Implementation of a Childhood Obesity Prevention Program in an Afterschool Setting by Nursing, Pre-Med and Public Health College Students

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Importance of G.O.A.L. University

• High burden of childhood overweight and obesity in Indiana
• In 2011*
  17.1% overweight
  14.3% obese
• 34.32% of children from Monroe Co. that visited the physician were overweight or obese
• Socioeconomic disparity-those of low income are more likely to become overweight or obese and lack access to services
• Children that are privately insured are more likely to be at a healthy weight than those insured under Medicare of Medicaid
• School based programs help to eliminate the disparity

Sources:
2013 Study of Southern Indiana Physicians Pediatric patients’ BMI
What is G.O.A.L. University?

Stakeholder Description

- The success of G.O.A.L University is dependent on various stakeholders. They include but are not limited to:
  - Alex Purcell
  - Various community Partners (e.g. IU Health)
  - Program Participants and Parents
  - Volunteers (e.g. Indiana University Nursing & Indiana University School of Public Health Students, and Timmy Global Health)
Evaluation Questions

1. Are volunteers confident in teaching the curriculum after G.O.A.L. University training?

2. Are volunteers competent in teaching the curriculum after the G.O.A.L. University training?
Evaluation Description

- Blended formative and summative
- Qualtrics survey
  - Easy to collect data
  - Organization of data
  - Analysis of data
- Qualitative and Quantitative data

Confidence in Nutrition Lessons

<table>
<thead>
<tr>
<th>Nutrition Lesson Topics</th>
<th>Volunteer Confidence (Percentages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits and Vegetables</td>
<td>42.11%</td>
</tr>
<tr>
<td>MyPlate, Whole Grains</td>
<td>36.64%</td>
</tr>
<tr>
<td>Choosing Healthy Drinks</td>
<td>35.09%</td>
</tr>
<tr>
<td>Healthy Choices, Healthy Starts, The Power of Breakfast</td>
<td>35.09%</td>
</tr>
<tr>
<td>Dairy</td>
<td>33.33%</td>
</tr>
<tr>
<td>Protein</td>
<td>31.58%</td>
</tr>
</tbody>
</table>
Confidence in Exercise Lessons

<table>
<thead>
<tr>
<th>Exercise Lesson Topics</th>
<th>Volunteer Confidence (Percentages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits of Exercise</td>
<td>52.63%</td>
</tr>
<tr>
<td>Pedometers</td>
<td>45.61%</td>
</tr>
<tr>
<td>Group Exercise</td>
<td>45.61%</td>
</tr>
<tr>
<td>Organized Sports</td>
<td>35.09%</td>
</tr>
<tr>
<td>Cardiovascular Exercise</td>
<td>33.33%</td>
</tr>
<tr>
<td>Muscles</td>
<td>33.33%</td>
</tr>
</tbody>
</table>

Student Competence

- 19.3% felt they were competent to handle classroom settings after training.
- 35.1% stated they were able to engage the children during each week’s lesson.
Evaluation Standards

1. **Utility**: Evaluation on volunteer competence and confidence
2. **Feasibility**: Qualtrics and narrowing down the evaluation subject
3. **Propriety**: Anonymous survey
4. **Accuracy**: Survey question refinement and pilot tests

Strengths and Weaknesses

**Strengths:**
- Overall confidence very high in lessons:
  - Benefits of exercise
  - Fruits and vegetables

**Weaknesses:**
- Not very adequately prepared to handle classroom settings
  - Only 19% strongly agreed that they were prepared
- Volunteer competence
  - 35% strongly agree that they were able to engage program participants
Conclusion

• The G.O.A.L. University training is a practical tool for volunteers
• Volunteers are most confident teaching a variety of nutrition and exercise lessons
• Volunteers do not feel competently trained in classroom management

Immediate Recommendations

1. Change the timing of G.O.A.L. University volunteer training
   - Training should take place no more than two weeks before teaching
2. Need a comprehensive training component on classroom management
Additional Insight

• Volunteers felt that the material was not age-appropriate for all program participants