

Evaluation of a Lung Health Advocacy Program in Northeast Urban Public City Schools

MARCELLA HILL, BSN, RN, DNP STUDENT; DR. KIMBERLY MCILTROT, DNP, CPNP, CWOCN FACULTY ADVISOR



JOHNS HOPKINS
SCHOOL of NURSING

Introduction

- Asthma prevalence has increased globally and nationally, especially in urban cities.
- Industrialization has increased air pollutants.
- Minorities and children living in poverty are disproportionately affected by air pollution.
- To decrease air pollutants, community engagement is needed to advocate for lung health initiatives in their communities.

Purpose

- To evaluate the impact and retention of this curriculum to improve children's health literacy and to advocate for lung health initiatives in their communities.
- 1. Compare students' use of asthma keywords before and after the program.
- 2. Explore teachers' perception of students' knowledge.

Methods

- A pre and post-test design and semi-structured interview.
- Three 7th grade participants and one teacher participant.
- Evidence-based project methodology

Intervention

- LHAP curriculum was created by the site advisor
- Curriculum used evidence-based information from the American Lung Association, CDC, KidsHealth, Rush University, and articles for Journal of Child Health and Human Development
- 5 sessions that last 40 minutes

Results

- Interquartile Range (IQR) and median difference of asthma keywords before and after the intervention was 1.
- The teacher believed the students' knowledge of asthma and general health increased after the program.
- The teacher believed a visual stimulating handbook will help assess the students' engagement with the educational material.

Figure 1: Asthma Keywords Before Intervention

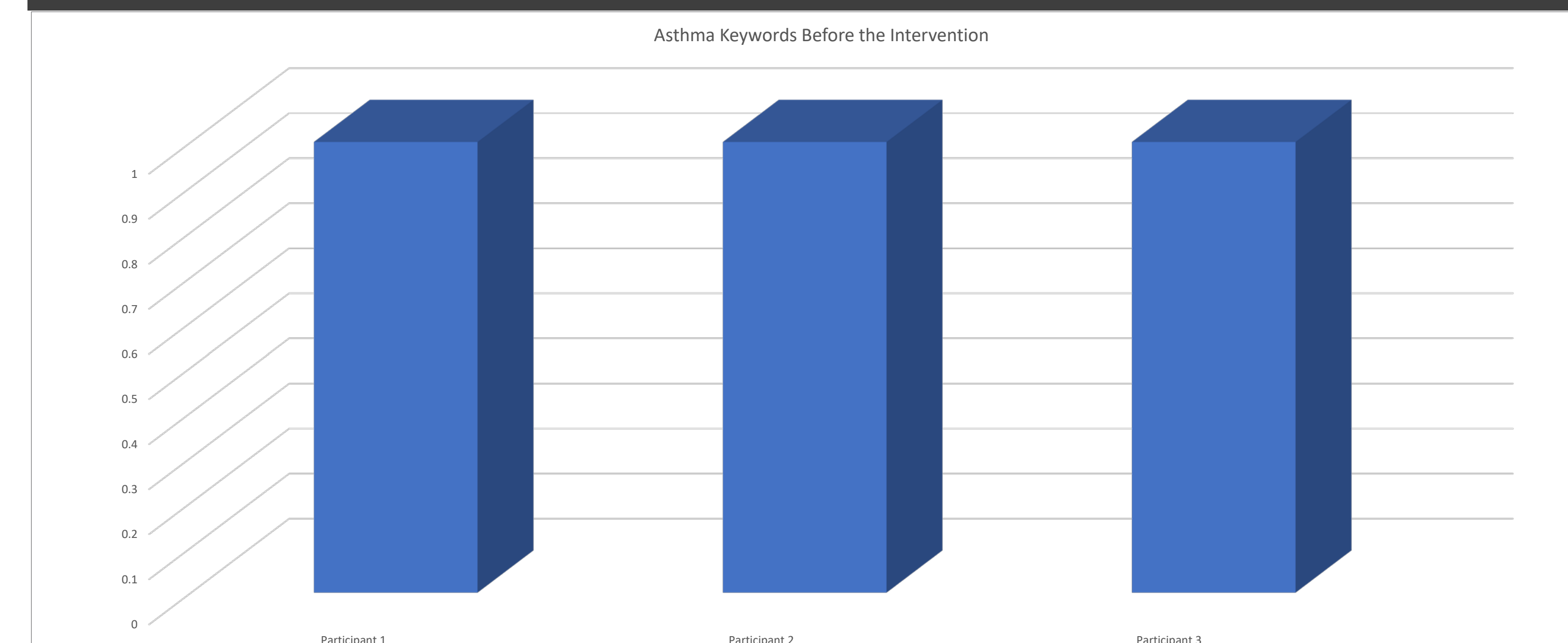
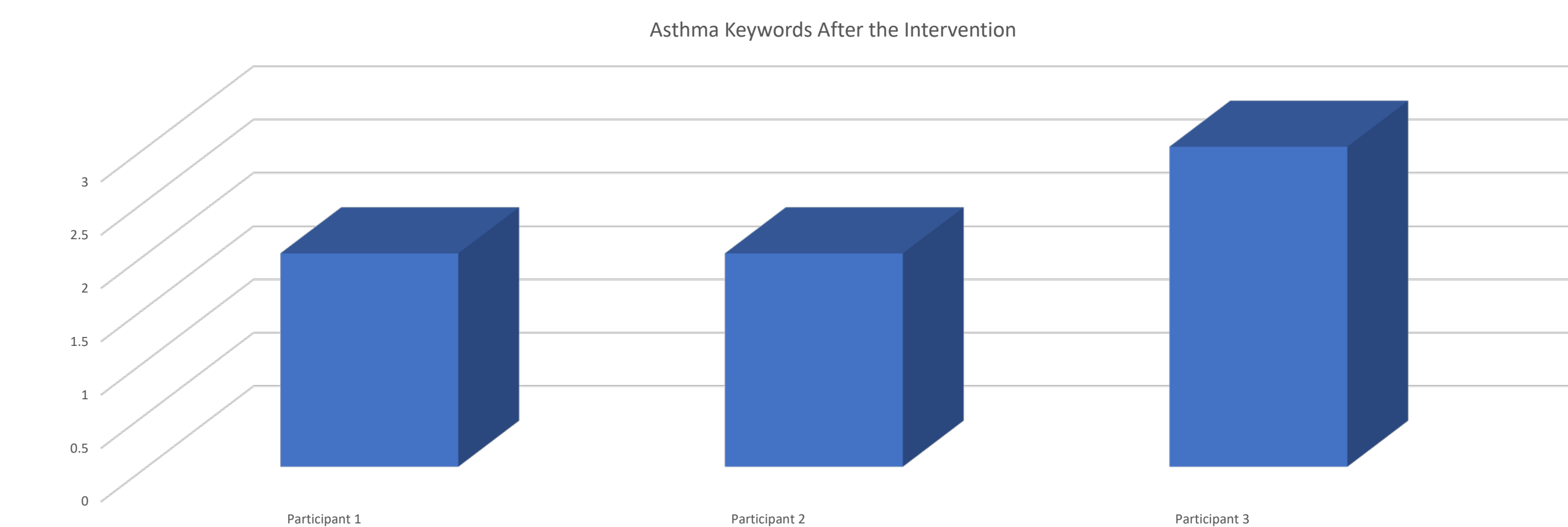


Figure 2: Asthma Keywords After the Intervention



Conclusion

- Student participants were able to list at least one more asthma keyword after the intervention
- The teacher believed the program increased her students' knowledge of asthma and lung health.
- Future studies should create a standardized children's health literacy tool.

Sustainability

- Program is temporarily suspended due to Covid-19
- Site Advisor is currently working with the Community Health Interest Group to implement LHAP at different public schools in the area
- The program is set to continue in the fall.

References:

Garcia, B. Agustin, M., Okhiro, M., Sehgal, V. (2019). Empowering opio (next generation): student-centered, community engaged, school based health education. *Hawaii Journal of Health & Social Welfare*, 78 (12), 30-34. Retrieved from: <https://www.ncbi.nlm.nih.gov/pubmed/3294972>

Keselman, A., Chase, R., Rewolinski, J., Dutton, Y., Kelly, J. (2019). Lessons learned from multisite implementation and evaluation of project share, a teen health information literacy, empowerment, and leadership program. *Journal of the Medical Library Association*, 107 (1). Retrieved from [dx.doi.org/10.5195/jmla.2019.351](https://doi.org/10.5195/jmla.2019.351)

Mogford, E., Gould, L., DeVoght, A. (2011). Teaching critical health literacy in the US as a means to action on the social determinants of health. *Health Promotion International*, 26 (1), 4-13. Retrieved from <http://dx.doi.org/10.1111/j.1746-1561.2001.tb07284.x>

Tappe, M. & Galer-Unti, R. (2001). Health educators' role in promoting health literacy and advocacy for the 21st century. *The Journal of School Health*, 71 (10), 477-82. doi: 10.1111/j.1746-1561.2001.tb07284.x