracted in the form of quantitative research of the ways in which students benefit from the program. The data were extracted during the intervention that took place from January to May 2013.

Conclusion
This type of entrepreneurial teaching, where students from professional health bachelor pro-grames offer health promoting regimes to the employees of local companies, primarily benefits the students, but also the external partners. The students’ participation in this type of health intervention is associated with increased learning and better knowledge of practice. This type of inclusion of practice in the educational program is unique, particularly in the context of increased competences in the field of health promotion. Only positive contributions to the students’ learning outcome on professional as well as personal levels have been registered. Educational institutions offering professional health programs constitute a considerable potential in the contexts of co-operating with companies offering health promoting interventions.

Population
Recruitment of students:
• The second and the seventh semesters of the Physiotherapy program.
• The sixth semester of the Nutrition and Health program.
• The co-workers were recruited from twelve companies totaling 2500 employees. Out of these 102 signed up for fitness, jogging teams, running style analysis, lifestyle course or smoking cessation.
• The courses offered were carried out by 40 students.

Further information
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References