SNAC_OSHC: EXPLORING A MULTIFACETED APPROACH TO DEVELOP OUTSIDE OF SCHOOL HOURS AS A HEALTH PROMOTING SETTING.

Honours Research
Bachelor of Health Science Honours
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School of Medical and Health Sciences
• Background to project
• Design of the project
• Intervention elements
• Evaluation, results and outcomes
• Summary
• Questions
Background: Childhood obesity

- 1 in 4 Australian children are overweight or obese (AIHW, 2017)

- Experience: social and emotional distress, impact education and health outcomes – adult diseases. (Karnik & Kanekar, 2012; Obesity Australia, 2015).

- 33% of children overweight or obese by 2025 (ABS, 2016).

- 5 times more likely to become obese in adulthood (CDC, 2015)
**Introducing SNAC_OSHC…**

**SNAC**

Supporting Nutrition for Australian Childcare
(Wallace, 2016).

Online nutrition resource repository that assisted in the successful development of an online COP for Early Years Educators (Wallace, 2016).

**OSHC**

Supporting Nutrition for Australian Childcare
(Wallace, 2016).

Outside of School Hours Care

Extending the success of SNAC into the OSHC sector.
Why target OSHC setting?

- After school often a time of sedentary behaviour and energy dense drinks and snacks (Carson & Reiboldt, 2011).

- The reach! 391,150 Australian children attend OSHC service (ACECQA, 2014).

- Address risk factors in context of where/when they occur for greater impact (Wilson et al., 2010).

- Limited time and facilities for food preparation, lack of nutrition and PA training, and budget restraints (Branscum & Sharma, 2012)
What does the Literature say?

- OSHC underutilised health promoting opportunity (Thompson et al., 2006)
- Unique setting, ideal for HP: Personnel and target group (Carson & Reiboldt, 2011).
- Food served not always best nutritional value: influenced by budget, equipment, time and perishable nature (F&V v’s other) (Weaver et al., 2012).
- Interventions: behaviour change approaches v’s professional development to support environment change. (Branscum & Sharma, 2012; Weaver et al., 2016).
- Not all OSHC professionals have nutrition training (Weaver et al., 2016).
Aim of the Study

To trial a multifaceted intervention strategy to increase OSHC Professionals’ confidence and competencies, to support a health promoting OSHC environment, with a nutrition and physical activity focus.
Research Design:
Exploratory, Mixed Methods
SNAC_OSHC Multifaceted Intervention

- Repurposed Eat Smart Play Smart* & other resources
- 19 Participants attended workshops
  - Recipes, ideas for PA, role modeling to improve confidence, capacity build, role adequacy and legitimacy
- Registered for SNAC_OSHC portal – walk through
- Registered for closed FB page.
Workshop Overview

- Folder – Take away resource reference
- Website Registration – Ongoing access
- Facebook Registration – Ongoing support
- Food Activity – Simple, fast & tasty
Workshop Content

- Repurposed Eat Smart Play Smart Manual
- Other credible sources: TLS

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<td><strong>July 2017</strong></td>
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<td>How did you find today? Feedback</td>
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SNAC_OSHC Website
Closed Facebook Group

- For ongoing support
- Sharing of ideas
- 17 registered, grew 200+/-
- Member posts/interaction
- FB v’s Discussion Boards
Feedback & Evaluation

- Valuable:
  - Access to recipes
  - Traffic Light System
  - New ideas; activities
  - Website: one stop
  - Support: FB

- Barriers:
  - Lack of PD
  - Equipment (Blenders etc)
  - Budgets & ordering
  - Time – food prep
  - Children allergies, dislikes
Main findings

• 68% of participants – no specific health promoting training.

• Significant improvement in confidence and health promoting competencies

• Closed Facebook Group offered an additional layer of support in OSHC role, and offered positive social connections in which a sharing community of practice was emerging. Evidence of health promoting actions through FB posts. Used daily.

• SNAC_OSHC website provided trustworthy information, enabling and promoting role confidence and competence. Used weekly for planning.

• The totality of the multifaceted approach contributed to the overall success of the project.

‘Inspired, Informative, Enlightened, Beneficial’
SNAC_OSHC Conceptualised

SNAC_OSHC Conceptual Diagram

Continuation
- Online access to PD for the induction of new OSHC Professionals, and assists with training when staff turnover occurs.
- Annual review for existing workforce to maintain momentum and continuation of intervention.
- RQ 4

Reinforcement
- Support through closed Facebook group and Website repository to assists in maintaining role support.
- Assists in role motivation and satisfaction leading to maximum intervention benefit.
- Community of practice can be fostered.
- RQ 3 & 4

Impact
- Delivery of competency based workshop and supporting materials.
- Introduction to closed Facebook group for support and creating connections, and Website for support and to access resources.
- Total impact resulting increased confidence, role adequacy and legitimacy
- RQ 1 & 2

Recognition and Implementation
- Recognition of OSHC Professional to increase support to implement intervention.
- RQ 3

- Reinforcement through engaging, sharing ideas and connecting online. Vicarious learning experiences increase positive social connection.
- Community of practice can be seeded.
- Support almost instantaneous.
- RQ 3 & 4
Limitations

- Very small sample group
- Participants self reporting
- Social Bias: facilitating and evaluating
- Non FB users
- Time: Honours project
- Attract nutrition, PA, health interested participants
OSHC Setting Unique

OSHC Professionals Receptive to PD and Support

Confidence & competence

Motivation

Empower Health promoting setting, health outcomes
Supervisors

Dr Ruth Wallace
Professor Amanda Devine
Dr Leesa Costello
Mrs Ros Sambell

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Acknowledgement
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Eat Smart Play Smart Manual
References


Wallace, R. (2016). *Supporting Nutrition for Australian Childcare (SNAC): The development, implementation and evaluation of an online nutrition education intervention*. Edith Cowan University, Perth, Western Australia.


Questions?