

PREVENTING CHRONIC DISEASE
PUBLIC HEALTH RESEARCH, PRACTICE, AND POLICY

Supports and Barriers to Physical Activity Engagement for Native Hawaiian Junior College Students

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http://www.cdc.gov/pcd/issues/2007/oct/07_0012.htm.



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Introduction: Rationale for research

Nationally

1. LSES, Education and wage inequities = > poor health outcomes
2. Students at Com. college < access to sports and health services

Locally

Health

1. In Hawai'i, Native Hawaiians have > chronic disease (DM, CA, CVD) compared to other ethnicities (Filipino, Japanese, Caucasian).
2. 72.5% of Native Hawaiians overweight
3. 54.4% met national recommendations for physical activity

Education and wage inequities

1. Poor HS graduation, 10% enrolled in college, 1% from graduate.
2. Students in college exhibit motivation for positive change.



Introduction

Purpose:

Learn about young adult, Native Hawaiian, community college students' perceptions related to healthy lifestyles and physical activity, supports for and barriers to healthy living and recommendations for desirable programs.

(Lessen health and education inequities)

Methods



Design:

Focus groups and Questionnaire

Multi-site (SPN), HI, TX, CA, MS

Leeward Community College, Leeward, O`ahu

Social Marketing Methodology

Product (healthy behaviors)

Place (accessibility)

Price (\$, time, psychosocial, etc.)

Promotion (attracting the right audience)

Methods



Participants (inclusion criteria):

Students: Age 18 - 25

Native Hawaiian young adults

College students

Residents of O`ahu

Not participating in a health program

Key informants: (Recommendations of 1998 NH Health Summit)

Core values: *Ola Haloa, Ho`olokahi, Kupuna*

Experience and interest (Health, SES, Education)

Community Advisory Group

Procedures



Recruitment

5 minute presentations

College courses (Hawaiian language, Hawaiian studies, etc.)

4 colleges on O'ahu (8 in State university system)

Training

Focus group training for all members of research team

`Imi Hale: Native Hawaiian Cancer Awareness, Research and Training

Measures



Demographic and Self-rated Health & Physical Activity Questionnaire

6 point scale

Minutes/day/wk and types of exercise

Focus Group Guide

Key Informants (CAG) using audience-based marketing framework

Measures

FG Questions (probed 4 Ps of SM):

- What does being healthy mean to you?
- What makes it easy or difficult for you to be healthy?
- What kinds of physical activities do you do?
- What makes those activities more appealing than others?
- What kinds of services, programs, environmental supports would you recommend for young adults?

Measures



Insight to 5 Core Prevention Strategies

- 1. Community wide campaigns** (portion control)
- 2. Individual behavior change programs** (personal trainers)
- 3. Access to places for PA** (hiking trails)
- 4. Social supports and community settings** (beauty salon, churches)
- 5. Point of decision prompts** (using stairs, parking further from entrance)

Analysis

1. **Questionnaire** (including demographics)
2. **Unabridged transcripts**
PI, co-investigator, research assistant

Codebook Visual Tool

	G1P1	G1P2	G1P3	G1 P4	G1P5
Theme 1	pg 12		Pg 22	Pg 1	Pg 3
Theme 2		Pg 29			pg 29
Theme 3	Pg 10	Pg 10	Pg 10	Pg 10	Pg 10

Specificity: not extensiveness, but emphasis across groups



Analysis

Summarize Codebook Findings

Presented to 10 Key Informants (CAG)

(4 health care, 4 academia, 2 students [4 male, 6 female])

Look to our elders to interpret ideas and cultural concepts



Results

**Demographic and
Physical Activity Questionnaire**

Demographic Characteristic	No. of Participants (%) N = 32
Age, years	
18-20	17 (53.1)
21-25	15(46.9)
Sex	
Female	20 (62.5)
Male	12 (37.5)
Marital status	
Single	30 (93.8)
Married or cohabiting	2 (6.2)
No. in household	
1	2 (6.2)
2	4 (12.5)
3-4	11 (34.4)
5-7	9(28.1)
≥8	6(18.8)
Employment status	
Full time	5 (15.6)
Part time	14 (43.8)
Unemployed	13(40.6)

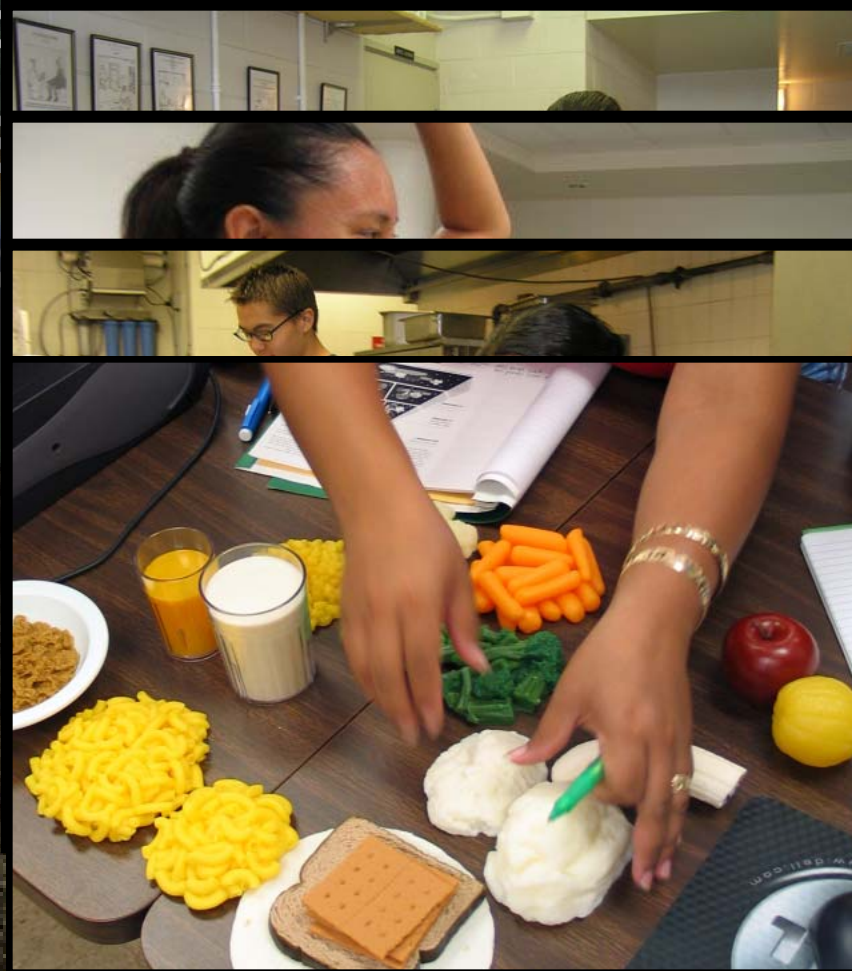
Healthy Living Characteristics	No. of Participants (%) N = 32
1. Self-rated health	
Very unhealthy	0
Somewhat unhealthy	3(9.4)
Unsure	6 (18.8)
Somewhat healthy	21 (65.6)
Very healthy	2 (6.2)
2. No. of days per week exercise is performed	
0	4 (12.5)
1-2	4 (12.5)
3-4	10 (31.2)
5-7	14 (43.8)
3. No. of minutes spent exercising per day	
0	4 (12.5)
1-29	10 (31.2)
30-59	9 (28.1)
≥60	9 (28.1)
4. Meets physical activity recommendations	
Yes	13 (40.6)
No	19 (59.4)

FG Results

1. Ideal Health

2. Supportive Environment and...

E
3



1. Ideal Health

Themes and Subthemes	No. of Participants (%) (N = 32)	No. of Focus Groups (N = 4)
Being active through purposeful living	20 (62.5)	4
Having a good self-identity	9 (28.1)	3
Following a healthy diet	7 (21.9)	3

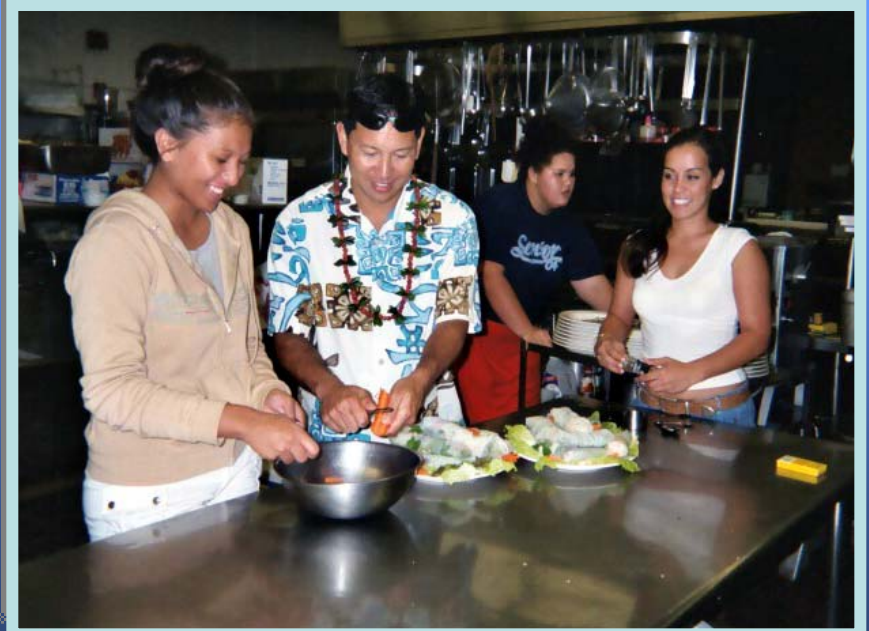
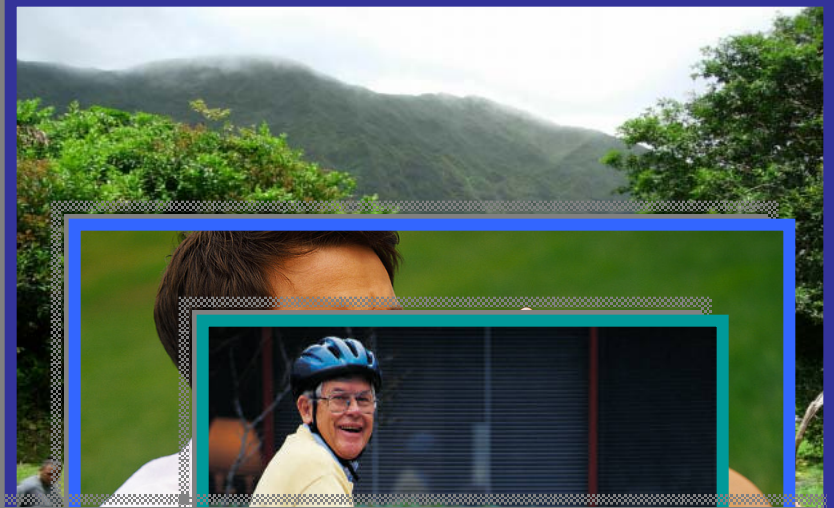
1. Ideal Health

Health is a natural result of busy lifestyle that is influenced by relationships with others.

“It’s more about having a

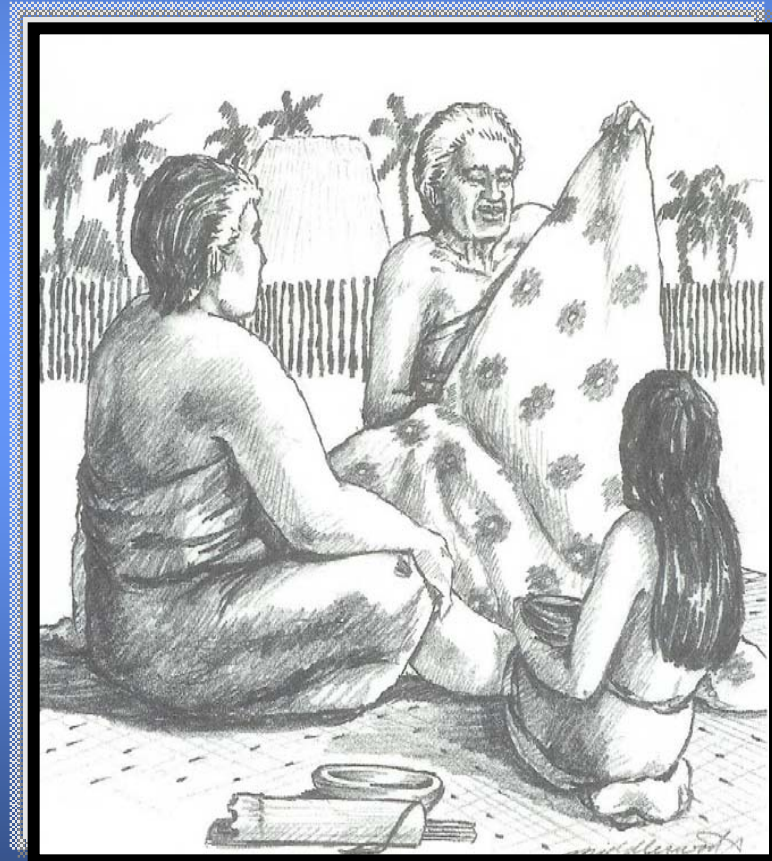
“When I’m watching the

“Without a healthy diet you won’t have the strength to do your responsibilities.”



Key Informants: Ideal Health

“Encourage building on results and pursuing integration of traditional and free sports while engaging students in ways to explore issues of identity and spirit in relationship to well-being.”



2. Supports and Barriers for Healthy Living

Themes and Subthemes	No. of Participants (%) (N = 32)	No. of Focus Groups (N = 4)
Free activities	18(56.2)	4
Routine that includes exercise or hard work	13(40.6)	3
Social supports, critical incidents	18(56.2)	4

2. Supports for Healthy Living

The most significant
“You can surf or swim, you don’t have to pay for it.”

Access *“Staying outside and surfing doesn’t pay the rent.”*



2. Barriers to Healthy Living

Themes and Subthemes	No. of Participants (%) (N = 32)	No. of Focus Groups (N = 4)
Lack of time, travel time	15 (46.9)	4
Living in today's society	12 (37.5)	4
Laziness, sense of invincibility	12 (37.5)	4

Barriers to Health Living

“I think I could do a lot more, but it’s just sometimes I’m lazy”.

“I find myself making excuses so I don’t have to exercise.”

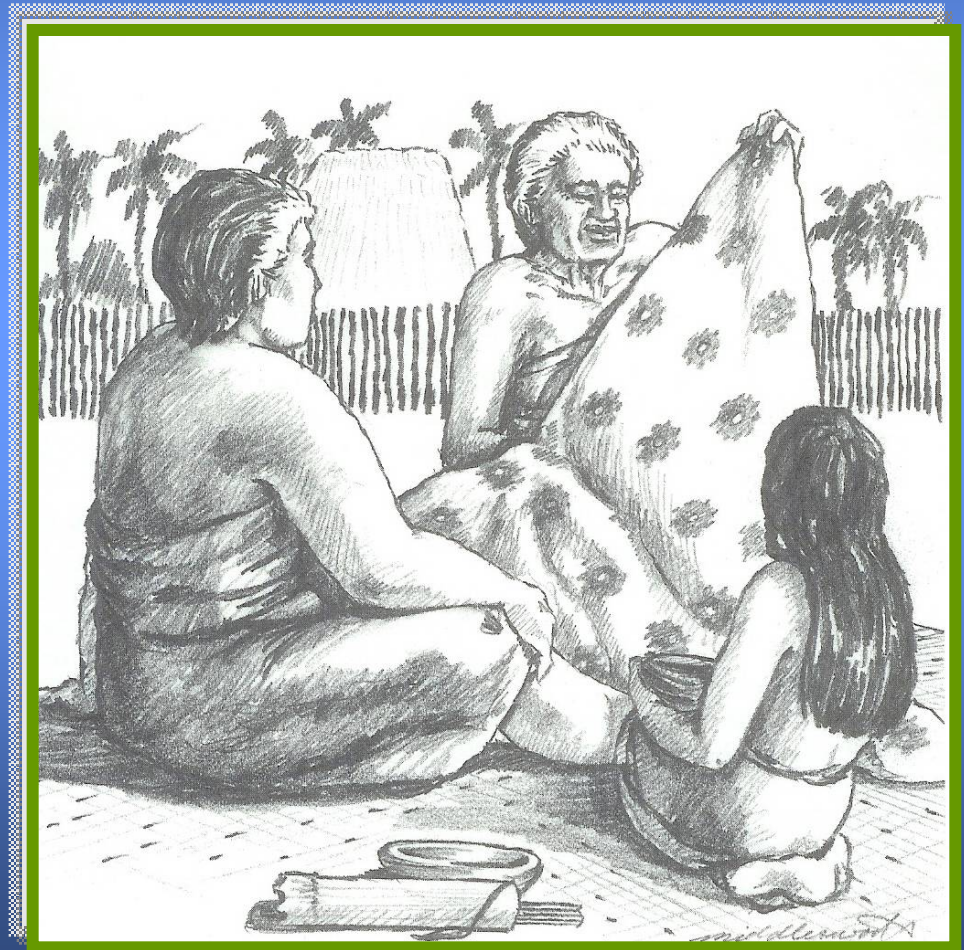
“I’m not motivated to make healthy choices even when they’re within reach.”



Key Informants: Supports and Barriers

Results are expected so be careful and use the motivational power of peer supports. Peers can promote *Ola haloa* and *ola pono*.

Use experience of *critical incidents even though they cannot be planned. Instead, have students do a family history.*



3. Ideas for Program Planning

Themes and Subthemes	No. of Participants (%) (N = 32)	No. of Focus Groups (N = 4)
Offer course in Native Hawaiian context	20 (62.5)	4
Incentives, credits, tuition waivers	19 (59.4)	4
Social support	16 (50.0)	3
Active learning	14 (43.8)	4

3. Ideas for Program Planning

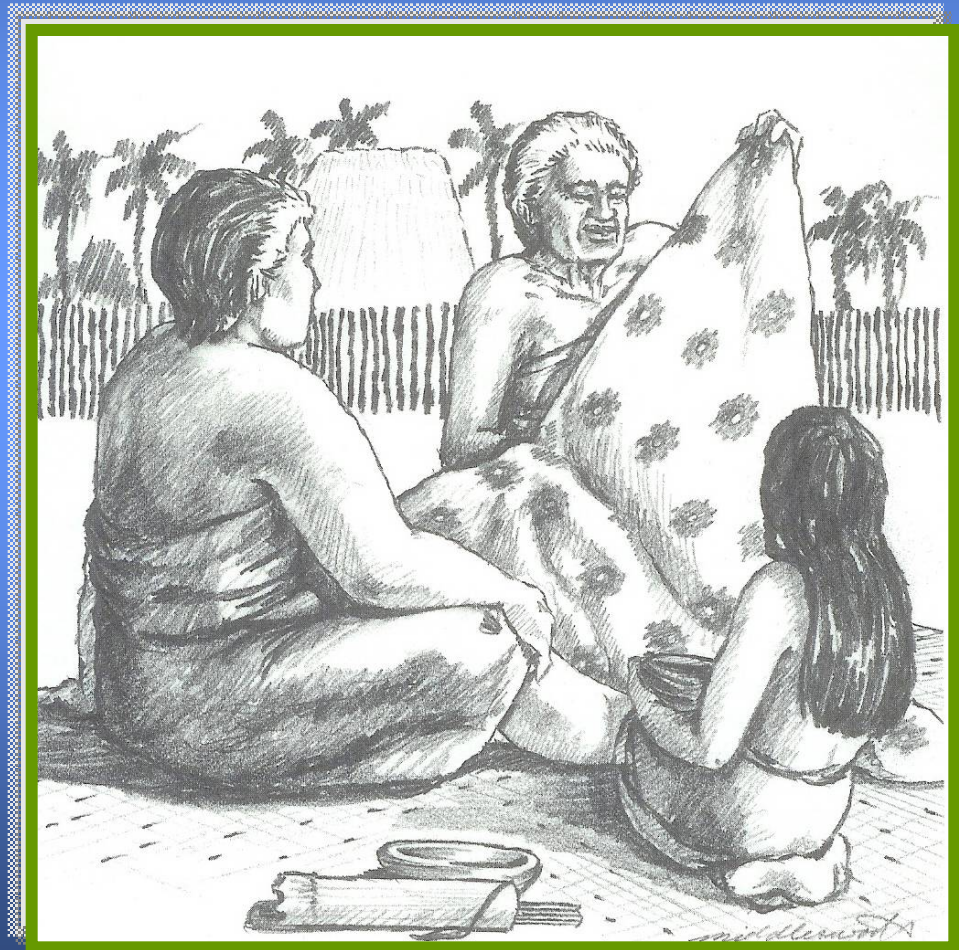
Services should be provided by

“I think if you do some kind of active program based in Hawaiian ways, it grounds you back home. It makes you... spiritually healthier.”



Key Informants: Ideas for Program Planning

“Native Hawaiians are not the only people interested in preserving Hawaiian culture. Incorporating cultural activities could attract more people to healthy-living”





Discussion:

Prevention can be costly and counterproductive

Wise to target end-users

Activity-based, credit bearing interventions

Culturally based interventions support healthy-living self identity.

Recommendations for the future

**Consider combining health/education resources
for at risk populations to improve physical activity.**

Affect positive change in health and education inequities.