



Abstract

Wellness is an abstract concept that is derived from multiple health perspectives: physical, social, emotional, intellectual, and spiritual. The wellbeing of a person with Tourette Syndrome (TS) is subjective, at best, and is limited by one's conceptualization of how to cope with stress, conflict, and tension. Planning interventions for individuals with TS must include a holistic educational approach based on behavioral and lifestyle factors and environmental factors.

Using a PRECEDE Model from public health education in which program planning culminates in quality of life for participants, this poster will explicate the Predisposing, Reinforcing, and Enabling factors that play a role in supporting individuals with TS. Implications for educational and developmentally appropriate approaches are offered.

Many choices for children are organized and managed by adults who may or may not be comfortable with TS so they may establish a disease or disorder mindset for family decision making instead of a quality of life schema. As a professor of health education who has TS and the mother of a teenager daughter who has outgrown TS, I wish to offer caregivers an educational framework that conceptualizes the health and well being of individuals who have TS.

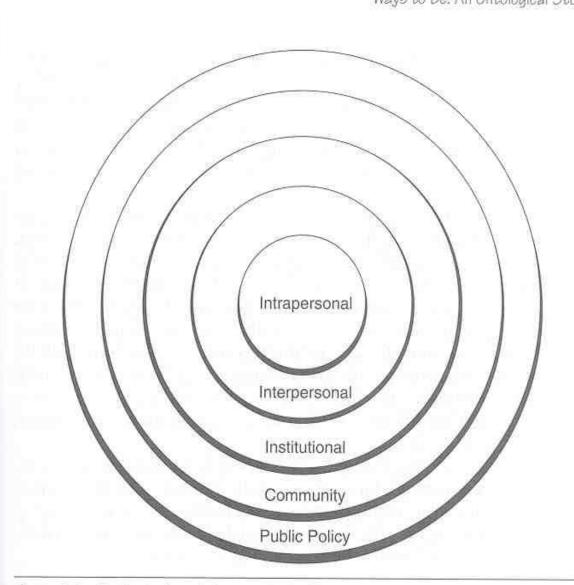
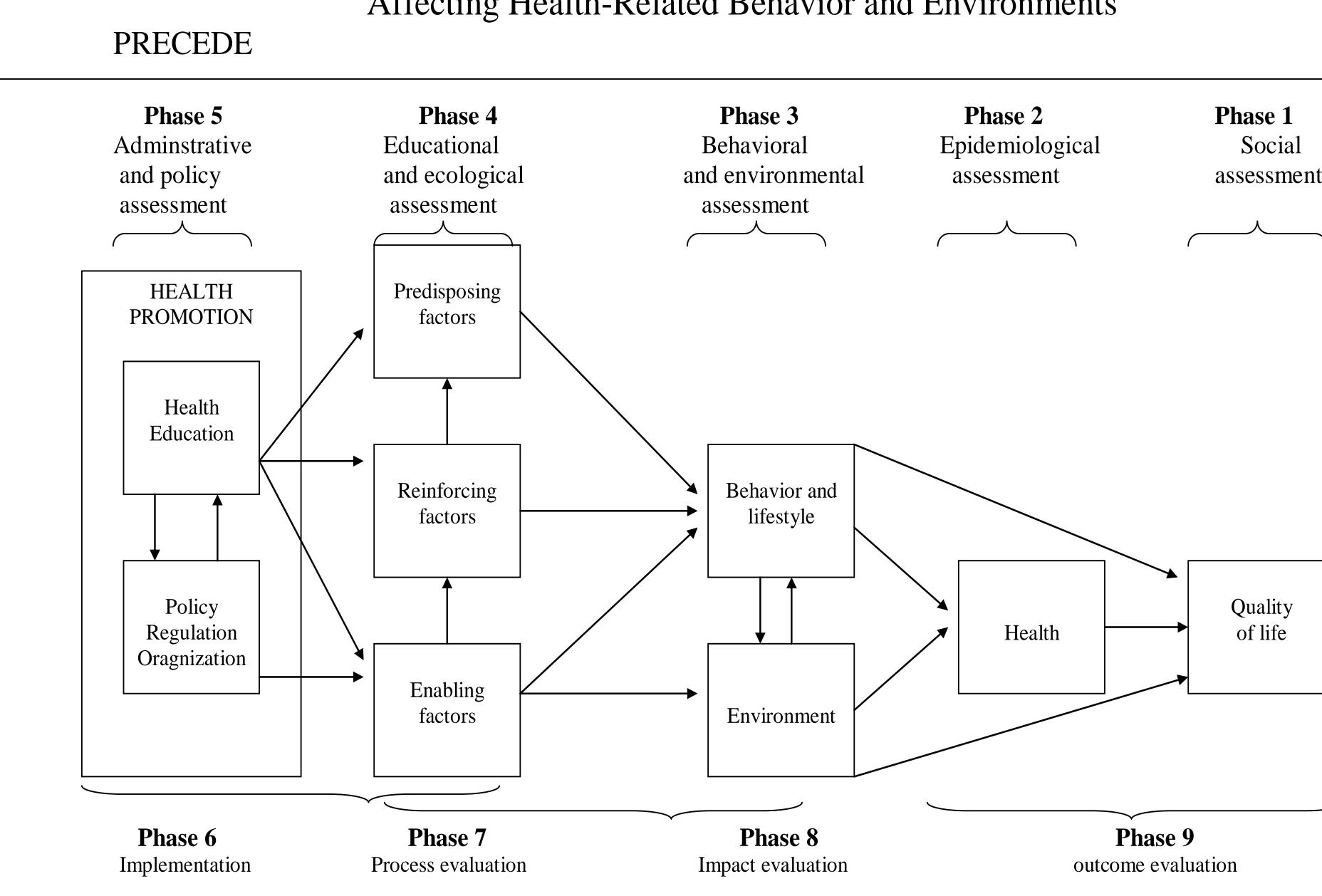


Figure 2.1 Ecological model. Adapted, by permission, from J.M. Eddy et al., 2002, "Application of an ecological perspective in worksite health promotion: A review," American Journal of Health Studies 17(4): 197-202.

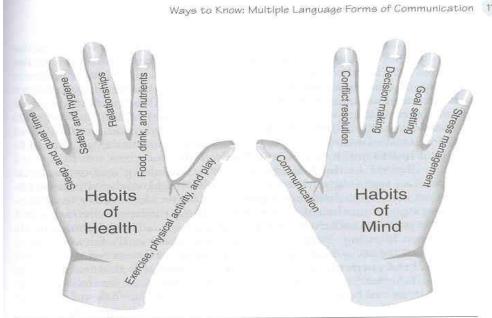
The Health of Tourette Syndrome: Planning Educational Supports for a Quality of Life Valerie A. Ubbes, PhD, CHES

Miami University, Department of Kinesiology and Health, Oxford, OH





Educational and Ecological Assessment of Factors Affecting Health-Related Behavior and Environments



gure 4.1 Habits of health and habits of mind.

PHS362PrecedePhase4of9Sp07.doc