Different models in managing the school clinic
Learning objectives

– Explain the conceptual framework of school health clinics.

– Describe the various models of school clinic in different countries including
  
  • CDC comprehensive School Health Model
  • Singapore School Health Model
  • Canadian School Health Model

– Describe the Abu Dhabi Schools for Health Model and the different components.
Historical school health model

From the late 1880s to late 1990s the school health programs were based on 3 elements

- Healthy School Environments
- Historical School Health Program
- School Health Services

(Torabi & Yang, 2000)
Overview of School Health Models

• There are many different school health models globally.
• The most common model is the World Health Organization “Health Promoting Schools” which is the foundation of the WHO Global School Health Initiative that was launched in 1995.
• The common elements in the models we have reviewed are as follows:
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<table>
<thead>
<tr>
<th>Element identified</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Social and physical environment</td>
<td>Ensuring that the social and physical environmental factors that the children are exposed to are conducive to good health</td>
</tr>
<tr>
<td>Health services</td>
<td>The service mix of healthcare services that are offered (e.g. screening, dental, chronic disease management etc.)</td>
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<table>
<thead>
<tr>
<th>Element identified</th>
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<tbody>
<tr>
<td>Learning and capacity building through training</td>
<td>Curriculum and resources available for children to receive age appropriate knowledge, and training to increase the capacity of staff to teach the health education and physical education programmes</td>
</tr>
<tr>
<td>Family and community involvement</td>
<td>Involvement of the family and community in the planning, implementation and evaluation of initiatives</td>
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<td>Element identified</td>
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<tr>
<td>Policy development</td>
<td>Management practices, decision making processes, rules, procedures and policies at all levels that promote health and wellbeing</td>
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<tr>
<td>Partnerships</td>
<td>Partnership between the Public Health Body, Ministry of Health and Ministry of Education</td>
</tr>
<tr>
<td>Implementation</td>
<td>Implementation of the different elements and making the necessary changes to the current operating model</td>
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USA CDC Comprehensive School Model

• The coordinated school health, overseen by national and health promotion agencies, consists of eight components.
• This model was proposed in 1987 by Allensworth and Kolbe.

Department of Education
• Health education & physical education syllabus

Department of Health & Human Services
• Regulates healthcare
• Preventative services mostly delivered through the Centers for Disease Control
A CSHP model consists of 8 interactive components:

1. Health Education
2. Physical Education
3. Health Services
4. Nutritional Services
5. Healthy School Environment
6. Health Promotion for Staff
7. Counseling and Psychological Services
8. Family/Community Involvement

What is important is coordination between all the eight components
Singapore school health model

• The Ministry of Education, Ministry of Health and the Singapore Health Promotion Board work very closely on school health

• The MOE and HPB have run some successful joint projects
  – For example: between 1992 – 2000 the “trim and fit” programme contributed to a 2% drop in the prevalence of obesity (16.6% to 14.6 %) amongst primary 6 students (11 – 12 years)
Continuation...

MOE
- Health education & physical education syllabus
- Holistic Health Framework
- Joint HPB-MOE Cherish programme

MOH
- Regulates healthcare
- Preventative services and dentistry mostly delivered through the Singapore Health Promotion Board

Singapore Health Promotion Board
- Immunization
- Preventative dental Healthcare
- Health screening
- Student Health Centre
- Clinical standards and quality
- Child and adolescent patient education
- Joint HPB-MOE Cherish awards
  - Teachers networking session
  - School Health Promotion grant
  - Teachers training (key issues, developing health promoting schools)
  - Teachers wellness programme
- Focused initiatives
Practice: curriculum, teaching, learning

Environment: School organization, ethos & involvement
- Resource allocation for health
- Friendly waste disposal
- Health promoting school policy
- Staff health & welfare
- Shade
- Clean
- Physical activity areas
- Occupational health & safety
- Passive recreation areas
- Respectful of diversity
- Based on social justice principles

Partnerships and services
- School community members involved in initiation, development and implementation of school health policies and programmes
- Community use of school facilities
- Local health services contribute to school health through screening, immunization, education of teachers and parents, expert advice on referral and policy development
- Alliances formed with health, welfare and local community agencies

Student centered teaching

Experimental learning

Pre-service and in-service training

School welfare services

Environment:

- Staff health & welfare
- Shade
- Clean
- Physical activity areas
- Occupational health & safety
- Passive recreation areas
- Respectful of diversity
- Based on social justice principles

Partnerships and services:

- Health promoting school policy
- Staff health & welfare
- Shade
- Clean
- Physical activity areas
- Occupational health & safety
- Passive recreation areas
- Respectful of diversity
- Based on social justice principles

Practice:

- Student centered teaching
- Experimental learning
- Pre-service and in-service training

School community:

- School community members involved in initiation, development and implementation of school health policies and programmes
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Canadian School Health Model

- The Joint Consortium for School Health is a consortium of governments that bring together key health & education representatives responsible for school health in each province and territory.
Health Promoting Schools - Canada

Canada HP School
The new Schools for Health framework is based on global best practice.
Schools for Health – 8 components
Why is coordination important?

Coordinating all these parts / components in a systematic approach can enable schools to:

- Eliminate gaps and reduce redundancies across the many initiatives and funding streams.
- Build partnerships and teamwork among school health and education professionals in the school.
- Build collaboration and enhance communication among public health, school health, and other education and health professionals in the community.
- Focus efforts on helping students engage in protective, health-enhancing behaviors and avoid risk behaviors.

(Center for Disease Control, 2010)
Coordination & School Health Goals

Coordination among the components is important to achieve the school health goals:

- Improve health knowledge, attitudes, and skills;
- Improve health behaviors and health outcomes;
- Improve educational outcomes;
- Improve social outcomes

(CDC, 2010)
Strategies to achieve the goals

1. **Secure and maintain administrative support and commitment by**

   - Getting HAAD support at local level and principals support at school level;
   - School administrators can support by:
     - Incorporating health in the district’s or school’s vision and mission statements, including health goals in the school’s improvement plan
     - Appointing someone to oversee school health
     - Allocating resources
     - Modeling healthy behaviors
     - Regularly communicating the importance of wellness to students, staff, and parents

(Center for Disease Control, 2010)
Strategies to achieve the goals

2. Establish a school health council or team

School Health Council
The school health council should have representatives from all 8 components, parents, administrators, medical school health consultant, representatives from community, and from local health department.

School Health Team
Can you list down the members you require in the school health team?

(Center for Disease Control, 2010)
Strategies to achieve the goals

3. Identify a school health coordinator
   
   – The school health coordinator helps maintain active school health councils and facilitate health programming in the district and school and between the school and community.

   – The coordinator organizes eight components of school health and facilitates actions to achieve a successful, coordinated school health system, including policies, programs, activities, and resources.

(Center for Disease Control, 2010)
Strategies to achieve the goals

4. Develop a plan

Use a program planning process to achieve health promotion goals, keeping in mind all the stakeholders.

Steps include:

- Defining priorities based on the students’ unique health needs
- Determining what resources are available
- Developing an action plan based on realistic goals and measurable objectives
- Establishing a timeline for implementation
- Evaluating whether the goals and objectives are met

(Center for Disease Control, 2010)
Strategies to achieve the goals

5. Focus on students;

6. Address priority health enhancing and health risk behaviors

7. Provide professional development for staff.

(Center for Disease Control, 2010)
Ecological Model of Health Behavior

(McLeroy et al, 1988)
Assumptions of the ecological model

• Health is influenced by multiple facets of the environment
• Environments themselves are multi-dimensional
• Human-environment interactions can be described at varying levels of aggregation
• There is feedback across different levels of environments and aggregates of persons
Intervention implications

• Factors within the control of individuals
  – Individual level approach
    • Individual education targeting increased knowledge about healthy eating

• Factors external to the control of individuals
  – Environmental level structural approach
    • Healthy food available in the canteen and tuck-shop
An evolved ecological model of CSHP

(Lohrmann, 2008)
Essence of the ecological model

- Ecology refers to the complex interrelationship among intrapersonal factors, interpersonal processes and primary groups, institutional factors, community factors, and public policy.
Conclusion

• A School Health model is a framework that helps us understand the different aspects of health in schools

• There are many different models
  ➢ The Schools for Health Model is modeled on the 8 components of the CDC model
References


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