

Supporting Health Assessments in Schools: Rarotongan Student Perceptions of Needs, Facilitators and Barriers.

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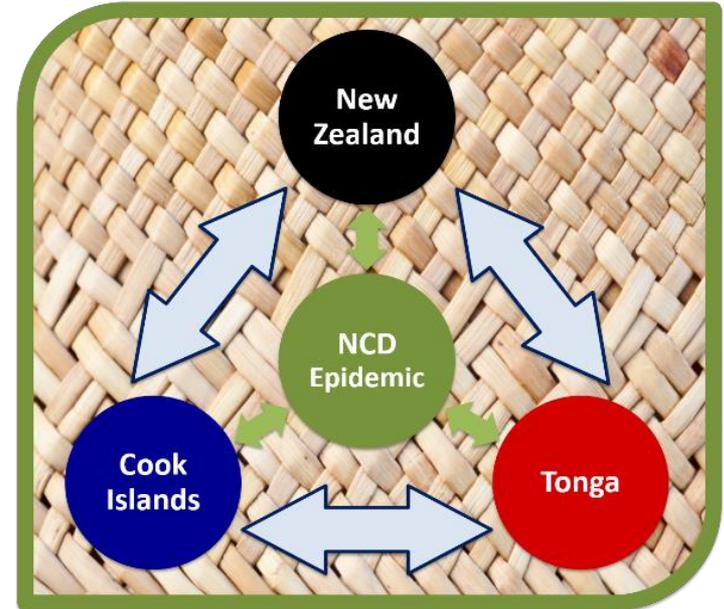
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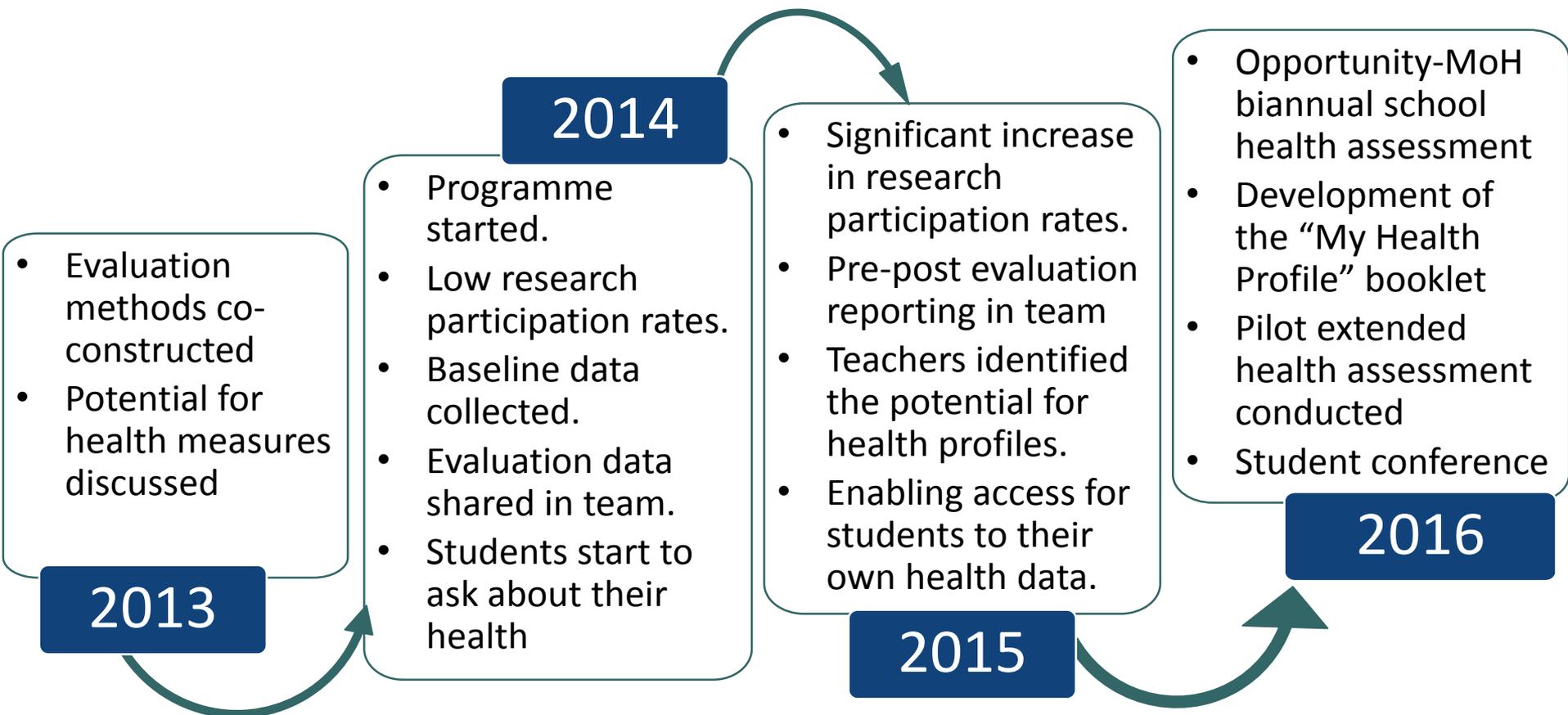
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Project Goals

Via collaboration between education, health & science:

- Develop and test culturally appropriate learning resources to enable context-embedded science for health literacy education in the Cook Islands and Tonga, within the context of the NCD epidemic.
- Measure programme impact on:
 - Teaching practice
 - The development of scientific and health literacy in adolescents
 - Health knowledge, attitudes and behaviours in adolescents
 - Attitudes towards and behaviours relating to multi-sectoral collaboration in participating institutions
- Enable the **potential** for prospective studies to examine long term health and education impacts





Empowering youth as agents of healthful change within communities

What does it include?

- 1 Body composition
 - Body Mass Index (BMI)
 - Waist to height ratio
 - Waist to hip ratio
- 2 Blood Pressure
- 3 Blood Lipids
- 4 Blood Glucose
- 5 Tobacco
- 6 Alcohol
- 7 Marijuana



Also available as an ebook on our website

Evaluation Potential:

- Increased potential to identify the long term impact of programme participation on metabolic health profile

Post 2016 Health Assessment Student Perceptions

Aim

- To examine school-based health assessments from the perspective of students in order to better understand issues and identify opportunities from this evidence.

Method

- Focus group interviews with 50 Year 9 (aged 13-14 years) students from Nukutere and Tereora College on Rarotonga a week after their health assessment mid-2016.
- Thematic analysis of common themes

Results

Theme	Frequency %
Importance of school health assessments	84
Perceived benefits	56
Keen to have a health assessment again	88
Perception	
Feel good/excited	44
Pre-conceived fears/nervousness	52
Recall what was measured	68
Issues with the process on the day	48
Information	
Not explained what is involved in a health assessment	20
Not given their results on the day	52
Not explained what their results mean	84
Room for improvement	80

Importance and Perceived Benefits

“I found out that you can’t tell if someone is unhealthy looking at them, it doesn’t matter if they are out of shape, it matters about what’s in their blood and what they eat” Female Year 9

Keen to have a health assessment again

“Yes because they (health assessments) could inform your parents on what type of health your child has. So you and your parents could try to change that” Male Year 9

Perception of health assessments

“No it wasn’t painful, I just jumped. So when they were putting it (finger prick test) on my finger I was getting a little bit scared. Then when it went it I didn’t feel the thing but I jumped. Because I was already nervous going into the health check” Female Year 9

Recall what was measured

“they checked our height, weight, heart, do we have any sores on our hands and legs and a finger prick blood test....to see how much sugar and the other thing (cholesterol) is in our blood” Female Year 9

Process

“The process going in was a bit messy...Even though it was in alphabetical order. People just kept going in because the Ministry (of Health) just kept asking people to go in. So it wasn't really organized the way people should be going it. There wasn't any list or anything.....too many people in the room because more people started entering even though they hadn't finished.....And they started interrupting with the checks. Like when they talk like with the prick test and everyone crowds around you” Female Year 9

Information

“No we didn't get to stay back and talk to anyone (from Health) about our results, I didn't know what the numbers meant” Male Year 9

Room for Improvement

“They should explain it first to us before they go through the health checks. So that we understand what is going on” Female Year 9

“most of the time when you get a value (health measurement), your lost....its too much to take in our heads....maybe more simple information” Male Year 9

“Maybe if they gave the results and gave how high you were... It’s better if they be specific about the foods that we shouldn’t be eating and the foods that we should be eating” Female Year 9

Moving Forward

- Schools & Teachers working together more effectively with the Public Health Team.
- Role of teachers before health assessments to improve student awareness, understanding and during in terms of managing the process.
- Positive feedback from teachers about the “My Health Profile” booklet in regards to adolescent led empowerment opportunities.

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