

*The Climb to a Healthier Life*

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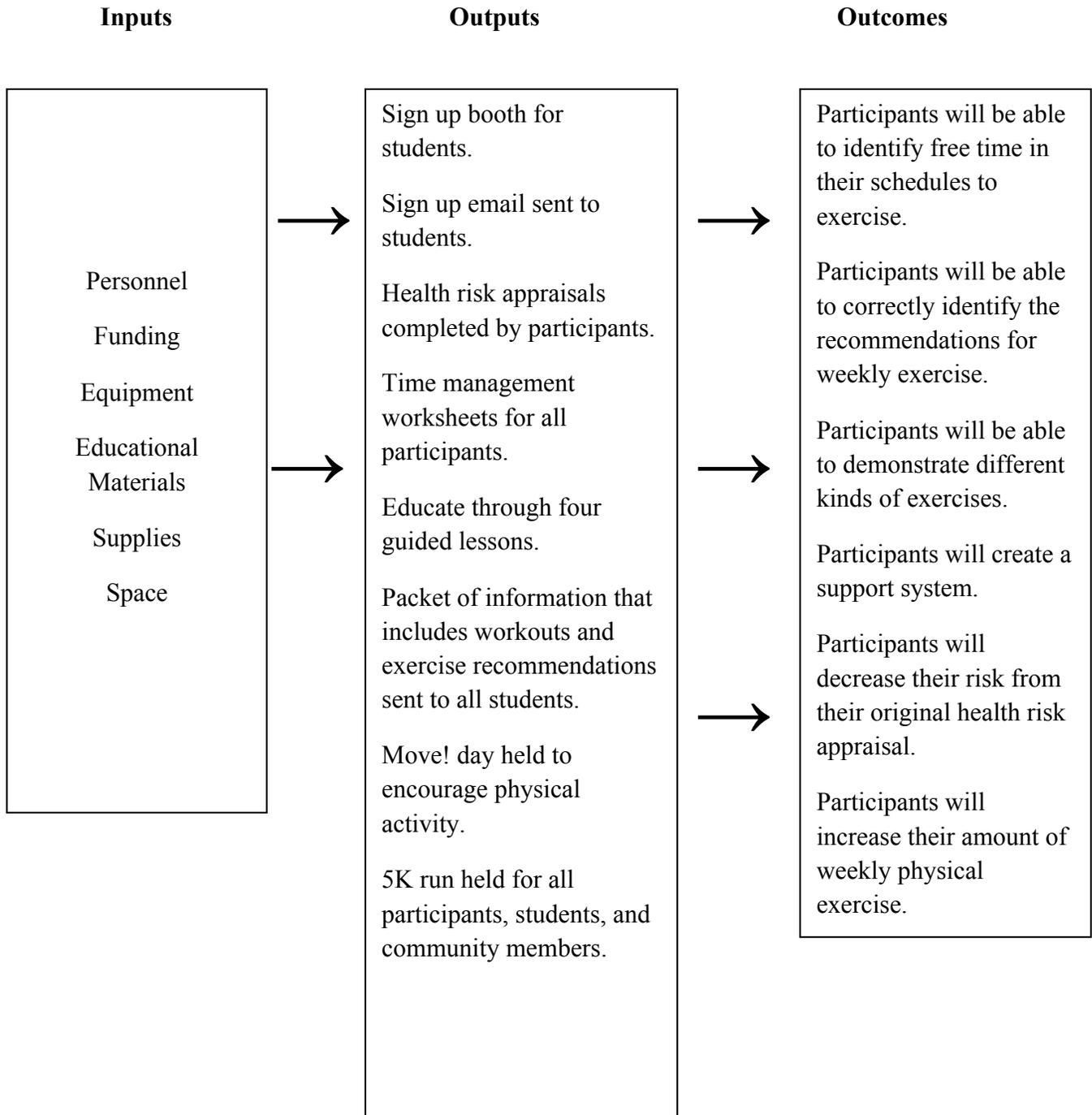
## **Executive Summary**

*The Climb to a Healthier Life* is a program (see Figure 1) at Ball State University for the priority population of Ball State University students to increase the knowledge about exercise and to encourage them to exercise more. The data from several assessments show that Ball State University Students do not engage in the recommended amount of exercise each week. The goal of *The Climb to a Healthier Life* is to increase the number of students who engage in regular physical activity. The objectives of the program are to 1) get at least 50% of Ball State students to be able to identify free time in their schedules to exercise, 2) get 40% of the participating students to demonstrate at least one strengthening exercise and at least one cardiovascular exercise, and 3) get 50% of Ball State students to reduce their risk age from the pre-program health risk assessment. The intervention of the program has been developed using the Transtheoretical Model. The Transtheoretical Model is appropriate to use because it works best when behavior change takes a long period of time. The five phases used to implement the program were: adoption of the program; identifying and prioritizing the tasks to be completed; establishing a system of management; putting the plans into action; and ending or sustaining the program. The program will be evaluated using process and summative evaluation to ensure the priority population was satisfied with the program and to determine if the intervention was effective.

**Figure 1**

**Logic Model**

*The Climb to a Healthier Life*



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## I. Introduction

According to the data from NHANES 2003-2004, 66.3% of U.S. adults were overweight or obese (National Center for Health Statistics [NCHS], 2008) and the national average of U.S. adults who met recommended physical activity levels in 2007 was only 48.8% (Centers for Disease Control and Prevention [CDC], 2007d). Overweight and obese people can have multiple health issues, including liver and gallbladder disease; gynecological problems; coronary heart disease; hypertension; stroke; sleep apnea and respiratory problems; type two diabetes; cancers; and osteoarthritis (CDC, 2009a). People who are overweight and obese not only suffer physical problems, but also emotional and mental problems. Some people are very embarrassed by their weight, and may have low confidence levels or self-esteem. By addressing the issue of overweight and obesity through physical activity, people will become healthier, not only physically, but also emotionally and mentally. In addition to being a health problem, obesity and overweight are also costly. “According to a study of national costs attributed to both overweight (BMI 25–29.9) and obesity (BMI greater than 30), medical expenses accounted for 9.1 percent of total U.S. medical expenditures in 1998 and may have reached as high as \$78.5 billion” (CDC, 2009b, ¶ 2).

Obesity and overweight impacts all states in the United States and Indiana is no exception. In Indiana alone, in 2007, 60.2% of Indiana adults were overweight or obese (CDC, 2007a). Of those Indiana adults aged 18-24, 36.9% were overweight or obese (CDC, 2007a). Of Indiana adults, 43.6% met recommended guidelines for moderate and vigorous physical activity, vigorous physical activity, or moderate physical activity, and of those Indiana adults aged 18-24, 49.2% met recommended guidelines for moderate and vigorous physical activity, vigorous

physical activity, or moderate physical activity (CDC, 2007b). “In Indiana, the medical costs associated with adult obesity were \$1.64 billion in 2003 dollars” (CDC, 2009d, ¶ 6).

At Ball State University, according to the Spring 2009 ACHA-NCHA-II survey, 16.4% of students did not engage in moderate-intensity cardio or aerobic exercise for at least 30 minutes in the past seven days at all; 29.1% of students did not engage in vigorous-intensity cardio or aerobic exercise for at least 30 minutes in the past seven days at all; and 40.3% of students did not engage in 8-10 strength training exercises for 8-12 repetitions each in the past seven days at all cardio or aerobic exercise for at least 30 minutes in the past seven days at all (American College Health Association [ACHA], 2009). Ball State University students do not participate in enough physical activity to meet CDC recommendations for physical activity. Physical inactivity can lead to obesity, being overweight, or other health problems. Physical inactivity must be addressed to help prevent severe health problems, as well as to improve the quality of life of students.

The solution to the problem of physical inactivity, of which overweight and obesity are typically results, needs to focus on addressing why people do not exercise, and why they do not meet recommendations for exercise. A needs assessment of Ball State University students showed they know where they can exercise on campus and have general knowledge about exercise recommendations, but many of them do not make time to exercise most days of the week. *The Climb to a Healthier Life* program will help educate students further about exercise recommendations, exercises that are simple and easy to do, and help students find time in their schedules to exercise. Because many people do not make time to exercise or feel that they have time to exercise, it is important to work with people to help them discover time in their schedules

to exercise, and to make sure they know the types of exercise they should be doing and how to do those exercises.

*The Climb to a Healthier Life* program will be successful because it will help students identify the time in their schedules they can exercise, which for some may seem unattainable. Also, many students do not feel very self-efficacious when it comes to using exercise facilities and exercise equipment, nor do they know a range of exercises they can use to improve their health. *The Climb to a Healthier Life* program will help educate students about what exercises they can do (on their own, with a group, or in an exercise facility), what exercise classes are available to them, and show them how to use the exercise facilities on campus. Ball State University is already trying to help students increase their physical activity levels by requiring a two credit hour physical fitness class as a requirement for graduation. The class is mostly attendance-based, so in order to pass, students must attend their physical activity portion of the class and participate. While this is a good start, students need to take the next step and continue to incorporate physical activity in their everyday lives.

Other Indiana programs to increase physical fitness include INShape Indiana (Indiana State Department of Health [ISDH], 2009b) and Indiana Healthy Weight Initiative (ISHD, 2009a), while nationwide there are the National Physical Activity Plan (National Plan for Physical Activity, 2009) and National Coalition for Promoting Physical Activity (National Coalition for Promoting Physical Activity, 2009). These programs are all designed to help provide resources for communities and leaders to increase the physical activity of their populations. While these programs seem to be ongoing, and thus do not yet have outcome results, they are still good resources and examples of other programs also addressing the issue of overweight and obesity through increasing physical activity. *The Climb to a Healthier Life* could

utilize some of the same strategies as these programs, such as online resources for participants to access, and involving the community.

Now, when health costs are rising and the nation is in an economic crisis, is the best time for a program to help Ball State University students to increase their physical fitness in order to decrease their weight and their health problems. Expenses for health care are rising every year, and will only continue to rise. Preventing the problem is the cheapest, and healthiest, option. A program, such as *The Climb to a Healthier Life*, that helps students increase their physical activity can help prevent numerous health problems, as well as increase students' confidence and abilities, which could ripple across all aspects of their lives – personal, professional, and educational.

## **II. Planning Committee Members**

The planning committee will have representatives from different stakeholder groups. In order to take into consideration different views, lifestyles, opinions, knowledge, and thoughts, the planning committee will include the following people:

- Casey Fields, Ball State University Health Science major
- Marissa Huff, Ball State University Health Science major
- Catherine McManus, Ball State University Health Science major
- Amber Michel, Ball State University Health Science major
- Christine Pokrajac, Ball State University Health Science major
- Julie Sturek, Ball State University Health Educator
- Dan Byrnes, Director, Sports Facilities & Recreation Services
- Three on-campus student representatives
- Three off-campus student representatives
- Two Ball State University professors who teach physical fitness classes
- One physician or nurse practitioner from the Ball State University Health Center

### **III. Planning Model Used**

The planning model used with *The Climb to a Healthier Life* program was PRECEDE-PROCEED. PRECEDE-PROCEED (see Figure 2) was developed by Green and Kreuter (2005). It is the best-known program model as well as the most often used model. There is a total of eight phases in PRECEDE-PROCEED. PRECEDE has four phases and is considered to be the assessment phases while PROCEED, which also has four phases, contains the implementation and evaluation parts of the model. There is no definite break between phases four and five of PRECEDE-PROCEED, but rather phases four and five run together. PRECEDE-PROCEED is comprehensive and theoretically grounded. The underlying approach is to first identify the desired outcome, then to determine what causes it, and finally to create an intervention that attains the outcome.

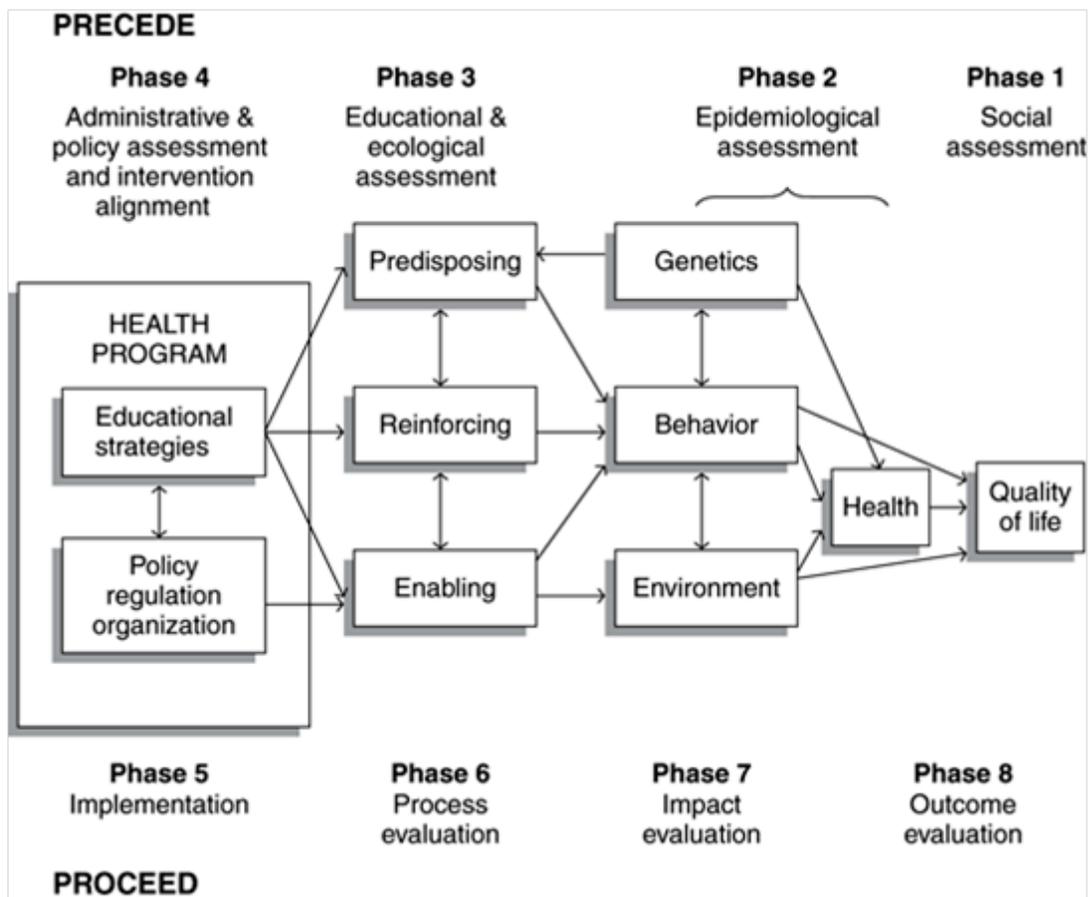


Figure 2 PRECEDE-PROCEED model

Green, L. W., & Kreuter, M. (2005). as cited in McKenzie, J. F., Neiger, B. L., & Thackeray, R.

(2009). *Planning, implementing, & evaluating health promotion program*. (5<sup>th</sup> ed.)

Pearson Education, Inc.: San Francisco.

#### **IV. Needs Assessment**

It is important to understand the needs of a population before developing any plans or programs. Planners may think they know or understand what a population needs, but the population's needs may actually be very different than what the planners think them to be, which is why it is important to assess the real needs of the population. The purpose of the needs assessment was to discover Ball State University students' knowledge of exercise recommendations and knowledge of on-campus exercise facilities and costs, as well as their exercise habits and use of the stairs and elevators on campus, in order to develop a plan to increase exercise. The priority population that was surveyed and observed was Ball State University undergraduate and graduate students.

Both primary and secondary data were collected for the needs assessment. Secondary data were collected including information collected by the American College Health Association (ACHA, 2009), and the Centers for Disease Control and Prevention (CDC, 2009). These data included statistics about physical activity, obesity rates, smoking and diabetes; information about physical activity and recommendations; Body Mass Index (BMI); and information from the Ball State University National College Health Assessment. The data were collected for research and evaluation purposes using random samples, some to track current health problems and some to help improve existing health problems and also to increase knowledge of Americans.

Primary data were collected using a nonprobability sample of Ball State University students from campus, of various majors, ages and sex, using an original self-report questionnaire via a single-step survey (refer to Appendix A). The planners also used a nonprobability convenience sample to observe 100 Ball State students and employees who used

the stairs or the elevator in the west end of the Cooper Science Building complex at various times throughout the day (refer to Appendix B).

The collected data were analyzed using the informal method of “eyeballing” the data. The secondary data showed that 43.6% of Indiana adults reported engaging in either moderate physical activity (defined as 30 or more minutes per day for five or more days per week) or vigorous activity (defined as 20 or more minutes per day on three or more days) (CDC, 2007c). This is important information to have when considering those in the population at Ball State University and their exercise habits. The CDC recommends that adults exercise “150 minutes a week of moderate-intensity aerobic activity and muscle-strengthening activities on two or more days a week that work all major muscle groups” (CDC, 2009a, ¶ 2). “75 minutes a week of vigorous-intensity aerobic activity and muscle-strengthening activities on two or more days a week that work all major muscle groups” is one possible alternative (CDC, 2009a, ¶ 3). “An equivalent mix of moderate- and vigorous-intensity aerobic activity and muscle-strengthening activities on two or more days a week that work all major muscle groups” is also acceptable (CDC, 2009a, ¶ 4). College students need to make time to exercise and it is necessary to understand what the exercise recommendations are in order to meet those goals. It can be easy to forget why exercise is important, but the benefits of regular exercise include reducing risk for cardiovascular disease; managing weight; strengthening muscles and bones; reducing risk for type two diabetes and metabolic syndrome; improving ability to do everyday tasks and prevent falls; increasing chances of living longer; reducing risk of some cancers; and improving mental health and mood (CDC, 2008).

According to the Spring 2009 ACHA-NCHA-II survey of Ball State University students, 16.4% of students did not engage in moderate-intensity cardio or aerobic exercise for at least 30

minutes in the past seven days at all; 29.1% of students did not engage in vigorous-intensity cardio or aerobic exercise for at least 30 minutes in the past seven days at all; and 40.3% of students did not engage in 8-10 strength training exercises for 8-12 repetitions each in the past seven days at all (ACHA-NCHA-II, 2009). These data show not many students meet the recommended amount of exercise and thus they may need further information or additional skills in order to engage in more exercise.

The primary data showed (refer to Appendix C) that most students were aware of places on campus where they can exercise and the monetary cost to do so. However, roughly only one-third of students correctly identified the recommended amount of exercise as defined by the CDC. The majority of students identified that they liked to exercise, however, less than half responded that they made time to exercise most days of the week. Almost seventy-five percent of respondents replied that they do take the stairs most of the time, and many people, when they do take the elevator, responded that they take the elevator due to the distance they need to travel or because they are carrying many items. Almost all persons surveyed were undergraduate students and the results were split rather evenly between males and females. The majority of students were either 20 or 21 years old. A convenience sample was also used to observe students who used the stairs or the elevator.

A second part of the primary data came from observations. The observations allowed the planners to directly observe if people used the stairs or the elevator (refer to Appendix D). The observation showed that people used the stairs and elevator almost equally (54 people used the stairs while 46 people used the elevators). Men were slightly more likely to use the stairs than the elevator (26 males used the stairs while only 19 males used the elevator) while there was really

no difference in females whether they used the stairs or the elevator (28 females used the stairs while 27 females used the elevator).

The problem the program will address is the potential for obesity and chronic diseases. This can result from the fact that 45.5% of Ball State University students did not engage in moderate-intensity or vigorous-intensity exercise for 30 minutes in the last seven days at all and that 40.3% did not engage in 8-10 strength training exercises for 8-12 repetitions each in the past seven days at all (ACHA-NCHA-II, 2009). Genetic risk factors associated with obesity and chronic diseases include age, sex, and family history. The behavioral risk factors include lack of exercise and poor nutrition. Environmental risk factors include sedentary learning environment, no available fitness facilities, unsafe communities for outside workouts, and an unsupportive home environment.

The predisposing factors include a poor knowledge of exercise and healthy eating, such as parents who did not practice healthy lifestyles or provide them with knowledge of a healthy lifestyle, or not viewing exercise as personally beneficial. The enabling factors would include overcoming students being busy until late at night and the exercise facilities being closed when they are available to exercise, the exercise facility being inconveniently located, and having a busy schedule or feeling that there is no time to exercise. The reinforcing factors include overcoming more time for recreation if a person does not exercise, discomfort experienced during exercise, or being embarrassed to exercise in front of others. Because of poor exercise habits, having a busy schedule, and possible embarrassment from exercising in front of others, the focus of the program will be increasing the number of students who make time to actually exercise every week in order to gain health benefits.

Prior to implementing this program, Julie Sturek, the Ball State University Health Educator, validated the results by examining the needs assessment.

## **V. Mission Statement, Goals, and Objectives**

### Mission Statement

The mission of *The Climb to a Healthier Life* program is to educate Ball State University students about exercise recommendations and provide opportunities for them to meet the exercise recommendations.

### Goal

To increase the number of students who engage in regular physical activity.

### Objectives

#### Process/Administrative

Prior to the start of the program, the program staff will distribute time management worksheets at various locations to all interested Ball State University students.

#### Awareness

After completing the time management worksheet, at least 50% of participating Ball State University students will be able to identify free time in their schedules to fit in exercise.

#### Knowledge

After receiving and reading a packet of information including exercise recommendations and workout routines, 60% of participating Ball State University students will be able to explain the recommendations for weekly exercise.

### Attitude

By January 2010, the percent of participating students who admit to liking exercise will increase from a baseline of 62% to 75%.

### Skills

After attending a class that teaches exercise recommendations and workout routines, 40% of participating Ball State University students will be able to demonstrate at least one strengthening exercise and at least one cardiovascular exercise.

### Action/Behavioral

By March 2011, 20% of participating Ball State University students will replace 30 minutes of their free time with 30 minutes of exercise most days of the week.

### Environmental

By May 2011, 25% of participating Ball State University students will create or increase their support system by recruiting or finding a friend who will exercise with them.

### Outcome/Program

By May 2011, on a post-program risk assessment 50% of participating Ball State University students will reduce their risk age from the pre-program health risk assessment.

## **VI. Intervention**

The theory the intervention is based on is the Transtheoretical Model. The Transtheoretical Model is used to understand how people advance in making behavior changes. The Transtheoretical Model has four major constructs: stages of change, processes of change, self-efficacy, and decisional balance. The Transtheoretical Model is very appropriate to use for *The Climb to a Healthier Life* program because it is often used when the behavior change takes place over a long-period of time. It involves staging people (stages of change) to see where they are in the change process, or if they have already changed their behavior; processes of change, which are the activities to promote movement through the stages. The processes of change include: environmental reevaluation, self-reevaluation, helping relationships, and stimulus control; self-efficacy, which is broken down into confidence and temptation; and decisional balance, which is composed of the pros and cons of the behavioral change as viewed by the individual making the change, or stated differently are the relative importance of the behavior change or the lack of importance of the behavior change to the individual.

The intervention planned is a multi-strategy intervention and includes health education, environmental change, and incentives. The health education component consists of four lesson plans. The lesson plans for the curriculum are:

- Lesson One: Planning for Success: Making a Schedule and Sticking to It
- Lesson Two: Where Do You Fit: Stage of Change
- Lesson Three: Eating and Physical Activity: Tips for Good Nutrition
- Lesson Four: Making It Work for You: Exercise Education

- Lesson Five: Necessary Support: How to Build a Support System

Refer to Appendix E for a lesson plan of lesson two.

Environmental change is another important intervention strategy being used. Changing a person's environment, whether it is the physical environment or the emotional environment, can greatly affect whether or not the behavior change is made or maintained. As a part of *The Climb to a Healthier Life* program plan, participants will be taught different exercises to do as well as be shown how to use the exercise facilities on campus. Participants will also be given information about exercise classes available on campus. Support groups/workout groups will be formed to help create a support system for participants. Participants can use journals to help track their progress and record observations about themselves and explore how the changes make them feel. Using a pedometer to count steps can be a positive environment change that will assist people in meeting the 10,000 steps a day goal for healthy living. Encouraging students to increase their steps by walking instead of taking the bus; taking the stairs instead of the elevator; and when using a car, park as far away from the destination as possible.

Incentives and disincentives are a good way to influence health behaviors and will be helpful in the program. Incentives are positive or desirable rewards that will help influence individuals or groups. Complementing the lesson plans will be incentives tied to each lesson plan. For the Planning for Success lesson, each student who attends will be given a student planner in which to put their schedule. For the Where Do You Fit lesson, students will receive a self-improvement journal to use to track their progress and write down how the changes are affecting their lives. Students who attend the Eating and Physical Activity lesson will receive a \$10 Subway gift card. For the Making It Work for You lesson, all students who attend will be

given a pedometer with which to track their steps every day. For students who attend the Necessary Support lesson, two BSU FIT passes will be given so they and a friend can try one Ball State University fitness class free of charge. In addition, for each lesson the student attends, they will earn one entry for the grand prize drawing at the 5K race for an iPod with an arm band holder. Each student is eligible for up to four entries (one entry per lesson attended). Also, some incentives that will be offered by the program include the free t-shirts that will be offered for the 5-K participants as well as free food, prizes, and entertainment at Move! day.

Refer to Appendix F for the official intervention plan.

## **VII. Resources**

Resources are the people, money, equipment, space, and miscellaneous items required to plan, implement, and evaluate a program. Resources vary from program to program but are necessary in some form for a program to work. Resources oftentimes include the personnel required to run the entire program or parts of the program; the money required to pay the personnel as well as to pay for promotional items, advertisement, printing costs, or anything the program might require; equipment needed to produce items for the program or to be used in the program; space where the program will take place; and miscellaneous items which could range from food to take-away items.

Many personnel will be needed to carry out the program. The program planners are necessary for planning the program and organizing events. The planners are: Casey Fields, Marissa Huff, Catherine McManus, Amber Michel, and Christine Pokrajac, Ball State University Health Science students; Julie Sturek, Ball State University Health Educator; Dan Byrnes, Director of Sports Facilities & Recreation Services; three on-campus student representatives; three off-campus student representatives; two Ball State University professors who teach physical fitness classes; and one physician or nurse practitioner from the Ball State University Student Health Center. Peer Health Educator volunteers will be used to help run tabling events and educational activities. Julie Sturek, the Ball State University Health Educator, is needed to help validate the needs assessment and develop materials for student education. Fitness instructors who work in the exercise facilities on campus will be needed to help run demonstration activities and develop informational packets for students. The program planners and volunteers, who include fitness instructors or other employees on campus willing to help direct the event, will be in charge of organizing and administering the 5k run/walk.

The curriculum to be used in *The Climb to a Healthier Life* is in-house curriculum developed by the program planners with assistance from the planning committee. In-house curriculum is best because there is no canned program that includes all the materials needed. The curriculum includes four lessons about physical activity, developing support systems, planning and scheduling, and good nutrition. The curriculum also includes supplemental materials such as time management sheets, informational packets with exercise recommendations and workout routines, and instructional materials.

The program will require space in the Atrium on specific days when holding a tabling event. Space on the indoor track or a dance studio will also be needed in Irving Gym to hold educational demonstrations that coincide with the first lesson in the curriculum. A classroom may be needed for the other lessons in the curriculum. Classrooms can be reserved in numerous buildings throughout campus at no cost. The program planners need a larger space, such as the Student Center Ballroom, to hold a meet and greet as part of a lesson which will include all of the program participants. The program will also make use of the University Green to hold a campus-wide event. At the end of the program, all of campus will be used to hold a 5K celebratory run/walk. These facilities will not cost money to use, they only need to be reserved; however, security and medical support may have to be hired for the 5K run/walk.

The program planners will need to use printing facilities and paper to make and print the informational packets as well as the time management sheets. The program planners will also need to borrow exercise equipment from Irving Gym for the second lesson with the program participants, including exercise mats, 5 pound weights, resistance bands, and stability balls, which should be available free of charge. The number of each type of equipment needed is

unknown until planners find out how many students sign up to participate in the program at the initial tabling event. Food and prizes will also be needed in conjunction with Move! day, as well as burlap sacks and objects for an obstacle course. Burlap sacks will be purchased while objects for the obstacle course most likely can be borrowed instead of purchased. Food for the meet and greet/lesson 1 as well as lesson 3 in the Student Center Ballroom is also required. T-shirts for program participants at the 5K run/walk will need to be made and water bottles will need to be purchased for the 5K run/walk as well. For the incentives in conjunction with the lessons, student planners, self-improvement journals, \$10 Subway gift cards, pedometers, and BSU FIT passes are needed. Also, for attending the lessons, one student will be randomly drawn to win an iPod and arm band holder at the 5K. The iPod and arm band holder will need to be purchased.

The program planners anticipate paying for the program through local business partnership (such as with MCSports, Dunham's, or local fitness clubs), as well as partnerships with campus organizations such as the Student Health Center and the Recreation Center. Local businesses are often willing to partner with organizations to help benefit the community. Partnering with campus organizations seems reasonable as well because they often partner with one another to create interesting, interactive, and informative programs that benefit students in a variety of ways. External grants are also a great source of funding because the money is set aside for particular programs. However, because grants are highly competitive, if the program relies heavily on the grant, the grant would need to be secured before the program could begin. There are several options for where the program planners could seek a grant, including the Ackerman Foundation and the Ball Brothers Foundation in Indiana.

Refer to Appendix G for the budget form.

## **VIII. Marketing**

Marketing a program is essential to its success. In order to entice people to participate, they first must hear about the program and be interested in it. Marketing can take many different forms. All forms of marketing are concerned with the four P's of marketing: Price, Product, Place, and Promotion. Price can include not only monetary costs of the program, but also nonmonetary costs, including emotional or physical costs. Product is what is being offered to the participants and can include not only the actual product but also the core product and the augmented product, or what the participants think they are gaining as well as tangible objects and services. Place is where the priority population will access the product or where it might participate in the behavior. Promotion involves the advertisement of the product or a communication strategy. Refer to Appendix F for the intervention plan.

Even though the priority population will not be charged for this program, there will be many different costs for the participants to becoming physically active. The main way the priority population will be paying for exercise is by giving up free time to make time for exercise. There are many other things people would rather do than exercise. Another major cost for the priority population is embarrassment. If people go to the gym and do not know how to properly use the exercise equipment, that can be embarrassing. People could also feel embarrassed if they are overweight or obese and exercising in front of others. Pain is another cost people would have to pay. It is not comfortable to be in pain and many people would rather avoid the pain that comes with exercising, so they simply do not exercise. Other costs the priority population will have to become physically active would be things such as buying exercise clothes to work out in and maybe even buying a membership to a gym or other exercise facility after college.

Physical activity itself cannot be placed, but the activities of the program can be. Also, information about physical activity will be available during the program in places such as the Atrium and Irving and Ball Gyms. Information will also be distributed in the residence hall mailboxes and mailed to commuter students who are interested in the program as well as emailed to all Ball State students. Information will also be available during program activities, such as Move! day, the meet and greet that corresponds with lesson one in the Student Center Ballroom, and the 5K race. The information needs to be available in a variety of ways as well as accessible. Having so many different events and emailing information out is also a good way to publicize the program. Figure 3 shows the event and the day of the week the event will take place as well as the time, the month, and the year.

The program planners intend to send out emails to all students for each event, whether they are program participants or not, so that all interested students have a chance to participate in the bigger events, such as Move! day and the 5K run/walk (Refer to Appendix H for an example email). The program planners will also send a press release to *The Daily News* and *The Star Press* to inform students and community members of events and the program. The program and events will also be advertised on the Ball State University radio station, 91.3, and the program planners might possibly do an interview with the radio station. Flyers will also be distributed at several locations on campus including the Scramble Light, on kiosks, in classrooms, and in dining facilities before each event.

**Figure 3 Planned Events**

<b>Event</b>	<b>Day of the week</b>	<b>Time</b>	<b>Month</b>	<b>Place</b>
Atrium kickoff table	Tuesday and Wednesday	10 a.m. to 2 p.m.	August	Atrium
Meet and greet/Lesson 1	Monday	7 p.m.	September	Student Center Ballroom
Interactive quiz	Wednesday	10 a.m. to 2 p.m.	October	Atrium, Woodworth, and LaFollete dining centers
Lesson 2	Thursday	3 p.m. and 7 p.m.	October	Student Center Ballroom
Lesson 3	Wednesday	5 p.m.	November	Applied Technology Building
Lesson 4	Tuesday	7 p.m.	January	Irving Gym
Move! day	Thursday	10 a.m. to 5 p.m.	April	University Green
Lesson 5	Monday	3 p.m. and 7 p.m.	April	Student Center Ballroom
5k Run/Walk	Saturday	9 a.m. to 12 p.m.	May	Main campus

## **IX. Implementation**

In order to implement *The Climb to a Healthier Life* program, the five phases of implementation will be followed: adoption of the program; identifying and prioritizing the tasks to be completed; establishing a system of management; putting the plans into action; and ending or sustaining the program.

### Phase One: Adoption of the Program

The first phase of implementation is adoption of the program. Marketing the program is very important during adoption of the program in order to interest people to participate. Marketing of the program is discussed in more detail in the marketing section of the program, found on page 23.

### Phase Two: Identifying and Prioritizing the Tasks to be Completed

The second phase of implementation is identifying and prioritizing the tasks to be completed. Ensuring the program runs smoothly is accomplished through deciding on and planning out all the tasks that must be done before, during, and after the program. The program planners have created a Time Development Time Line to follow, which can be found in Appendix I.

### Phase Three: Establishing a System of Management

The third phase of implementation is establishing a system of management. Management of the activities, booths, lessons, emails, and events are necessary in order to insure that the program is accomplished efficiently and smoothly. The program planners will oversee much of the program with help from the Health Education Office, the Peer Health Educators, fitness

instructors, and the Counseling Center. The Health Education Office of the Student Health Center, as well as the Peer Health Educators, will staff the sign up booths, the Move! day, the 5K run, and lessons one and two of the curriculum. The Counseling Center personnel will help with lesson three, Necessary Support: How to Build a Support System. The fitness instructors will be in charge of running lesson two, Making It Work for You: Exercise Education.

#### Phase Four: Putting the Plans into Action

The fourth phase of implementation is putting the plans into action and involves a pilot test of the program, followed by phasing in of the program, and concluded with the total implementation of the program. *The Climb to a Healthier Life* program will implement a pilot test on 30 participants who are currently Ball State University students during the Spring 2010 semester. The purpose of the pilot test will be to detect any problems early on, before the program is implemented on the priority population, with a small number of participants. To select participants for the pilot test, the program planners will send out a mass e-mail to all Ball State students, inviting interested volunteers to participate in the pilot test. As part of the pilot study, the intervention strategies need to be checked to make sure they were implemented and worked as planned. In addition, the planners will need to make certain there are adequate resources available to carry out the program. The participants in the pilot group need to be given the opportunity to evaluate the program and give any additional feedback they feel would be beneficial to the program. After the evaluations have been reviewed and the feedback has been taken into consideration, the planners will make any needed adjustments to the program.

*The Climb to a Healthier Life* will be phased in at the beginning of the Fall 2010 semester so the students have ample opportunity to change their behaviors throughout the whole school

year. Since it is the start of a new school year, it is a new beginning to make changes in one's life. Including exercise in one's life is a great change to make. The program planners will phase in the program by offering limited choices of location. This can be done by offering the program first to participants who reside in the residence halls. The second semester, it can expand to include all students who attend Ball State University, including students who reside in the residence halls and those who commute.

The program kick off is the first part of the implementation and will coincide with the first week of school. All students will receive an email inviting them to visit a table in the Atrium to learn about exercise recommendations and workout ideas. While they are there, they will have the chance to sign up and participate in *The Climb to a Healthier Life*. If students are unable to attend the table, they can sign up and receive the information over email. To help entice students to stop by the table, the 91.3 radio station will be playing music and peer health educators will be demonstrating different workout techniques. The radio station will also promote the program kickoff on the radio leading up to the day of the program launch. The Daily News will be invited to help hype up the event previous to the kick off and they can run an article after the program kick off. The program planners will also arrange for Ball State University athletic coaches and team members from different sports to be at the table to interact with people.

#### Phase Five: Ending or Sustaining the Program

The fifth phase of implementation is ending or sustaining the program. This is the point where the program planners must decide how long the program should run. One concern to be taken into consideration is if the resources are available to extend the program past a year. If following the program without any corrections, the planners would need to consider if the

budget, found in Appendix G, could be met for another year. The program planners must also consider if all the goals and objectives have been met for the program. The evaluation will help determine the successfulness of the program, and can be found on page 33. Institutionalizing the program as part of recreation services or through the Student Health Center is one way to secure a future for the program. It would also be possible to partner with recreation services or the Health Center to continue the program.

### Additional Concerns

Keeping program participants safe and out of danger is the first priority of the program planners. All participants will be required to fill out a medical history and a consent form (Refer to Appendix J) prior to the beginning of the program. The medical histories will be reviewed by the program planners and either a physician or nurse practitioner from the Student Health Center to ensure that all participants are medically cleared to participate in the program. Any participants who indicate a serious medical condition or history of a medical condition that could cause them harm during the program will be required to be cleared by a doctor before continuing participation in the program. All medical information collected from the program participants will be kept in a lock box for which one of the program planners will be responsible. When the participants sign up for the program, they will be asked to read and then sign an informed consent form, which will explain the nature of the program, inform the participants of any risks or discomfort, explain the expected benefits, inform them of alternative programs, and will indicate that they can discontinue participation in the program at any time without penalty. Participants will be told that they can ask questions at any time during the program. In addition, parts of McKinley will be blocked off for the event. There will be three squad cars present at the

event to help keep the blocked off areas of the road clear and keep the participants safe. There will also be medical personnel present in case of an emergency or injury.

## **X. Evaluation**

The purposes for the evaluation of *The Climb to a Healthier Life* program are to assess and improve the quality of the program and to determine the effectiveness of the program. This will be determined based on if the goal and objectives are met. The goal and objectives for the program can be found on page 16.

The framework used to plan the evaluation of *The Climb to a Healthier Life* program was the six-step framework created by the CDC (see Figure 4). The framework consists of six steps: engaging the stakeholders, describing the program, focusing the evaluation design, gathering credible data, justifying conclusions, and ensuring use and sharing lessons learned.

*“Step 1 – Engaging the stakeholders:* Stakeholders must be engaged to insure that their perspectives are understood.

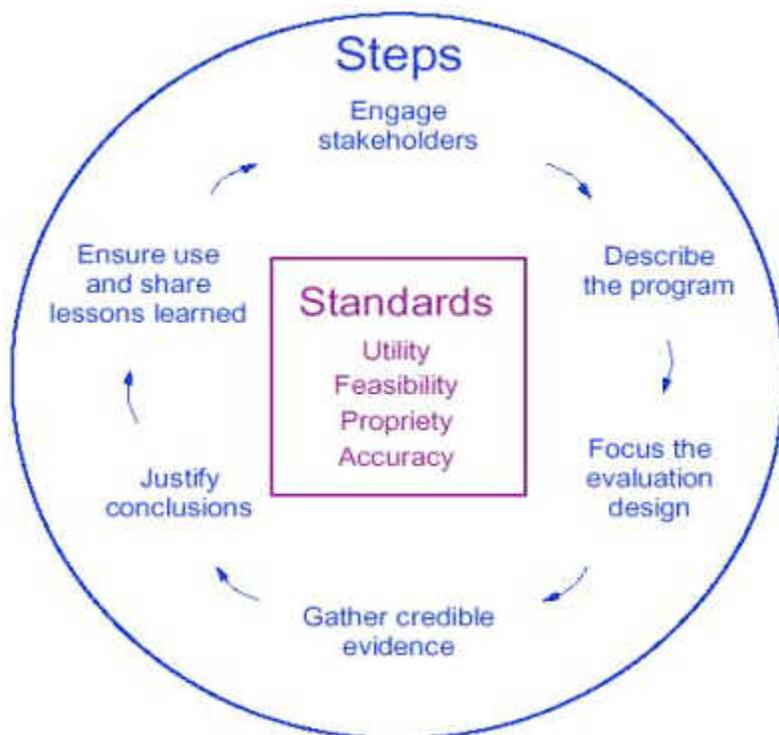
*Step 2 – Describing the program:* The program should be described in enough detail that the mission, goals, and objectives are known.

*Step 3 – Focusing the evaluation design:* Making sure that the interests of the stakeholders are addressed while using time and resources efficiently.

*Step 4 – Gathering credible evidence:* Evaluators need to decide on the measurement indicators, sources of evidence, quality and quantity of evidence, and logistics for collecting the evidence.

*Step 5 – Justifying conclusions:* The comparison of the evidence against the standards of acceptability; interpreting those comparisons; judging the worth, merit, or significance of the program; and creating recommendations for actions based upon the results of the evaluation.

*Step 6 – Ensuring use and sharing lessons learned: focuses on the use and dissemination of the evaluation results.” (McKenzie, Neiger, & Thackeray, 2009, p. 341-342)*



**Figure 4 Six-Step Framework for Evaluation**

Centers for Disease Control and Prevention. (1999). *Framework for Program Evaluation in Public Health*. Retrieved December 7, 2009, from [www.cdc.gov/eval/framework.htm](http://www.cdc.gov/eval/framework.htm)

The evaluation of *The Climb to a Healthier Life* program includes both process and summative approaches. The process evaluation will examine the following elements: multiplicity, support, response, and interaction. The data will be collected from the participants using program evaluation forms. The process evaluation data will be gathered at the end of the program. A copy of the instrument used to collect the process evaluation data is presented in Appendix K.

A non-experimental design will be used for the summative evaluation of *The Climb to a Healthier Life* program. More specifically, the non-experimental pre-test, post-test, no comparison group design will be used. The design is represented as:  $O_1 \quad X \quad O_2$ . In this design,  $O_1$  = the pretest measurement,  $X$  = the intervention, and  $O_2$  = the post-test measurement.

The variables that will be measured in the summative evaluation will include awareness, knowledge, attitude, skills, behavior, environmental change, and health outcomes. The data collected to measure the variables will be both quantitative and qualitative in nature. The summative data will be collected from program participants using a survey at the end of the program. A copy of the instrument used to collect the summative evaluation data is presented in Appendix L. The process and summative data collected will be analyzed by the program planners with help from Julie Sturek, the Ball State University Health Educator.

The limitations of using the summative evaluation described above are related to threats to internal validity. Threats to internal validity include maturation, mortality, and testing. Maturation involves people learning or developing skills that could have happened due simply to the passage of time, not necessarily due to the program. Because the program is a year long, participants may learn about physical activity from other people or from classes that could affect their performance in the program but is not a result of the program. Mortality, which occurs when people leave the program, can also be a threat because the program is a year long. Testing, which occurs when the pre-test and post-test use the same format allowing people to learn how to study for the test, can cause data bias due to testing improvement that is not a result of the program.

## XI. References

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## **XII. Appendices**

### **Appendix A**

#### **Needs Assessment Questionnaire**

Which two places on campus are for students to exercise?

The recommended amount of exercise, according to the Centers for Disease Control and Prevention, is

- a. 600 minutes a week or almost 1.5 hours every day
- b. 150 minutes a week or about 20 minutes every day of moderate exercise (brisk walking)
- c. 75 minutes a week or about 10 minutes every day of vigorous exercise (running)
- d. Doing either b or c meets the recommended amount of exercise

How much does it cost students to use the Ball State gyms?

- a. \$5
- b. \$10
- c. \$0
- d. \$20

I like to exercise

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

I make time to exercise most days of the week

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

Do you take the stairs most of the time?

If you take the elevator, what are the reasons you take the elevator?

### **Demographics**

Are you an undergraduate student, graduate student, faculty/staff, or special study student?

How old were you on your last birthday?

Are you male or female?

**Appendix B**

**Observation Instrument**

Date:

Time:

Observer:

#	Sex	Stairs or Elevator	Up or Down	Carrying, pushing, or pulling something
1.	M F	S E	↑ ↓	
2.	M F	S E	↑ ↓	
3.	M F	S E	↑ ↓	
4.	M F	S E	↑ ↓	
5.	M F	S E	↑ ↓	
6.	M F	S E	↑ ↓	
7.	M F	S E	↑ ↓	
8.	M F	S E	↑ ↓	
9.	M F	S E	↑ ↓	
10.	M F	S E	↑ ↓	
11.	M F	S E	↑ ↓	
12.	M F	S E	↑ ↓	
13.	M F	S E	↑ ↓	
14.	M F	S E	↑ ↓	
15.	M F	S E	↑ ↓	
16.	M F	S E	↑ ↓	
17.	M F	S E	↑ ↓	
18.	M F	S E	↑ ↓	
19.	M F	S E	↑ ↓	
20.	M F	S E	↑ ↓	

BP=backpack, BB=book bag, BP+ or BB+ indicates a backpack or book bag plus something else

## Criteria

If there are multiple people at the elevator and both the up and down buttons have been pushed, the observer can count the first person who pushed the up button and the first person who pushed the down button, but not anyone after.

If there is more than one person at the elevator and only the up or down button is selected, the observer will mark any people who come to the elevator after the button has been pushed who do not select the other button as going the same direction as the original person who pushed the button.

Purses and lunch bags are excluded as a + (something else).

Laptop cases, duffel bags, and bulky equipment do qualify as a + (something else).

If the observer cannot determine the sex of a person, that person is to be excluded.

If the observer cannot discern what direction the person is going (up or down), that person is to be excluded.

If the observer cannot make a determination about the items the person is carrying, such as if an item should be considered a + (something else), that person is to be excluded.

People who are wearing delivery uniforms should not be counted.

**Appendix C**

**Needs Assessment Questionnaire Results**

Which two places on campus are for students to exercise?

Irving Gym, Ball Gym- 61	Ball Gym, Rec Center- 3
Ball Gym, the Quad- 1	Dorms, Irving- 5
Gym- 4	Fitness Centers in Dorms- 1
Gym, Field- 1	Irving Gym- 2
Ball Gym, Swimming Pool- 6	Irving Gym, the Quad- 1
Dorm, Pool-1	Irving, Dorms- 1
I don't know- 2	Pool- 2
Gym, Pool- 2	Irving, Pool- 1
Arena, Rec Center- 2	Running around campus, Pool- 1
Ball Gym, Arena- 1	Gym, Tracks-1
No Answer- 1	

The recommended amount of exercise, according to the Centers for Disease Control and Prevention, is

- 600 minutes a week or almost 1.5 hours every day  
- 7
- 150 minutes a week or about 20 minutes every day of moderate exercise (brisk walking)  
- 50
- 75 minutes a week or about 10 minutes every day of vigorous exercise (running)  
- 8
- Doing either b or c meets the recommended amount of exercise  
-35

How much does it cost students to use the Ball State gyms?

a. \$5	-2	c. \$0	-96
b. \$10	-0	d. \$20	-1

I like to exercise

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
- 18	-44	-33	-4	-1

I make time to exercise most days of the week

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
-14	-25	-30	-28	-3

Do you take the stairs most of the time?

Half of the time -	Yes - 72
Always - 5	No - 13
Maybe 50% of the time -	About 2/3 of the time - 1
Depends on what level - 1	Depends - 1
All of the time - 1	If elevators aren't available - 1
No, nowhere to use stairs/elevator - 1	Mostly up, sometimes down - 1

If you take the elevator, what are the reasons you take the elevator?

In a hurry- 3	Habit- 1
Disability- 1	Lazy- 6
No other choice- 2	More Convenient- 1
Sick, Hurt- 7	If open when walking by- 2
N/A- 22	Easier-1
Tired- 2	Carrying too much-7
Fast- 7	Can't find the stairs-2
Love Elevator-1	Carrying things, 7 <sup>th</sup> floor- 1
Time restraints and carry significant amount- 1	Late to class- 3
Going to dorm- 2	With someone who wants to-1
Don't like the stairs-1	Holding Lots, Long distance-1
Especially tired and carrying heavy things-	Heavy bag, no energy, sore- 1
Can't find the stairs, lots to carry- 1	Distance- 17

## Demographics

Are you an undergraduate student, graduate student, faculty/staff, or special study student?

Undergraduate Student - 91

Graduate Student - 9

How old were you on your last birthday?

18 years old – 11

19 years old - 12

20 years old – 24

21 years old - 27

22 years old – 11

23 years old - 8

24 years old - 2

25 years old - 2

26 years old - 1

41 years old – 1

No answer - 1

Are you male or female?

Male - 40

Female - 60

## **Appendix D**

### **Observation Instrument Results**

Totals:

Male, Stairs, Up, Object - 7

Male, Stairs, Up, No Object - 7

Male, Elevator, Up, Object - 11

Male, Stairs, Down, No Object - 4

Male, Elevator, Up, No Object - 6

Male, Elevator, Down, Object - 1

Male, Elevator, Down, No Object - 1

Male, Stairs, Down, Object - 8

Female, Elevator, Up, Object - 16

Female, Stairs, Down, No Object - 4

Female, Elevator, Up, No Object - 3

Female, Stairs, Up, Object - 14

Female, Stairs, Down, Object - 5

Female, Stairs, Up, No Object - 5

Female, Elevator, Up, Object - 6

Female, Elevator, Down, Object - 2

**Appendix E**

**Lesson Plan**

<p>Title of Program: The Climb to a Healthier Life</p> <p>Title of Lesson: Making It Work for You: Exercise Education</p> <p>Page 1 of 3</p> <p>Unit: Physical Activity As a Way of Life</p> <p>Lesson No.: 2</p> <p>Priority Population: Ball State University students</p> <p>Length of Lesson: 1 hour and 40 minutes</p>		
Resources &References	Content	Teaching Method
	<p>Introduction:</p> <p>The introduction will include a greeting to all participating students, an introduction of the program planners and fitness instructors, and distribution of exercise equipment needed for the lesson. Also, there will be an overview of what is to come in the future.</p>	<p>Type: Lecture</p> <p>Time: 10 minutes</p> <p>At this point, the equipment distribution will take place. Each participant will receive an exercise mat, a resistance band, a step, a stability ball, and a set of five pound weights to use during the lesson.</p>

<p>Centers for Disease Control and Prevention. (2009). <i>How much physical activity do adults need?</i> Retrieved September 4, 2009 from <a href="http://www.cdc.gov/physicalactivity/everyone/guidelines/adults.html">http://www.cdc.gov/physicalactivity/everyone/guidelines/adults.html</a></p>	<p>Body:</p> <p>1. <b>Recommendations for exercise</b></p> <ul style="list-style-type: none"> <li>- 150 minutes of moderate-intensity exercise each week with 2 days of strength training <ul style="list-style-type: none"> <li>-Brisk walking</li> <li>-Water aerobics</li> <li>-Bicycling (less than 10 MPH)</li> </ul> </li> <li>- 75 minutes of vigorous-intensity exercise each week with 2 days of strength training <ul style="list-style-type: none"> <li>-Jogging</li> <li>-Running</li> <li>-Swimming laps</li> </ul> </li> <li>- A combination of both moderate- and vigorous-intensity exercise</li> </ul>	<p>Type: Lecture</p> <p>Time: 10 minutes</p> <p>The participants will view a PowerPoint presentation that will include an overview of exercise recommendations and examples of exercises that accomplish those recommendations.</p>
<p>Robbins, G., Powers, D., &amp; Burgess, S. (2009). <i>A wellness way of life</i>. New York: McGraw Hill.</p>	<p>2. <b>Cardiovascular Exercise (Aerobic Exercise)</b></p> <ul style="list-style-type: none"> <li>- What is cardiovascular or aerobic exercise? <ul style="list-style-type: none"> <li>-Cardiovascular exercise means the action requires oxygen to perform and helps strengthen the heart and lungs.</li> </ul> </li> <li>-Why is cardiovascular exercise important? <ul style="list-style-type: none"> <li>-Lowers resting heart rate, which means the heart does not have to work so hard to pump blood when you are not active.</li> <li>-Helps the heart to pump more oxygen throughout the body</li> </ul> </li> </ul>	<p>Type: Lecture/interactive demonstration</p> <p>Time: 30 minutes</p> <p>The fitness instructors will briefly explain to participants what cardiovascular exercise is using a PowerPoint presentation. The participants will then follow the fitness instructors in examples of cardiovascular exercises, including aerobic dance, stepping and kickboxing. The fitness instructors will demonstrate two exercises from each type of exercise and the participants will try each exercise as the fitness instructors demonstrate them.</p>

<p>Robbins, G., Powers, D., &amp; Burgess, S. (2009). <i>A wellness way of life</i>. New York: McGraw Hill.</p>	<ul style="list-style-type: none"> <li>-Reduces blood pressure</li> <li>-Helps prevent heart disease</li> <li>-Reduces body fat percentage</li> <li>-Tones the body (look more fit)</li> <li>-Improves sleep</li> <li>-Strengthens the immune system to prevent illness</li> <li>-Can help manage stress</li> </ul> <p>-There are many activities that are considered cardiovascular exercises</p>	<p>Type: Lecture</p> <p>Time: 10 minutes</p> <p>The participants will view a PowerPoint presentation that will include an overview of exercise recommendations and examples of exercises that accomplish those recommendations.</p>
	<ul style="list-style-type: none"> <li>-Running</li> <li>-Fitness walking</li> <li>-Aerobic dance</li> <li>-Swimming</li> <li>-Cycling</li> <li>-In-line skating</li> <li>-Full-court basketball</li> <li>-Ultimate Frisbee</li> <li>-Soccer</li> </ul> <p><b>3. Strength Training (Weight Training)</b></p> <ul style="list-style-type: none"> <li>-What is strength training? <ul style="list-style-type: none"> <li>-Strength training involves using resistance or weights to build muscle</li> </ul> </li> <li>-Why is strength training important? <ul style="list-style-type: none"> <li>-Strength training is important to develop muscular strength, muscular endurance, and flexibility</li> <li>-Benefits include bone strength, balance, weight control, injury prevention, flexibility, and cardiovascular health</li> </ul> </li> <li>-Examples of strength training include</li> </ul>	<p>Type: Lecture/interactive demonstration</p> <p>Time: 30 minutes</p> <p>The fitness instructors will briefly explain to participants what cardiovascular exercise is using a PowerPoint presentation. The participants will then follow the fitness instructors in examples of cardiovascular exercises, including aerobic dance, stepping and kickboxing. The fitness instructors will demonstrate two exercises from each type of exercise and the participants will try each exercise as the fitness instructors demonstrate them.</p>

- Squats (with or without weights)
- Lunges (with or without weights)
- Push-ups (with or without stability ball)
- Plank (with or without stability ball)
- Ab curls
- Lat pull with resistance band
- Bicep curl (with weights or a resistance band)
- Tricep press (with weights or a resistance band)

#### 4. **Tour of facilities**

- Tour of the workout facility in Irving Gym
- Information about facility hours at both Irving Gym and Ball Gym as well as workout classes and the cost for those classes.

Type: Lecture/interactive demonstration

Time: 30 minutes

The fitness instructors will briefly explain to participants what strength training is using a PowerPoint presentation. The participants will then follow the fitness instructors in examples of strength training. The fitness instructors will demonstrate two exercises that target the legs, two exercises that target the arms, and two

		<p>exercises that target the core. The participants will try each exercise as the fitness instructors demonstrate them.</p> <p>Type: Interactive Time: 15 minutes</p> <p>The program planners will take attendance to see who is participating thus far in the program. They will help the fitness instructors give a walk through tour of the workout facility to the participants and give additional information.</p>
	<p>Conclusion:</p> <p>The program planners will summarize the lesson and thank students for attending. The participants will have the opportunity to exchange names and phone numbers or email addresses with other participants so they can have a workout buddy. Participants will also be encouraged to form self-run exercise groups. Pedometers will also be handed out.</p>	<p>Type: Lecture</p> <p>Time: 5 minutes</p> <p>The program planners will thank everyone for their attendance and be available to answer further questions.</p>
<p>Evaluation (How the learner will be assessed):</p> <p>At the end of the lesson, participants will be asked to keep track of every time they exercise for the next two weeks. They should keep track of what time of day they exercised, what type of exercise they did, who they exercised with (if anyone), how long they exercised, and where they exercised. If they do not exercise on a particular day, they should note why they did not exercise that day.</p>		

**Appendix F**

**Intervention Form**

## INTERVENTION FORM

Program Title: *The Climb to a Healthier Life*

<b>Program Goal(s):</b> To increase the number of students who engage in exercise			
<b>Theory/Model(s):</b> <b>The Transtheoretical Model and Social Cognitive Theory</b>			
<b>Intervention strategies:</b> <b>1. Health Education</b> <b>2. Environment Change</b> <b>3. Incentives/Disincentives</b>			
	<b>Construct</b>	<b>Person/Agency Responsible</b>	<b>Start/End Dates</b> <b>mm/yy-mm/yy</b>
<b>OBJECTIVE(S):</b> Process/Administrative  Prior to the start of the program, the program staff will distribute time management worksheets at various locations to all interested Ball State students.	Self-monitoring		
<b>1. Activity</b> The program planners will host a table in the Atrium that has information about exercising and passing out time management worksheets for students to fill out so they can see how much free time they have in their weekly schedule where they could potentially fit in exercise.		Program planners and the campus health educator	August 2010
<b>2. Activity</b> The program planners will send out a campus-wide email notifying students about the table and also attach the time management worksheet and information about exercising in case they cannot		Program planners	August 2010

<p>come to the table to pick it up.</p> <p>3. Activity Students will sign up at the tabling event or respond to the email to participate in <i>The Climb to a Healthier Life</i> program, which means they will receive further information about increasing exercise in their lives.</p> <p>4. All participants will fill out a pre-program health risk assessment.</p>		<p>Program planners</p> <p>Program planners</p>	<p>August 2010</p> <p>August 2010</p>
<p><b>OBJECTIVE(S):</b> Awareness</p> <p>After completing the time management worksheet, at least 50% of Ball State students will be able to identify free time in their schedules to fit in exercise.</p>	<p>Self-monitoring</p>		
<p>1. Activity After completing the time management worksheet, students will list pros and cons of spending their time exercising during a class held by the program planners and peer health educators to let students meet other students who are also trying to change their behavior. This class will be based on lesson one of the curriculum, Planning for Success: Making a Schedule and Sticking to it. The class will take place in the evening, in the Student Center Ballroom. Students who attend will receive a student planner and one entry for the grand prize drawing at the 5K run/walk.</p>		<p>Peer Health Educators, Program planners</p>	<p>September 2010</p>
<p><b>OBJECTIVE(S):</b> Knowledge</p> <p>After receiving and reading a packet of information including exercise recommendations and workout routines, 60% of participating Ball State students will be able to explain the recommendations for weekly exercise.</p>	<p>Processes of Change</p>		
<p>1. Activity</p>			

<p>The program planners will compile a packet of information that includes exercise recommendations and examples of cardiovascular exercises and strengthening exercises that include written instructions and pictures for students. The informational packet will be placed in every participating student's campus mailbox and mailed to each participating commuter student.</p>		<p>Program planners</p>	<p>September 2010</p>
<p>2. Activity</p> <p>The program planners and peer health educators will have an interactive quiz with prizes at a table in the Atrium that students can take to assess their knowledge of weekly exercise recommendations.</p>		<p>Program planners and Peer Health Educators</p>	<p>October 2010</p>
<p><b>OBJECTIVE(S):</b> Attitude</p> <p>By March 2010, the percent of participating students who admit to liking exercise will increase from a baseline of 62% to 75%.</p>	<p>Decisional Balance</p>		
<p>1. Activity</p> <p>The program planner will stage students who are participating in the program to discover at which stage of change they are. Therefore, the students will learn what stage they are and what they need to achieve next. This will be accomplished during lesson 2, Where Do You Fit: Stage of Change. Students who attend will receive a self-improvement journal and one entry into the grand prize drawing at the 5K run/walk.</p>		<p>Program planners</p>	<p>October 2010</p>
<p>2. Activity</p> <p>The students will complete a survey to assess their attitudes about exercise online.</p>		<p>Program planners</p>	<p>November 2010</p>
<p>3. Activity</p> <p>The Peer Health Educators will lead lesson 3, Eating and Physical Activity: Tips for Good Nutrition. The class will meet in an AT classroom and will look at nutrition labels, food preparation, and food recommendations for exercising.</p>		<p>Peer Health Educators</p>	<p>November 2010</p>

<p><b>OBJECTIVE(S): Skills</b></p> <p>After attending a class that teaches exercise recommendations and workout routines, 40% of participating Ball State students will be able to demonstrate at least one strengthening exercise and at least one cardiovascular exercise.</p>	Self-efficacy		
<p>1. Activity</p> <p>Students will attend a class in Irving gym and be able to try out different exercises that were presented in their informational packets with fitness instructors. This class is based on lesson two of the curriculum, Making It Work for You: Exercise Education. Students who attend will receive a pedometer and one entry for the grand prize drawing at the 5K run/walk.</p>		Program planners, Peer Health Educators, and fitness instructors	January 2011
<p><b>OBJECTIVE(S): Action/Behavioral</b></p> <p>By March 2011, 20% of participating Ball State students will replace 30 minutes of their free time with 30 minutes of exercise most days of the week.</p>	Processes of Change		
<p>1. Activity</p> <p>The Health Center and the Peer Health Educators will sponsor a Move! day, which encourages people to turn off the TV, get off the couch, or whatever it is that they do instead of exercising and get moving instead. Move! day would be a field day type of event on the University Green, with fun activities that involve movement, such as sack races, two-legged foot races, obstacle courses, strength tests, and stations that give information about time management and easy exercises to do at home.</p>		Peer Health Educators, Health Center	April 2011
<p><b>OBJECTIVE(S): Environmental</b></p> <p>By May 2011, 25% of participating Ball State students will create or increase their support system by recruiting or finding a friend who will</p>	Processes		

exercise with them.	of Change		
<p>1. Activity</p> <p>The program planners will hold a class, lesson three, entitled Necessary Support: How to Build a Support System and give out an informational sheet to participants with ideas for how to start conversations with family and friends that ask for their support, either in person or through email. The sheet would include example conversations, key words or phrases for participants to use, and a worksheet that participants could use to develop their own script for talking with family and friends to explain the importance of their behavior change and why support is so important, as well as how family and friends can be supportive. Students who attend will receive two BSU FIT passes and one entry for the grand prize drawing at the 5K run/walk.</p>		Program planners, Counseling Center	April 2011
<p><b>OBJECTIVE(S):</b> Outcome/Program</p> <p>By May 2011, on a post-program risk assessment 50% of participating Ball State students will reduce their risk age from the pre-program health risk assessment.</p>	Stages of Change		
<p>1. Activity</p> <p>To celebrate the end of the program, a 5K run/walk will be held on campus for participants and anyone else who would like to participate. Previous to the program, participants may not have been able to complete a 5K run/walk, but after engaging in exercise and making time for it in their schedules, they may now be able to complete a 5K run/walk. A grand prize drawing for participants of the program will be held. One student will win an iPod with an arm band holder.</p>		Program planners, Peer Health Educators	May 2011

**Appendix G**

**Budget Form**

**Budget**

**Program Title: The Climb to a Healthier Life**

<b>INCOME</b>	<b>AMOUNT</b>	<b>TOTAL INCOME/EXPENSES</b>
Local Business Sponsorship	\$7,045	
Organization Partnership	\$5,000	
External Grant	\$4,000	
<b>Sub-total</b>	<b>\$16,045</b>	<b>\$16,045</b>
<b>EXPENSES</b>		
<b>A. Personnel</b>		
Fitness Instructors 2 @ \$7.25/hour for 10 hours	\$145	
<b>Sub-total A</b>	<b>\$145</b>	
<b>B. Expendable Supplies</b>		
Paper	\$500	
T-Shirts for 5K participants	\$3,500	
Food for programs	\$2,000	
Move! day food	\$1,000	
Move! day prizes	\$2,000	
Water bottles for 5K race	\$500	
Incentives for lesson plans (planners, journals, pedometers, and Subway gift cards)	\$3,500	
Grand prize giveaway for lesson attendance (iPod and arm band holder)	\$200	
<b>Sub-total B</b>	<b>\$13,200</b>	
<b>C. Equipment</b>		
Burlap sacks for sack race on Move! day	\$200	
<b>Sub-total C</b>	<b>\$200</b>	
<b>D. Other</b>		
Printing Services	\$2,500	
<b>Sub-total D</b>	<b>\$2,500</b>	<b>\$16,045</b>
<b>BALANCE</b>		<b>\$0</b>

## **Appendix H**

### **Example Event Email**

SUBJECT LINE: Move! day

*The Climb to a Healthier Life* at Ball State University invites you to Move! day.

Save the date for Wednesday, March 3<sup>rd</sup>, 2010.

When: 10:00 a.m. to 5:00 p.m. on the University Green.

Fun activities which include: sack races, two-legged foot races, obstacle courses, strength tests, and stations that give information about time management, and easy exercises to do at home.

The purpose of this event is to encourage people to turn off the TV, get off the couch, or whatever it is they do besides exercising, and get moving instead.

Please join us Wednesday, March 3<sup>rd</sup> at 10:00 a.m.!

If you have any questions please contact John Doe at [JohnDoe@bsu.edu](mailto:JohnDoe@bsu.edu)

**Appendix I**

**Task Development Time Line**



**Appendix J**

**Informed Consent Sheet and Certificate**

## **Informed Consent form for *The Climb to a Healthier Life* program**

This informed consent form is for students who participate in *The Climb to a Healthier Life* physical activity program.

*The Climb to a Healthier Life* program personnel

Ball State University

Muncie, Indiana

This Informed Consent Form has two parts:

- Information Sheet (to share information about the program with you)
- Certificate of Consent (for signatures if you agree to take part)

You will be given a copy of the full Informed Consent Form

### **PART I: Information Sheet**

#### **Introduction**

*The Climb to a Healthier Life* program is a program developed by students at Ball State University to help increase the physical activity levels of students. This sheet provides information about *The Climb to a Healthier Life* program and invites you to be a participant. You do not have to decide right now if you want to participate in the program. Before you decide whether or not you would like to participate, you can talk to anyone you feel comfortable with about the program. There may be some words or ideas that you do not understand. If you are unsure or unclear about something, please ask for clarification. Questions are welcomed and encouraged and can be asked at any time

#### **Purpose of the Program**

The national average of U.S. adults who met recommended physical activity levels in 2007 was only 48.8%. Physical activity is important in order to be healthy. Physical activity can lower blood pressure, help prevent overweight and obesity, improve mental health, and much more. Increasing knowledge about the importance of physical activity and teaching people how to increase their physical activity is essential for increasing physical activity. This program hopes to help teach people how to increase their knowledge and their physical activity.

#### **Type of Intervention**

The program involves participants attending classes to learn more about how to increase physical activity. Participants also receive information that includes exercise recommendations and workout ideas. Participants are invited to participate in numerous activities and events intended to make physical activity fun, such as Move! day (a field day event) and a 5k run/walk.

### **Participant selection**

All Ball State University students are invited to participate in *The Climb to a Healthier Life* program free of charge.

### **Voluntary Participation**

Your participation in this program is entirely voluntary. It is your choice whether to participate or not. There are no penalties for choosing to not participate. If at any time during the program you no longer wish to participate, you may stop participation.

### **Risks**

Risks in this program include possibility of injury during workouts as well as more serious complications such as heart attack, stroke, and increased blood pressure.

### **Benefits**

Benefits of this program include increased knowledge about exercise recommendations as well as knowledge of different types of exercises that help you fulfill those recommendations. Other benefits include learning how to build support systems to help encourage you to exercise, proper nutrition, and manage your time in order to make time to exercise.

### **Confidentiality**

In order to maintain your confidentiality of medical records, your medical records will be kept in a lock box and will only be reviewed by the program personnel and a physician in order to determine your medical eligibility to participate in this program. No one else will see your medical information.

### **Sharing the Results**

If you are interested in the results of this program after its completion, you may contact any one of the program personnel for a copy of the results.

### **Right to Refuse or Withdraw**

You do not have to participate in this program if you do not want to. There are no penalties to you for choosing not to participate. You can also choose to discontinue your participation at any time during the program without penalty.

## Who to Contact

If you have any questions, you may ask them now or later, even after the program has started. If you wish to ask questions later, you may contact any of the following:

Casey Fields

[cafieds@bsu.edu](mailto:cafieds@bsu.edu)

Marissa Huff

[mahuff@bsu.edu](mailto:mahuff@bsu.edu)

Catherine McManus

[cgmcmamus@bsu.edu](mailto:cgmcmamus@bsu.edu)

Amber Michel

[anmichel2@bsu.edu](mailto:anmichel2@bsu.edu)

Christine Pokrajac

[capokrajac@bsu.edu](mailto:capokrajac@bsu.edu)

## PART II: Certificate of Consent

**I have read the informed consent sheet, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily to participate as a participant in this program.**

**Print Name of Participant** \_\_\_\_\_

**Signature of Participant** \_\_\_\_\_

**Date** \_\_\_\_\_

**Day/month/year**

**Appendix K**

**Process Evaluation Instrument**

The program planners of *The Climb to a Healthier Life*, would like your input with regard to the program. Please mark the rate each of the items below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The staff was knowledgeable.						
The staff was able to answer any questions that I had.						
The lessons provided clear information.						
The exercise demonstration was helpful.						
The informational packets were easy to understand.						
The informational packets were useful.						
Move! day was helpful in making time to exercise.						
The 5k event was rewarding for me.						
The 5K run helped me achieve my goal.						
I liked the incentives (gift cards, t-shirts, etc.)						

Did the classes for the lesson plans start on time?

- a. Yes      b. No

Comments: \_\_\_\_\_

Were the classes organized?

- a. Yes      b. No

Comments: \_\_\_\_\_

Were the staff organized?

- a. Yes      b. No

Comments: \_\_\_\_\_

Were the exercise demonstrations helpful?

- a. Yes      b. No

Comments: \_\_\_\_\_

Please feel free to provide any other comments about *The Climb to a Healthier Life* program

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**Appendix L**

**Summative Process Evaluation**

**Please answer the following questions.**

Which two places on campus are for students to exercise?

The recommended amount of exercise, according to the Centers for Disease Control and Prevention, is

- a. 600 minutes a week or almost 1.5 hours every day
- b. 150 minutes a week or about 20 minutes every day of moderate exercise (brisk walking)
- c. 75 minutes a week or about 10 minutes every day of vigorous exercise (running)
- d. Doing either b or c meets the recommended amount of exercise

How much does it cost students to use the Ball State gyms?

- a. \$5
- b. \$10
- c. \$0
- d. \$20

I like to exercise

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

I make time to exercise most days of the week

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

How often do you take the stairs vs. the elevator?

What are the reasons you take the elevator instead of using the stairs?

List one type of cardiovascular exercise:

List one type of strength training exercise:

I feel confident in managing my time

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

According to the food guide pyramid, how many calories for the average college female should be consumed a day?

- a. 1800 calories
- b. 2500 calories
- c. 2000
- d. 3000

According to the food guide pyramid, how many calories for the average college male should be consumed a day?

- a. 2000 calories
- b. 1800 calories
- c. 2500
- d. 3200

List two people who you can enlist as a support system?

### **Demographics**

Are you an undergraduate student, graduate student, faculty/staff member, or special standing student?

How old were you on your last birthday?

Are you male or female?