Healthy Weights for Children (HWC) Project Advisory Committee Meeting
4C01-408 (2011-08-18&19)

Minutes of the Meeting Held
18th & 19th August 2011
630 Cadder Avenue, Kelowna

Present: Amanda Turner (Chair), Anima Anand, Casey Hamilton, Chris Rhodes, Dr Claire Budgen, Dennis Dandeneau, Helen Mills (Minutes), Janice MacAulay, Joan Kirkbride (18th only), Kelly Stone, Linda Austin, Liz Therres (18th only), Louise Roberts-Taylor, Marianne Drew-Pennington, Paul Sharp, Sandy Feil, Sharlene Drohomereski, Sheila Lewis **(Total Number present: Thursday 18th: 18, Friday19th: 16)**

Regrets: Ann Horak, Cathy Richards, Danielle Venne, Heather Deegan, Dr Lucia Gamroth, Lisa McCullough, Marcie Fassman, Pam Crema, Rebecca Ataya

DAY 1

1. Welcome / Introductions & Approval of the Agenda & minutes from last meeting
- Agenda Approved
- Brief overview of previous minutes for approval (minor change to 'Survey Monkey'!)

2. Introduction to the 'Connection' program (Amanda)

For the organisation (pg8)
- More definition on BMI (add that figures are for 2+ yrs)
- Include disclaimer that must consider alternative factors
- Comments that BMI at any given point in time isn't accurate – Sandy to provide references on BMI
- Because this is going to the organisation level it needs to be very clear and concise as they won't necessarily understand.
- What about a short primer? – don't assume knowledge at org' level
- Amanda reiterated that this course isn't for the overweight, and that this pieces is the 'rationale'
- If a reference section is included (which it will be) then these references/descriptions can be included there
- Citation
- Include paragraph to frame overweight/obese with a common language explanation re: practical and scientific ways that people think about overweight & obese for different purposes
- Maybe don't need scientific references – it detracts from impact (take out 2nd reference)
- There should be acknowledgement of medical conditions, impact of medications and environment to overweight/obese
- Titles don't make sense / aren't logical – change project to maybe 'background' or 'the issue'
- Evidence should be called 'Rationale'
- Reference the statement about reversal in trend
- Here at the beginning should be a specific piece acknowledging The Bridge, with a little background on the creation of the program – perhaps best placed under 'Partnerships' (pg10)
- Need to be including draft #'s on documents moving forward
- Overall layout of document – should include numbers and/or level headings to help with navigation

Further comments
- It is important for the agency and facilitator to provide contacts for the participants in the local area – it's important for them to know this program doesn't operate in isolation – know what you don't know and know where to refer people to
- Change the layout of the introductory pieces

- Budget should include some actual figures so organisations have an idea of what we're talking about
- Concerns from AC about the tension created by having the family of origin and foster families in the room together – a word of caution should be included – Facilitator focus must be on delivering content not managing the dynamics of participants.

Everyone voted for their preferred Course & Module titles with an overwhelming (100%) preference towards the 'Healthy Together' option

3. 'Connection' program review (Amanda) & feedback

Lesson 1 (0-6y)

- Could be tension with CIC – cultural issues between bio & foster families and food is used as a stress management
- Know it stressful as a foster parent – they are 'public parents
- Grab them in the first lesson
- Linda feels the term Caregiver excludes the bio parents
- Foster parents are regular people – could be a bit jargony 'tools in toolbox'
- Initial survey could present literacy issues – it's quite wordy and long (probably better suited to bio parents as is)
- Appreciate the need to have the confidentiality piece in there but generally will go straight over their heads – it sets the wrong tone and sounds too official/formal/like the government
- The term 'Safe' – should be 'place where people will be comfortable'
- China Story – play the notion out further. Also needs a lot of flexibility – let them decide where they want to go 'a country you've never been to' or to the moon. This should be placed after the Energy Balance in the lesson plan. (or Energy Balance should be moved to Lesson 2) – not sure at the moment that these 2 pieces (Energy balance & trip to China) 'go' together – no connection. Could use a recorded narrative. This is an empathy exercise – demonstrating the child is coming to a whole new world. Acknowledge complexities of change
- Energy balance is impersonal – that was the idea of including here at the beginning of the course
- Ways to nurture Yourself – let them create their own lists – current list could be a bit 'white middle-class' – could be something as simple as sitting in the bathroom for a few minutes. Use the list that participants compile and review the following week
- More basic learning and use of visual cues
- There is a lot of hostility and mistrust especially with Aboriginal families – this could seen as another structure to conform to – leaves the bio family feeling like there's a plot against them
- The fact that this course is voluntary auto-vets the fact that the family is suitable. Also put in a location that supports the bio family
- For Aboriginals and the sharing of food / distribution of wealth is very important
- Ask them what are they doing to be healthy at home? – based on the assumption that we are all here because we want to be healthier so what are you doing?

Lesson 2 (7-12y)

- Concerns about the use of the word 'control' – the ways it's worded could create a power/control issue
- Food should be a non-issue (as per training for CIC providers) – it's a basic human need but it does tend to end up a control thing
- Add a preamble to the 5 W's – continuous message that it's a non-issue BUT do it in a healthy way
- Too many worksheets with not enough time to do them – it won't stick if it's rushed through
- Sandy felt that the content in this lesson should be broken into 2 sessions – repetition – start in the first session and then bring it back in session 2
- Important to also talk about why we don't eat

- AC should offer feedback as to which activities/learning pieces should be optional and which ones critical to stay in
- Wary of the serving sizes piece – sounds awfully like a diet club
- Lighten up on the importance of eating meals together – it's a great idea but not the be all and end all – it's an opportunity to eat together, not a necessity – don't make it a rule
- This is more about conversation within the group - not to lecture – and the differences between the youth then and now.
- Important message about sharing the responsibility of meal planning as an opportunity to spend time together as a positive social interaction
- Present a bit more modular to ease tailoring to different groups – leave it up to the facilitator to pick out the lessons they want to use
- Use flow chart to direct learning as appropriate
- Casey felt there were some key areas/message missing; Why do we have food groups? Sugar/Sweetened beverages, Whole foods (we later discovered these were addressed in Lesson 3)
- It was noted that CIC eat 3 things; Ichiban, Hot dogs & Kraft dinners! (offer alternatives to those)
- How to introduce a new eating plan is key

Lesson 3 (7-12y)
- Concerns about missing pieces from lesson 2 were largely addressed by content of lesson 3
- This did however raise the question of the order of the lessons
- Since Lesson 3 was so comprehensive perhaps able to skip some of the other pieces in lesson 2
- Could beef up the section on relationship building
- Cooking classes – add in resources in the local area – schools with Home Ec' room etc
- Missing info about where our food comes from – gardening, growing etc

Lesson 4 (13-18y)
- Order – address sedentary activity first, then activity second
- Pulse rate – not used as much as it used to be – talk more about intensity and exertion – use tools with clean, simple ways of measuring these (feelings) of exertion, fullness, wellness, health etc
- Media literacy maybe not as necessary to talk about with CIC – it could be more of a 'new' thing to them (going from typically lower to middle class foster families)
- Relevant to talk about screen time but not convinced that it affects CIC as much as regular youth
- Question they want answered; How do you practically incorporate additional activity into my life?
- CIC lack motivation to do physical activity or non-sedentary activity
- Take away the label of 'exercise' and talk more about just something that is done
- Holistically it doesn't even fit – there's a very low motivation factor
- Dialogue between them to sensitise the group
- Any small change is a positive change
- Incorporating guest speakers who have had physical activity experience, or peer-to-peer learning – have them lead the discussions and setting their own goals
- Physical activity is a great chance to initiate discussion
- Children excluded or intimidated in school environment in the past – how can we help facilitate the opportunity to start up physical activity again after that experience.
- Provide resources and how to get involved
- This stuff just isn't 'cool' for 13-18y

Lesson 5 (13-18y)
- What is family? Which family are you talking about?
- Majority of youth have probably not experienced these kinds of traditions
- Issue with having both families and youth together – do the adults and youth need to be together?
- Traditions – should be discussion with youth only
- Sandy suggested creating 'tree art' to show rituals / traditions

- Check use of word 'ritual' – could suggest religions connotations
- Intent of this lesson was to fulfill original meeting suggestions (as per April face-to-face flipcharts)
- Current routines and habits (might be more appropriate language to use)
- Maybe this lesson isn't relevant to CIC
- If family traditions piece is taken out can the group stay together for learning (yes)
- Parents of CIC don't know how to join in physical activity with their children – need to teach them how
- Healthiest Future piece - sensitive issue for CIC – where would you like to be? We can help with a plan on how to get you there
- We shouldn't underestimate the youths capability to being able to imagine their future
- Incorporate role models for youth group
- Use of breakout sessions - split the 13-15y and 16-18y
- Recommend role models/mentors for older teens
- Tie in opportunities for the youth – springboard into something else – school credits, money, credits to mentoring program, culinary school etc (high end restaurants taking CIC and training in their kitchen in their speciality) (Connect with existing programs)
- Federal government right now is very interested in public / private sector partnerships
- Possibility of moving ahead with the 2 younger age groups as is, and delay pilot of 13-18y to incorporate modifications (food industry sponsorship – at national level eg Canadian Tire Jumpstart program and/or BC media coverage/funding)
- Like the idea of working with other peers – doing something in the community with an ongoing group
- More physical and practical lesson based
- The pilot could actually be the youth designing their own program for their peers

General Feedback

- Use more repetition in lessons as a way to encourage successful retention of information
- Take 3-5 topics for each lesson and use repetition
- Healthy Modelling – don't use candy to model! – use marbles
- 'Games with Aims' – for the icebreaker questions use healthy examples – what's your favourite fruit, activity etc
- Every activity needs to be interactive to bring back the focus and encourage them to come back week after week
- Too much content
- Incorporate the cost of food
- Make it Interactive and engaging – with hands on activities – option for facilitators to pick from a few different activities
- Anything measurable can be mis-interpreted (BMI, pulse, etc)
- Lesson 3 – great! - so practical, nothing emotional – it totally resonated with everyone
- More hands on, practical, associate with cost
- Every piece of information should come first from the participants – now let's talk about this…. They will usually get to the same topics anyway
- Materials section – don't know why it's there and what's the point of the info held there – not relevant – can be deleted
- Tension between the family of origin and the foster family – course could be seen as another hoop for the origin family to jump through
- Facilitation is the key to the course working with various families present
- Hassle for the youth
- Power struggle
- Use screening process – would be up to foster family to know the suitability of the family of origin – Co-parenting is the ideal so we can't ignore it – but add in a caution
- Format – age specific content
- Keep youth separate from adults
- Modify to 'Life Skills' – activity based – provide content whilst they engage in activities & field trips

- Have the course looked at by diverse groups of YIC and modify as required
- Use the pilot to ascertain the feasibility of co-parenting in the same group
- Add in qualifications/skills for facilitator to include experience with activity & health

DAY 2

4. Process for Kelowna Pilot (Chris & Anima)

- Create electronic job posting for trainee facilitators (send to Sharlene & Ministry)
- Is it possible to have 2 pilots of an age group – to show improvement and refinements – probably not due to time and budget constraints
- What's happening for the Youth Group? – no decision has been made in this meeting – this is something the project team will be discussing further after our AC meeting
- Suggestion that we should contact our funder now to gain some wiggle room – discuss issues with the Youth age group so downplay expectation. Use slower / flexible approach and refine as we pilot for this critical buy key age group
- Numbers we are working with are way too big for a pilot
- All family is invited – it's up to them who comes along – idea is that we have buy-in from the whole household

5. Planning for Phase 2 (Dennis)

- Intention to use outside agency to help with packaging of the material and a logo
- It was suggested that we could look to schools and colleges who could offer gratis design work as part of their course requirements
- Phase 2 proposals will be sometime in the fall. As part of our original phase 1 proposal we did submit a basic plan for phase 2 which will be looked over and refined at this point – phase 2 is primarily implementation
- Also need to consider sustainability of program

6. Evaluation Update (Claire)

- Reflecting back on process
- Data for collection could be numbers, words, pictures, photos etc
- What is the evidence? – needs to be accurate and relevant
- Claire talked through the evaluation interim report which included data from the AC meetings to date and the processes we have followed. Also included were comments from the focus groups held
- Working on refinements in this next month or so
- Will there be a follow up 2-3 months after course completes? – a good idea used by City of Kelowna – even just a phone call follow-up to see how participants are keeping up with things
- Since we are talking about CIC they are often very transitory so the case worker connection is the best contact to do the 'check-up' – difficulty with this idea is the ethical review
- Should we be collecting data from the 7-12y? Data from the 13-18y is valuable for ongoing development if they put info on their forms you have to deal with it, but you do need to give them a voice – if they are to complete the program they deserve the right to a voice
- Still important to ask 0-6y – they are capable of giving feedback (smiley faces)
- Don't ask a question if you don't want to deal with the answer!
- Is there a value of interim evaluation?
- Ongoing, interactive evaluation by facilitator? – not formal
- What about timings of evaluation collection?

7. Next Steps & Advisory Feedback

All AC members completed the feedback form anonymously.