

Effective health communication in the mining industry

Hugh Shannon & Tony Parker

Queensland University of Technology

Institute of Health and Biomedical Innovation





Outline

- Integrated health promotion
- Communication Neuroscience and sociological perspectives
- Health literacy A framework for understanding, planning and evaluating
- Recommendations



A comprehensive approach to OH&S

- Historical Safer work environment
- Mining Relative risk and management processes
- Comprehensive OH&S Includes proactive health promotion
- Workforce health status Productivity, economic expenditure, job satisfaction
- Establishing a healthy workforce Positive and lasting effects on:

Health related knowledge, attitudes, values and behaviour





Occupational health promotion

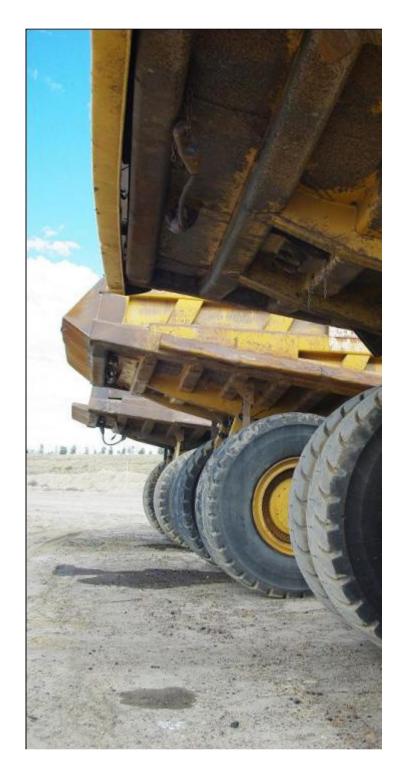
- An important setting:
 - Efficiencies, success and sustainability^{1,2}
 - Addressing risk factors and barriers, enabling positive health behaviour and building social capital³
- Impediments: Unstructured or unsustainable programs that are not appropriately evaluated¹
- Significant potential: Chronic injury prevention, biophysical and psychosocial health issues
- Relationships between settings (on and off-site)

² Bilski, B. & Wierzejska, E. (2008). Occupational health promotion for healthcare workers. In R. Pierce & R. Schwartz (Eds.), *New perspectives on knowledge, attitudes and practices in health* (pp. 27-37). New York: Nova Biomedical Books.



¹ Egger, G., Spark, R. & Donovan, R. (2005). *Health promotion strategies and methods*. (2nd ed.). Sydney: McGraw-Hill.

³ World Health Organization. (1998). *Health promotion glossary*. Retrieved 29 August, 2008, from; http://www.who.int/healthpromotion/about/HPR%20Glossary%201998.pdf.



A mining scenario

- · Open cut mine
- Early morning pre-shift briefing and crib room presentations
- Point of emphasis: Production rate following recent heavy rain
- Concerns about ramp condition & discussion about vehicle speed
- Briefing followed by several speakers covering health and safety related topics



A mining scenario

This scenario – Potential communication problems:



- Quantity of information
- Cognitive prioritisation (immediate applications)





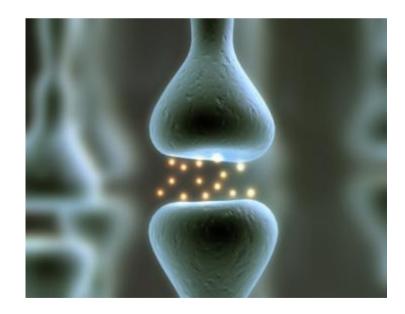
Neuroscience and sociocultural perspectives

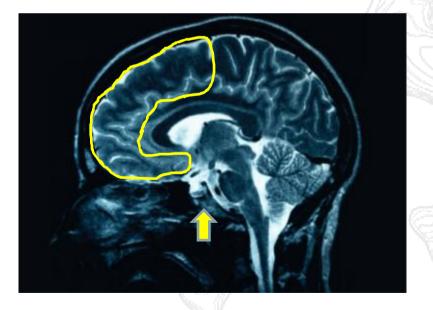
- Neural plasticity: Network expansion and retraction^{1,2}
- Adult neurogenesis^{1,2}
- Amygdala (Limbic system): screens sensory input & supports affective association with experience³
- Frontal cortical lobe: reasoning, planning and problem solving³

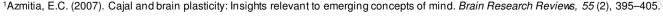




Think, feel & act







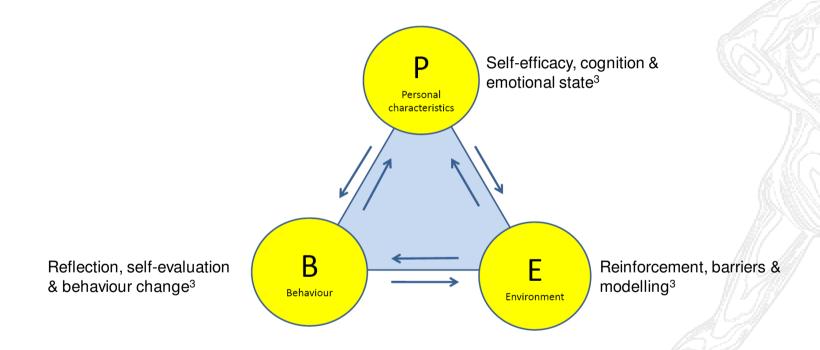
²Will, B., Dalrymple-Alford, J., Wolff, M. & Cassel, J. (2007). The concept of brain plasticity – Paillard's systemic analysis and emphasis on structure and function. *Behavioural Brain Research*, 192 (1), 2-7.



CRICOS No. 00213J

Neuroscience and sociocultural perspectives

Social Cognitive Theory¹ & the **Triadic reciprocal causation model**²





¹Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. New Jersey: Prentice-Hall.

²Bandura, A. (1997). Self-efficacy: The exercise of control. New York: W.H. Freeman.

³ Snowman, J., Dobozy, E., Scevak, J., Bryer, F. & Barlett, B. (2009). *Psychology applied to teaching.* (1st ed.). Brisbane: John Wiley & Sons.

Health literacy – A framework for understanding, planning and evaluating

Health education represents:

'Consciously constructed opportunities for learning involving some form of **communication** designed to improve **health literacy**, including improving knowledge, and developing life skills which are conducive to individual and community health.'

Health literacy defined as:

'The cognitive and social **skills** which determine the **motivation** and **ability** of individuals to gain access to, understand and use **information** in ways which promote and maintain good health'



and **empowermen**t

Nutbeam's conceptual model of health literacy¹

Increasing autonomy

Level 3 – Critical health literacy (CHL)

- Empowerment (individuals and groups)
- Capacity → Seek and critically analyse information
- Acting on health determinants → Control

Level 2 – **Interactive** health literacy (IHL)

- Independent action: capacity (efficacy), motivation and confidence (self-efficacy)
- Environment: supports interactive communication

Level 1 – Functional health literacy (FHL)

- Information communication (individuals and groups)
- Individual comprehension skills

A continuum



Potential barriers to FHL & IHL

- Application opportunities
- Reinforcement
- Environmental support (on and off-site)



Level 2 – Interactive health literacy (IHL)

- Independent action: capacity (efficacy), motivation and confidence (self-efficacy)
- Environment: supports interactive communication

- ESL
- NESB
- Literacy
- Timing
- Quantity
- Perceived relevance
- Communication methods
- ICT familiarity



Level 1 – Functional health literacy (FHL)

- Information communication (individuals and groups)
- Individual comprehension skills

The main communication challenges

- Time
- Functional barriers
- Building capacity and facilitating behavioural response





Recommendations

The mining industry is a complex and challenging environment → Efficient, high impact and timely communication methods

- Value health promotion as part of a comprehensive approach to OH&S

 → Advocacy and supportive environment
- **Identify** workforce characteristics that could influence health literacy (barriers and enablers)
- Information orientation:
- 1. Affective (attitudes and values): People in context (on and off site) → Association, relevance and motivation
- 2. Application (health behaviour)



Recommendations

- Efficiency: short duration and ongoing reinforcement (developmental)
- Episodic communication: Avoid mixing immediate and future priorities
- Look for and use positive examples where possible
- Encourage worker involvement in the communication process (familiarity & ownership)
- Investigate information and communication technologies (value adding)
- Develop an evaluation strategy built around health literacy (functional, interactive and critical)

Evaluation informs future practice



Acknowledgements

- Conference committee and organisers
- Downer EDi Mining Site access and employee insight
- QUT Workforce Health Innovation group







Questions and comments

