



## **Studies at Manhemskolan**

- Peers, parents and phones -Swedish adolescents and health promotion

Lindqvist, Kostenius & Gard (2012) Int J Qualitative Stud Health Well-being

- "Moving from idea to action; promoting physical activity among adolescents"

## The problem

- Children growing up today are expected to have a shorter lifespan than their parents owing to inactivity, poor diet and obesity-related diseases
- 13% of swedish boys and 9% of the girls reach the recommendation of 1 hour PA daily.



## **Peers, parents and phones -Swedish adolescents and health promotion**

29 adolescents, 14 boys and 15 girls

Open letters

Focus group discussion

6 groups separate for boys and girls

Latent qualitative content analysis

<b>Main theme</b>	<b>Being competent, ambivalent and creative at the same time</b>		
<b>Sub theme</b>	Being a digital native for better and for worse	Knowing what is healthy and sometimes doing it	Considering change and having ideas of how change could be supported

## Conclusion

Future studies should incorporate social support strategies between friends to facilitate behavior change.

Including parents in adolescents' health promotion intervention is important.

Making physical activity more enjoyable might be important for the long term effectiveness of health promoting activities.

Partnering with youth is a promising avenue for developing health promoting interventions for schools.

## **”Moving from idea to action; promoting physical activity among adolescents”**

The first aim of the study is to evaluate the efficacy of an empowerment based intervention including encouraging short text messages from peers to peers and support from parents in promoting PA among adolescents.

The second aim of the study is to describe the adolescents and the parents’ experiences from participating in the intervention.



## Participants

The intervention group consisted of 27 students (14 boys and 13 girls).

The control group consisted of 26 students (7 boys and 19 girls).

The study took place in the beginning of 9th grade.

## Logic model

INPUTS	ACTIVITIES	MATERIALS	MEDIATORS	OUTCOMES
Adolescents Teachers	Group work to create the material	Manual for creating the material	Social support Self-efficacy	Physical activity
School health personnel	Behavioral contracting	Behavioral contracts	Attitudes	
Funding	Encouraging SMS	SMS manual		
Experts	Information for parents	Parental brochure		

## Data collection

The **self rated physical activity** was evaluated using questions posed by SMS once a day one week and with IPAQ-A once before and after intervention.

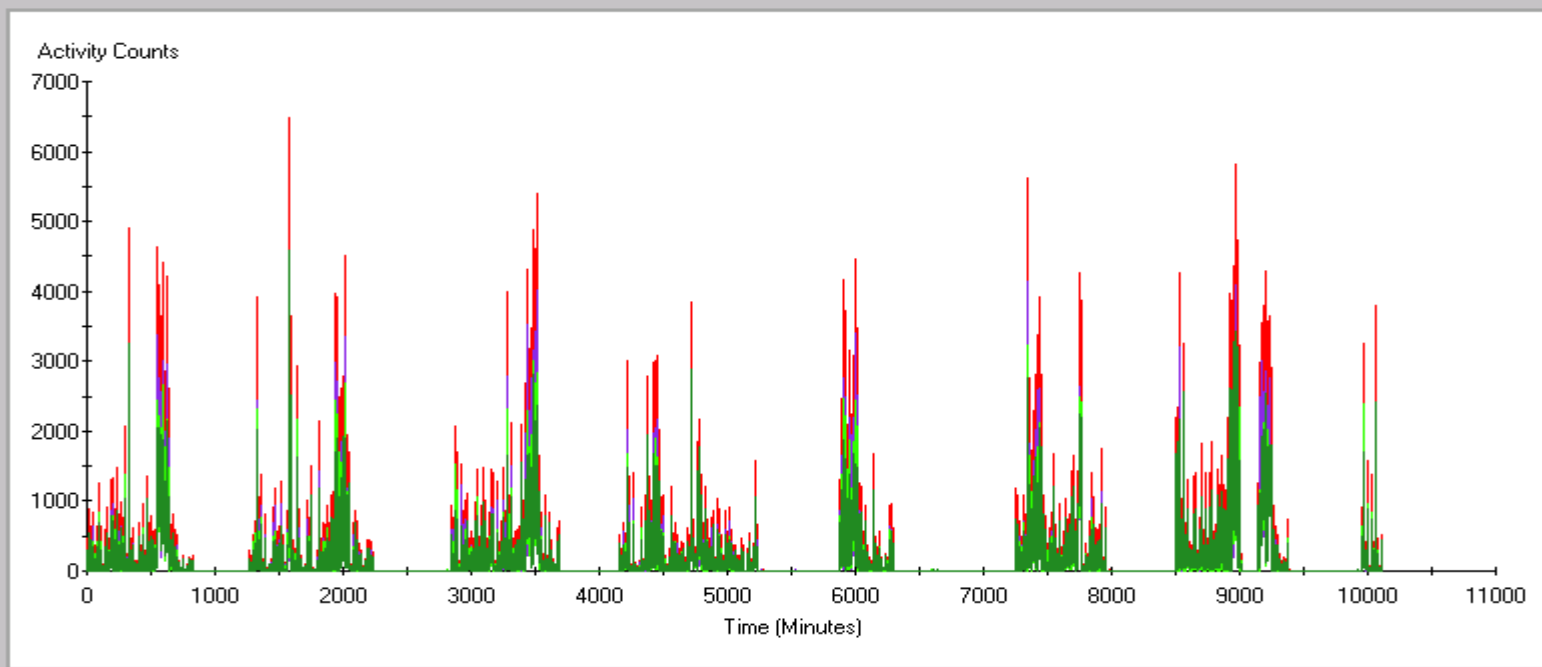
The **objective amount of physical activity** was measured by accelerometers during one week before and after intervention.

**Self-efficacy, attitudes and social support** was evaluated by a questionnaire once before and after intervention.

**Experience** (adolescents and parents) was evaluated after the intervention using individual interviews and analyzed with qualitative content analysis.

# Example of data from accelerometers

Activity Data - 3-Axis



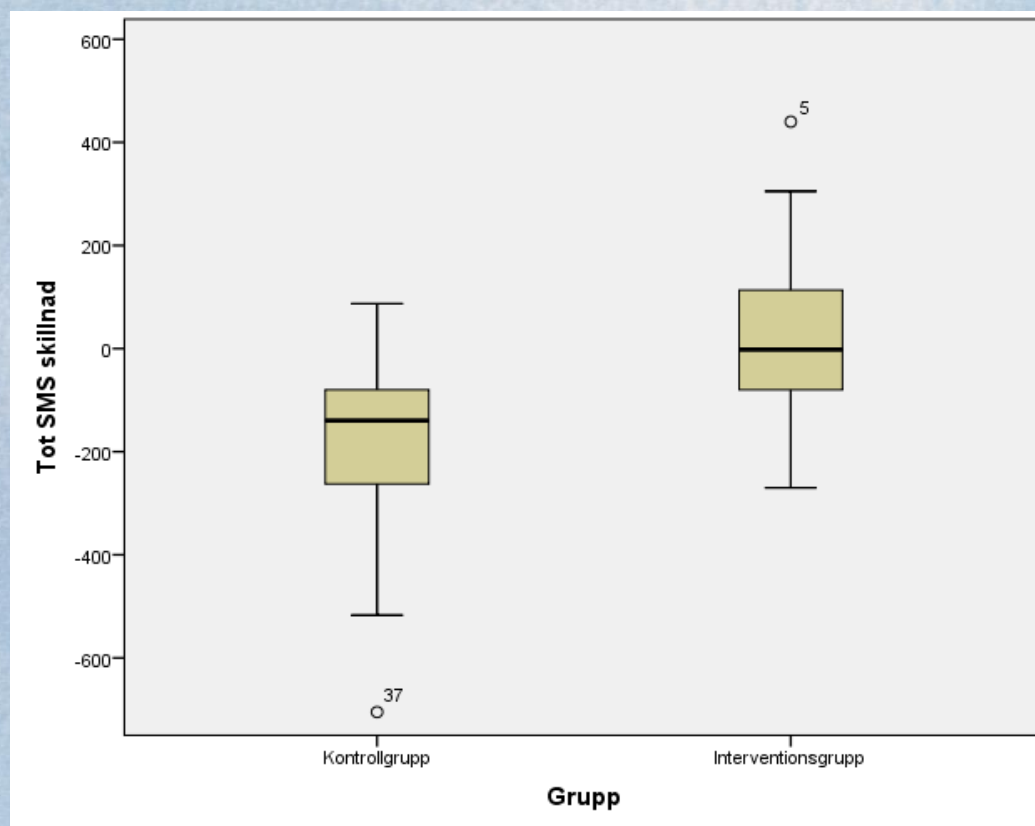
## Preliminary results

The participants in the intervention group (n=19) increased their PA per week with 16.68 (182.34) minutes

The participants in the control group (n=24) decreased their PA per week with 183.88 (183.83) minutes (p=0.001).

Two of the participants in the intervention group and none of the participants in the control group reached the recommendations of PA for adolescents after the intervention.

## Box-plot showing the difference in PA for the control and intervention group



## Preliminary results

Social support before, attitude before, self-efficacy before, friends and parents PA level explained 31% of the variance of the PA at baseline but self-efficacy ( $p=0.04$ ) was the only significant predictor for PA before the intervention.

The intervention, difference in social support, difference in attitude and difference in self-efficacy explained 28% of the variance of the difference in PA but the intervention ( $p=0.01$ ) was the only significant predictor for the difference in PA.

## **Preliminary conclusions**

Collecting data by daily questions posed by SMS is a feasible method among adolescents.

Empowerment could be helpful for those who encounter the challenge of promoting PA among adolescents

It is possible to develop and conduct an empowerment based intervention to promote adolescents PA.

Self-efficacy was relevant for the students PA but this intervention was not significantly mediated by self-efficacy nor by attitude or social support.



## The future

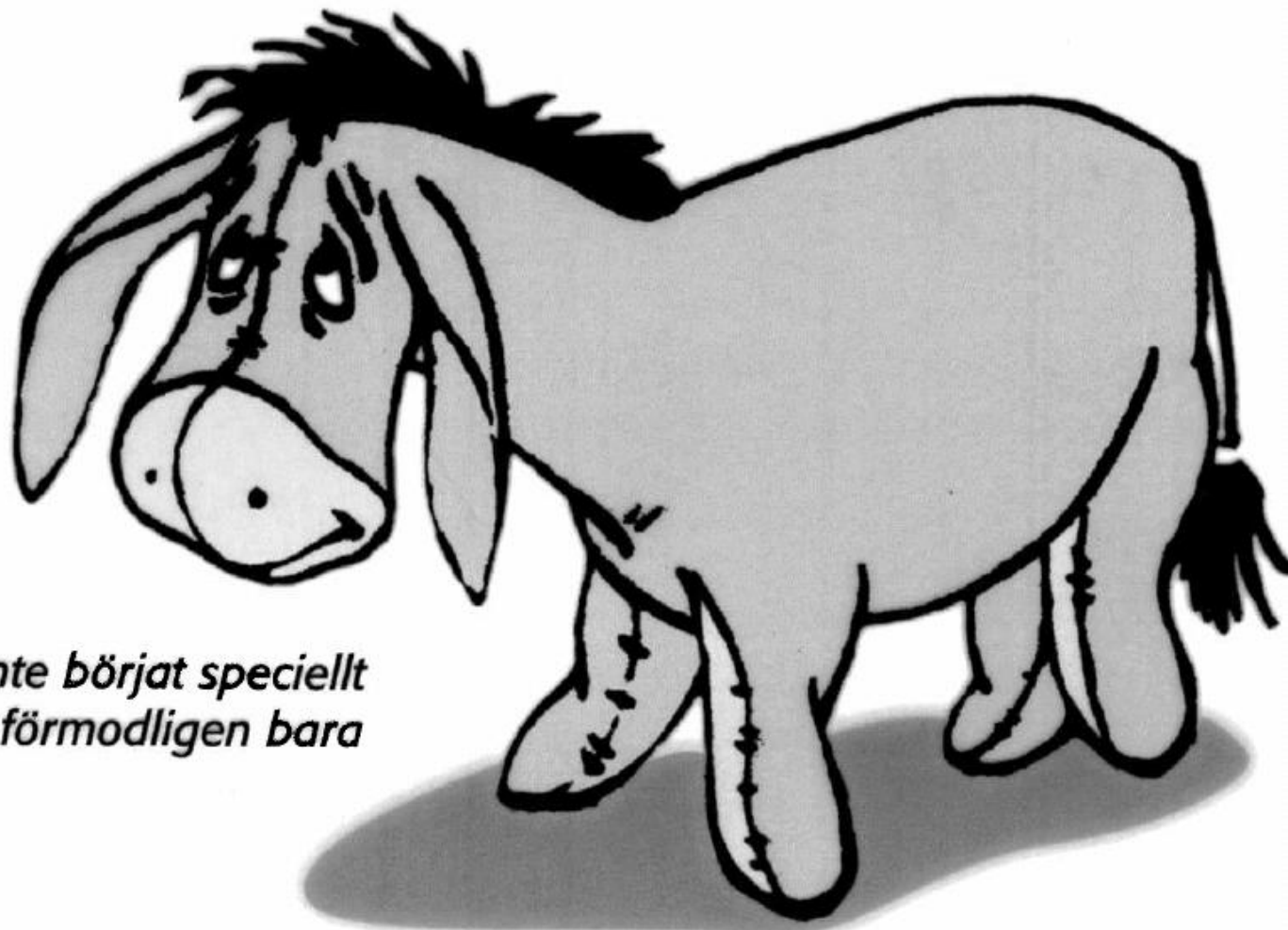
Describing the adolescents and the parents' experiences from participating in the intervention.

- Interviews with 14 adolescents is concluded.
- Interviews with the parents is ongoing.

Another efficacy trial, preferably with cluster-randomization, followed by an effectiveness trial before eventual implementation

Correlation between IPAQ-A, accelerometers and SMS-track.

Analysing the encouraging SMS.



*"Den här dagen har inte börjat speciellt bra, och den kommer förmodligen bara att bli värre... Suck..."*