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Competency-based professional development training impact on physical activity promotion

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Competency-based professional development training impact on physical activity promotion

Abstract

Abstract of poster that presented at 2013 AAHPERD National Convention & Exposition, Charlotte, NC , 23-27 April 2013.

Keywords

physical, impact, promotion, training, activity, development, professional, competency

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Competency-Based Professional Development Training Impact on Physical Activity Promotion

Thursday, April 25, 2013

Exhibit Hall Poster Area 2 (Convention Center)

R. Glenn Weaver¹, Falon Tilley¹, Rahma Ajja¹, Rohan Shah¹, Daria Winnicka¹, Morgan Hughey¹, Collin A. Webster², Aaron Beighle³, Russell R. Pate¹, Ruth Saunders¹ and Michael W. Beets¹, (1)University of South Carolina, Columbia, SC, (2)University of Wollongong, Australia, (3)University of Kentucky, Lexington, KY

Background/Purpose Afterschool program (ASP) policies call upon staff to exhibit behaviors/management strategies linked to children's physical activity (PA). Research indicates staff do not display these behaviors/management strategies. The purpose of this study was to evaluate the impact of a competency-based professional development training utilizing the 5Ms (mission, motivate, manage, monitor, maximize) and LET-US-Play (lines; elimination; team size; uninvolved staff/children and space, equipment, rules) conceptual frameworks.

Method Four large scale ASPs serving ~500 children participated in a pilot intervention using a quasi-experimental pre-post design. Observation of staff behaviors/management strategies were collected at baseline (Fall 2011) and post intervention (Spring 2012) via the System for Observing Staff Promotion of Activity and Nutrition (SOSPAN); a newly established reliable and valid direct observation instrument. Four trainings were delivered at each site January-April 2012. Changes in staff promotion behaviors/management strategies over time were examined using random intercept regression models.

Analysis/Results A total of 4525 SOSPAN scans were completed across baseline and post-intervention. At baseline staff promotion behaviors/management strategies were observed 2.8 to 27.8 percent of the time. Post intervention, nine of the ten staff promotion behaviors/management strategies showed statistically significant changes ranging from -7.8% to 19.8%. All changes were in the desired direction (i.e. decreased PA discouragement, increased staff engagement in PA with children).

Conclusions The 5Ms and LET-US-Play training is an effective approach for increasing staff behaviors/management strategies linked to child PA. This training can serve as a foundation for interventions to assist ASPs achievement of PA policies.

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