

# How to Measure the Mental Health Burden Among School-Aged Children and Youth in Peel

Sue French & Rosanna Morales  
Region of Peel - Public Health



# Disclosure Statement

- We have no affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.



# Acknowledgements

- Po-Po Lam, Epidemiologist
- Kim McAdam, Analyst
- Jackie Muresan, Knowledge Broker
- Sharon Lobo, Advisor
- Alin Herciu-Ivascu, Health Promoter
- Sonia Seebachan, Public Health Nurse
- Olivia Janeczek, Health Promoter
- Christina Pulla, Public Health Nurse



# Background & Context

- In Ontario Public Health Units are mandated to work with local School Boards
- Partnership Declaration signed with School Boards in December, 2015
- Agreement to work in collaboration on three health areas healthy eating, physical activity and mental well-being



# What Next?

- Research Review
  - “ Is there a conceptual model, framework or theory that describes the factors influencing the mental health or mental wellbeing of school-aged children and youth”
- Explore local data and potential opportunities for school-based interventions

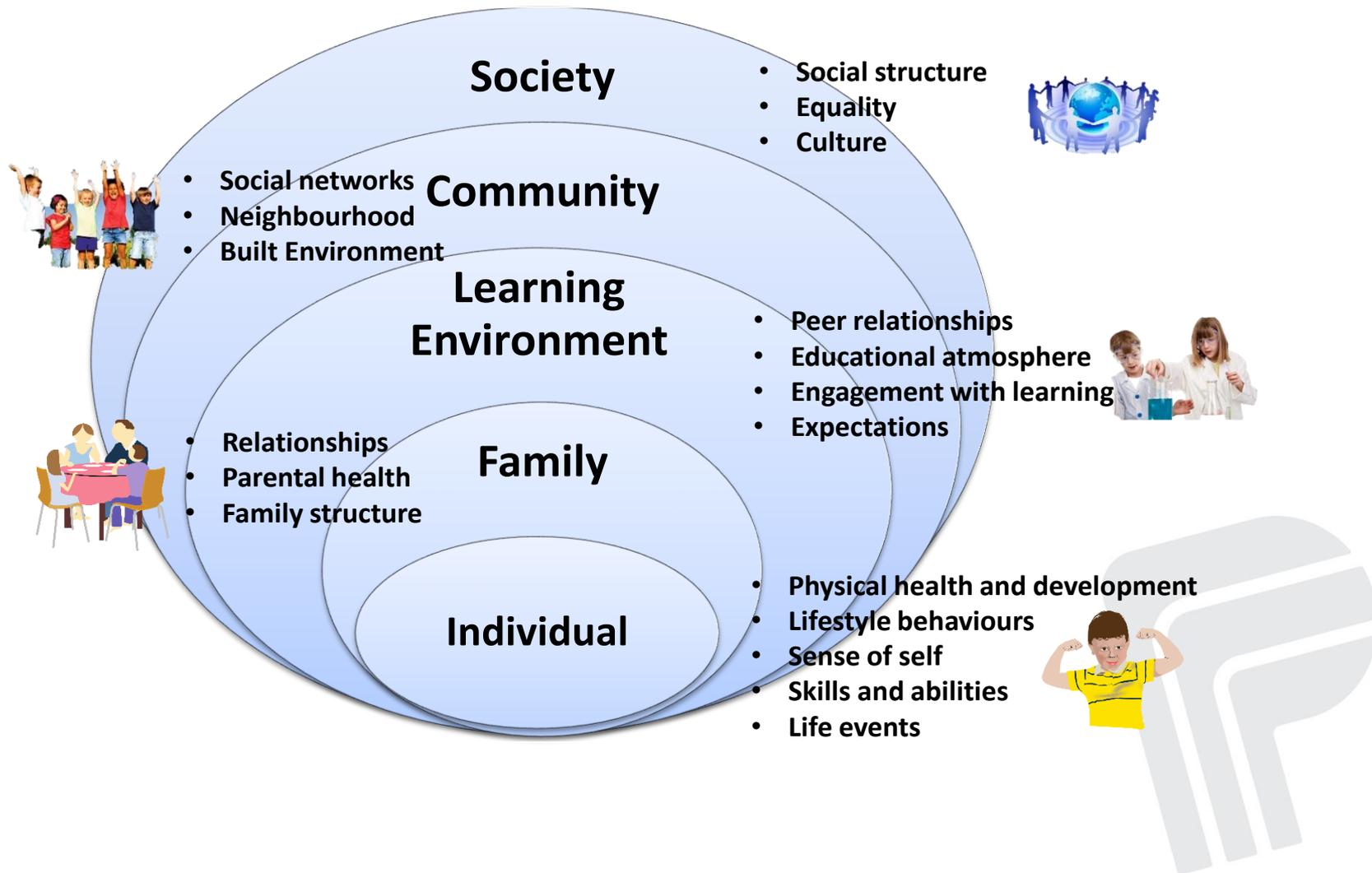


# Results of Search

- Literature and key informant interviews identified 1,035 potentially relevant documents
- Thirty-seven full-text articles were further assessed for relevance based on primary title and abstract review
- Three articles were critically appraised
- Two articles were assessed as strong, one as weak
- Two strong grey literature reports were included in this review



# Conceptual Framework



**Table 7**  
**Indicators And Peel Measures Associated With Determinants Of Mental Wellbeing**

Determinant	Indicators	Measures for Peel	Estimate	Source
<b>Individual</b>				
Sense of self	• Self-esteem	% of Grade 7-12 students with low self-esteem	6%	OSDUHS (2013)
	• Spirituality	---	---	---
	• Self-perception			
	• Emotions			
	• Efficacy			
	• Sense of control			
• Isolation				
Skills and Abilities	• Emotional intelligence	--	--	--
	• Problem solving skills			
	• Social skills			
	• Flexibility			
Physical health and development	• Self-rated physical health	% of Grade 7 – 12 students who self-rate their physical health as “very good” or “excellent”	66%	OSDUHS (2015)
	• School readiness	% of kindergarten students who are vulnerable in at least one domains of early childhood development	30%	EDI (2015)
	• Play	---	---	---
	• Physical activity	% of Grade 7-12 students that have at least 60-minutes of daily physical activity	21%	OSDUHS (2015)
	• Fruit and vegetable consumption	% of Grade 7-12 students that eat at fruits and vegetables at least five time a day	15%	OSDUHS (2015)
	• Sleep	% of Grade 7-12 students that have eight or more	36%	OSDUSH

# Individual

- Limited data for the concepts of ***sense of self*** and ***skills and abilities***, and ***stressful life events***.
- ***Lifestyle behaviours*** that may lead to negative mental wellbeing are common among Peel students
- In 2015, 36% of Peel students in Grades 7-12 had eight or more hours of sleep on an average school night



# Family

- Peel has no measures related to ***parental health***
- Data related to ***family structure*** and ***relationships***
- In 2013, 74% of Peel students in Grades 7-12 reported getting along very well with their mother, and 64% reported getting along very well with their father.



# Learning Environment

- Peel has limited data about ***engagement with learning*** and ***expectations***.
- Data related to ***peer relationships at school*** and ***educational atmosphere***
- In 2015, 91% of Peel students in Grades 7-12 felt close to people at their school.
- In 2015, 81% of Peel students in Grades 7-12 felt like they were a part of their school
  - Differences by ethnicity



# Community

- Limited data on concepts of *social networks* and the *neighbourhood and built environment*.
- In 2013/2014, three-quarters of individuals aged 12-18 years old in Peel (75%) had a very or somewhat strong sense of community belonging



# Society

- Within the concept of ***socioeconomic status***, in 2015, 32% of Grade 7 - 12 students in Peel considered their family to be of low socio-economic status
- Peel does not have measures for ***social structure***, ***equality*** or ***culture***.



# Key Learnings

- Great tool to support work with key stakeholders
  - School Boards
  - Hospitals & LHINs (Project Zero)
- Better understanding of data gaps
- Useful snapshot of the mental health of children & youth in Peel
- Mapping of local data to conceptual framework can be applied to other communities





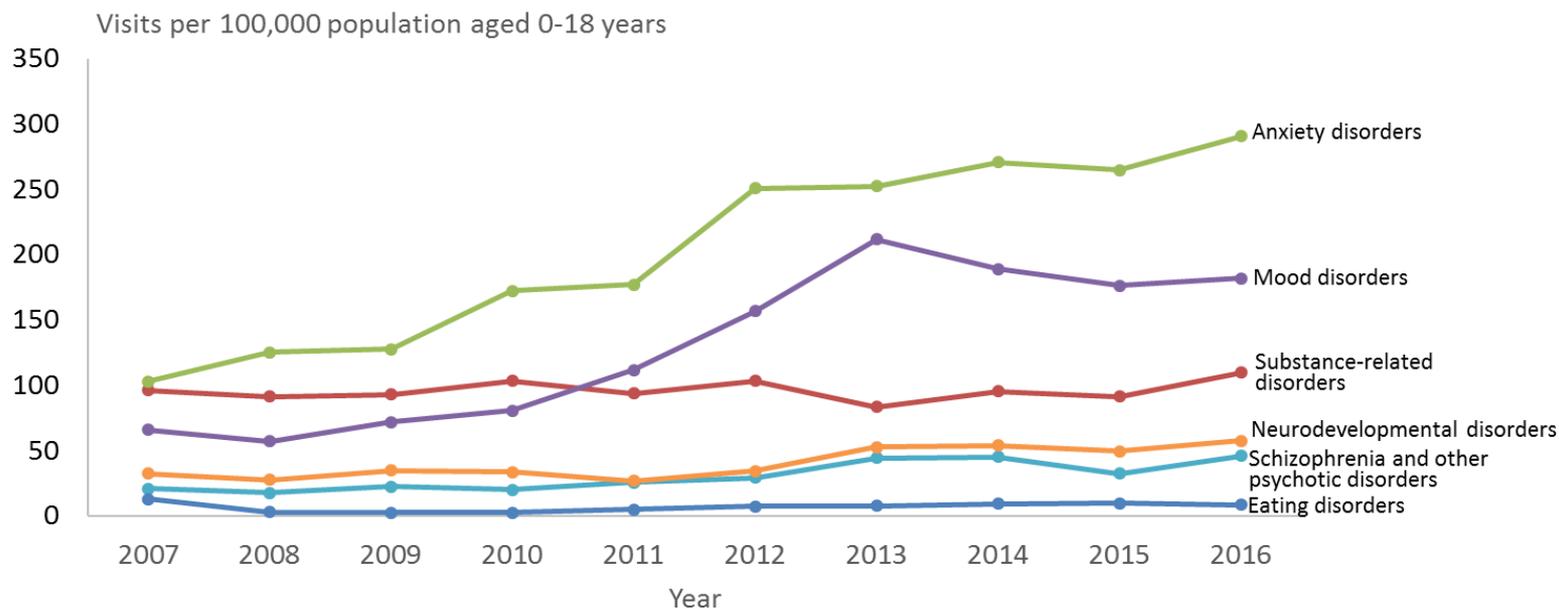
**Thank you!**

Sue French – [Sue.French@peelregion.ca](mailto:Sue.French@peelregion.ca)

Rosanna Morales – [Rosanna.Morales@peelregion.ca](mailto:Rosanna.Morales@peelregion.ca)



# Emergency Department Visits related to Mental Health Disorders in Peel, 2007-2016



Sources: National Ambulatory Care Reporting System Data, 2007-2016, IntelliHEALTH Ontario, Ministry of Health and Long Term Care, Population Estimates, 2003-2016, IntelliHEALTH Ontario, Ministry of Health and Long Term Care.

