

Moving Beyond Manualized Programming in School Communities

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Disclosure

phillip

ALL ABOUT MOM

MY MOM IS 2 YEARS OLD

MY MOM'S JOB IS to run

MY MOM'S FAVORITE COLOR IS green


MY MOM'S FAVORITE FOOD IS peanut butter and jam

THE BEST THING MY MOM COOKS IS Corn


MY MOM IS REALLY GOOD AT playing with me

I LOVE MY MOM BECAUSE she reads stories to me!

MY MOM LOOKS LIKE THIS



FROM Phillip DATE May 2019

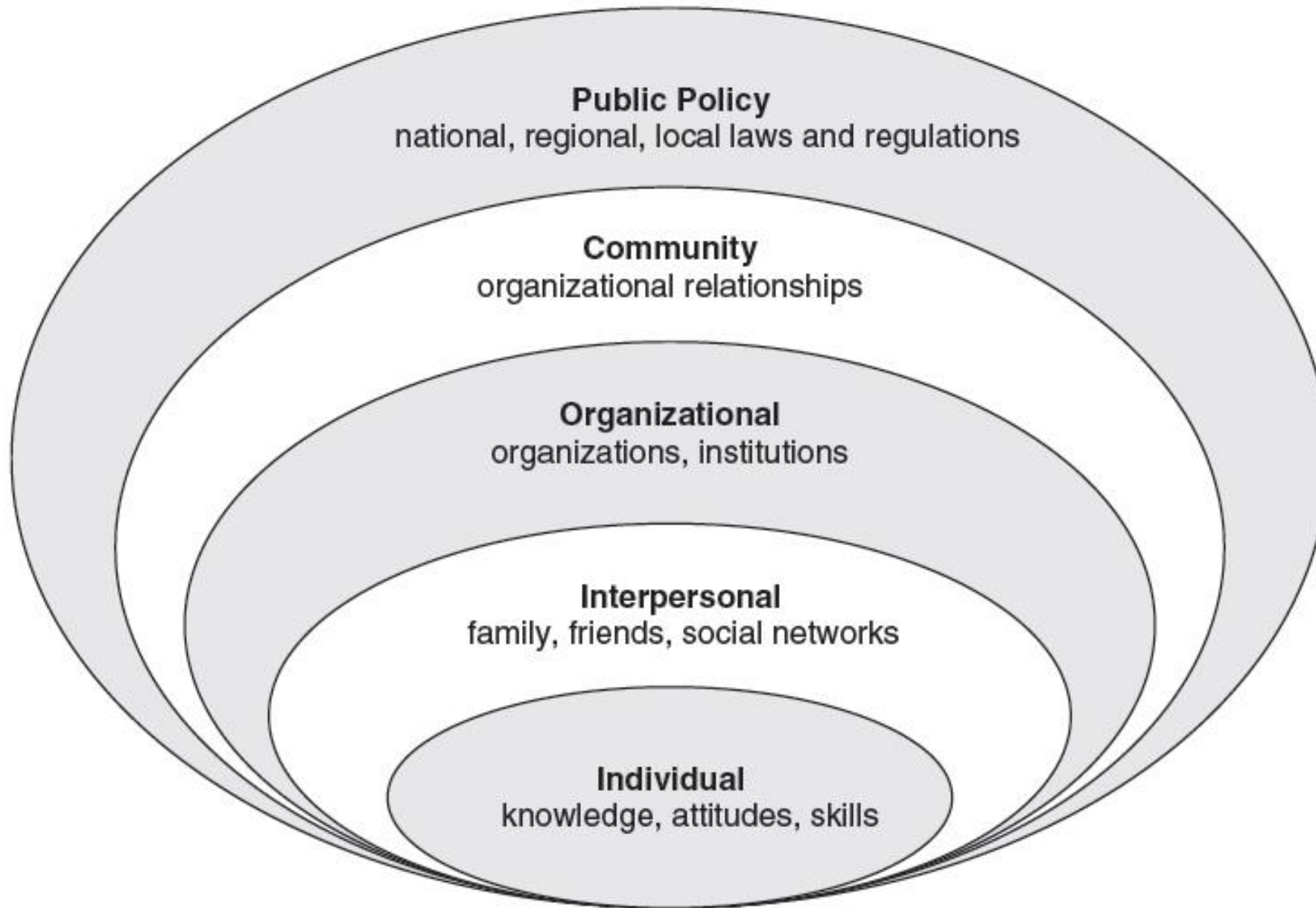


Wellbeing is a precondition for learning.

A group of children are playing with a large, colorful parachute on a grassy field. The parachute is held up by several children, creating a large, multi-colored canopy. The colors include yellow, green, blue, red, and orange. The children are wearing casual clothing like t-shirts and shorts. The background is a bright, sunny outdoor setting with a clear sky.

“In a culture of wellness, environments would be supportive so that good health would be experienced by all, and wellness behaviours would be the norm because they are the easy and natural choices.”

Social Ecological Model



Guest, G., & Namey, E.
(2015). *Public health research methods*. 55 City Road, London:
SAGE Publications, Inc.



24
HOUR

FITNESS

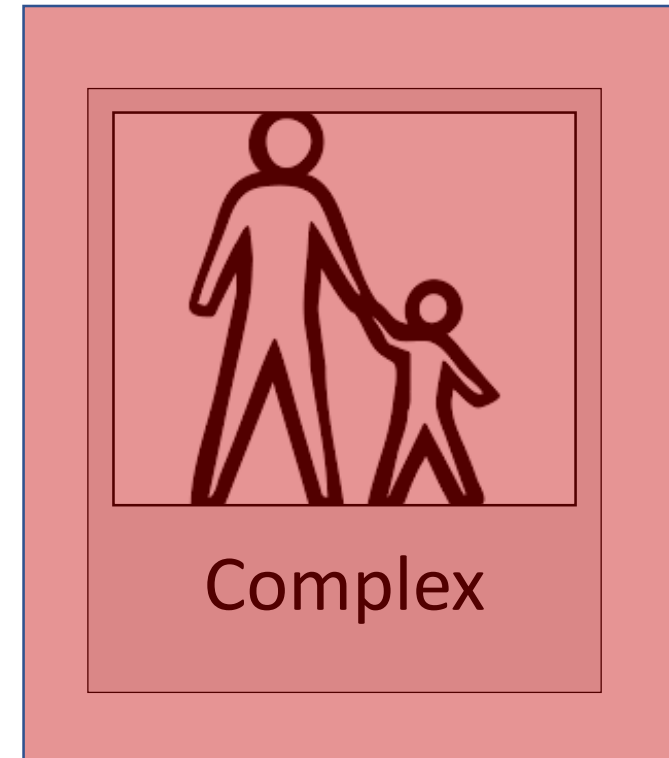
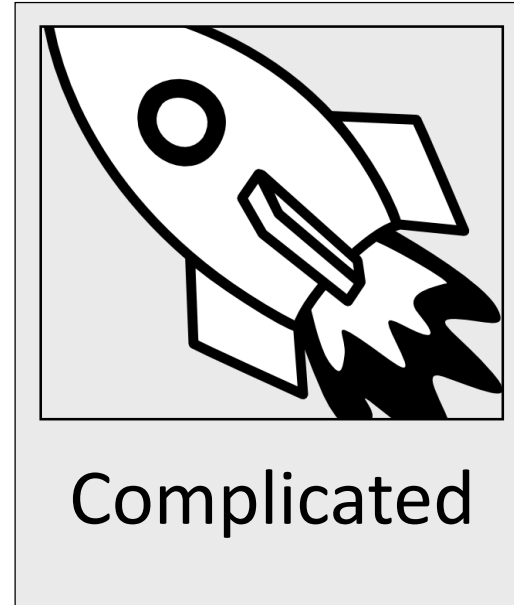
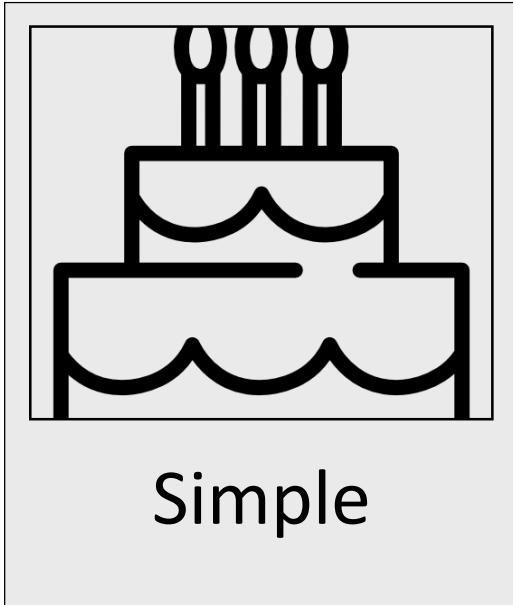
FITNESS

24
HOUR

POINT LO...
HANDICA...
TO UPPE...
LOCATED...
24 HOUR...

thisisbroken.com







QUICK FIX, SILVER BULLET, MAGIC SOLUTION?



Binders,
Binders,
Binders....





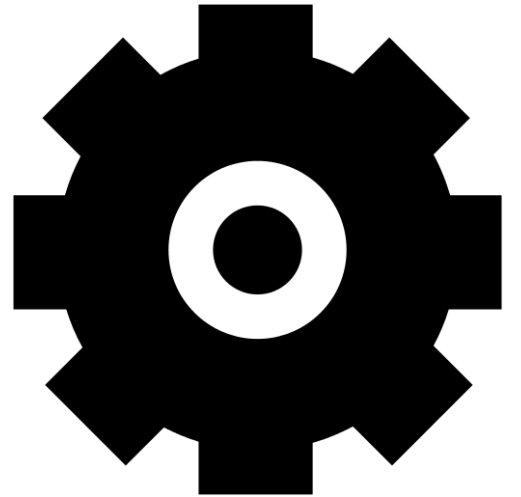


What is 'it' that is being implemented and how?

#1: Effective intervention and

#2: Implementation of effective intervention

(the 'how' for the 'what')



#1:

What is an ‘effective’ intervention?



Comprehensive
School
Health

Approach!

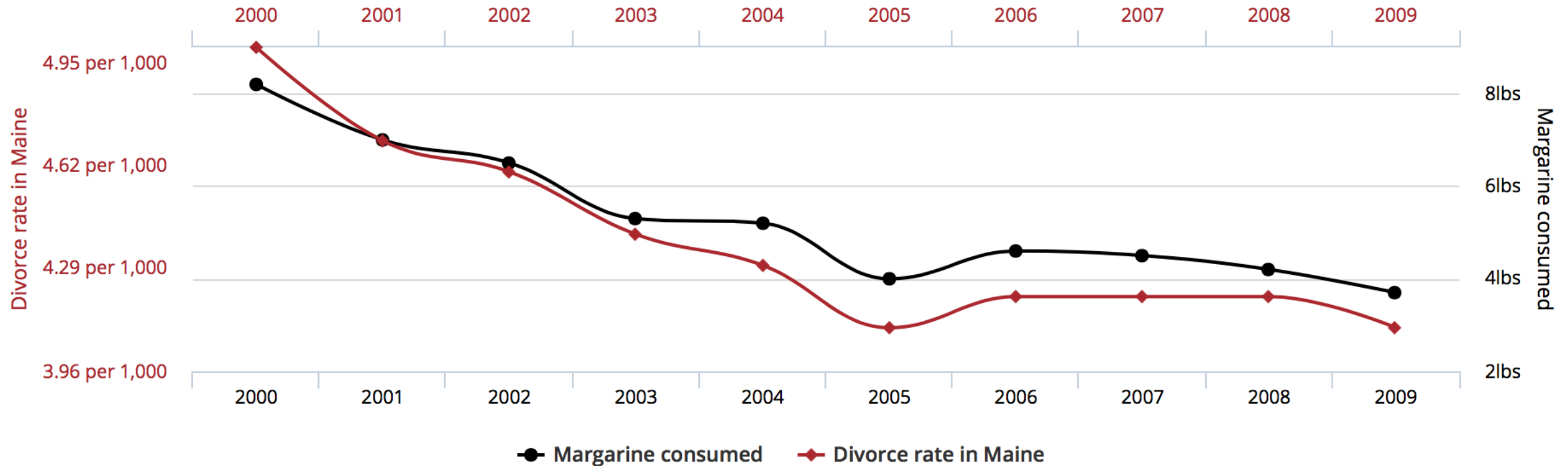
LAST
WEEK
TONIGHT

WITH JOHN OLIVER

Spurious correlations

Divorce rate in Maine correlates with Per capita consumption of margarine

Correlation: 99.26% ($r=0.992558$)



RCT: Real Community Trial

Impact of study design on interventions for child obesity prevention

Study Design	Effect Size	95% Confidence Interval
More controlled environment	-0.21	-0.35, -0.08
More 'real world' environment	-0.09	-0.19, 0.01

Adapted from: Wolfenden (2017). Applying implementation science to improve community nutrition and physical activity. ISBNPA Webinar SIG Implementation and Scalability.
Original Source: Yoong SL et al (2014). Exploring the impact of pragmatic and explanatory study designs and outcomes of systematic reviews of public health interventions: a case study. Journal of Public Health. 36(1):170-176.



Patrick Cruz

Art Gallery of Alberta, Survival Guide, 2017

#2:

What is implementation?

In theory there is no
difference between
theory and practice.
In practice there is.

Cited by many, Jan LA van de Snepscheut, Yogi Berra



ESSENTIAL CONDITIONS FOR TAKING A COMPREHENSIVE SCHOOL HEALTH APPROACH

Core Conditions are the conditions necessary for a CSH approach to be successfully implemented. **Contextual Conditions** have a great degree of influence on the ability for the core conditions to be obtained.

THE CORE CONDITIONS

STUDENTS AS CHANGE AGENTS

Students are the heart of taking a CSH approach and their voices, leadership, and enthusiasm creates increased engagement. Students serve as change agents through peer to peer interactions. In the home environment, students are the drivers of change and help engage family through their buy-in.



SCHOOL-SPECIFIC AUTONOMY

When taking a CSH approach, activities need to be customized to meet the needs of the school. They should be flexible, build on the school's strengths and assets, be tailored based on school-specific evidence, and provide a sense of school ownership. Cultural considerations and diverse needs (geographical, historical and sociocultural) should be integrated.

DEMONSTRATED ADMINISTRATIVE LEADERSHIP

School principals are seen to play an invaluable role throughout the process of taking a CSH approach and are a key stakeholder in facilitating a culture shift within a school community. The key is that principals are actively engaged, rather than merely supporters of school health champions and offering passive buy-in.

HIGHER-LEVEL SUPPORT

Leadership and support at district and/or provincial/territorial levels sets the tone in order to prioritize CSH on the school agenda and provides opportunities for resources (time/funding) to be allocated.



DEDICATED CHAMPION(S) TO ENGAGE SCHOOL COMMUNITY

School health champions are imperative from a leadership perspective and for getting projects up and running and on-going integration of CSH in schools. However, school health champions can sometimes become a barrier as buy-in from all school staff is crucial for sustainability.

COMMUNITY SUPPORT

Establishing strong internal and external relationships and building partnerships with the community play a key role in the success of taking a CSH approach, especially before and during implementation. Community connections (including parents/families) can help strengthen the type of programs schools can offer.

QUALITY AND USE OF EVIDENCE

Evidence in the form of school-based process and outcome data, individualized school reports, and research findings are essential for planning, refining, and supporting school communities taking a CSH approach.



PROFESSIONAL DEVELOPMENT

Professional development and training prior to implementation is key for understanding the project and building self-efficacy. Ongoing PD is essential for strengthening knowledge and skills needed to support the success of taking a CSH approach.

THE CONTEXTUAL CONDITIONS

TIME



Enough time needs to be dedicated for implementation and success. Allotting time allows for CSH to be viewed as an embedded part of the school's culture.

PRIOR COMMUNITY CONNECTIVITY

Trusting relationships help stakeholders build competency, enthusiasm, and ownership, which can lead to a more natural implementation.

READINESS AND UNDERSTANDING

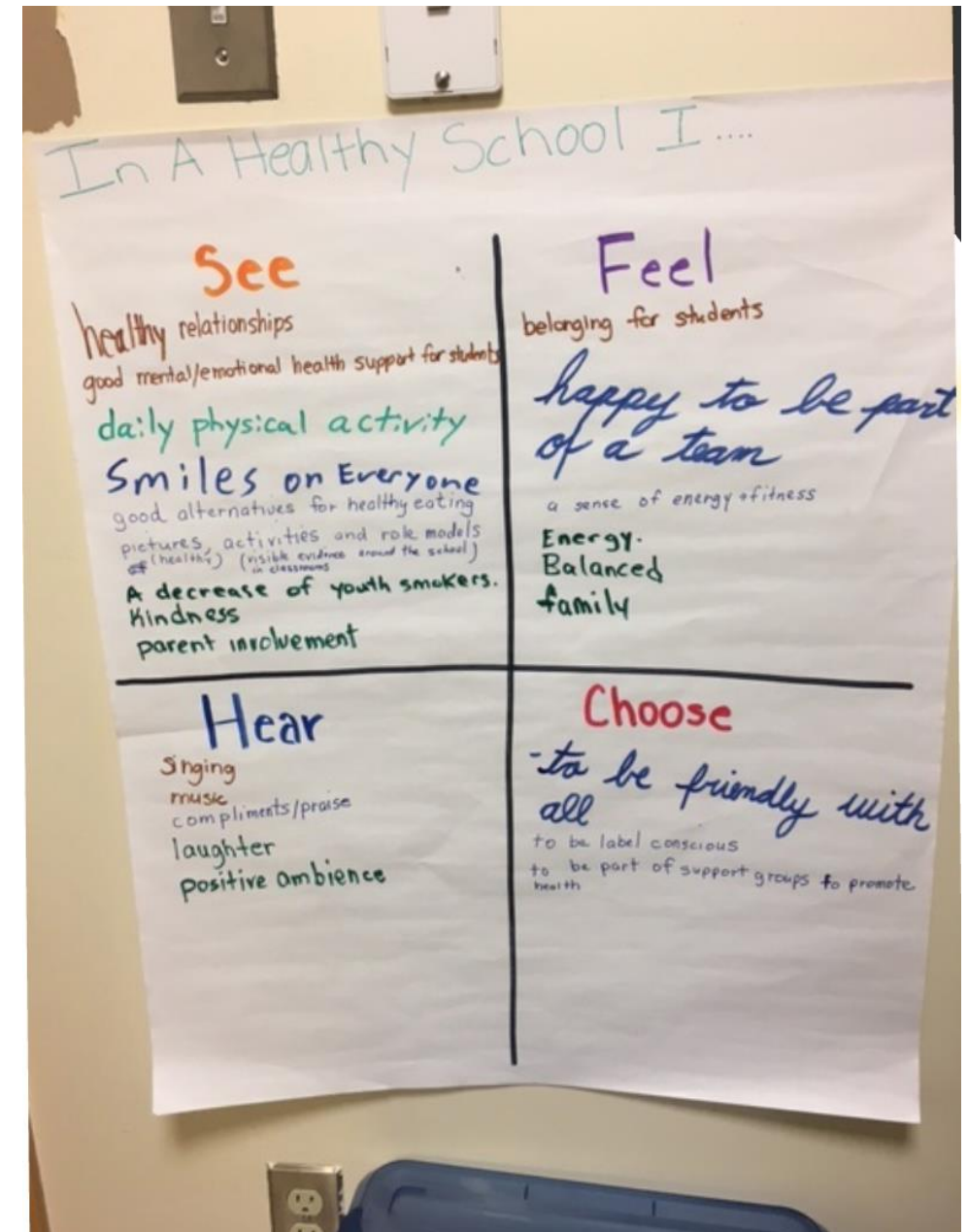
A clear understanding of CSH and why it's important can support readiness which creates a willingness for implementation.

FUNDING AND PROJECT SUPPORT

Sustainable funding and support from CSH project staff greatly contribute to the facilitation of implementation.



“Not every school is going to have the same way of doing things [or have] the same issues and needs...so if you can be flexible enough and respond to the things that are happening in the school, you’re in. I think the project is more beneficial that way.”



“I truly believe that I have to walk the talk...
Kids won't listen to what we say,
they'll listen to what they see us doing.”

School Principal

What can you do?



1. Acknowledge complexity
2. Consider ways of knowing
3. Implementation matters

Funding Acknowledgements



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