


Center for School, Health and Education


A Program to Improve Graduation by Integrating Public Health Prevention and Primary Care in Schools

A learning series developed with funding from the CDC



Needs Assessments: Student Discussion Groups



Presented by
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Guiding Questions

- How can the student perspective advance the development of strategies to increase health and educational outcomes school-wide?
- To what extent will the quality of outcomes from the student discussions depend on the fidelity to the guidance provided?




Rationale

- To provide depth of understanding to the causes that underlie some of the risks (i.e., chronic stress) identified by RAAPS-PH –from the youth perspective
- To document young people’s recommendations for improving these risks




Rationale

- To inform comprehensive strategy development, to address the barriers to health and educational success among all students at a particular school
- To better equip SBHC and school staff to understand and respond to students' needs more comprehensively




Design

- 4 discussion groups organized by grade and gender (e.g., 9/10 grade boys, 9/10 grade girls, 11/12 boys, and 11/12 grade girls)
- Discussion groups representative of entire student population
- Questions and probes to guide the discussion
- Relatable and experienced facilitators




Design

- Note taker and digital recorder
- Discussion timeframe: at least 60-90min during non-academic time
- Lunch and incentives provided to students
- Students invited to continue advancing health and educational success at their school




Analysis & Synthesis


Key Findings / Emerging Themes	
Environmental & School Stressors (i.e., causes worries, problems, anger, sadness, overwhelm, fear)	
Themes	Related, Compelling Student quote
Coping Strategies for Environmental and School Stressors (how students deal with common stressors, including healthy and harmful strategies)	
Strategies	Related, Compelling Student quote
Recommendations for Improvements (e.g., relationships, neighborhood characteristics, school climate, safety/cleanliness, distractions, academics)	
Recommendations	Related, Compelling Student quote
Interpretations / Analysis	
Interpretation 1:	
Interpretation 2:	




Procedure

- Review & customize questions as warranted with consideration for RAAPS-PH outcomes
- Determine logistics (dates, facilitators, participants, incentives, etc.)
- Host orientation prior to discussions for the facilitator(s)
 - Describe the program goals, present key findings from the literature review, and review logistics
- Provide an overview on the purpose to participants at the start
- Synthesis and analysis of findings
- Validation of findings with students





Presenter's Bio



Center for School, Health and Education (CSHE) at the American Public Health Association to support the execution of program strategies in a of ways. Her responsibilities include assisting school based health centers (project sites) in various states to move beyond the clinic walls and integrate primary care with public health, school-wide, to address the social determinants of health and graduation. Kelly received her Master's Degree in Public Health, with a focus on community oriented primary care in vulnerable populations at the George Washington University (GWU). Prior to attending GWU, Kelly was a postbaccalaureate training award fellow at the National Institutes of Health, where she investigated plasma cell tumors in mice. In 2008, Kelly earned her Bachelor's of Science in biology from Howard University and has since been involved in both basic and clinical research including, materials research at the University of Pennsylvania, biochemical and molecular research at the Center for Cancer Research within the NIH, and investigations of age-related macular degeneration at Scheie Eye Institute of the University of Pennsylvania. In addition to her research experience, Kelly has participated in community-based outreach activities and maintains an interest in addressing inequities.

