

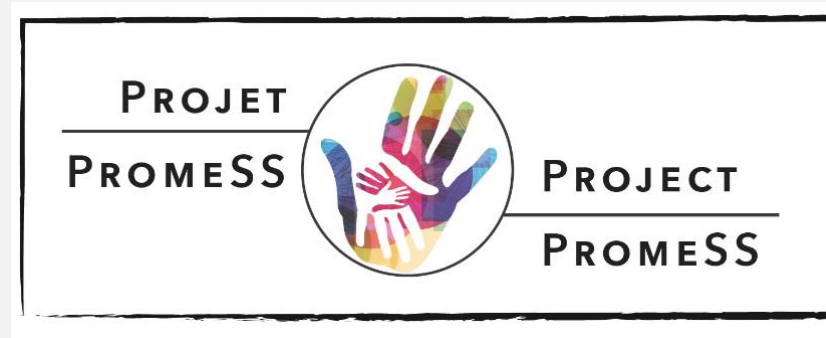
# Disparities in Availability of Health-Promoting Interventions in Public Schools in Québec: A Preliminary Analysis

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Examiner les disparités  
sociales dans les  
interventions de promotion  
de la santé en milieu scolaire

Investigating Social  
Disparities in School-Based  
Health-Promoting  
Programming

Principal Investigator: J O'Loughlin

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Doctoral Student: J Kalubi

# Healthy Behaviours Early in Life Prevent Chronic Disease



# Reducing Health Inequalities is a Public Health Priority in Québec

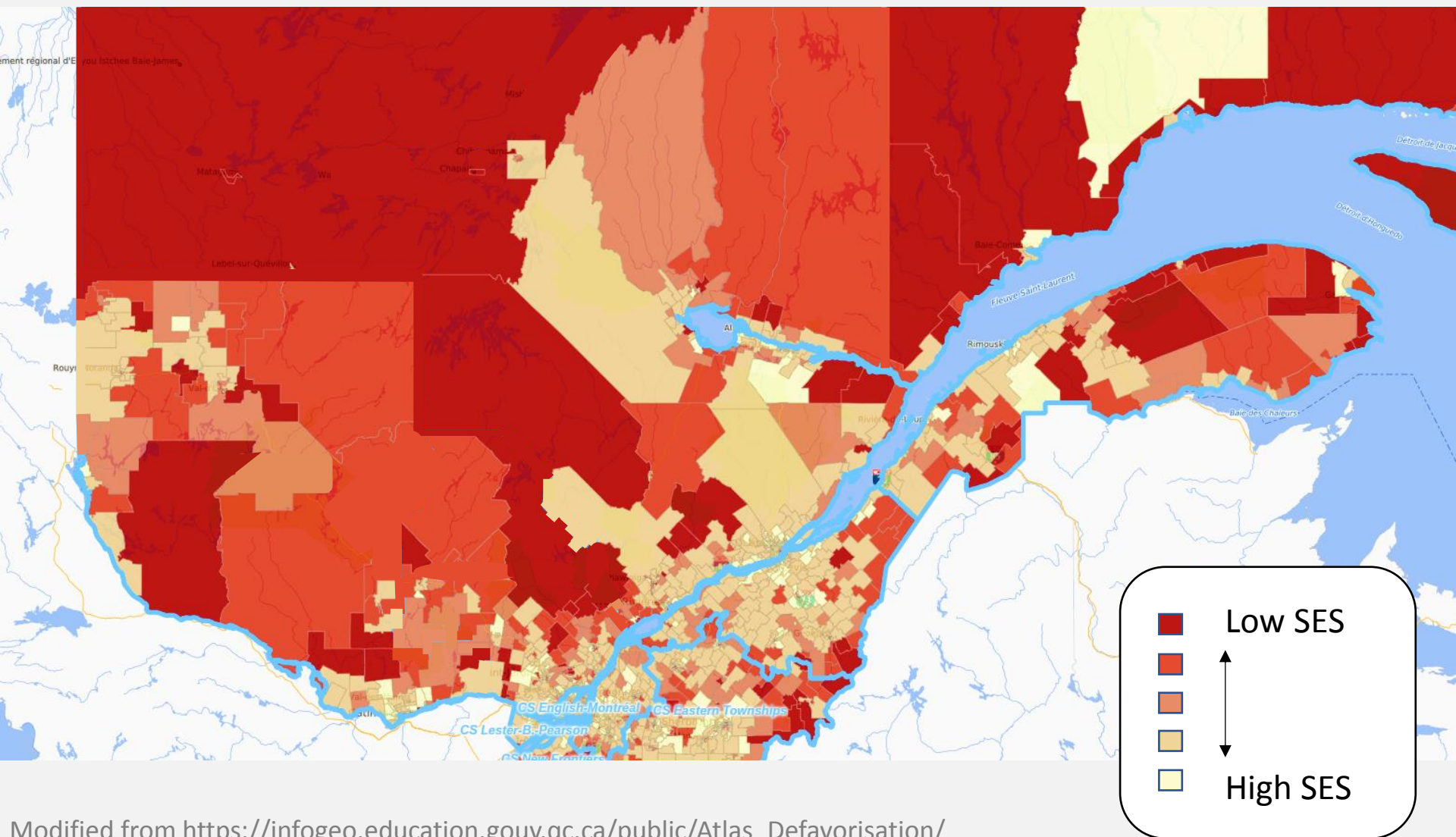


“Les inégalités sociales de santé constituent en défi incontournable auquel la société Québécoise doit faire face avec plus de force”

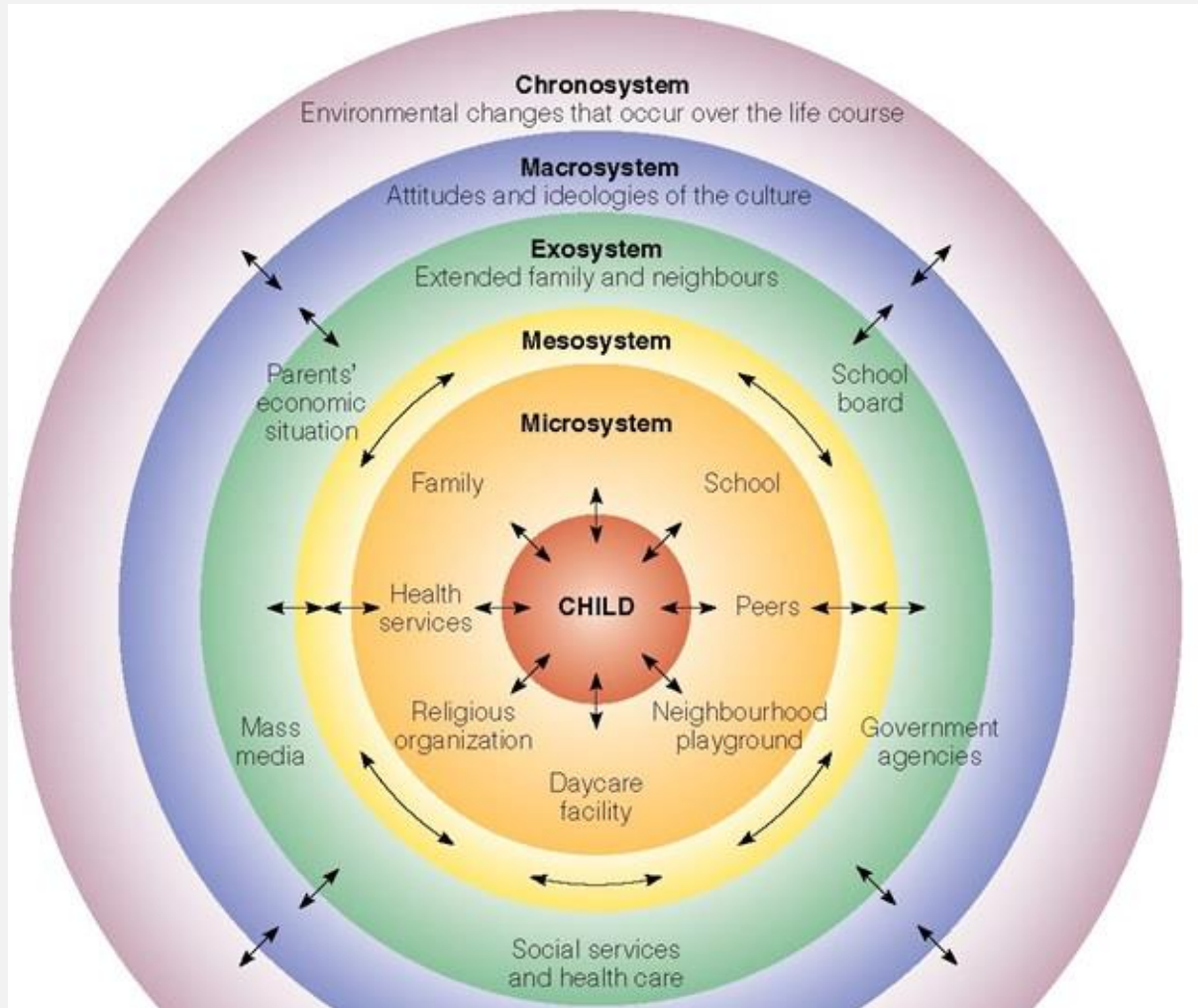
“Inégalités sociales de santé sont un enjeu fondamentale de santé publique”



# Regional Variation in SES Across Québec



# Where Do Schools Fit In?



**Bronfenbrenner's Ecological Model**

# Definitions

## Health Promoting Interventions (HPI)

- separate from Ministry-mandated curricula
- participation is **compulsory**

## Extracurricular Activities (EA)

- contribute to student well-being
- participation is **voluntary**

# *PromeSS* Objectives

To determine if, in Québec elementary and high schools, there are social disparities in:

1. presence and/or types of HPIs
2. process of adopting HPIs
3. barriers and facilitators to
  - implementing HPIs
  - sustaining HPIs
  - scaling up HPIs

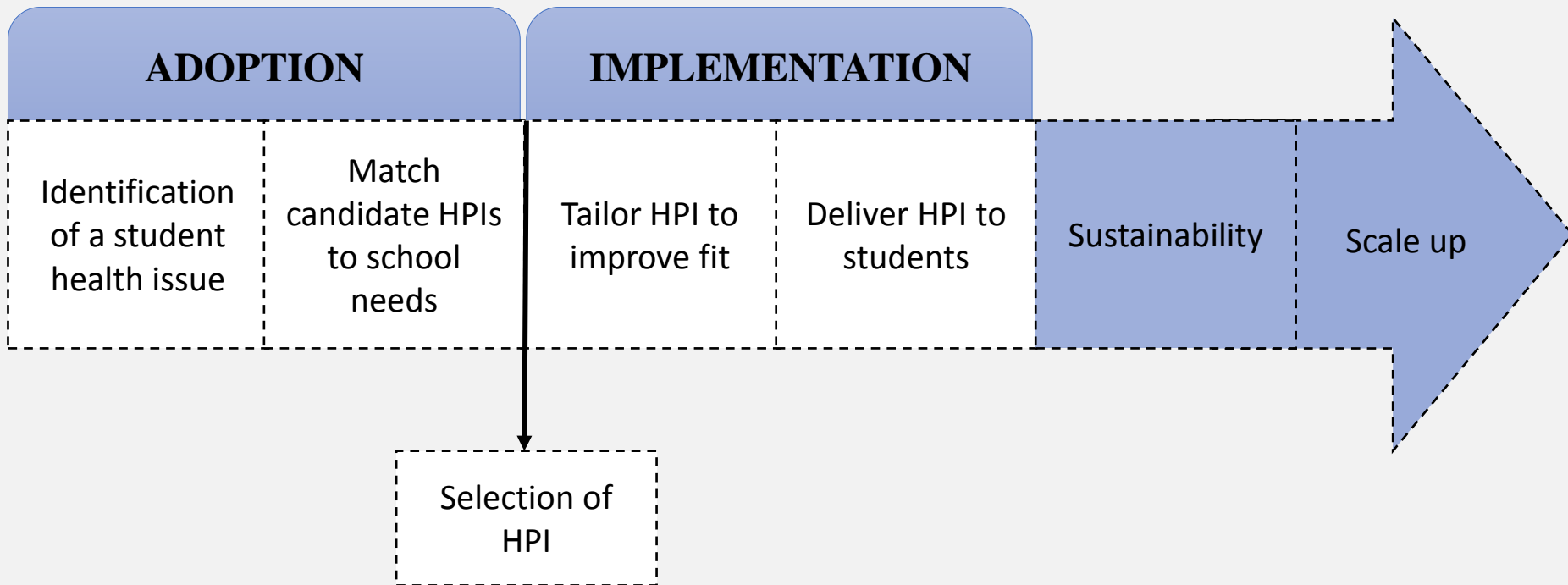


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# Conceptual Model



# Methods

**ADOPTION**

**IMPLEMENTATION**

**SUSTAINABILITY**

**SCALE-UP**



**Structured Interview #1**

- 40 minutes
- Principal



**Structured Interview #2**

- 20 minutes
- Principal or Staff



**In-Depth Interview**

- 45 minutes
- 2-3 key informants from schoolboard

# Indice de milieu socioeconomique (IMSE)

Composite of the proportion of families with mothers who did not complete secondary school, and with a parent who is inactive in the workforce.

Low SES → IMSE = 8-10

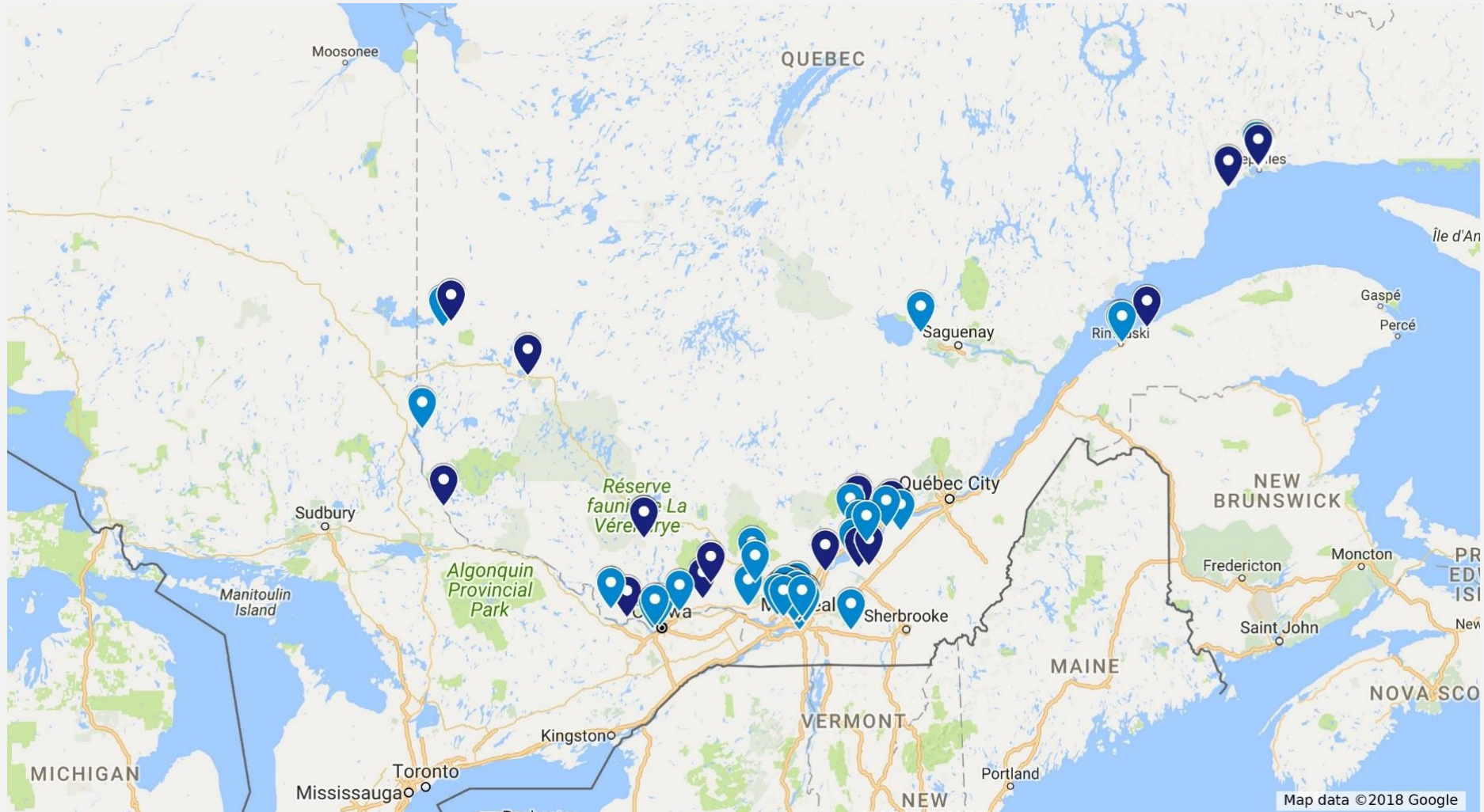
Moderate SES → IMSE = 4-7

High SES → IMSE = 1-3

# SES Status of Participating vs Non-Participating Schools

<b>SES</b>	<b>Participating (n=94) %</b>	<b>Non-Participating (n=377) %</b>
<b>Elementary Schools</b>		
Low	36	35
Moderate	43	45
High	20	21
<b>High Schools</b>		
Low	10	42
Moderate	80	40
High	10	18

# Participating Schools



# Characteristics of Participating Schools

	<b>Low SES (n=29)</b>	<b>Moderate SES (n=48)</b>	<b>High SES (n=17)</b>
<b>Female principal, %</b>	60	60	67
<b>No. students, mean</b>	241	469	401
<b>Student teacher ratio</b>	12	15	16
<b>Teacher turnover, % high</b>	7	18	0
<b>Principal turnover,% high</b>	7	28	24

“In the past year, has your school offered an HPI addressing...”

No Difference

- 
- Physical Activity
  - Healthy Eating
  - Bullying
  - Sex Education
  - Personal Safety
  - Oral Health

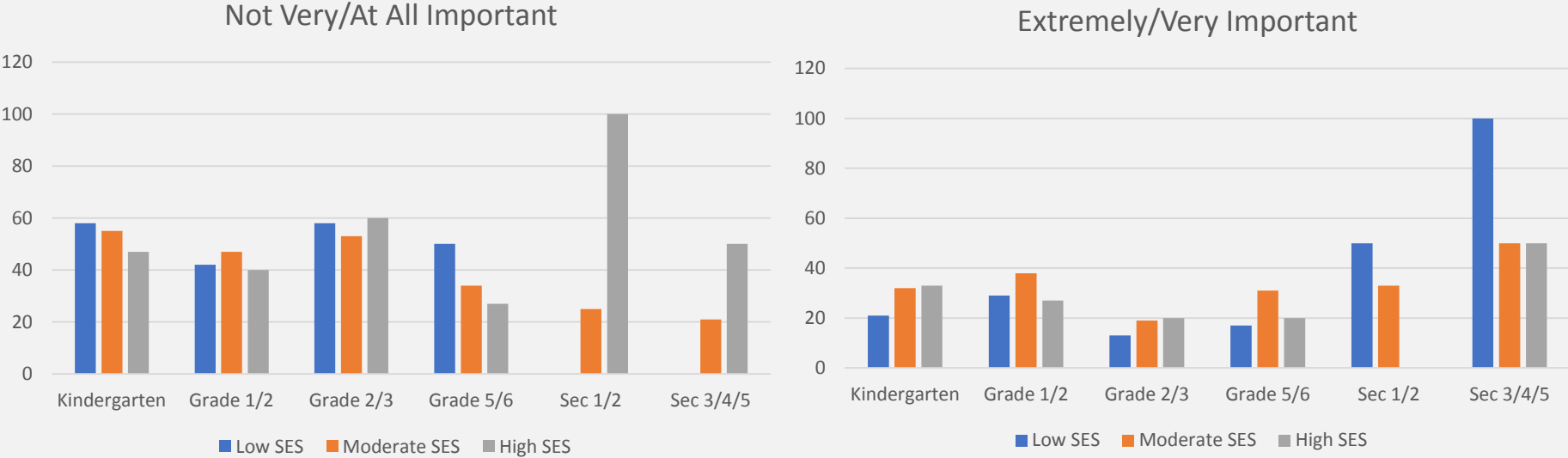
- Mental Health and Well-Being
- Tobacco Control



# Mental Health Interventions

	<b>Low SES (n=29)</b>	<b>Moderate SES (n=48)</b>	<b>High SES (n=17)</b>
<b>Schools offering MHIs, %</b>	34	54	53
<b>Number of MHIs offered, mean</b>	1.7	1.8	1.2

# Importance of Mental Health



Ex: Aggressive behaviour (kindergarten through grade 3), anxiety

# Tobacco Control Interventions

	<b>Low SES (n=29)</b>	<b>Moderate SES (n=48)</b>	<b>High SES (n=17)</b>
<b>Schools offering TCI, %</b>	31	21	6
<b>Never offered TCI, %</b>	85	83	87
<b>Not currently considered, %</b>	100	95	88

“In the past year, has your school offered the following types of EAs...”

No Difference

- 
- Competitive sports
  - Non-competitive sports
  - Physical activities
  - Free gym
  - Artistic clubs

- Special Interest clubs  
Ex: Chess, Robotics, Lego

# Special Interest Clubs (SICs)

	<b>Low SES (n=29)</b>	<b>Moderate SES (n=48)</b>	<b>High SES (n=17)</b>
<b>Proportion offering SICs, %</b>	34	67	47
<b>SICs offered, Mean</b>	3.0	4.1	3.0

# Summary

- No difference in most HPIs, but.....
  - Fewer low SES schools offer mental health programs ( $p=0.083$ )
  - Possible linear relationship in tobacco control interventions with SES ( $p=0.123$ )
- No difference in most EAs, but.....
  - More moderate SES schools offer special interest clubs ( $p=0.015$ )

## Next Steps

- Document current landscape of HPIs in Québec public schools
- Examine disparities in barriers and facilitators to adoption and implementation of HPIs
- HPIs and EAs not only improve health, but also academic outcomes

Thank you!



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