

Creating a culturally relevant community resource guide for physical activity and nutrition: a community based participatory approach.

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Introduction

Importance of Physical Activity and Nutrition

• Current trends of chronic disease and obesity have been closely linked to a lack of participation in physical activity and nutrition (PAN) (1, 2), yet rates of these healthy behaviors are low, particularly among Latinos (3). Community level barriers frequently prevent individuals from making healthy choices, especially in ethnically diverse or economically disadvantaged areas.

Engaging the Community to Improve Health

- One approach successfully applied to PAN promotion among minority groups is community-based participatory research (CBPR) (4)
- Some of the principles and characteristics of CBPR include: recognizing community as a unity of identity, building on strengths and resources within the community, facilitating collaborative partnerships and promoting co-learning and capacity building among all partners (5).
- Although there are many benefits of CBPR, one of the first challenges for researchers and practitioners to overcome is the initial phases of establishing contact and building trust within the community.

Purpose

- To document the process behind the initial development of community partnerships for obesity prevention among ethnically diverse communities
- To describe how these community partnerships culminated in the development of a locally-relevant education and resource guide for PAN.

Context

• In Kansas, the Hispanic/Latino population currently is 8% of the population

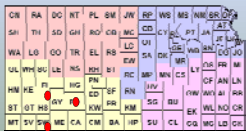
• Refer to Table 1 for current details on the three communities targeted with this project: Garden City, Dodge City and Liberal KS.

• The counties lie near the Colorado and Oklahoma borders and have a thriving economy primarily based on agriculture, meat-packing, and cattle feed lots, which are the major employers for Latinos in this region.

Table 1. Demographics of the communities (6)

| | Garden City (Finney Co.) | Dodge City (Ford Co.) | Liberal (Seward Co.) |
|--|--------------------------|-----------------------|----------------------|
| Total population | 28,451 | 25,176 | 19,666 |
| USDA Rural Urban Continuum Code(8) | 5 | 5 | 7 |
| Total population characteristics | | | |
| Female (%) | 49 | 48 | 49 |
| 18 years and over (%) | 67 | 68 | 68 |
| High School graduate or higher (%) | 37 | 38 | 35 |
| Individuals below poverty level (%) | 14 | 13 | 17 |
| Total Hispanic or Latino population of any race (%) | 44 | 43 | 43 |
| Hispanic or Latino specific characteristics | | | |
| Female (%) | 47 | 44 | 46 |
| 18 years and over (%) | 58 | 60 | 59 |
| High School graduate or higher (%) | 17 | 13 | 11 |
| Individuals below poverty level (%) | 21 | 21 | 27 |
| Speak a language other than English at home (%) | 68 | 72 | 78 |
| Foreign born (%) | 44 | 53 | 58 |
| Health related variables for the entire community * | | | |
| Physically inactive (%) | 33.8 | 26.2 | 27.1 |
| Overweight & obese (%) | 62.1 | 65.2 | 62.1 |
| Low FV intake (<5 servings/day) (%) | 82.1 | 86 | 88.1 |

a: Health related variables are county level data, where all other data is city-specific



Approach

Identifying and Engaging Community Partners

- Our first contact within the community was the Cooperative Extension Service (CES) Family and Consumer Sciences Agents within each county. Other agencies and individuals included community healthcare clinics, hospital outreach programs, county/local public health departments, regional prevention centers, community foundations, faith organizations, educational systems, parks and recreation, and other social services.
- Initial face-to-face visits were scheduled with partners to facilitate support for the development of a community resource guide for PAN.

Identifying Resources for Physical Activity and Nutrition

- Based on the community needs expressed by local agencies and leaders, the goal of the guide was to feature no or low-cost options for engaging in healthy behaviors, creating guides unique to each community.
- We visited each location in the area, took photographs and documented the relevant features (see Table 2).
- The resources were overlaid on a map of the community and local public transportation routes.
- Community partners provided input on cultural events or locations within the community and a walking/biking route was mapped out to highlight these features.

Assembling the Guide

- The cover of the guide was designed to integrate our obesity-prevention message with images that would resemble southwest Kansas (See Figure 1).
- The text was first laid out in English at a 6th grade reading level.
- The nutrition education section included brief information from the USDA My Pyramid Guidelines (1). The nutritional information was followed by local resources for nutrition.
- The physical activity section included basic information about physical activity and associated health benefits from national recommendations (2) followed by local resources
- After the guide was laid out in English, it was translated into Spanish using two translators who translated separately and discussed any discrepancies to come to consensus on phrasing.

Table 1. Features documented for the guide

| Behavior | Type of Resources | Features Documented |
|-------------------|---|---|
| Physical Activity | Parks | Location Accessibility by car and walking (e.g. sidewalks, crosswalks, parking) Features (e.g. picnic tables, playgrounds, fountains) Cost |
| | Fitness facilities | Location Contact information Cost was not documented due to frequently changing rates |
| | Trails, bike lanes | Location Distance Features (e.g. benches, fountains) Surface (e.g. paved, gravel) |
| Nutrition | Fruit and vegetable stands | Location Season of operation (if applicable) |
| | Stores that sell fruits and vegetables (grocery stores, supermarkets, ethnic markets, health food stores) | Location |
| | Community gardens | Location Costs Contact information |

Approach

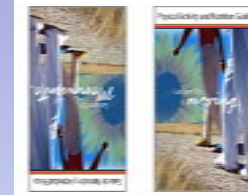


Figure 1. Bilingual cover of the Physical Activity and Nutrition Guide

Feedback from Community Partners

- Once a draft of the guide was prepared, we requested feedback from community partners asking for feedback on specific elements of the guide using a framework outlined by Parra-Medina et al. (7).
- Respondents used a 4-point Likert scale (strongly agree-strongly disagree) to address visual elements (16 items), formal and layout (9 items), content (16 items) and a general overall assessment (1 item).

- Partners were asked how many copies of the guide would be needed for their organization.
- The comments from partners were compiled and where appropriate, edits were incorporated into the guide.

Distribution of Guides and Community Follow-up

- A final version of the guide was prepared and printed based on the number of guides requested by each community partner.
- We also distributed CDs containing the electronic version of the guide in two formats: Microsoft Publisher (Microsoft Corporation, Redmond, WA) and Adobe Acrobat (Adobe Systems Inc., San Jose, CA).
- We returned to our partner organizations to disseminate the guide, providing them with hard copies of the guide and CDs.
- In addition to the community organizations we had originally partnered with, we also provided copies to local physicians and healthcare providers to distribute to patients.

Implications

- Development of collaborative relationships to create a resource guide represents a positive first step in the community-based participatory approach to health promotion.
- Additionally, the guide provides English and Spanish-speaking community members with information for healthy PAN choices.
- Dissemination of the guide in combination with other collaborative partnerships and community level health promotion programs stemming from this original partnership have the potential to reduce obesity and chronic disease in these communities.

References & Acknowledgements

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