

Title of Intervention and Website: Health Promotion for Educators

Intervention Strategies: Individual Education, Group Education and Supportive Relationships

Purpose of the Intervention: To help teachers increase physical fitness and reduce job stress

Population: 117 adult teachers who were White, Black, Hispanic.

Setting: Elementary, middle and high schools in the same school district. Worksite-based intervention.

Partners: None mentioned

Intervention Description:

- Group Education: 50-minute class was held weekly in each intervention school before the day began. 55-minute supervised exercise sessions were held one day each week after school.
- Individual Education: Individual counseling sessions were held for all participants to establish specific goals.
- Supportive Relationships: Five evening seminars were held for participants and their spouses to reinforce the educational classes and generate spousal support.

Theory: Social support

Resources Required:

- Staff/Volunteers: instructors to lead classes and exercise sessions, counselors for individual counseling
- Training: training in physical education and exercise
- Technology: not mentioned
- Space: classroom and gym space
- Budget: not mentioned
- Intervention: educational materials for classes
- Evaluation: health knowledge survey, physical activity survey, medical history form, principal stress management survey, Bill Index of Adjustment test, General Well Being Schedule, Brayfield and Rothe Job Satisfaction Index, treadmill, cable tensiometer, statistics software

Evaluation:

- Design: Quasi-experimental study design
- Methods and Measures: Measurements were obtained before and after the 10 week intervention. Health knowledge was measured by a 30-item, multiple-choice survey covering a variety of topics related to physical fitness and health promotion. Exercise participation was assessed with a seven day physical activity survey. Medical history was obtained. At post-test teachers were asked about any changes in physical activities or lifestyle changes. Principals were asked to complete a teacher stress management survey and rate each teacher's stress level. Self concept was assessed with Bill Index of Adjustment test. The General Well Being Schedule, Brayfield and Rothe Job Satisfaction Index was also administered. Physical fitness was determined by a treadmill exercise test, sit and reach test, and a cable tensiometer.

Outcomes:

- Short Term Impact: Participating teachers increased participation in vigorous exercise.
- Long Term Impact: Participating teachers reported improved physical fitness, lost extra weight, lowered blood pressure, reported a higher level of greater well-being, and were better able to handle job stress.

Maintenance: Not mentioned

Lessons Learned: Results suggest that advice and support are helpful for exercise. All exercise need not be done in a highly supervised and structured setting, leisure time energy output can contribute to physical fitness as well.

Citation(s):

Blair, S. N., T. R. Collingwood, et al. (1984). "Health promotion for educators: impact on health behaviors, satisfaction, and general well-being." *Am J Public Health* 74(2): 147-9.