

Integrative and Co-ordinated School Health Programme (CICSH) based on HPS model

Professor Albert LEE

**Director of Centre for Health Education and Health Promotion and Professor (Clinical) of Public Health and Primary Care, The Chinese University of Hong Kong
Member of Forum on Investing in Children Globally, National Academy of Medicine, USA**

Email: alee@cuhk.edu.hk

http://www.cuhk.edu.hk/med/hep/prof_alee/main.html

School health model needs to be comprehensive and well integrated and co-ordinated so it becomes readily available and accessible to students and also affordable in terms of time and finance. School based services would fulfil the purpose. There have been a lot of discussions whether the services should be located in school setting or school linked services. However the most important issue is what should be the services at different levels of prevention from preventing the onset of diseases to early detection and management then preventing further deterioration (Figure 1).

Schools differ not only on the socio-economic conditions but also different demography and disease epidemiology of their catchment areas so one would not have a school health model for all. Each locality will need to develop and/or adapt a framework unique to the health problems its children face; the educational, public health, community, and political organizations that influence schools in the area; and the resources available. If each key area of HPS can incorporate the different levels of prevention, the school would then have a clear idea how to deliver the services on site or school link services according to its locality based on what should be delivered. The linkage of each key area of HPS with requirements for each level of prevention (boxes 1 to 6), a comprehensive and well integrated and co-ordinated school health (CICSH) model can be established.

Box 1 Healthy School Policy

Primary prevention

Measures to enhance protective factors for school health, e.g., recommended portion of fruit and vegetables for school meals, adequate facilities for handwashing, immunization policy, space and facilities for physical activities and social interaction

Measures to minimize harmful factors, e.g., avoid overcrowding and poor ventilation, restriction of food and beverage with high calorie and high fat contents, step measures to ensure safety and harmony on campus, steps to prevention spread of infectious diseases during the epidemics

Secondary prevention

Reporting of illnesses and screening of sick leave record

Surveillance system of risk behaviours

Surveillance system of occupational and environmental hazard

Tertiary prevention

Policy for referral of those with identified health problems

Policy for helping students back to usual school life after illness

Steps for managing outbreaks of infectious disease in school

Box 2. Action Competency for Healthy Living

Primary Prevention

Health Curriculum includes teaching on health issues meeting the needs of children and adolescents and contemporary society with learning outcomes focusing on improvement of health literacy, i.e., skills in accessing and analyzing health information, capacity to integrate health information with personal values to cultivate strong belief of positive health behaviours leading to positive outcomes, understanding the determinants of health, problem solving skills to handle health problems/crisis to enhance perceived power to control health, positive and healthy development, skills in choosing appropriate health and social care particularly preventive services so a normative culture and strong motivation for positive health would be cultivated within the community.

Knowledge enrichment for teachers (whole school) and parents on healthy development and common health problems encountered by children and adolescents and practical tips for prevention

Capacity building and continuous development for personnel responsible for co-ordination of school health the knowledge and skills in bring different disciplines for different level of preventive care

Secondary prevention

Knowledge and skills for students, teachers and parents detecting early symptoms and signs of common health conditions so they would identify problems at early stage for themselves or their peers or their students or their children

Appropriate health seeking behaviours at early stage of illnesses, e.g., avoid contacts with suspected communicable diseases, seek advice from counsellors/social workers with psycho-social distress at early stage, seek medical advice with deterioration of usual functional status

Rational utilization of screening services, e.g., attending periodic preventive health assessment

Tertiary prevention

Self-care and self-management skills for their health conditions, e.g., asthma self-management with different steps of management according to severity and identification of different levels of severity and appropriate management

Box 3. Services for Protection Care and Health Promotion

Primary prevention

Information and resources on common health problems and related services

Guidelines for monitoring and control of infectious disease

Basic measures to control the determinant factors for common health conditions, e.g., discouraging sedentary lifestyle and encouraging physical activities, avoiding food and beverage with high calorie and high fat content, active process to facilitate uptake of immunization and preventative health services

System of recording students' health status

Secondary prevention

System of regular monitoring of students' health status

Screening for high risk behaviours, e.g., detecting those overweight and obese, psycho-social disturbance,

Tertiary prevention

Health counselling on health behaviours, e.g., nutritional counselling for under or over nutrition, sexual issues, dependent behaviours such as internet

Psychological counselling services

Management of emergencies, e.g., injuries, acute exacerbation of illness such as asthma epilepsy, infectious disease, self-harm behaviours, addictive behaviours such as substance abuse, violent and bullying behaviours

Rehabilitation of those students/staff recovering from illnesses (physical and psycho-social)

Occupational safety and health

Box 4. School Physical Environment

Primary prevention

Safe, hygienic and green environment

Pollution free (air and noise)

School physical environment allowing students to be physically active and eating healthy

Secondary prevention

Screening level of pollution

Periodic check of hygiene and sanitation

Identification of sites of accidents/incidents

Tertiary prevention

Facilities and resources to enable students/staff recovering from illnesses and/disabilities to return school as soon as possible

Box 5. School Social Environment

Primary prevention

Harmonious school environment encouraging open communication

School has established a culture of mutual support and care for students and staff

School has established a culture of non-discriminatory and equal opportunities for students and staff

School has established a culture and also system to appraise performance of students and staff through positive reinforcement and helping them to improve through support measures rather than coercive means

Secondary prevention

Resources and facilities readily available for students and staff to seek early help for psycho-social needs

Mechanism for early identification of students and students with special psycho-social needs, e.g., unexplained deterioration of academic/work performance or functional status, loss of interest of usual activities, facing unexpected life events, changing of social circumstances

Tertiary prevention

Professional services for students or staff with acute life crisis situations

Measures in place to facilitate students or staff recovering from psycho-social problems back to school

Professional services in school to help stabilised psycho-social cases to be maintained in school community

Box 6. Community Link

Primary prevention

Health information resource centres in collaboration with family and community members

Secondary prevention

Resources and facilities for appropriate check-up services for students or staff for early identification of certain health conditions

Tertiary prevention

Community resources for management of students or staff with certain health conditions

Community rehabilitation services helping them to recover from illnesses.

DO NOT COPY

Figure 1. Level of Prevention in School Health

