



Healthy Lifestyles for

Making Opportunities for Healthy Lifestyles

Presented by:

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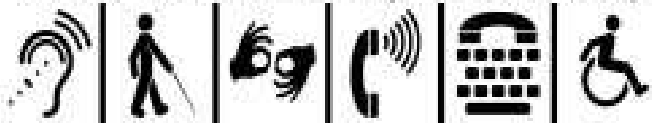
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OIDD / OHSU

Center on Community Accessibility



OIDD
Oregon Institute on
Disability & Development



Healthy Lifestyles Curriculum History

- 1998, the Administration on Developmental Disabilities funded the “Healthy Lifestyles Project: Making Opportunities for Healthy Lifestyles” as a Project of National Significance

Healthy Lifestyles Curriculum Development

- Curriculum developed by:
 - Team of professionals with disabilities from the Oregon Institute on Disability & Development (OIDDD) of OHSU
 - Oregonians with disabilities



Healthy Lifestyles Curriculum Development

Participatory Action Research (PAR)

Principles

- Input from Oregonians with disabilities
 - Utilized focus groups throughout Oregon
 - Specific culturally diverse populations
 - Specific disability populations
 - Pilot tested 6 workshops in different communities in Oregon
 - Finalized curriculum and marketing video

Continuation of the Healthy Lifestyles Project

- In 2001, additional funds from the Centers for Disease Control and Prevention (CDC) allowed the curriculum to be expanded in Oregon by the Oregon Office on Disability and Health (OODH)
- In 2002, the United States Department of Education, National Institute on Disability and Rehabilitation Research (NIDRR) provided OODH a 3-year grant to evaluate the efficacy of the curriculum

Healthy Lifestyles – Goals

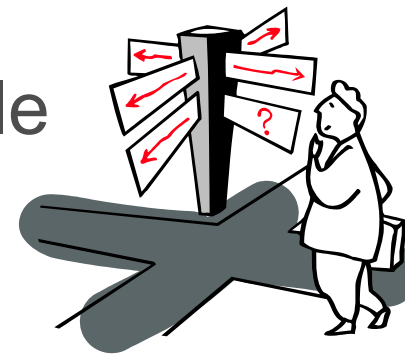
Major Underlying Goals:

- 1) Increase self-awareness
- 2) Increase self-acceptance
- 3) Increase knowledge
- 4) Increase self-determination and self-efficacy



Healthy Lifestyles - Goals

- Increase self-awareness/acceptance:
 - Disability does not equal unhealthy
 - Mind/body connection
 - Assess current life situation
 - Identify one's needs, strengths and areas of improvement
 - Self-define a healthy lifestyle



Healthy Lifestyles - Goals

- Increase knowledge:
 - Basic health information
 - Disability and health information
 - Identifying and reducing secondary conditions
 - Tools and strategies
 - Interactive - dialog and sharing
 - Experiential learning



Healthy Lifestyles - Goals

- Increase self-determination and self-efficacy:
 - Identify individual health-related behaviors to improve
 - Make positive changes
 - Create a support network
 - Develop advocacy skills



HL Curriculum Contents

- Scripted facilitator's manual
- Participant handouts
- Appendices
 - Resources
 - Tools/tips
- CD with power points/notes

Two components to Healthy Lifestyles

Workshop and
Follow up support groups

HL Workshop Implementation

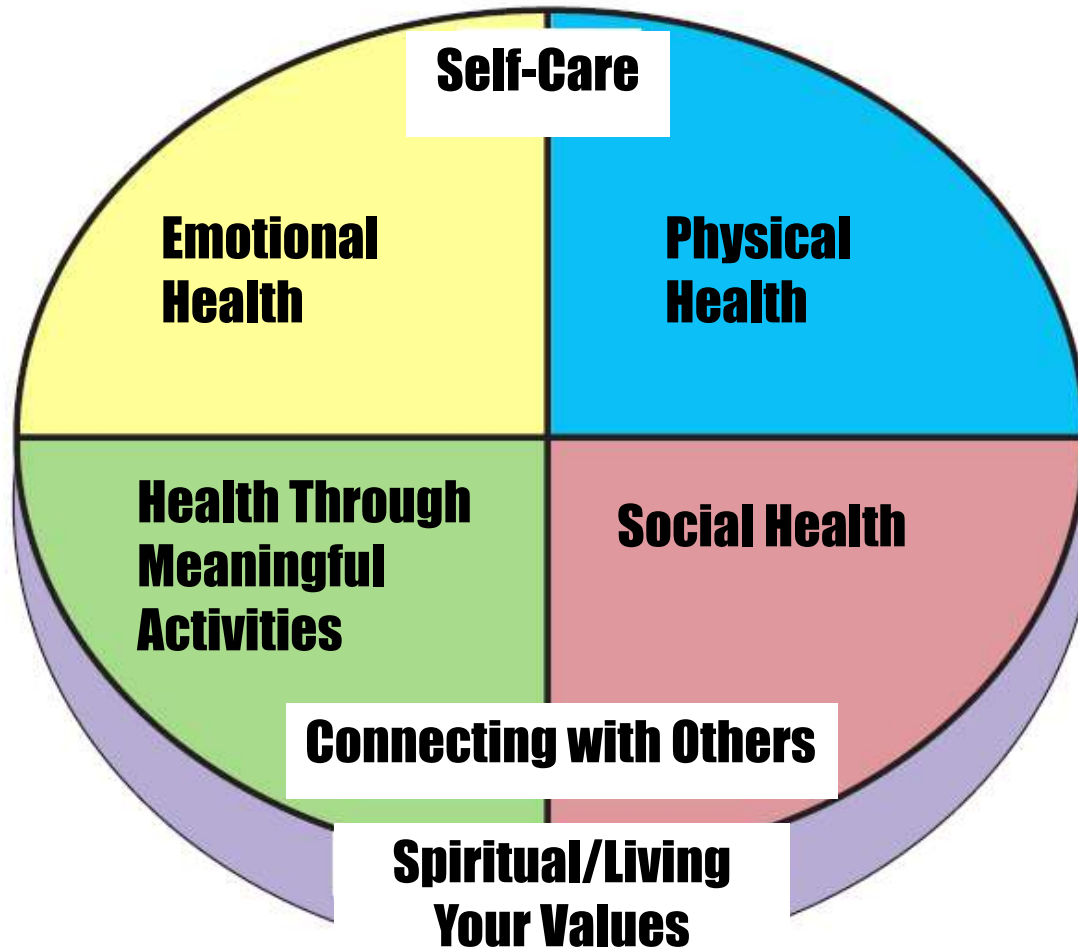
- 3 consecutive days
- Hosted by a Center for Independent Living (CIL)
- Peer facilitated – past Healthy Lifestyles participants and/or CIL staff (& OODH staff)
- Interactive - group activities
- Experiential - yoga, NIA, massage
- Catered with healthy food
- Cross-disability
- 10 – 20 participants (average 15)

HL Support Groups Implementation



- Support Groups:
 - Monthly for 6 months / 2 hours
 - Healthy snacks
 - Guest speakers (identified topics)
 - Share successes, resources and motivational strategies
 - Discuss barriers and ways to overcome them
 - Change or create new goals
 - Build community among participants

Healthy Lifestyles Wheel



Exploring the 5 areas of the Healthy Lifestyles Wheel

- HL Wheel – the mind/body connection
 - Behaviors or choices influence health
 - All aspects of health are interconnected
- Provide knowledge and activities which encourage participants to explore their individual:
 - Needs
 - Strengths
 - Interests
 - Barriers – physical, social and attitudinal (external and internal)
- What do I need to change in each of the five areas to live a healthier life?

Workshop Content

Session 1: What is a Healthy Lifestyle?:

Begin self discovery, get to know oneself, each other and introduction to the Healthy Lifestyles (HL) wheel

Session 2: Knowing Who You Are:

Learn about living by one's values

Session 3: Knowing What You Need:

Explore the other four components of the HL Wheel

Session 4: Making It Happen:

Participate in the goal-making process

Session 1: What is a Healthy Lifestyle?

- Healthy Lifestyles Wheel
- Who Am I?
- Who Are You?



Session 2: Knowing Who You Are

- Living your values and spiritual health
 - Values guide our lives
 - Hope
 - Motivation
 - Help us reach our goals
 - As a person with a disability...
 - How do I stay healthy?
 - What are my needs?

Session 3: Knowing What You Need

- Staying Active
 - Benefits of staying active/moving
 - Try non-impact aerobics
- Emotional Health
 - Managing stress, self-acceptance and feelings
 - Try yoga





Session 3: Knowing What You Need

- Eating Right
 - New MyPyramid
 - Reading food labels
 - Balanced meal game
 - Try healthy meals and snacks
- Preventing Illness
 - How to stay healthy – signs of illness
 - Doctor visits
 - Communication tips
 - Tools and strategies
 - Preventative screenings and immunizations



Session 3: Knowing What You Need

- Social Health
 - Relationships
 - Developing friendships
 - Long-term or intimate relationships
- Health Through Meaningful Activities
 - Employment
 - Volunteer
 - Hobbies



Session 4: Making It Happen

- Dreams
 - Where do you see yourself in one year?
- Healthy Lifestyles Goals
 - 2 or 3 SMART goals
- Creating a Game Plan
 - Steps to reach the goal
- Resource List
 - Supports and strategies
- Collage
 - Motivational = Dreams come true!



Collage



HL Budget

- \$3,000 contract to the CIL
 - Recruitment
 - Workshop/support group facilitation
 - Contractors NIA, yoga, massage
 - Food
 - Materials

Healthy Lifestyles Evaluation Project



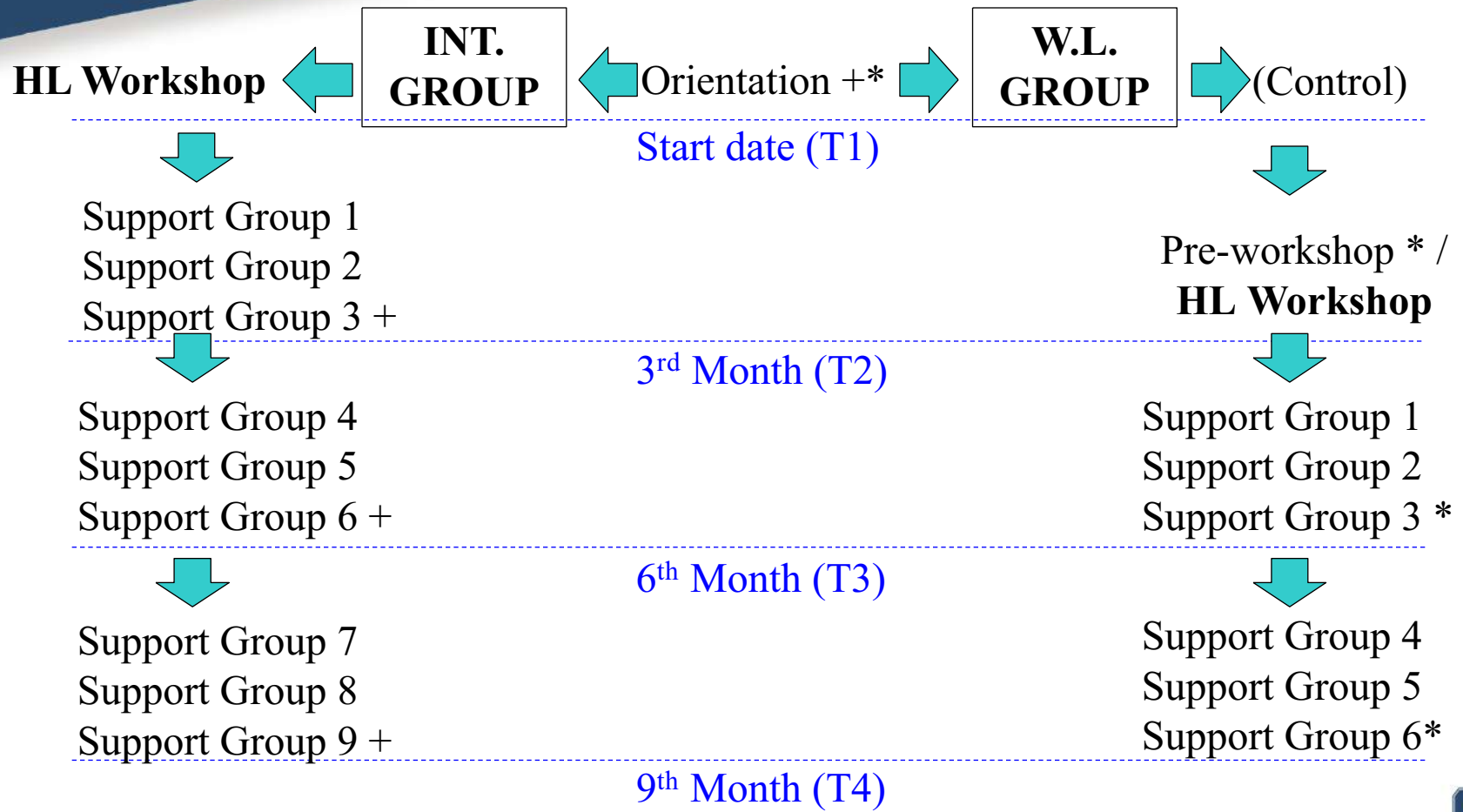
Design

- Pre/post/follow-up with wait-list control group
- Participants were randomly assigned to:
 - Intervention group
 - Wait-list control group
- Intervention group + wait-list group = one cohort

Procedure

- After each cohort completed baseline measures, the intervention group attended the workshop while the wait-list group served as a control.
- Three months later, after assessment data were collected from both groups, the wait-list group then attended the workshop.
- Follow-up data were collected from both groups every 3 months.
- Procedure was repeated for 5 cohorts

Procedure



+ Data collection for intervention group (INT.GROUP)

* Data collection for wait-list group (W.L. GROUP)

Participants

- 95 adults with self-reported disabilities living in Oregon and Southwest Washington
 - Intervention condition (n=47)
 - Wait-list condition (n=48)
- Age range: 19-93 years

Health Promoting Lifestyle Profile II: Outcome Measure

- Walker, Sechrist, & Pender, 1995
- Validated tool previously used with people with disabilities
- 52 items about frequency of practicing various health-related activities (never, sometimes, often, routinely)
- Six subscales: health responsibility, physical activity, nutrition, spiritual growth, interpersonal relations, stress management

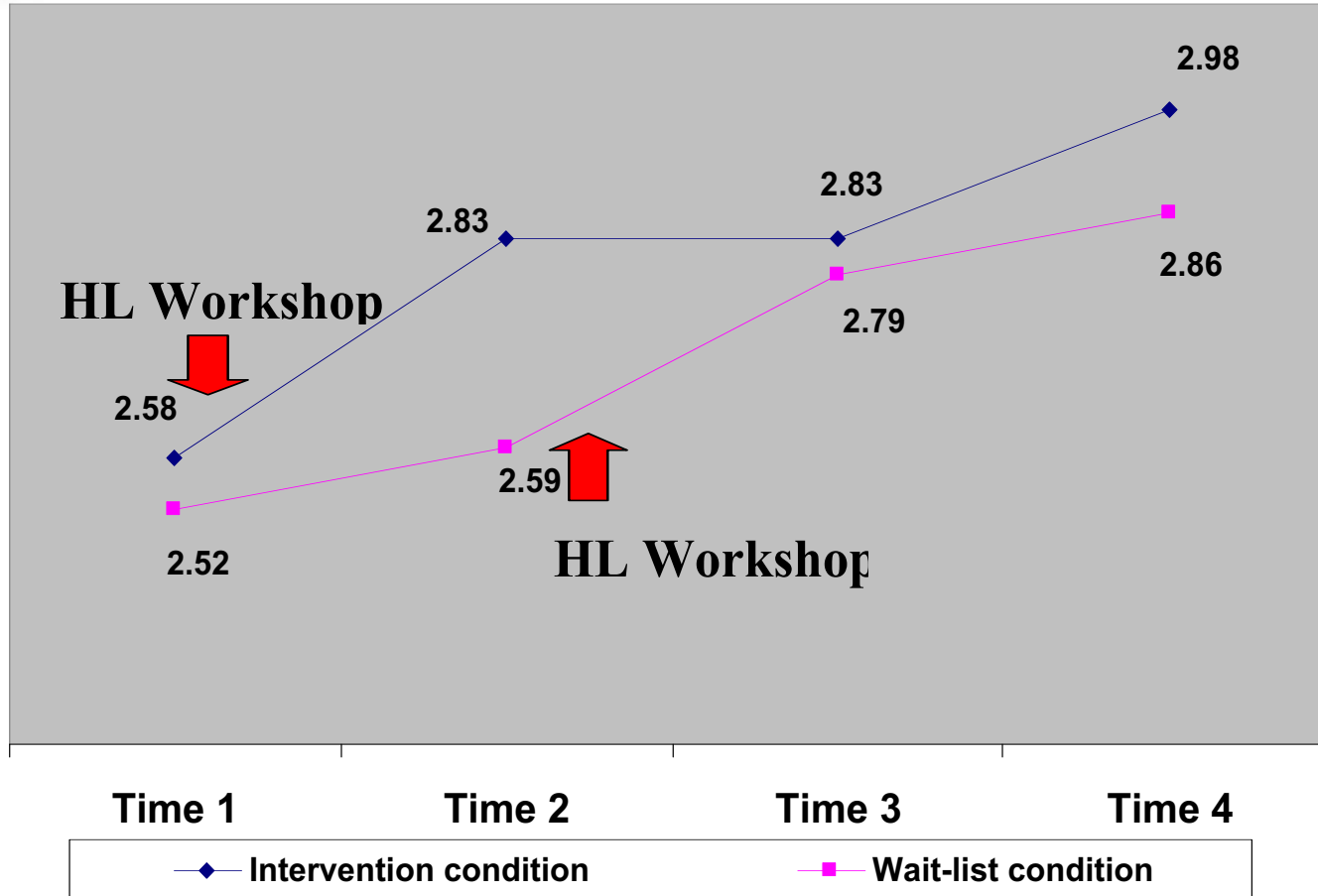
Analysis

- Combined data from all intervention groups and all wait-list groups
- Compared average health behavior scores across time within each experimental condition (intervention vs. wait-list)
- Used repeated measures ANOVA

Results: Total Scores

- Intervention condition: significant improvement between baseline and 3 months after the workshop
- Wait-list condition: no significant change during the same time period
- After receiving the workshop, scores in wait-list condition increased significantly
- All groups' post-workshop scores stayed high through the follow-up measurements

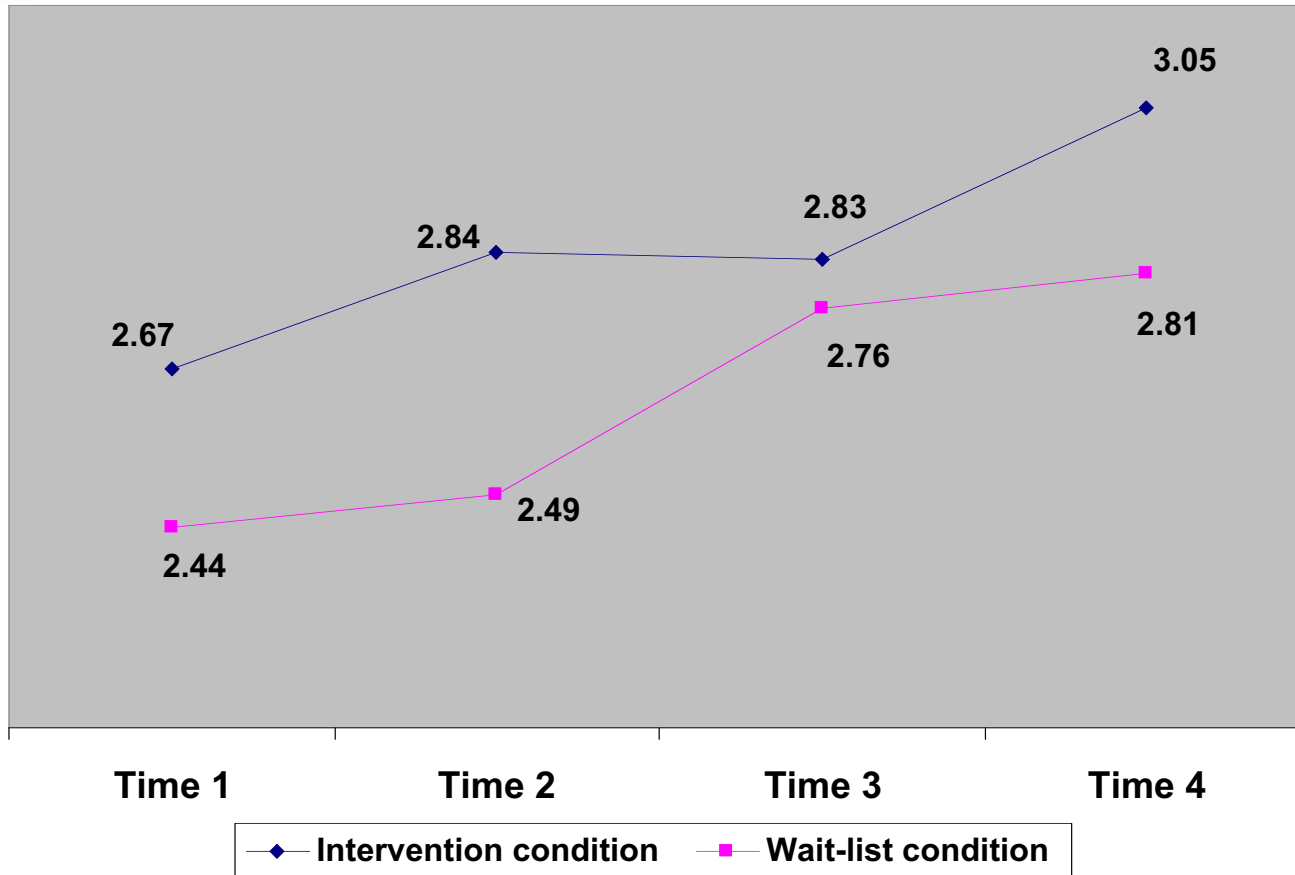
Total HPLP II Scores



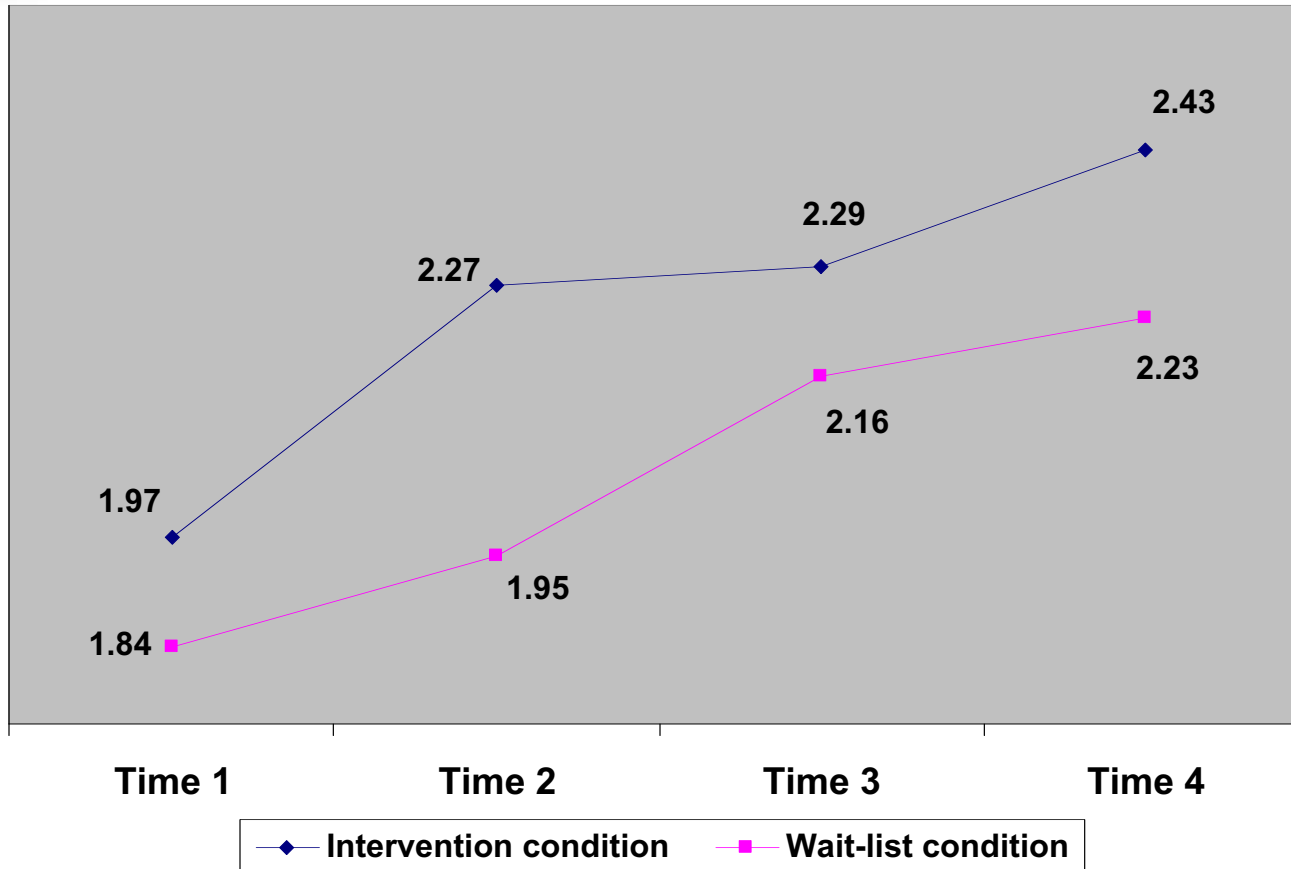
Subscale Scores

- Subscale scores showed improvement patterns similar to those for the total HPLP.

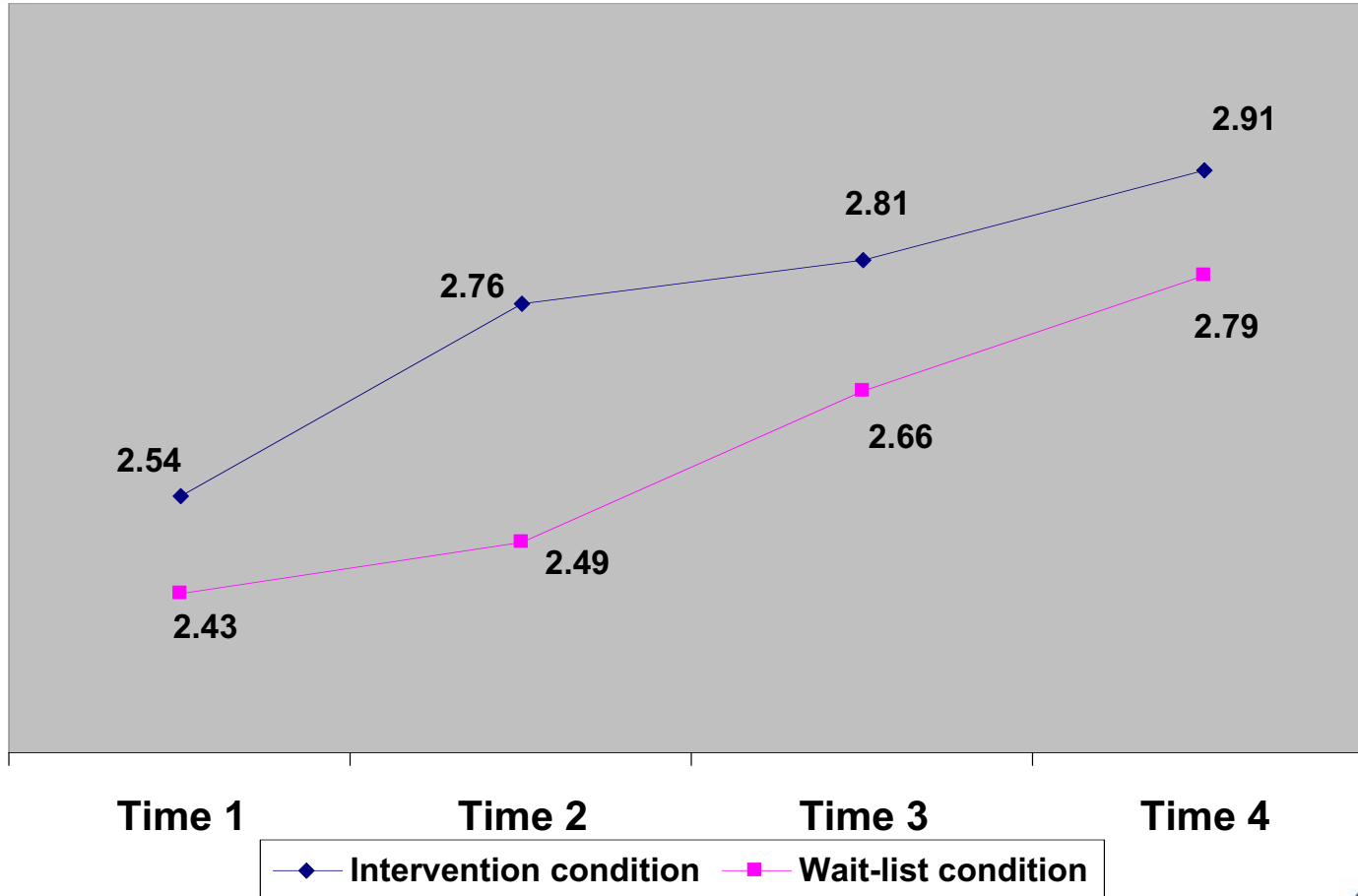
Health Responsibility



Physical Activity



Nutrition



Summary of Research Findings

- Health behaviors improved significantly after participating in a Healthy Lifestyles workshop
- Participants who had not yet attended the workshop did not show similar improvements
- Effect sizes were moderate for total HPLP II improvements and small to moderate for individual subscales

Additional Data

- Continuing data collection without control group comparison
- Currently have pre-post workshop data from 125 participants
- 6-month follow-up data have been collected for 105 people in this group
- Living Well evaluation form data from 60 people (baseline and 6-months)

Pre/post data

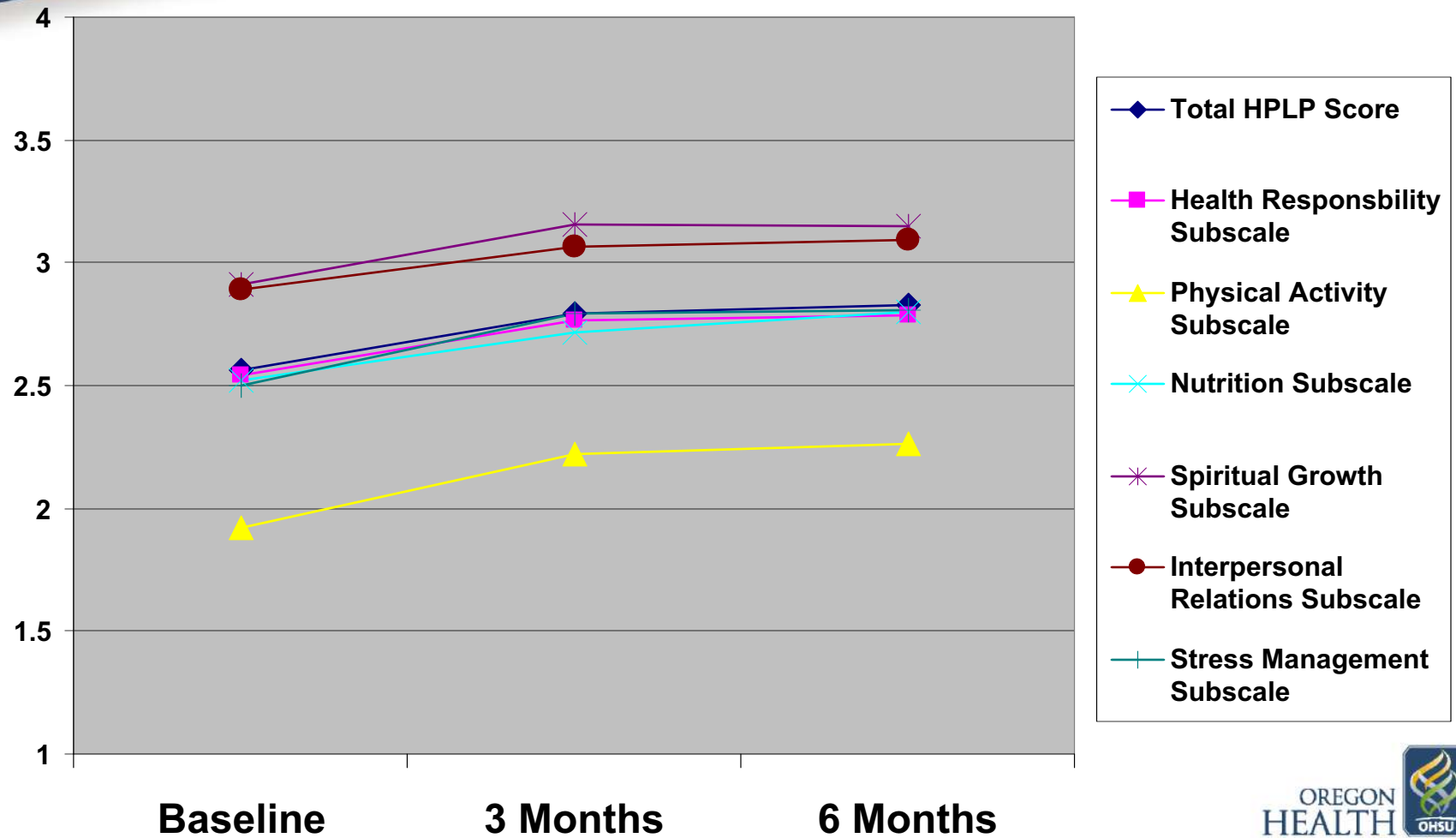


- Significant increases in health behaviors
 - Total HPLP: $F = 38.55$ $p < 0.001$
 - Health Responsibility: $F = 19.50$ $p < 0.001$
 - Physical Activity: $F = 27.41$ $p < 0.001$
 - Nutrition: $F = 11.87$ $p = 0.001$
 - Spiritual Growth: $F = 26.20$ $p < 0.001$
 - Interpersonal Relations: $F = 15.00$ $p < 0.001$
 - Stress Management: $F = 28.50$ $p < 0.001$

Pre/post/follow-up data

- Significant increases in total HPLP II scores and all HPLP II subscales
- Improvements maintained at 6-months post-workshop

Total HPLP and Subscale Scores



Secondary Conditions and HRQOL

- Significant decrease in circulatory problems ($p = 0.03$)
- Trend toward decrease in access problems ($p = 0.08$)
- Significant decrease in days worried, tense, or anxious ($p = 0.03$)
- Trend toward decrease in days pain limited usual activities ($p = 0.07$)

Training New HL Trainers

- 3 day training
 - In person
 - Experiential
 - Facilitation instruction
- Cost
 - \$2,000 fee
 - Travel expenses
 - Cost of materials
 - Food



Contact Information:

- For more information on *Healthy* contact:

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