

Invenio Academy School Health Engagement Workshop

March 2014



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Introduction

What is Healthwatch North Lincolnshire?

Healthwatch is the independent voice for people in our community, helping to shape, challenge and improve local health and social care services. Healthwatch does this by talking and listening to people from every part of the community, and by holding services to account.

As the consumer champion for health and social care, Healthwatch gives adults, children and young people a powerful voice in local services. It works with local people to improve health and social care services and help people to get the best out of those services.

Healthwatch has three core areas of work:

- Provide information and “signposting” to the public about local health and social care services
- Advocacy – support to make complaints about the NHS
- Involve local people in the provision, monitoring and commissioning and of local services by:
 - obtaining people's views and experiences (by research, surveys, Enter and View visits etc)
 - making these views and any recommendations known to those involved in the commissioning, provision and scrutiny of services and to Healthwatch England

Purpose of this report

The aim of this report is to record the activities of Healthwatch North Lincolnshire in ensuring the opinions of children and young people are taken into account. Healthwatch North Lincolnshire values the views and experiences of young people and works to capture these to inform future health and social care commissioning and provision, and to ensure that services meet the needs of young people in North Lincolnshire.

Methodology

Healthwatch North Lincolnshire (HWNL) staff members attended Invenio Academy School to run 5 x 60 minute workshops with Year 11 students as part of their Personal, Health and Social Education (PHSE) sessions. At the request of the Academy, HWNL liaised with other health partners and invited them to attend the workshops. On the day, five other partners attended and contributed to the delivery of the workshops.

The aims of the Healthwatch workshops were:

- to consult with young people about their experiences of using health services
- for young people to explore appropriate services to use for a range of health issues

Each workshop started with an introduction to the role of Healthwatch. The introduction was followed by five activities based around generating discussion, gauging awareness and gathering participant's views on a number of health related issues. The activities were:

Activity A: Identifying appropriate services

Students were asked to form groups and were presented with a set of scenarios around different conditions and illnesses. Each group was asked to match the health problem with the health service they felt they would use for that problem.

Activity B: Experience of Health Services

Students were provided with a worksheet to complete. The worksheet asked them to list the health services they had used during the past year and to identify whether they had attended on their own or with a parent or guardian. They were also asked to say whether they or someone else had made the appointment and whether the health staff spoke to them or their parent/guardian. Finally, they were asked to rate the service on the basis of their experience.

Activity C: Barriers to using health services

Students were asked to work in groups and consider what stops young people using health services.

Activity D: Consequences of not seeking appropriate help

Students brainstormed their thoughts on the consequences of not seeking help, using flip charts to record their responses.

Activity E: Designing “Young People friendly Services”

Large paper tablecloths and marker pens were used by students to draw their idea of “Young People Friendly” health services.

Students were also given the opportunity to indicate whether they would like to get involved in Healthwatch. Eleven students (10.4%) provided either an email or postal address or telephone number. Unfortunately some contact information provided was illegible.

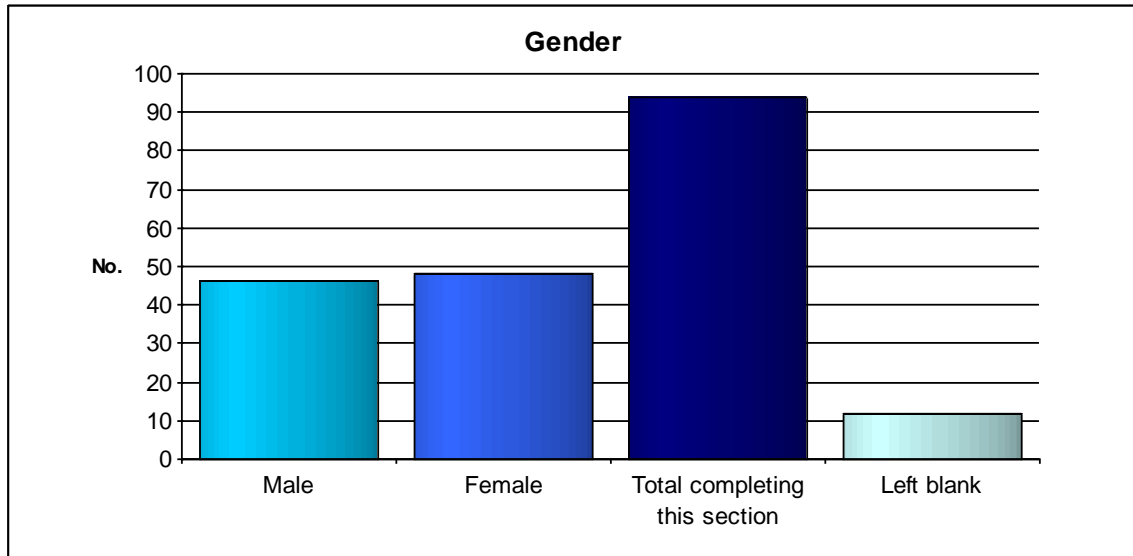
Demographic Breakdown of Participants

118 Year 11 students aged between 14 and 15 years of age, attended one of the five sessions. Participants were provided with a form, which combined evaluation and diversity monitoring questions, and were asked to complete both parts.

106 evaluation and diversity monitoring forms were completed and collected at the end of the session, equating to an 89.8 % response rate.

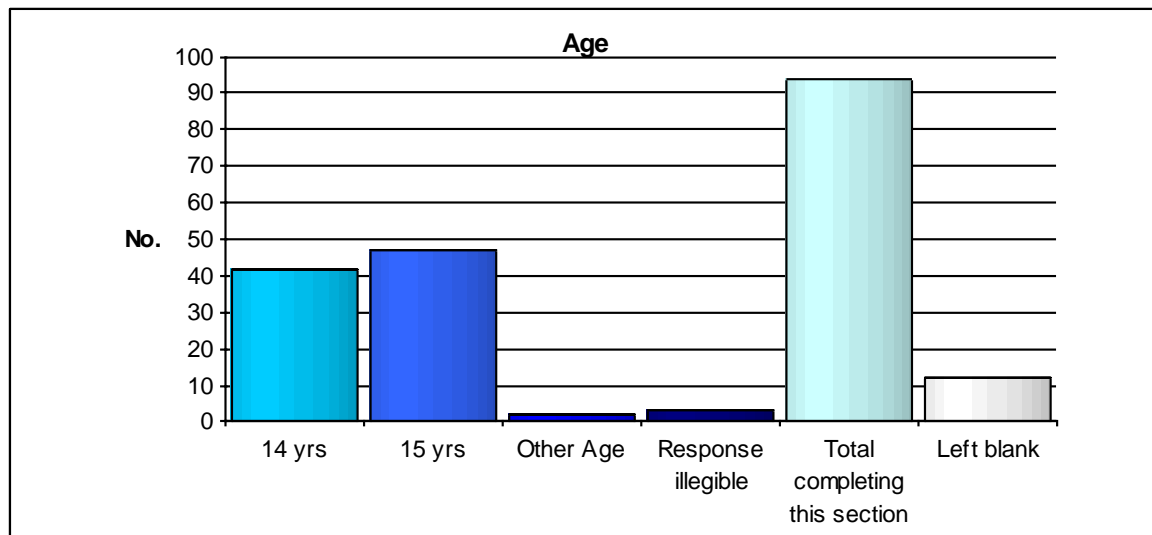
Gender

Gender identified by participants	No.	%
Male	46	43.40
Female	48	45.28
Total completing this section	94	88.60
Left blank/ineligible	12	11.32



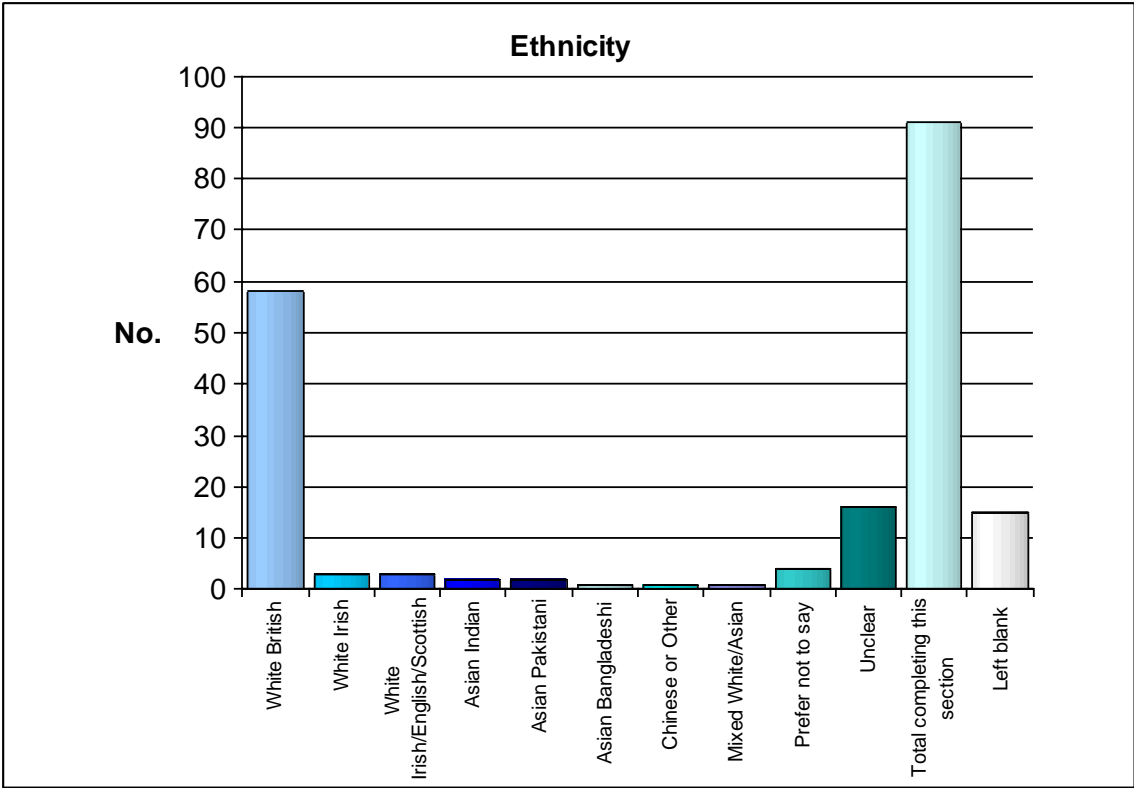
Age

Age identified by participants	No.	%
14 years	42	39.62
15 years	47	44.34
Age other than 14 or 15 years identified	2	1.89
Response illegible	3	2.83
Total completing this section	94	88.68
Left blank	12	11.32



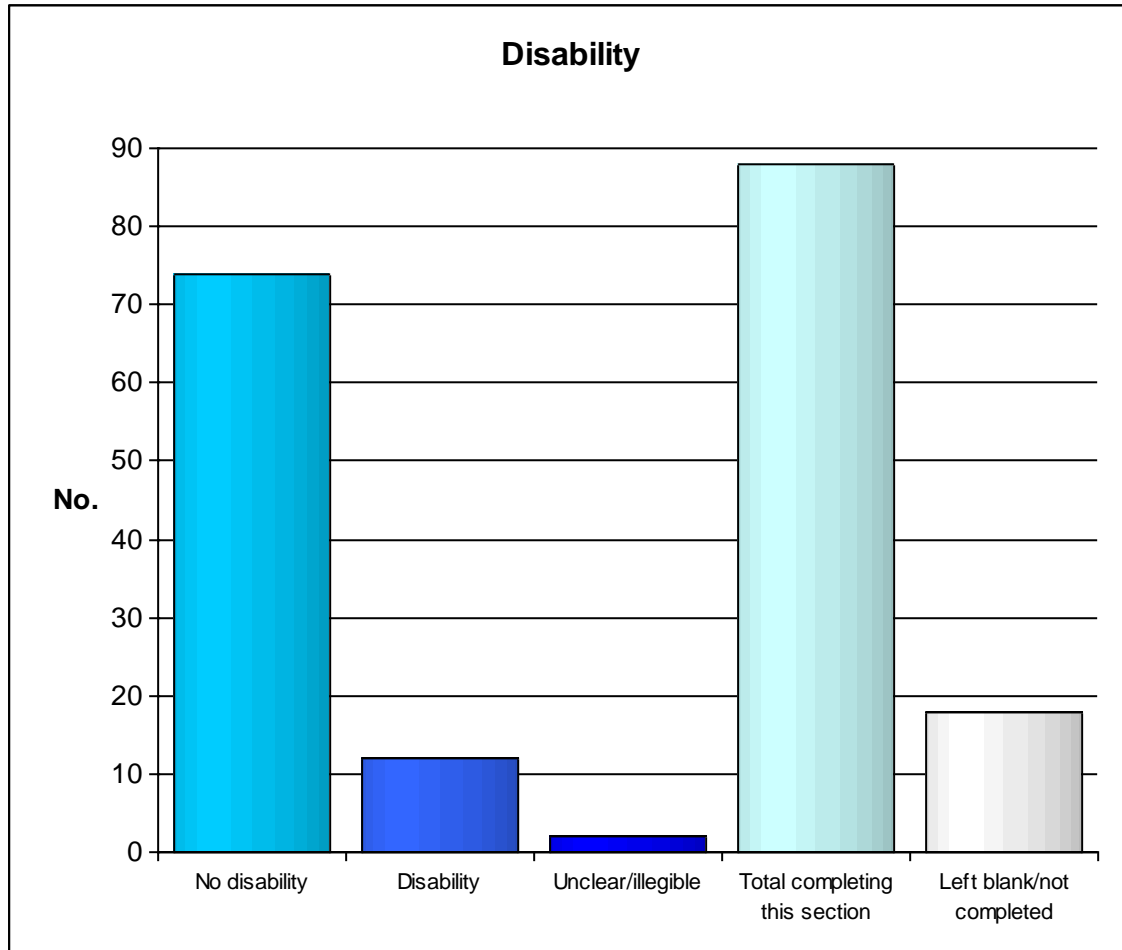
Ethnicity

Ethnicity identified by participants	No.	%
White British	58	54.72
White Irish	3	2.83
White Irish/English/Scottish	3	2.83
Asian Indian	2	1.89
Asian Pakistani	2	1.89
Asian Bangladeshi	1	0.94
Chinese or Other	1	0.94
Mixed White/Asian	1	0.94
Prefer not to say	4	3.77
Unclear – two or more ethnic groups identified	16	15.09
Total completing this section	91	85.85
Left blank	15	14.15



Disability

Disability identified by participants	No.	%
No disability	74	69.81
Disability	12	11.32
Unclear/illegible	2	1.89
Total completing this section	88	83.02
Left blank/not completed	18	16.98



Group Activity A: Identifying appropriate services

The first exercise with students was to gauge their understanding of the emergency and urgent care services available to them. Participants were presented with different scenarios of conditions and illnesses such as:

- You fell and hit your head while playing football, 24 hours later you are experiencing intense headaches
- During the evening you notice a red rash

Participants were then asked in groups to pair the scenarios with the different services such as local Pharmacy, Accident & Emergency, Care Centre, NHS 101 Services etc. Each group presented their reasoning for choosing the particular Health Service.

The exercise highlighted their understanding of the services available and provided an opportunity for the Healthwatch team to stress the importance of not presenting at A& E when other services would be more appropriate; such as NHS 101 or a pharmacy. Many participants had used the NHS 101 Service.

Interestingly from discussions and feedback many of the young people were unaware of the school nurse. Several said that if they had a health problem whilst at school, they usually went to the school reception team, but generally felt it was better to wait until they got home before seeking help.

Group Activity B Experience of Health Services

Students were asked to work in groups of 3 or 4 – a total of 32 groups were formed over the course of the workshops.

Each group was provided with an A3 pro-forma sheet (see example) and asked to discuss within their group their experience of a range of health services and their level of independence in using them. They were asked to agree and record their responses. The subsequent responses were therefore an aggregation of each group's experience and views rather than individual viewpoints.

An example of a completed table

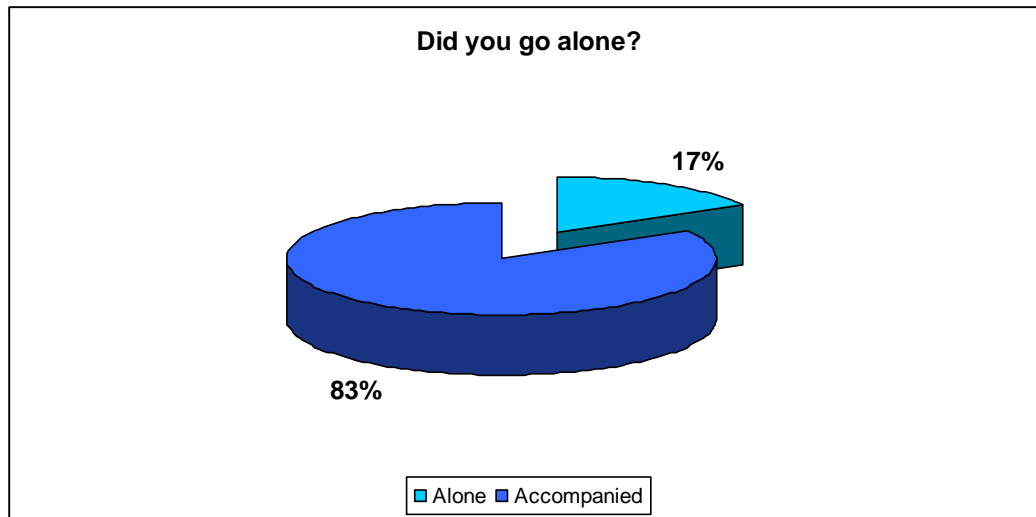
Which Health services have you used in the past year?
How did you find them?

healthwatch
North Lincolnshire ²

Service	Did you go alone?	Did you make the arrangements?	Did the staff talk to you or your parent?.	How would you rate the service?
Dentist	With NO Parents	NO	Yes Both mostly parents	$\frac{7}{10}$
GP	No with Parents	NO -parents	Yes Both	$\frac{7}{10}$
Accident and Emergency	Yes	NO -school	Yes Both	$\frac{7}{10}$
Optician	No with Parents	NO -parents did	Both	$\frac{7}{10}$
School Nurse	Yes	Yes	Me	$\frac{0}{10}$
Scunthorpe General Hospital	No with Parents	NO -parents	Both	$\frac{5}{10}$
Others Pharmacy				

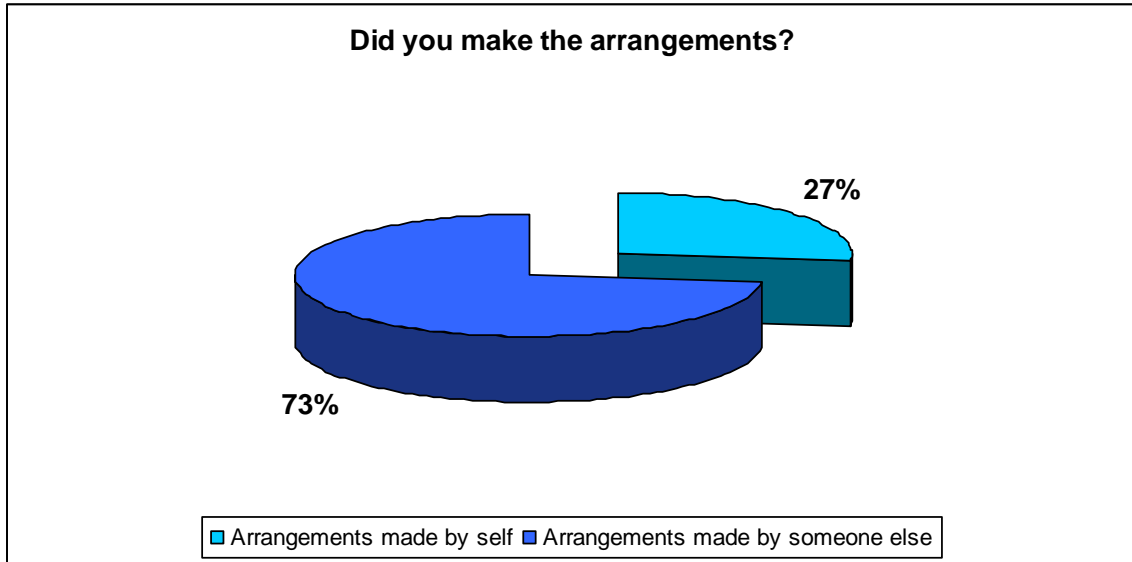
185 responses were analysed; giving the following results:

Did you go alone?



31 (27%) students reported going to health services on their own and 154 (73%) said they were accompanied. As the students were all aged 14-15 years and minors, it was anticipated that in the majority of health service use, the student would be accompanied, and this proved to be the case when analysing the results.

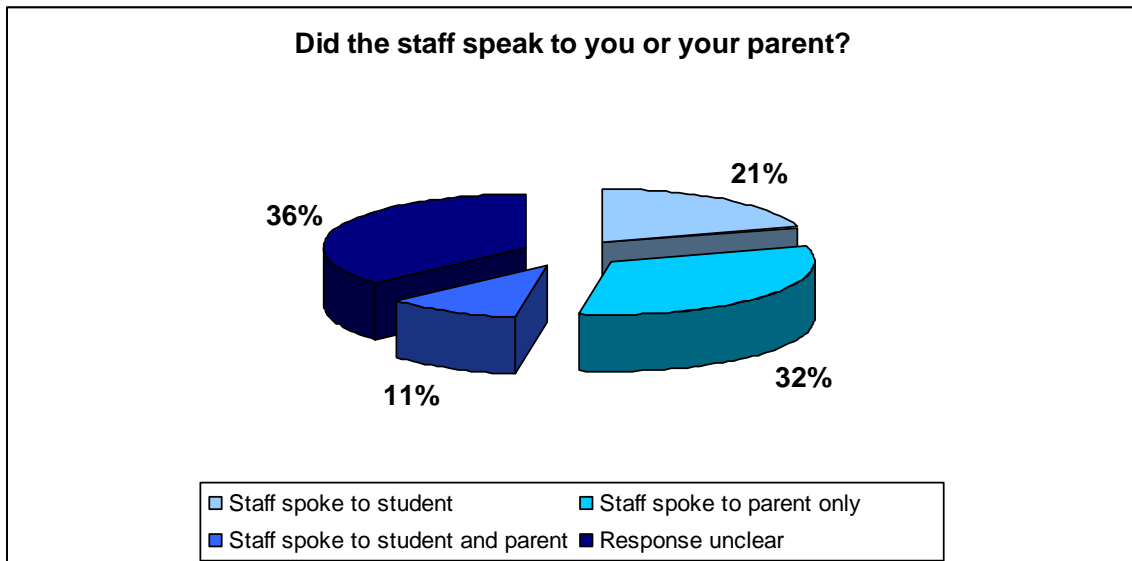
Did you make the arrangements?



Again, it was anticipated that most students would have the arrangements made for them, which proved to be the case.

Did the staff talk to you or your parent?

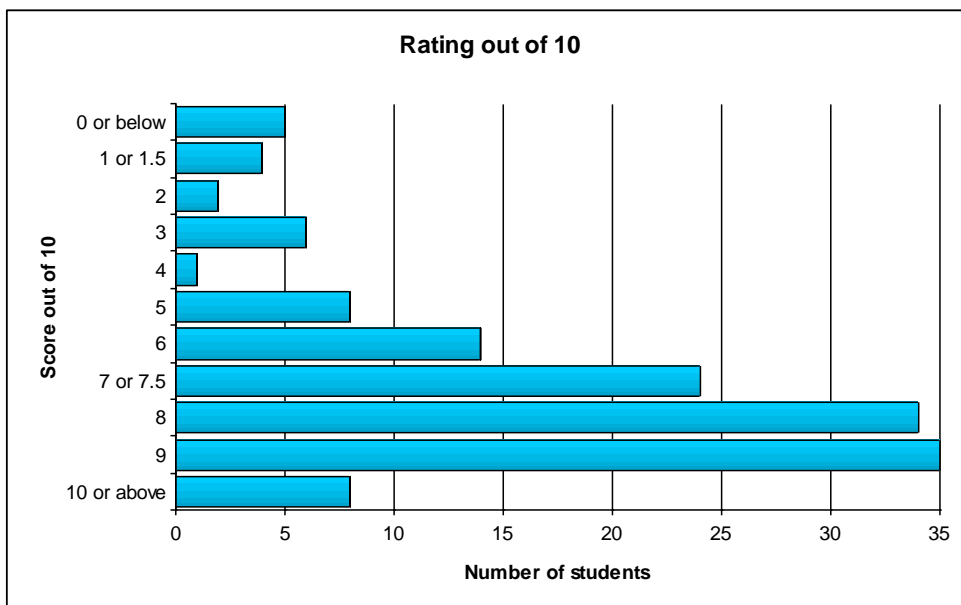
Several of the students responded to the question about whether they or their parent had been spoken to directly. Several answered "yes" resulting in their answer being unclear. Only 32 % of students clearly indicated that they had been either spoken to directly, or that they and their parent had been spoken to.



How would you rate the service?

The table enabled students to choose how to indicate a rating – some chose to score each service out of 10, some used star ratings out of 5, whilst others used adjectives to explain their experiences. Some students used a combination of score and adjective, whilst others left this section blank.

141 participants chose to rate their experience of health services out of 10 or using the star system. Scores out of 10 and stars have been aggregated (one star being equal to two marks out of ten) in the following chart (the mean average score is 6.9 %):



The overall picture of how health services were rated by the students indicates that students were unhappy with waiting times – these being commented on negatively 14 times (7.6 % of experiences). Other notable comments included:

- the speed of services were commented on positively 3 times.
- a lack of information was commented on twice.
- the politeness of hospital staff was commented on twice.

The following charts detail students' responses to each type of health service with regard to independence and score. The first two columns relate to their experience and the second two columns describe the score given for the service and the number of students giving that score.

Dental Services

Level of Independence in using the service		No. of Students
Students who attended alone		3
Students who were accompanied by a parent		32
Students who made their own appointment		6
Students whose parents made their appointment		29
Students who said that they and their parent were spoken to by staff		13
Students who said staff spoke to them and not their parent		5
Students who said their parents were the only ones that staff spoke to		7
Responses unclear		10
Score given to Dental Service by Students	No. of students awarding score	Comments on Dental Services
10	2	<i>"Brilliant"; "Seemed to know what he was doing"; "Decent"; "Don't like it"; "Waiting time"; "Doesn't explain clearly how to help you clean your teeth"; "Hurt my gums"; "Had a problem, awful for 5 years, led to nerve loss".</i>
9	4	
8	8	
7.5	1	
7	2	
6	3	
5	1	
2	1	

General Practitioner

Level of Independence in using the service		No. of Students
Students who attended alone		5
Students who were accompanied by a parent		24
Students who made their own appointment		9
Students whose parents made their appointment		20
Students who said that they and their parent were spoken to by staff		10
Students who said staff spoke to them and not their parent		6
Students who said their parents were the only ones that staff spoke to		3
Responses unclear		10
Score given to GP Service by Students	No. of students awarding score	Comments on GP Services
4 Star	1	<i>"Brilliant"; "Quite good"; "They are nice"; "Alright"; "OK, not great"; "Don't really help you"; "Waited 2 hours".</i>
11	1	
9	5	
8	4	
7	5	
6	2	
5	2	
4	1	
2	1	

Accident and Emergency

Level of Independence in using the service		No. of Students
Students who attended alone		0
Students who were accompanied by a parent		30
Students who made their own appointment		8
Students whose parents made their appointment		22
Students who said that they and their parent were spoken to by staff		12
Students who said staff spoke to them and not their parent		4
Students who said their parents were the only ones that staff spoke to		4
Responses unclear		10
Score given to A&E Service by Students	No. of students awarding score	Comments on A&E Services
9	5	<p><i>“Excellent”; “Great”; “Very good”; “Help you”; “Slow”; “Really bad”; “Attitude of staff bad”.</i></p> <p>9 Students commented on waiting time being too long - 1 stated this was 5 hours</p>
8	4	
7	6	
6	3	
5	1	
4	2	
3	1	

Opticians

Level of Independence in using the service		No. of Students
Students who attended alone		3
Students who were accompanied by a parent		29
Students who made their own appointment		11
Students whose parents made their appointment		21
Students who said that they and their parent were spoken to by staff		13
Students who said staff spoke to them and not their parent		6
Students who said their parents were the only ones that staff spoke to		2
Responses unclear		11
Score given to Optician's Service by Students	No. of students awarding score	Comments on Optician's Services
10	3	<p><i>"Excellent"; "Very good"; "Alright"; "I didn't get to wear glasses".</i></p> <p>7 Students described as good</p> <p>3 Students described as fast/quick</p>
9	7	
8	5	
7	2	
6	2	
5	0	
4.5	1	
4	1	
3	2	
2	0	
1*	1	

School Nurse

Level of Independence in using the service		No. of Students
Students who attended alone		17
Students who were accompanied by a parent		3
Students who made their own appointment		6
Students whose parents made their appointment		14
Students who said that they and their parent were spoken to by staff		1
Students who said staff spoke to them and not their parent		12
Students who said their parents were the only ones that staff spoke to		0
Responses unclear		7

Score given to School Nurse Service by Students	No. of students awarding score	Comments on School Nurse Services
10	0	<p><i>“Very good”; “Good”; “Bad, not there when I needed them”; “Bad, because they tell you what you already know”.</i></p> <p>2 said they did not have a School Nurse 2 described it as OK</p>
9	3	
8	4	
7	1	
6	3	
5	3	
4	0	
3	1	
2	0	
1	0	
0	1	

Scunthorpe General Hospital

Level of Independence in using the service		No. of Students
Students who attended alone		1
Students who were accompanied by a parent		27
Students who made their own appointment		5
Students whose parents made their appointment		23
Students who said that they and their parent were spoken to by staff		10
Students who said staff spoke to them and not their parent		3
Students who said their parents were the only ones that staff spoke to		4
Responses unclear		11
Score given to School Nurse Service by Students	No. of students awarding score	Comments on School Nurse Services
37	1	<p><i>“Great”; “OK”; “Too young to know”; Staff not very polite”; “Lack of information”; “Wrong diagnosis”</i></p> <p>2 described as good 4 having bad waiting times – one stated 4 hours</p>
10	0	
9	3	
8	6	
7	4	
6	1	
5	1	
4	2	
3	1	
2	0	
1	1	

Others: e.g. Pharmacist, other hospital, clinics

Level of Independence in using the service	No. of Students
Students who attended alone	2
Students who were accompanied by a parent	9
Students who made their own appointment	5
Students whose parents made their appointment	6
Students who said that they and their parent were spoken to by staff	0
Students who said staff spoke to them and not their parent	0
Students who said their parents were the only ones that staff spoke to	0
Responses unclear	9

Score given to School Nurse Service by Students	No. of students awarding score	Comments on School Nurse Services
10	2	<p><i>“Excellent”; “Good”; “Fast”.</i></p> <p><i>NB Services experienced in this section are not easily comparable as included Pharmacist, hospitals and clinics.</i></p>
9	1	
8	0	
7	0	
6	0	
5	0	
4	0	
3	1	
2	0	
1.5	1	
1	0	
0	1	

In the next exercise, Students were asked to work in groups and consider what prevented people from using health services. Their responses are summed up in the following table:

What stops people using Health services?

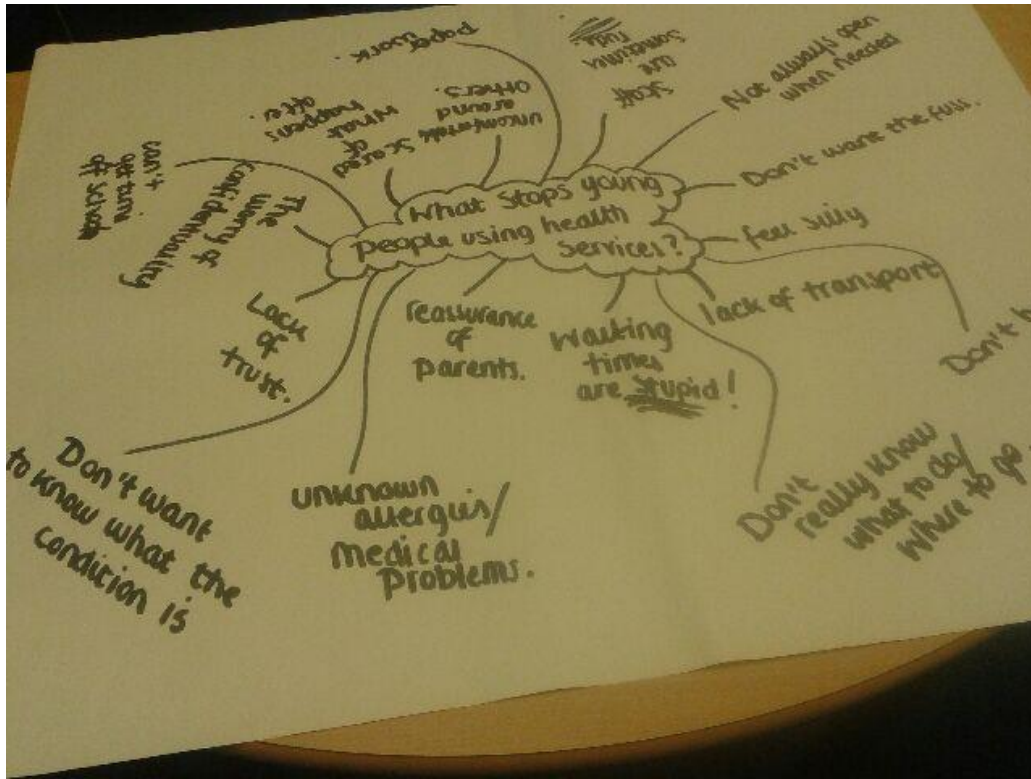
Number of Students and Comments Shared around their Fears
10 students shared: Scared generally & of what to say, other patients, outcome, talking to people they don't know
10 students shared: Fear generally & of what happens next, rejection, death, pain and of the unknown, being judged
8 students shared: Confidence issues, shy, self conscious, feel silly, uncomfortable around others
6 students shared: Fear of needles
5 students shared: Scary to go alone, want parents with them
5 students shared: Worry of confidentiality, may tell your parents
3 students shared: Lack of trust
3 students shared: Feel unsafe
2 students shared: Worried
2 students shared: Frightened
2 students shared: Afraid
2 Students shared: Uncomfortable
2 Students shared: Racism
2 Students shared: treatment may receive, worried about outcome
2 Students shared: lack of knowledge, unsure what to say
2 Students shared: Secretive, don't want anyone to know

Other Issues shared:
15 Students shared: Don't really know what is available and where, what to do, where to go, how to access, who to tell, no general way of contact, not having anyone to make appointments, or knowing how to do it yourself
8 students shared: Waiting Times
7 Students shared: Rude, disrespect, snobby, unfriendly staff, not paying attention
4 students shared: Lazy
3 Students shared: think it could be a waste of time, think don't need to go when actually do, unaware of what they need help with
3 students shared: Think it could be a waste of time, think don't need to go when actually do, unaware of what they need help with
2 Students shared: Don't have the time, busy
2 students shared: Knowing you are probably going to be prescribed Paracetamol
2 students shared: Don't want fuss, just trying to sort it out without hassle
3 Students shared: Lack of transport
3 students shared: Require something private/personal
2 students shared: Don't want fuss, just trying to sort it out without hassle
2 Students shared: Too much paperwork, getting booked in
2 Students shared: Age restrictions, under 16
2 Students shared: Annoying kids who always talk & cry, hearing little children cry & scream
2 students shared: Anti-social you or others
2 students shared: Don't like Doctor

Single Comments shared

- | | |
|---|---|
| <ul style="list-style-type: none">• Blood• Seeing old people• Mental health• Hospitals•• Hospitals are poor• Not enough space – chairs, beds• Not enough people to help• Other people getting help being horrible to you• Not right care• Not getting an appointment when needed• Dignity• Weirdness• Rely on parents• Reassurance of parents• May need carer/parent permission – scared to tell• Condoms• Don't know what the condition is• Unknown allergies/medical problems• Bad experience• Cannot get time off school | <ul style="list-style-type: none">• Lack of communication• Awkward• The person questioning you• language• Confused• Scary people cutting off limbs• Being a teenager• The walking• Equipment and noise made• Genital area• Creepy• Not wanting to accept professional help• Just google it• Lead to other problems & worried about it• Scary doctors• Scared getting told obese or anorexic• Bullied• Less dependent on parents• Services aren't interested• When everything goes silent• Doctor says your name to go into a room• Small isolated rooms (claustrophobia) |
|---|---|

Two examples of students' thoughts captured on flip charts by their fellow students:



What Stops young People Using Health Services?

- Could be embarrassing.
- Confident issues.
- May need carer/parents Permission (scared to tell).

what are the consequences of not seeking help?

- Could result into a severe illness.
- Could become pregnant
- Problems not resolved.
- Embarrassing illnesses.
- sexual transmitted diseases, (spread spread).

Students were also asked to consider:

What are the consequences of not seeking help?

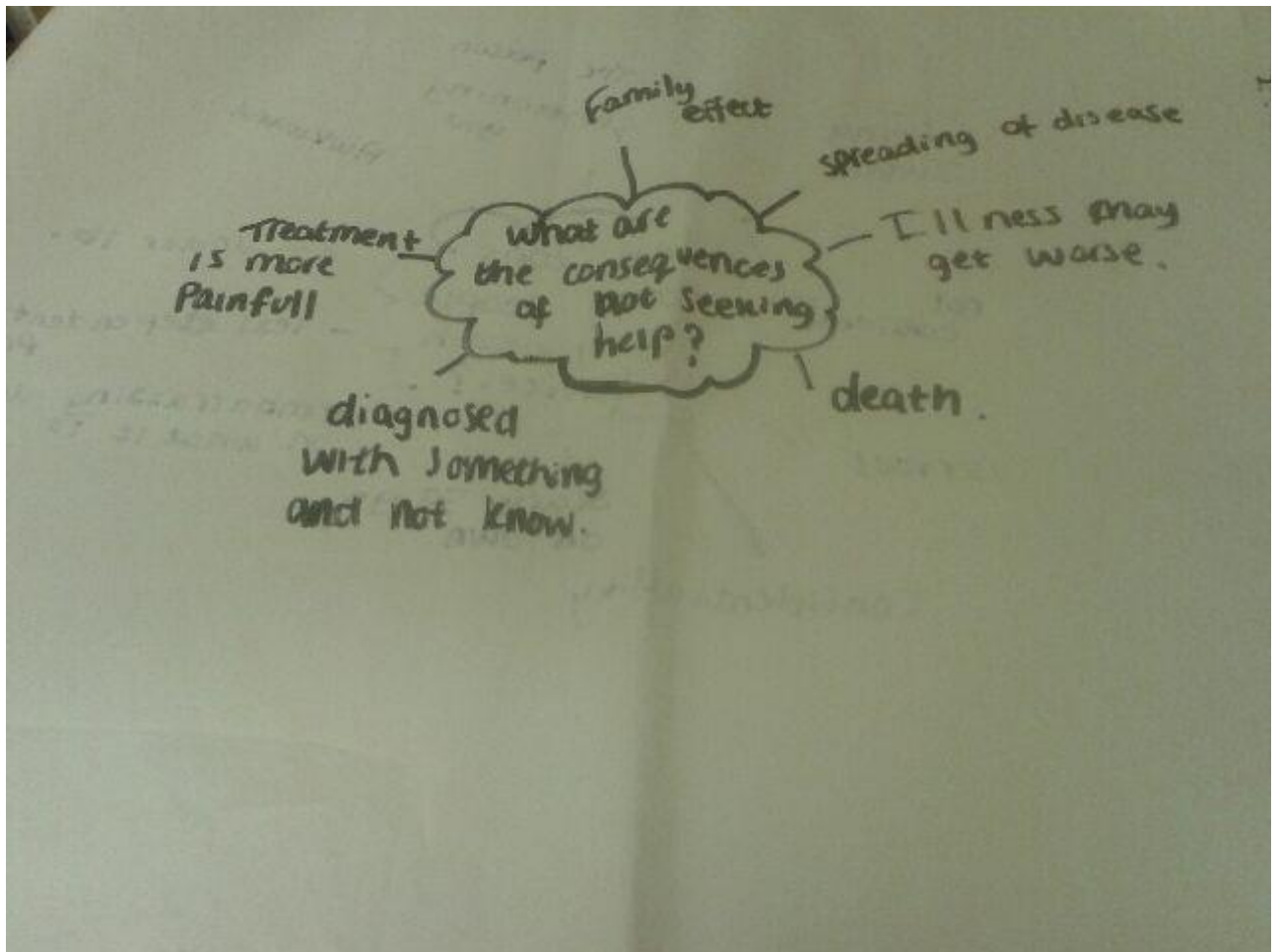
Students brainstormed their thoughts – 31 flip chart sheets were collected from the workshops, their content is detailed below:

Number of Students and Comments Shared
15 students shared: Getting worse, symptoms worsen, may damage health even more, complications, side effects of not having treatment, other problems
7 students shared: Sexually transmitted infections (STI), sexually transmitted diseases (STD), HIV
7 students shared: Serious illness, major surgery if left too long, too late to treat
7 students shared: Serious illness, major surgery if left too long, too late to treat
5 students shared: Could spread the illness
5 students shared: psychological problems, mental health worse e.g. anxiety, depression
4 students shared: Diagnosed with something and not know, unaware of condition – left in the dark, questions, Problems not resolved
3 students shared: Regrets
3 Students shared: infection, spread of infection
3 Students shared: Become impaired, speech problems, infertility, disabled
3 students shared: Treatment more painful or changed treatment, Higher treatment may be needed
3 Students shared: Illness
3 Students shared: Pain
2 students shared: Spreading illness to others
2 Students shared: Poisoning & not know, alcoholic poisoning
2 students shared: Could have something really bad like cancer or something much more
2 Students shared: Lead to fear of hospitals, dentists, doctors
2 Students shared: Affect others, family

Single comments shared

- | | |
|---|--|
| <ul style="list-style-type: none">• Take wrong medication• Unclean service could make you worse• Might get into trouble• Cannot update medical record• No space• Possibly no love life• Drug addiction• Debt• Something bad might happen• Diseases | <ul style="list-style-type: none">• Embarrassing illnesses• Become pregnant• Bad health• Broken bones will not heal• Strange wounds• Drunk• Bad teeth• Heart attack• Bad stuff• bullied |
|---|--|

Example of ideas captured on a flip-chart



What would a health service which is “Young People Friendly” look like?

Young people were asked to draw how they would like to see a “Young People Friendly Service”

Tables were covered with large sheets of paper and students were provided with coloured felt tip pens.

We need communication and services that are friendly, accessible and approachable.

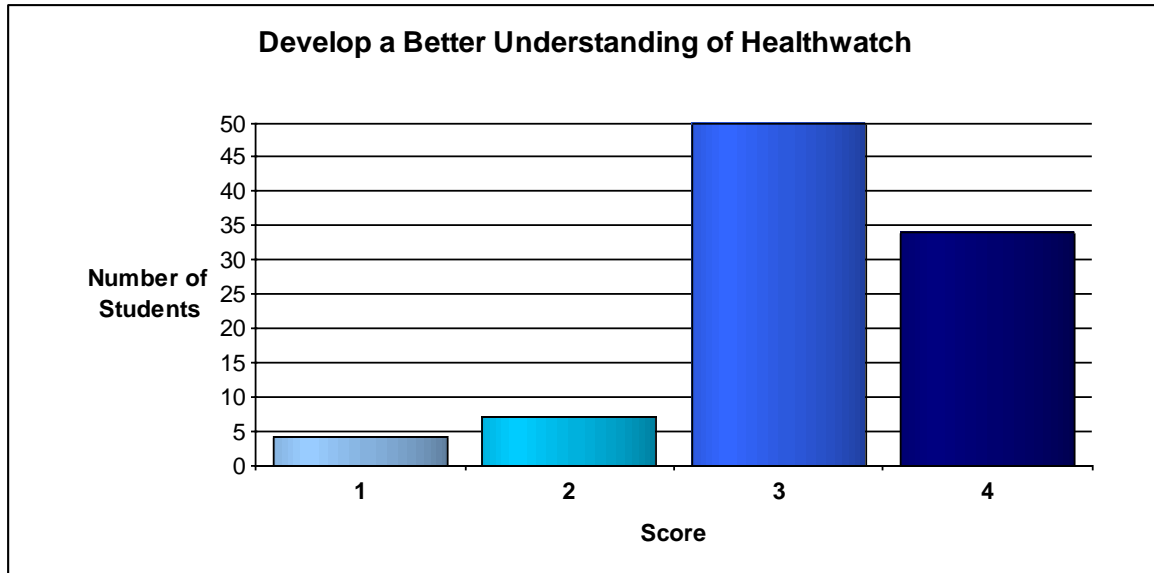




Evaluation

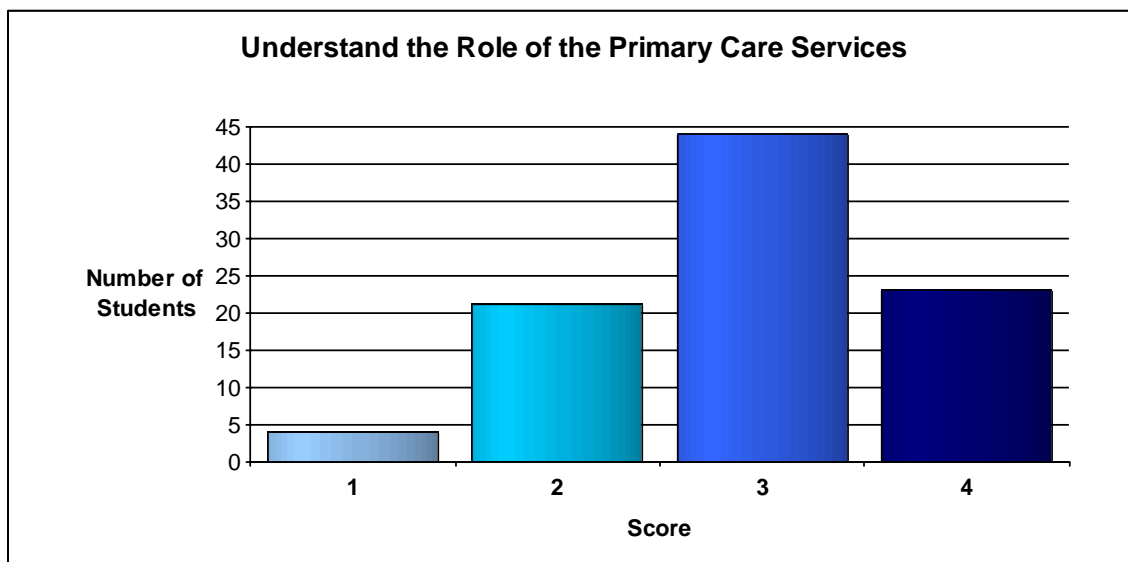
Students were asked to indicate on a scale of 1 to 4, how fully they felt each of the objectives of the session were met (where 4 is fully and 1 is not at all)

Objective 1: Develop a better understanding of Healthwatch		
Score	No Students	%
1	4	4.2
2	7	7.4
3	50	52.6
4	34	35.8



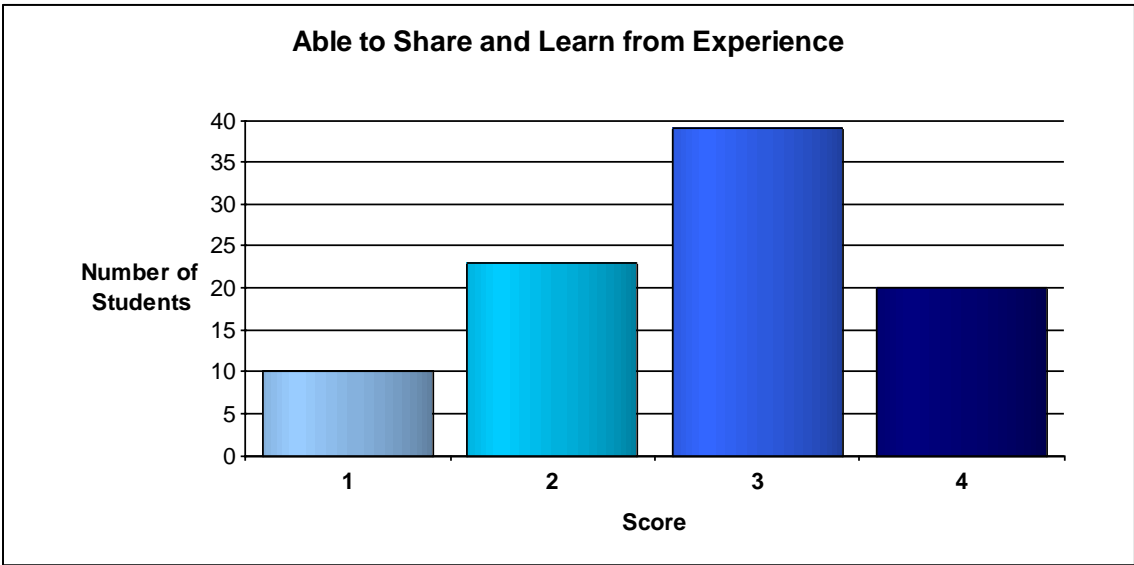
Responses from the 95 students who completed this section are detailed above.

Objective 2: Understand the Role of the Primary Care Services		
Score	No Students	%
1	4	4.3
2	21	22.8
3	44	47.8
4	23	25.0



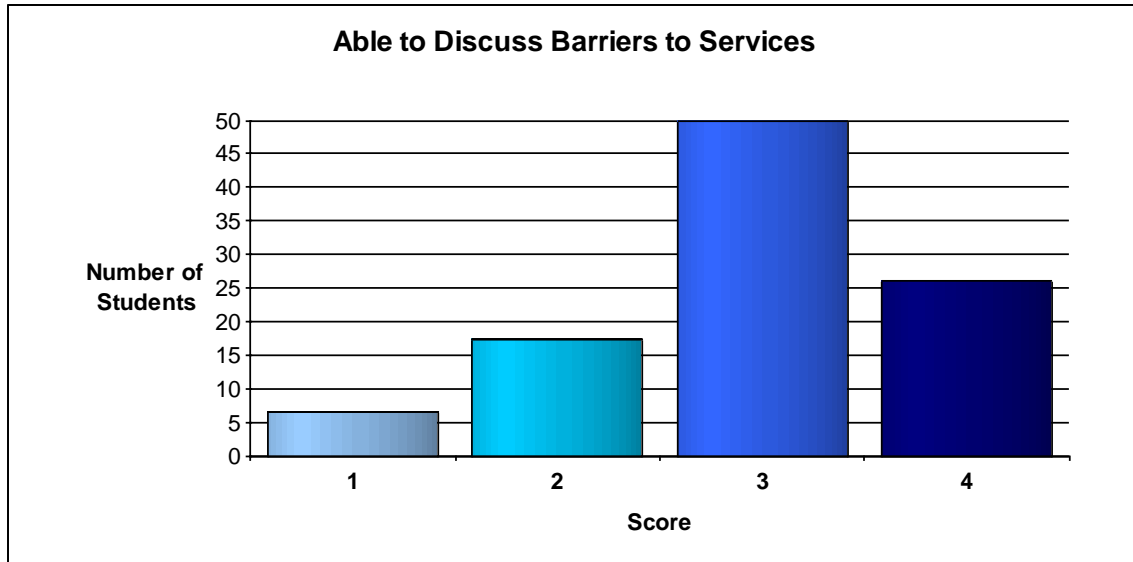
Responses from the 92 students who completed this section are detailed above.

Objective 3: Able to Share and Learn From experience		
Score	No Students	%
1	10	10.9
2	23	25.0
3	39	42.4
4	20	21.7



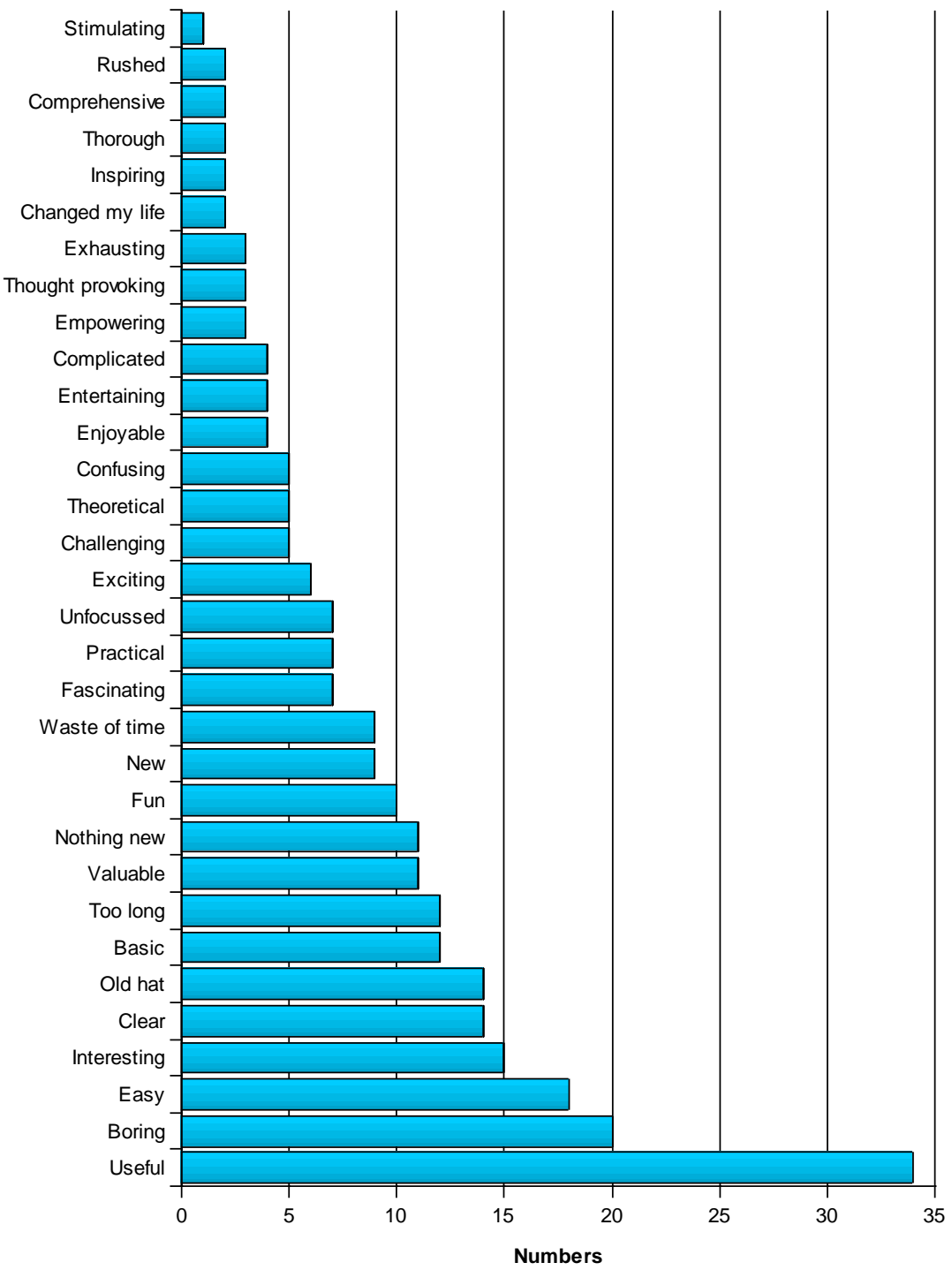
Responses from the 92 students who completed this section are detailed above.

Objective 4: Able to Discuss Barriers to Services		
Score	No Students	%
1	6	6.5
2	16	17.4
3	46	50.0
4	24	26.1

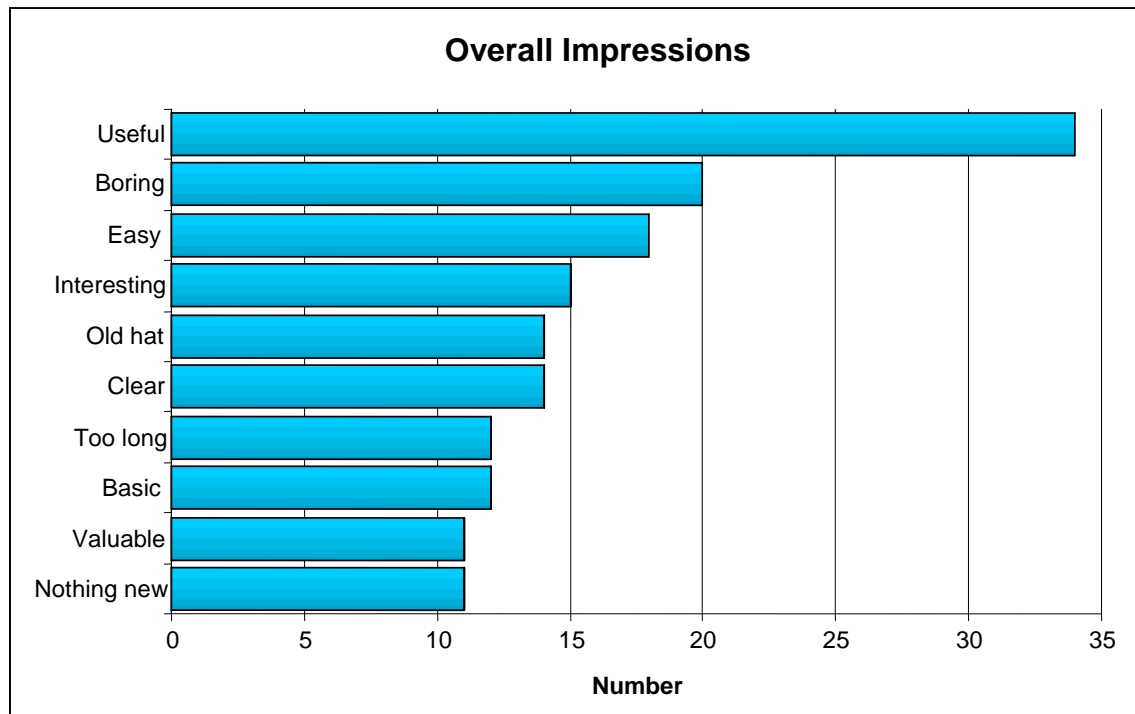


Finally students were asked to circle at least 3 words from a list of 34 that best described their overall experience of the workshop. 85 students (80.2% of cohort) provided answers in this section – of these 2 students circled 2 words, and 2 students circled a single word. Several students circled more than 3 words:

Overall Impressions



The top ten overall impressions were;



Some of the students circled a mixture of words which gave an incongruent impression of the impact of the workshop e.g.

- old hat and easy circled along with changed my life
- old hat and boring along with fun
- old hat, rushed, unfocussed along with easy, clear and realistic
- basic along with comprehensive
- clear along with confusing
- old hat along with thought provoking
- old hat, too long and boring along with valuable

One student did not circle any words but wrote a comment "great". A few students wrote comments, these included:

"It was good"

"It was very good to learn about this"

"Thank you very much"

"Didn't really see the point in doing this for a hour of my learning time, I feel more dumb for having part in this"

However, the student making this last comment also circled "boring", "too long", "nothing new", "basic" and "useful", "empowering" and "interesting".

One student regarded it as also exciting, enjoyable, inspiring and fun.

Summary

On completion of the findings from the Invenio Academy School, Students agreed that a “Young People Friendly” Health service would have:

- staff who are approachable, polite, non-judgmental, reassuring and engage with young people directly
- waiting times kept to a minimum
- clear information provided
- confidentiality maintained
- all buildings and individuals kept clean

In summary, it would seem that young people want to be engaged with as individuals, with clear and timely information.

Many of the barriers that the young people shared with the Healthwatch team spoke of fears based on the unknown, whether not knowing what, when and where to access services or what happens regarding treatment.

Aged 14 and 15, the students perhaps fall between the two stages of life of neither being children, nor adults. Needing at times to be parented, at other times being more independent, but not being equipped or empowered to be.

It is clear from the students’ brainstorming that many realise the potential implications of not seeking help – death being highlighted by 17 (54.8 %) groups. One group mentioned death three times.

Notably several referred to psychological and mental wellbeing as well as the physical health. Some, anticipated regrets.

Students also noted how not dealing with one’s own health can have consequence on others through the passing on of infectious or sexually transmitted diseases.

One group identified debt as being a possible repercussion of ignoring health issues.

As, the young people who engaged with Healthwatch have shown they are holistic in the way they have thought about health and well being, understanding that health exists within a wide spectrum of determinants that are not just related to illness and treatment. So there is a need to treat young people carefully, respecting their need to be treated as adults, but understanding the limitations they may have on being able to

independently act on or fully understand the advice or information given. Services need to reach out to young people to ensure that they are engaged in ways that suit them and dispel the specific fear, concerns and issues they have.

The young people of today are the adults of tomorrow, and the older generations of the future. They have a voice, and should be listened to.