

Youth Health Survey Knowledge Exchange  
Physical Activity and Health Educator Survey  
Report  
March 15, 2011



## **Background**

The knowledge exchange (KE) survey was conducted in Manitoba during the fall of 2010. The Youth Health Survey (YHS) Knowledge Exchange working group (YHS KE WG) designed and distributed a paper survey via the Manitoba Physical Education Association a PPHL partner to physical and health educators. This data will be used to help guide the YHS KE and will also be included in the CLASP (Coalition Linking Action Science and Prevention) case study on PPHL and the YHS.

## **Analysis**

In addition to overall findings data is also are presented from an urban/rural perspective (not statistically analyzed). In this data analysis the Brandon School division was considered urban. Results are presented in order of survey questions. Comments were coded into categories that reflect and summarize the data.

## **Survey Participants**

Twenty-four (n=24) survey's were completed. Survey participants represent 11 different school divisions and 8 different Regional Health Authorities (RHAs) across the province. Not all survey respondents indicated their school. Therefore the total of number of schools represented is unknown. 66.7% of respondents were urban and 33.3% were rural.

Table.1 Respondent Characteristics

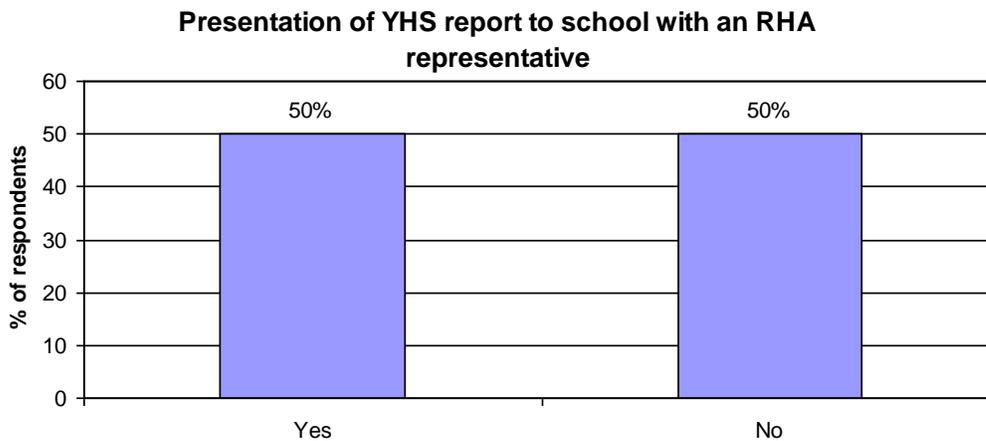
RHA	# respondents (n=24)	% respondents	#school division (n=11)	Urban/Rural
Winnipeg	9	37.5	4	Urban
Brandon	7	29.2	1	Urban
Assiniboine	2	8.3	2	Rural
Burntwood	1	4.2	1	Rural
Central	2	8.3	1	Rural
Norman, Parkland*	2	8.4	1	Rural
South East Man	1	4.2	1	Rural

\* Respondents came from same school division but different RHAs.

## **Knowledge Exchange**

1. Did a presentation of your school report take place with a representative from your RHA?

Fifty percent of schools responded that a presentation was given to them by an RHA representative. There was no rural/urban difference.

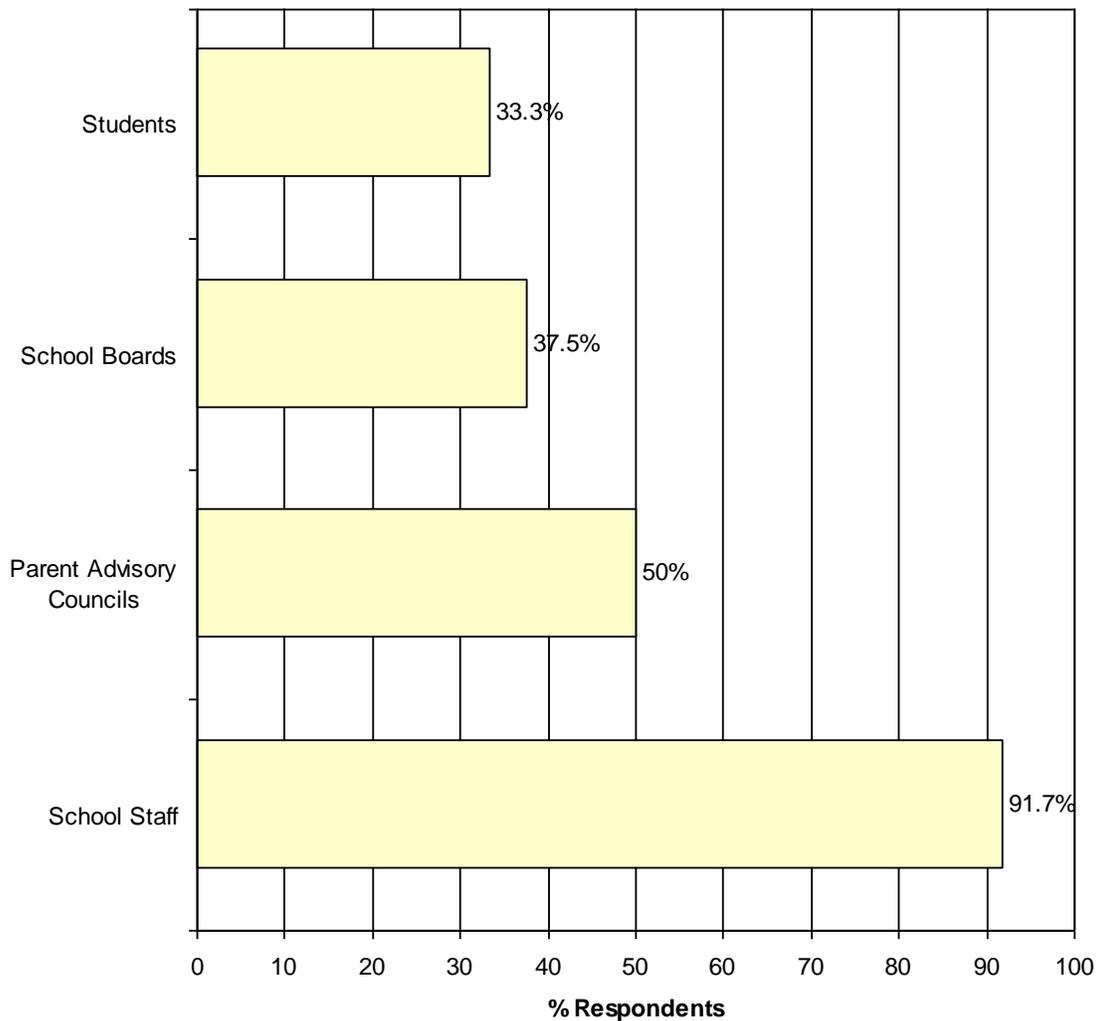


2. Who has the information in the school/division report been shared with?

Most respondents have indicated the YHS report has been shared with school staff (91.7%). Two schools had not shared the report at all. One of those schools indicated that they had just received the report in the fall of 2010. Therefore, at the time of the YHS KE survey they had not had the time to share the YHS findings.

Overall, 33.3% indicated that the report had been shared with the students. However, in rural areas the YHS report has been presented to more students (50%) and school boards (50%) when compared to urban areas (students 18%, school board 31.3%). Consequently, in the urban areas the report has been shared with more parent advisory councils (50%) when compared to rural areas (37.5%). There is opportunity across the province to increase engagement of students, school boards and parent councils in the YHS dissemination strategies.

## YHS Report Sharing



\*\* does not add to 100% because they could pick more than one response

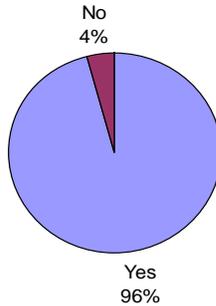
### **YHS Feedback Reports**

3. Was the information in the school/division report presented in a way that you could understand?

96% indicated that the report was easy to understand. There were no rural/urban differences. One comment was made in regards to the wording of some of the questions, in particular around hopelessness.

*"We had a lengthy discussion about the wording of the questions. Especially on the condensed form that was created to present to parent groups and interested parties. The mental health section made it seem that the respondents were in poor mental state when occasional bouts of sadness or self-doubt occurred."*

### Ease of Understanding YHS Report

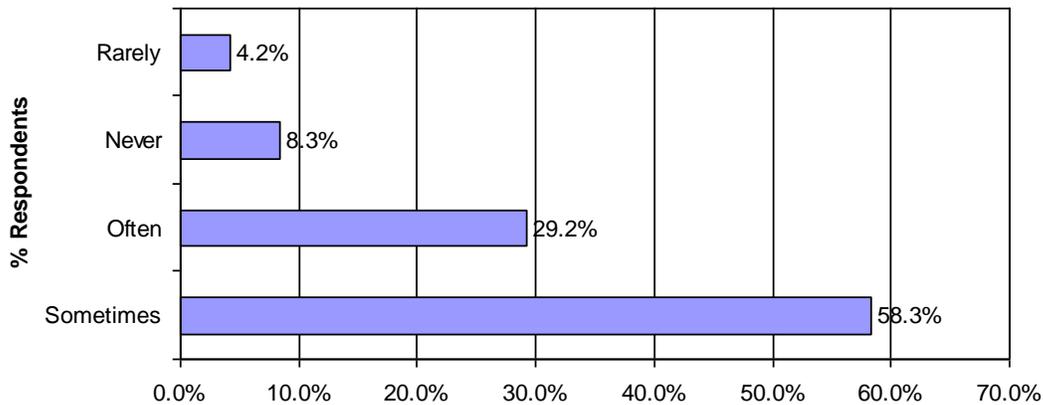


### Moving Evidence Into Action

4. Has your school/division thought about the contents of the school/division report since it was presented?

87.5 % of respondents think about the YHS report. It is very encouraging that schools do reflect on the report and the information presented. There were no rural/urban differences.

### Thought About Content of School/division YHS Report



5. Was the information presented to a committee or has the been a committee formed as a result of the school/division report being presented?

Knowledge exchange seems to be continuing after the report has been presented. More urban respondents indicated that they had presented to a committee or formed a committee (56.3%), when compared to rural respondents (37.5%). One possible explanation may be that in rural areas the report is being presented to all students rather than committees.

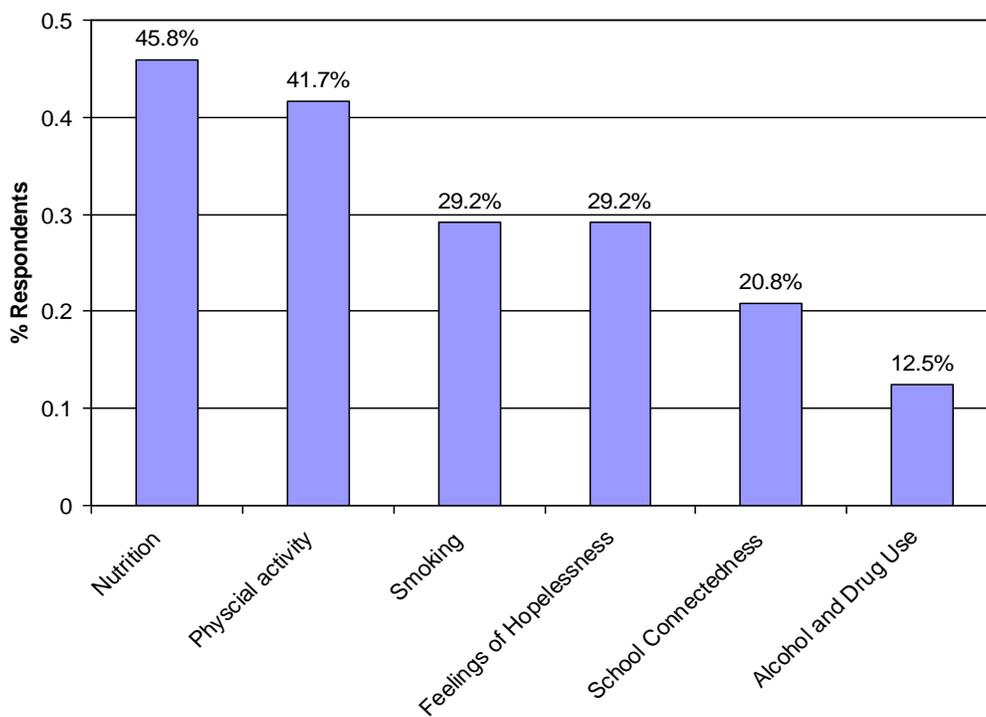
Table 2. Presentation of findings to a committee/formation of a committee

	% Respondents
Yes	95.8
No	4.2

6. Based on the school/division report please identify the top 3 areas of concern?

The top 3 areas of concern are Nutrition (45%), Physical Activity (41.7%), and Smoking (29.2%) and Feelings of Hopelessness(29.2%). The top 2 identified areas of concern may reflect the new physical education curriculum and implementation of nutrition policies in their schools. 45.8% of respondents identified that at least one area of identified concern was addressed in their school plan.

Identified Areas of Concern from YHS Report



Some other identified areas of concern include:

- a) Literacy
- b) Self-Esteem
- c) Appropriate Social Skills

The top areas of concern differed between rural and urban respondents.

Table.3 Rural and Urban identified areas of concern

	% Rural	% Urban
Physical Activity	37.5	43.8
Nutrition	25.0	56.3
Smoking	25.0	31.3
Feelings of Hopelessness	25.0	31.3
School Connectedness	12.5	25.0
Alcohol and Drug Use	0	18.8

### **KE Activities**

The following themes are based on the comments provided by respondents in regards to the activities they have undertaken to address the identified areas of concern from the YHS report. For a complete list see Appendix A.

- 1) School connectedness.  
Four (n=4) respondents identified implementing activities targeted towards gr.9 to improve mental well being and school connectedness/inclusion.
- 2) Knowledge Exchange  
Six (n=6) respondents identified doing a presentation or hosting an expo to share information and educate students, staff, and parents.
- 3) Partnership  
Four (n=4) respondents identified partnering with various RHA staff or health professional to assist in delivery and/or program planning.
- 4) Nutrition  
Seven (n=7) identified implementing activities to improve nutrition. Activities include healthy food choices at the canteen, creating school nutrition guidelines and increasing access to fruit and vegetables at school. The YHS school results may not be the only reason that schools have addressed this issue. This may in part due to the new nutrition policy that individual schools have written and implemented.
- 5) Further Training

Four (n=4) respondents further educated either teachers and students in areas of concern. For example, students attended SWAT workshop, and some teachers had in-services around identified area of concern.

### **PPHL/RHA Support**

The following themes are based on the comments provided in regards to PPHL and RHA support. The emerging themes were as follows:

- 1) **Funding.** This was identified as need to help them continue and/or initiate programs in the schools.
- 2) **Resources.** Five respondents identified the need for continuing education. One role for the RHAs may be to develop resources or identify best/promising practices for the schools.
- 3) **Survey Timing**  
Reports need to be delivered in a timely fashion and some schools would prefer a shorter cycle so that they may evaluate their activities.

## **Appendix**

### **List of all KE Activities**

- Current activities-developing smoking program, AFM counselor school activities to promote strong connections with students
- We have re-vamped the look of the first day of school as well as scheduled a gr.9 retreat during the first month. We have started a formal program for volunteerism so that all students can and will be recognized for their community and school involvement. School staff is being in-serviced regularly on literacy across the curriculum; the literacy committee has read research; parents are communicated with both individually as part of the Parent Association
- Discussed with staff, reviewed by Healthy Living Committee
- Our cafeteria menu has changed significantly over the past 3 years. We are involving students to a greater extent in decision making at the school level. We have also implemented the divisional program SELF to created greater understanding among gr.9 students of the issues that lead to depression and unhealthy lifestyles
- Trying to provide as much P.A opportunity for the school population 40 plus students are now playing on the football team
- With regards to drug and alcohol use we continue to work towards educating our students regarding the dangers of these through presentations to parents and students, providing information and through our health classes and the Mental health curriculum for our grades 9 and 10 students. Still more we offer a female wellness class for our grades 11 and 12 girls and we have done a "Health day" for gr.8 students where the issues of body image and self esteem are addressed
- None, the report for 2008 was only shared with us on Tuesday Nov. 30th, 2010
- There has been a division wide survey to identify more information (on-line survey last years for high school and middle years). Not smoking program initiated. Safe Schools forum.
- Multi-age activities on at least a monthly basis to build community, develop leadership
- Our results were very positive and there was no need to make any areas an area of concern
- Canteen improvements, presentations, healthy school committee, regular activity breaks
- PE classes are 40 min. daily

- Designated smoking area changed; review of school policy; teen supporters attended training session on prevention measures for teens
- Implemented Effective Behaviour Support (EBS) program, created partnerships with RHA nursing student; breakfast program only serving healthy items
- Our students have access to fresh fruit and vegetables every day through our café. Food choices are stressed with all students in health class. Our fitness room is open each period everyday and students are encouraged to work on individual fitness plans
- Developing programs with our RHA in respects to mental health programs for students in gr.10-12; A full time AFM worker has been hired for our students in gr.10-12 for the entire school division; In-servicing through the Red Cross will be done with PE/HE teachers and guidance staff to look at better ways to help educate and support students through unhealthy relationships, and to help students work through times of hopelessness. Community forums on substance abuse have been held and continue to be planned through out the division. A group of students from the division attended the SWAT forum. These students have and will continue to take their presentation to our grade 6-8 students in the entire school division. All of our high schools are together to organize a wellness presentation dealing with personal safety, substance abuse and mental health issues; Registered dieticians will be working with division wide health teachers to K-12 to help teachers promote healthier eating patterns through the delivery of the K-12 PE/HE curriculum. All schools will be engaged in “What did You Learn at School Today” surveys.
- The canteen has been created. There is student in put into activities offered in intramurals and the monthly activities are varied. Through the Lion's Quest program grades 4-8 participate in activities and discussions that support personal growth and development as well as social awareness
- Created a school nutrition recommendation guidelines
- Effective Behavior Support to build a feeling of belonging to the school community and reinforcing positive behavior
- Met with the public health nurse regarding the report; starting to plan
- Balanced school day with a heavy emphasis being placed on proper nutrition and the importance of regular physical activity. We have initiated more school based supports through hiring a physical education specialist. Our guidance counselor has been working with our senior class to emphasis safety and well-being topics.
- Staff connections with students activity in June (identifying which staff members are connected to which students)

- Grade 9 orientation day on sept.7th with various activities that orient and connect students to each other, the staff and the school  
Student engagement on-line survey