Improving Health Outcomes Through Health Education & Self Advocacy (Health Matters)

Advisor: Dr. Sean Cleary, PhD, MPH
Community Partners: Donna Budway, Paula Manion (Our Stomping Ground)
PUBH 6299 - The Autism Experience

- Community Participatory Methods
- Adults d/x Autism/ID
- Transition to Independent Living
- Volunteer Service Learning
Our Stomping Ground

“To build inclusive communities and strengthen neighborhoods through diverse programming, sustainable, affordable housing, and social spaces for people of all abilities.”

- OSG Mission Statement
The Aim:
Health ‘Really’ Matters Program

● 10 week course: nutrition, physical activity, mental health
● Evidence-Based Lessons
● Evaluate Health Outcomes

Lesson Plan

<table>
<thead>
<tr>
<th>DATE</th>
<th>LESSON</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>February 17</td>
<td>Lesson 1</td>
<td>What does being healthy mean to you?</td>
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<tr>
<td>February 24</td>
<td>Lesson 2</td>
<td>What is physical activity?</td>
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<td>March 3</td>
<td>Lesson 3</td>
<td>Nutrition</td>
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<td>March 10</td>
<td>Lesson 4</td>
<td>Self Care and Self Advocacy</td>
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<td>March 17</td>
<td>Lesson 5</td>
<td>Energy and Sleep</td>
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<td>March 24</td>
<td>Lesson 6</td>
<td>Importance of Water</td>
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<td>March 31</td>
<td>Lesson 7</td>
<td>Making a Healthy Menu</td>
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<td>April 7</td>
<td>Lesson 8</td>
<td>Heart Health</td>
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<tr>
<td>April 14</td>
<td>Lesson 9</td>
<td>Making an Exercise Plan, Goal Update</td>
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<tr>
<td>April 21</td>
<td>Lesson 10</td>
<td>Mental Health and Mental Wellbeing</td>
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Healthy Habits
for independent living
The Plan:
**Timeline:**

<table>
<thead>
<tr>
<th>September - October 2022</th>
<th>January 2022 - February 2023</th>
<th>March 2023 - May 2023</th>
<th>March 2023 - May 2023</th>
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</thead>
<tbody>
<tr>
<td><strong>Curriculum/Progress Tracker Development</strong></td>
<td><strong>Community Partnership Outreach</strong></td>
<td><strong>Didactic Course/Lab</strong></td>
<td><strong>Short Term Progress Tracking/Reflections</strong></td>
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<td>Evidence Based Practice Measures include: fruit/vegetable servings, minutes of physical activity, mood evaluation.</td>
<td>Contact Community Partners: Sites for food labs; Physical activity lab space; student recruitment</td>
<td>Didactic Course for 10 weeks; Physical Activity Labs (6); Nutritional Labs (5); Art Therapy Labs (3)</td>
<td>Statistical Analysis Tracking Health Measures; Progress/observations with health course</td>
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Health Matters Course
Self Esteem Plan:

**Self Affirmations:** Affirmations; Things You Like About Yourself; Goals

**Exercise Goals:** Running, Swimming, Yoga, SMART goals.

**Self Care:** What are self care activities that are important to you?

**Journaling:** Gratitudes, Progress, Reflections

**Friendship:** Who in your life: Gives you advice? Brings you joy? Understands you?
Health Matters Lab

Steps to Guide to Grocery Shopping

★ One: Decide what you would like to eat for the week for breakfast, lunch, dinner, snacks, and dessert

★ Two: Make a list of needed ingredients by category.

★ Three: Make sure that you are taking inventory of what you already have and also checking expiration dates.

★ Four: Now you can create a list of needed items that you don’t have.
The Scholarship:
Gaps In Literature

94% of published autism studies are focused on younger populations (infants, toddlers, children, adolescents) (Jang et al., 2014).

Only 3% of U.S. autism research funds in 2018 went to study autism in the transition to adulthood and through adulthood (Sarris, 2021).

Fig. 3. A total number of studies by age groups.
Data Collection:

- Pre/Post Course Data Collection
  - Health Measures
  - Qualitative Data
- Data Presentation
- Research Paper

What more could have been done to support your transition between adolescence and young adulthood?
12 responses

<table>
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<tr>
<th>Make sure we have the communication to get to these stages.</th>
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<tbody>
<tr>
<td>Extra healthy advice</td>
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<tr>
<td>Stay healthy and speak up more</td>
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<tr>
<td>Honestly, I don't know. Probably I could've made a budget a little easier.</td>
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<tr>
<td>I could have sought out help to deal with mental health issues.</td>
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<tr>
<td>classes like this and more inclusion</td>
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<tr>
<td>More opportunities for inclusion</td>
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Aims / Hypotheses:

Primary: To determine if there is a significant difference in scale points in our health habits in adults (ages 18+) diagnosed with autism/intellectual disabilities over three time points: at baseline, at the 5-week midpoint mark in a health education course, and at the 10-week mark at the end of the course.

Secondary: To determine if sex will modify the association health habit scores over time in a health education course.
Methods:

- Self Report Surveys: NHANES score, number of hours of sleep, MFQ scores, IPAQ scores, BEVQ-15 scores
- Pre Intervention, Mid Intervention, Post Intervention
Statistical Analysis

Univariate repeated measures ANOVA

Potential Confounders: age, race, ethnicity

Potential Effect Modifiers: sex
The Sustainability:
Through Health Matters...

Health Matters Course

- Capacity Building
  - Participant Nutritional and Physical Activity Goals
  - Mental Health Routine
  - Social Skills
  - Health Curriculum
  - Community Partnership

- Program Continuation
Class Participation
Health Matters Course

Acknowledgements

Thank you Donna, Dr. Cleary, Robin, all of student participants in the Autism Experience course and all of our wonderful OSG participants!
