Integrated Health Promotion - Case study template

This template is designed for use by both Primary Care Partnerships (PCPs) and Community and Women’s Health (C&WH) funded agencies.

If you have any questions regarding this template, please contact your regional Department of Health office.

<table>
<thead>
<tr>
<th>Case Study Title</th>
<th>Festival for Healthy Living Phase 2: Implementation</th>
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**Details of organisation contact**

<table>
<thead>
<tr>
<th>Name of organisation</th>
<th>Yarram &amp; District Health Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Person</td>
<td>Jenny Feist</td>
</tr>
<tr>
<td>Position/Title</td>
<td>Health Promotion Officer</td>
</tr>
<tr>
<td>Phone No.</td>
<td>51820233</td>
</tr>
<tr>
<td>Email Address</td>
<td><a href="mailto:Health.promotion@ydhs.com.au">Health.promotion@ydhs.com.au</a></td>
</tr>
</tbody>
</table>

| Case study author/s | Rachael Dooley, Health Promotion Coordinator, WPCP |
|                    | Bobbie Hodge, The Royal Children’s Hospital |

| Approval date       | 20 September 2011                  |

**PCP program logic** (PCPs only)

- Demonstrate use of evidenced based interventions.
- Focus the greatest effort on the chosen state wide health promotion priority(s).
- Ensure integrated health promotion practice engages with hard to reach population groups and vulnerable communities.

**Identified partners**

<table>
<thead>
<tr>
<th>Partner Organisation</th>
<th>Roles and responsibilities with regard to the project</th>
<th>Contact person details (name, position)</th>
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<tbody>
<tr>
<td>Yarram &amp; District Health Service</td>
<td>Lead Agency for the project. - Project coordination</td>
<td>Jenny Feist, Health Promotion Officer</td>
</tr>
<tr>
<td>Royal Children's Hospital</td>
<td>Supported by professional learning from the FHL State wide Coordination Team</td>
<td>Ms Bobbie Hodge Ms Amina Schutz</td>
</tr>
<tr>
<td>WPCP</td>
<td>Supported evaluation Funding provider Member of Steering Committee</td>
<td>Jo Cockwill, EO</td>
</tr>
<tr>
<td>School Focused Youth Service</td>
<td>Funding provider Member of Steering Committee</td>
<td>Clare Heath</td>
</tr>
<tr>
<td>Primary and Secondary Schools Secondary:</td>
<td>Member of Steering</td>
<td>Mr Wayne Chester (Principal)</td>
</tr>
<tr>
<td>School</td>
<td>Committee</td>
<td>Member of Steering Committee</td>
</tr>
<tr>
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<td>------------------------------</td>
</tr>
<tr>
<td>St Mary’s Primary School</td>
<td>Managing students participating in program</td>
<td>Di Austin</td>
</tr>
<tr>
<td>Devon North PS</td>
<td>Scheduling of program</td>
<td>Helen Dwyer</td>
</tr>
<tr>
<td>Yarram PS</td>
<td>Coordination of transport</td>
<td>Penny Earle</td>
</tr>
<tr>
<td>Woodside PS</td>
<td></td>
<td>Anne Morris</td>
</tr>
<tr>
<td>Alberton PS</td>
<td></td>
<td>Rod Clarke</td>
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<tr>
<th>Regional Arts Victoria</th>
<th>Professional Advice</th>
<th>Deb Milligan</th>
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<tbody>
<tr>
<td>Community &amp; Parent</td>
<td>Representation on Steering Committee</td>
<td>Mrs Kaye Neilson</td>
</tr>
<tr>
<td>representatives</td>
<td>Construction Props</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Costume construction</td>
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| Artists                      | Conduct Art Therapy Sessions                                              | Bobbie Hodge (RCH Artist    |
|                              | Design Festival Program                                                   | Coordinator)                |

| Department of Education and  | Member of Steering Committee                                              | Moira Rossiter              |
| Early Childhood Development  | Presenter in schools of health sessions                                   |                              |
| (School Nurse)               | Coordinator Parents & Community                                           |                              |
|                              | Member of the Evaluation subcommittee                                     |                              |

| Department of Education and  | Member of Steering committee                                              | Narice Johnson              |
| Early Childhood Development  | Presenter in schools of health sessions                                   |                              |
| (School Nurse)               | Member of the Evaluation subcommittee                                     |                              |

| Catholic Education Office    | Member of Steering Committee                                              | Justin Henderson CEO Sale   |
|                              |                                                                            | Wellbeing                   |

| South Coast Division of      | Funding Provider                                                          | Judy Tisiani                |
| General Practice             | Professional Support                                                      |                              |

| Foundation of Rural and      | Funding Provider                                                          | Jo Mason                    |
| Regional Renewal             |                                                                            |                              |
Yarram Festival for Healthy Living – Creative Arts for Mental Health & Connecting Communities

Jenny Feist, Yarram & District Health Service; Amina Schutz, Royal Children’s Hospital; Bianca Pezzutto, Relationships Australia; Narice Johnson, Department of Education & Early Childhood Development; Jo Cockwill, Wellington Primary Care Partnership

Background
Yarram & District Health Service instigated the Festival for Healthy Living program (FHL) in Yarram in 2009, and led the project in partnership with Royal Children’s Hospital – Melbourne, schools, health providers, local artists and local government.

Aim
To build the capacity of schools and communities in Yarram to promote mental health and wellbeing through the performing and visual arts.

Method
FHL was a creative opportunity for schools to review and develop their commitment to student wellbeing policies and programs, particularly around the transition from primary school to secondary school. It enabled students to explore issues associated with mental health and emotional wellbeing, with a focus on resilience. This exploration was achieved through a range of arts workshops over an 8 week period. Students developed solution-focused performance pieces, artwork and written work, facilitated by their teachers in partnership with health professionals and professional performing artists.

Results
- Strengthened schools transition program and reviewed curriculum
- Demonstrated collaboration between the health and education sectors
- Inter-professional learning opportunities experienced by partners
- Increased understanding of mental health issues (students, teachers, artists and school community)
- Instigation of additional programs to address self esteem and mental health needs, identified through FHL
- Increased capacity of partners to evaluate project in partnership with Monash University
- Increased confidence of students in transitioning to secondary school
- Increased knowledge of cohort needs of prospective high school students

Conclusion
Using drama and performing arts as a tool, the FHL provided an opportunity for schools to continue their journey to promote a whole of school approach to mental health and well-being.

Background
Name of project/strategy
Yarram & District Festival for Healthy Living

There are three major phases involved in initiating and implementing a Festival for Healthy Living program, which usually takes place over a three year period:

- Phase 1 - Engagement
- Phase 2 – Implementation (focus for case study)
- Phase 3 - Consolidation

Priority issue(s)
Mental health & wellbeing

Priority goal
To build the capacity of schools and communities to promote mental health and wellbeing through the performing and visual arts.

Target group
Youth & families
Yarram and District FHL Mini-Cluster Model

Comprised of Yarram Secondary College and nearby feeder primary schools including:

- Alberton Primary School
- Devon North Primary School
- St Mary's Primary School, Yarram
- Woodside Primary School
- Yarram Primary School

This model offered additional benefits to transition programs, and broader community connectedness.

No. of artists (Coordinator & Performing Artists, Production manager, support artists) - 7
No. of health professionals - 6
No. of teachers -

<table>
<thead>
<tr>
<th>Rationale</th>
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<tbody>
<tr>
<td>Yarram &amp; District Health Service instigated the FHL program in Yarram in 2009 and led the project in partnership. The FHL Steering Committee was formed in August 2009 and meetings were initially held bi-monthly then monthly.</td>
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There were four Project Sub-Committee’s formed; Evaluation; Finance; Arts and Professional Development. Meetings for the sub-committees were scheduled as required.

Evidence used to inform the development of the FHL project included;

- Gatehouse Project (2002)
- National mental health publications
- Victorian Essential Learning Standards (2005)

The Festival for Healthy Living program is an initiative of the RCH and it is a collaborative program developed to promote awareness of mental health and emotional wellbeing in primary and secondary schools and their communities.

The theme for the Yarram Festival for Healthy Living is resilience and mental health awareness supporting transition from primary to secondary school.

The program has involved five primary schools and a secondary school, artists and health professionals. The program is a creative opportunity for schools to review and develop their commitment to student wellbeing policies and programs, and enables students to explore issues associated
with mental health and emotional wellbeing. This exploration is achieved through a range of performing and visual arts workshop techniques. Students develop solution-focused performance pieces, artwork, multimedia and written work facilitated by their teachers in partnership with professional performing artists and health professionals.

The FHL links and aligns with the Wellington Health Promotion Catchment Plan under the Mental Health & Wellbeing priority area:

**Objective 1**  
To promote mental health and wellbeing amongst youth and families through the arts and community leadership.

**Strategy 1**  
To build the capacity of schools and communities in Yarram and Maffra to promote mental health and wellbeing amongst youth through the arts.

**Objectives**

- To promote better understanding of the spectrum of mental health in schools and communities, including prevention and de-stigmatisation of mental illness, early intervention and help seeking.
- To build individual skills for resilience and emotional wellbeing, including recognising strengths, making and maintaining healthy relationships, problem solving, help seeking and referral.
- To advance understanding of the arts as a vehicle to promote mental health and wellbeing.
- To build the skills and knowledge of arts, education, health and community workers for promoting mental health and wellbeing.
- To support schools and communities to integrate the Festival for Healthy Living Program with ongoing whole of school/whole of community planning and action.
- To evaluate and broadly disseminate best practice findings.

**Methodology and approach**

**Key Project Activities - Phase 2: Implementation**

The implementation phase involved two steps; working towards the performance and the performance evening.

The Professional Learning Program involved introductory sessions which were coordinated by the RCH state team in consultation with the steering committee representatives. The initial workshop was held in December 2009 as a session for Community, Youth, Arts & Health Professionals and also intensive training days for the artists’ team. The school leaders and staff participated in a whole staff day at the commencement of the school year in 2010 and then all of the partners participated in the *Creative Partnerships Day*. Health professionals, artists and teachers attended fortnightly professional learning planning and reviewing sessions when possible.

School teams were established with an artist, teacher and a health professional to implement
The workshops with a group of students. The teams conducted program planning during team meetings.

The artists at each school worked together with teachers and students to develop performance pieces. Art forms and working methods varied widely. The workshops were delivered over an eight week period. A component of the workshops was a half hour presentation delivered by the health professional.

A community performance, ‘Re-Silly-Ants’ was held at the conclusion of the eight weeks. Parents and community members were invited to attend the event which was held at the local theatre. The students performed pieces which had been developed during the workshops.

**Evaluation tools:**

The methodology for this evaluation employed a mix of qualitative and quantitative methods and drew upon a range of data sources including: analysis of the partnership self assessment tool completed by the steering committee, analysis of questionnaires completed by students pre and post program, reports provided by the professionals (artists, health professionals and teachers) on completion of the program, and analysis of parent questionnaires completed at the public performance. Data analysis was undertaken by the project stakeholders with support by Monash University. Recommendations were developed based on the analysis of the data. Key limitations of the evaluation include the way in which the questionnaires were administered and the potential that numerous unknown confounding factors are affecting the results.

**Results**

<table>
<thead>
<tr>
<th>Process and impact indicators/measures</th>
<th>IHP reporting measures.</th>
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**Organisational practice**

There is clear evidence that a range of organisations were involved in the planning and implementation of the Festival for Healthy Living project through participation in the steering committee and relevant working groups. There is evidence of improved relationships between traditionally disparate organisations in the health, art and education sectors and a better understanding of the sectoral roles. Benefits of participation included an enhanced ability to address an important issue, development of a new skill and development of valuable relationships. Drawbacks to participation included frustration and aggravation and diversion of time and resources away from other priorities and obligations. When comparing the benefits of participating in the partnership to the drawbacks respondents indicated that the benefits exceeded the drawbacks.

**Increased knowledge & improved skills**

There is evidence to suggest that the program influenced the students’ knowledge about what mental health is and what affects their mental health particularly for Grade 6 students. Following the program students identified social support/social connection as a means to be more mentally healthy whereas prior to the program this does not appear to have been recognised. When asked ‘when you are feeling down, how can you get help’ many students indicated multiple avenues of getting help following the program. Common ways to get help were to speak to friends and family (informal) and professionals (formal). Many students in indicated that friendships were one of the things that they liked about school. In response to what they didn’t like many students indicated bullying. More students
identified bullying post program which may suggest greater awareness of the issue and effects through participation in the program.

A collective highlight across the three professional groups was the student growth and development during the program in areas of team work, self confidence, connections and behaviour. The benefits and challenges of working with other professionals varied greatly. There were some respondents that indicated that they worked well with other professionals and others who indicated that there had been very little interaction however there was recognition that there could be potential benefits to working together. Benefits included; greater appreciation of other sectors/professions and more contact with school following the program. Challenges identified with working with other professionals can be grouped into three key areas time, planning and communication.

The key messages identified by adults (parents, family and others) attending the public event included bullying, resilience, support one another and respect. When comparing parent and student responses to what has been happening for the children or for the students themselves during the weekly workshops there were similarities between what the parents perceived as happening and what the students felt. All parents indicated that their children felt proud of themselves. Many also indicated that they had been helping other people, learning about other people, learning new things, having fun, developing confidence and meeting new people. Students reported that they had tried something new and that they had learnt new things. Many also reported making new friends, enjoying working in teams, having fun and learning about mental health. The lowest response for both parents and students was liking the event.

**Status and sustainability**

Replace the text here with your response.

What is the current status of the initiative? How will the initiative be continued? Will the tools and techniques be applied in other areas? What activities do you have planned to disseminate your findings?

Phase One was the first of three components and Phase Two is currently being implemented. Monash University Rural and Indigenous Health have been engaged to assist with the evaluation design, tools and analysis.

Additional funding has been sourced for the implementation of the project and links with other community projects have been identified. Currently scoping a pilot program for VCAL students using the FHL program for transitioning to employment.

**Conclusions**

Replace the text here with your response.

Briefly address all of the following points.

- Key success factors.
• Key challenges.
• Limitations of the project.
• How activities and improvements will be sustained.
• Relevance of your findings to other areas of organisational activity.
• Future directions.

PCPs: Focus on conclusions that the partner agencies have drawn jointly from the project’s impacts and outcomes, and experiences with the project’s implementation.

• **Key success factors**

An excellent outcome of the Festival has been the development and expansion of communication, support and relationships between health and education professionals in Yarram.

This has included:
- earlier identification of students requiring extra support
- strengthened pathways between schools and agencies working with children and families
- increased awareness of the broader role of the secondary School Nurse and Welfare Officer; the breadth of their skills and expertise has been further recognised by the teachers and other health professionals during the program.
- significant capacity building of health professionals working in the Wellington catchment area due to partnership involvement of Monash University (see below)

As a result of these strengthened professional relationships, further opportunities have been instigated to undertake collaborative and partnership programs, including:

**The Monash University School of Rural & Indigenous Health 2010 -2011**

This collaborative evaluation project, now being conducted across 2010 and into 2011, has enabled:
- the identification of gaps in the current evaluation framework
- the program to have a formal evaluation of both the 2010 and 2011 FHL projects

The result of this will:
- enable us to develop a rigorous qualitative and quantitative methodological and data analysis framework
- mean that the Monash team trains and supports the development of qualitative evaluation skills of local/regional mental health personnel
- the provision of tools in focus group interviewing

The Health Promotion Coordinator with Wellington Primary Care Partnership is currently undertaking the collation of this data.

Further, Monash has now invited this professional to undertake a Masters research project, including the 2010 and 2011 FHL projects, to research and develop the tools to measure social connectedness and resilience.

**The Station 2010**

The Station is a community based education program operating in Yarram and working with youth who are not attending school and experiencing a range of issues. With guidance through the FHL team, they secured funds to undertake a mosaic design project with their young people and one of the FHL artists.

**Yarram Secondary College and Baker’s Youth & Family Services 2010**

An art-therapy based program, engaging one of the FHL artists, was developed by Baker’s and implemented to meet the special needs of the Year 7 girls at Yarram Secondary College.

**Baker’s Youth & Family Services 2010 + 2011**
An art-therapy based program which engaged one of the FHL artists and utilised VIBRA funding, was developed by Baker’s in conjunction with local youth during 2010 and into 2011.

**The 2010 Gippsland Mental Health Conference**
The Health Promotion Officer, Yarram and District Health Service, was invited to present a paper in November on the Yarram FHL.

**The Yarram and District Health Service 2010 - 2011**
A public art and landscape design project has evolved through members within the Yarram FHL partnership. Designed for use by the wider community, and now underway with bushfire recovery funding and Wellington Shire in – kind resources, this project is developing unused public land on the ‘fringe’ of Yarram, into an amphitheatre with landscaping surrounding the area, community facilities and public art pieces and plantings created by the local indigenous community.

**Yarram Eisteddfod 2011**
The Yarram FHL is now exploring ways to connect skills and understandings with the Eisteddfod, which in this region assumes prominent school involvement, for 6 weeks during the 2011 FHL project.

**The 2011 Australian National Health Promotion Conference**
The Health Promotion Officer from the Yarram and District Health Service was invited to present with visual documentation from the 2010 Yarram FHL at this conference in April in Cairns.

**CONCLUSION**
The evaluation for 2010 is still being prepared through Monash University, and therefore the report detailing the outcomes, benefits and learning will not been finalised until March 2012.

However our preliminary reviews with the program partners have identified that the 2010 Yarram FHL has strengthened:

- **Collaborative Partnerships**
  This program certainly has demonstrated the strengths and the benefits of collaborative partnerships both from the professional support and knowledge exchanged between those involved

- **Funding Partnerships**
  Established access to a variety of funding providers to support this program, and this has opened a window of opportunity to future collaborative practice.

- **Increased awareness**
  of mental health amongst students, within schools and their communities.

- **Schools Transition Program**
  This School Transition Program has been strengthened as a result of increased awareness of mental health by students and the community.

- **Key challenges**
  With the Yarram FHL implementation over 2 years, the changes to the 2011 program have been in response to the surveys conducted with all partners and students, at the close of the 2010 phase.
  Based on these 2010 evaluations, it was agreed that the key constraint, as a result of the delayed funding confirmation, was a very short lead up time prior to the implementation of the FHL Program.

- **Limitations of the project**
  As a result of delayed funding and short lead up time, there were limitations in:
• the extent of the orientation and induction sessions for the partners
• gaining understanding of a complex program model
• the shared planning between the health and education and arts partners
• ensuring the consistency of staff participating in the contact sessions with students

This was further complicated given that Yarram is an isolated township and therefore staffing resources are limited across the district.

• How activities and improvements will be sustained

Through the Evaluation and Sustainability sub-committee the evaluation tools were established, including:

Student Surveys
Pre & Post program

Partnership Analysis
for the wider steering committee members, teachers, health professionals and artists

FHL Program Implementation
fortnightly reviews at the PLT team meetings

Artist Reports
Prepared at the completion of the program

Parent - Family Survey
Post performance survey conducted with parents/families following the public celebration event

Discussions commenced in mid 2010 with the Monash University School of Rural & Indigenous Health regarding a proposal to analyse these results & review the evaluation tools.

This partnership is currently underway with the analysis of the 2010 evaluation data and material, and will continue in 2011 across the final year of the FHL program.

The Steering Committee and schools have now addressed these factors with the following actions and initiatives put into place for 2011:
• the implementation of the program later in the school year – providing a longer lead time for planning and development of the model
• delivering the program on site at the secondary school, rather than across 3 district schools, and thereby providing all the primary students with a solid introduction to, and familiarity with, the secondary school community and environment
• a considered identification of the teachers that are focused on engaging with and participating in FHL
• identification of strategies to enhance the level of engagement for these teachers to build capacity and creativity
• increasing the time for shared planning, review and reflection at the Professional Learning Teams meetings by:
  1. Establishing time for the health professionals to undertake pre-planning prior to implementation in order to respond to student and schools’ needs and devise the integrated content for the health promotion sessions
  2. Running an FHL induction session for the artists, with a focus on the links between education / health / creativity
  3. Conducting ‘taster day’ event as an introduction and orientation for the 120 students, teachers, FHL artists and health professionals; and thereby providing a taster of the six art forms in order for the students and adults to identify their area of interest
  4. Conducting a Professional Development day targeted specifically for the partners (arts, health and education) directly participating with the students in the classroom. The emphasis on this day was on collaboration and planning the eight
5 Restructuring the available PLT time to enable smaller groups, based on the specific creative activity /arts genre, to work together, rather than across the total group membership.

- Greater attention is to be given to the process - and documentation of such - across the eight weeks of workshops, rather than a focus on mounting a large scale final public event. Students will be guided by artists in partnership with teachers and the HP’s, to develop activities which will culminate in a show and tell, on site at Yarram Secondary College for parents, families and younger grades.

The project and its partnerships have been sustained into 2011, with the final sustainability recommendations to be identified at the completion of the 2011 evaluation.

- Relevance of your findings to other areas of PCPs activity

- Collaborative Partnerships
  This program certainly has demonstrated the strengths and benefits of collaborative partnerships both from the professional support and knowledge exchanged between those involved.

- Funding Partnerships
  Access to a variety of funding providers has been established to support this program. This has consequently opened a window of opportunity to future collaborative practice.

- Future directions

  Implementation of Phase 3

References (optional)

Replace the text here with your response.

List any key references used in the case study, using the Harvard system of referencing. If you are planning to present your case study at a conference, this section can be structured to meet the conference requirements.