

Using Integrated Knowledge Translation to Engage Key Stakeholders to Create a Framework to Guide Public Health Nurse Actions to Support Children Who are Experiencing Poverty to Be Ready for School

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Introduction

In Manitoba, children who are experiencing poverty are less likely to be ready for school—as measured in kindergarten using the *Educational Development Indicator*. The research question is as follows: How can public health nurses (PHNs) collaborate with parents of children who are experiencing poverty, and early childhood educators (ECEs) to help facilitate children’s readiness for school?

Literature Review and Theoretical Framework

Parent involvement has been found to have an impact on a child’s readiness for school¹⁻², but some parents experience barriers to engaging in key interventions with their child²⁻³. What is not known is the perspective of parents regarding how PHNs can assist them in creating an environment for their child that facilitates healthy child development necessary to be ready for school. This study is rooted in the assumptions of critical theory⁴. A conceptual framework consisting of WHO Conceptual Framework For Action on the Social Determinants of Health⁵ applying an intersectionality lens⁶, and embedded in an ecological perspective⁷—will be used to guide data collection.

Design and Methods

This is a three-phase study that will use a qualitative multimethod approach involving focus groups⁸ and deliberative dialogue⁹⁻¹². Phase#1 will involve a realist review of interventions to increase school readiness. In phase 2, focus groups will be held with PHNs, ECEs and parents experiencing poverty. Key informant interviews¹³ will be held with key stakeholders from provincial government departments responsible for healthy child development in Manitoba. A draft PHN-ECE framework will be created. Phase#3 will involve deliberative dialogue sessions with key stakeholders from the government, PHNs, and ECEs. These stakeholders will contribute to finalizing a PHN-ECE “Readiness for School” evidence-informed framework.

Conclusion and Implications

Integrated knowledge translation will be applied to create a readiness for school framework. This has the potential to reduce health inequities that result from social stratification.

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