

*Hot Topics in Health Promotion:*  
A Model for  
Theory- and Evidence-Informed  
Health Promotion Program Planning

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American College Health Association  
Annual Meeting  
San Francisco  
May 27, 2009

# Outline

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## Outline and presenters

- I. Introduction: Heather Zesiger
- II. Overview of a Model for Evidence-Informed Health Promotion Program Planning: Melissa Kenzig
- III. Specific Examples of Applying Evidence-Based Practice to Health Promotion Programs  
Panelists: Michael McNeil, exercise intervention;  
Jane Emmeree and Tina Long, sleep intervention
- IV. Application of model in small groups, presenters circulate
- V. Large group discussion, Q&A

# Introduction – Why are we so hot?

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- This “hot topic” was identified based on feedback from the 2008 needs assessment survey of Health Promotion section members in which evidence-based practice emerged as a priority area for further professional development.
- Standard 5 in the *Standards of Practice for Health Promotion in Higher Education* calls on health promotion professionals to “understand and apply evidence-based approaches to health promotion”.

# Introduction, continued

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- *Mom, are we there yet?* This session is just the start of the journey toward an evidence-based approach to health promotion in higher education.
- If you've ever been asked to prove what you do, or prove that it works; or ask for money, or staff, or time; or start a new program or propose a new approach or eliminate ineffective programs in an era of increased belt-tightening, then this session offers something "hot" for you.

# Getting hotter?

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- Additional professional development on this theme will be encouraged through the section's newsletter, the Member Development Committee's annual conference call series and at future annual meetings.

# Speaker Bios

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- **Heather Zesiger**, Facilitator, is chair-elect of the Health Promotion section and Director of Health Education and Promotion at Emory University's Student Health and Counseling Services.
- **Melissa Kenzig**, Presenter, is currently Director of the Alice! Health Promotion Program at Columbia University and Co-Chair of the NASPA Health in Higher Education Knowledge Community. She has held several previous leadership roles in ACHA's health promotion section. Melissa's academic interests include feminist and multicultural health theories, leadership development, program development and evaluation. Her personal interests include yoga, traveling, reading, and playing with her dogs.

# Speaker Bios, continued

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## Panelists:

- **Michael McNeil** is currently the Assistant Director of the Alice! Health Promotion Program, part of Health Services at Columbia University. He has an MS in Health Education, has doctoral-level training in Public Health, and is completing a doctorate in Higher Education Administration (currently ABD). He is very involved with professional organizations including ACHA's health promotion section, the ACHA Alcohol, Tobacco, & Other Drug Coalition, he is a Fellow of the ACHA and is the Downstate NY Coordinator for The BACCHUS Network and is a member of NASPA.
- **Jane Emmerée** has been a health educator at the University of Florida for over 14 years. She has a bachelors, masters and Ph.D. in health promotion and has been a Certified Health Education Specialist since 1994. She is a co-founder of the Healthy Gators 2010 coalition, the University of Florida's Healthy Campus 2010 initiative. Her specialty areas are smoking cessation, health communications and needs assessment and survey design.
- **Tina Long** has been a health educator at the University of Florida for 9 years. She has bachelor and master degrees in health promotion and has been certified as CHES since 1999. She directs the GatorWell Residential Outreach Program, as a part of the Department of Housing and Residence Education. Her specialty areas are stress reduction, time management, and using technology applications in health promotion.

# Facilitator Contact Info

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Heather Zesiger, MPH, CHES


Chair, Health Promotion Section, 2009-2010

Director, Health Education and Promotion

Emory University Student Health and Counseling  
Services

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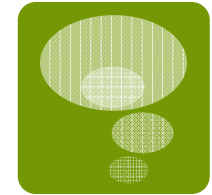
Email: [heather.zesiger@emory.edu](mailto:heather.zesiger@emory.edu)



# A Model for Evidence- and Theory-Informed Program Planning

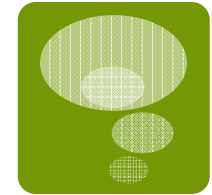
Melissa Kenzig, MSPH, CHES  
Director, Alice! Health Promotion Program  
Health Services at Columbia University  
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[www.health.columbia.edu](http://www.health.columbia.edu)

# Definitions



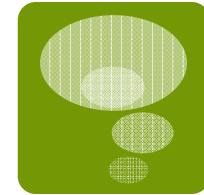
- Based vs. Informed
- Evidence
- Theory
- Evidence-informed practice
- Theory-informed practice
- Program

# Program Rationale



- Why do we do the programs we do?
- How are programs developed?
- Where do the resources for programs come from?
- How do we know if programs are effective or not?
- How do we justify the continuation of programs?

# The Problem of Starting with the Program

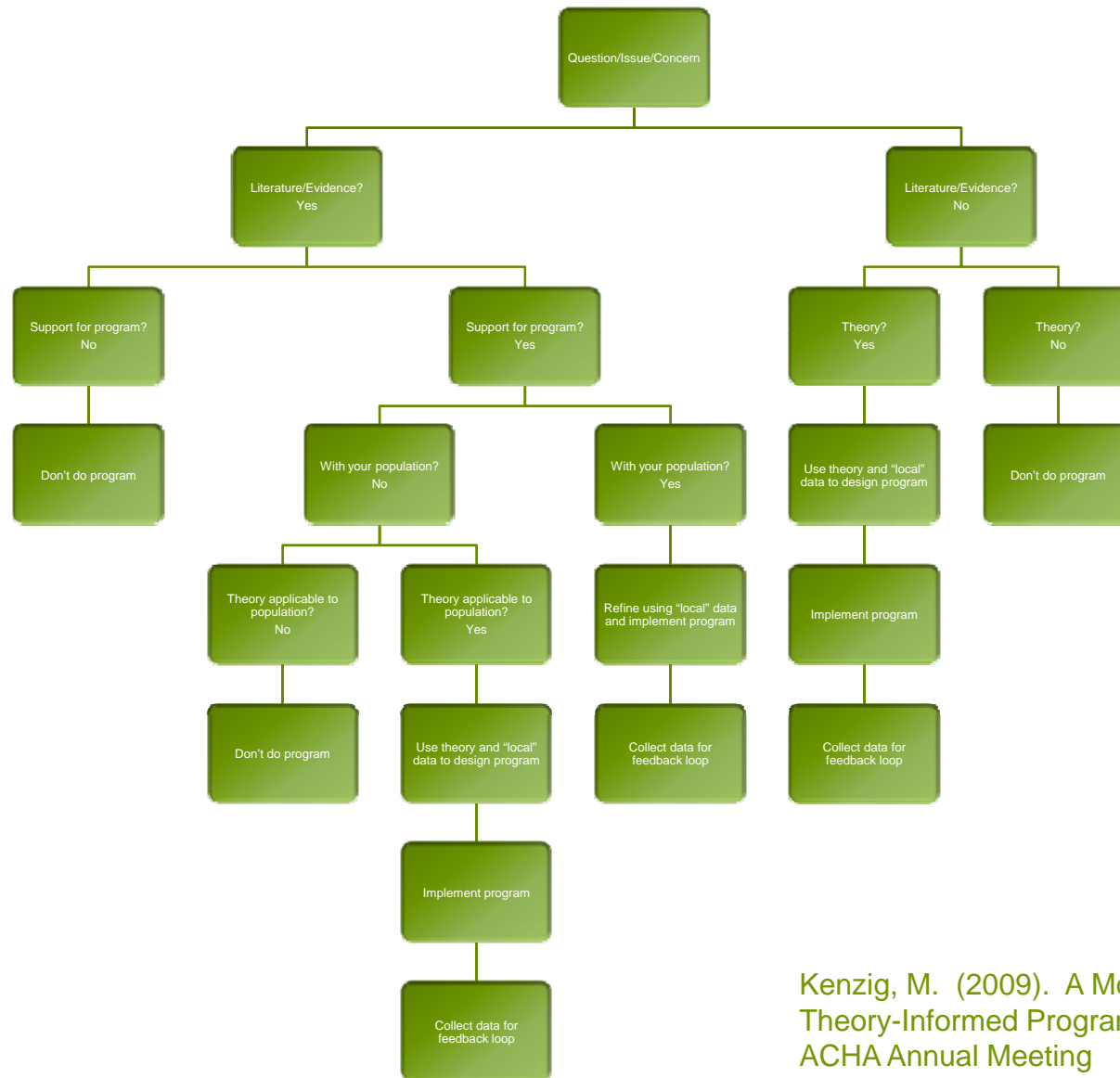
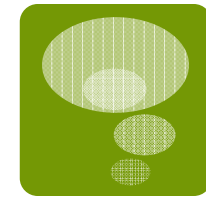


- Logic models are key



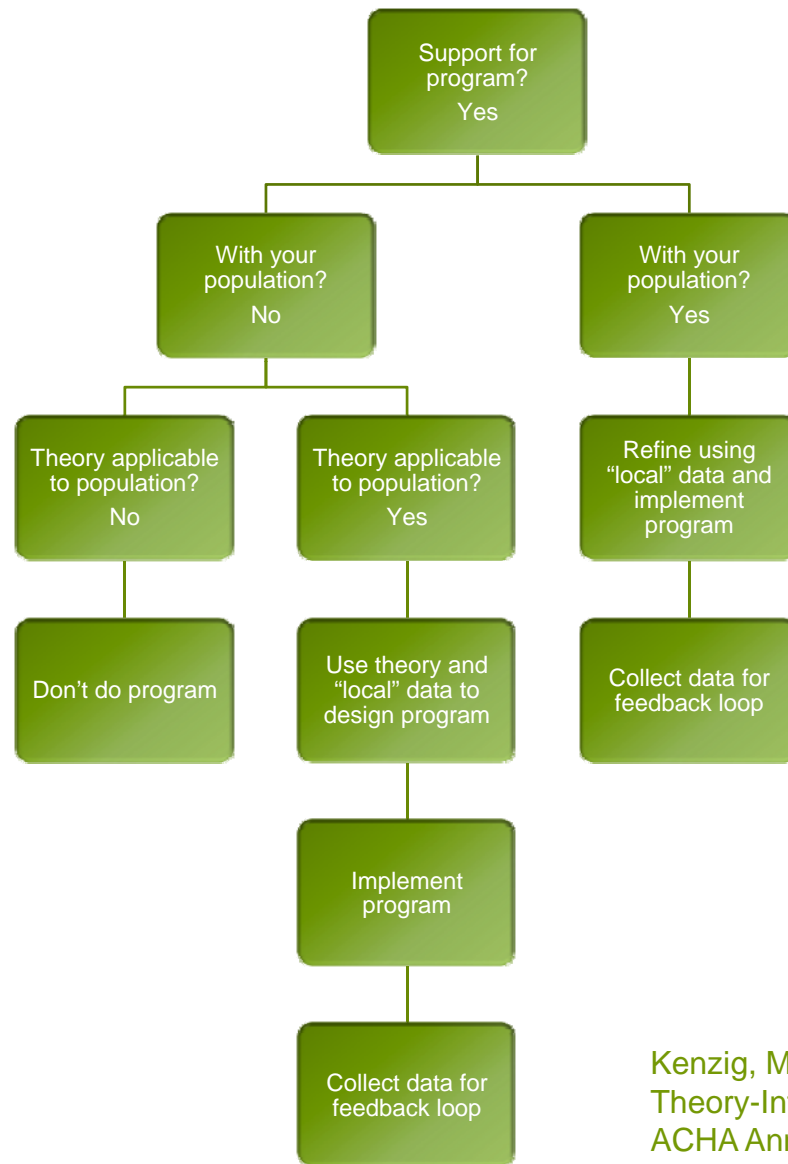
- Goals lead us to programs. Programs help us achieve but do not lead us to goals.
- Ask yourself “why?” three times

# A Model for Evidence- and Theory-Informed Program Planning



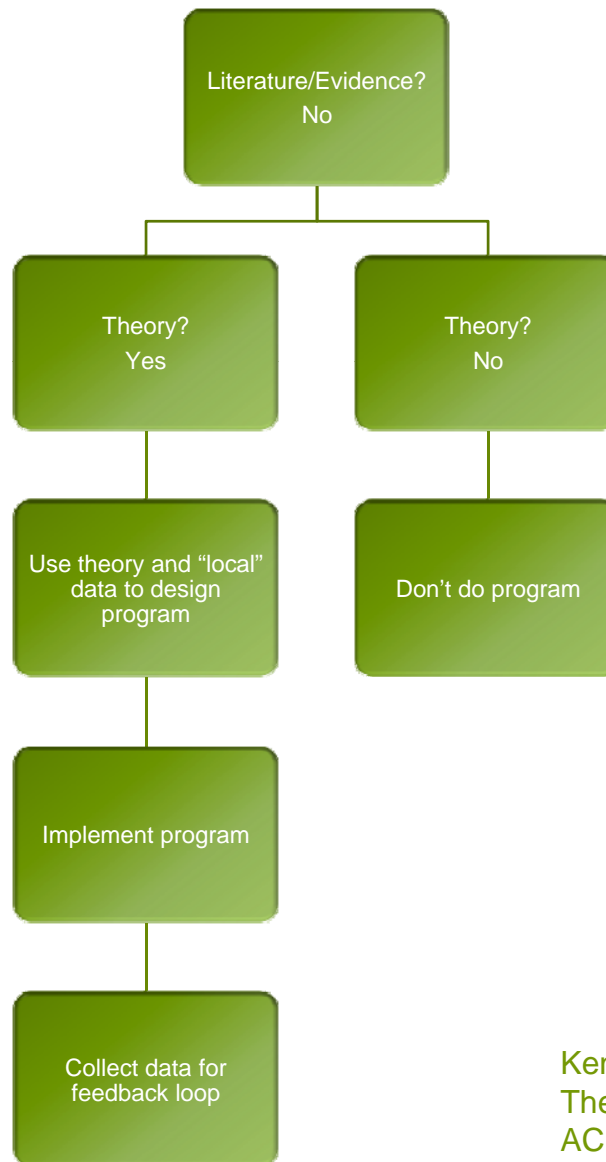
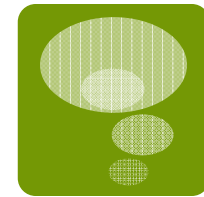
Kenzig, M. (2009). A Model for Evidence- and Theory-Informed Program Planning  
 ACHA Annual Meeting San Francisco, CA

# Available Evidence



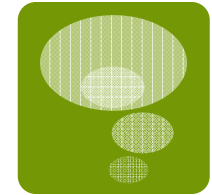
Kenzig, M. (2009). A Model for Evidence- and Theory-Informed Program Planning  
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# Theory



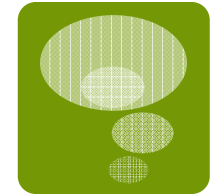
Kenzig, M. (2009). A Model for Evidence- and Theory-Informed Program Planning  
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# Process

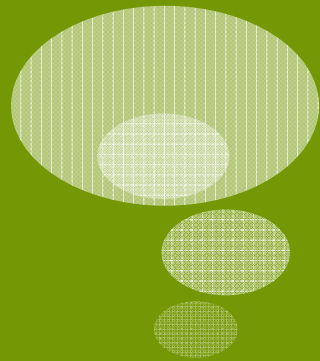


- What's your question/issue/concern?
- Is there any evidence/research available about it?
  - What is “good” research/evidence?
- Is there any theory applicable to it?
- Determining relevance of theory/research/evidence to your population.
- Utilize effective program planning techniques.
- Evaluate your programs and share your findings (whether or not they are good)!

## Issues to Consider



- Understanding your stakeholders
- For the benefit of whom?
- Assessing your capacity/resources
- Practice-based research
- Research-based practice
- Is innovation dead?
- Other questions/concerns?



# Thank you!

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(Downloads)



# CU Move

**Michael P. McNeil**

**Columbia University**

**mm3117@columbia.edu**

**www.alice.columbia.edu**

# Overview



- **Physical Activity at Columbia University**
- **Brief Overview of Literature**
  - Theory
  - Evidence
- **The Current Program**
  - Demonstration
  - Strengths and Limitations
  - Evaluation

# Campus Data

	Columbia University Respondents		National Respondents		<i>Healthy Campus 2010 Target</i>
	Undergrad	Graduate	Undergrad	Graduate	
<b>Exercised vigorously for at least 20 min or moderately for at least 30 min for 3 or more days of the week</b>	<b>43.0%</b>	<b>36.6%</b>	<b>44.6%</b>	<b>40.8%</b>	<b>55%</b>

- **International students are more sedentary**
  - 74%
  
- **Relationship to sleep**
  - 69% don't meet ACSM guidelines
  
- **Relationship to depression**
  - 64% don't meet ACSM guidelines

# Key Concepts

- **Physical activity reduces the risk of death and disease, has implications for mental health**
- **Stages of Change and Social Cognitive Theory consistently reflected in literature**
- **Steep declines in physical activity occur during adolescence and emerging adulthood**
- **Gap in literature linking physical activity to academic performance**

# Brief Overview of Literature

- **Use of technology makes tailored interventions cost effective at the population level**
- **Allows participants to access at their preferred time and location**
- **Emerging evidence shows physical activity technology works when:**
  - **Easy to use**
  - **Provides “usable” resources**
  - **Tailored**

# Brief Overview of Literature

- **Marcus et. al. found that delivering a tailored online physical activity intervention was as effective as a tailored print intervention and concluded that using the Internet may be a less time- and cost-intensive means of delivering a physical activity intervention (Marcus et al, 2007).**
- **A prospective study looking at the effectiveness of using email to promote physical activity in a workplace setting found that the group receiving emails (based on social cognitive theory) increased their physical activity levels compared to a control group (Plotnikoff et al, 2005).**

# Theory

The background features several faint, light-colored silhouettes of people in various active poses, such as a person with arms raised, a person on a skateboard, and a person running. A large, semi-transparent gear is also visible on the left side of the slide. A horizontal bar with a grey and yellow gradient runs across the top of the slide, positioned below the title.

- **Stages of Change**
  - Meets user “where they are” and allows tailoring
- **Social Cognitive Theory**
  - Provides participant the opportunity to regulate self-directed behavior (i.e. set and monitor goals)
  - Reinforcement from others
  - Increase self-efficacy
  - Interact and influence their environment (reciprocal determinism)

# CU Move



- **Users schedule, and track activities using an online, interactive tool**
- **Motivational emails**
- **Events page**

# Components



- **Exercise dashboard**
- **Motivational e-mails**
- **Incentives**
- **Events and workshops**

**[www.health.columbia.edu/cumove](http://www.health.columbia.edu/cumove)**

**move** Exercise Dashboard

[Alice! Home](#) | [Print](#) | [Contact Us](#) | [Discussion Board](#) | [Visual Guide](#) | [Help](#) | [Log Out](#)

Jump to Today May 18, 2009 Enter Activities:  Scheduled  Completed



**Welcome Michael McNeil**

**Your Profile** [EDIT](#)

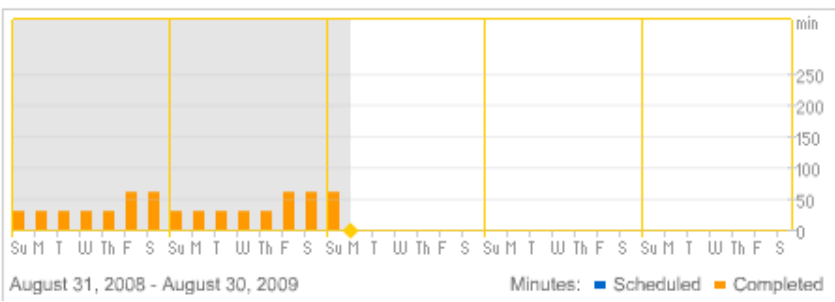
AGE	GENDER	HEIGHT	WEIGHT	BMI
35	M	5'7"	140	21.9

[What is BMI?](#)

	WEEKLY	TOTAL	AVERAGE
MINUTES:	60	10240	277
MILES:	0	0	0

**Your Reasons for Exercising**

0



# Scheduling & Tracking

LET'S DO THIS!

SCHEDULED COMPLETED Help | X Close

June 2, 2006 Activity Shortcuts:

Activity	Time	Distance (optional)
Yoga	60 min	0 mi
Tennis	30 min	0 mi
Select activity type	0 min	0 mi
Select activity type	0 min	0 mi
Select activity type	0 min	0 mi

Comments

CANCEL SUBMIT

# Motivational E-Mails

- **Monthly stage based emails based on pre-assessment survey**
- **Biweekly general emails to entire group of users**

# Sample E-mail

Email not displaying correctly? [View it in your browser.](#)



## ***Columbia students, moving together***

Welcome to all our new members! Over the past two weeks, over 140 members of the Columbia community have joined the program. To help inspire you, we asked our top ten users for a motivational tip, useful strategy, or inspirational thought that keeps them moving. We'll continue to share these tips over the coming weeks.

*"Try different forms of exercise until you find something you truly enjoy — you're more likely to exercise if it's fun than if it's a chore."*

*"I stay active because it makes me feel better and because it is one area where I can zone out and not think about my other responsibilities. Lately I have tried, whenever possible, to split my workout time up — morning and evening. I have found that when I do that, I actually get to work out longer, but neither slot takes as much time. And I feel extra good about myself going 2x a day instead of once."*

*"Cardiotraining? I do enough to eat delicious chocolate chip cookies without worrying about having to change my wardrobe!"*

## ***Winter mood***

If the winter weather leaves you feeling a bit lackluster, increase your movement. Exercise can help offset some of the negative moods that are exacerbated by cloudy skies and cold temperatures. Fitness can also help you feel better about yourself and lift your spirits. Remember, you can log minutes from a variety of activities — indoor and outdoor.

## ***In the neighborhood and around the city***

Check out our online [upcoming events](#) calendar. Bookmark the upcoming events page and be sure and tell us if you know of any upcoming community events (i.e., yoga in the park, walks, runs, or any low/no-cost events that promote movement).

## ***Remember to log your minutes***

Exercise is a great way to stay healthy and feel good. Scheduling and recording your activities on the CU Move dashboard will help you stay motivated any day of the week. You can log your minutes up to two weeks in the past at [CU Move!](#)

To our new members — welcome! To our veteran members — keep up the good work!

[Forward](#) this email to a friend. [Unsubscribe](#) from this list.

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	24	25	26	27	28	29	30
	<p>10:00 AM</p> <ul style="list-style-type: none"> <li>Summer on the Hudson: Kayaking on the Hudson</li> </ul> <p>12:00 PM</p> <ul style="list-style-type: none"> <li>Yoga To The People</li> <li>Cross-Park Promenade</li> </ul>	<p>ALL DAY EVENTS</p> <ul style="list-style-type: none"> <li>Summer on the Hudson: Kayaking on the Hudson</li> </ul>	<p>7:30 AM</p> <ul style="list-style-type: none"> <li>Bryant Park Tai Chi</li> </ul> <p>10:00 AM</p> <ul style="list-style-type: none"> <li>Bryant Park Tai Chi</li> </ul> <p>1:00 PM</p> <ul style="list-style-type: none"> <li>Cross-Park Promenade</li> </ul> <p>ALL DAY EVENTS</p> <ul style="list-style-type: none"> <li>Summer on the Hudson: Kayaking on the Hudson</li> </ul>	<p>END DAY EVENTS</p> <ul style="list-style-type: none"> <li>Summer on the Hudson: Kayaking on the Hudson</li> </ul>	<p>7:30 AM</p> <ul style="list-style-type: none"> <li>Bryant Park Tai Chi</li> </ul> <p>11:00 AM</p> <ul style="list-style-type: none"> <li>Cross-Park Promenade</li> </ul>		<p>9:30 AM</p> <ul style="list-style-type: none"> <li>Amble Through the Ramble</li> </ul> <p>10:00 AM</p> <ul style="list-style-type: none"> <li>Summer on the Hudson: Kayaking on the Hudson</li> </ul> <p>2:00 PM</p> <ul style="list-style-type: none"> <li>Union Square: Crossroads of New York Walking Tour</li> </ul>
	<p>10:00 AM</p>						

# SERVICES

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## UPCOMING EVENTS

[Appointments](#)

[View This Month](#) | [View This Week](#) | [View This Year](#)

### Services

- [Overview](#)
- [Immunizations](#)
- [Alcohol, Tobacco, & Other Drugs](#)
- [Alice! Health Promotion Program](#)
- [Contraception](#)
- [Counseling Services](#)
- [Dental Care Options](#)
- [Disability Services](#)
- [Exercise Program: CU Move \(formerly the 100 m.i.l.e. club\)](#)
- [HIV Testing/GHAP](#)
- [Go Ask Alice!](#)
- [Nutrition Services](#)
- [Workshops, Groups, & Trainings](#)
- [Prescriptions](#)
- [Primary Care Medical Services](#)
- [Psychiatric Care](#)
- [Rape Crisis/Anti-Violence Support Center](#)

### [Bryant Park Tai Chi](#)

May 19, 2009 from 7:30 am to 8:30 am EDT  
Bryant Park: Fountain Terrace at 42nd Street and 6th Avenue Manhattan

Tai Chi and Eternal Spring are instructed by members of the Tai Chi Chuan Center. Classes are for all ages and experience levels in Bryant Park. Classes are rain or shine.

### [Bryant Park Tai Chi](#)

May 19, 2009 from 10:00 am to 11:00 am EDT  
Bryant Park Upper Terrace, Bryant Park Manhattan

Expert instructors, provided by Lululemon Athletica, lead all levels of yogis in Bryant Park.

### [Cross-Park Promenade](#)

May 19, 2009 from 11:00 am to 1:00 pm EDT  
Central Park: Inside the Park at Fifth Avenue and East 72nd Street, in front of the statue of Samuel F. B. Morse. Manhattan

You will see many surprises on this walk. A hidden bench that tells time, miniature boats powered by the wind, and a magnificent sculpture celebrating fresh water are just some of the sites on this east-to-west walk through the Park.



### Exercise Program: CU Move (formerly the 100 m.i.l.e. club)

- [Overview](#)
- [How to Join](#)
- [Reasons to Join](#)
- [Program Details & Demo](#)
- [Health Topics & Resources](#)
- [Full Disclaimer](#)
- [Health Library](#)

### Upcoming Events

[Need Help Now?](#)

# Incentives

- **Tiered Incentives**
  - T-shirts (all users/promotions)
  - Special jersey shirts (high users)
  - iTunes and Barnes and Noble gift cards (giveaways)
  - iPod (giveaways)
  - Pedometers (all members – target low users)

# Stage of Change Snapshot

<b>Precontemplation</b> (no intention to exercise in the foreseeable future)	8 (3%)
<b>Contemplation</b> (thinking about exercising)	54 (22%)
<b>Preparation</b> (will start exercising within next month)	37 (15%)
<b>Action</b> (exercising)	36 (15%)
<b>Maintenance</b> (exercising consistently)	111 (45%)

# Movement Through Stages

**Moved Down in Stage = 12 (17%)**

**Moved Up in Stage = 16 (22%)**

**Stayed in Stage = 44 (61%)**

**Stayed or Moved Up in Stage = 60 (83%)**

# Strengths and Limitations

- **Strengths**
  - Recruiting new members
  - Members stay in stage or move up in stage
  - Attracting already active individuals
- **Limitations**
  - High attrition rates
  - Less interactive and dynamic
  - Does not sync with commonly used sites (Facebook, Myspace)
  - Social connectedness\*
  - Attracting already active individuals

# New Theoretical Direction?

- **Because behavior change is rarely a single, discrete event (Zimmerman, Olson, and Bosworth, 2000), it is important to create a program that acknowledges the ongoing process of moving toward or maintaining the goal of achieving recommended levels of physical activity.**

## **Chaos Theory**

- **“An alternative view [to traditional theory] is that decisions to initiate (and possibly maintain) behavior change are quantum rather than linear events. Such quantum leaps result from a surge of motivation or inspiration that is greater than the sum of its cognitive parts. It is not so much a planned decision, but something that arrives beyond cognition.”**

*Resnicow, K, Vaughan, R. (2006). A chaotic view of behavior change: a quantum leap for health promotion. Int J Behav Nutr Phys Act. 2006; 3: 25. September 12. doi: 10.1186/1479-5868-3-25.*

# Sleeping in the Swamp: On-line Sleep Improvement Program

Jane Emmerée, PhD, CHES  
Tina Long, MS, CHES  
University of Florida



# Overview

- Describe the process we used to create the program
- Discuss evaluation results
- Provide participants with practical tips on implementation



# Evidence of Problem? Yes

2004 NCHA Data of UF Students

## Top 3 Reported Academic Impediments

- Stress: 31.2%
- Cold/Flu/Sore Throat: 27.6%
- Sleep Difficulties: 23.8%



# Sleep Literature: Effective Intervention? Yes

- STEPS program—evidence of improving sleep habits in college students
- Methodology & Results

Brown, F., Buboltz, W., & Soper, B. (2006). Development and Evaluation of the Sleep Treatment and Education Program for Students (STEPS). *Journal of American College Health, 54*(4), 231-237.



# Literature: Sleep and Academic Performance? Yes

- Content of STEPS was primarily sleep hygiene tips
- Did not include the relationship of sleep to academic performance
- Tailored it to include affect of sleep on grades, etc.



# Tailor the Intervention/Program

- Intern driven project, mentored by 2 professional health educators
- Pre-testing (name, format, length)
- Formative Evaluation



# Implement: June 2007

- Produced and posted on website
- Promotion: Events during Weeks of Welcome
- Marketed primarily to incoming freshmen
- Secondary audience: instructors, counselors and medical providers



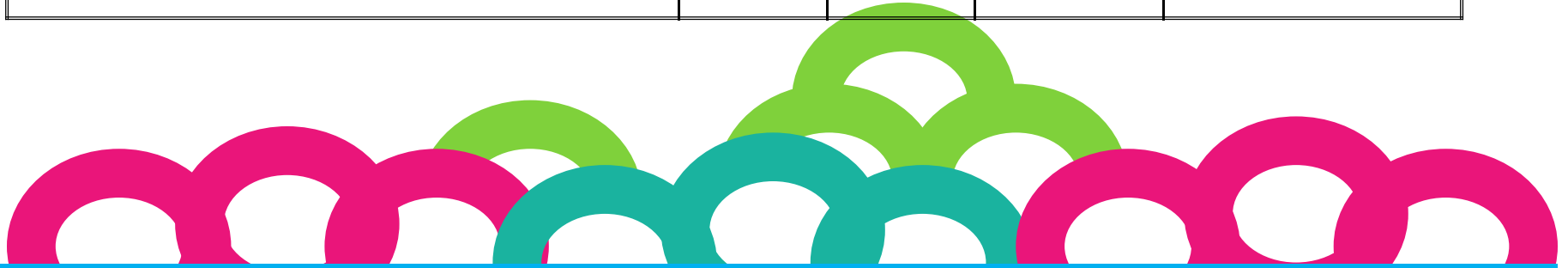
# Evaluate – Spring 2009

- 990 students (random sample/IRB reviewed)
- On-line survey (Survey Monkey)
- 156 (16% response rate)
- Mean age: 21.3 years old



# Evaluation Results

Percent of students who reported “strongly agree” or “agree”	Total %	Male %	Female %	1 <sup>st</sup> year undergraduates %
I would like to improve my sleep habits	90.3	89.6	93.7	89.7
The presentation was beneficial to me	71.1	74.0	66.7	72.4
This presentation was appealing	68.0	67.5	65.1	65.5
The presentation informed me about how sleep impacts academic success	90.4	89.6	92.1	89.7
In the next 30 days, I intend to try one or more of the ideas presented	77.5	78.0	77.4	79.3
I would recommend this presentation to a friend who is having difficulty sleeping	78.9	80.6	74.6	93.1



# So What Now?

- Present findings to Student Affairs/New Student Programs
- Revise marketing to secondary audiences to include “student value” based on evaluation findings.
- Comprehensive stress, sleep, time management needs assessment in fall to inform us of new content/revision
- Revise in Summer 2010



# Advice

- Do the best you can!
- Commit to the process
- Commit to formative evaluation and pre-testing before implementation (10-15 students)
- Evaluate after implementation
- Following the process results in a better product!



# Contact Us

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