

BOOK OF ABSTRACTS

Building a Healthy Ireland: Promoting Health and Wellbeing in Educational Settings



13th June 2019
NUI Galway



23rd Annual Health Promotion Conference



OÉ Gaillimh
NUI Galway



HPRC

Health Promotion Research Centre



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Special thanks to our team of researchers, students and administrative staff who helped with the conference organisation leading up to, and on the day of the conference. We gratefully acknowledge the support of the Health Service Executive, Department of Health, Department of Education and Skills and the Association for Health Promotion Ireland for their contribution to this year's event.



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Welcome

It gives us great pleasure to welcome you to the 23rd Annual Health Promotion Conference hosted at the National University of Ireland Galway. Our focus this year is on 'Building a Healthy Ireland: Promoting Health and Wellbeing in Educational Settings'.

In collaboration with the Department of Health, Health Service Executive, Association for Health Promotion Ireland and the Department of Education and Skills we are delighted to host this conference in Galway where practitioners, researchers and policymakers can meet to discuss current and future directions for health and wellbeing in education.

We hope you will enjoy learning more about current directions in Health Promotion policy, practice and research relevant to educational settings, and having the opportunity to network with colleagues.



Yours sincerely,
Professor Saoirse Nic Gabhainn and Dr Colette Kelly
Co-Chairs,
2019 Health Promotion Conference Committee



**Don't forget to tweet
during the day #hprc2019**

Conference programme

Time		Room
08.30	Registration and coffee <i>Venue: Arts and Science Concourse, NUI Galway</i>	
09.00	Welcome Professor Ciarán Ó hÓgartaigh , President, National University of Ireland Galway Professor Margaret Barry , Global President, International Union for Health Promotion and Education and Chair of Health Promotion and Public Health, NUI Galway	O'Flaherty Theatre AC001
Plenary 1: International Perspectives <i>Chair: Biddy O'Neill, Department of Health</i>		
09.30	How can we effectively promote health, wellbeing and attainment for all? Dr Eileen Scott , WHO Collaborating Centre for Health Promotion and Public Health Development, National Health Service, Health Scotland	O'Flaherty Theatre AC001
10.00	Applying Health Promotion in schools: International differences and perspectives Anette Schulz , Manager and International Coordinator, Schools for Health in Europe Network	
10.45	Coffee break and poster competition <i>Venue: Arts and Science Concourse, NUI Galway</i> <i>(Posters available for viewing during all breaks)</i>	



Poster Competition - don't forget to vote for your favourite

Time		Room
Research Exchange Parallel oral presentations		
11.15	<p>1. Innovative Practice</p> <p>Communication is the root issue: Informing the development of an intervention to address cyberbullying Mary Cronin, University College Cork</p> <p>Engaging students in practical solutions to improve connectivity and wellbeing-practice examples Dr Jenny O'Connor, Waterford Institute of Technology</p> <p>LGBTI+ Safe and Supportive Schools and Services Project: An Introduction on how to use the SASS Toolkit to combat bullying, exclusion, and isolation of LGBTI+ young people in schools and services Matt Kennedy, BeLonG To Youth Services</p> <p>Everyday Matters Dr Eithne Hunt, University College Cork</p> <p>Empowering schools to promote mental health and resilience in schools using the iMHARS framework (Islington Mental Health and Resilience in Schools) Lil Fahy, Islington Council, UK</p>	AC201
11.15	<p>2. Working with Stakeholders</p> <p>Supporting parents to support their children's mental health and wellbeing- Information sessions for parents in primary schools Aine Lynch, National Parents Council</p> <p>Evaluation of the Incredible Years Teacher Classroom Management (IYTCM) programme Eadaoin O'Brien and Dr Yvonne Kennedy, National Educational Psychological Service</p> <p>Psychosocial working conditions and wellbeing of primary school teachers in Ireland Dorothy Scarry, Workplace Health and Wellbeing Ltd</p> <p>Building the capacity of teachers to promote and support youth mental health through Jigsaw's interactive e-learning platform Michelle Lowry, Jigsaw</p> <p>Promoting community learning through a WWETB Wellness & Gardening Program Margaret Howard, Waterford Wexford Education and Training Board</p>	AC202

Time		Room
11.15	<p>3. Mental Health and Well-being</p> <p>Moving to a settings-based approach to mental health promotion in post-primary schools: Attitudes and experiences of school communities operating in a neoliberal capitalist context Maryanne Lowney Slattery, Mary Immaculate College and Kerry Education and Training Board</p> <p>Filling the GAP programme Mary Atkins, National Educational Psychological Service</p> <p>Evaluating the implementation quality of the MindOut programme in Irish post-primary schools Katherine Dowling, National University of Ireland Galway</p> <p>Summary of findings of the pilot stage of the Weaving Well-Being Programme Fiona Forman, Department of Education</p> <p>The Initiative Project David Duly, Action Mental Health</p> <p>Promoting healthy drinking practices and attitudes in Irish secondary school children: Evaluating the early implementation and impact of a new Alcohol Education Programme Prof. Sinead McGilloway, Maynooth University</p>	AC203
11.15	<p>4. Health Literacy</p> <p>The impact of a media literacy intervention on children’s wellbeing: Findings from a pilot RCT Vicky O’Rourke, Letterkenny Institute of Technology</p> <p>Development of a media literacy resource for primary schools in Ireland Dr Charmaine McGowan, Safefood</p> <p>An exploratory study of promoting food literacy in Irish schoolchildren through a whole-school-approach Michelle Darmody, Technological University Dublin</p> <p>Development of a health literacy intervention for Irish DEIS Schools - a co-designed approach Clare McDermott, Dublin City University</p> <p>Introducing health literacy to the medical undergraduate curriculum: IMPACCT Dr Jane Sixsmith, National University of Ireland Galway</p>	AC204

Time		Room
11.15	<p>5. Physical Activity Promotion</p> <p>Active students are healthier and happier than their inactive peers Dr Niamh Murphy, Waterford Institute of Technology</p> <p>The Made2Move club: A physical activity intervention programme for university students Dr Fiona Chambers, University College Cork</p> <p>A praxis model of digital wellbeing for physical education Dr Fiona Chambers, University College Cork</p> <p>Moving Well-Being Well: Getting Ireland’s children moving through improving their physical literacy Stephan Behan, Dublin City University & Insight</p> <p>Engagement with the Active School Flag: A schools perspective Dr Jamie McGann, Dublin City University</p> <p>What makes programmes work: the importance of teachers in the implementation of physical activity programmes in educational settings Christina Duff, Dublin City University</p>	AC213
11.15	<p>6. Building the Evidence Base</p> <p>“You wouldn’t wear a skirt to school”. An exploration of male mid-adolescents’ interpretation and management of their wellbeing Padraig Meredith, Waterford Institute of Technology</p> <p>What factors influence the development of subjective well-being in adolescence: gender, socio-economic status, intelligence, personality or grades? Prof. Ricarda Steinmayr, Technical University Dortmund</p> <p>Hearing the silent voices of children impacted by parental alcohol misuse Dr Sheila Gilheany, Alcohol Action Ireland</p> <p>Building a healthy nation: food education on the curriculum – an international review Amanda McCloat, St Angela’s College, Sligo</p> <p>The negative side of defending behaviour: Examining the association between defending and psychosocial difficulties Dr Angela Mazzone, Dublin City University</p>	AC214
12.45	<p>Lunch: Venue An Bhiann River walks: Meet at the registration desk at 12.50 or 13.30</p>	
13.00	<p>Launch of the new Postgraduate Certificate in Mental Health Promotion</p>	Arts Millennium AM104

Time		Room
Plenary 2: National Perspectives <i>Chair: Anne Tansey, Director, National Educational Psychological Service (NEPS)</i>		
14.00	Future direction for wellbeing in schools Orla McGowan , Programme Manager for Education, Health Service Executive Deirdre McHugh , Regional Director, National Educational Psychological Service	O'Flaherty Theatre AC001
15.00	Tea/Coffee TO GO Venue: The Concourse, NUI Galway	
Workshops		
15.00	1: Home school partnerships Karen Heavey , Health Promotion and Improvement, Health Service Executive	AC202
15.00	2: Bullying, cyberbullying and the sharing of youth-produced sexual imagery Dr Mairéad Foody , Anti-bullying Research and Resource Centre, Dublin City University	AC203
15.00	3: Wellbeing in schools Dr Fionnuala Tynan and Dr Margaret Nohilly , Mary Immaculate College, Limerick	AC204
15.00	4: Promoting sexual consent Dr Pdraig McNeela and Dr Siobhan O'Higgins , Discipline of Psychology, National University of Ireland Galway	AC213
15.00	5: The promotion of physical activity within the school setting Professor Catherine Woods and Dr Enrique Garcia Bengoechea , University of Limerick	AC214
15.00	6: Why implementation matters in promoting the mental health and wellbeing of young people in educational settings Professor Margaret Barry, Dr Tuuli Kuosmanen and Ms Katherine Dowling , WHO Collaborating Centre for Health Promotion Research, National University of Ireland Galway	AC215
15.00	7: Cultivating resilience among staff in the educational setting: A personal development approach Dr Paula Carroll & Mairead Barry , Waterford Institute of Technology	AM104
15.00	8: School influences on health behaviours Professor Emer Smyth , Economic and Social Research Institute	AM105
15.00	9: Sense of belonging of students with Special Educational Needs Dr Michael Cullinane , National Educational Psychological Service.	AM107

Time		Room
Plenary 3 <i>Chair: Professor Saoirse Nic Gabhainn, Head of Discipline of Health Promotion and Conference Co-Chair, NUI Galway</i>		
16.30	Contribution to the WHO European Child and Adolescent Health Strategy 2020-30 Dr Colette Kelly , Director of Health Promotion Research Centre and Conference Co-Chair, NUI Galway	O'Flaherty Theatre AC001
17.00	Concluding remarks	
17.15	Conference close	



If you are interested in the establishment of a 'Journal Club' please call to the AHPI desk today to complete their survey or click [here](#)

Biographies

Plenary speakers' biographies

Dr Eileen Scott,

WHO Collaborating Centre for Health Promotion and Public Health Development, NHS Health Scotland

Eileen loves to turn knowledge into effective action. For the past five years, she has led the World Health Organization (WHO) Collaborating Centre for Health Promotion and Public Health Development at NHS Health Scotland, Scotland's national Health Board working to reduce health inequalities and improve population health in Scotland. Her work with the WHO Collaborating Centre focuses on strategic action to improve child and adolescent health across the 53 member states that make up the WHO European Region.



Eileen started her career as a Clinical Psychologist, working in Child and Adolescent Mental Health Services and in clinical health psychology. Her interest shifted from treatment to prevention and for the past decade she has worked in public health science. She works with national and international policy makers and academics, helping to develop, monitor and evaluate evidence-informed child and adolescent health policy. She has a specific interest and experience of working in collaboration with the education sector to strategically influence children and young people's health and wellbeing in Education settings.

Anette Schulz,

Manager and International Coordinator, Schools for Health Europe Network

Master of Health Promotion and Education, is a senior consultant at UCS Research Centre for Health Promotion in Denmark. Her academic background is in pre-school and school health promotion for more than 20 years working with a specific focus on health inequality.



She is manager of Schools for Health in Europe Network Foundation (SHE) and chair of the SHE Board. She is engaged in a number of international networks on school health promotion and works closely together with WHO Regional Office for Europe to implement school health promotion in Central Asia.

Orla McGowan,

Programme Manager for Education, HSE Health and Wellbeing

Orla is the Programme Manager for Education, HSE Health and Wellbeing. She is responsible for working in partnership with the Department of Education and Skills and the Department of Health on improving health and wellbeing in pre-schools, primary schools, post-primary schools and in higher education sector.



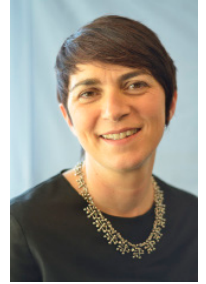
She leads the work of a team of Health Promotion Officers that provide training and supports to teachers to implement a whole school approach to health and wellbeing and to teach aspects of the SPHE curriculum. She is also responsible for developing resource materials to support the SPHE curriculum in partnership with the HSE Policy Programmes and the Department of Education and Skills Support Services.

She holds a MSc in Education and Training from DCU and completed her thesis on Health Promoting Schools in Ireland.

Plenary speakers' biographies

Deirdre McHugh,

Regional Director, National Educational Psychological Service (NEPS)



Deirdre qualified as an Educational Psychologist in 1996 working in the UK before returning to Ireland in 1998. Deirdre has worked in NEPS since 2000 practicing in Dublin inner city schools before transferring to Donegal and working as a Senior Psychologist. Deirdre has worked in primary, post primary, special schools and special class settings. She has been involved in the development and publication of resources and materials for schools in the areas of:

- Critical Incidents
- SEN Continuum of Support
- Behaviour, Emotional and Social Difficulties (BESD)
- Wellbeing

Deirdre is currently a Regional Director in NEPS and has national responsibility for Wellbeing. She was involved in the development of the DES Wellbeing Policy Statement and Framework for Practice launched by Minister Bruton in July 2018 and has responsibility for the DES Wellbeing Implementation Plan 2018 -23.

Dr Colette Kelly,

Director, Health Promotion Research Centre and Conference Co-Chair



Dr Colette Kelly is Director of the Health Promotion Research Centre, and Co-Principal Investigator on the Health Behaviour in School-aged Children, NUI Galway. She is also a lecturer in Health Promotion and served as the Director of the BA Social Care programme for seven years. Colette is the current Vice Dean for Graduate Studies in the College of Medicine, Nursing and Health Sciences. Dr Kelly is a registered Public Health Nutritionist and her research interests include child and adolescent health, food and nutrition, food environments, vulnerable groups and participatory methodologies.

Welcome speakers' biographies

Professor Ciarán Ó hÓgartaigh,
President, National University of Ireland Galway

Ciarán Ó hÓgartaigh became the 13th president of NUI Galway in January 2018. Previously, he was Professor of Accounting and Dean of Business at UCD, leading its schools in Dublin (UCD Lochlann Quinn School of Business, UCD Michael Smurfit Graduate Business School and UCD Smurfit Executive Development) and its overseas programmes in Hong Kong, Singapore and Sri Lanka.



Having attended Scoil Iognáid and Coláiste Iognáid, Ciarán is a first class honours, first in class graduate of NUI Galway. He trained as a Chartered Accountant with Arthur Andersen and has a PhD in Accounting from the University of Leeds. He has been published widely in the accounting field and has previously held academic positions at Dublin City University, UCD and Victoria University of Wellington, New Zealand.

A former Fulbright scholar at Northeastern University, he has served as Audit Committee Chair at the Department of Marine, Communications and Natural Resources and is a member of the Audit Committee at the Department of Finance.

Professor Margaret Barry,
Global President, International Union for Health Promotion and Education

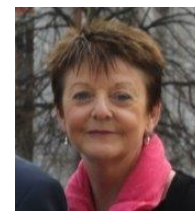
Margaret M. Barry, Ph.D., holds the Established Chair in Health Promotion and Public Health, and is Head of the World Health Organization Collaborating Centre for Health Promotion Research, at the National University of Ireland Galway. Professor Barry has published widely in health promotion and works closely with policymakers and practitioners on the development, implementation and evaluation of mental health promotion interventions and policies at national and international level. Professor Barry has extensive experience of coordinating international and European collaborative projects, serving as project leader on WHO projects and European Union funded research initiatives. Professor Barry also serves on a number of international and European steering groups and scientific committees and has acted as expert adviser on mental health promotion policy and research development in a number of countries around the world. Professor Barry was re-appointed in 2016 for a second term to the European Commission Expert Panel on Effective Ways of Investing in Health (2016-2019) and was elected as global President of the International Union for Health Promotion and Education in 2019.



Conference chair biographies

Biddy O'Neill,
Department of Health

Biddy is National Project Lead in the Health and Wellbeing Programme Department of Health. She is leading on the development of the National Healthy Workplace Framework in partnership with the Department of Jobs Enterprise and Innovation under the auspices of Healthy Ireland.



Biddy has worked in Health Promotion for over twenty years at both strategic and operational levels within the Health Service and the Department of Health.

She was appointed as Assistant National Director in the Health and Wellbeing Division Health Service Executive in 2013 and seconded to the Department of Health in 2015.

Anne Tansey,
Director, National Educational Psychological Service (NEPS)

As Director of the National Educational Psychological Service (NEPS) Anne Tansey has overall responsibility for the development and delivery of the Department of Education's educational psychological service to schools which supports the academic, social and emotional well-being for all learners. She contributes at policy level within the Department of Education and with other Government Departments and agencies. She is a member of the National Council for Special Education and has been appointed an Adjunct Professor in UCD. Anne has worked with NEPS since 2002, initially as a professional educational psychologist and later as Regional Director of the Dublin Mid-Leinster region of NEPS.



Anne completed her initial academic training in primary education (B.Ed.) at St. Partick's College and completed her Post-Graduate Studies in Educational Psychology UCD. She is a member of the Psychological Society of Ireland (PSI) and is a member of the Division of Educational Psychology of PSI. Prior to joining NEPS, Anne worked as a primary school teacher, in an inner-city, DEIS school in Dublin.

Anne has particular interest and expertise in the development of social and emotional competence in children and has undertaken research in this area. Her work has been influential in informing NEPS policy and practice in this area.

Professor Saoirse Nic Gabhainn
Head of Discipline of Health Promotion, National University of Ireland Galway

Professor in Health Promotion and Project Leader in the Health Promotion Research Centre and the World Health Organisation Collaborative Centre for Health Promotion Research. Saoirse works primarily with children and young people - with a multidisciplinary team dedicated to improving the lives of young people in Ireland and abroad. We work to uncover new issues in their lives, document them thoroughly, identify the dimensions and determinants of their health and well-being, and to actively engage with all stakeholders to develop real solutions - with a focus on working with young people and policy makers directly to influence practice in Health Promotion and Public Health.



Plenary abstracts

Plenary 1 abstracts

How can we effectively promote health, wellbeing and attainment for all?

Dr Eileen Scott

Children and young people in the WHO European Region are some of the healthiest in the world, yet significant opportunity to improve health and well-being remains. The first two decades of life represent a distinct developmental window in which action to improve physical, mental and social well-being can have life-long consequences. Education is one of the key social determinants of health, with educational settings providing a unique environment to strategically influence the health and wellbeing of all children and young people now and across their life-course.

This keynote speech will focus on the reciprocal relationship between health and education and trace how the circumstances in which children and young people grow up and learn contribute to inequalities in health, wellbeing and educational attainment. It will look into the evidence of impact of actions in educational settings that address the social factors influencing health and also the effectiveness of health interventions delivered in these settings. It will argue that the most effective action needs a systemic, collaborative approach to improve the health and wellbeing of all children and young people.

Applying Health Promotion in Schools: International differences and perspectives

Anette Schulz

It is widely recognized within health promotion research, that schools can play a significant role in promoting health among children and young people and improve health equalities in the society in general.

Effective health promotion in schools requires a whole school approach. In practice, this approach means that the school will not only incorporate health education through aspects of the curriculum, but also through the physical and social school environment and through stakeholder and community involvement.

This key note includes a presentation of the 'whole school approach' as it is implemented throughout the WHO European region. General challenges are highlighted before the work of Schools for Health in Europe Network Foundation (SHE) is introduced as a way to make every school a health promoting school.

Plenary 2 abstract

Future direction for wellbeing in schools

Orla McGowan and Deirdre McHugh

The Department of Education and Skills Wellbeing Policy Statement and Framework for Practice (2018-2023) was launched in July 2018, providing an overarching structure encompassing existing, ongoing and developing work in the area of Wellbeing Promotion. The policy outlines a multicomponent, whole school preventative approach to the promotion of wellbeing with interventions at both universal and targeted levels. This policy requires that a Wellbeing Promotion Process is developed and implemented, through the use of the School Self-Evaluation (SSE) process, in all schools and centres of education by 2023.

This presentation will provide an overview of work underway in relation to the DES Wellbeing Policy implementation plan 2018 -23. Information on the work the DES support services in liaison with the HSE schools health promotion team will be shared. An outline of the supports and programmes for implementation will be outlined. An overview of School Self Evaluation (SSE) and how the six-step SSE process can be used to reflect on wellbeing provision in schools will be discussed.

The presentation will give an overview of the work of the HSE schools health promotion team and work underway in pre-schools and in Higher Education Institutes in relation to health and wellbeing promotion. Future directions of HSE work in the various educational settings will be shared.

Plenary 3 abstract

Contribution to the WHO European Child and Adolescent Health Strategy (2020-30)

Dr Colette Kelly

During the conference you will have an opportunity to learn about the development of the next European Child and Adolescent Health strategy. The strategy will aim to improve the health of children and adolescents and should be relevant to 53 countries within the WHO European region. It will provide direction for countries and will set goals in order to improve youth people's lives. New to this strategy is the involvement of young people themselves in setting priorities for their health and thus for the strategy. You will hear about how we have worked with young people to facilitate and capture their ideas for the new strategy.

Moreover we will be seeking your suggestions on ways to improve child and adolescent health and what you think should be prioritised in the next strategy. Your experience in youth health and your input to the strategy is key to ensuring it will be relevant to the lives of children and youth today. Have your phone ready to engage with us throughout the day as we will be using the online polling app 'Poll Everywhere'.



Wi-fi code is on your
name badge

Poster communication abstracts



Poster Competition - don't forget
to vote for your favourite

#	Presenter	Title
1	Anthony Casey, Department of Sport, Leisure and Childhood Studies, Cork Institute of Technology	An investigation into the health and wellbeing related challenges experienced by 1st Year male Gaelic games players following the transition from secondary to tertiary education in an Irish 3rd level setting
2	Boris Chapoton, Jean Monnet University, France	Teenagers' behavioural influence on social network sites: development of the French projects ICoRéSo and MADRéSo.
3	Sue Crowley, International Association of Adolescent Health: Young Professionals Network	The International Association of Adolescent Health -The Young Professionals Network: the leadership and mentorship committee
4	Aisling Daly, Technological University Dublin	Age, sex & BMI are associated with different eating behaviour styles in Irish teens
5	Dr Saintuya Dashdondog, Health Promotion, National University of Ireland Galway	Examining determinants of eating patterns in pre-school settings in Ireland
6	Samantha Dick, School of Public Health, University College Cork	Illicit substance use trends and behaviours in an Irish third-level student population
7	Elizabeth Doyle, Research and Evaluation, Jigsaw	Peer education as a mental health promotion tool for young people
8	Aoife Dunphy, Tipperary Sports Partnership	An Evaluation of a 6-week Balance Bike programme for preschool children
9	Kiah Finnegan, Health Promotion Research Centre, National University of Ireland Galway	Should the Health Behaviour in School-aged Children (HBSC) data collection move online?
10	Prof Eilis Hennessy, Psychology, University College Dublin	Le Chéile: A survey on well-being of students in colleges of further education in Ireland
11	Dr Tuuli Kuosmanen, Health Promotion Research Centre, National University of Ireland Galway	An evaluation of the SPARX-R serious game for preventing depression and improving wellbeing among adolescents in alternative education
12	Margaret Mc Loone, Health and Nutritional Sciences, Sligo Institute of Technology	"It's in the education": Advocating for education to facilitate mothers to breastfeed
13	Kathryn Meade, Department of Health Promotion and Improvement, Health Service Executive	Healthy Ireland Smart Start (HISS) programme in pre-school services
14	Laura Neenan, University of Limerick	SafeTALK?: Assessing pre-service teacher competence before and after suicide skills training

#	Presenter	Title
15	Dr Phil Noone, School of Nursing and Midwifery, National University of Ireland Galway	'Swim study': Student well-being and impact of mindfulness
16	Brid O'Dwyer	The role of preschools in mental health promotion
17	Mai O'Leary, Cork Institute of Technology	Project Spraoi: Two year outcomes of a whole school physical activity and nutrition intervention
16	Breda O'Mahony, National University of Ireland Galway	Barriers and facilitators to the implementation of nutrition standards for school meals: A mixed methods systematic review
19	Amy Phillips and Megan McLaughlin, School of Public Health, University College Cork	Exploring young people's perceptions of a healthy city: An analysis of a draw and write approach
20	Vasilis Vasiliou, Applied Psychology, University College Cork	The development of the MiUSE: A digitally-delivered harm-reduction intervention for illicit substance use among students in a third-level educational setting



NUI Galway and Mental Health Ireland have teamed up to start a first-of-its-kind Postgraduate Certificate in Mental Health Promotion this September .

Delegates are welcome to join us for the launch of this new programme from 13.00- 13.30pm in the Arts Millennium Room AM104.

An investigation into the health and wellbeing related challenges experienced by 1st Year male Gaelic games players following the transition from secondary to tertiary education in an Irish 3rd level setting

Anthony Casey, C. Burns, E. Coughlan, A. Bickerdike, C. O' Neill; Department of Sport, Leisure and Childhood Studies, Cork Institute of Technology.

Purpose

The commencement of 3rd level studies, whilst exciting, can also be a very stressful time for adolescents (El Ansari et al., 2014). Stressors such as moving away from home for the first time and the resultant increased level of responsibility (cooking, laundry, etc.) can be very difficult for 1st year students, particularly athletes with a hectic schedule, and may have a negative impact on their health and wellbeing. The purpose of the current study was to investigate the health and wellbeing related challenges experienced by 1st Year male Gaelic games players following the transition from secondary to tertiary education in an Irish 3rd level setting.

Methodology

A dual-cohort baseline study involving 1st Year male Gaelic games players (N = 86), comprising of Gaelic footballers (n=64) and Hurlers (n=22), was conducted at an Irish 3rd level setting during the 2018/19 academic year. Data were collected using a web-based health and wellbeing questionnaire (Bickerdike et al., 2018), which consisted of previously validated tools and newly devised items to explore participant demographics, sports participation levels, health and lifestyle behaviours, and knowledge of college support services. Following an initial pilot study with a random selection of 1st Year students (n=18), the instrument was refined and adapted prior to dissemination to the target population.

Findings

A dietary analysis revealed that only 7% (n=6) of participants consumed their recommended daily intake (RDI: Dept. of Health, 2019) of 7 or more servings of fruit and vegetables, while 24.4% (n=21) consumed takeaway food several times per week. Alcohol consumption analysis demonstrated that 31.4% (n=27) drank 7-9 alcoholic beverages on a night out with an identical proportion (31.4%, n=27) drinking greater than 10 alcoholic beverages. Sleep pattern analysis revealed that 10.5% (n=9) of participants reported a poor sleep pattern while 8.1% (n=7) rated their mental health as poor.

Discussion and conclusion

The challenges associated with the transition from secondary to 3rd level education have been widely documented (e.g. independent living, work-study balance, etc.) with related stressors purported to have a negative impact on the health and wellbeing of students. In the context of this niche sample population of 3rd level Gaelic games players, dietary patterns were very poor with regard to recommended fruit and vegetable intake and rate of fast food consumption. In addition, the prevalence of binge drinking, which has been recognised as one of the most serious health concerns in the college campus community and is linked to poor wellbeing and mental health, was worryingly high (Chen et al., 2015). As 3rd level is a time where there is a significant opportunity for influencing adult behaviours (SASSI, 2016), it is critical to focus on the 1st Year cohort of students and their behaviours as they commence this new chapter of their life.

Boris Chapoton, Jean Monnet University, France.

Purpose

Although linked to the leading preventable causes of death, Tobacco and Alcohol (T&A) consumption remains high and is still associated to pleasure and conviviality. One of the most powerful predictive behaviours attached to their use is found within the surrounding of individuals. Individuals go through a form of normative influence and learn from their peers, particularly during adolescence, when teenagers tend to experiment new sensations and risky behaviours. Values associated to T&A are now transposed into the digital sphere. Social Network Sites (SNS) used on an everyday basis by more than 1 out of 2 teenagers could affect teenager's perception of T&A. However, little information related to such links exist in France nor educational program on the influence of SNS on substance use.

This presentation aims to describe the projects ICoRéSo and MADRéSo, created to 1) characterise T&A messages posted on SNS and their link on teenagers use; 2) to create two school interventions aiming to empower teenagers (13-15 years old – Year 9) to resist the influence of unhealthy messages on SNS.

Design

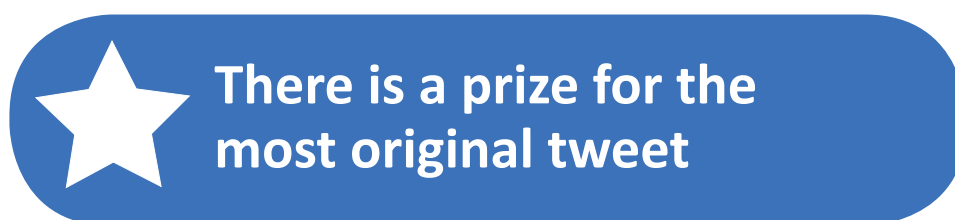
A conceptual model aiming to explain the influence of SNS posts on teenagers substance use has been created and will be tested. A content analysis of T&A posts to which teenagers are in contact with will be realised. In parallel, two digital media education programs will be developed: one delivered by students associated to the medical field (project ICoRéSo) and one delivered directly to teenagers through an American e-learning program adapted to the French context (project MADRéSo).

Implications

The project aims to develop tools that can be used to raise teenager's SNS health literacy level.

Originality/value

The project started in November 2018 and will be developed within an implementation perspective.



The International Association of Adolescent Health -The Young Professionals Network: the leadership and mentorship committee

Sue Crowley, S. Remoue Gonzales, N. Yap, E. Adebayo, S. Pyne & J. Nagata; Temple Street Children's University Hospital, Dublin and Royal College of Surgeons Ireland.

Purpose

Aims/Objectives of the IAAH Young Professionals Network:

1. Provide diverse opportunities for early career professionals to advance their knowledge, skills and experience in global adolescent health.
2. Promote collaboration and build relationships between early career professionals and more experienced professionals and leaders in adolescent health

Background

The IAAH is a multidisciplinary, non-government organization with a broad focus on youth health (10-24 years). IAAH was established in 1987 and is committed to the principles of youth empowerment in all aspects of its affairs and supports the United Nations Convention on the Rights of the Child (1989). Our goal at present is to launch a Young Professionals Network.

Findings

The International Association for Adolescent Health (IAAH) Young Professionals Network (YPN) is a multidisciplinary community of students, trainees, early career professionals (including health care providers, researchers, public health practitioners, advocates, scientists, social workers, pharmacists) who are interested in improving the health of adolescents locally, nationally, and globally. The group provides a forum for members to share training opportunities in adolescent health and supports networking, mentorship, and leadership development for trainees and early career professionals. The YPN consists of the following committees:

- Leadership and Mentorship
- Education and Training
- Community Engagement
- Communications

Conclusion

Promoting collaboration and supporting relationships between early career professionals is key within the adolescent healthcare field. Facilitating mentorship between the IAAH Young Professionals Network and IAAH Council fosters knowledge dissemination and leadership opportunities. The IAAH Young Professionals Network encourages applicants from diverse backgrounds, including, but not limited to: students, trainees, early career professionals (including health care providers, researchers, public health practitioners, advocates, scientists, social workers, pharmacists, nutritionists, health allies) who have a strong interest and/or experience in the adolescent health field. To the best of the authors knowledge, the IAAH-YPN network is the first global, inter- disciplinary global adolescent health initiative of its kind.

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Purpose

This study aimed to determine the types of eating behaviours most common among Irish teenagers, exploring associations with age, sex and Body Mass Index (BMI).

Methodology

Eating behaviour data from the National Teenage Food Consumption Survey (NTFS1 2005/06 n=441) were analysed. The Dutch Eating Behaviour Questionnaire (DEBQ) contains 33 items, making up 3 scales: Restraint (DEBQ-Res, 10 items), Emotional (DEBQ-Em, 13 items), External (DEBQ-Ex, 10 items). All items are answered on a 5 point Likert scale. Descriptive statistics, non-parametric tests, one-way ANOVA with post-hoc Tukey analysis, and Spearman correlations were run to test associations between age, sex and BMI variables and the 3 DEBQ scales. Data were analysed for the full group and stratified by sex and age groups (13-14/15-17 years). BMI categories were determined using IOTF cut-offs.

Findings

Mean (SD) scores among the whole group were DEBQ-Ex=2.81(0.66), DEBQ-Res=1.79(0.84), DEBQ-Em=1.84(0.79). Females scored higher than males on the DEBQ-Res scales and DEBQ-Em. Older teens scored higher than younger teens on DEBQ-Em and DEBQ-Ex. Older males scored higher than younger males on DEBQ-Em and DEBQ-Ex, and older females scored higher than younger females on DEBQ-Res and DEBQ-Em. BMI was positively correlated with DEBQ-Res for both males and females and with DEBQ-Em for females. Teens classified as either overweight or obese scored higher on DEBQ-Res than normal-weight teens, for both the whole group and when split by sex and age group.

Conclusion

Overall, Irish teens' eating behaviours are mostly influenced by external factors, such as the smell of food, rather than by restraint or emotional cues for eating. However, not all teens respond to the same influences. When targeting food choice messages to teens, a "one-size-fits-all" model may not be appropriate. Multiple factors, including age, sex and BMI differences, should be considered in order to encourage a positive change in eating behaviours.

Dr Saintuya Dashdondog and C. Kelly; Health Promotion, National University of Ireland Galway.

Purpose

As early years care settings contribute significantly to children's nutrient intake and dietary habits acquisition, a setting-based approach can be an important intermediate for promoting healthy eating habits. While research evidence shows that the strongest positive impact on dietary behavior was achieved in interventions that targeted environmental determinants of childcare setting, current research has been mostly quantitative with limited qualitative work. This study sought to comprehensively assess preschool food environment and explore caregivers', children's and parents beliefs and perceptions by using a qualitative approach.

Methodology

Purposive sampling was used and 10 pre-schools with different services and types of food provision were recruited with participation of children (n=64), caregivers (n=10) and parents (n=10). Multi-method design was used including observation, document review and semi-structured interviews with caregivers and parents. Children's workshops (n=18) using a mix of visual (drawings of foods by children and vignettes) and 'game'-based activities were conducted. Thematic analysis was conducted using NVivoPro11.

Findings

Findings showed lack of supportive nutrition environment and suboptimal mealtime practices and highlighted the need for pre-school staff training, particularly in private childcare settings, and better parent-staff communication. Pre-school children's food preferences and perceptions are influenced by familiarity with foods and parental modelling.

Implications

This research has identified opportunities and barriers in childcare settings to provide better support for healthy eating among pre-school children. The findings are important methodologically and for the work of health-promoting pre-schools.

Limitations

Staff sensitivity about discussing issues regarding their work environment which was addressed by ensuring the anonymity of participants and data confidentiality. In children's workshops the limitation was children's broad age range (3-5 years), given the developmental milestones that occur during this timeframe.

Originality/value

This study used qualitative approach to gain in-depth understanding of food-related environment in pre-schools in Ireland. In addition, this is the first study in Ireland that uses a novel approach with range of creative methods to elicit very young children's food preferences and perceptions.

Samantha Dick, School of Public Health, University College Cork.

Purpose

Illicit substance use (ISU) among third-level students is a pertinent public health issue. International evidence indicates growing rates of ISU among college students, but Irish data is limited. This restricts the capacity of third-level institutions in Ireland to deliver effective harm reduction interventions. As part of the development of a digital harm reduction intervention for ISU in third-level students, a survey was conducted to gain an understanding of the ISU trends and behaviours among Irish students.

Methodology

The survey instrument was developed through an iterative process with expert input from the multidisciplinary project team, and a Public and Patient Involvement group of student partners. The survey was distributed via email to 3770 students at a large Irish university in October 2018.

Findings

The survey achieved an overall completion rate of 20% (n=736). Over half of participants reported using an illicit substance in their lifetime (n=394), with a third reporting use in the last year (n=236). Cannabis was the most commonly reported substance (n=230), followed by ecstasy (n=139), cocaine (n=120), ketamine (n=73), and mushrooms (n=53). Age of first-use was 19-21 years for the majority of substances, with the exception of cannabis which was 16-18 years.

Implications

Early analysis of the survey suggests that Irish student ISU is slightly higher than other countries, which report current use at just under 25%. However, the majority of substances are used for the first time during attendance at third-level, so third-level institutions are ideally placed to intervene for harm reduction.

Limitations

Our survey sampled students from a single Irish third-level institution, so it may not be possible to generalise results to students of other Irish third-level institutions.

Originality

This is one of the first surveys to be carried out on ISU trends in an Irish third-level student population. Results will inform the development of a tailored digital harm reduction intervention.

Elizabeth Doyle, C. McCarron and A. O'Reilly; Jigsaw.

Purpose

Research has shown that many young people do not seek professional help for mental health problems despite feeling they should, and that stigma remains a barrier for young people seeking help. The “It’s Time to Start Talking (ITTST)” workshop was developed by Jigsaw to improve mental health knowledge and promote help-seeking among adolescents. To date, 1,886 workshops have been delivered by Jigsaw staff and 485 by student peer educators. The aim of the current study was to compare the effects of peer-led versus adult-led delivery of ITTST on attendees’ help-seeking intentions and mental health knowledge.

Methodology

245 young people ($M = 13.49$ years; $SD = .78$) attended a workshop delivered by a peer, and 292 young people ($M = 13.45$ years; $SD = .93$) attended a workshop delivered by an adult. Participants completed a demographic questionnaire, an author designed mental health knowledge scale (Dooley & Fitzgerald, 2012) and help-seeking intentions scale before and after taking part in the workshop. Results from both these workshops were analysed using SPSS version 25.

Findings

There were improvements in mental health knowledge and help-seeking knowledge for all participants. However, a greater proportion of attendees in the peer-led workshop reported a significant increase in likelihood to seek help from Jigsaw after taking part.

Implications

This research indicates that peer-led education is as effective as adult-led education for improving mental health knowledge and help-seeking intentions. Peer education has the potential to effectively improve youth mental health while involving young people as active participants.

Limitations

Most participants were female, and mental health knowledge and help-seeking intentions were high at baseline.

Originality/value

There is little research on the effectiveness of peer education as a way of promoting mental health however there is potential for peer education to be used for mental health promotion in schools.

Aoife Dunphy, Tipperary Sports Partnership.

Background

Currently research is limited on the use of balance bikes and the associated benefits, if any, for children. However, new research is evolving on the use of balance bikes in improving children's abilities to learn the skill of cycling without the use of stabilisers. The aim of this study was to evaluate whether a 6-week balance bike programme delivered by Tipperary Sports Partnership improved balance in preschool children.

Methodology

This study used a quasi-experimental design with a pre, mid and post-test with 114 preschool children aged 3-5 years as participants. The intervention group (n=62) took part in the 6-week balance bike programme which included completing balance bike activities for 30 minutes three times per week, while the control group (n=52) had no access to balance bikes during the 6 weeks of testing. Balance was measured as the degree of change at baseline, week 3 and week 6 of the programme using the three balance tasks from the Movement Assessment Battery for Children-2 to score static and dynamic balance. A mixed ANOVA was used for statistical analysis of the following 5 variables; Best Leg scores, Other Leg scores (Measuring Static Balance), Tape scores and Jumping scores (Measuring dynamic balance), and Total scores which were used to determine whether balance had improved from baseline to week 3 and week 6 of the programme. Paired and independent samples t-tests were used as a follow up analysis to determine where significant main effects occurred.

Findings

All variables within the intervention group showed significant improvements ($p < 0.05$) in balance from baseline to week 3 and week 6 while the control group scores only showed significant differences on two testing occasions; tape scores from week 3-6 and jumping scores from week 1-6. Total scores showed the highest improvement from week 1-6, with a very large effect size of 1.59. While the control group showed an improvement in total scores, they were not statistically significant.

Conclusions

The results of this study suggest that using balance bikes significantly improve static and dynamic balance scores in preschool children in as little as 3 weeks, with further significant improvements in balance scores after 6 weeks. Future investigations using balance bikes should incorporate a follow up to determine at what period children may transition to using a pedal bike without stabilisers, and possibly include a measure of physical activity (PA) to determine whether the use of balance bikes can be linked to increases in PA in the future.

Keywords: Balance Bikes, Preschool Children, Balance, MABC-2.

Kiah Finnegan, A. Kavanagh, A. Gavin, A., Kolto, C. Kelly, S. & Nic Gabhainn; HBSC Ireland, Health Promotion Research Centre, National University of Ireland Galway.

Background

HBSC is a cross-national research study that is conducted in collaboration with the World Health Organization (WHO). This study takes place every four years with the aim to increase our awareness and understanding of young peoples health and wellbeing. HBSC a school-based survey administered in classrooms. The current method of data collection is self-completed paper questionnaires. We were interested in the views of schools in relation to the mode of data collection and specifically whether they would prefer traditional paper and pencil or online survey administration.

Methodology

All schools that had been included in the HBSC Ireland 2018 sample were invited to participate. Data were collected using an online survey tool that asked various questions relating to internet access, availability of desktops, laptops and tablets for student use, and preferences for using online or paper questionnaires for future HBSC studies. We also asked schools what issues they would anticipate if the mode of data collection was changed.

Findings

Of the 111 schools who responded, 82% ($n=91$) had taken part in the 2018 HBSC survey, while the remainder had originally declined to participate; 54.5% were primary and 45.5% were post-primary schools. All schools reported that they had access to the internet. Overall, 60% of schools preferred the questionnaires to be completed online, while 13.6% reported that they would prefer paper based questionnaires for administration in classrooms. Further, 26.4% said either method of data collection would suit their school. In general, larger schools and post-primary schools were more likely to report that they would be willing to participate in the HBSC study online if it were an option. Facilitating factors for online survey completion included that they were perceived as saving time, as being easy to administer and as being more environmentally friendly. On the other hand, limited access to facilities, infrastructure and poor internet capacity were reported as key barriers.

Implications

A change in mode of administration of a large study such as HBSC Ireland requires appropriate consultation with all stakeholders. Findings suggest that most schools would be willing to move to an online survey, but an important minority prefer traditional data collection mechanisms.

F. Nearchou, K. Campbell, K. Duffy, M. Fehily, N. Wei Lin, M. Petroli, H. Ryan, S. Softas-Nall, J. Simcox, and **E. Hennessy**; University College Dublin.

Purpose

The main aims of this research were to explore the well-being of youth attending Colleges of Further Education in Ireland and in particular the relationship between chronic health conditions (chc), stigma and well-being.

Methodology

The study applied a cross-sectional quantitative design. Participants were 288 (N=288) students from Colleges of Further Education in Ireland aged from 18 to 25 years (mean age = 19.6, *SD* = 1.95). A number of standardized psychometric tools were used to assess stigma, self-esteem, perceived social support, alcohol consumption and quality of life.

The study was approved by the UCD Human Research Ethics Committee-Humanities. Data were collected online from Colleges of Further Education across Ireland.

Findings

A large percentage of participants (43%) reported living with a chronic physical and/or a mental health condition. Students with chronic health conditions reported significant lower levels on different dimensions of quality of life than their healthy peers as well as significantly lower levels of self-esteem. Students with high levels of stigma for help-seeking reported lower levels of well-being and general health.

Implications

These findings highlight the importance of providing support to young people with chronic health conditions as they cope with the demands of early adulthood and college life. This is important considering that significantly less institutional mental health resources are available in CFE than in traditional universities in Ireland.

Limitations

A relatively small sample size was recruited.

Originality/Value

The present study is one of handful studies conducted in CFEs in Ireland. Although there are several studies on youth well-being, such as the My World Survey, these either focused on traditional university students or did not include samples from CFE. Thus our study significantly contributes to our knowledge on the well-being of young people in CFE in Ireland.

An evaluation of the SPARX-R serious game for preventing depression and improving wellbeing among adolescents in alternative education

Tuuli Kuosmanen, T. M. Fleming and M. M. Barry; Health Promotion Research Centre, National University of Ireland Galway.

Purpose

The use of computerised mental health programmes with vulnerable youth, such as early school leavers, remains relatively unstudied. This study examined the feasibility of delivering a computerised cognitive behavioral therapy (cCBT) programme (SPARX-R) as a universal intervention for young people (age 15-20 years) who have left school early and are attending Youthreach, an alternative education (AE) program in Ireland.

Methodology

Students (n=146) from twenty-one Youthreach Centers were randomised to SPARX-R and no-intervention control. All students within the group were included in the study whether or not they were exhibiting heightened levels of depression. Programme impact was examined on both negative and positive indicators of mental health, including depression (primary outcome), generalised anxiety, general mental wellbeing, coping and emotion regulation. Assessments were conducted at baseline and post-intervention (7 weeks). Participants that provided data at post-assessment (n = 66) were included in the analysis. Implementation data on programme delivery were also collected.

Findings

The participants completed on average 5.3 of the seven levels of SPARX-R with 30% (n=9) completing the entire programme. A significant improvement in emotion regulation strategies was detected, with expressive suppression decreasing significantly in the SPARX-R group in comparison to the control (-2.97, 95% CI -5.48 to -0.46, p=0.03). Reasons for dropout and disengagement, as reported by students and staff, included technical issues, lengthiness, lack of a positive focus, and inconsistencies in student attendance and the curriculum. Regardless of low levels of literacy, the majority of participants considered SPARX-R easy to understand.

Conclusions

Findings suggest that SPARX-R has a positive impact on emotion regulation. The lack of significant findings on other outcome measures may be attributed to inadequate sample size, and therefore, further research with larger samples are required to establish the effectiveness of the programme in reducing depression and anxiety and improving psychological wellbeing among young people attending AE. Implementation findings indicate a need to use a positive strengths-based approach to support universal delivery, and to embed computerised programmes within the existing curriculum, with face-to-face components incorporated into programme delivery.

Margaret Mc Loone, Health & Nutritional Sciences, Sligo Institute of Technology

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Aim

To analyse the experiences of BF mothers who attended 3 maternity hospitals in Ireland; Cavan General Hospital, Sligo University Hospital and Letterkenny University Hospital.

Methodology

- The interviewees were recruited from a larger infant feeding study (n=309).
- BF participants from the larger study were invited to be interviewed about their experiences.
- The interviews were transcribed and inputted into the WebQDA qualitative software package and analysed using the 6 phases of thematic analysis of Braun and Clarke (2006).

Findings

Eleven BF mothers were interviewed and the following categories and themes emerged from the thematic analysis process:

- **Facilitators To Breastfeeding.** Key Themes: Advantages of BF, Attitude, Good Support, IF Experiences
- **Challenges To Breastfeeding.** Key Themes: Disadvantages of BF, Culture, Insufficient Support, Misinformation

Discussion

- Interviewing BF mothers revealed facilitators (advantages of BF, confidence and determination, good support and previous BF experience) that enabled them to continue BF, along with some of the challenges that they face while feeding their infant, (particularly culture, misinformation and insufficient support).
- While some mothers praised the hospital staff for their support, others expressed a desire to be better informed by health care professionals (HCPs) and in antenatal classes about the challenges of BF. Many felt BF advice was oversimplified, leading them to be unprepared for pain or how frequently the baby needed to be fed.
- Culture was the dominant theme, brought up by most women. This affected not only the mothers’ perceptions, but also their family and friends perceptions of BF.
- There was, however, a sense of optimism among the mothers that this culture can and will change with time. The recently announced Healthy Ireland initiative, ‘*We’re Breastfeeding Friendly*’ (2019) reflects a potential shift towards a society more aware and ‘accepting’ of BF.

Conclusions and Recommendations

- BF support groups can provide a sense of normality around BF. Similarly, BF education in a range of educational settings from pre-school through to third level education could be beneficial for improving knowledge and perceptions of breastfeeding amongst the general public.
- Supporting cities, towns and counties to implement *We’re Breastfeeding Friendly* so that private, community and statutory organisations can show they welcome and support breastfeeding mothers and families would also help make BF easier.
- Infant feeding education of health care practitioners should focus on the importance of providing evidence based guidelines and advice about breastfeeding and breastfeeding supports to mothers.

Healthy Ireland Smart Start (HISS) Programme in Pre-school Services

Kathryn Meade and E. Smyth, Department of Health Promotion and Improvement, HSE and M. Hart and D. McCormilla, National Childhood Network

Purpose

Pre-school services play a vital role in promoting young children's health & wellbeing through;

- Developing healthy lifestyle habits that persist into later life
- Providing opportunities to promote better health for the whole pre-school community i.e. children, parents/carers, families and staff.

Aim

The aim of the HISS programme is to build the capacity of Pre-school practitioners working with children, aged 3-5 years, to promote healthy lifestyle practices in children and families. The programme focuses on Health Promotion, Emotional Wellbeing/Literacy, Physical Activity, Nutrition/Healthy Eating, Oral Health and Health & Safety. The programme offers an opportunity for pre-school services to become recognised by the HSE as Healthy Ireland Pre-school services. There are currently 584 services in Ireland that have received the Healthy Ireland Award (HI) since 2015 which lasts for 3 years.

Methodology

The programme provides training, information and resources for pre-school staff, parents and children. On-going support is offered by the HSE and NCN. A self-assessment process is undertaken by the pre-school to obtain the HI Award. For more information, see HI.SmartStart@hse.ie and www.ncn.ie

Findings

In a survey of parents attending pre-school services, participating in the HISS Programme, parents stated that their children were more aware of healthy eating and drinking, had increased physical activity, improved toothbrushing techniques and were better at expressing their emotions.

Implications

The programme supports children's holistic health and enables staff within the pre-school services to meet the requirements of national frameworks which include: Healthy Ireland, TUSLA Quality Regulatory Framework, Siolta, Aistear, Equality & Diversity Guidelines, as well as the Early Year Strategy - First 5

Limitations

HISS is not a mandatory programme and is competing with financially incentivised programmes

Originality/value

- Partnership and integrated working across agencies/sectors
- Intrinsic motivation from providers in promoting children's health & wellbeing
- Holistic nature of the programme
- HISS supports a number of government policy agendas.

Laura Neenan, J. McMahon O. Muldoon; University of Limerick.

Purpose

The purpose of this study was to assess the effectiveness of SafeTALK for improving the knowledge and response skills of pre service university education students to support young people at risk of suicide. SafeTALK is a half-day internationally recognised suicide alertness training programme.

Methodology

This study used a double blinded, randomised, pretest-posttest, control-group design. 4 SafeTALK workshop were delivered to pre service university education students randomly chosen from a third year teacher education module. Participants completed a questionnaire before and immediately after the SafeTALK suicide skills training. The questionnaire examined the areas of suicide knowledge, attitudes, and self-efficacy/confidence.

Findings

SafeTALK reported gains in increasing knowledge associated with suicide and confidence around engaging with young people potentially at risk of suicide. There was no significant change in attitudes to suicide post intervention.

Implications

We believe our research findings will inform teacher education in Ireland and internationally. Evidence that SafeTALK works will result in curriculum reform for teacher preparation in Ireland and aligns with the work of key groups including the Department of Education and Skills and the Professional Development Service for Teachers.

Limitations

Results may be subject to a selection bias, due to the screening of participants in keeping with the recommendations of the SafeTALK program. This also contributes to the time constraints in conducting this study. The measures used were not all specific to teachers as SafeTALK is delivered to whole population groups.

Originality

This research is the first to examine the effectiveness of SafeTALK in pre service teachers in Ireland.

Conclusion

The findings of this study indicate that SafeTALK training is an effective educational method to enhance knowledge and self-confidence of pre service teachers as gatekeepers with regard to student suicide and student suicide prevention.

Dr Phil Noone, M. Gannon, L. Mee, S. Smyth, J. Ivory and E. Byrne; School of Nursing and Midwifery, National University of Ireland.

Introduction

Chronic fatigue and burnout is an intrinsic part of modern professional life. This includes the nursing profession where stress, compassion fatigue, burnout and high attrition rates are a concern (van der Riet, 2018). A growing body of literature has identified a range of beneficial psychological and physiological outcomes from regular Mindfulness practice. Hunter (2017) suggests that making time for patients and being present in the moment of care are dominant themes that enable nurses to increase attentiveness, improve their listening skills and enhance caring. Integrating mindfulness into nurse education and practice can enhance compassionate nursing qualities, positively contribute to improved patient outcomes (White, 2013) foster academic success (Manocchi, 2017) and enhance personal health and well-being (Kabit-Zinn, 2013).

Objectives

The study aims to capture and evaluate general nursing, mental health nursing and midwifery students’ experiences of participating in a mindfulness practice programme delivered over six weeks in a four year BNS undergraduate programme in an Irish university setting.

Methodology

This study’s methodology is embedded within a descriptive qualitative approach. It utilised a convenience sample of consenting first year general nursing, mental health nursing and midwifery students and those registered on the complementary therapies module in third year. Primary data collection methods incorporated reflective diaries and focus group (FG) interviews. Diaries were completed by the participants at three different intervals (start, middle and end of the unit). Focus group interviews were conducted using a semi-structured format to collect data at the completion of the Mindfulness practice unit. Reflective diaries will be analysed using the reflective coding process derived from a model developed by Boud et al. (1985). Focus groups will be analyzed using Braun & Clarke (2006) framework. Ethical approval was gained from the participating university.

Conclusion

Mindfulness practice for nursing students has the potential to benefit participants by developing self-care skills through the cultivation of compassion and self-awareness, subsequently leading to more cohesive and harmonious healthcare teams, ultimately enhancing patient centred care. In addition, it has the potential to foster academic success through reduction in stress and anxiety amongst the nursing student population.

Brid O'Dwyer

Purpose

It is widely acknowledged that the early childhood years are crucial in a person's development. Preschools provide an optimum opportunity and setting to promote mental health and support to children to develop skills such as coping and resilience. Little guidance and information is available for preschool teachers in terms of mental health and mental health promotion, with the focus resting within primary and secondary schools. With 95% of Irish children attending a preschool service, this opportunity could be utilised to provide early coping and resilience skills to children. This study explores the knowledge, practices and views of preschool teachers in mental health promotion in preschools. This study also draws influence from guidelines within the Better Outcomes, Brighter Futures policy framework and Healthy Ireland national framework.

Methodology

This study uses a mixed methods approach. An initial short online questionnaire was disseminated to preschool teachers to investigate the practices and knowledge of preschool teachers. Building on this, semi-structured interviews were held which allowed an exploration into the views, skills and training of preschool teachers in mental health promotion.

Findings

The study identifies that preschool teachers rate mental health promotion as very important but however feel challenged by the lack of information support, training and funding available to them in this area.

Implications

This study provides recommendations for the provision of more training, guidance and support for preschool teachers in mental health promotion.

Limitations

As this study is a master's study, it provides just a snapshot in to the views of preschool teachers in Galway on the role of preschools in mental health promotion. Time restrictions meant this study was restricted in its investigations. An all-female cohort was used in this study.

Originality/value

This research study was carried out by the researcher, Brid O' Dwyer as part fulfilment of the Masters in Health Promotion from National University of Ireland Galway.

Mai O'Leary¹, E. Rush², S. Lacey³, C. Burns¹, T. Coppinger¹

¹ Department of Sport, Leisure and Childhood Studies, Cork Institute of Technology

² Child Health Research Centre, Faculty of Health and Environmental Sciences, Auckland University of Technology

³ Department of Maths, Cork Institute of Technology.

Purpose

The current study will evaluate the impact of a 2 year, whole of school, physical activity (PA) and nutrition intervention, using the RE-AIM (Reach, Effectiveness, Adoption, Implementation, Maintenance) framework. To date, there are no multi-component interventions being delivered in Ireland that aim to improve both PA and nutritional knowledge and attitudes among primary school-aged children. 'Project Spraoi' is based on an international best practice model titled, 'Project Energize' which has shown measureable improvements in the health of New Zealand children.

Methodology

Two intervention schools (1 rural, classified as middle/high socioeconomic status (SES)); 1 urban, classified as low SES) and 2 matching control schools were recruited in September 2013. A subsample of children from the intervention schools (n=106) and matching controls (n=125) had measures of body mass (kg), waist circumference (cm), systolic and diastolic blood pressure (mmHg), resting heart rate (bpm), cardiorespiratory fitness (time taken to complete a 550 metre distance run), nutritional knowledge and attitudes (via questionnaire) and PA recorded at baseline and after 2 school years. PA was objectively measured over 7 days using Actigraph triaxial accelerometers. Intervention schools were assigned an 'Energizer', for 2 school years who, promoted PA and improved nutritional knowledge and attitudes. Process evaluation techniques (semi-structured interviews, questionnaires and draw-and-write) assessed the impact of the intervention on teachers, parents and children. The intervention reached 473 pupils and 43 school staff, across 2 primary schools in Cork.

Findings

After adjustment for baseline measures and in comparison to control schools, intervention participants had smaller waist circumferences relative to gender and age ($p < 0.0005$), slower resting HR ($p = 0.003$) and favourable nutritional attitudes among 10 year olds. No significant change across other variables or among 6 year olds was found. Teachers (n=9), parents (n=3) and children (n=290) all responded positively to the programme. When asked to describe what Project Spraoi meant to them, all 290 children either drew or wrote about a PA or healthy eating related activity or wrote about the programme 'being fun' or 'enjoyable' or 'loving the Energizer'.

Implications

Project Spraoi has shown promise in improving the health of children in Ireland, particularly 10 year olds. An intervention of longer duration is needed to confirm potential differences in health markers recorded among younger age groups. The comprehensive evaluation of the intervention documents the feasibility of expanding the programme and by allowing for its continued delivery, an opportunity also exists to positively impact the longterm health of children in Ireland.

Barriers and facilitators to the implementation of nutrition standards for school meals: a mixed methods systematic review

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¹ Discipline of Health Promotion, School of Health Sciences National University of Ireland Galway

² School of Public Health, Physiotherapy and Sports Science, University College Dublin.

Purpose

In Ireland, the introduction of the Nutrition Standards for School Meals¹ aims to establish healthy eating environments in schools. While the evidence supporting school meal schemes on health and well-being outcomes is plentiful, 2,3,4,5 less research has focused on the factors (barriers and facilitators) influencing the process of implementing school meal standards. This mixed methods systematic review aims to address this evidence gap by synthesising the empirical evidence on the factors that may influence their implementation.

Methodology

This mixed methods systematic review will use qualitative, quantitative and mixed methods evidence from peer reviewed publications; PubMed, CINAHL, Scopus, EMBASE, PsycINFO and Web of Science. Grey literature from sources such as Google Scholar, Open Access Theses and Dissertations will also be accessed. No restrictions on publication date or language will be applied. Clear inclusion and exclusion criteria will be set out. Study quality will be assessed using the Mixed Methods Appraisal Tool. At least two independent reviewers will manage study selection, data extraction and quality appraisal. A third reviewer will be consulted if discrepancies occur and cannot be resolved by consensus. Factors reported to influence implementation will be synthesized using the Theoretical Domain Framework (TDF).

Findings

The review is currently under-way, with the systematic review process the focus of this presentation.

Research

Several studies have recorded a number of factors that affect implementation of nutrition standards for school meals. However, there has been little synthesis of this research. A comprehensive understanding of the factors that may influence implementation of nutritional school meal standards can provide guidance to policymakers and to schools.

Limitations

Limited number of databases accessed

Value

Findings from this review will be used to develop a set of best-practice guidelines for policy makers, schools and food service providers to enhance the uptake and implementation of school meal standards.

Exploring young people's perceptions of a healthy city: An analysis of a draw and write approach

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Schools are recognised “as important settings for the socialisation of children, thereby influencing their health and social development” (O’ Neill, 2013) and educational settings such as schools should have an influence on how children perceive health promotion and a healthy city. Understanding the discourse children use in relation to their health behaviours may provide us with an opportunity to intervene effectively (Wiseman et al., 2018).

In Autumn 2017 the Lord Mayor of Cork visited primary schools across the city and discussed the topic of health, asking pupils ‘What can I do to be healthy’ and ‘how can my city help me to be healthy’. Our study population consisted of third class pupils between the ages of 8 and 10 years from primary schools across Cork city. From this, he requested the third class pupils of each school to sketch and note (using the draw and write technique) their ideas of what they think is healthy and write three things that they identified as healthy in Cork City on a doodle flag so to capture their perception of health. The draw and write technique was used to collect the data and an inductive content analysis approach was carried out when interpreting the data. The research population for this study included 855 third class pupils from national schools across Cork City.

The results highlighted the importance of nutrition, green spaces, mental health, physical activity and active transport. A number of policy recommendations are made in these areas. Future health campaigns, education approaches and research programmes should focus on maximising the young people’s knowledge to deliver behaviour change interventions.

The development of the *MiUSE*: A digitally-delivered harm-reduction intervention for illicit substance use among students in a third-level educational setting

Dr Vasilis Vasiliou¹, S. Dick², M.P. Davoren^{2,3}, S. Dockray¹, C. Heavin⁴, C. Linehan¹, M. Byrne⁵

1. School of Public Health, University College Cork (UCC)
2. Sexual Health Centre, Cork
3. Health Information Systems Research Centre, Cork University Business School, UCC
4. Student Health Centre, UCC
5. School of Applied Psychology, UCC.

Purpose

Illicit substance use is a significant public health problem, with high prevalence rates among third-level students. Universities struggle to effectively protect this at-risk population from adverse consequences of illicit substance use and interventions attempting to tackle the problem have produced only modest success. The MiUSE (My Understanding of Substance–use Experiences) employs a multidisciplinary approach to develop and evaluate a new digitally-delivered harm-reduction intervention for third-level students who misuse illicit substances.

Methodology

A two-stage project involving in its phase one: (a) three systematic reviews of existing literature and (c) several focus groups of university students and relevant stakeholders to understand the problem. Stage two (in progress) employs the Behaviour Change Wheel model to identify the effective behavioural change components to be included in the intervention and applies the human-centred design to test low and medium fidelity prototypes (i.e., personas and story-telling features) of the resulting behavioural change techniques.

Findings

Findings from the three systematic reviews show that previous interventions lacked a multidisciplinary approach in understanding the needs of students who misuse substances, missed engaging the users' experiences, avoided employing a theory-driven framework in identifying the content of the intervention, and did not consider the motivations for change as grounds to inform the design of their intervention. These methodological caveats limit the effectiveness of digitalized interventions for illicit substances.

Implications

The MiUSE project aspires to heighten the awareness of the substance misuse among student population as a public health problem and aims to develop a harm reduction intervention for at risk student populations.

Limitations

Student services have struggled to tackle the increasing levels of illicit substance consumption and related harm among university students.

Originality/value

The use of the user-centred design, the Behavior change wheel framework and the engagement of all relevant stakeholders in the development and evaluation of the intervention using a mixed method design.

Oral communication abstracts

Room	Theme 1: Innovative Practice
AC201	Chair: Dr András Költő, NUI Galway
11.15	Communication is the root issue: Informing the development of an intervention to address cyberbullying Mary Cronin , School of Public Health, University College Cork
11.30	Engaging students in practical solutions to improve connectivity and wellbeing-practice examples Dr Jenny O'Connor , School of Humanities, Waterford Institute of Technology
11.45	LGBTI+ Safe and Supportive Schools and Services Project: An Introduction on how to use the SASS Toolkit to combat bullying, exclusion, and isolation of LGBTI+ young people in schools and services Matt Kennedy , BeLonG To Youth Services
12.00	Everyday Matters Dr Eithne Hunt , Department of Occupational Science and Occupational Therapy, University College Cork
12.15	Empowering schools to promote mental health and resilience in schools using the iMHARS framework (Islington Mental Health and Resilience in Schools) Lil Fahy , Children's Services, Islington Council, UK

Mary Cronin, School of Public Health, University College Cork

Purpose

Cyberbullying is an international public health concern. The potential cost to the physical and mental health of young people calls for action to address this issue. Guided by the UK Medical Research Council guidance on complex interventions and the Behaviour Change Wheel, an approach for applying behavioural theory to intervention development, the aim of this study was to conceptualise cyberbullying from the perspective of post-primary school students to inform the development of an intervention to address the issue.

Methodology

A systematic review and meta-ethnographic synthesis of qualitative studies related to young people's perceptions of cyberbullying was conducted. A young person's advisory group (aged 16) was established to collaborate with researchers in the design and conduct of a qualitative study across four post-primary schools. 11 focus groups (n=64) were conducted with young people aged 14-17. Data was analysed thematically and the findings were interpreted by the advisory group.

Findings

The advisory group identified key areas requiring intervention: parental knowledge of the cyber world; parental reaction when approached for help; bodily autonomy (with regard to the sharing of nude images); mental health. They identified "*communication*" as the "*root issue*" in tackling these issues: communication between young people and parents; communication among peers; and communication in the delivery of prevention and intervention programmes for young people.

Implications

This study provides a thorough understanding of cyberbullying from the perspective of young people. The findings will be used to design, implement, and evaluate interventions that are grounded in young people's experience.

Dr Jenny O'Connor, School of Humanities, Waterford Institute of Technology

Purpose

The TEACH CoLab project (Transnational Education and Community Health Collaboratory) connects staff and students in academia across three institutions (the University of Washington(UW), Institute of Technology, Carlow, and Waterford Institute of Technology(WIT)) in order to examine specific and pertinent health-related issues through a cross-cultural lens. Through a Practical Media Skills module, 2nd year Health Promotion students at WIT engaged with their counterparts in UW on the theme of social connectedness among college students.

Methodology

Social connectedness is a major factor in student retention as well as student wellbeing. Students engaged in a range of projects that examined social connectedness through active travel and used Padlet to communicate with students in UW on the theme of social connectedness.

Findings

The exercise engaged students in considering how their own campus could enhance social connectedness. As part of this effort, students also learned how to employ digital storytelling techniques and used these skills to make personal connections with the students in UW via an introductory story told by each student. There are no clear findings in terms of the effectiveness of these teaching methods; however, reflective blog posts completed by students on the module indicate that key analytical, digital storytelling and online communication skills are valuable and practical transferable skills that will prove useful in their future careers.

Implications

This is a first step into exploring the theme of social connectedness in a practical way in conjunction with students. It points to the need for more research in this area in Ireland. Projects were entered into the national Smarter Travel Campus Awards and were awarded finalist certificates.

Limitations

Synchronous contact was difficult due to time differences. Students have a limited period in which to produce and comment upon work and this can be challenging and stressful for students at times.

Originality/value

Our work through TEACH CoLab enabled the first steps towards an innovative internationalised curriculum.

LGBTI+ Safe and Supportive Schools and Services Project: An Introduction on how to use the SASS Toolkit to combat bullying, exclusion, and isolation of LGBTI+ young people in schools and services

Matt Kennedy, BeLonG To Youth Services

The LGBTI+ SASS model is a collaboration between BeLonG To youth services and the HSE to ensure that LGBTI+ young people within Irish schools are safe, supported and included.

Purpose

The aim of this presentation is to ensure that educators, academics, and service providers can utilise the toolkit to inform their role and promote inclusion within their school, service or research.

Methodology

The accumulation of minority stress (Kelleher, 2009) in conjunction with anti-LGBTI+ bullying causes the deterioration of young LGBTI+ peoples physical/mental health (Mayock et al., 2009), greater suicide risk/self-harm (DCYA, 2017; BeLonG To & HSE, 2016), potential drug/alcohol abuse (Huebner et al., 2015) and poorer academic performance (GLSEN, 2017). The methodological underpinnings are influenced by the essential literature highlighted and utilise a 'whole-school-community approach' reflective of best practice nationally/internationally.

Findings

Dramatic improvements in knowledge, attitudes and behavioural self-efficacy were sustained over the course of the project. These findings suggest that the project had succeeded in building the capacity of school staff to both understand and respond to homophobic and transphobic bullying, and that this change was enduring.

Implications

This presentation will utilise the toolkit across policy/planning, curriculum, safe/supportive environment, community partnership, support to young people, staff training/ development. Following this workshop educators will be able to identify anti-LGBTI+ bullying and deal with it effectively while addressing other aspects of school life/services indirectly influencing LGBTI+ bullying in Ireland.

Limitations

Schools and services do not have an obligation to utilise the toolkit therefore limits have been placed on the variety of school types and services namely gender-segregated and in rural communities who have benefitted from it.

Originality/value

The project is unique and innovative, both in national and international contexts, in that it empowers schools to tackle homophobic/transphobic bullying, is jointly led by a voluntary/statutory agency, spanned a full academic year, involved whole staff training and was rigorously tested through the administration of intensive questionnaires at four points over a twelve month period and through the use of 'control' schools.

Everyday Matters

Dr Eithne Hunt, Department of Occupational Science and Occupational Therapy; J. Murphy, Director of Academic Strategy/Director of Recruitment and Admissions and Project Manager ‘*Supporting Student Transitions to Develop Distinctive Graduate Attributes*’; K. Bradley, Skills Centre Co-ordinator, University College Cork

Purpose

Bookended by puberty and culturally-defined adult roles, adolescence now extends from age 10-24. Although the majority of undergraduates are adolescents, the role of “adult learner” is typically conferred on third-level students, requiring them to be organised, motivated and largely self-directed in study, as well as managing their day-to-day life (Hunt, 2018). Many students experience this as a challenging transition into and through higher education. Levels of low wellbeing, mental distress and mental illness among students in higher education are increasing. Against this backdrop, higher education settings are now recognised as important sites for primary prevention and health promotion in Ireland and elsewhere, with calls for academic and support services staff to work more closely together to help students and for wellbeing to be embedded in higher education curricula.

Methodology

This presentation describes a tier-one universal occupational therapy time use and wellbeing intervention (Everyday Matters digital badge micro-credential) offered to all first-year Arts students at UCC to support their transition to university.

Findings

Feedback from pilot sessions has been positive. As a result, this Everyday Matters programme has been developed.

Implications

This programme aims to enhance first-year students’ successful transition into and through higher education, increasing their preparedness for college life and their chances of study success; and increase their wellbeing.

Limitations

This oral presentation will share the conceptual and policy underpinnings of this novel practice example, with preliminary feedback from pilot sessions. As it is planned that the programme will be delivered in Autumn 2019, user data are as yet unavailable.

Originality/value

This presentation showcases an innovative practice example of health promotion in a higher education setting, illustrating a novel application of policy to third level settings. It showcases both intra-institutional academic and support services collaboration and occupational therapy health promotion service delivery in a non-traditional setting.

Empowering schools to promote mental health and resilience in schools using the iMHARS framework (Islington Mental Health and Resilience in Schools)

Lil Fahy, Children's Services, Islington Council, UK

Purpose

iMHARS supports schools to take a lead role, principally by facilitating them to review and improve systems that promote and protect mental health and build resilience.

Methodology

iMHARS summarises the latest evidence based on universal practices that are proven to make a difference to all pupils and best support those at risk. Schools are assessed using the framework via a collaborative audit, through focus groups, teacher observations and routinely collected school data.

Findings

- A better understanding of how systems support mental health
- Opportunities for stakeholders to share their views and experiences
- Benefits to having an external perspective
- Emphasis on adapting and improving systems already in place

“It has been one of few initiatives that has actively driven change and allowed us to see a shift in staff and pupil behavior. It was supportive of the school while offering constructive feedback that is being used to address gaps and drive school improvement”.

Implications

The iMHARS framework presents the evidence and recommendations in a way that schools can action and measure. Schools are better placed to understand their role in supporting mental health and holding risk. Improvements to school systems are made to build protective factors in pupils and provide support at the earliest possible stage.

Limitations

Rather than attempting the complex task of measuring pupils' wellbeing with so many confounding variables, iMHARS alternatively addresses systems changes- If the evidence suggests these systems make a difference, we can infer a positive effect on pupils' mental health.

Originality/value

iMHARS was conceived as a more sustainable model which keeps responsibility with the school to influence mental health. The framework supports schools from the rear, to envision and steer their own journey to better health outcomes. This happens through meaningful communication, building support and better understanding of their own ability and capacity to promote mental health in the school community.

For more information see www.islingtoncs.org/iMHARS or download the iMHARS framework guidance booklet.

Oral communication abstracts

Room	Theme 2: Working with Stakeholders
AC202	Chair: Dr Elena Vaughan, NUI Galway
11.15	Supporting parents to support their children’s mental health and wellbeing- Information sessions for parents of children in primary schools Aine Lynch , National Parents Council
11.30	Evaluation of the Incredible Years Teacher Classroom Management (IYTCM) programme Eadaoin O’Brien and Dr Yvonne Kennedy , National Educational Psychological Service
11.45	Psychosocial working conditions and wellbeing of primary school teachers in Ireland Dorothy Scarry , Workplace Health and Wellbeing Ltd
12.00	Building the capacity of teachers to promote and support youth mental health through Jigsaw’s interactive e-learning platform Michelle Lowry , Jigsaw
12.15	Promoting community learning through a WWETB Wellness & Gardening Program Margaret Howard , Waterford Wexford Education and Training Board

Supporting parents to support their children’s mental health and wellbeing- Information sessions for parents of children in primary schools

Aine Lynch, National Parents Council

Purpose

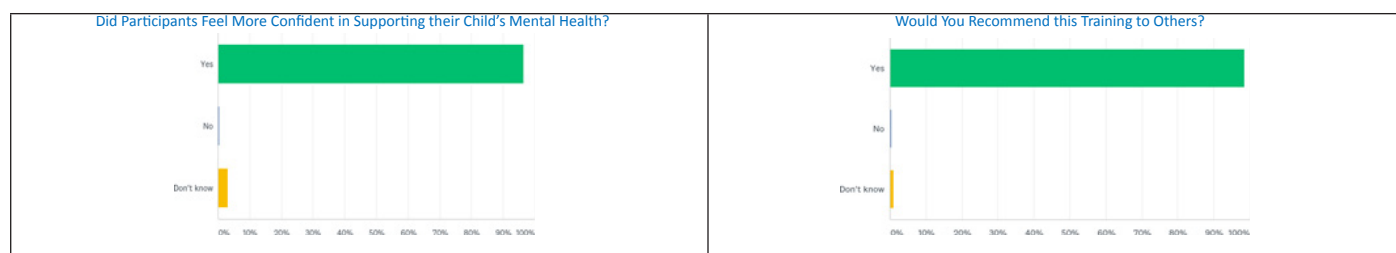
NPC and St. Patrick’s Mental Health Services established a partnership in 2015 to provide support to parents to support their children’s mental health and wellbeing. This was based on the joint understanding that positive mental health and well-being enables young people to lead fulfilling lives.

Methodology

The content of the training programme was developed by NPC and St. Patrick’s Mental Health Services in partnership bringing together the expertise of both in the areas of mental health and wellbeing and parenting. When the training had been developed, personnel from NPC and St. Patrick’s Mental Health Services trained the NPC trainers in the delivery of the programme. The training was offered to schools and school parents’ associations throughout Ireland.

Findings

The training sessions are evaluated by the attendees and some (excerpt of total findings) of the findings of the 2018 evaluations are:



Implications

Supporting parents to support their children’s mental health and wellbeing from primary school ages is a preventative strategy to increase children’s capacity to manage mental health challenges through life. The results from the evaluations year on year show that parents value the support provided in this area.

Limitations

No ongoing impact evaluation conducted at this time.

Originality/value

We believe the partnership between a mental health service and a parent support service to provide a mental health preventative programme at primary years nationwide is unique in Ireland.

Evaluation of the Incredible Years Teacher Classroom Management (IYTCM) programme

Eadaoin O'Brien and Dr Yvonne Kennedy, National Educational Psychological Service

Context

The Action Plan for Education (2016-2019) commits the National Educational Psychological Service to train all teachers in DEIS schools in IYTCM.

Purpose

This evidence-based intervention programme is designed to promote children's social, emotional, and academic competence.

Methodology

Our experience of training approximately 4000 teachers over the past decade and our evaluation strategy will be presented. Phase 1 evaluated the impact of the programme on teacher self-efficacy involving a national sample of 277 teachers using pre and post measures of the Teacher Sense of Efficacy Scale. The teachers' views of the programme were examined using the Teacher Workshop Satisfaction Questionnaire.

Findings

Phase 1 findings demonstrated statistically significant increases in teachers' sense of efficacy on all three scales (student engagement, classroom management, instructional strategies). The teachers' self-reported experiences of the training were overwhelmingly positive. Observing improvements in student behaviour, having positive expectations for good results and recommending the training to a colleague emerged as key findings.

Implications

Managing challenging behaviour impacts negatively on teacher wellbeing, job satisfaction, stress and burnout. Research has demonstrated that teachers with high self-efficacy beliefs achieve better outcomes and self-efficacy is considered a key indicator of teacher wellbeing. Therefore the significant changes in teachers' belief in their ability to effectively manage behaviour in the classroom, to engage students and to use appropriate instructional strategies to bring about change in their students provide evidence of the potential of the programme to improve the wellbeing of children and teachers.

Limitations

Pre-post evaluation only.

Originality

Phase 1 findings have informed more detailed evaluation of the impact of the programme on teacher wellbeing, efficacy and burnout in Phase 2 with a national sample of 540 teachers. Our findings contribute to the limited evidence regarding the effects of the programme on teacher wellbeing and add to the understanding of teacher professional development.

Dorothy Scarry, Workplace Health and Wellbeing Ltd

Purpose

The aim of the study was to examine the strength and direction of association between the psychosocial working conditions and wellbeing of Irish primary school teachers by using internationally recognised instruments of measurement. These results are an essential evidence-based component in establishing the current view of Irish primary school teachers perceived psychosocial working conditions, wellbeing, work engagement and risk of anxiety and depression.

Methodology

Data was gathered on primary school teachers (n362) using a single questionnaire hosted on the Work Positive website, which is owned by the Irish government and operated by the Irish Health and Safety Authority (HSA).

Findings

Bivariate analyses carried out in the study demonstrated that Irish primary school teachers' psychosocial occupational conditions had a significant positive relationship with both wellbeing ($p < 0.01$) and work engagement ($p < 0.01$) and a significant negative relationship with anxiety and depression ($p < 0.01$).

Implications

The study presents some concerns for the teaching profession that is in line with contemporary research on work intensification where teaching as a career has become more administratively and emotionally demanding on teachers.

Limitations

The low response rate of the questionnaire was disappointing from a study sample perspective. A further possible limitation of the study could be that the results are based on cross-sectional self-reports, resulting in possible contamination from common method variance (CMV).

Originality

The current study was carried out in response to the lack of existing quantitative data on stressors and wellbeing being currently experienced by primary school teachers in Ireland.

Key Words Organisational health, psychosocial, ROI-MSIT, PHQ-4, WHO-5, UWES-9

Building the capacity of teachers to promote and support youth mental health through Jigsaw's interactive e-learning platform

Michelle Lowry, Education and Training, Jigsaw - National Centre for Youth Mental Health

Purpose

Over the past 10 years or more, schools have been consistently identified as critical settings for contributing to student health and wellbeing (DOES, 2013; NCCA, 2017; DOES, 2018).

The Department of Education and Skills have emphasised the importance of school managers and all staff continuing to develop their competence and confidence in the promotion of wellbeing. The qualified classroom teacher has been specifically identified as the best placed professional to work with students in all aspects of wellbeing education (DOES, Circular No. 0043/2018).

Methodology

Jigsaw, the National Centre for Youth Mental Health, has developed an interactive eLearning platform which will provide teachers with the opportunity to engage in self-directed, evidence-informed, learning in the area of youth mental health and wellbeing. It provides access to a suite of online courses along with lesson plans and resources which will enable teachers to deliver mental health lessons in the classroom. These lessons can contribute to the school's dedicated 300 hours of timetabled learning in wellbeing (NCCA, 2017).

Findings

The first series of e-learning courses has just been launched with a 2-part course (*Course A: An Introduction to Youth Mental Health* and *Course B: A Whole-School Approach to Mental Health and Wellbeing*). This 2-part course has been endorsed by the Association of Teacher Education Centres in Ireland (ATECI). User-testing is currently underway with a sample of 15 post-primary school teachers.

Implications

It is envisioned that the creation of this interactive eLearning platform will ensure that Jigsaw's commitment to promote and support youth mental health across the whole school community will have nationwide reach, and will not be limited to those within Jigsaw service areas.

Limitations

There is a planned evaluation which will inform future developments of this platform.

Originality/value

Self-directed learning, online, interactive, direct access to resources and lesson plans.

Promoting community learning through a WWETB Wellness & Gardening Program

Margaret Howard, Waterford Wexford Education and Training Board

Research argues that lifelong learning, while contributing to skills and economic agenda, has a significant role to play in wellbeing, fuelled by the pursuit of talents, personal growth and self-development (Field, 2009; Maslow, 1970).

WWETB Family Learning programs offer literacy friendly courses to adults, in subject specific areas. These programs recognise the importance of the family – parents, siblings, grandparents, carers - in supporting children and communities as they learn.

WWETB are currently running a weekly Wellness and Gardening program for family members in a local DEIS school. The program is being run in response to interest from the community in creating a new garden for the school. Wellness topics being covered include mindfulness, yoga, positive thinking, meditation, deep breathing, healthy eating and nutrition. Gardening / Horticulture tuition is delivered in areas such as bulb planting, garden maintenance, raised beds, growing plants from seed, growing vegetables and flower arranging.

While attending this course, learners recognised the wealth of knowledge and experience they brought to the learning process. A booklet was planned, researched and designed by the group, outlining Gardening and Wellness tips for the family. This will be distributed to all parents within the school, as a way of disseminating knowledge and learning.

Qualitative feedback from learners is very positive. Reported benefits include meeting other members of the community, acquiring new learning around relaxation and gardening, trying out course activities at home, achieving QQI certification (Food Choice & Health L2, Relaxation Techniques L2 & Horticulture L2) and participating in the design and production of a community health resource.

Oral communication abstracts

Room	Theme 3: Mental Health and Well-being
AC203	Chair: Dr Patricia Heavey, Association for Health Promoton Ireland
11.15	Moving to a settings-based approach to mental health promotion in post-primary schools: Attitudes and experiences of school communities operating in a neoliberal capitalist context Maryanne Lowney Slattery , Mary Immaculate College and Kerry Education and Training Board
11.30	Filling the GAP programme Mary Atkins , National Educational Psychological Service
11.45	Evaluating the implementation quality of the MindOut programme in Irish post-primary schools Katherine Dowling , National University of Ireland Galway
12.00	Summary of findings of the pilot stage of the Weaving Well-Being Programme Fiona Forman , Department of Education
12.15	The Initiative Project David Duly , Action Mental Health
12.30	Promoting healthy drinking practices and attitudes in Irish secondary school children: Evaluating the early implementation and impact of a new Alcohol Education Programme Prof. Sinead McGilloway , Maynooth University

Moving to a settings-based approach to mental health promotion in post-primary schools: Attitudes and experiences of school communities operating in a neoliberal capitalist context

Maryanne Lowney Slattery, Mary Immaculate College and Kerry Education and Training Board

Purpose

This presentation examines the attitudes and experiences of students, principals, teachers and parents in relation to mental health promotion policy and practice across eight post-primary schools in the south-west of Ireland. The presentation argues that the political and economic context of our education system must be explored in order to fully appreciate how meaningful mental health promotion can be achieved. The presentation details research findings using a narrative created by a fusion of stakeholders' voices.

Methodology

The research explores the impact of educational policy on practice. A variant of Bronfenbrenner's ecological frame combined with the policy theories of Stephen Ball (2008) frames the study. By analysing the various stages of relevant educational policy, the voice of the school community in relation to mental health promotion can be truly understood.

A triangulation of qualitative and quantitative data collection methods is employed, and school stakeholders' voices, especially student voice, is captured thoroughly through comprehensive surveys (n=320) and focus group sessions.

Findings

The findings capture the attitudes and experiences of stakeholders (principals, parents, teachers and students), with regard to mental health promotion policy and practice, in the sample schools. Findings and recommendations are presented using the Health Promoting Schools Framework (WHO, 1995) of supports for all, some and few. Limitations

The multi-case case study approach with multiple stakeholders is an expanse through which to explore contemporary attitudes and experiences of mental health promotion and has provided an abundance of relevant data. Due to time constraints, the presentation will focus mainly on the findings, analysis and recommendations.

Originality/ Value

The study explores relevant educational policy and practice and its impact on mental health promotion in the multiple post-primary schools. The study is unique and original in the Irish context. The presentation illustrates practical recommendations on a local, regional and national level.

Filling the GAP programme

Mary Atkins, C. Costelloe, G. Farrell, A. Hales, M. Marshall, Cork South East Team, Department of Education & Skills, National Educational Psychological Service (NEPS)

Context

The **Filling the GAP** programme designed by the NEPS Cork South East team, uses universal positive psychology interventions (Gratitude, Altruism and Praise) to promote happy, affirmative and supportive schools, with a view to improving students' overall wellbeing.

Methodology

Based on a successful pilot intervention in early 2018 a manual was developed and subsequently 480 children from 9 primary schools with varying profiles (boys, girls, mixed, urban /rural, Deis, Non Deis, special unit) participated in the programme from September to November 2018.

Findings

Pre and post measures for students regarding their thoughts about school and their sense of school connectedness and pre and post measures of teachers' ratings of their students in terms of use of gratitude and altruism and their own use of praise were analysed.

This presentation will describe the programme and manual and the preliminary results obtained.

Katherine Dowling and M. Barry, Health Promotion, NUI Galway

Purpose

Social and emotional learning (SEL) programmes delivered within school settings have been successful in demonstrating positive outcomes for young people. However, few studies investigate implementation quality and how this might impact on programme success within schools. The aim of this study is to conduct a process evaluation of the MindOut SEL programme with DEIS post-primary schools in Ireland to assess the implementation quality of the programme across different school settings.

Methodology

Conducting a mixed methods design, this study will assess quality of implementation through a number of measures (e.g., teacher weekly-reports, student questionnaires, classroom observations, participatory workshops, telephone interviews) across the four dimensions of implementation quality (e.g, dosage, adherence, quality of delivery and participant responsiveness). The study also explores qualitative feedback from programme users to highlight barriers and facilitators for effective implementation.

Findings

A total of 17 teachers and 280 students contributed to this study. The study is ongoing and preliminary results will be presented on day of conference.

Implications

It is expected that the findings from this study will help inform researchers, practitioners and policy makers of important factors that lead to higher quality implementation of programmes, particularly in educational settings. It is anticipated that key stakeholders could benefit from this knowledge and use it to strengthen the success of school-based health promotion programmes in the future.

Limitations

A limitation to the study is that it is based primarily on self-report data which can increase the risk of participant response bias. However, this method was deemed the most feasible within the context of this study.

Originality

This will be one of the first process evaluations to assess implementation quality through all four key dimensions identified in the literature. These findings will be used at a later stage to determine how implementation quality impacts outcome achievement.

Summary of findings of the pilot stage of the Weaving Well-Being Programme

Fiona Forman, Primary Teacher, Department of Education

Purpose

To present the findings of the pilot study of the *Weaving Well-Being* programme (Forman & Rock, 2016) and provide participants with information on how this programme has been developed. As this Irish programme is now in use in around 60% of Irish primary schools, this information may be valuable.

Methodology

The study was qualitative. Part 1 surveyed 129 children (8 - 10 years) who had been taught two different levels of the *Weaving Well-Being* programme, Positive Emotions and Character Strengths (n = 101) and Tools of Resilience (n=28) and their parents. Three teachers were surveyed. Part 2 of the study surveyed 5 teachers in 5 schools who taught the Tools of Resilience or Positive Emotions programme to around 150 children. Feedback was conducted through interviews, emails and by phone and was used to redraft.

Findings

Findings were positive. Ninety seven percent of pupils responded that the Positive Emotions programme had helped them and 70% indicated that they used their skills every day. All parents who responded gave positive feedback, for example 'This well-being programme is an excellent addition to the school curriculum, wonderful, colourful and child-centred.' Teachers said that the lessons were easy to teach, but that 12 lessons were too long and there was too much content.

Implications

Further research will take place from September 2019. A small study was also conducted through MIC Limerick indicating positive findings. Implications are that the programme may benefit children's well-being.

Limitations

The surveys were conducted by the co-author of the programme who is a primary teacher (Fiona Forman). They were designed to inform the next stage of the design of the programme, rather than for objective evaluation purposes.

Originality/Value

The programme has been extended to 5 levels and has been signed up in Australia. Summer courses will run in 15 Education Centres nationwide. Information should be of value to participants.

The Initiative Project

David Duly, Action Mental Health

The Initiative was led over 2 years until March 2019 by Action Mental Health (AMH); it delivered mental health awareness and resilience training, and internet safety, sexual abuse and exploitation education to children and young people aged 8 to 25 years, and their key contacts i.e. teachers, youth workers, parents and carers.

It delivered programmes to 19,569 beneficiaries, 1,782 of whom received both the mental and emotional wellbeing training and sexual abuse/exploitation training. Approximately 88% of participants reported increased awareness of mental health and wellbeing. In total the project reached 2,233 young people aged 8 – 11, 10,210 young people aged 11-16 and another 3,679 young people aged 16-25, 1,665 key contacts of young people attended programmes also.

The Initiative built the emotional resilience of children and young people and their key contacts in the Northern Health and Social Care Trust area. Through the Initiative's interactive mental health and resilience workshops, the project enabled the people involved to develop resilient cultures within the home, schools and communities. Through its interactive workshops and web resources it promoted positive mental health and wellbeing, early intervention and pathways to appropriate support should mental health problems arise. The project also took positive action to address barriers to young people's access to appropriate support such as attitude to mental health, poor coping skills, poor knowledge of services and myths about professional help.

Training provided;

- Mental Health Awareness
- Confidence Building and Self Esteem
- Exam Stress
- Body Image
- Bullying Awareness
- Internet Safety, Sexual Abuse and Exploitation Education

Training provided for key contacts:

- Personal Resilience 18+ years
- Internet Safety, Sexual Abuse and Exploitation Education 18+ years

The project was informed by evidence of effective practice and based on a stepped care approach as recommended by the National Institute of Clinical Excellence (NICE).

Promoting healthy drinking practices and attitudes in Irish secondary school children: Evaluating the early implementation and impact of a new Alcohol Education Programme

Professor Sinead McGilloway, Director and J. Weafer, Affiliate member, Centre for Mental Health and Community Research, Department of Psychology and Social Sciences Institute, Maynooth University

Purpose

This study was undertaken to evaluate Year One of the delivery of the *Drinkaware Alcohol Education Programme* (DAEP) which aims to promote awareness and understanding amongst young post-primary level students, of the effects of alcohol, and to support independent decision-making about alcohol.

Methodology

This three-year study is employing a mixed methods longitudinal design. A baseline *Student Experience Survey* was administered on a pre-post basis to first year pupils aged 12-13 years (n=956) in 19 secondary schools throughout Ireland (response rate of 60% (n=574)). Two in-class workshops were conducted with 22 students, while teachers completed an on-line survey (n=52) and three focus groups (n=10).

Findings

Approximately two-thirds of the students and three-quarters of the teachers, rated the AEP highly, especially in terms of the extent to which it had improved understanding of alcohol and the consequences of excessive drinking amongst young teenagers (e.g. on physical/mental health and academic performance). The programme was delivered with a high level of success and all teachers received one-day training. Some suggestions for improvement were also indicated.

Implication

Our early findings suggest that the AEP can be effectively delivered in secondary schools. It was rated highly by both students and teachers and the findings suggest that it can play an important role in helping to improve the awareness and knowledge of young teenagers in relation to alcohol consumption, while possibly also delaying the age at which alcohol is first consumed.

Limitations

The study does not include a control group due to resource and practical constraints.

Originality Value of the Research

This research represents a partnership between an academic institution and a community-based organisation, to evaluate the ongoing implementation and impact of a new AEP in Ireland. Uniquely, this programme focuses on, amongst other things, the development of social and personal skills, and the findings have been used to inform the ongoing development/enhancement of the programme.

Oral communication abstracts

Room	Theme 4: Health Literacy
AC204	Chair: Adrienne Lynam, Health Service Executive
11.15	Development of a media literacy resource for primary schools in Ireland Dr Charmaine McGowan , Safefood
11.30	The impact of a media literacy intervention on children’s wellbeing: Findings from a pilot RCT Vicky O’Rourke , Letterkenny Institute of Technology
11.45	An exploratory study of promoting food literacy in Irish schoolchildren through a whole-school-approach Michelle Darmody , Technological University Dublin
12.00	Development of a health literacy intervention for Irish DEIS Schools - a co-designed approach Clare McDermott , Dublin City University
12.15	Introducing health literacy to the medical undergraduate curriculum: IMPACCT Dr Jane Sixsmith , National University of Ireland Galway

Development of a media literacy resource for primary schools in Ireland

Dr Charmaine McGowan, Marketing and Communications, Safefood

Design/methodology/approach

safefood developed www.mediawise.ie to enable young people to develop media literacy skills. The resource is based on the Broadcasting Authority of Ireland's core competency framework for media literacy. The development was overseen by a steering group with representatives from primary education, broadcasting, child psychology, academia and the media. The resource was piloted in 20 schools. The resource was launched in 2017.

Findings

Teachers recommended the need to consider in-service support and promotion; schools access to broadband/hard copies; age-appropriate content; curriculum relevance; classroom time constraints. Participants welcomed the resource and were unequivocal in their support for the development of media literacy skills. Since launch in 2017, 31% of primary schools in the Republic of Ireland have requested hard copies of MediaWise. The online resource www.mediawise.ie has received over 16,000 page views.

Research/practical/social implications

With research showing that children are unable to distinguish between content and marketing messages, MediaWise is designed to help children develop a greater understanding of what's being suggested, promised and sold to them. This will equip them with the skills to make more informed choices.

Limitations

The development of media literacy skills is challenged by the very crowded primary school curriculum.

Originality/value

Media literacy education programmes for primary school children have been introduced in the UK, Canada and Taiwan. This is the first such programme in Ireland enabling children to:

- Identify different types of advertising and media messages
- Understand the purpose of media and advertising and the techniques used to influence our decisions.
- Explain how advertising rules shape the adverts we see.
- Evaluate and develop critical media literacy skills about the commercial media world around them and help them make more informed choices.

Vicky O'Rourke, Business, Letterkenny Institute of Technology; S. Miller and L. Dunne, Queen's University, Belfast

Purpose

As part of a larger study evaluating the efficacy of a media literacy intervention in primary curriculum, this paper presents findings on the impact of four lessons of a media literacy teaching intervention on children's subjective wellbeing (SWB).

Methodology

Using a newly developed Irish Media Literacy teaching intervention, MediaWise (Safefood, 2017), a pilot randomised controlled trial was conducted in 2018. Children aged between eight and 11 in third and fourth class in seven primary schools in the Republic of Ireland took part (n=325). Nine classes received the intervention (n = 225) and seven acted as the control group (n = 100). Data was collected via pen and paper based questionnaires. Alongside this, a process evaluation was completed.

Findings: Hierarchical regression modelling shows that after controlling for pre-test wellbeing scores, gender and age, the intervention had a statistically significant positive impact on SWB. The teaching materials were well received by both teachers and children.

Implications

There is a renewed focus on managing wellbeing in primary curriculum. These findings attest to the positive impact education systems can have on the development of children's SWB.

Limitations

It was not possible to blind the schools as to their group allocation. This was a pilot study, an opportunity exists to carry out a larger scale study.

Originality/value

There is scant research with children that evaluates the efficacy of media literacy interventions in improving SWB. These findings add to the nascent body of evidence that finds media literacy interventions effective in positively impacting children's SWB. These findings are of interest to parties including educators, parents, policy makers and marketers.

Michelle Darmody, Technological University Dublin

Purpose

A healthy whole-school-approach to food is critical in equipping children to make healthy, sustainable food choices throughout their lives. This presentation will discuss the findings of 'A Day of Action' that was held in TU Dublin Grangegorman on 22 January 2019 as part of a PhD project on food literacy in Irish schools.

Methodology

A cohort of 47 experts from government, food industries, NGO's and academia attended and three round table workshops were held to outline the group's aims and objectives, one of which was the need to map existing food education projects in Ireland. An online survey was disseminated to the food experts to map food education projects in Ireland. The results were analysed so that best practice could be outlined.

Findings

All food education initiatives throughout Ireland are elective, and therefore rely on the will of the teacher. The consensus from the 'Day of Action' was that a whole-school- approach is needed. This means the provision of a holistic food education that equips children to make delicious and nutritious food choices throughout life. It involves an education that is sustained and that encompasses an appreciation for the value of food culture, food growing and cooking, and teaches life skills, as well as providing the nutritional knowledge about how food impacts bodies, health and wellbeing. In addition, it also considers the broader food environment (waste, vending machines, healthy eating plans, sustainability).

Implications

Through the committed expert group, the researcher is building an evidence base outlining reasons for implementing a whole-school-approach to food literacy, which will be shared with government.

Limitations

Access to government bodies, timescale of change within the Irish education system.

Originality/value

Food education projects have not previously been mapped in Ireland.

Clare McDermott¹, J. Morrissey², L. Hickey², T. Collins², C. Murrin³, J. Issartel¹, and S. Belton¹

¹ School of Health and Human Performance, Dublin City University

² Irish Heart Foundation

³ School of Public Health, Physiotherapy and Sports Science, University College Dublin

Purpose

Childhood obesity has been acknowledged as one of the most serious public health challenges of the 21st century, due to its increasing prevalence and associated health consequences. Obesity can affect a child's immediate health, educational attainment and quality of life as well as tracking into adulthood, bringing the negative consequences of non-communicable diseases. Aligned with 'Healthy Ireland – A Framework for Improved Health and Wellbeing 2013-2025', there is an agenda to improve Health Literacy (HL) in Ireland. With adolescence identified as one of the critical time periods for addressing the obesity epidemic, the 'healthy Ireland' policy recommends addressing HL in educational interventions. The purpose of this study is to develop a school-based intervention addressing HL, in disadvantaged areas.

Methodology

The current study is a WHO National Health Literacy Demonstration Project and will involve baseline research of adolescent HL levels, and utilisation of the OPTimising HEalth LiterAcy (Ophelia) process to develop a HL intervention for junior cycle students in DEIS (delivering equality of opportunity in schools) schools. The process will include, questionnaires and focus groups to gather information on the HL needs of the community followed by co-design workshops with relevant stakeholders. It is envisaged that the intervention will encompass a whole-school approach using cutting edge technology, embedded within the Wellbeing curriculum.

Findings

Phase 1 of the project will commence in April.

Implications

Data will be gathered on baseline HL levels in adolescents. The intervention will aim to engage the school community while increasing HL through the use of a whole-school approach as well as onsite activities delivered by the Irish Heart Foundation. It is envisaged that the intervention will be available for national dissemination.

Originality

Despite HL being identified as a critical factor in preventing non-communicable disease and addressing health inequalities, there is little research exploring the effectiveness of HL interventions, especially amongst adolescents.

Introducing Health Literacy to the Medical Undergraduate Curriculum: IMPACCT

Dr Jane Sixsmith, V. McKenna, J. Bawa, C. Bhandari, E. Boshehri, Z. Hansrani, and T. Yi-Xin; National University of Ireland Galway

Purpose

IMproving PATient Centered Communication Competences To develop professional capacity regarding health literacy in medical and nursing undergraduate education is the purpose of IMPACCT. This pan-European, Erasmus+ funded project aims to improve medical and nursing students education through the development, implementation, evaluation and dissemination of a comprehensive health literacy focused patient-centred programme that can be integrated into existing curricula. The learning units developed for the programme comprise sub-units with teaching materials and activities that can be used individually as part of a module or combined to form complete modules. The components for the delivered module were drawn from 3 learning units: the Health Literacy Canon, Diversity and Organisational Health Literacy.

Methodology

Components of learning units developed were pilot tested with five first year undergraduate medical students in an elective module. A mixed methods evaluation with a pre and post test questionnaire based on learning outcomes and qualitative rapid appraisal was undertaken.

Findings

Overall the learning experience was reported as positive and the learning outcomes considered to have been achieved. Areas identified by students for change included: provision of international best practice examples, more activities and involvement in real world solutions for health literacy related problems.

Implications

The learning materials will be adapted in response to the changes and areas for improvement identified by students. Real world examples and experiences of those working in health literacy will be added to the learning materials.

Limitations

As an elective module student numbers were small with 5 students participating.

Originality/value

The adaptability and flexibility of the learning materials with the positive evaluation of students demonstrates that health literacy can be included in the very time pressured environment of undergraduate medical education.

Oral communication abstracts

Room	Theme 5: Physical Activity Promotion
AC213	Chair: Dr Yousef Albalawi, NUI Galway
11.15	Active students are healthier and happier than their inactive peers Dr Niamh Murphy , Waterford Institute of Technology
11.30	The Made2Move club: A physical activity intervention programme for university students Dr Fiona Chambers , University College Cork
11.45	A praxis model of digital wellbeing for physical education Dr Fiona Chambers , University College Cork
12.00	Moving Well-Being Well: Getting Ireland's children moving through improving their physical literacy Stephan Behan , Dublin City University and Insight Centre for Data Analytics
12.15	Engagement with the Active School Flag: A schools perspective Dr Jamie McGann , Dublin City University
12.30	What makes programmes work: the importance of teachers in the implementation of physical activity programmes in educational settings Christina Duff , Dublin City University

Active students are healthier and happier than their inactive peers

Dr Niamh Murphy, M.H. Murphy, A. Carlin, C. Woods, A. Nevill, C. MacDonncha, K. Ferguson, J. Murphy, Sport and Exercise Science, Waterford Institute of Technology

Purpose

Time spent in university represents a period of transition and may be an appropriate time to promote physical activity among young adults. The aim of this study was to assess participation of university students in sport and physical activity in Ireland and to explore the association between physical activity and perceptions of overall health, mental health, and happiness.

Methodology

The Student Activity and Sport Study Ireland was a cross-sectional online survey among a representative sample (n = 8122) of university students from 31 institutions in Ireland. Binary logistic regressions were performed to examine associations between self reported physical activity and gender (predictor variables) and individual perceptions of overall health, mental health, and happiness (binary outcomes).

Findings: Over half of students (55.6%) reported their general health as very good/good. Overall, 64.3% of respondents met the recommended level of 150 minutes of moderate to vigorous physical activity per week with males significantly more active than females (72.1% vs 57.8% meeting guidelines). Those meeting physical activity guidelines were twice as likely to report feeling healthy, twice as likely to have high happiness scores and 55% more likely to report better mental health than those classified as inactive.

Limitations

As this was a cross sectional survey design casual relationships between physical activity and health, mental health, and happiness cannot be drawn. Physical activity was measured using a self-report instrument, yet this was validated in a subsample of participants. Health, mental health, and happiness were dichotomized based on self-reported perceptions.

Implications and value

Active students enjoy better health (overall and mental) and are happier than their inactive peers. This provides a clear rationale for providing students with opportunities to be active at university. SASSI was the first representative survey of this type in Ireland and individualised results were reported to all institutions, with follow up meetings in some cases. Considerable opportunities exist to examine traditional funding models and improve effectiveness of physical activity promotion in college.

Dr Fiona Chambers, University College Cork

Background

Regular physical activity i.e. 150 minutes of moderate physical activity per-week, or 75 minutes of vigorous physical activity per-week (WHO, 2010) is beneficial for health and well-being (Biddle, Mutrie & Gorely, 2015). This threshold is not being reached by 25% of university students (de Almedia et al., 2007). Moreover, many university students drop-out from organised sports and physical activities, and are unlikely to undertake new active pursuits later in life (Telema et al., 2008). The purpose of this study was to determine whether an evidenced-based physical activity programme based on self determination theory (Ryan and Deci, 2000) might increase physical activity levels among university students in one university in Ireland.

Methodology

The campus-wide Made2Move Club (first of its kind) was iterated using design thinking (Goligorsky, 2012) in a three-phase data informed design sprint over an 18- month period, led by a Made2Move Coordinator. Volunteer Move-Mentors (n= 129) recruited their own MoveMentees (n = 183) on campus and were trained in Planning for Physical Activity, Motivation Theory and Mentorship. Made2Move Club events included Made2Move Talks, Made2Move 'Food for Thought' programme and a *Couch to 5k* charity event. Data collection tools included: Open Profile Questionnaires and Think and Do Tanks (MoveMentor) and Par-Q and daily step count (MoveMentee). Data analysis comprised both descriptive statistics and grounded theory (Charmaz, 2006).

Findings

The success of the programme rested on whether MoveMentees reached +10,000 steps per day) (Tudor-Locke & Bassett, 2004). All MoveMentees reached the daily step goal with 65% exceeding this threshold. Findings showed that MoveMentors *perceived* efficacy was linked to disposition, MoveMentor training (Author, 2015). Finally, in the interests of holistic health, the *Made2Move Club Events* helped to provide members with guidance on sleep, mental health, nutrition and water intake.

Conclusions and Implications

The *Made2Move Club* empowered trained MoveMentors to support MoveMentees to increase their physical activity levels.

Dr Fiona Chambers, University College Cork

Background and Purpose

In a digital society, it is important for educators (including physical educators) to teach young people how to critically engage with their digital world. Technology acts as a social force, which shapes who we are, how we socialise, how we perceive reality and our agency (Floridi, 2015) both online and offline (Author, 2018). Pupils need to learn how to prioritise their digital wellbeing to: act safely/responsibly in digital environments; manage digital stress and workload; and balance digital with real-world interactions. There is a need for innovative pedagogies to meet the 'pace and level of learning for each student within the styles and forms of current youth culture' (Laurillard, 2013, p. xi).

Methodology

This three-year innovation project used a four-stage design thinking framework (Goligorsky, 2012) subsequently informed by the CREATE principles of research design with, for and by youth (Author et al, 2017). Data were gathered from a range of stakeholders: school principals (n = 30); teachers (n= 35), pupils (n = 660); CPD providers (n = 5). Data were analysed using a thematic, inductive form of grounded theory (Charmaz, 2006) and member-checked using a power-dotting exercise.

Findings

Findings led to the development, implementation and evaluation of *a Praxis Model of Digital Wellbeing*. The model harnesses two key elements of digital wellbeing digital fluency and values fluency (Author, 2016) aligned to the five EU Digital Competences (DigComp 2.0). PE teachers plan for learning through the *Learning Matrices for TPACK* (technological and pedagogical content knowledge), scaffolded by *Bloom's Digital Taxonomy* (Churches, 2009). Through this learners become *critical producers of knowledge* and gain a *critical sense of self in the digital world*.

Conclusions and implications

The *Praxis Model of Digital Wellbeing* empowers PE teachers in the 21st-century classroom, to educate global, connected citizens (Greene, 1995) to enjoy eudaimonia (human thriving and flourishing) (Chatfield, 2012) in a digital society.

Moving Well-Being Well: Getting Ireland's children moving through improving their physical literacy

Stephen Behan, C. Peers, S. Belton, N. O'Connor, J. Issartel, School of Health and Human Performance, Dublin City University and the Insight Centre for Data Analytics

Purpose

The project aims to assess the current status of Irish children's physical literacy status, while developing an intervention seeking to address deficiencies in these areas and have a positive impact on the participant's physical literacy. With physical literacy being recognised as a key driver in lifelong physical activity participation, phase one of the Moving Well-Being Well study has assessed 2,148 primary school children (5-12 years) in all aspects of the currently accepted physical literacy model. Phase two has seen the implementation of a pilot intervention aimed at increasing participants' physical literacy in a novel and unique way.

Methodology

Areas of assessment included; fundamental movement skills (FMS) proficiency, perceived motor skill competence, motivation and confidence measures, health related fitness measures, body image, wellbeing and physical activity participation.

Findings

Results from the initial data collection show Irish school children are well below average in their fundamental movement skills (FMS), and that those more proficient in FMS are more active, have higher fitness levels, increased wellbeing, and are more motivated and confident to take part in physical activity. The pilot intervention has increased participants fundamental movement skill proficiency, which is a key component of physical literacy, by 25%.

Implications

The results of the Moving Well-Being Well project could have a large role in addressing Ireland's increased sedentary lifestyle and the growing childhood obesity epidemic.

Limitations

This is a cross-sectional sample and conclusive statements cannot be made without longitudinal evidence.

Originality/value

Largest study of its kind in the world.

Dr Jamie McGann, S. Meegan, C. Duff, E. Murtagh, C. Woods, S. Belton, Health and Human Performance, Dublin City University

Purpose

Active School Flag is a Department of Education and Skills initiative supported by Healthy Ireland, which aims to recognise primary and post-primary schools in the Republic of Ireland that '*strive to achieve a physically educated and physically active school community*'. The purpose of this study was to understand motivations, perceived benefits and challenges associated with implementing the 'Active School Flag' (ASF) initiative, from a school's perspective.

Methodology

Participants in the study were ASF coordinators from schools that had registered with the ASF. A rigorous two-phased mixed methods research approach was deployed, involving questionnaires (n = 238 teachers) and focus groups/ semi-structured interviews (n = 19 teachers). Data was analysed using descriptive analysis and, thematic analysis.

Findings

There was clear overlap in terms of quantitative and qualitative results across the data set. Primary factors which teachers identified as motivating them to engage with the ASF were; To strengthen the school's PE programme, To find ways to get pupils more active throughout the school day and, To promote the school within the community. Primary perceived benefits teachers reported from implementing the ASF were; Improved confidence levels of children, Improved behaviours (in the classroom and on the playground) of children, Increased PA levels of children, and Increased confidence and competence amongst teachers surrounding PE delivery. Challenges experienced during ASF implementation were identified as i) The time required for ASF planning and preparation, ii) Success criteria being challenging to implement and, iii) Poor engagement from other teachers in the school.

Conclusions

Results highlight very positive perceptions of teachers for the ASF initiative. Conversely, results also point towards factors associated with implementation that require further refinement. Accordingly, key recommendations are discussed to support improvements in ASF implementation, recruitment and maintenance, as well as other programmes like it, going forward.

What makes programmes work: the importance of teachers in the implementation of physical activity programmes in educational settings

Christina Duff, School of Health and Human Performance, Dublin City University

Purpose

Researchers from the School of Health and Human Performance in Dublin City University have contributed to the development, implementation and evaluation of a number of national physical activity programmes for the educational setting, from early childhood care and education to post-primary school. These studies have captured valuable data from children and youth regarding participation, physical health, fundamental movement skills and psycho-social aspects of physical activity at all stages of the process. Outcomes of these programmes however must also consider the vital role of teachers and school staff in the fidelity of implementation of these programmes. Capturing these perspectives is essential for better understanding the context and barriers faced by teachers in practise, with a view to creating impactful and sustainable programmes.

Methodology

A number of qualitative and quantitative methodologies have been used to inform the development, implementation and evaluation of these programmes, with regard to both students and teachers. This has included objective accelerometry/pedometry, health-related physical measures, self-report questionnaires, direct observation, focus groups, evaluation forms and semi-structured interviews.

Findings

Findings from national physical activity programmes; Kids Active (early childhood care and education), Moving Well-Being Well (primary school) and Y-PATH (post- primary school), as well as the Active School Flag will be presented. The successes and challenges of capturing teacher perspectives will be considered alongside these results, with a view to informing future development of physical activity programmes that can be implemented with fidelity.

Implications

These projects demonstrate the importance of capturing data beyond changes in students' physical activity behaviour and highlights the reciprocal relationship between research and practice

Limitations

While the importance of capturing children's voices and perspectives is also acknowledged, this presentation will focus on those implementing the programme in educational settings.

Originality and value

This research captures learnings from a number of physical activity programmes delivered on a national scale.

Oral communication abstracts

Room	Theme 6: Building the Evidence Base
AC214	Chair: Dr Tuuli Kuosmanen, NUI Galway
11.15	<p>“You wouldn’t wear a skirt to school”. An exploration of male mid-adolescents’ interpretation and management of their wellbeing Padraig Meredith, Waterford Institute of Technology</p>
11.30	<p>What factors influence the development of subjective well-being in adolescence: gender, socio-economic status, intelligence, personality or grades? Prof. Ricarda Steinmayr, TU Dortmund</p>
11.45	<p>Hearing the silent voices of children impacted by parental alcohol misuse Dr Sheila Gilheany, Alcohol Action Ireland</p>
12.00	<p>Building a healthy nation: food education on the curriculum – an international review Amanda McCloat, St Angela’s College, Sligo</p>
12.15	<p>The negative side of defending behaviour: Examining the association between defending and psychosocial difficulties Dr Angela Mazzone, Dublin City University</p>

“You wouldn’t wear a skirt to school”. An exploration of male mid-adolescents’ interpretation and management of their wellbeing

Padraig Meredith¹ and P. Carroll²

¹ MA in Advanced Facilitation Skills for Promoting Health and Wellbeing, Waterford Institute of Technology

² Centre for Health Behaviour Research, Waterford Institute of Technology. Centre for Health Behaviour

Purpose

The aim of this study was to explore male adolescents’ interpretation and management of their wellbeing with a view to understanding the factors that underpin their health-related behaviours.

Methodology

Adopting an inductive phenomenological approach, semi-structured interviews (50-75 mins) were conducted with four mid-adolescent males (15-17 years) in a large urban school. All interviews were recorded on a Maozua Digital Recorder and transcribed verbatim. Transcripts were analysed using thematic analysis according to Braun and Clarke (2006).

Findings

Five themes emerged; the young male’s identity was formed through latent rules of gender, which, in turn, informed how they interpreted and managed their wellbeing. In essence, wellbeing was interpreted as having a *‘happy, healthy mindset’*, and physical activity (PA) was identified as a significant and routine mechanism for them to achieve that. Each had a solitary *‘place to get away’* or escape from their mind to their body through PA. Help-seeking regarding their wellbeing only occurred with those *‘close enough to trust’*; notably these young males had only one such person who, notably were not teachers or other adults. Only one identified a parent. Meaningful support, both given and received, was only interpreted as *‘I want you to fix it’* i.e. solution-focused which may be problematic when a solution is not evident or possible.

Conclusion

The findings of this study indicate the strong influence gender plays in how young males interpret and manage their wellbeing. They tend to manage in isolation, rely on PA and solution-focused approaches and allow themselves to seek support from only one trusted person. These findings should inform a larger study in this area with a view to building capacity within the school setting to support young men.

What factors influence the development of subjective well-being in adolescence – gender, socio-economic status, intelligence, personality or grades?

Professor Ricarda Steinmayr, Institute of Psychology, Technical University Dortmund, Germany; L. Wirthwein, Technical University Dortmund, Germany; M. M. Barry, National University of Ireland Galway, Ireland

Purpose

Despite the importance of students' subjective well-being (SWB) for students' mental and physical health, little is known about the development of adolescents' SWB and what factors are associated with it. The present study seeks to shed further light on this question by investigating adolescents longitudinally.

Methodology

$N = 476$ German academic tracks students were followed over a time period of 30 months with four measurement points from age $M = 16.43$ to $M = 18.73$. Besides some demographic factors (gender, age, socio-economic status (HISEI)), intelligence, and neuroticism at t_1 , SWB (mood and life satisfaction) and grades (assessed by report cards) were assessed at t_1 to t_4 . Latent growth curve models were conducted to investigate the development of SWB and its correlates.

Findings

On average, mood and life satisfaction improved whereas grades declined over time. However, students significantly differed in this pattern of change. Even though girls started with lower life satisfaction at t_1 , it developed more positively than boys' life satisfaction. Change in both SWB scales was associated with change in grades. HISEI, intelligence and neuroticism did not correlate with SWB development.

Implications

The study shows that gender and grades play a major role for both inter-individual differences in SWB and its change over time. As grades and the social comparisons in performance that go along with it are omnipresent and almost inevitable in school, schools should intervene to buffer the influence of grades on students' SWB. Interventions focusing on strengthening social and emotional competencies, e.g. through programs such as MindOut, yield promising results and should be realized in all schools.

Limitations

The study focused only on academic track students and is thus not representative for all students.

Value

Longitudinal studies are critically important for understanding the determinants of SWB and the factors that influence its change over time.

Dr Sheila Gilheany¹, S. Lambert², M. Rackard³

- 1 Alcohol Action Ireland, Coleraine House, Coleraine Street, Dublin 7
- 2 School of Applied Research, University College Cork, Cork
- 3 Alcohol Programme, Health Service Executive

Alcohol Action Ireland (AAI) is a non-governmental organisation established in 2003 that acts as an expert independent voice for policy change on alcohol-related issues. Silent Voices is an initiative of AAI whose primary objectives are:

- To stimulate and facilitate a 'conversation' about the long-term harms of parental alcohol misuse (PAM) on children and adult children
- To promote awareness of parental alcohol misuse across service providers so that they can recognise and support those impacted, including young and adult children
- To advocate to enhance existing services as there are currently no designated services for children impacted by PAM, early intervention being critical for better outcomes in adult life.

Using data from Hope et al (2018) and Mongan & Long (2016), AAI estimates that there are 200,000 children in Ireland today living with parental alcohol misuse and a further 400,000 people are adult children from alcohol impacted families. This experience of childhood trauma can lead to long-term consequences around emotions, relationships and mental health.

In 2009, Alcohol Action Ireland conducted the first ever prevalence survey in Ireland *Keeping it in the family* which identified and highlighted childhood experiences of parental alcohol problems, when parents drank, weekly or more often. It reported that 14% of these children felt afraid or unsafe; 14% often witnessed conflict between parents, while 11% said they often had to take responsibility for a sibling, because of parents' drinking.

Part of the work of Silent Voices is to explore the research landscape and identify gaps. Planned areas of research for the initiative include an analysis of stories shared on Silent Voices website for lived experience perspective.

During the presentation a short audience survey will be carried out to help inform research being carried out. Areas to be covered include:

- Awareness of the hidden harms from PAM
- Prevalence of PAM
- Level of support which are required for teachers
- Necessity for initial teacher training and CPD in this area
- Blocks in education systems around addressing the impact of PAM

What do they think schools should and can do- what are their own concerns about taking steps?

https://www.drugsandalcohol.ie/14123/1/Alcohol_action_ireland_keepingitinthefamilysurvey2009%5B1%5D.pdf

Building a healthy nation: food education on the curriculum – an international review

Amanda McCloat, Head of Home Economics Department, St Angela's College, Sligo

Purpose

Research suggests that dietary behaviours established during adolescence can influence lifelong eating patterns and contribute towards overall health and wellbeing. Educational settings have been identified as an effective platform for developing positive food literacy skills in adolescents. Despite this, there is limited internationally comparative data on the provision of food education on the curriculum in schools. This research compares school-based food education curriculum across seven countries.

Methodology

An international comparative Case Study approach was utilised. Non-probability sampling was employed. The countries were selected based on their suitability to one of four criteria which were identified in order to explore different perspectives on food education curriculum in educational settings. Seven countries were selected (Japan; England; Australia; Republic of Ireland; Northern Ireland; Malta; Finland) and curriculum policy relating to food education was analysed.

Findings

This international comparative study gives an interesting insight into the provision of food education on the curriculum in educational settings across seven countries. In six of the seven countries, Home Economics was identified as the only school subject which teaches practical nutrition and food education. Interestingly, education policy makers have placed an importance on teaching young people food literacy skills in a coherent and integrated manner for overall health and wellbeing benefits. In each of the countries a practical, experiential pedagogical approach is adapted in the food learning environment.

Implications

This research will be of particular interest to health and education policy makers, health promotion professionals and Home Economists. It provides a comprehensive international illustration of how food education is structured on school curricula across seven countries.

Limitations

Only food education in the formal school setting in each of the seven countries is included in this research. Food and cooking initiatives which are run by charities and non-governmental organisations outside the formal school setting are not included in the research.

Originality

To the authors' knowledge there is no recent study which internationally compares data on the provision of food education on the curriculum in schools.

The negative side of defending behaviour: Examining the association between defending and psychosocial difficulties

Dr Angela Mazzone and J. O' Higgins Norman, National Anti-Bullying Research and Resource Centre, Dublin City University

Purpose

Bullying is systematic aggressive behaviour towards weaker or less powerful peers. Students who witness bullying may choose to intervene and defend their peers being bullied. Defenders are usually described as children with good social and empathic skills. However, recent research has shown that defending may also be associated with psychosocial difficulties, because youth who defend their peers are involved in a traumatic event.

Methodology

A sample of 208 adolescents (50% girls; *Mean*= 12.28; age range= 11-15; *SD*=0.92) participated in this study. Peer nominations were used to assess defending behaviour. The Strengths and Difficulties Questionnaire was administered to assess psychosocial difficulties.

Findings

Coherently with previous studies, regression analyses showed that defending was higher among girls ($\beta = .17$; $p < .05$). A positive association was found between defending and prosocial behaviour ($\beta = .24$; $p < .01$) and a negative association was found between defending and behavioural problems ($\beta = -.22$; $p < .01$). Interestingly, findings showed a positive association between defending and emotional symptoms ($\beta = .19$; $p < .05$).

Implications

Although youth should be encouraged to defend their victimised peers, intervention programs should also consider the potential negative outcomes of defending. Strategies to support children who defend their peers should be developed.

Limitations

The cross-sectional design of the study prevents from establishing a causal relationship between defending and psychosocial difficulties.

Originality/Value

The findings add new knowledge to the literature on psychosocial difficulties of defenders and call for further investigation of the outcomes of defending behaviour.

Workshop descriptions

Workshops

Workshops are held in the afternoon at 15.00.

Your workshop number is printed on your name badge/booklet.

If you did not indicate a workshop preference when registering online, please check at the registration desk in the foyer for available places in the workshops.

Workshop 1: Home school partnerships

Karen Heavey, Health Promotion and Improvement, Health Service Executive

Room AC202, Concourse Arts and Science Building

This workshop focuses on the use of Triple P as an evidence based parenting programme to support parents and children at a key transition to education both at a Primary and Secondary Level. Midlands Area Parenting Partnership deliver Triple P multi level positive parenting programme through a population rollout in the midland counties of Laois, Offaly, Longford and Westmeath.

To date through their Core team of Practitioners from HSE and Tusla they have delivered over 30,000 training places since 2010. Over 30% of primary and secondary schools in the midlands offer the Triple P seminar to parents of children and teenagers for their induction/enrolment process. This has been key to promoting, normalising and destigmatising access other levels of the programme in the community.

Policy documents like Healthy Ireland and Brighter Outcomes Better Futures require National or population approaches. This workshop will give an insight in the scalable and sustainable implementation of an evidence based parenting programme via a partnership model. How it can impact on help seeking behaviours, how it can support parents and children at those key transitions by encouraging resilience, independence, problem solving skills and confidence of their children, by increasing parents skills and competencies and improving the home school partnership in this way.

Facilitator: Dr Jane Sixsmith, NUI Galway

Workshop 2: Bullying, cyberbullying and the sharing of youth-produced sexual imagery

Dr Mairéad Foody, Research Fellow, Anti-Bullying Research and Resource Centre, DCU

Room AC203, Concourse Arts and Science Building

The United Nations Sustainable Development Goals (SDG) relate specifically to the reduction in violence against, and exploitation of, children and teenagers (SDG.16.2). While previous research in the area of cyberbullying (or online harassment) has highlighted important issues for prevention (e.g., the need for friendships and strong social networks), there is little evidence available on the specific risk factors of online sexual harassment or exploitation. Such negative experiences are far reaching, and examples include unwillingly receiving images of a sexual nature or having personal images shared online without one's consent. The current workshop will discuss research findings on bullying, cyberbullying and sextortion in adolescents. In particular, it will focus on the psychological impact of the non-consensual sharing of youth-produced sexual imagery and how this relates to the broader arenas of bullying/cyberbullying. It will also discuss potential buffering factors such as friendship quality, positive coping strategies and the role of teachers.

Facilitator: Dr Martin Power, NUI Galway

Workshops

Workshop 3: Wellbeing in schools

Dr Fionnuala Tynan & Dr Margaret Nohily, Mary Immaculate College, Limerick

Room AC204, Concourse Arts and Science Building

This participant-led workshop will present a range of activities for participants to explore their own self-concept and thinking patterns, essential elements of leading a culture of wellbeing in a classroom. Participants will then choose from a selection of wellbeing topics those they would like to discuss and explore in more detail. The focus of the workshop is on practical, user-friendly strategies to promote wellbeing in the classroom.

Workshop 4: Promoting sexual consent

Dr Pádraig MacNeela & Dr Siobhan O'Higgins, Discipline of Psychology, NUI Galway

Room AC205, Concourse Arts and Science Building

The Active Consent multidisciplinary team in NUI Galway (Pádraig MacNeela, Siobhán O'Higgins, Kate Dawson, Charlotte McIvor) is carrying out a four year programme to promote an active, positive model of sexual consent with young people in colleges, schools, and sports clubs. The research is supported by Lifes2Good Foundation and NUI Galway. This workshop will introduce you to the stages in our model for devising evidence-informed, acceptable, sustainable, and effective responses to the interest in sexual consent and positive sexual health.

Focusing on research and implementation work with students in higher education, the workshop will explore why we need to promote the sexual health of third level students and incorporate some of the activities employed in the SMART Consent workshop to highlight participant perspectives on the grey areas of sexual consent.

Workshop 5: The promotion of physical activity within the school setting

Professor Catherine Woods, Chair in Physical Activity for Health (PAH) & Dr Enrique Garcia Bengochea, Dean's Fellow, University of Limerick

Room AC213, Concourse Arts and Science Building

This workshop will address relevant considerations regarding the promotion of physical activity for health in school settings, including suitability of schools for this purpose and promising practices. The workshop will also introduce participants to challenges of collecting physical activity-related data in schools and notions of pragmatic evaluation of school-based physical activity interventions.

Participants will be engaged in identifying challenges and opportunities, as well as appropriate actions, for the promotion of physical activity within the school setting.

Workshops

Workshop 6: Why implementation matters in promoting the mental health and wellbeing of young people in educational settings

Professor Margaret Barry, Dr Tuuli Kuosmanen & Katherine Dowling, WHO Collaborating Centre for Health Promotion Research, National University of Ireland Galway

Room AC214, Concourse Arts and Science Building

This workshop focuses on the importance of implementation for successful outcomes to be achieved, drawing on key concepts from the international literature, findings from the evidence and practice examples from mental health promotion programmes implemented in the Irish educational context. Workshop participants will be engaged in considering how the quality of implementation can be improved and practice supported in promoting the mental health and wellbeing of young people in the context of educational settings.

Workshop 7: Cultivating resilience among staff in the educational setting: A personal development approach

Dr Paula Carroll & Mairead Barry, Waterford Institute of Technology

Room AM104, Arts Millennium Building

The value of resilience for health and well-being has been well documented. In brief, having a resilient disposition enables us to stay well in challenging circumstances and is a well-known protective factor for managing stress, anxiety and depression. The need to build resilience from a young age in educational settings has been recognised in government strategy in Ireland (DES, 2018; DES et al, 2015) and indeed internationally, for example, the WHO endorsed programme Friends Resilience (Friends Resilience, 2017). However, it is essential that those charged with this task have the capacity to do so. To support others to develop resilience in themselves we must first know our own capacity to be resilient or how to cultivate it in our lives (Brown, 2018; Aguilar, 2018). This workshop will give participants an opportunity to explore their resilience and to discover ways in which they can cultivate resilience for the benefit of both their personal lives and their professional practice.

Aguilar, E., (2018). *Onward: Cultivating Emotional Resiliency in Educators. Appendix A: The Habits and Dispositions of Resilient Educators: A Self-Assessment.* Jossey-Bass: San Francisco

Brown, B., (2018). *Dare to lead: Daring Greatly and Rising Strong at work.* Vermillion: London

Department of Education and Skills, Ireland. (2018). *Wellbeing Policy Statement and Framework for Practice, 2018-2023.* Department of Education and Skills, Marlborough Street, Dublin 1.

Department of Education and Skills/Health Service Executive/Department of Health, Ireland (2015). *Guidelines for Mental Health Promotion. Well-being in Primary School: resources for promoting well-being in primary schools.*

Friends Resilience. (2017). <https://www.friendsresilience.org>

Workshops

Workshop 8: School influences on health behaviours

Professor Emer Smyth, Head of Social Research Division, ESRI, Dublin

Room AM105, Arts Millennium Building

This workshop draws on research using the Growing up in Ireland (GUI) study to look at school influences on four main health behaviours (smoking, excessive consumption of alcohol, poor diet and low levels of physical activity). It assesses the ways in which schools can influence health behaviours, through the provision of Physical Education and sports, through a healthy eating policy and through the school climate (that is, the quality of interactions among students and between students and teachers). Unpacking these influences helps to identify potential levers for intervention at school level.

Facilitator: Helen Grealish, NUI Galway

Workshop 9: Sense of belonging of students with Special Educational Needs (SENs)

Dr Michael Cullinane, Regional Director, National Educational Psychological Service (NEPS)

Room AM107, Arts Millennium Building

Belonging and connectedness is increasingly seen as central to the experience of inclusion in schools. It also impacts on students' sense of well-being and when the need to belong is satisfied, a range of positive psychological and behavioural outcomes are realised.

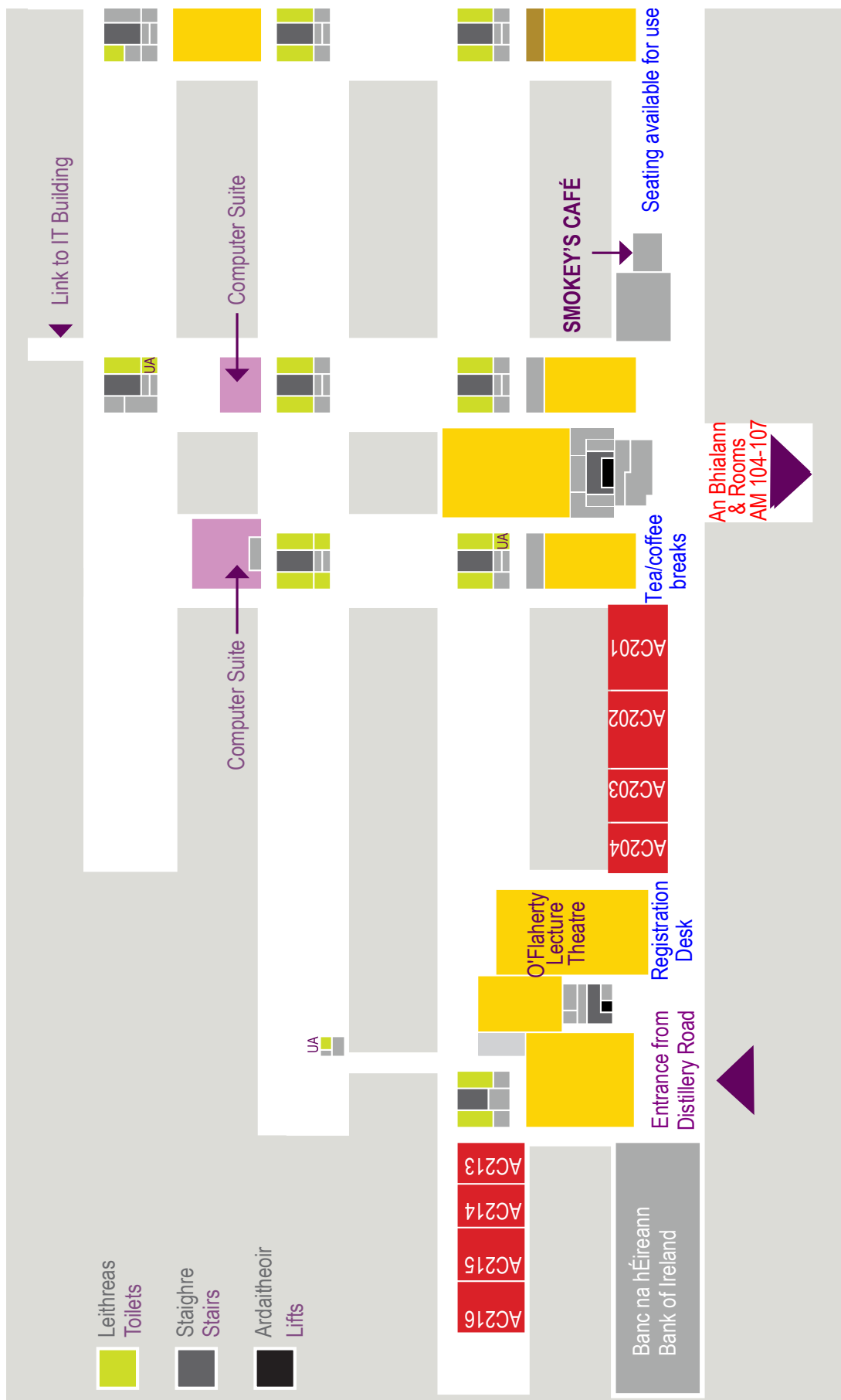
This workshop draws on recent research on the level of belonging of students with Special Educational Needs (SEN) and explores barriers and facilitators associated with sense of school belonging. Interventions to promote sense of school belonging need to address the unique challenges experienced by students with SEN if they are to benefit from the advantages associated with having a high level of belonging. This requires action across whole-school and classroom contexts, in addition to efforts to build positive relationships at the individual level.

Facilitator: Dr Vicky Hogan, NUI Galway



**Your workshop is printed
on your badge**

Room location map



Useful information

Wi-Fi code

The following wi-fi code is for access for all delegates (NUIGWIFI). Please note this logs out when inactive. It is also printed on your name badge.

User ID	9876001t
Password	rbhzi7872

Parking and transport

A parking permit will have been sent to you by email. This permit is only valid in the park and ride facility. **Please note if you park elsewhere your vehicle will be clamped.** The bus will be available from the park and ride facility to the conference venue between 8.00-10.00 and returning from 16.15 but delegates are reminded that it is only a short walk to the venue.

Lunchtime activities

Lunch is served in An bhialann from 12.45-14.00. All participants are invited to enjoy a riverside walk (weather permitting) at 12.50 or 13.30. Meeting point is the registration desk. Delegates are also invited to the launch of the new Postgraduate Certificate in Mental Health Promotion. Ask our conference volunteers for more details.

Afternoon workshops

When you registered online, you were asked to select a preferred workshop. Your workshop number is on your name badge. If you did not sign up to a workshop at online registration there may still be workshop places remaining. Please sign up at the registration desk.

Healthy conference

In keeping with Healthy Ireland Guidelines and Health Promotion philosophy, delegates have the opportunity to choose healthy food options and take regular exercise breaks throughout the conference day.

Conference evaluation

We ask all delegates to please complete our evaluation. This survey measures whether the conference was satisfactory and that the needs and expectations of the delegates were met. An email will be sent to you after the conference containing the survey link.

Any questions?

If you have any questions throughout the day please ask our conference staff at the registration desk or student volunteers (wearing the purple T-shirts with "Ask Me" on the back).

If you would like to receive communications about future Health Promotion conferences and other events please send an email to hprc@nuigalway.ie with the subject heading 'add me to conference list'.

Contact Us

Conference Evaluation

We would like to hear your comments on the day. A survey will be forwarded by email after the conference to check we met the needs and expectations of our delegates. Please spare a few minutes to complete this survey.

Our Contact Details

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