Tailoring a Physical Activity Promotion Program for a Rural Area

Gavin T. Colquitt  
*Georgia Southern University*, gcolquitt@georgiasouthern.edu

Moya L. Alfonso  
*Georgia Southern University*, malfonso@georgiasouthern.edu

Ashley Walker  
*Georgia Southern University*

Vanessa Dunmore  
*Georgia Southern University*

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/commhealth-pres](https://digitalcommons.georgiasouthern.edu/commhealth-pres)

Part of the [Community Health Commons](https://digitalcommons.georgiasouthern.edu/commhealth-pres), [Community Health and Preventive Medicine Commons](https://digitalcommons.georgiasouthern.edu/commhealth-pres), and the [Public Health Education and Promotion Commons](https://digitalcommons.georgiasouthern.edu/commhealth-pres)

**Recommended Citation**

Colquitt, Gavin T., Moya L. Alfonso, Ashley Walker, Vanessa Dunmore. 2013. "Tailoring a Physical Activity Promotion Program for a Rural Area." *Community Health Faculty Presentations*. Presentation 2.  
[https://digitalcommons.georgiasouthern.edu/commhealth-pres/2](https://digitalcommons.georgiasouthern.edu/commhealth-pres/2)

This presentation is brought to you for free and open access by the Community Health, Department of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Community Health Faculty Presentations by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Tailoring a Physical Activity Promotion Program for a Rural Area

Gavin Colquitt, EdD, CAPE, CSCS, Moya Alfonso, PhD, MSPH, Ashley Walker, PhD, CHES, Vanessa Dunmore, MPH

ABSTRACT

The VERB™ Summer Scorecard (VSS) program was designed with the purpose of promoting physical activity among 'tweens' (8-13 year olds). A unique aspect of the VSS program is the scorecard which serves multiple purposes. The scorecard primarily serves as a behavioral reinforcer for physical activity. The scorecard also tracks physical activity for each participant. According to the Construct-Based Promoting Behavior (CBPM) approach, the scorecard was taken to adapt the VSS to meet the needs of the rural, diverse population in the southeastern United States. Formative research was conducted with the target audience. Focus group interviews were conducted with parents and their children. Content analysis showed that significant changes were needed for program. Previous versions of the Scorecard did not test well with the target audience, who suggested the use of smaller Scorecards and fobs as a secondary reinforcer. These changes offer many potential benefits to participation reinforcement and physical activity promotion tracking.

METHODS

Sample and Data Collection

Two parent focus groups (N = 14) and two child focus groups (N = 12) were conducted by trained focus group facilitators for this project. The parent and child focus groups included a diverse sample of participants. Twelve African-American parents and two Caucasian parents participated in the parent focus groups and 10 African-American and two Caucasian children participated in the child focus groups. All groups were recruited through the local Boys & Girls Clubs, the lead community partner in the VSS program development. Each focus group facilitator used a focus group guide to conduct the focus groups with parents and children. The guide covered aspects of VSS that might need adapting to work for the target population, including price, product, place, and promotion. The transcripts were coded specifically to social marketing constructs, including price, product, place, and promotion.

Data Analysis

One of the VSS representatives listened to the audio-recorded focus groups and transcribed each recording verbatim. The transcripts were then sent to other VSS program development facilitators for analysis. The four constructs of social marketing are: the four P’s of marketing: price, product, place, and promotion. The transcripts were coded specifically to social marketing constructs, including price, product, place, and promotion.

RESULTS

Based on the common themes identified in the formativeative research, major adaptations were needed to implement VSS in the rural community. The major program adaptation highlighted changes needed to use the Scorecard within the community.

Two versions of Scorecards that had been used in other states were tested with youth and parents (see Figure 1). Neither version tested well. Parents believed that youth would not be able to read or understand the fobs. Youth participants also discussed the difficulty of reading and understanding the previously used Scorecards.

One option for the Scorecard discussed by parents was a chain with fobs (dog tags). This option was not well with both parents and youth. One of the local elementary schools uses ‘dog tags’ as a civic incentive and according to the focus group responses are very popular among the local youth.

Focus Group 1: Parent 4: They used to do the tags at [a local school] as well; everything you did, they would add a tag to the chain and we were proud of that thing [dog tag].

Parent 4: [You see] my kids were about [sic] to fight over a tag, ‘I got to [sic] do such and such so I can get my bear tag.’

Parent 4: Nine times out of 10 the reading of the scorecard, they’re not going to be able to read it. You want something that they can actually read and actually relate with.

Parent participants also agreed that if a paper Scorecard were to be used, the Scorecard needed to be smaller and something ‘tweens’ could carry with them such as ‘wallet size’ or ‘pocket guide’ (see Figure 2). During both of the children’s focus groups, the participants asked about the ‘dog tag’ feature. All children participants supported the idea. When asked why the ‘dog tag’ was preferred, the child participants agreed it was because ‘you get to wear it.’

Discussion

Results suggested the previously used Scorecards would not work with African-American and youth and families in rural Georgia. Results of the formative research posed benefits and challenges that were then translated in previous implementations of VSS. The use of dog tags and index-sized Scorecards offered the immediate benefit of reduced-cost. Previous versions of the VSS have been large, pamphlet style Scorecards. The new, simple version of the Scorecard costs less to implement, making it easier for smaller communities to implement a VSS program.

ACKNOWLEDGEMENTS

This project was made possible through a grant from the Georgia Health Foundation.

REFERENCES


Ashley Walker, PhD, CHES, Vanessa Dunmore, MPH

Figure 1. Scorecard from Southeastern Georgia

Figure 2. Scorecard from Sarasota County, Florida

Note: 1 square = 60 minutes of moderate to vigorous physical activity.