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Using a Monitoring and Surveillance System (SHAPES-PEI) to Understand the Role of Schools in Health Promotion

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Acknowledgements

- Project PI: Donna Murnaghan, RN, PhD
- Project Funders:
PEI Department of Education and Early Childhood Development (SHAPES-PEI)
Health Canada (Youth Smoking Survey)
PEI Department of Health and Wellness (School Health Grant Program)
- Project Partners:
PEI Department of Education and Early Childhood Development
Propel Centre for Population Health Impact, University of Waterloo



Presentation Objectives

- To share how to use a provincial “action, planning, and evaluation system” to support school health policy and program development.
- To discuss our experience using this system as it informs and transforms our understanding of the role of schools in youth health promotion.



Comprehensive School Health Research Group

- Multi-disciplinary team formed in 2003
- Led by Dr. Donna Murnaghan, Associate Professor, UPEI School of Nursing
- Aims:
 - Conduct high-quality policy-relevant research that contributes to healthy school environments that promote the optimum health of youth
 - Build capacity in school health research
 - Work in partnership with local, provincial, national, and international collaborators; various levels of government; schools; staff; students.



What is SHAPES-PEI?

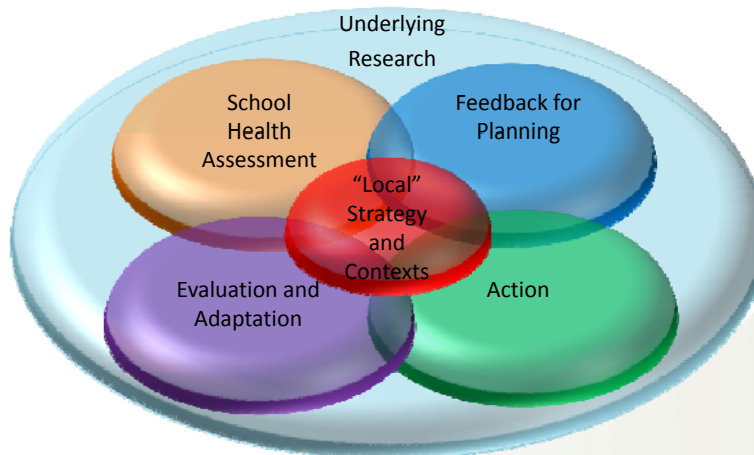
School Health Action, Planning and Evaluation System – Prince Edward Island

A school based, province-wide survey of youth health behaviours
(mental fitness, physical activity, healthy eating, tobacco/alcohol/drug use)

- Two surveys in one: the SHAPES survey (provincial) and the local implementation of the Youth Smoking Survey (national) in one seamless data collection period.
- Funded by the PEI Department of Education and Early Childhood Development and Health Canada.
- Aims:
 - Establish a local, comprehensive system to measure and monitor youth health in PEI
 - Offer a detailed snapshot of the many influences on youth health behaviour
 - Provide evidence to support policy and program planning

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SHAPES - Conceptual Model



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SHAPES-PEI: Student Survey

- Survey conducted provincially every 2 years: 2008-09, 2010-11, expected in 2012-13
 - 100% (3/3) PEI school boards participated in both 2008-09 and 2010-11
 - 85% (58/68) of schools participated in 2008-09
 - 90% (54/61) of schools participated in 2010-11
 - Two phases to the project: Data Collection and Knowledge Exchange
- Data collection
 - Student level:
 - Students in grades 5-12
 - Healthy Eating, Physical Activity, Mental Fitness, Tobacco Use
 - School level:
 - Healthy School Planner (JCSH) administrator surveys about the school environment.



School
Health
Assessment

Topics available: Healthy Eating, Physical Activity, and Tobacco Use



Feedback: Reports of Student Data

- School-level Profiles
 - Health behaviours & attitudes of students
 - Data (e.g., charts), resources, & ideas for action
 - Available from school administrators
- Board-level Profiles
 - Data from all participating schools in the board
 - Available from school board superintendents
- Provincial Profile
 - Health profile of students within the province of PEI
 - Will be publicly released at a media launch in early 2012



Feedback for
Planning



Action: Knowledge Exchange

- School Health Profiles (feedback reports) to schools, school boards, and the province
- Presentations to PEI stakeholders (e.g. teachers, parents, provincial gov't departments/NGOs/alliances)
- Media Event (launch of Provincial Profile)
- School Health Grant Program
 - Offered to schools since 2009.
 - 2010-11 school year: 30 schools received funding (59% of eligible schools)
 - Funded projects address health issues identified through SHAPES-PEI results (mostly HE and PA-based projects).
 - Can be led by principals, staff, committee of school community members, etc.



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Adaptation: Continued Engagement & Ongoing Improvement

- Focus: Encouraging and supporting schools in using their data
- Evaluation of surveys, procedures, School Health Grant application process
- Continue engaging stakeholders in conversations (formal and informal)
- Academic publishing



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Supporting Schools: Evidence to Action

- **Factors to consider:**
 - Competing demands
 - Knowledge use practices
 - Diverse motivations/priorities
- **Involvement of key stakeholders (i.e. principals, teachers, parents) is essential to prioritizing school health**
 - Invest time in building trusting relationships
 - Work to understand a school's reality (time/resource constraints)
 - Make things "easy" to implement within a school's current practices
 - Leverage support where appropriate and possible
- **School Health Grant Program**
 - Created to provide schools with resources to act on issues identified from their SHAPES-PEI data



SHAPES-PEI: Key Success Factors

System development & sustainability:

- Pre-existing informal ties and formal partnerships - crucial to the funding and implementation of SHAPES-PEI
- Strong leaders and champions in influential positions - effective in building support
- Providing feedback reports - a key factor in the positive reception of the initiative by the province, school boards, and schools

Working with schools:

- Open and clear communication - critical throughout the process
- Expertise and project support - through partnership with the Propel Centre, University of Waterloo
- School Health Grant - major driver for schools to use their SHAPES-PEI reports



Conclusions

SHAPES-PEI provides a unique understanding of the school context and the actors that play a role in this complex system.

A model/framework to guide data collection AND knowledge exchange helps to:

- Understand the interrelated processes of data collection & data use
- Communicate plans
- Identify and build necessary partnerships
- Clarify the roles of different partners



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