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A Systematic Approach to Process Evaluation in the Central Oklahoma Turning Point (COTP) Partnership

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Formation is an important stage of partnership development. Purpose: To describe the systematic approach to process evaluation of a Turning Point initiative in central Oklahoma during the formation stage. The nine-month collaborative effort aimed to develop an action plan to promote health. Methods: A sound planning framework was used in the design of a systematic approach to process evaluation. Mixed (qualitative and quantitative) methodology was used, including stakeholder interviews, surveys, and attendance logs. Results: Reach to the meetings ranged from 38% to 70%. "Collaboration membership" was statistically significantly associated with high attendance at the meetings. Strengths of the collaborative process included stakeholder diversity, a strong organizational structure and the use of a democratic collaborative process. Discussion: Building effective collaborative skills among the stakeholders early in the planning phase can be instrumental in promoting participation during the formation stage. In addition, emphasis should be given in strengthening/supporting of the coalition processes, coalition structures, leadership and staff. Translation to Health Education Practice: Process evaluation is a valuable tool for the continuous monitoring of the quality of the collaborative process during the formation stage, and therefore, minimum process evaluation measures should be incorporated at the early stages of the partnership development.

Predisposing, Reinforcing and Enabling Predictors of Middle School Children's After-school Physical Activity Participation

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Children's participation in after-school physical activity can attenuate the overweight and obesity rates among rural, low socioeconomic status (SES) children. Children's individual determination, as well as social and environmental factors, can influence their behaviors. Purpose: The purposes of this study were to determine if a difference existed in after-school physical activity participation among children from different socioeconomic strata and to identify predisposing, reinforcing, and enabling predictors of after-school physical activity. Methods: A cross-sectional, descriptive research design using surveys was used with rural, middle school children. Results: Low SES children were more active than high SES children. Physical activity self-efficacy, attraction to physical activity, and access to equipment were statistically significant in predicting children's after-school physical activity level. Discussion: Interventions enhancing self-efficacy and providing enjoyable options with adequate equipment can foster children's after-school physical activity behavior. Further research however should examine reasons (e.g., farming) why low SES children reported themselves to be more active than not-low SES children; these results are contrary to results from other studies. Translation to

Health Education Practice: Increasing overweight and obesity rates should prompt practitioners to consider implementing both physical activity and nutrition interventions specific to rural children.

Sources of Cigarettes among Adolescent Smokers: Free or Purchased?

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Few studies have described youth cigarette sources in terms of whether the cigarettes were free or purchased. Understanding the different ways youth obtain tobacco can guide development of interventions to more effectively reduce youth smoking. Purpose: To determine the propensity for youth to purchase cigarettes versus obtain cigarettes for free, and the factors associated with each obtainment method. Methods: Our sample included 812 youth ages 12-17 who reported ever smoking a whole cigarette. Our outcome was the source of the last cigarette smoked (purchased vs. free) and independent variables included demographics, smoking behaviors, and smoking status of parents/siblings/friends. We conducted logistic regression to assess relationships between outcome and independent variables. Results: Eighty-four percent of youth obtained their last cigarette for free and 16% purchased their last cigarette. Youth who smoked less and had less weekly spending money were more likely to have obtained their last cigarette for free. Discussion: Youth smokers appear to have a high propensity to obtain their cigarette for free, particularly those who smoke relatively infrequently. Translation to Health Education Practice: Interventions that target sources of free cigarettes have the potential to reduce the progression of youth smoking at a critical stage in its development.

Focus Group Evaluation of Customized Family Health History Education Materials in A North Carolina Community

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The *Does It Run In The Family?* booklets provide educational materials about family health history (FHH) and basic genetics to readers of all levels and are customizable for local communities. Purpose: The booklets were customized and provided to focus groups to evaluate their usefulness in conveying health information at a low reading level. Methods: Three focus groups with 19 participants reviewed the booklets. A semi-structured focus group guide was used. Transcripts were analyzed manually and coded for themes. Results: Five themes emerged across all three focus groups: appearance, organization, content, length, and reading comprehension of the booklets. Many participants noted that the booklets were attractive, well organized, contained useful information and were understandable. Participants indicated that the customized materials were interesting. Concerns were expressed about the booklets' length and lack of detailed information. Discussion: The focus groups revealed that literacy level, personalization of educational materials, the use of relevant pictures to emphasize topics, phrasing of the title and sentences, and the organization of information are important factors to consider when producing effective community education materials. Translation to Health

Education Practice: The booklets are distributed through local health organizations to assist community members when obtaining FHH.

Positive Youth Development: An Integration of the Developmental Assets Theory and the Socio-Ecological Model

Katy Atkiss, Matthew Moyer, Mona Desai, and Michele Roland

Health problems such as sexually transmitted infections and diabetes continue to rise, especially among African American and Hispanic adolescents in low-income communities. Youth development programs are an effective public health response, benefiting participants, the programs that serve them, and their community. Purpose: To explore the efficacy of integrating the Developmental Assets (DA) and Socio-Ecological Model (SEM) in a pilot youth program, the Youth Health Action Board (YHAB). Methods: YHAB was created and implemented by youth. Its impact was examined through individual interviews to learn youth impressions of how their experience affected themselves and their community. Results: YHAB participants feel they personally grew through their experience of building external support in their community, increasing both internal and external DAs. Internal assets were dominant, however students benefited from external support and empowerment. Discussion: YHAB was a successful integration of the DA and SEM for youth development. Additional research could deepen findings and allow extrapolation to broader populations. Translation to Health Education Practice: YHAB program strength lies in its youth development process. Similar programs should look different in each community, as community and youth needs and resources shape program activities.

Efficacy, Intent to Teach, and Implementation of Nutrition Education Increases after Training for Health Educators

Mariane Fahlman, Nate McCaughtry, Jeffrey Martin, and Bo Shen

Self-efficacy, outcome expectations, outcome value and strong intentions to teach are linked to teaching competence, curricular implementation and student outcomes. Purpose: The purpose of this research was to determine the effectiveness of nutrition in-service professional development to increase self-efficacy, outcome expectancies, outcome values and intentions to teach nutrition education as part of a broader health education curriculum. Methods: A quasi-experimental design examined teachers' self-efficacy, outcome expectations, outcome value and intentions to teach in teachers who participated in an in-service intervention (N = 30) and controls who did not (N = 29). Results: A significant interaction between groups over time was found for self-efficacy and outcome expectations. For outcome value and intention to teach, a significant main effect for time was observed. The intervention group scored significantly higher than the control group in both self-efficacy and outcome expectations. Furthermore, scores for intention to teach and outcome values were higher post-intervention. Discussion: Results of this study indicate that in-service training combined with adequate instructional resources increased both teacher self-efficacy and the number of lessons the intervention teachers intended to teach. Translation to Health Education Practice: Because self-efficacy has been strongly linked to teacher effectiveness, efforts should be directed at

providing continual training for teachers based on risk behaviors outlined by the Centers for Disease Control and Prevention.