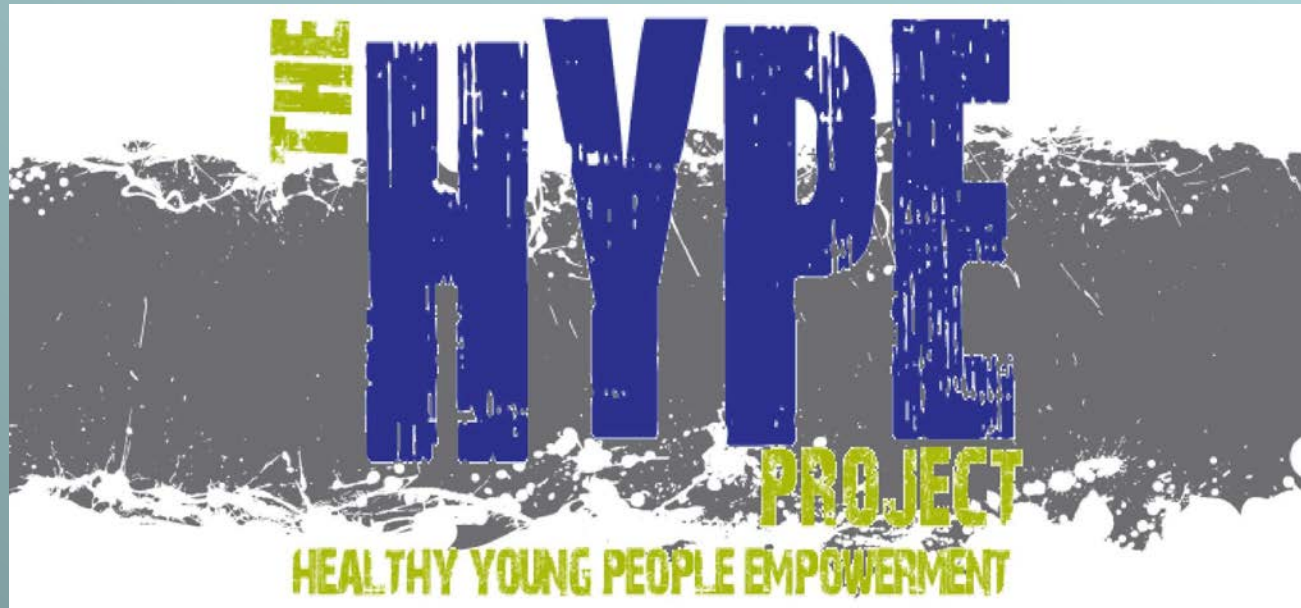


**Youth advocacy for policy, systems, and environmental
changes for healthy eating/active living:
Pilot evaluation of the Healthy Young People
Empowerment (HYPE) Project**

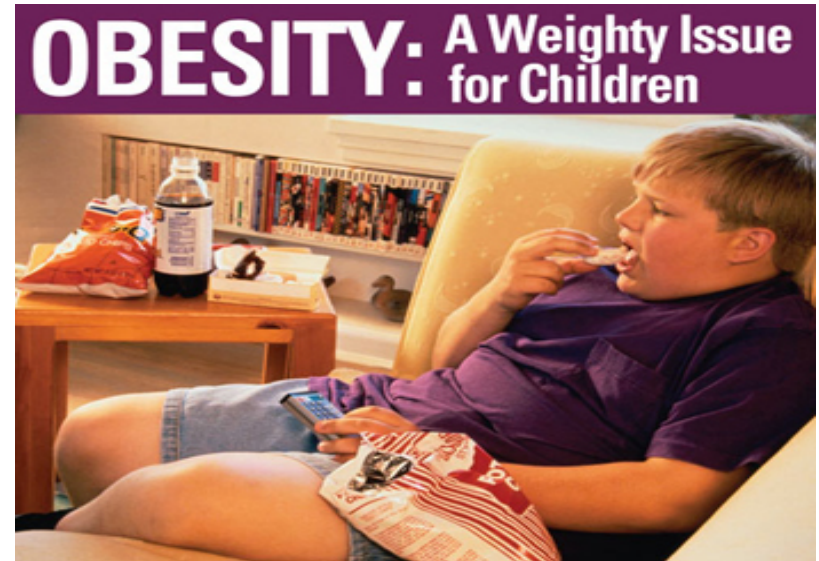


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Active Living Research March 12th 2014

Background and Significance

- Childhood obesity a **significant public health concern** (Olds et al., 2011, Ogden et al., 2012)
- Approximately **12.5 million children** aged 2-19 currently overweight (USDHHS, 2008)
- **34%** of SC youth are obese or overweight (SC DHEC, 2011)
- **56.6%** of SC students do not meet PA recommendations (SC DHEC, 2011)
- **92.2%** of SC students do NOT meet fruit and vegetable recommendations (SCDHEC, 2011)



Youth who are overweight are 70% **more likely to be overweight or obese as adults** (Ferraro, Thorpe, & Wilkinson, 2003)

Youth Empowerment/Advocacy for PSE change

- Modifying community policies, systems, and environments (PSE) is recognized as one of the most promising strategies for combatting obesity at the population level (Sallis et al., 2008)
- Creating healthy communities will require the interest and participation of multiple partners (Sallis et al., 2006)
- Youth voices can be powerful in influencing the priorities and decisions of policymakers (Checkoway et al., 2005; Ribisl et al., 2004)
- Engaging youth in advocacy and community change efforts is critical
 - positive youth development
 - youth empowerment
 - civic engagement
 - future public health leadership
- Youth advocacy for obesity prevention has been called the next wave of social change for health (Millstein & Sallis, 2011)





Think.
Learn.
Act.
Share.
Evaluate.



HYPE Partners

- CDC, Community Transformation Grants
- Healthy South Carolina Initiative
- Eat Smart Move More South Carolina
- University of South Carolina, Arnold School of Public Health
- South Carolina Department of Health and Environmental Control



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Purpose of HYPE

HYPE is designed to enhance the capacity of adolescents (12-17 years) to plan, implement, and advocate for community PSE change centered around healthy eating and active living



Youth Advocacy for Obesity Prevention

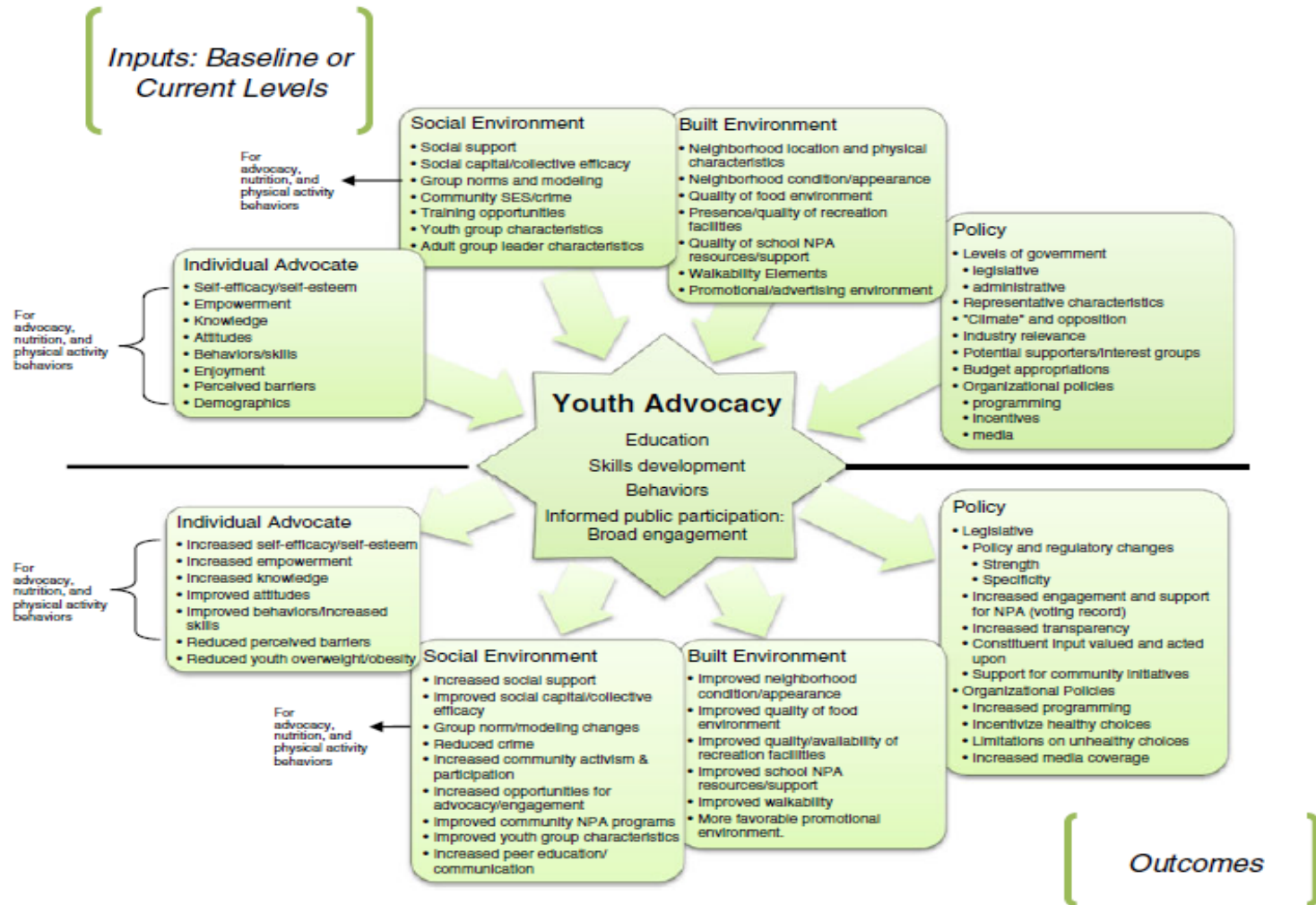
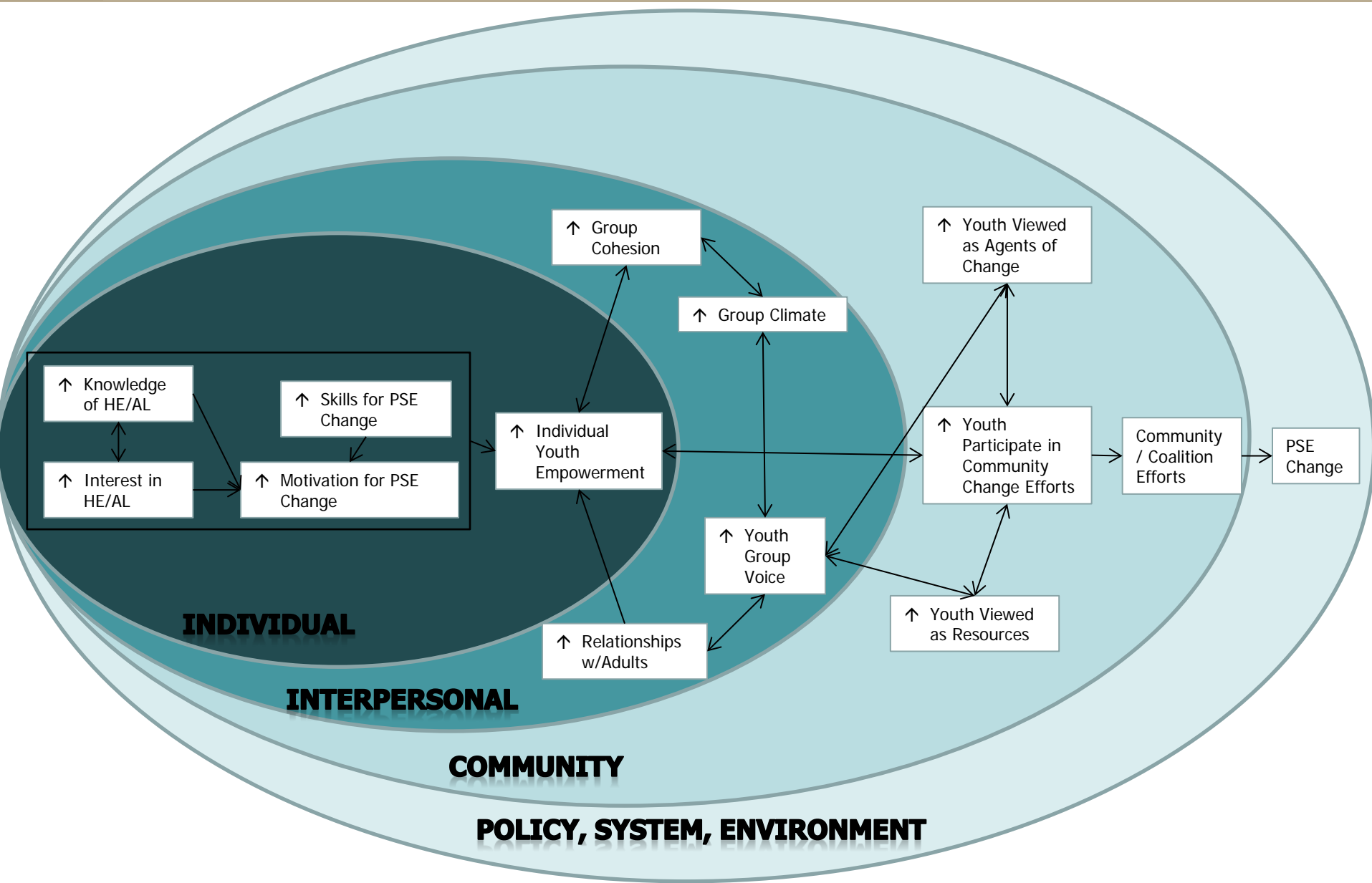


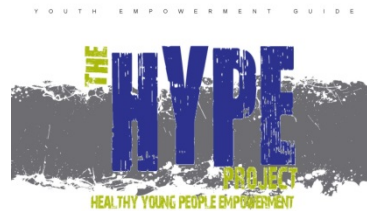
Fig 1 | A multi-level conceptual model of inputs, processes, and outcomes of youth advocacy for obesity prevention. NPA: Nutrition and Physical Activity

Millstein, R.A., & Sallis, J.F. (2011). Youth advocacy for obesity prevention: the next wave of social change for health. *Translational Behavioral Medicine*, 1(3), 497-505.



HYPE Curriculum Overview

- Theoretical Foundations
 - Social ecological model framework
 - MATCH model of health promotion
 - Positive youth development theories
- Five Phases
 - Think
 - Learn
 - Act
 - Share
 - Evaluate



Think.
Learn.
Act.
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Evaluate.





Think.
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THINK

- Youth are encouraged to THINK about what they know about stereotypes, health disparities, and HE/AL
- Youth will participate in group discussions, draw their community HE/AL environment, and interview community members to gain perspective on HE/AL issues



Think.
Learn.
Act.
Share.
Evaluate.

LEARN

- Youth LEARN knowledge and skills around HE/AL, PSE change, and being a Champion for Change
- Youth will practice public speaking and leadership skills, learn how to work with the media, and create a project action plan



Think.
Learn.
Act.
Share.
Evaluate.

ACT

- Youth are called to ACT by creating an action plan for successful PSE change for HE/AL in their community
- Youth will identify a HE/AL issue, collect and analyze data, determine SMART goals and objectives, identify key players, and create a PSE change action plan



Think.
Learn.
Act.
Share.
Evaluate.



SHARE

- Youth will SHARE their action plan with local stakeholders/ policymakers as well as present at the HYPE Summit





Think.
Learn.
Act.
Share.
Evaluate.



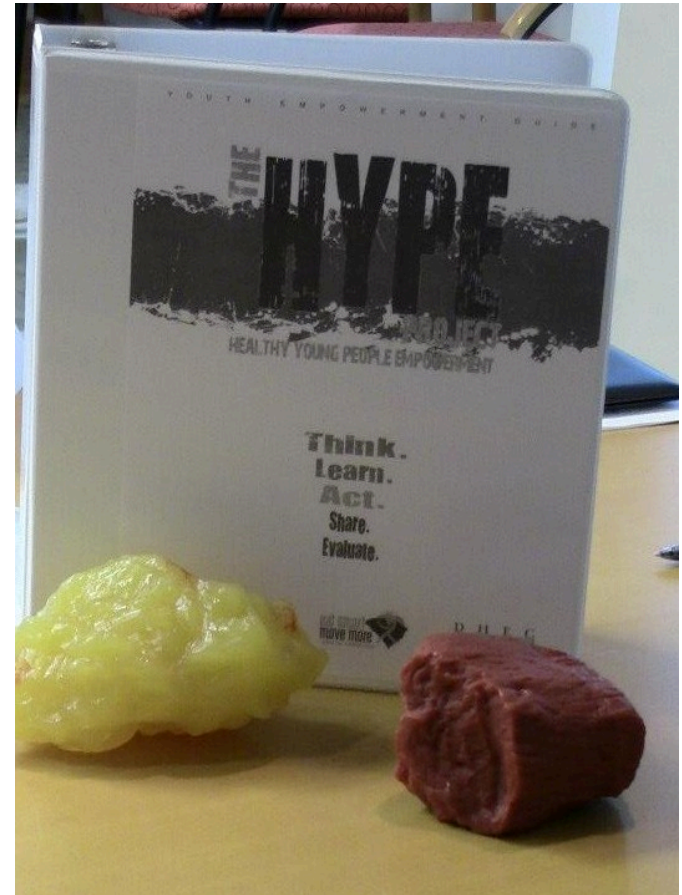
EVALUATE

- Youth will EVALUATE changes created by action plans, review project outcomes, and discuss sustainability strategies



HYPE Curriculum Structure

- 60-minute sessions
- Once per week
- Evidence-based information and activities
 - Individual and group-based
 - On and off-site
- Led by adult facilitators trained by ESMMSC
- Two guides:
 - Adult Facilitators' Guide
 - Youth Guide



HYPE Pilot Implementation

- Pilot in 3 selected South Carolina communities during 2012
- All completed curriculum, including several common, key components
- Achieved varying degrees of success
 - One created a detailed plan for improving park amenities (e.g., restrooms, drinking water, safety) and talks ongoing
 - One met with resistance from local sports complex when advocating for healthier menu options
 - **One surveyed the community and got approval for the addition of a walking trail and bike racks in the local park**
- Numerous lessons learned that will be applied in future communities



HYPE Summit

May 2013



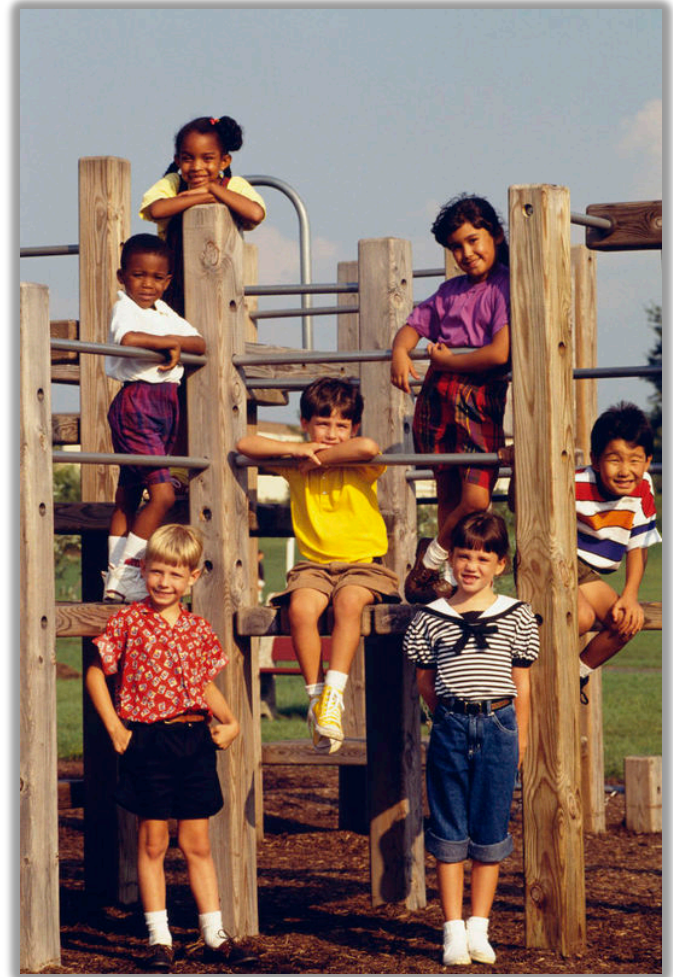
HYPE Immediate Outcomes

- ↑ Youths' knowledge of
 - Healthy eating
 - Active living
 - Systems and environments that affect healthy eating/active living
 - PSE change strategies and solutions
 - Community action plans
- ↑ Youths' ability to
 - Develop relationships with each other, adults, and community members
 - Identify causes/implications of health disparities
 - Conduct community & PSE assessments
 - Present accomplishments
- ↑ Youths' skills in implementing PSE action plans and PSE change
- ↑ Youths' motivation to be involved in PSE change
- ↑ Community's perception of youth as partners in promoting change



HYPE Long Term Outcomes

- ↑ Youth empowerment
- ↑ Youth engagement in PSE Efforts
- ↑ Community awareness and acceptance of youth promoting change
- ↑ Youth-led PSE changes for HE/AL



Process and Outcome Evaluation

- Curriculum content review by an advisory board (e.g., structure and content, appropriateness for age, race/ethnicity, and readability)
- Monthly facilitator reports (e.g., attendance, content covered)
- Direct observation of HYPE sessions
- Focus groups and informal discussions with youth
- Surveys and interviews with adult facilitators



Lessons Learned

- Recognize and respect diversity in youth knowledge and interest for PSE change and HE/AL (individual and group level)
 - PSE change vs individual level change
- Why youth groups together important
 - Afterschool program vs purposeful HYPE group
- Making curriculum interactive and relevant is key
 - Participation in observations, interviews, and assessments increased feelings of empowerment
- Adult facilitators' knowledge/competency, relationships with youth, and capacity to foster group cohesion vital for youth engagement and successful advocacy efforts
- Curriculum flexibility and adaptability key to creating ownership and accountability
- Education of community members and decision makers essential for youth to be seen as viable PSE change agents

Next Steps

- Lessons learned from this pilot year will be used to revise the HYPE curriculum
- Next round of six youth groups started Fall 2013
 - Beaufort/Jasper, Berkeley, Fairfield, Marlboro, Orangeburg, Richland
- CTG goal of achieving 30 HYPE groups across South Carolina by 2015
- More extensive evaluation efforts will explore outcome measures
 - youth capacity (awareness, skills, empowerment, self-efficacy)
 - community change (improved policymaker attitudes and intentions, PSE modifications)





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www.eatsmartmovemoreesc.org/the-hype-project



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