

# Choose Healthy, Communicate Effectively and Empower Completely

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# Outline

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- Introduction
- Literature Review
- Methods – Population Health Promotion Model Framework
- Project Implementation – Products
- Evaluation of Results
- Conclusion
- Acknowledgements
- Questions?

# Introduction

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- Collaboration with Cote-des-Neiges Black Community association after-school program.
- Priority Issue:
  - Improve communication between parents, teachers and coordinator
  - Improve tracking of the children's school work
  - Support education and parental involvement



# Literature Review

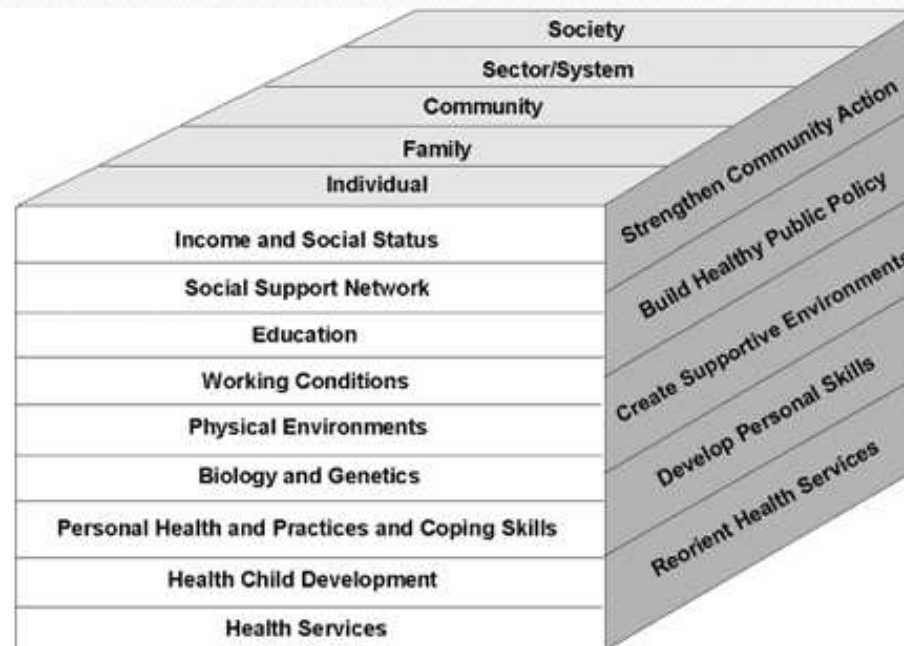
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- Benefits of good communication:
  - Parents want to hear about their children's progress periodically (Reilly, 2008; Merkley, Schmidt, Dirkson & Fuhler, 2006).
  - Early identification of issues (Reilly, 2008; Merkley et al., 2006).
  - Encourages partnerships (Reilly, 2008; Merkley et al., 2006).
  - Increased parental involvement (Reilly, 2008; Nermeen, Bachman, & Vortruba-Drzal 2010).
    - Improves continuity (Reilly, 2008).
    - Improves academic performance, literacy skills, social skills, and decreased behavioural problems (Reilly, 2008).
    - “parental involvement is a better predictor of student success than family income or educational level” (Reilly, 2008, p. 42)
- Benefits of supportive relationships and outside school influences (Murray, 2009; Miller, 2011).

# Methods

## Population Health Promotion Model

- PHPM as framework (Shonkoff, Boyce & McEwan; Reutter & Kushner, 2010)
- Two interventions:
  - (1) Booklet
  - (2) Health Capsules
- QA tool



(Public Health Agency of Canada, 2001)

# Implementation of the Project- Products

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## (1) Communication Booklet

- Target population: Children, parents, teachers, and program coordinator
- Features:
  - Tracking homework progress
  - Communication boxes
  - Report card explanation
  - Health tips and resources





# Communication Tool

Write down what homework you finished during the after-school program.

| What I did: | Date: | Date: | Date: | Date: |
|-------------|-------|-------|-------|-------|
| Math        |       |       |       |       |
| French      |       |       |       |       |
| English     |       |       |       |       |
| Science     |       |       |       |       |
| Other       |       |       |       |       |

Date: \_\_\_\_\_ Name: \_\_\_\_\_  
Comments:  
  
Please sign:  
Teacher:  
Parent/Guardian:  
Coordinator:

Date: \_\_\_\_\_ Name: \_\_\_\_\_  
Comments:  
  
Please sign:  
Teacher:  
Parent/Guardian:  
Coordinator:

# Report Card Explanation

## UNDERSTANDING A REPORT CARD

BULLETIN SCOLAIRE DE L'ENSEIGNEMENT PRIMAIRE  
Année scolaire 2014-2015

### 1. RENSEIGNEMENTS GÉNÉRAUX

|                                     |  |                        |  |
|-------------------------------------|--|------------------------|--|
| Nom(s) de l'élève :                 |  | Numéro de fiche :      |  |
| Date de naissance (jj/mm) :         |  | Nom de famille :       |  |
| Adresse :                           |  | Code postal (ville) :  |  |
| Téléphone (ma.) :                   |  | Date de naissance :    |  |
| Téléphone (fax) :                   |  | Âge au 30 septembre :  |  |
| Autre numéro :                      |  | Cycle d'enseignement : |  |
| Nom de l'école : Du PMS-Chapter :   |  | Classe :               |  |
| Code d'inspection :                 |  | Circulaire (code) :    |  |
| Directeur ou directeur de l'école : |  | Adresse :              |  |
| Signature :                         |  | Téléphone :            |  |
|                                     |  | Télécopieur :          |  |

The competencies evaluated

|                                 |  |                      |  |
|---------------------------------|--|----------------------|--|
| Français, langue d'enseignement |  | 2 <sup>e</sup> cycle |  |
| Évaluation (jj/mm) :            |  | Première année       |  |
| Lire :                          |  | Deuxième année       |  |
| Écrire :                        |  | Résultat             |  |
| Communiquer oralement :         |  | Moyenne du groupe    |  |
| Commentaires :                  |  |                      |  |

Your child's grade

|                          |  |                      |  |
|--------------------------|--|----------------------|--|
| Français, langue seconde |  | 2 <sup>e</sup> cycle |  |
| Évaluation (jj/mm) :     |  | Première année       |  |
| Lire :                   |  | Deuxième année       |  |
| Écrire :                 |  | Résultat             |  |
| Communiquer oralement :  |  | Moyenne du groupe    |  |
| Commentaires :           |  |                      |  |

The class grade average

It is important to compare your child's grade to the class average to see how they are performing compared to the other kids in the class.

Is their grade the same as the average? Is it higher? Or lower? And by how many points? This will help you see where your child may need additional help outside of regular class.

|                               |  |                      |  |
|-------------------------------|--|----------------------|--|
| Études et culture religieuses |  | 2 <sup>e</sup> cycle |  |
| Évaluation (jj/mm) :          |  | Première année       |  |
| Lire :                        |  | Deuxième année       |  |
| Écrire :                      |  | Résultat             |  |
| Communiquer oralement :       |  | Moyenne du groupe    |  |
| Commentaires :                |  |                      |  |

Commentaires sur deux des quatre compétences suivantes :  
Évaluer son jugement critique, organiser son travail, savoir communiquer et travailler en équipe

Année scolaire

|                               |                            |
|-------------------------------|----------------------------|
| Évaluer son jugement critique | - Uses critical thinking   |
| Organiser son travail         | - Organizes his/her work   |
| Savoir communiquer            | - Communicates effectively |
| Travailler en équipe          | - Works well in a team     |

The competencies that your child should be achieving throughout the school year

### What do the grades mean?

| Category  | Competency evaluation  | Grade              |
|-----------|--|--------------------|
| Excellent | Competency is above the requirements.                              | 98%, 94%, 91%, 88% |
| Very Good | Competency development clearly meets requirements.                 | 84%, 81%, 77%, 74% |
| Average   | Competency development meets the requirements to a limited extent. | 70%, 67%, 64%, 60% |
| Partial   | Competency level is below the requirements.                        | 56%, 52%           |
| Minimal   | Competency level is well below requirements.                       | 48%, 44%           |



# Health Capsule Summaries

## - HEALTH CAPSULES -

### Physical Activity

**WHY** should you exercise?

- For a better health
- To decrease risks of disease
- To be in better physical condition
- To be stronger
- To have some fun and develop friendships
- For increased performance in school due to better concentration
- For increased happiness and confidence
- To develop new skills

**HOW LONG** should you exercise?

- You should exercise 60 minutes daily!

What if you are not active?

- Start with **smaller sessions** and **increase gradually** the length, frequency and intensity



## SLEEP ROUTINE ☾



You need 9-11 hours of sleep every night!

*A Good Night's Sleep Will Help You...*

- Pay more attention in school
- Learn better
- Make memories

### Things **TO DO** before bed

- ◊ Start getting ready 30 to 60 minutes before your bedtime
- ◊ If you are hungry, eat a small snack like peanut butter and toast or cheese and crackers
- ◊ Do something relaxing:
  - Take a warm bath
  - Read a bedtime story or book
  - Drink warm milk or herbal tea
- ◊ Make sure your room is warm, dark, and quiet
- ◊ Keep your teeth healthy:
  - Floss, floss, floss !!!
  - Brush for 2 minutes



### Things **NOT TO DO** before bed

- ◆ Do not bring your phone, tablet, or computer into bed with you (no screens!)
- ◆ Do not exercise near bedtime
- ◆ Do not eat a big meal or sweet foods
- ◆ Do not have food or drinks with caffeine, like:
  - Chocolate, soda, iced tea, energy drinks, coffee

## - HEALTH CAPSULES -

### NUTRITION

**WHICH** kind of food should I eat?

#### ◊ **Vegetables & Fruits**

- 5-6 portions
- Rich in vitamins, minerals and fibers
- Help preventing certain diseases
- You can eat them cooked or raw
- Fresh fruits/veggies are better than canned/frozen ones

#### ◊ **Grains**

- 5-6 portions
- Important for brain & muscles

#### ◊ **Milk & Alternatives**

- 2-4 portions
- Important for your growth and your bones

#### ◊ **Meat & Alternatives**

- 1-2 portions
- Provides you energy (proteins) and iron



Portion Size:  
Palm of Your Hand

**HOW MUCH WATER** should you drink?



- ◆ Drink 5-7 glasses daily (1-1.5L)
- ◆ Drink all day even if you are not thirsty. Drink when your mouth is dry.
- ◆ Drink more water if it is hot outside or if you do physical activity.
- ◆ Water helps reducing headaches, cramps & fatigue

# Implementation of Project (cont'd)

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## (2) Health capsules

- Target population: Children (16-18 participants per capsule)
- Topics that support child's learning:
  - Physical activity
  - Sleep
  - Nutrition
- Posters and booklet summaries for sustainability
- Participation prizes
- Observational tool



# Let's talk about... **SLEEP**



## Sleep helps you...

- ★ Pay attention at school
- ★ Learn
- ★ Make memories

## Things you can do before bed...

- ★ Take a warm bath or shower
- ★ Read a book
- ★ Eat a small snack
- ★ Drink warm milk or herbal tea
- ★ **FLOSS AND BRUSH YOUR TEETH!**

Sleep  
**9 to 11  
hours**  
every night!

*Please note these are student products. Although we strive to ensure the products are accurate, ethical and credible, please note that the user is responsible for possible errors, omission and outcomes.*

References: <http://www.oasmnet.org/jcsn/ViewAbstract.aspx?pid=29198>, <https://sleepfoundation.org/sleep-topics/children-and-sleep>, <https://sleepfoundation.org/ask-the-expert/sleep-hygiene>, <https://sleepfoundation.org/sleep-topics/food-and-sleep>, <http://www.colgate.com/en/us/oc/oral-health/basics/brushing-and-flossing>, [http://www.caringforkids.cps.ca/handouts/healthy\\_teeth\\_for\\_children](http://www.caringforkids.cps.ca/handouts/healthy_teeth_for_children), *Helping children sleep by Galland and Mitchell (2010)*

*Images from Google Image.*



# Implementation of Project (cont'd)

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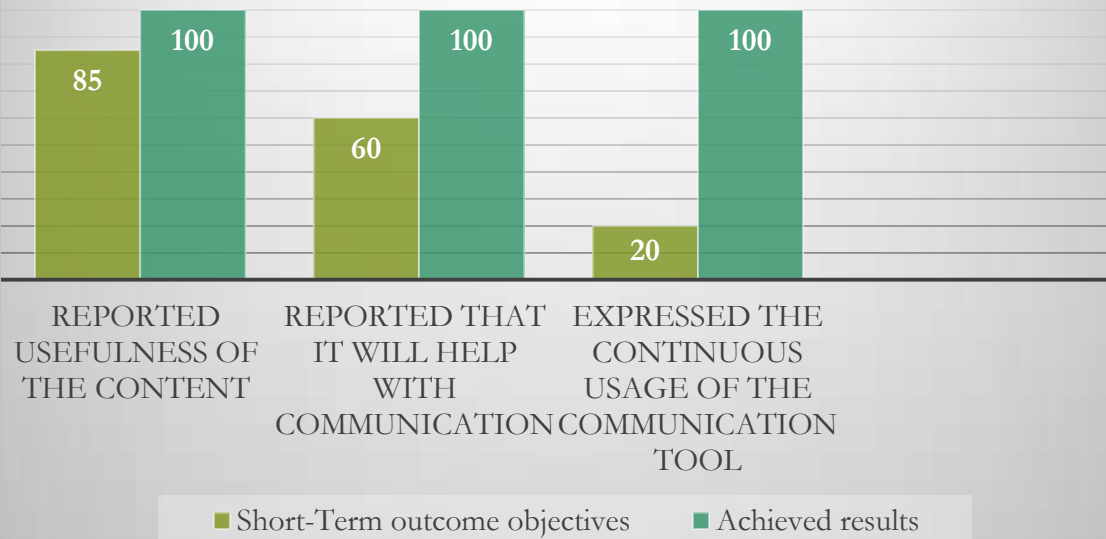
- Final presentation and introduction of communication booklet  
(Wednesday, November 25<sup>th</sup>, 2015 from 17h to 18h)
- Participants: Children (22), Parents (12), Staff Members (4)
  - Inserted booklets into agendas
  - Put up 3 health capsule posters
  - PowerPoint presentation (15-20 min)
  - Video clip
  - Raffle, door prizes, pizza dinner



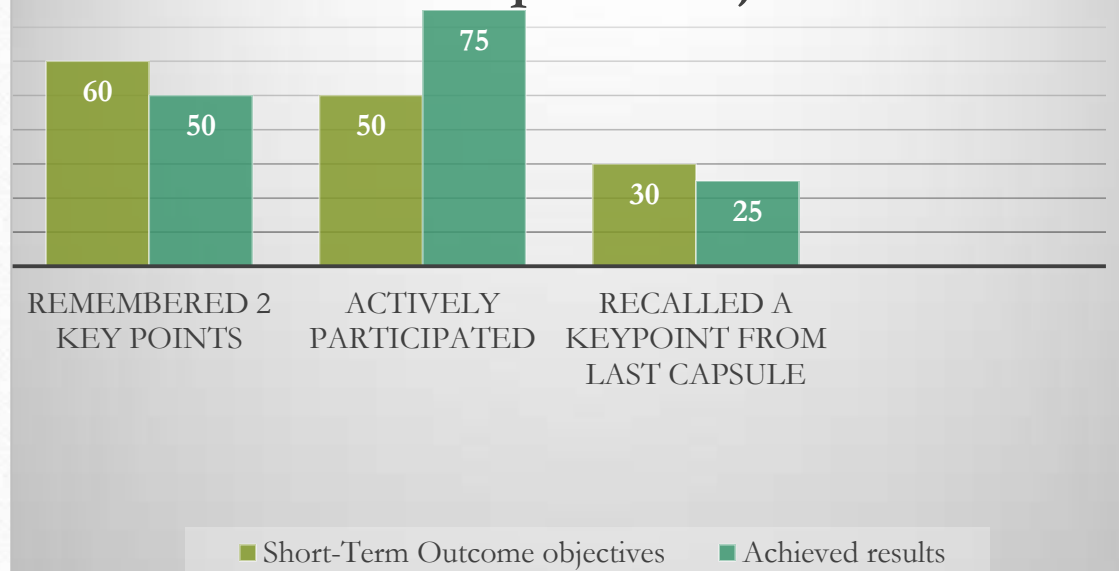
# Evaluation of Results

- Effectiveness Evaluation Tool (EET) and Observational Tool

## Booklet Implementation Outcomes



## Health Capsule Objectives



# Evaluation

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- Impact of method of evaluation
- Impact of contextual factors
  - Children's attitude and behaviour
  - Cultural factors
  - Presence of coordinator



# Conclusion

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- Limiting factors:
  - Teachers' strike
  - School moving
- Revisions from feedback:
  - Booklet modification
  - More health capsules
  - Distribution of booklets to parents

# Conclusion

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- Recommendations:
  - Printing of more booklets
  - Posters
  - USB key given to program coordinator
- Dissemination:
  - December 2<sup>nd</sup>, 2015: Presentation of our results to our peers
  - December 7<sup>th</sup>, 2015: Presentation of our results to the CBO
  - Sponsors on the back of our booklet

# Acknowledgements

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- Tiffany Callender (Program Director)
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- Jewel Alleyne (After-school program coordinator)
- Professor Francoise Filion (Project supervisor)
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- McGill student Management team
- The wonderful CDNBCA children! 😊





# Thank You! Questions?

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# Booklet References

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- *Sleep hygiene capsule:* <http://www.aasmnet.org/jcsm/ViewAbstract.aspx?pid=29198>, <https://sleepfoundation.org/sleep-topics/children-and-sleep>, <https://sleepfoundation.org/ask-the-expert/sleep-hygiene>, <https://sleepfoundation.org/sleep-topics/food-and-sleep> , <http://www.colgate.com/en/us/oc/oral-health/basics/brushing-and-flossing>, [http://www.caringforkids.cps.ca/handouts/healthy\\_teeth\\_for\\_children](http://www.caringforkids.cps.ca/handouts/healthy_teeth_for_children), Helping children sleep by Galland and Mitchell (2010)
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- All images from Google image



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