



## Scott & White Memorial Hospital and Clinic

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**Temple, Texas**

**Intensive Site**

*“[We Can!] provided credibility. We applied for two best practices recognitions, and received them—I think the recognition was based on the We Can! [program].”*

### Description

The Children’s Hospital at Scott & White is the largest multi-specialty practice in Texas. As a part of its prevention efforts, it is an active partner in the Tem-Bel Health and Wellness Coalition, a group of Central Texas community leaders committed to developing comprehensive, school-based health care and health education initiatives to promote children’s health. As part of *We Can!*, the Tem-Bel Health and Wellness Coalition is offering CATCH Kid’s Club, Media-Smart Youth, S.M.A.R.T., and the *We Can!* Parent Curriculum through schools and youth and recreation centers.

### Key Site Successes:

- Received “Best Practices” recognition from the Department of State Health Services.
- Received Cardiovascular Health Promotion Award from the Texas Council on Cardiovascular Disease and Stroke.
- The Cru Quest/Kids Quest event was a huge success through partnering with the University of Mary Hardin-Baylor (UMHB) on its Fun Run and Health Fair. This event attracted runners, parents, and their kids to a morning of racing, games, prizes, and health education.

### Community Outreach

Scott & White drew on the strengths of partnerships formed through the Tem-Bel Health and Wellness Coalition to participate in four community events that attracted over 800 attendees. These sites helped generate local media coverage that contributed to the two awards that Scott & White and the Tem-Bel Health and Wellness Coalition received for their efforts in implementing *We Can!* programming.

### Community Events

*National Trails Day* (June 2005). About 75 people participated in this interactive learning event. Leaders distributed information on hiking, walking, nutrition, physical activity, water safety, and more. Participants received pedometers, tip sheets, and other informative handouts. The site

collaborated with the City of Temple Parks and Recreation and Department of State Health Services, which provided materials, staff, and financial support.

***Miller Heights Elementary Family Fun Night*** (October 2005). Over 200 youths and adults participated in this family night that included a tour of the cafeteria kitchen, demonstrations of fat and sugar, parenting information, a My Pyramid game, and exercise sessions. The Tem-Bel Health and Wellness Coalition worked with its partners, the Belton Independent School District's Food Service Director, Nursing Services, and Bell County Extension Agency. The families that attended were from lower socio-economic backgrounds. This allowed the Site to reach many of the high risk kids and parents that really needed information and motivation.

***Family Fun Day*** (October 2005). Nearly 200 youths and adults participated in this physically active event. Families enjoyed CATCH Kids Club activities, soccer, karate, rock climbing, Jazzercise, tennis, chair massages, flu vaccines, refreshments, and prizes. The site worked with some of its partners, which included: City of Temple Parks and Recreation, Belton Independent School District, Temple Independent School District, UMHB, and Department of State Health Services. This event received media coverage with a preview in the newspaper, as well as an article and picture of the event; the site issued a radio PSA and TV community calendars.



***Cru Quest 5K Family Fun Run and Kids Quest Health Fair*** (March 2006). This event combined a youth-oriented health fair with a 5K race/1-mile walk sponsored by UMHB. Activities included games, taste-testing, a bounce house, bicycle giveaways, and other prizes. Nursing students from UMHB provided the staff for children's activity booths, while parents received health information. More than 300 community members participated in this event that owed its success to the number of partners that got involved and pooled their resources. The event received media

coverage with an article in the *Temple Daily Telegram*.

### ***Media Outreach***

The site worked with the Scott & White media and marketing departments to design posters and fliers that could be put up in the schools. The site submitted an article for the *Belton Journal* and was featured in an article in the *Temple Daily Telegram*.

### ***Partnerships***

Scott & White's site organizers developed relationships with seven community partners to help implement its program. Most of Scott & White's partners are part of the Tem-Bel Health and Wellness Coalition. The **Department of State Health Services (DSHS)**, a state government agency, provided materials, staff support, and speakers for parents' education courses as a coalition member. The **Temple Independent School District** and the **Belton Independent School District** contributed staff support and helped with flier distribution to advertise for community events and programming. The **City of Temple** granted materials, staff, and facilities for events and programs, and financial support to purchase banners. **University of Mary Hardin-Baylor** provided staff support, financial support to purchase T-shirts, and facilities for events

while the **Ralph Wilson Youths Club** provided materials, supplies, and assisted with flier distribution. **Central Texas Housing Consortium**, a government agency and the only non-coalition partner, provided a location and recruited an audience for the parent classes.

## Parent and Youth Curricula

### *We Can! Energize Our Families: Curriculum for Parents and Caregivers*

The Tem-Bel Health and Wellness Coalition attempted three implementations of the six-lesson **We Can!** Parent Curriculum and received positive feedback from the participants regarding messages and materials. Participants met once a week for six weeks during the two implementations at Scott & White University. These implementations were advertised through an employee-wide e-mail and usually took place during lunchtime so employees could attend. Most of the participants attended every lesson. The Tem-Bel Health and Wellness Coalition also modified the curriculum for the implementation at Central Texas Housing Consortium by combining all the lessons into one 4-hour session with a meal break. DSHS (partner) provided speakers. The implementation staff found the parents ability to put the lessons into practice improved over time. As they described it: *“When I taught the parent classes for Scott & White University, every time the participants came in they would list the changes they had made in their diet or exercise over the past week on a large note pad. The people who attended the class were always talking about the things that they had done differently and the changes in their diet. They had begun buying different foods and taking the stairs more often, basic changes like that. At first they didn’t write much on [the notepad] and as the program went on more people would write more things. So, I think that was ... really encouraging.”*

An analysis of 24 response surveys found statistically significant increases in **energy balance attitudes, portion size behaviors, healthy eating attitudes and behaviors, healthy food behaviors, physical activity attitudes and behaviors, and screen time attitudes and behaviors**. At the end of the **We Can!** Parent Curriculum, parents reported stronger positive attitudes toward the ease and importance of engaging in energy balance, and in choosing a diet higher in fruits and vegetables and lower in fat and sugar. Parents also said they more often read nutrition labels, ensured that foods high and fat and sugar were not easily available at home, and controlled and monitored portion sizes of foods. They more frequently engaged in healthy eating behaviors including acting as a role model, making healthier foods more available and setting rules about food and eating in their family. Parents perceived fewer barriers to engaging in physical activity, and more often encouraged and participated in physical activity on their own or with their family members. In addition, parents reported more favorable attitudes toward limiting or reducing time watching TV and supporting and enabling reduced screen time.

Although not statistically significant, surveys show movement toward **We Can!** objectives related to **energy balance knowledge, portion size knowledge and attitudes, healthy eating knowledge, physical activity knowledge, and screen time knowledge**.

### Parent Curriculum Demographic Characteristics

| Characteristics  | % (n)   | Characteristics  | % (n)   | Characteristics            | % (n)   |
|------------------|---------|------------------|---------|----------------------------|---------|
| <b>Gender</b>    |         | <b>Age</b>       |         | <b>Adults in Household</b> |         |
| Males            | 4 (1)   | 18-25            | 4 (1)   | 1                          | 29 (7)  |
| Females          | 96 (23) | 26-35            | 38 (9)  | 2 or more                  | 71 (17) |
| <b>Race</b>      |         | 36-45            | 46 (11) | <b>Education Level</b>     |         |
| African American | 17 (4)  | 46-55            | 13 (3)  | Less than high school      | 13 (3)  |
| Caucasian        | 75 (18) |                  |         | High school graduate       | 13 (3)  |
|                  |         |                  |         | Some college               | 33 (8)  |
|                  |         | <b>Ethnicity</b> |         | College degree             | 29 (7)  |
|                  |         | Hispanic         | 21 (5)  | Some graduate school       | 4 (1)   |
|                  |         | Non-Hispanic     | 79 (19) | Graduate Degree            | 8 (2)   |

N = 24

### Summary of Parent Curriculum Findings

| Measure                     | Pre-Test Mean | Post-Test Mean | Mean Difference | Percent Change | t Value | df | p     |
|-----------------------------|---------------|----------------|-----------------|----------------|---------|----|-------|
| Energy Balance Knowledge    | 2.39          | 2.63           | .22             | 9%             | 1.42    | 22 | .17   |
| Energy Balance Attitudes    | 7.22          | 7.96           | .74             | 10%            | 2.83*   | 22 | < .05 |
| Portion Size Knowledge      | 2.21          | 2.42           | .21             | 10%            | 2.01    | 23 | .06   |
| Portion Size Attitudes      | 4.13          | 4.17           | .04             | 1%             | .25     | 23 | .80   |
| Portion Size Behaviors      | 7.04          | 7.71           | .67             | 10%            | 2.38*   | 23 | < .05 |
| Healthy Eating Knowledge    | 2.79          | 2.88           | .08             | 3%             | 1.00    | 23 | .33   |
| Healthy Eating Attitudes    | 12.39         | 13.21          | .83             | 7%             | 2.55*   | 22 | < .05 |
| Healthy Eating Behaviors    | 20.25         | 22.29          | 2.04            | 10%            | 4.44*   | 23 | < .05 |
| Healthy Food Behaviors      | 10.42         | 11.74          | 1.30            | 12%            | 3.15*   | 22 | < .05 |
| Physical Activity Knowledge | 2.38          | 2.46           | .08             | 3%             | .49     | 23 | .63   |
| Physical Activity Attitudes | 21.46         | 22.96          | 1.50            | 7%             | 2.74*   | 23 | < .05 |
| Physical Activity Behaviors | 17.88         | 20.46          | 2.58            | 14%            | 3.83*   | 23 | < .05 |
| Screen Time Knowledge       | 2.70          | 2.79           | .09             | 3%             | .81     | 22 | .43   |
| Screen Time Attitudes       | 13.09         | 13.63          | .61             | 5%             | 2.13*   | 22 | .05   |
| Screen Time Behaviors       | 13.17         | 14.70          | .50             | 4%             | 3.17*   | 21 | < .05 |

\*Statistically significant finding

### CATCH Kids Club

The Tem-Bel Health and Wellness Coalition implemented the CATCH Kids Club Curriculum—designed for children in grades K–5 in after-school or summer-care settings to encourage healthier dietary and physical activity behaviors—five times through Project Focus at four local schools, as well as another school (Kennedy Powell). Forty-five students met once per week at most settings, but they met two times per week at one school setting. Overall, the participants said that they enjoyed the curriculum and especially enjoyed the physical activity lessons.

Although not statistically significant, an analysis of 12 respondent surveys shows movement toward *We Can!* objectives related to **food knowledge; food attitudes: self-efficacy, intentions to reduce fat; healthy eating behaviors: reducing fat, eating fruits and vegetables, reading labels; physical activity behaviors; and screen time behaviors: weekend TV viewing, weekday video gaming, weekend video gaming.**

### *CATCH Curriculum Demographic Characteristics*

| Characteristics  | % (n)  | Characteristics | % (n)  | Characteristics | % (n)  |
|------------------|--------|-----------------|--------|-----------------|--------|
| <b>Gender</b>    |        | <b>Grade</b>    |        | <b>Age</b>      |        |
| Males            | 50 (6) | Third           | 8 (1)  | 8               | 8 (1)  |
| Females          | 50 (6) | Fourth          | 17 (2) | 9               | 17 (2) |
| <b>Race</b>      |        | Fifth           | 25 (3) | 10              | 17 (2) |
| African American | 17 (2) | Sixth           | 8 (1)  | 11              | 17 (2) |
| Caucasian        | 42 (5) | Seventh         | 8 (1)  | 13              | 17 (2) |
| Hispanic         | 42 (5) | Eighth          | 33 (4) | 14              | 25 (3) |

N = 12

### *CATCH Summary of Findings*

| Measure  | Pre-Test Mean | Post-Test Mean | Mean Difference | % Change | t Value | df | p    |
|--|---------------|----------------|-----------------|----------|---------|----|------|
| Food Knowledge   | 17.09         | 19.25          | 2.36            | 14%      | 1.48    | 10 | .17  |
| Food Attitudes: Self-Efficacy                          | 14.58         | 14.90          | .50             | 3%       | .34     | 9  | .74  |
| Food Attitudes: Intentions to Reduce Fat               | 9.27          | 9.83           | .64             | 7%       | 1.30    | 10 | .22  |
| Food Attitudes: Intentions to Drink Skim Milk          | 1.08          | 1.08           | .00             | 0 %      | .00     | 11 | 1.00 |
| Healthy Eating Behaviors: Reducing Fat                 | 1.08          | 1.33           | .25             | 23%      | .61     | 11 | .56  |
| Healthy Eating Behaviors: Eating Fiber                 | 2.17          | 1.92           | -.25            | -12%     | -.54    | 11 | .60  |
| Healthy Eating Behaviors: Eating Fruits and Vegetables | 9.64          | 10.42          | .45             | 5%       | .50     | 10 | .63  |
| Healthy Eating Behaviors: Reading Labels               | .75           | 1.00           | .27             | 36%      | 1.40    | 10 | .19  |
| Physical Activity Attitudes                            | 6.64          | 6.25           | -.55            | -8%      | -.88    | 10 | .40  |
| Physical Activity Behavior                             | .91           | .82            | .09             | 10%      | .56     | 10 | .59  |
| Screen Time Behaviors: Weekday TV Viewing              | 4.42          | 4.92           | .50             | 11%      | .90     | 11 | .39  |
| Screen Time Behaviors: Weekend TV Viewing              | 4.25          | 4.00           | -.25            | -6%      | -.51    | 11 | .62  |
| Screen Time Behaviors: Weekday Video Gaming            | 1.42          | 1.25           | -.17            | -12%     | -.48    | 11 | .64  |
| Screen Time Behaviors: Weekend Video Gaming            | 1.75          | 1.58           | -.17            | -10%     | -.30    | 11 | .77  |

### *Media-Smart Youth: Eat, Think, and Be Active!*

The site modified the 10-lesson curriculum that focuses on helping 11–13-year-olds understand the connections between media and health by picking and choosing the lessons that were most appealing to the kids or met the needs of the facilitators. The Tem-Bel Health and Wellness Coalition began two implementations through Project Focus; participants met once per week. No data were available for analysis.



### S.M.A.R.T.

S.M.A.R.T., developed by child health and behavior researchers, is a 3<sup>rd</sup> and 4<sup>th</sup> grade classroom curriculum designed to motivate children to reduce screen time. Intended to be used over the course of the school year, S.M.A.R.T. includes all the lesson plans and tools needed to implement the program. The Tem-Bel Health and Wellness Coalition attempted to implement S.M.A.R.T. by adapting the curriculum and offering it in an after-school setting; however, the participants were reluctant to engage in the lessons due to the amount of information to “learn.” Participants met once a day and particularly enjoyed an activity in which they were asked to draw things that they like to do besides watch TV and play video games. The facilitation of this program in a non-school setting was not as successful as the site would have hoped.

The Tem-Bel Health and Wellness Coalition implemented S.M.A.R.T. at the Wilson Recreation Center in March 2006. This setting was more conducive to completion of the program with a more favorable response to the after-school setting. An analysis of 22 respondent surveys suggested positive movement toward a *We Can!* objective related to **screen time behaviors**. This was not statistically significant.

### S.M.A.R.T. Curriculum Demographic Characteristics

| Characteristics  | % (n)   | Characteristics | % (n)  | Characteristics | % (n)  |
|------------------|---------|-----------------|--------|-----------------|--------|
| <b>Gender</b>    |         | <b>Grade</b>    |        | <b>Age</b>      |        |
| Males            | 36 (8)  | First           | 9 (2)  | 8               | 23 (5) |
| Females          | 64 (14) | Second          | 18 (4) | 9               | 14 (3) |
| <b>Race</b>      |         | Third           | 32 (7) | 10              | 41 (9) |
| African American | 18 (4)  | Fourth          | 32 (7) | 11              | 9 (2)  |
| Caucasian        | 68 (15) | Fifth           | 18 (4) | 12              | 9 (2)  |
| Hispanic         | 5 (1)   | Sixth           | 14 (3) | 13              | 5 (1)  |
| Other            | 5 (1)   | Seventh         | 5 (1)  |                 |        |

N= 22

### S.M.A.R.T. Summary Findings

| Measure                     | Pre-Test Mean | Post-Test Mean | Mean Difference | Percent Change | t Value | df | p   |
|-----------------------------|---------------|----------------|-----------------|----------------|---------|----|-----|
| Physical Activity Behaviors | 11.05         | 9.75           | -.80            | -7%            | -.80    | 19 | .43 |
| Screen Time Behaviors       | 43.60         | 36.20          | -6.00           | 14%            | -1.63   | 17 | .12 |

\*Statistically significant finding