



Childhood Obesity Prevention Research Through a Community Context

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National FCS Program Leader Meeting

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Project Overview

Multi-state

- IN, KS, MI, ND, OH, SD, WI

Multi-disciplinary team

- Nutrition
- Physical activity
- Family and child development
- Community development

Funding

- USDA Agriculture and Food Initiative (AFRI) Grant #2011-68001-30100





Innovative Aspects



7 states collaborating

Socio-Ecological Model of
Childhood Overweight

- Rural communities
- Low-income families
- Preschool aged children

Community capacity
development approach



Situation

Childhood obesity

- Greater risk in rural areas
- Greater risk in low income

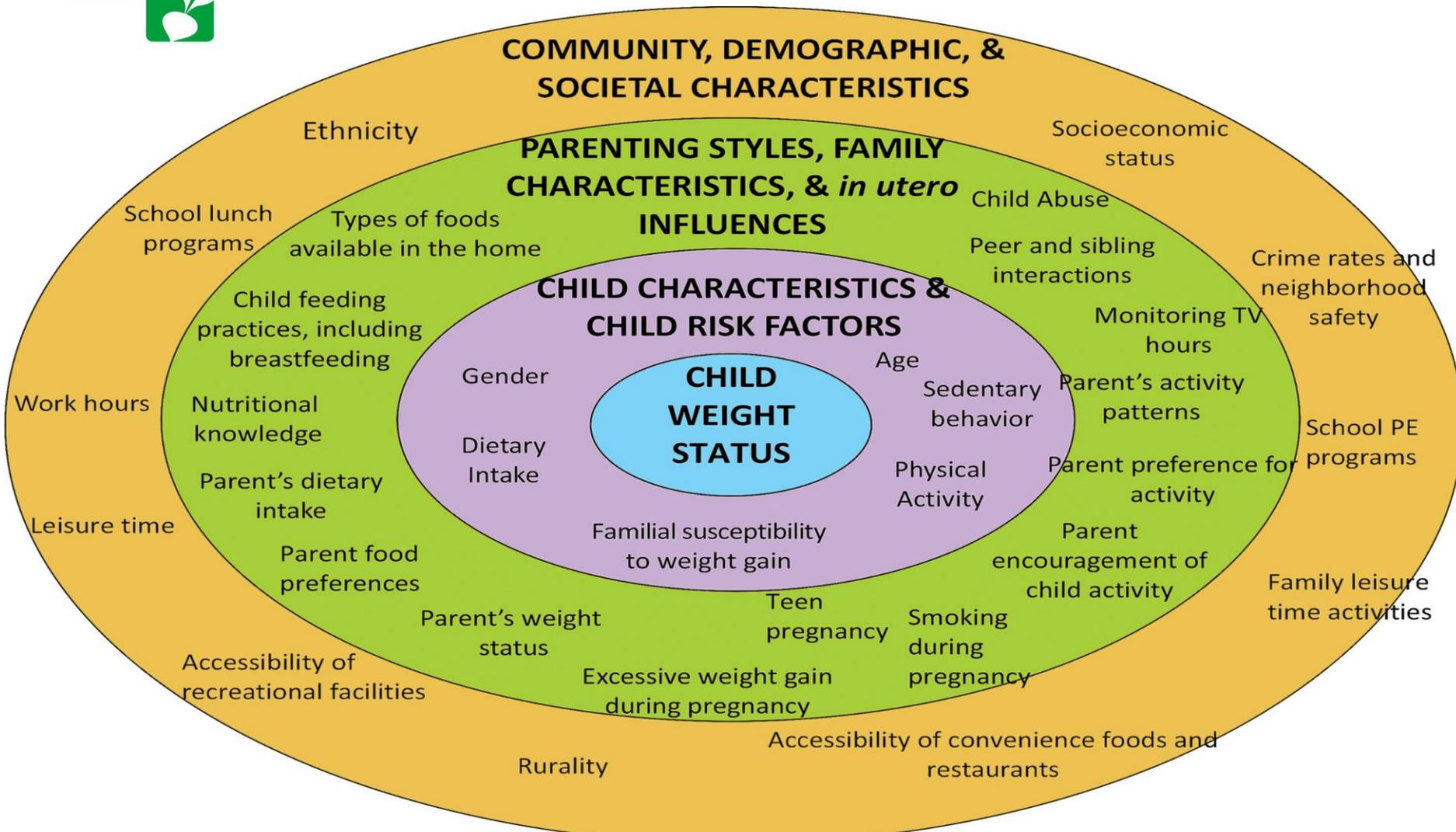
Obese by age 4

- Increased risk of being overweight or obese as an adult





Foundation



Davison and Birch, 2001- Obesity Reviews 2, 159-171.



Why Focus on Environment?

- Growing evidence shows that environment is related to the incidence of obesity
- Healthy choices need to be easy choices
- Environmental changes can improve the health of the whole community, not just individuals



Choosing the Community

- Two communities per state
- Rural
- Low Income
- Population of 4 year old children
- An active health-related coalition



Community Coaching



One community per state assigned a “Community Coach”

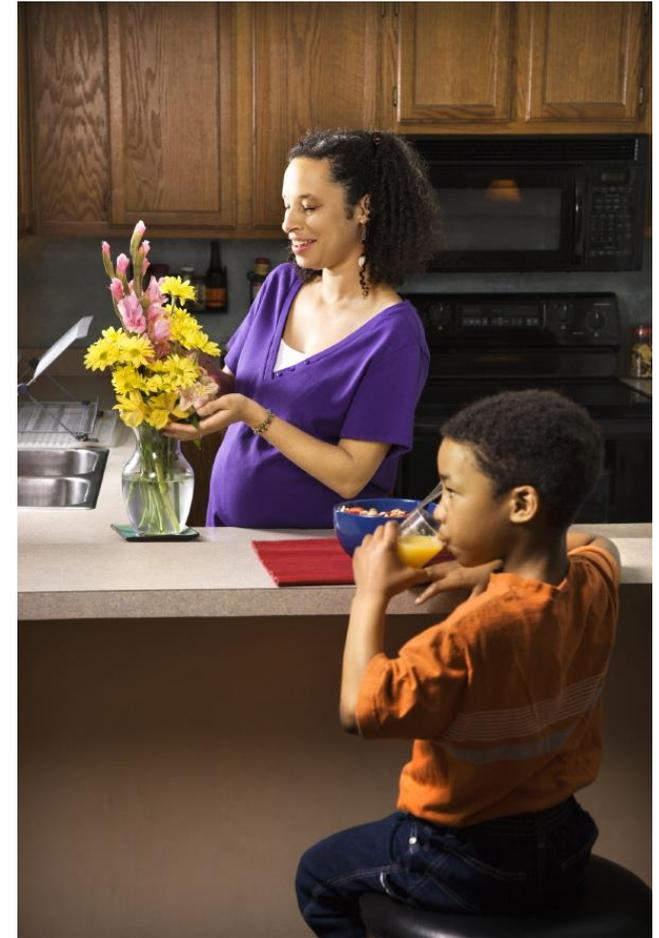
“A Community Coach: a guide who supports communities and organizations in identifying and achieving their goals.”

(Emery, Hubbell, & Miles-Polka, 2011)



Project Goals

1. To empower rural communities to create and sustain environments that support healthy lifestyles for young children, with emphasis on good nutrition and physical activity.
2. Test community coaching model.





Approach – Methods

14 Communities

- Selected community coalitions from applications
- 1 intervention, 1 comparison community per state
- Community coach hired and placed with intervention coalition





Funding

Funding to each community annually, for 4 years

Required:

- one nutrition activity-related project
- one physical activity-related project



Assessment Tools



- Socio-ecological Model of Childhood Overweight Assessment Toolkit
 - *Active Where?* Parents survey (initial + end)
 - *CHLI* tools (Initial + end)
 - *Coalition Self-Assessments*: annually
- *Ripple Mapping*: End
- Reflections: Regularly
- Post-intervention interviews: Coalitions and coaches
- Insights leading to “Best Practices”



Ripple Effect Mapping

Method used to better understand the “ripple effects” and relationships of this project on individuals, groups, communities, and regions.

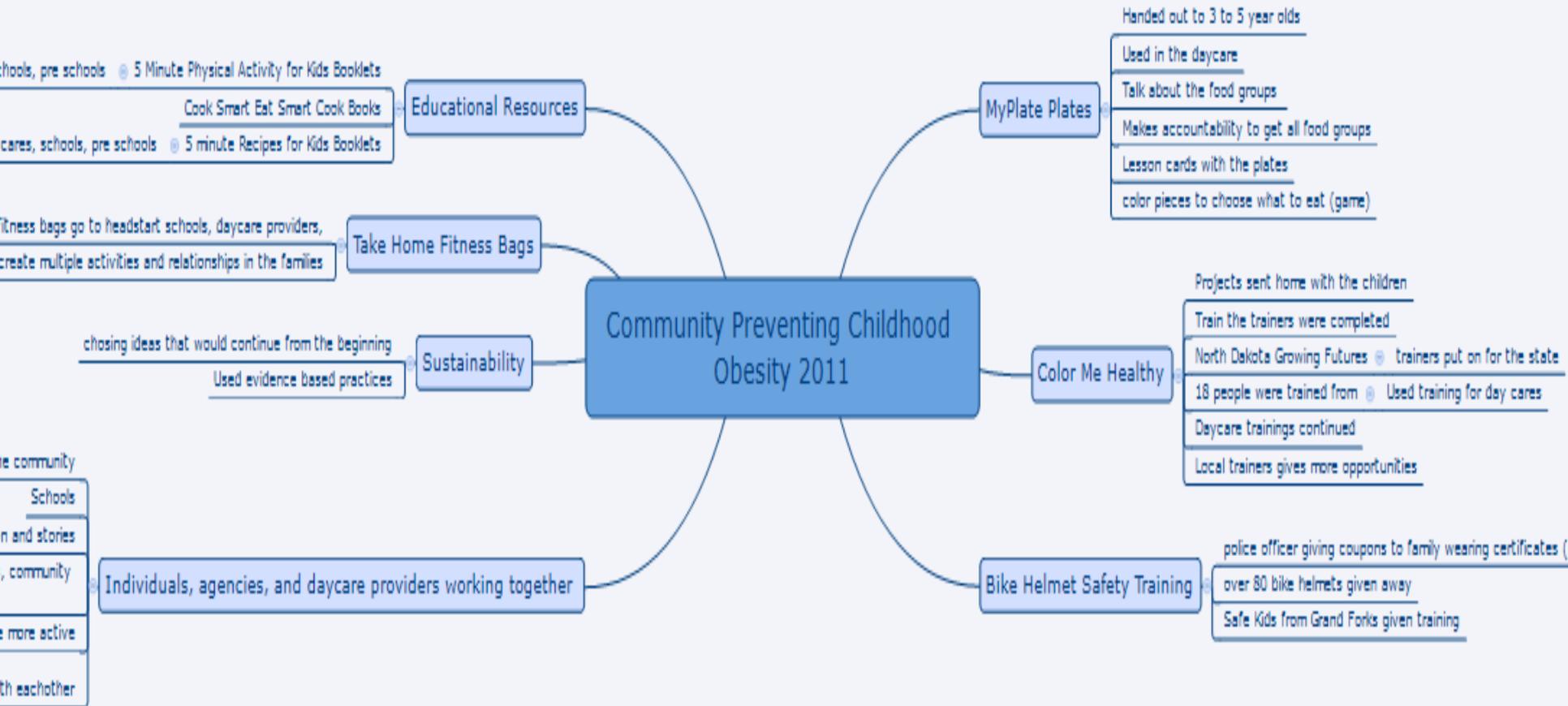


Mapping process

1. Post a large piece of white paper on the wall and write “the project name” or purpose of the session in the middle of the map. (Some used Xmind to electronically record map)
2. Draw out several branches from the list identified
3. Ask and probe participants about the activities, programs, services, collaborations/connections, funding that resulted from the coalition’s work with our project - CPCO



Mapping Results – ND





Results

What is the difference between coached and non-coached communities terms of the *Socio-Ecological Model* levels or rings?

Coached communities employed more programs, services, and activities under the organizational, community, and public policy rings than the non-coached communities.



Results

Is there a significant difference in the number of “ripples” between coached and non-coached communities?

Yes, a difference **was** observed between the intervention and comparison communities.

Total ripple score among intervention communities was 37 and among the control communities was 33.



Ripple Mapping

We all came together, all the coalition members and our coach and the project director, and we went over all the different projects that we've actually done and realized that we did a lot more than we actually thought we did. So we just kind of looked at the big picture and thought "Oh, that was a good idea, that really worked out well" or "we really didn't get much turn out for this type of thing"

– Coalition Member



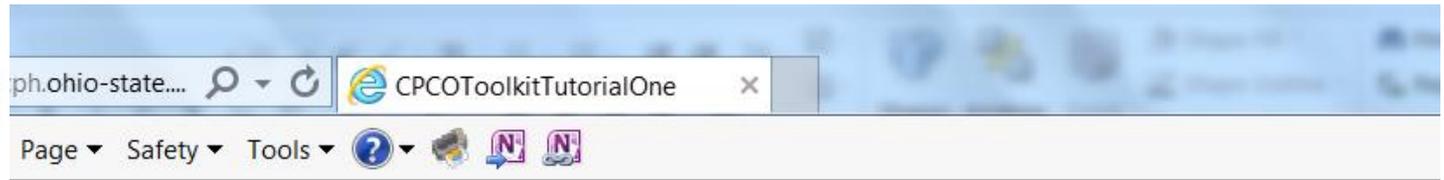
Best Practices

Online modules for community coalitions

1. Readiness
2. Socio-Ecological Model
3. Using Evidence-Based Strategies
4. Evaluation
5. Community Coaching



Screenshot of online toolkit Module 1



A screenshot of the 'CPCOToolkitTutorialOne' interface. The page has a blue header with the title 'CPCOToolkitTutorialOne' and links for 'Resources' and 'Notes'. A left sidebar menu lists 'Section 1 Objectives' with sub-items like 'Tutorial 1 - Steps', 'Assess coalition readiness', 'Strengthen coalition membership', 'Train and equip leadership', 'Case Study', 'Competent and skilled leadership Tool...', 'SMART objectives', 'SMART examples', 'Scope of work', 'Community responsiveness', and 'Action Steps'. The main content area is titled 'TUTORIAL ONE' and features a large heading: 'Is Your Coalition "Ready" to Make a Change in Childhood Obesity?'. To the right, under the heading 'OBJECTIVES:', it states 'In this tutorial you will learn:' followed by a bulleted list: '• How to define coalition readiness', '• What are the key attributes related to coalition readiness', and '• Specific strategies to increase the readiness of your coalition'. At the bottom of the content area are 'PREV' and 'NEXT' navigation buttons.





Best Practices Toolkit

go.osu.edu/CPCOtoolkit



Insights



Community Coaching is being “refined”

- No “right” way

Relationships and partnerships are essential

- Coalition members
- Coaches, staff, students

Reflection is critical

Sustaining community involvement over an extended time is challenging

Working in 7 states is challenging, yet rewarding

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South Dakota
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THE OHIO STATE
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AND ENVIRONMENTAL SCIENCES



COMMUNITIES
Preventing Childhood Obesity



K-STATE
Research and Extension

PURDUE EXTENSION

PURDUE UNIVERSITY



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Questions?

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