

School health services – what for?

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Next steps in reviewing your school health service(s)

- ▶ Gather the stakeholders
- ▶ Clarify the concepts used
- ▶ Identify what the needs of students are in your context today
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- ▶ Prioritise activities and actions
- ▶ Monitor any change with meaningful indicators

Multiple partners who all have role in defining and supporting the activities in school health

Within school

- ▶ Students
- ▶ Teachers
- ▶ Director/headmaster
- ▶ Housekeeper/cleaner
- ▶ School nurse
- ▶ School doctor
- ▶ School psychologist
- ▶ School health educator
- ▶ School social worker
- ▶ ...

Outside of school

- ▶ Parents
- ▶ Authorities and in charge of:
 - buildings
 - education
 - health
- ▶ Institutions
- ▶ NGO: parents association, health promotion organisations...

School health sub-culture

- ▶ Different point of views:
 - Child/adolescent: ME
 - Parents: my child
 - Education: student who is a child/adolescent
 - Health: child/adolescent who is a student

- ▶ Need to create and maintain a common sub-culture between education and health professionals at local, regional and national level

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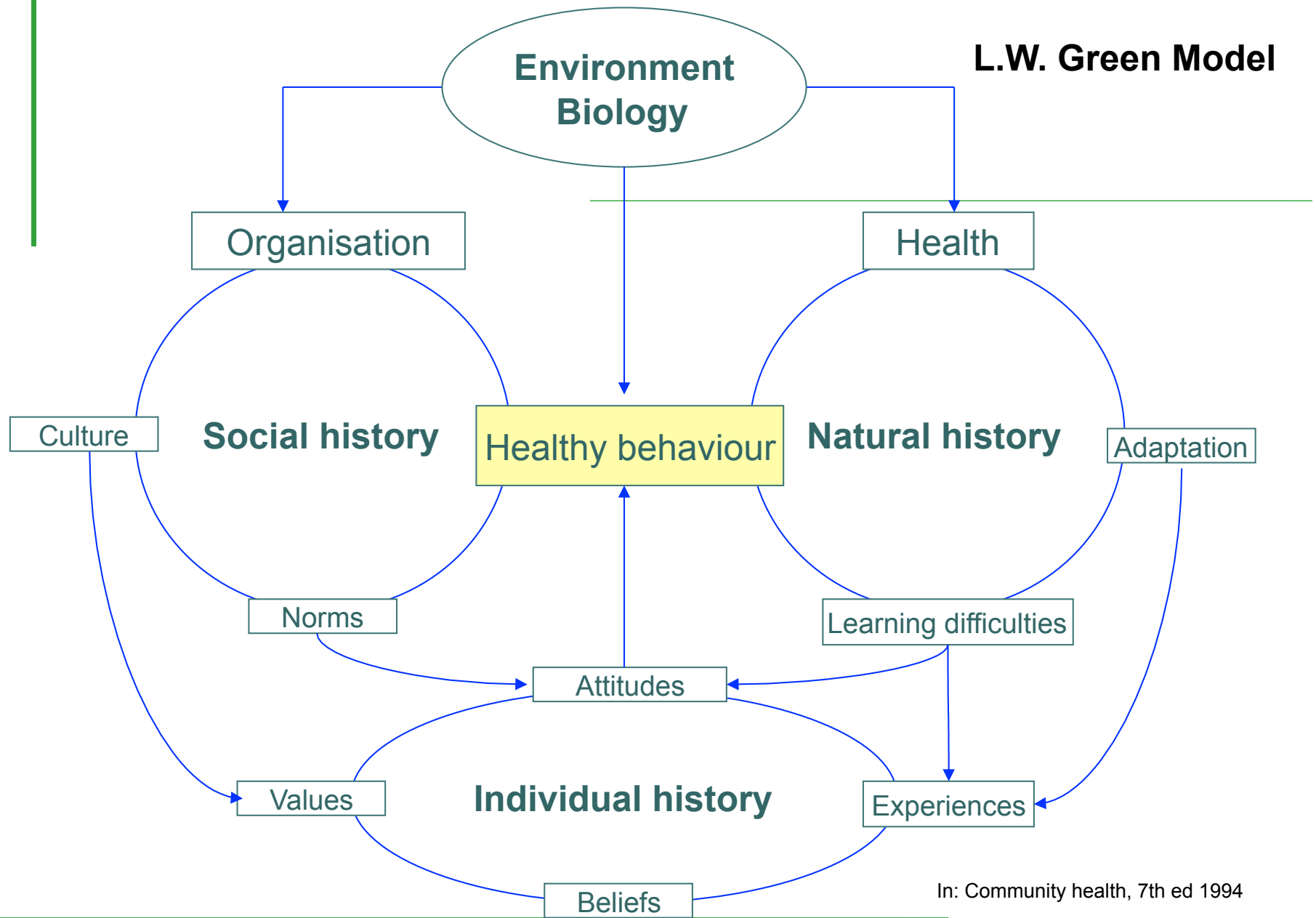
Clarify the concepts used in your school health service(s)

Principles/values

- ▶ Ethics
- ▶ Equity-non discrimination
- ▶ Respect of law
- ▶ Participation / empowerment
- ▶ Ottawa charter
- ▶ UN Convention of children's rights...

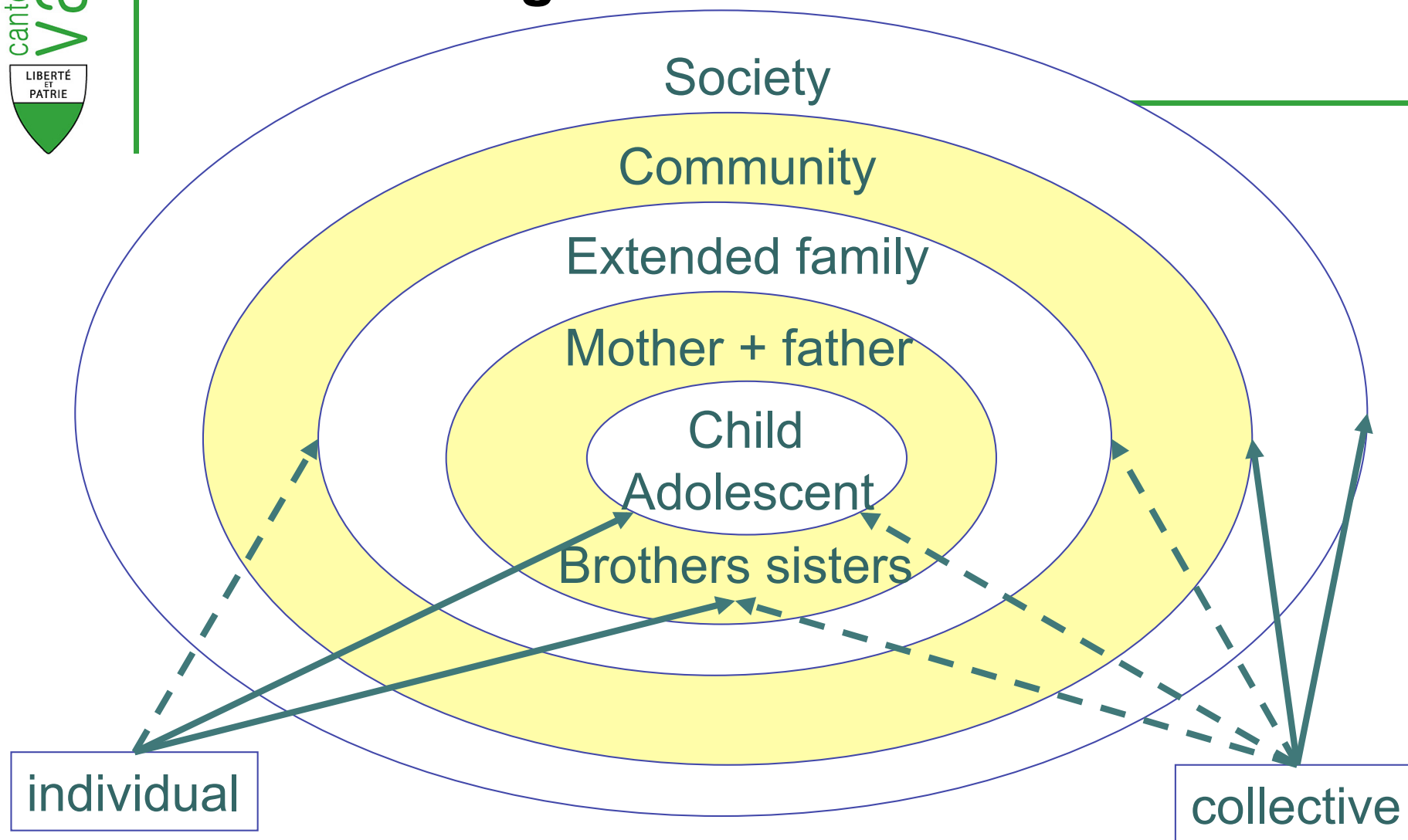
Approaches

- ▶ Behavioural
- ▶ Normative
- ▶ Community
- ▶ Cognitive
- ▶ Socio-ecological
- ▶ Moralist
- ▶ ...

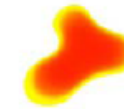


In: Community health, 7th ed 1994

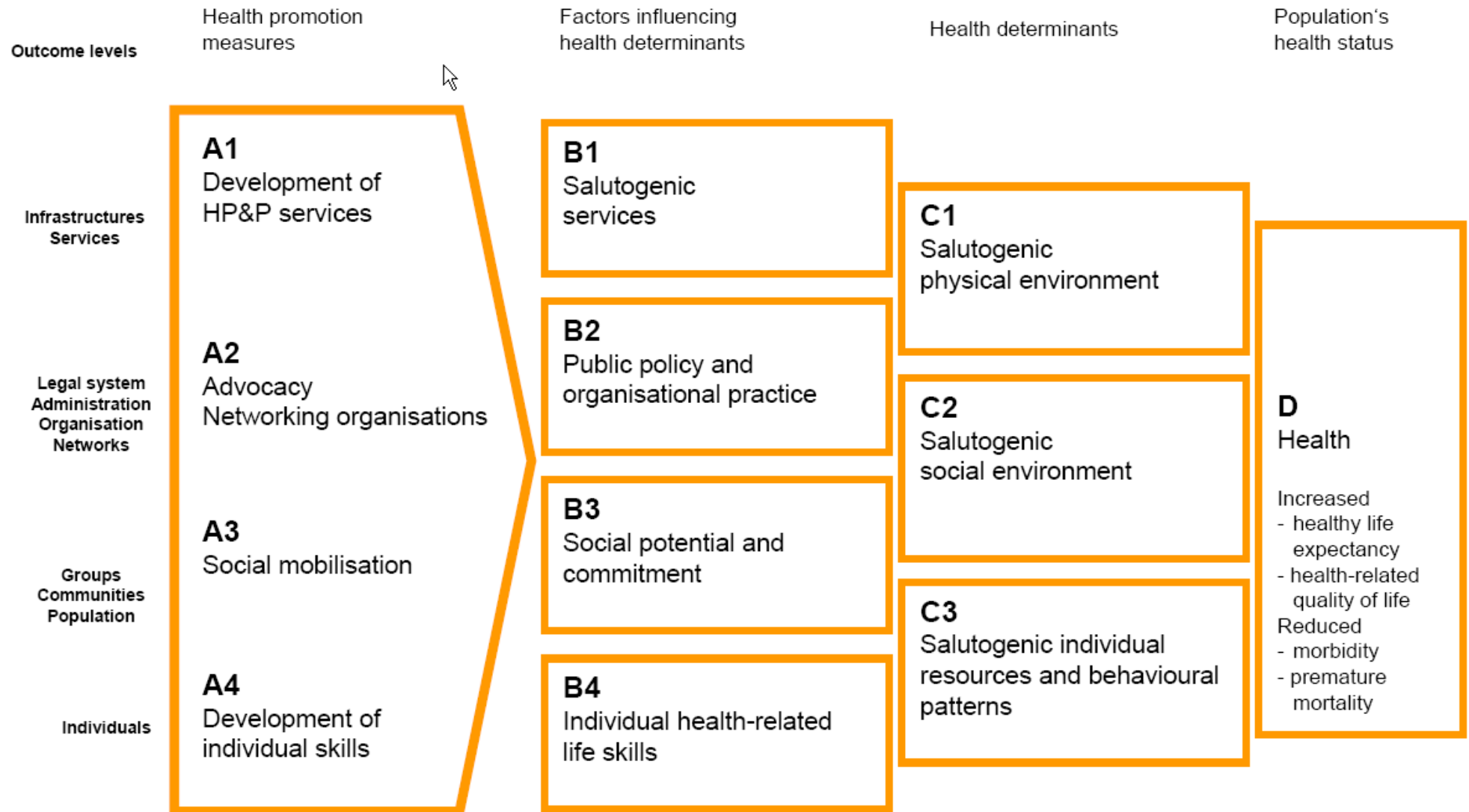
Levels of actions in school health – the socio-ecological model



Swiss outcome classification model – an overview



Gesundheitsförderung Schweiz
Promotion Santé Suisse
Promozione Salute Svizzera



Authors: Cloetta, Bernhard; Spencer, Brenda; Ackermann, Günter; Broesskamp-Stone, Ursel; Spörri-Fahrni, Adrian

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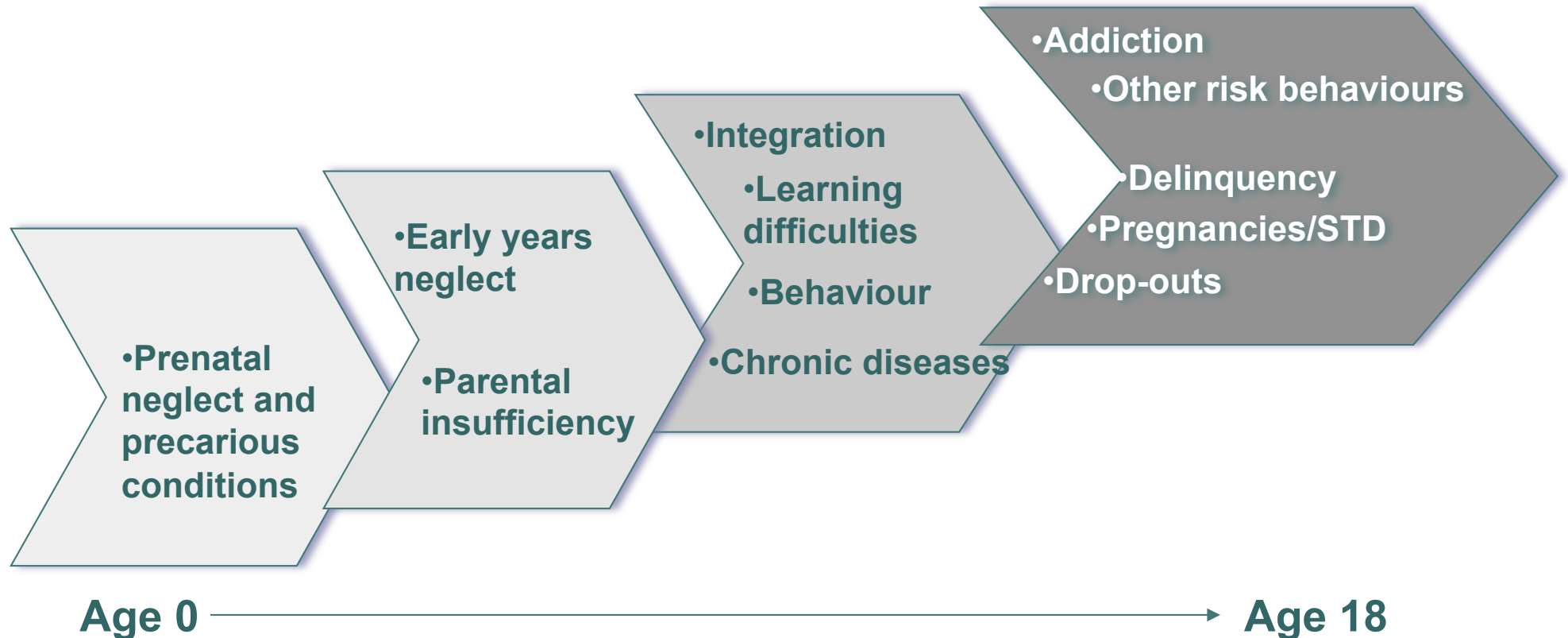
Principle of reality



Next steps in reviewing your school health service(s)

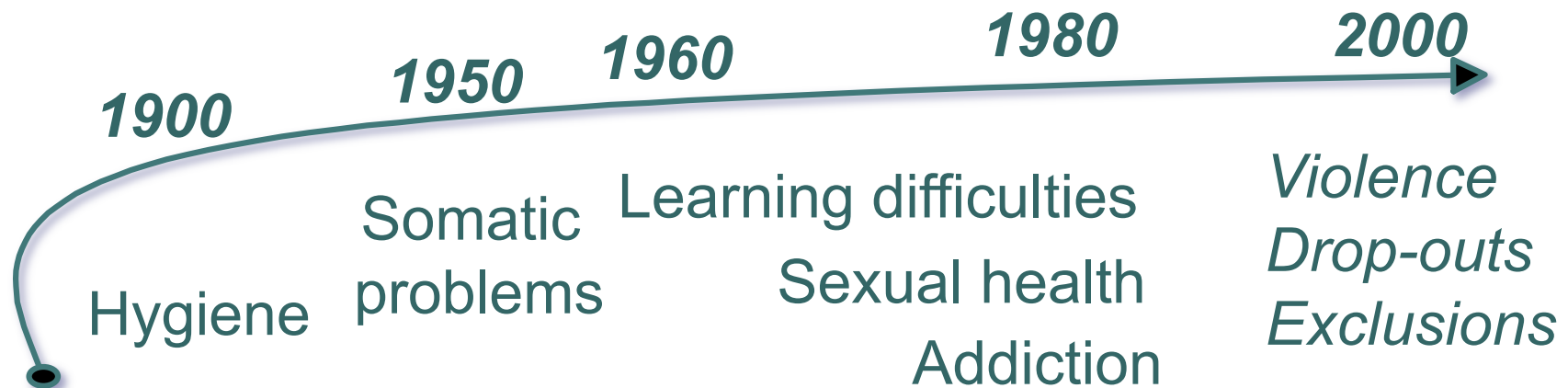
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Target population has evolving needs through age

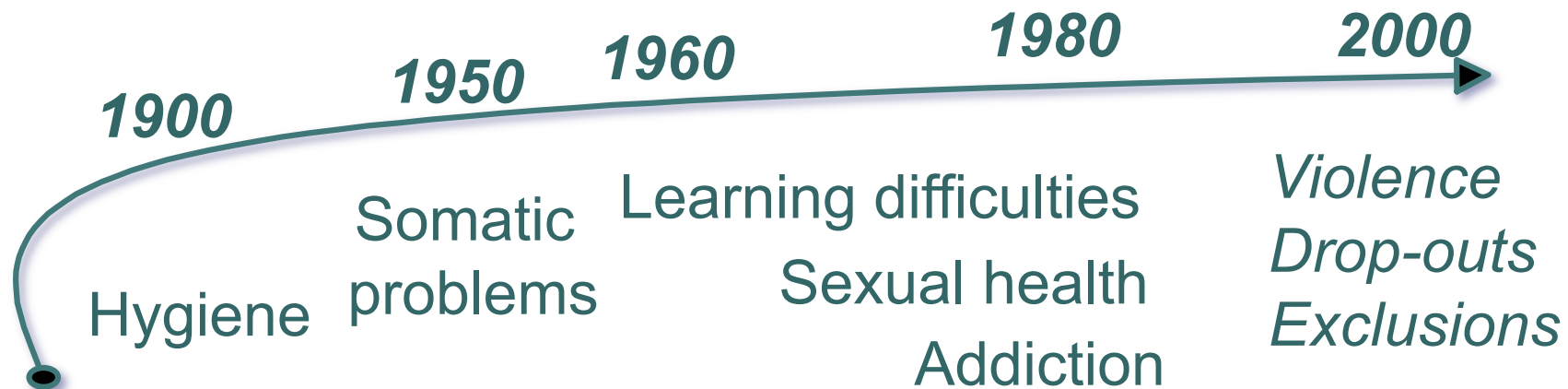


Adapted from : Oregon Legislative Committee on a Positive Future for Children and Families, 1993.

Target population has evolving needs through time...



... that require evolving competencies



Doctors

Nurses

Psychologists

Psychiatrists

Substance abuse

counselors

Mediators

Health educators

Social workers

?

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Herbert Spencer, 1872, quoting the stereotypic bureaucrat = Excuses not to gather data

- ▶ The data for forming scientific judgments are not to be had: most of them are unrecorded, and those which are recorded are difficult to find as well as doubtful when found....
- ▶ Life is too short, and the demands upon our energies too great, to permit such elaborate study as seems required. We must, therefore, guide ourselves by commonsense as best we may.

From Hazell 1972

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Goals of a school health program

American Academy of Pediatrics (AAP) manual
School Health: Policy and Practice 1993

- ensure access to primary health care (a medical home);
- provide a system for dealing with crisis medical situations;
- provide mandated screening and immunization monitoring; and
- provide a process for identification and resolution of students' health care needs that affect educational achievement.

School health services in 2008 should

- ▶ Respond to medical crisis (infectious, emotional...)
- ▶ Screen for a few specific conditions
- ▶ Check immunisation status, possibly provide immunisation
- ▶ Transform school into a healthy environment
- ▶ Promote healthy behaviour of students and adults (WHO health promoting schools for e.g.) on appropriate topics

School health services - Questions to reflect on

1. Has the structure of administration of school health service crystallized into relatively fixed and inflexible patterns reflecting the health needs of an earlier era?
2. Are the evolving trends in education having a direct impact on the kinds of health services provided?
3. Is the public health worker aware of the current emphasis in education on adapting the school program to the needs of the individual child?
4. What are public health departments doing to work with and facilitate coordination of programs for exceptional children including the preschool child?

School health services - Questions to reflect on (cont.)

5. What are we doing to meet the special needs of the adolescent?
6. How much public health nursing time should be spent in school health programs?
7. How much of the community public health dollar should be apportioned to school health services?
8. Are we getting our money's worth from school health services?
9. Is the school health service a major factor in coordination of the provision of comprehensive medical care for the school age child?

C. Shultz. Trends in school health services. *Am J Public Health Nations. Health* 53:1284-1288, 1963.

Credits for some of the slides

- ▶ Dr Eric Masserey, médecin cantonal adjoint, Service de la santé publique, Vaud
- ▶ Dr Anne-Marie Keller, adjointe scientifique, ODES, Vaud
- ▶ Sylvie Bonjour, cheffe du projet Prévention des dépendances dans les écoles vaudoises, ODES , Vaud
- ▶ Dr Per Mahler, médecin, Service de santé de la jeunesse, Genève
- ▶ American Academy of Pediatrics
- ▶ Pubmed

A few links

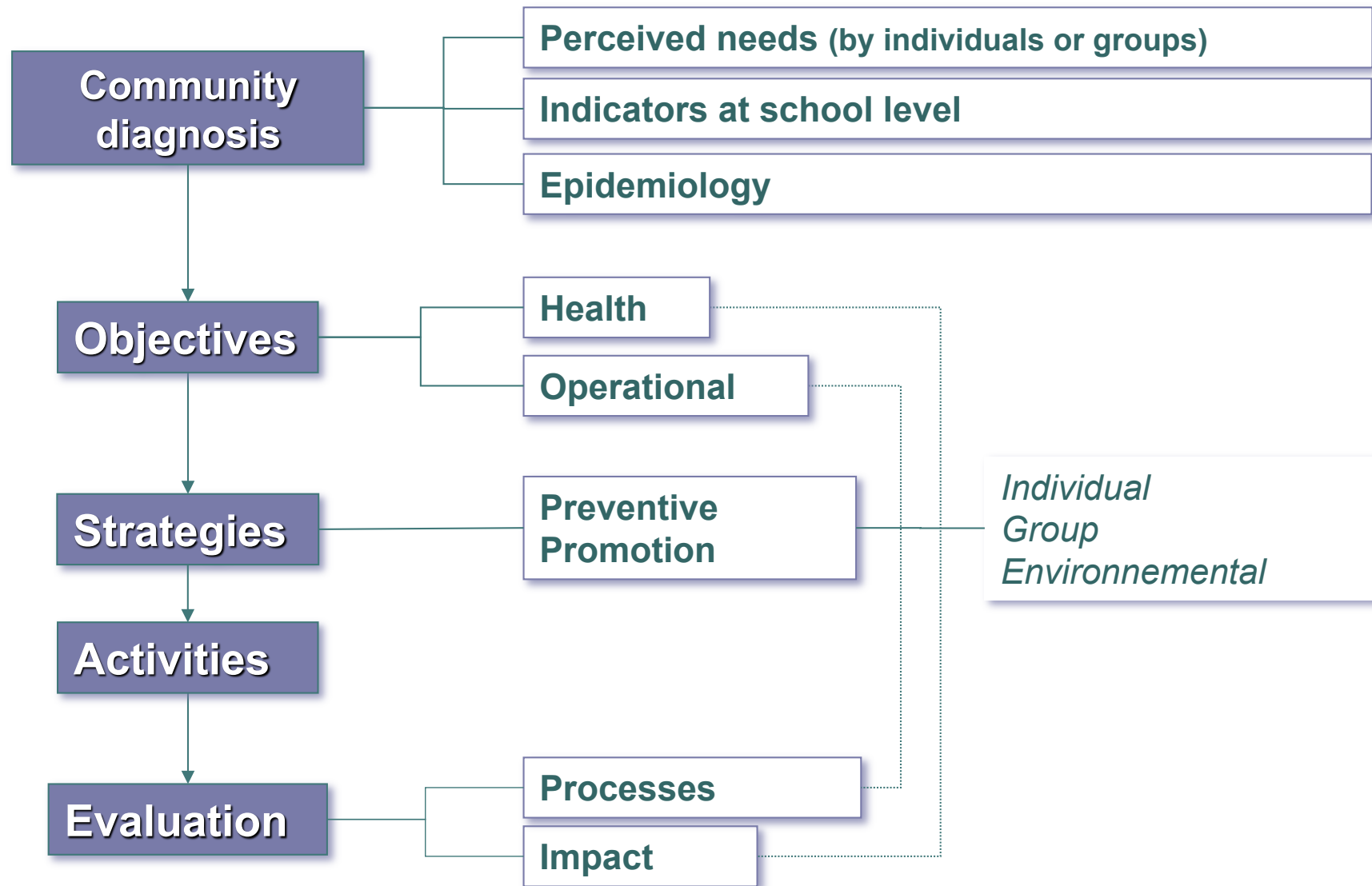
- ▶ Wikipedia http://en.wikipedia.org/wiki/School_health_services
- ▶ USA
<http://www.cdc.gov/HealthyYouth/index.htm>
- ▶ Canada
<http://www.phac-aspc.gc.ca/dca-dea/7-18yrs-ans/comphealth-eng.php>



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« To do something... »



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Limits

Field: Title

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All: 416 Review: 22

Items 1 - 20 of 416

- 1: [Trollfors B.](#)
 [New vaccines to be considered in pediatrics and school health services] 
 Lakartidningen. 2008 May 28-Jun 3;105(22):1660-4. Swedish. No abstract available.
 PMID: 18590007 [PubMed - indexed for MEDLINE]
- 2: [Cappella E, Frazier SL, Atkins MS, Schoenwald SK, Glisson C.](#)
 Enhancing schools' capacity to support children in poverty: an ecological model of school-based mental health services.
 Adm Policy Ment Health. 2008 Sep;35(5):395-409. Epub 2008 Jun 26.
 PMID: 18581225 [PubMed - in process]
- 3: [Cohen DL, Durning SJ, Cruess D, MacDonald R.](#)
 Longer-term career outcomes of Uniformed Services University of the Health Sciences Medical School graduates: classes of :
 Mil Med. 2008 May;173(5):422-8.
 PMID: 18543561 [PubMed - indexed for MEDLINE]
- 4: [American Academy of Pediatrics Council on School Health, Magalnick H, Mazyck D.](#)
 Role of the school nurse in providing school health services.
 Pediatrics. 2008 May;121(5):1052-6.
 PMID: 18450912 [PubMed - indexed for MEDLINE]

Canada

A Four-Part Framework

The Comprehensive School Health framework combines four main elements: instruction; support services; social support; and a healthy environment.

1. Instruction

Instruction is the basic way students receive information about health and wellness, health risks and health issues. CSH instruction includes active health promotion through comprehensive curriculum, varied materials, lifestyle-focused physical education, and varied learning strategies. Effective instruction allows students to develop knowledge, attitudes, skills and behaviours for healthy decision-making. It fosters life skills, such as health literacy, problem solving, and communication skills, and promotes a sense of personal competency and self-efficacy.

2. Support Services

Available and accessible support services are key to early identification and treatment of many problems that can cause long-term learning difficulties if not addressed. These supports may include health, social, and psychological services. While many of these services are not the responsibility of the school, the school can be a convenient access point for many students and families and an economical delivery point for the services. Many organizations are responsible for delivering these services, including public health units, social service organizations and non-governmental health agencies. Support services for schools and students include health appraisal and monitoring, guidance services, treatment and rehabilitation services, social services and referrals.

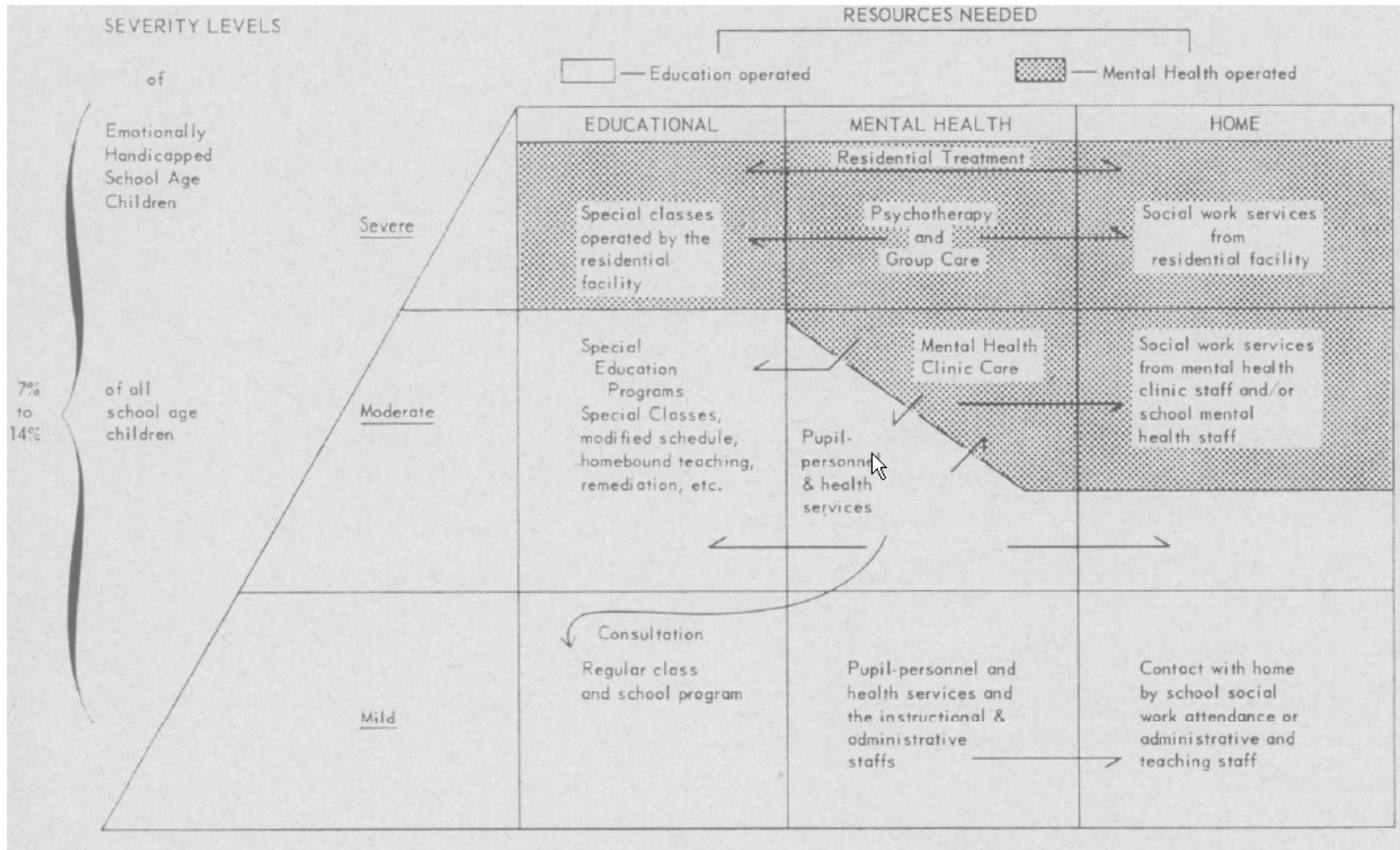
3. Psycho-social Environment

The psycho-social environment refers to the psychological and social support available within the school and in relation to the home and community. This support can be informal (friends, peers, and teachers) or formal (school policies, rules, clubs or support groups). This component also takes into account how the school operates and what policies are in place. The psycho-social environment can help students grow into active contributing members of society if they are treated with respect and encouraged to participate. Positive health role models, peer support, a positive school climate, family support, and appropriate public policy all contribute to a healthy psycho-social environment.

4. A Healthy Physical Environment

A clean and safe physical environment helps prevent injuries and disease. It can extend to travel to and from school, and includes appropriate sanitation, lighting, noise and other environmental standards; clean air; measures for promoting safety and preventing injuries; minimal exposure to toxic substances: and measures for preventing overcrowding.

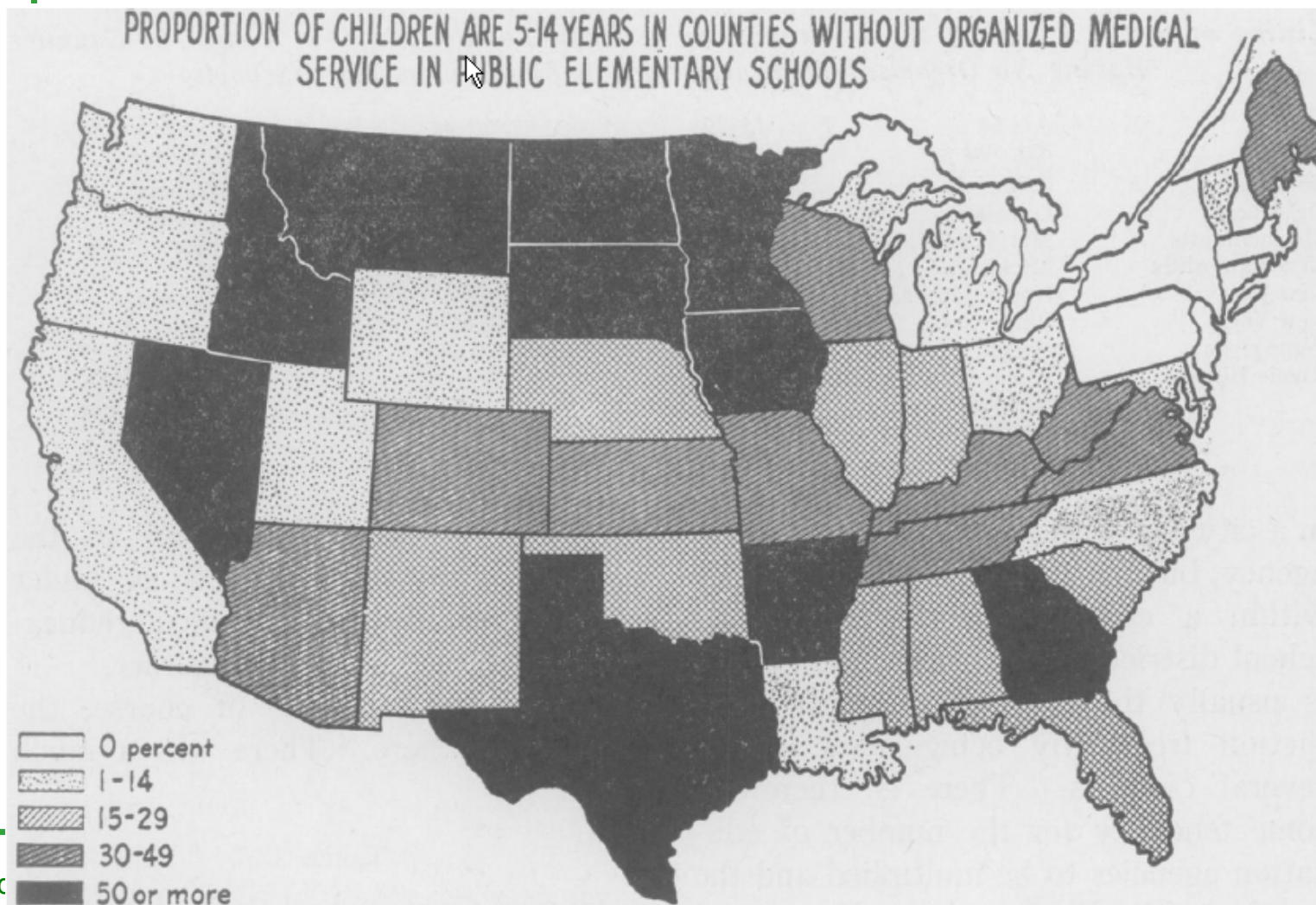
Figure 1—Emerging Pattern of Education—Mental Health Collaboration in School Mental Health



School Health Services

A Report from the American Academy of Pediatrics

Study of Child Health Services – Hubbard 1949



**American Academy of Pediatrics - Committee on School Health
School Health Centers and Other Integrated School Health Services
2001**

- ▶ This statement offers guidelines on the integration of expanded school health services, including school-based and school-linked health centers, into community-based health care systems.
- ▶ Expanded school health services should be integrated so that they enhance accessibility, provide high-quality health care, link children to a medical home, are financially sustainable, and address both long- and short-term needs of children and adolescents