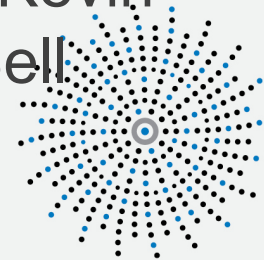


Promoting evidence-informed planning through SHAPES (School Health Action, Planning & Evaluation System)

Steve Manske, Ed.D., Dana Zummach, Kevin
McDonald, Donna Murnaghan, Brandi Bell

January 26, 2011

*Shaping the Future Health Promoting
Schools Conference*



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OUTLINE OF SESSION

- Introduction to SHAPES
- Awareness assessment
- Sharing school assessments with schools
- Sharing school assessments with others
- Evaluation results – what have we learned?



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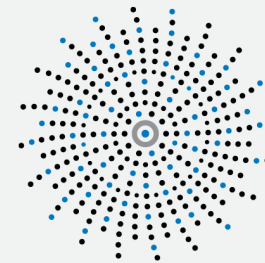
ORIENTATION 1: PROPEL

VISION

Transforming the health of populations in Canada and around the world.

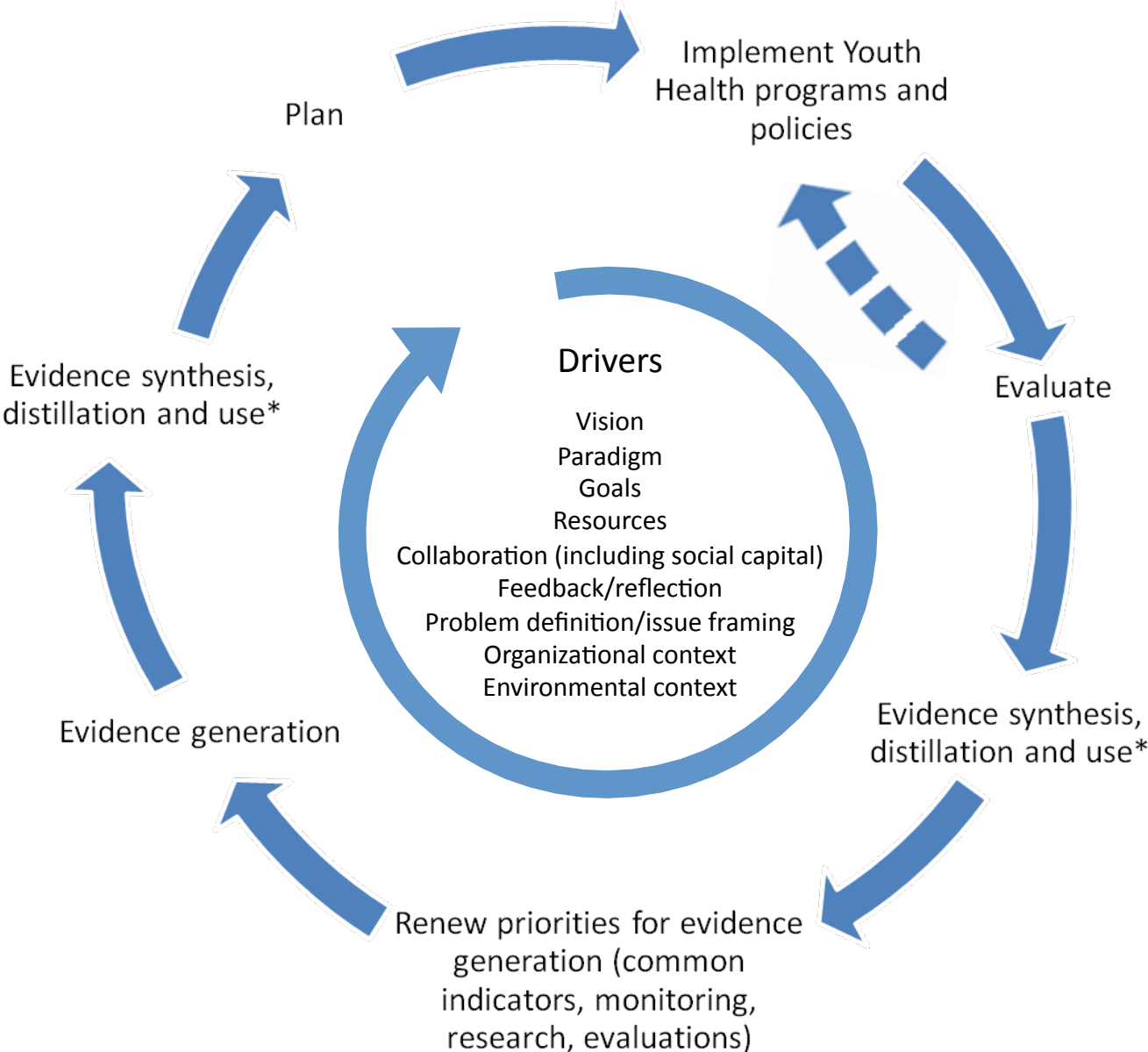
MISSION

The Propel Centre for Population Health Impact is a collaborative enterprise that conducts solution-oriented research, evaluation and knowledge exchange to accelerate improvements in the health of populations.



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ORIENTATION 2: HOW WILL WE IMPROVE



ORIENTATION 3:



SCHOOL HEALTH ACTION,
PLANNING AND EVALUATION SYSTEM

9703019076

2

About You

1. What grade are you in?

- 7 10
 8 11
 9 12

2. How old are you today?

- 13 years or younger 16 years
 14 years 17 years
 15 years 18 years or older

3. Are you...

- Female?
 Male?

4. Please indicate the first 3 digits of the postal code of where you live.

Example: Your postal code is A1B 2C3:
 I do not know

Height and Weight

5. How tall are you without your shoes on?

(Please write your height on the line and then fill in the appropriate numbers for your height in feet and inches OR centimetres)

"My height is _____"

Example: 5 5.7m
 Height:
 Feet:
 Height:
 Feet: OR Centimetres

7. How much do you weigh without your shoes on?

(Please write your weight on the line and then fill in the appropriate numbers for your weight in pounds OR kilograms)

"My weight is _____"

Example: 127lbs
 Weight:
 Pounds: OR Kilograms

WHY A NATIONAL SCHOOL-BASED SURVEY?

- There is a need to understand the factors that increase and diminish the likelihood of smoking among youth.
- The Youth Smoking Survey has been implemented biennially in schools across Canada since 2002. This national survey helps health agencies and schools assess and evaluate interventions to reduce youth tobacco use.

WHAT ARE THE BENEFITS OF PARTICIPATING?

- Each school will receive a comprehensive and easy-to-read School Profile with Summary for the school, teachers and parents that includes the school's key results plus action items and resources for administrators, teachers, parents and students.
- In return for 30-40 minutes of class time to administer the survey, the School Profile will detail:
 - How your school compares to other schools in your province on smoking, alcohol and other drug use.
 - How connected, happy and safe students feel at your school and that connection to smoking.
 - The connection between smoking and other health behaviors, including academic achievement, physical activity and eating behaviors.
 - Additional key findings regarding youth tobacco use and its relationship with other behaviors.
- A \$100 honorarium in appreciation of your school's participation in the survey.

WHAT TYPES OF QUESTIONS ARE ASKED ON THE STUDENT SURVEY?

- The Youth Smoking Survey addresses tobacco use, prevention, school connectedness and the relationship between tobacco use and other behaviors, including academic achievement, physical activity and eating behaviors.
- *Only students in grades 7 through 12 will answer questions on alcohol and other drugs.

WHO PARTICIPATES IN THE STUDENT SURVEY?

- All students in grades 8 to 12 with parental permission and who have personally agreed to participate may complete the survey. Students can refuse to participate at any time.
- *Students who have reached the age of majority (18) but do not have the legal right to decide for themselves whether or not to participate in the survey.

DID YOU KNOW?

SMOKING IS THE #1 PREVENTABLE CAUSE OF DEATH IN CANADA; 13 YEARS OLD IS THE AVERAGE AGE OF SMOKING A WHOLE CIGARETTE FOR THE FIRST TIME.



>>> The report gives us the information we need so we are able to choose programs that will help us in that area, keeping our students healthy and safe. <<<

WHAT IS INVOLVED FOR PARTICIPATING SCHOOLS?

- On the day of the survey, project staff will be at the school to assist with implementing the survey.
- Students will complete a 30-40 minute questionnaire.
- Materials and clear instructions will be provided to classroom teachers by project staff.
- The school designates a staff person as the primary contact for communication with YSS project staff. YSS project staff prepare all project materials. The school contact is asked to:
 - Schedule a suitable date and time to administer the survey.
 - Provide student enrollment and class information for each participating class to permit counting of questionnaires for each class.
 - Distribute parent permission and questionnaire materials to teachers.
 - Principal / staff complete a 45 minute assessment regarding school tobacco policies and programs.

WHO WILL SEE THE RESULTS?

- Each school has control of their own school results. We encourage schools to share their results with students, staff, parents and community partners to inform intervention efforts.
- The School Smoking Profile will not report individual student results, all results are reported in group format.

YSS IS A SHAPES PROJECT

YSS uses the School Health Action, Planning and Evaluation System (SHAPES) to implement the project. SHAPES has experience conducting research with over 400,000 students in over 2000 schools across Canada. shapes.uwaterloo.ca

ON THE WEB

yss.uwaterloo.ca

VISIT YSS ON THE WEB FOR SAMPLE SCHOOL SMOKING PROFILE, PROJECT DETAILS, SAMPLE QUESTIONNAIRES AND PARENT PERMISSION LETTERS.



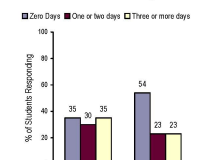
Strength and Flexibility Training

Strength Training

Strength training involves resistance training to enhance one's ability to exert or resist force, and helps develop and maintain strong muscles, healthy bones and healthy body weight and image. It is recommended that youth train 2-3 days per week to achieve gains in strength.²²

The results show 54% of students reported participating in strength training activities such as push-ups, sit-ups, Pilates and weight lifting in the week preceding the survey (please note that weight training is generally not recommended for students under age 15 years). Of students that reported participating in strength training, 54% reported that they strength trained an average of 2-3 days per week.

Frequency of Strength Training in the Past 7 Days



Frequency of Flexibility Training

What is Mental Wellbeing?

Mental wellbeing refers to a person's capacity to be self-determined. Self-determination is person's capacity to think about, plan and act on personal decisions that contribute to emotional and physical development.

Mental wellbeing impacts our capacity to make positive changes in our daily routines, whether eating healthily, being physically active, or living tobacco-free.

Mental wellbeing is fostered in environments and relationships that address important psychosocial needs. These include the interrelated needs for autonomy, relatedness, and competency.

What are Mental Wellbeing Needs?

Autonomy: "I am able to make choices about things that are important to me."

We need personal freedom to make choices or decisions that affect our lives. When this is satisfied in conjunction with other needs areas, freedom and choice are expressed in ways which respect is demonstrated for self and others.

Relatedness: "I feel included, supported and encouraged by others."

We need connection to and closeness with family, peers and other significant individuals. This need is met through interaction with others, our membership in groups, and the support and encouragement we receive from others.

Competency: "I have strengths and gifts that are recognized by myself and others."

We need to recognize and use our personal gifts and strengths in achieving personal goals. Fulfillment of this need provides us with a sense of personal achievement and accomplishment.

Satisfaction of all three needs is associated with emotional wellbeing or resilience, as well as participation in healthy lifestyle choices and actions during childhood and adolescence. Meeting mental wellbeing needs may:

- Increase prosocial attitudes and behaviors – expressing a social interest in others, a willingness to help, or being generous.
- Increase social responsiveness – demonstrating respect and consideration for social boundaries, rules and routines.
- Increase pleasant emotions – expressing feelings such as contentment and optimism vs. discontentment and discouragement.

When mental wellbeing needs are not met, youth may be at higher risk for experiencing difficulties related to their emotional, social and physical development.

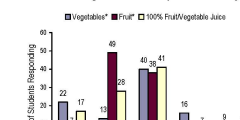
Battle River Project 2009-10 – Anglax School

Food Intake

The results presented in this section capture largely weekday eating. The questions asked students the number of times they consumed a list of food and the number of servings they drank of various liquids. Please use caution in comparing these results to Canada's Food Guide as times do not necessarily equal servings.

Fruit & Vegetables

Fruit and Vegetable Consumption Yesterday



When vegetables, fruit and 100% fruit/vegetable juice are added together, 46% of girls and 45% of boys report consuming vegetables and fruit at least 6 times the day before the survey (where a serving of juice would be counted as one time). The graph to the left shows the number of times students reported eating vegetables and fruit and the number of servings of 100% fruit or vegetable juice students said they drank the day before the survey. Each category is reported separately in the graph.

Quick Facts

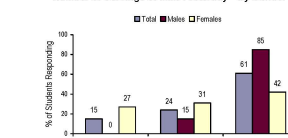
Canada's Food Guide recommends: 1) eating at least one dark green and one orange vegetable each day and 2) having vegetables and fruit more often than juice.

*Please note: Times are not equal to servings. Serving size is not accounted for.

Milk

Students were asked how many servings of white or chocolate milk, or soy beverage they drank the previous day (one serving = one cup or one small carton). The results show 61% of respondents consumed at least 2 servings of milk in the day before the survey.

Number of Servings of Milk Yesterday** by Gender



Of concern are the 39% of students who drank one serving or less of milk the previous day.

Milk is the primary source of calcium and vitamin D in the diets of children and adolescents. Both are important during adolescence, a time of critical bone growth.

*Please note that the question did not ask about milk products like cheese, yogurt or cottage cheese.

Battle River Project 2009-10 – Anglax School

SHAPES CONCEPTUAL MODEL



Awareness of Context

What do youth today “know”?

A poll.



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Reality for 18 year olds Today

Born in 1992-93.

- They are **TOO YOUNG** to remember the space shuttle blowing up.
- Their lifetime has **ALWAYS** included AIDS.
- The CD was introduced **EIGHT YEARS** before they were **BORN**.
- They have **ALWAYS** had internet, email.
- They have **ALWAYS** had cell phones.
- They have **ALWAYS** had VCRs and video cameras.
- They have **ALWAYS** had cable.
- Popcorn has **ALWAYS** been micro-waved.
- They **NEVER** took a swim and thought about Jaws.
- McDonald's **NEVER** came in styrofoam containers.
- They don't have a **CLUE** how to use a typewriter.



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Reality for 5 year olds Today

TAKE 2

Born in 2005-06.

- They are TOO YOUNG to remember 9-11.
- Their lifetime has NEVER included SARS.
- They ask “What is a CD? I get my music on iTunes.”
- They have ALWAYS had Facebook.
- They have ALWAYS had iPods.
- They have ALWAYS had the internet and not dial-up, either.
- They have ALWAYS had PVRs.
- They have ALWAYS had cable.
- Popcorn has ALWAYS been micro-waved. What, you can make your own??
- They NEVER took a swim and thought about Jaws.
- McDonald’s NEVER came in styrofoam containers.
- They ask, “What is a typewriter?”



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A POLL

- Did you walk to school?
- In the past week, how many days did you eat breakfast?
- How many of your 5 closest friends smoked when you were in high school?
- In high school, how connected did you feel to your school?



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WHY FOCUS ON Activity, Eating & Smoking?

- 17% of all deaths in Canada (or approximately **37 200 deaths/year**) are attributable to tobacco use.
- In Canada, **tobacco kills 3 times** more people each year than alcohol, AIDS, illegal drugs, car accidents, suicide, and murder, all combined. Preventing or delaying smoking can reduce short- and long-term health risks. (Health Canada, 1999)
- Rates of unhealthy eating and physical inactivity are increasing, with estimates suggesting that Canada experienced a **three-fold increase** in child and adolescent obesity over the last two decades. (Active Healthy Kids Canada, 2009)



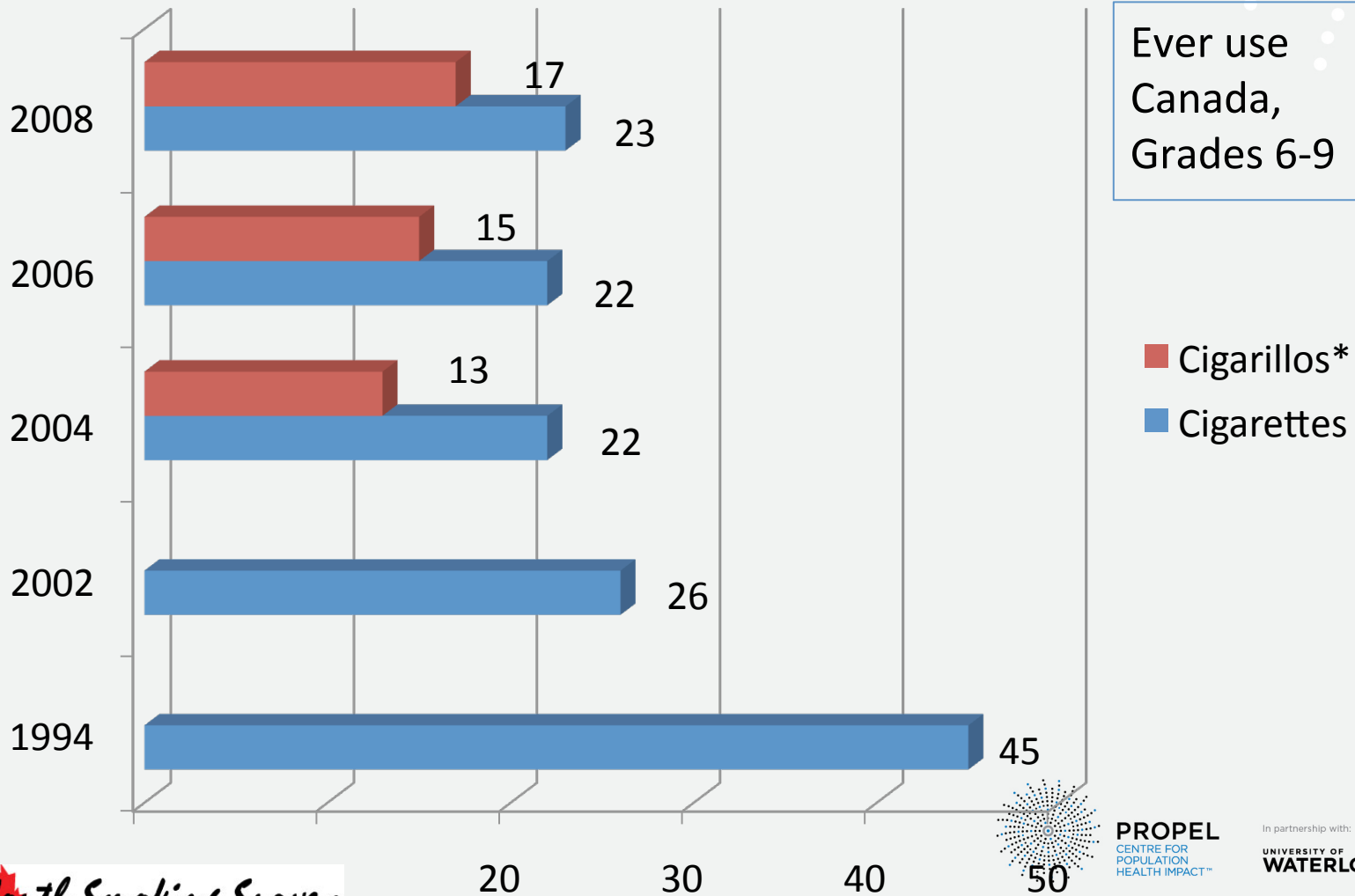
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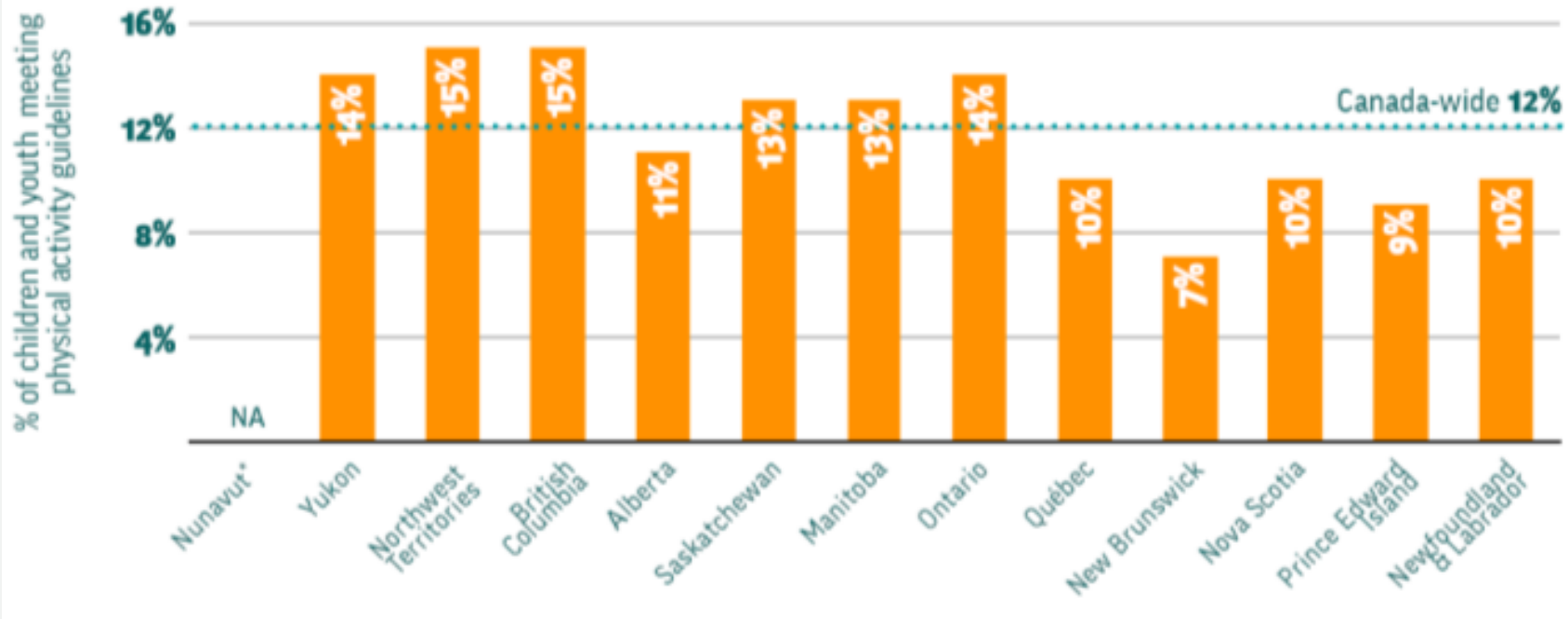
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COMPELLING NEED: YOUTH TOBACCO CONTROL



COMPELLING NEED PA LEVELS



- only 12% of children & youth meet Canada's guidelines
- Only 5% of adolescent girls meet guidelines

CFLRI CANPLAY study



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Ideas for creating health promoting schools

- Review sample school profiles
- Illustrative examples
 - Hamilton Public Health
 - PEI Department of Education
- Discuss how participants would / have used similar kinds of evidence
 - Where are we missing the boat? What can be improved to engage schools?”



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ENGAGING STAKEHOLDERS: HAMILTON PUBLIC HEALTH SERVICES

PURPOSE OF THIS PRESENTATION

- High level summary of SHAPES evaluation
- Meant to assist school staff, students and parents in identifying priority health areas
- Not intended as a comparison tool across individual schools



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ENGAGING STAKEHOLDERS: HAMILTON PUBLIC HEALTH SERVICES

HOW TO USE THE SHAPES REPORT: School Administration

- Plan/deliver health, Phys. Ed. or other related curricula
- Initiate new partnerships with parents/community resources
- Advocate for new community programs/resources and support requests for funding
- Advocate for increase emphasis on health as priority in school activities and curricula

ENGAGING STAKEHOLDERS: HAMILTON PUBLIC HEALTH SERVICES

HOW TO USE THE SHAPES REPORT: School Administration (2)

- Identify potential areas for school action activities
- Look for opportunities to engage students, parents and communities in problem solving and planning
- Enhance delivery of services or programs for students
- Enhance implementation of health policies

ENGAGING STAKEHOLDERS: HAMILTON PUBLIC HEALTH SERVICES

HOW TO USE THE SHAPES REPORT:

Students

- Identify areas of priority for health action grant activities
- Join school-based action teams dedicated to healthy living
- Organize new initiatives at school
- Write article in student or local newspaper
- Feature highlights of data on bulletin boards or during morning announcements

ENGAGING STAKEHOLDERS: HAMILTON PUBLIC HEALTH SERVICES

HOW TO USE THE SHAPES REPORT: Students (2)

- Work with your Health Action Team and Public Health Nurse to identify areas for school action
- Connect with students from other schools to share what has been done and explore partnership opportunities
- Use data in school project

ENGAGING STAKEHOLDERS: HAMILTON PUBLIC HEALTH SERVICES

HOW TO USE THE SHAPES REPORT: Parents/Families and the Community

- Plan activities with school council, home and school committees, or parent council
- Host a forum or approach media to gain support for healthy living initiatives
- Create opportunities to model healthy behaviours at home

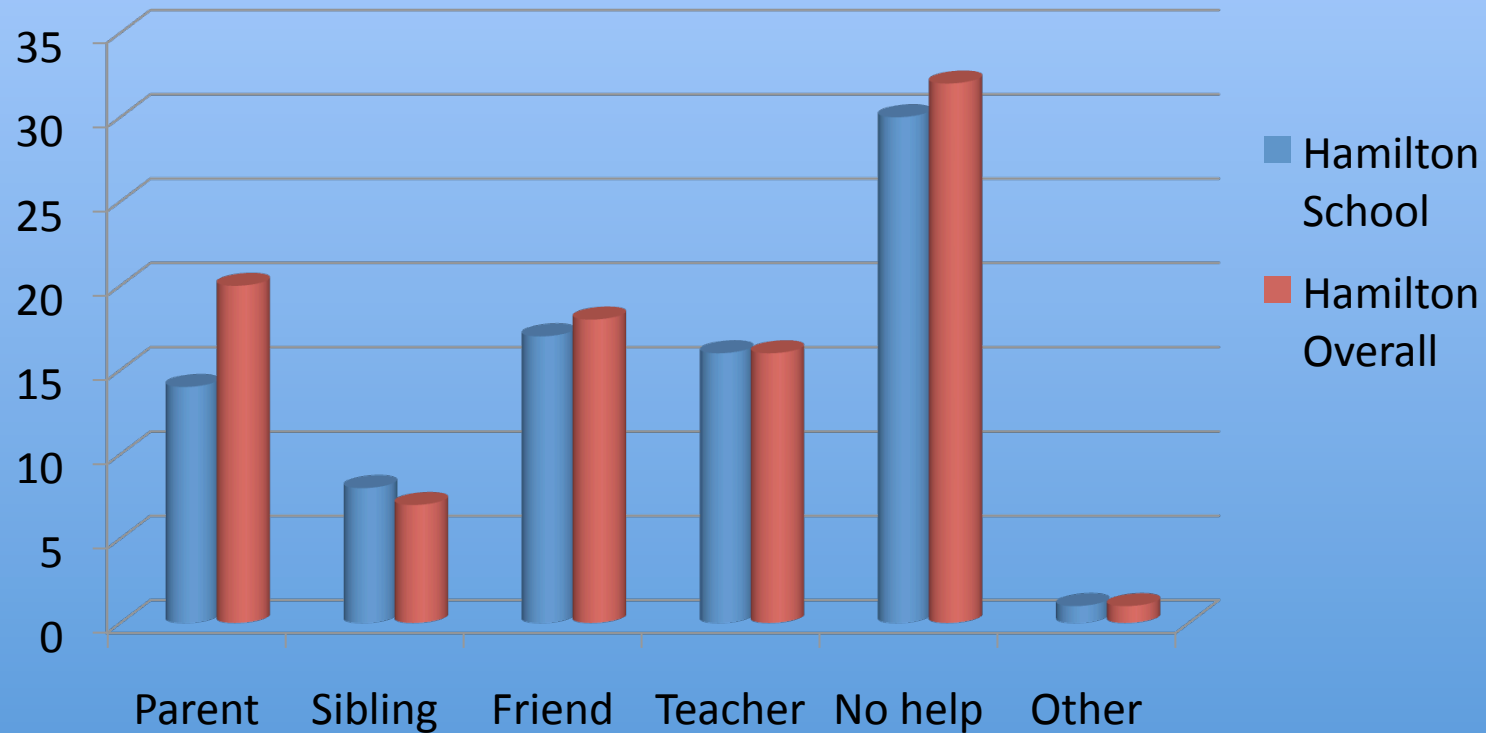
ENGAGING STAKEHOLDERS: HAMILTON PUBLIC HEALTH SERVICES

HOW TO USE THE SHAPES REPORT: Parents/Families and the Community (2)

- Support the school! Share skills, talents or resources to help address the issues identified in the report
- Participate in open house where community groups can share health and wellness programs

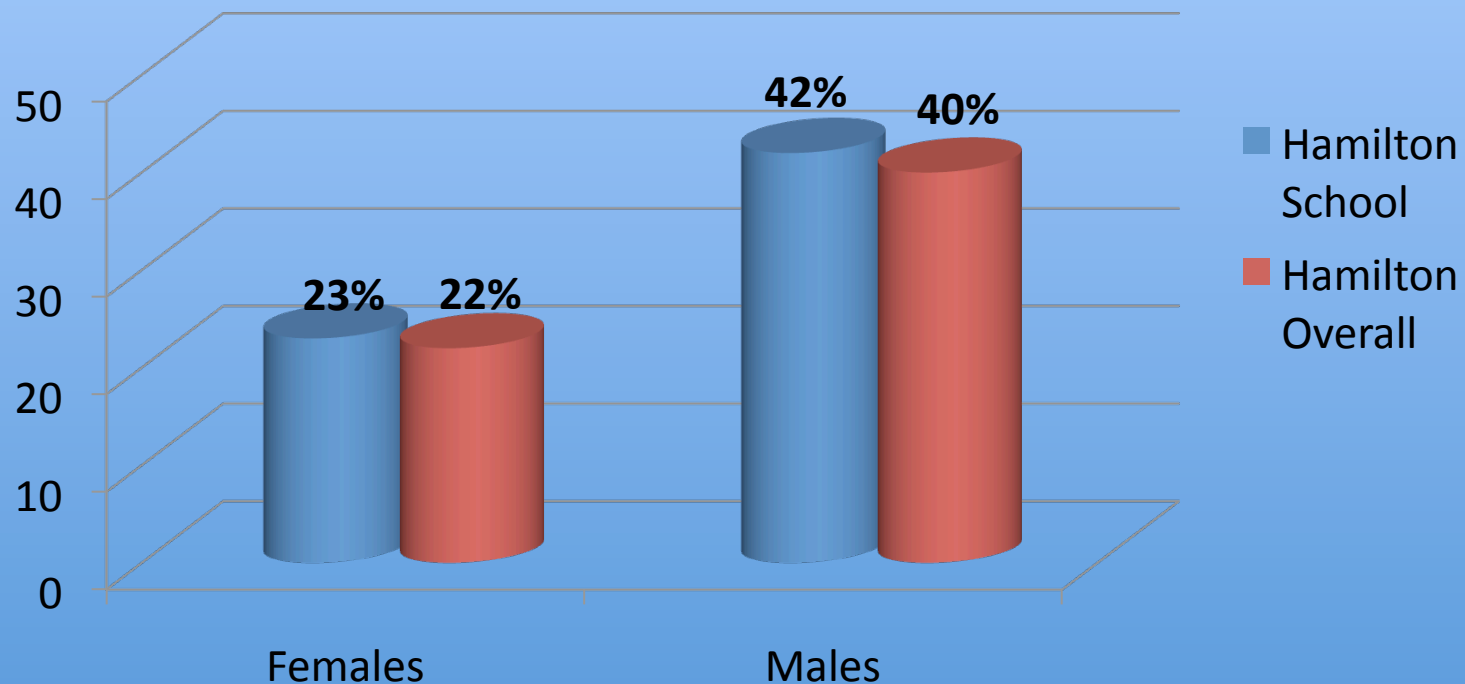
ENGAGING STAKEHOLDERS: HAMILTON PUBLIC HEALTH SERVICES

Student assistance seeking for a school related problem



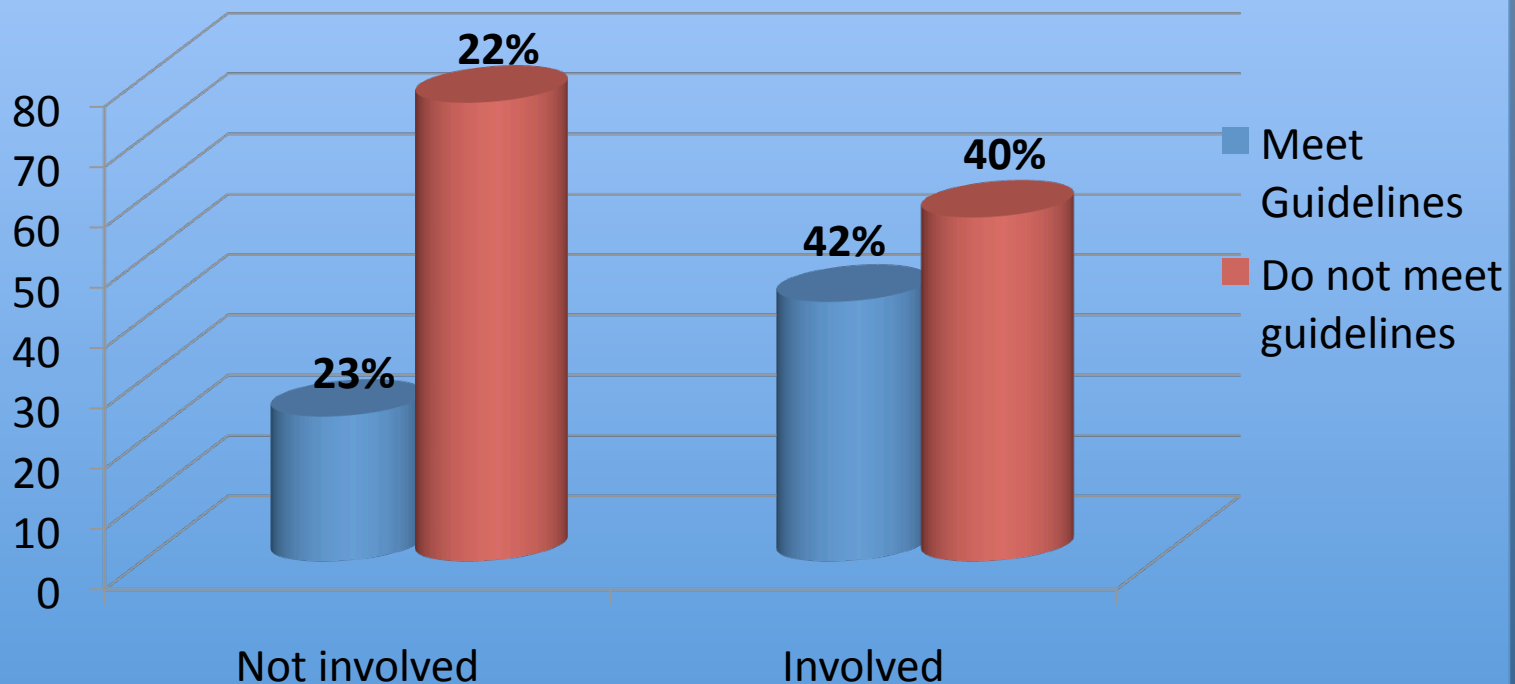
ENGAGING STAKEHOLDERS: HAMILTON PUBLIC HEALTH SERVICES

% of students who meet Canada's Physical Activity Guidelines (90 minutes of physical activity/day)



ENGAGING STAKEHOLDERS: HAMILTON PUBLIC HEALTH SERVICES

Student Physical Activity Levels When Involved in School-Organized Activities



ENGAGING STAKEHOLDERS: HAMILTON

Summary Recommendations for PA:

- Advocate for infrastructure that supports active transportation e.g. additional bicycle racks
- Advocate for guidelines that support active and safe transportation
- Provide support for student-led initiatives

ENGAGING STAKEHOLDERS:
HAMILTON

Pause for Discussion

SHAPES PEI 2008-2009 Data Collection

- Using data at a provincial level



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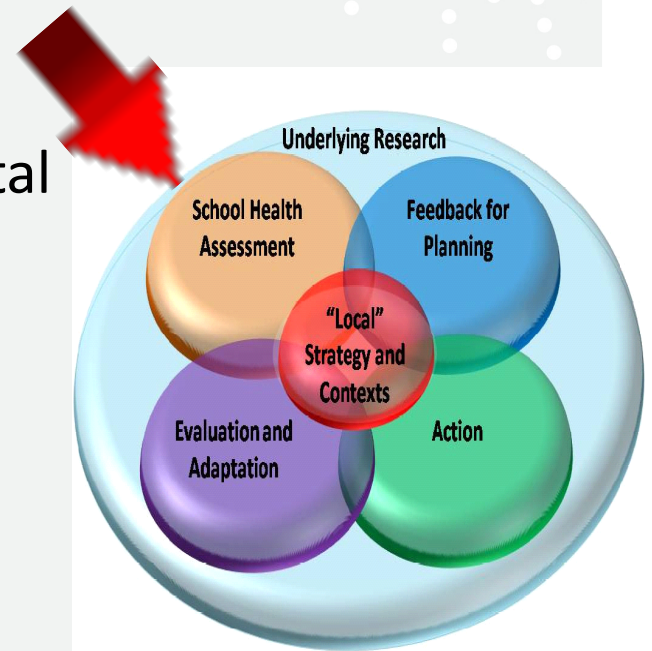
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SHAPES PEI 2008-2009 Data Collection

- 68 Eligible Schools (with Gr. 5-12)
- Student Level (SHAPES / YSS)
 - Healthy Eating, Physical Activity, Mental Fitness, Tobacco Use
 - 58 schools (85%) ~10,000 students
- School Level (Healthy School Planner)
 - Healthy Eating, Physical Activity, Tobacco Use
 - 15/58 schools (26%) completed HSP



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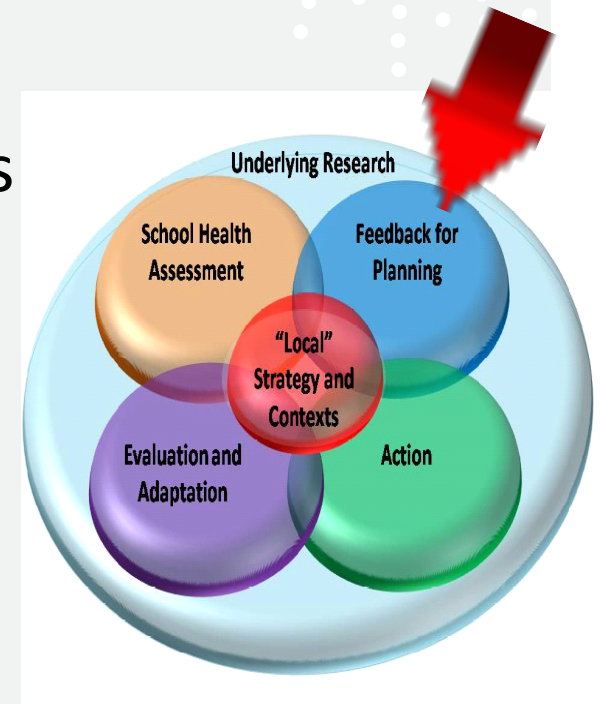
Feedback / Communication

Feedback Reports

- School, school board, provincial levels
 - Two reports (SHAPES-PEI & YSS)
 - 2 page summaries also included

Presentations

- School Boards
- School administration and staff
- Youth and families
- Provincial departments and alliances



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SHAPES – Feedback Reports

School, School Board, Provincial Levels

- How to Use This Report
- What is Mental Fitness?
- Physical Activity: The Issue
- Healthy Body Weight (BMI)
- Healthy Eating: The Issue
- The School Environment
- References



Some initial findings....

Mental Fitness:

- The capacity to be self-determined – to think, plan, and act on decisions that contribute to emotional, social, and physical development
- Students with higher mental fitness typically have healthy body weight, are more physically active and connected to school
- 66% of students experience high mental fitness (levels of autonomy, relatedness, and competency)
- Students mostly seek assistance from friends (peer, family, personal related problems) – except school related problems - parents were cited most



Some initial findings....

Healthy Eating:

- 43%(M) – 40%(F) ate Fruit & Vegetables at least 6 times the day before the survey
- Students surveyed consumed sweet and fatty foods (78%) and beverages (77%) - at least once during the previous day
- 61%(M) – 52%(F) eat breakfast every day
- 44% eat out at least once during school week



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Some initial findings....

Tobacco Use:

- “Youth Smoking Survey” - Provincial results have just been released
- School and School Board data have been provided
- Smoking rates for students are improving, but we need to continue to provide education and prevention messages, as well as partnerships to support cessation



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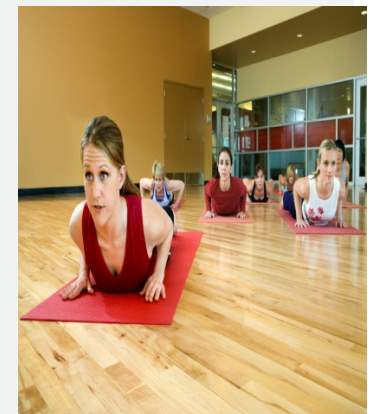
Some initial findings....

Physical Activity:

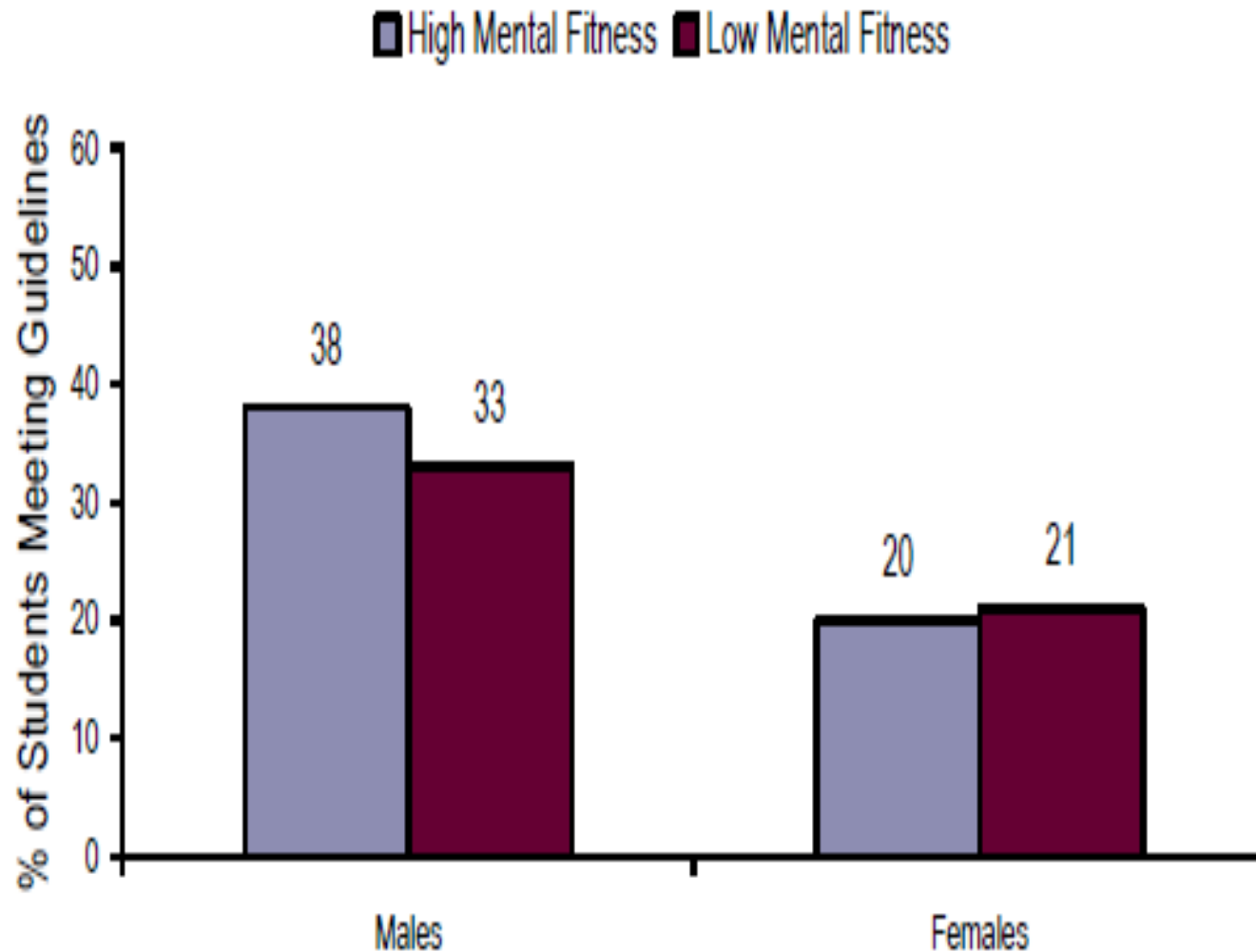
- 29% of students meet PA guidelines (90 min/day)
 - 20% Female / 37% Male
 - 56% active inside/outside school / 37% outside school only
- One key predictor of physical inactivity is sedentary behaviours (watching TV, games, phone/texting, computer...)
 - Over half of students engaging in at least 1-3 hours/day
- 69% students reported healthy weight (BMI)
 - Females BMI is linked to their sense of mental fitness, more so than males, even when males had higher overweight and obese rates



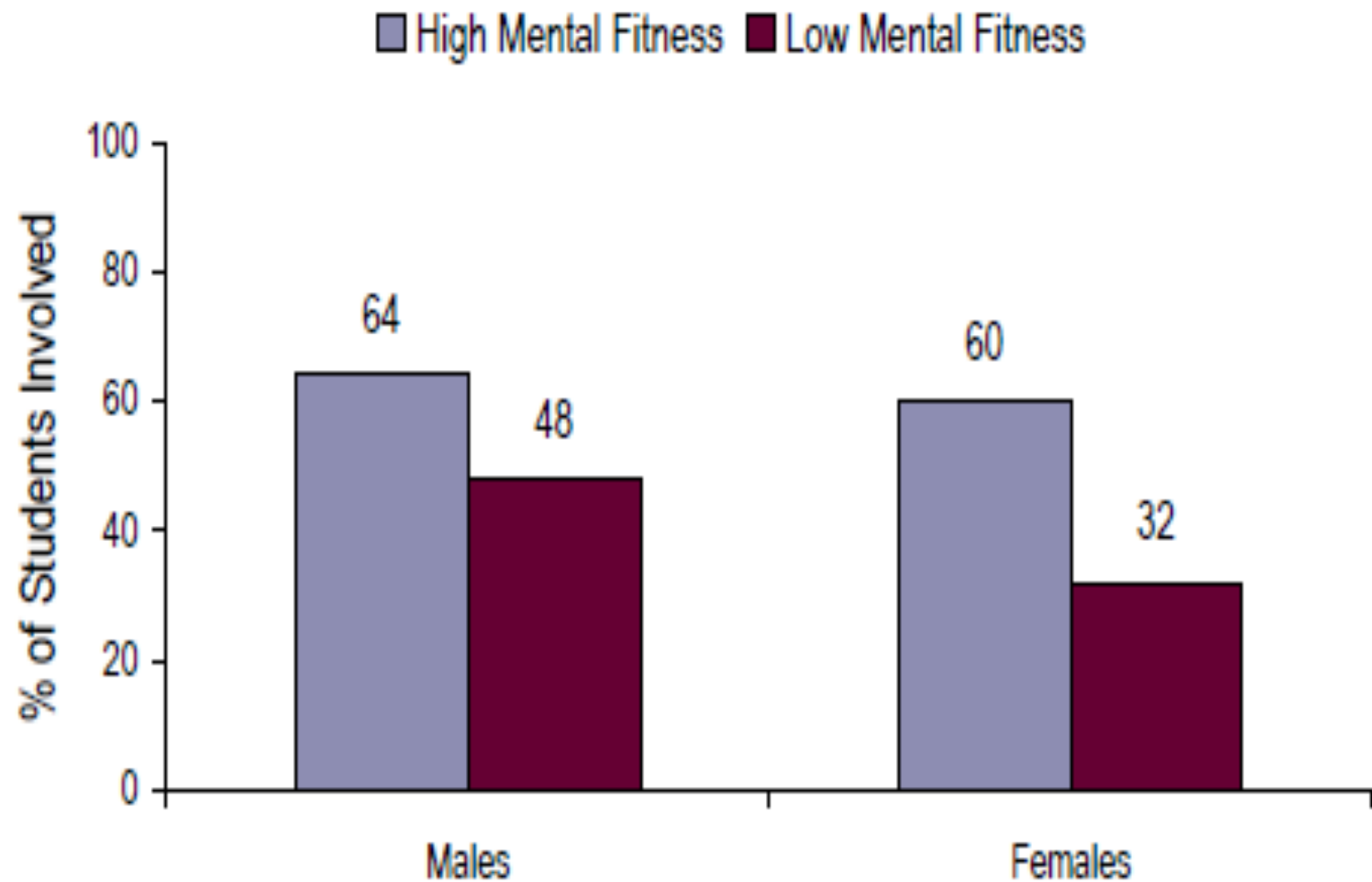
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Relationship between Mental Fitness and Meeting Physical Activity Guidelines, by Gender



Relationship between Mental Fitness and Involvement in School-Organized Physical Activities, by Gender



Supporting a response

- Encourage feedback report access
 - Share with students, staff, parents...
 - Respond to school results
 - Recognize current initiatives
 - Identify priority area(s)
- For Physical Education Teachers
 - Support for physical education time
 - Support for specialized teachers



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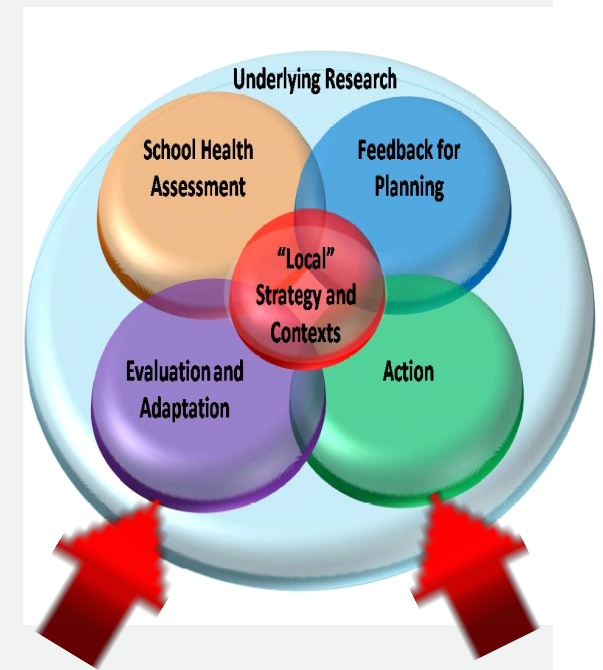
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2009-2010 Knowledge Exchange

- School Health Grant - launched Jan 2010
 - Implement projects based on 08-09 findings
 - Schools / family of schools / boards could apply
- 16/58 (28%) schools received funds
 - Grants range from \$400 - \$1000
 - Physical activity
 - Healthy eating
- On-going support available to schools
 - Interpret, discuss, and develop an action plan based on their Profile Reports (UPEI & DEECD)



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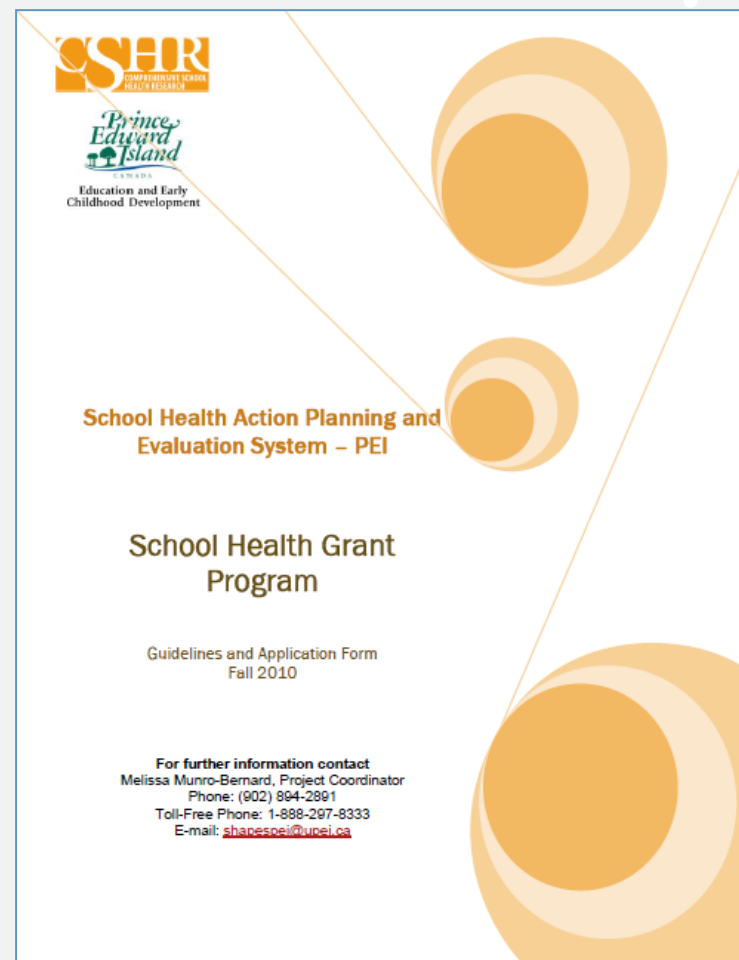
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2010-2011 Response / Action

- School Health Grant Program - Fall 2010
 - School Information
 - Project / Activity Description
 - Project / Activity Benefits
 - How it fits to a Comprehensive School Health Approach
 - Budget
 - Short Evaluation
- How to apply
 - Information in school packages (Oct)
 - Based on 2008-09 school level data
 - Linkages to other funding / programs
 - 1 Project per school



Engaging school partners (2)

- Discuss: Your experiences



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THANK YOU

Contributors:

- Hamilton Public Health Services
- University of Prince Edward Island – Comprehensive School Health Research
- PEI Education & Early Childhood Development

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