

Evaluating Health- Promoting Schools in Taiwan: Development of an Accreditation Framework

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Background and Objectives: The implementation of Health Promoting School (HPS) is a complex issue as it involves a number of components from the six key domains. In Taiwan, the Health Promoting School program had been launched by Department of Health and Ministry of Education since 2002. One of the most significant barriers to evaluate the health-promoting schools is the absence of reliable, valid instruments. Development of HPS evaluation framework is needed.

Methods: Delphi technique, self-evaluation and interview were designed to establish the Taiwan HPS accreditation framework from July to December, 2011. Firstly, three rounds Delphi scoring by 23 professionals developed the HPS accreditation indicators. Secondly, 25 schools self-evaluation school health profiles presented the HPS process outcomes. Thirdly, students and staff representatives of each school were interviewed by three HPS professions to certify the HPS performance.

Results: There were six key standards of the HPS: the skill-based health curriculum, social environment, the physical environment, the school policies, school health services, and the school-home-community interaction. Each standard had at least two elements. There were 21 elements and 66 scoring measurement indicators completed. The HPS accreditation framework also ranked excellent, good, general, and bad four levels.

Conclusion : The HPS accreditation framework is an objective instrument to evaluate the HPS Program process and outcome. In the future, combinations of different kinds of data, for example, students health behaviors, school climate, or health teaching innovation of teachers, will enable further validation on the HPS effectiveness.

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