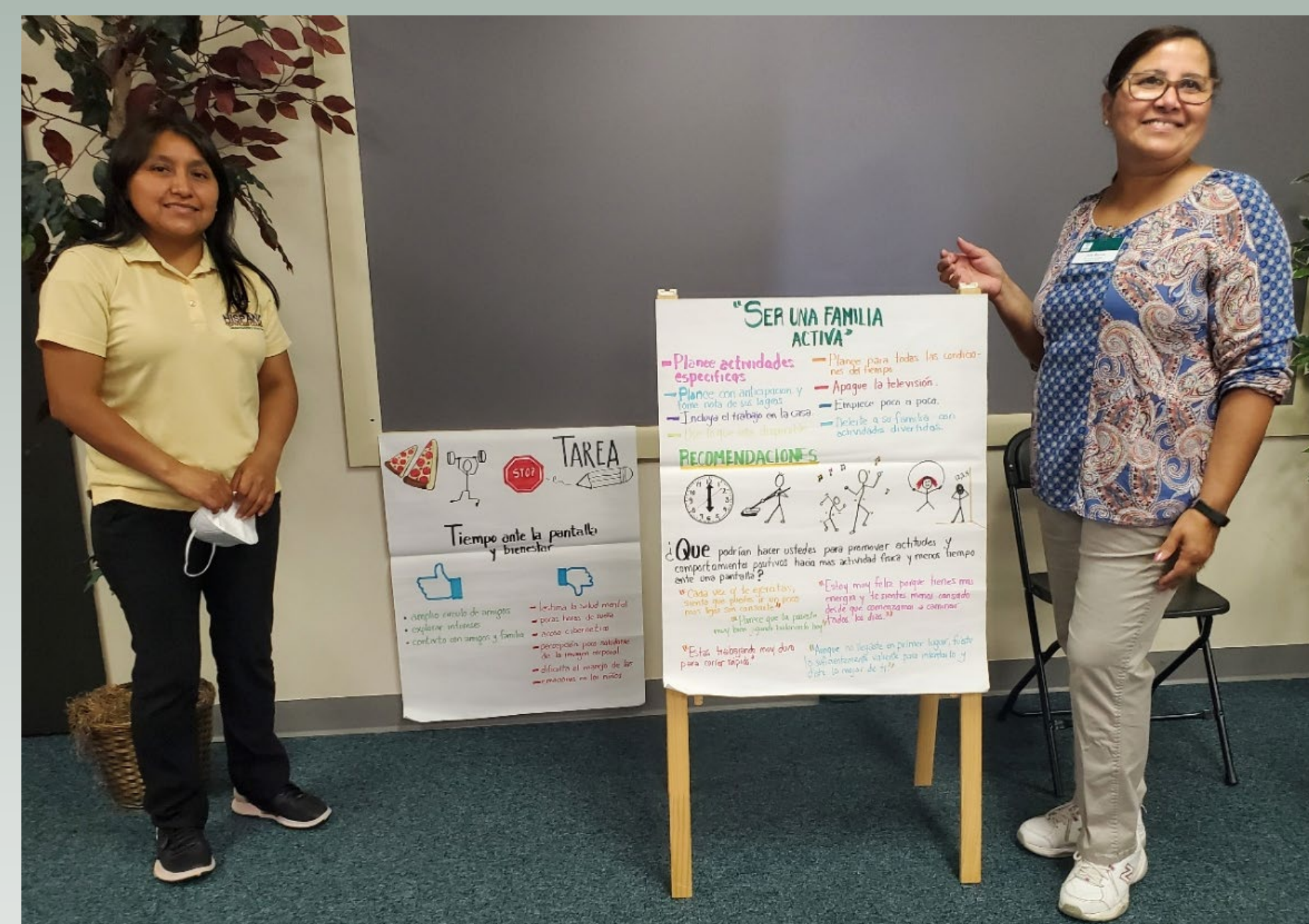
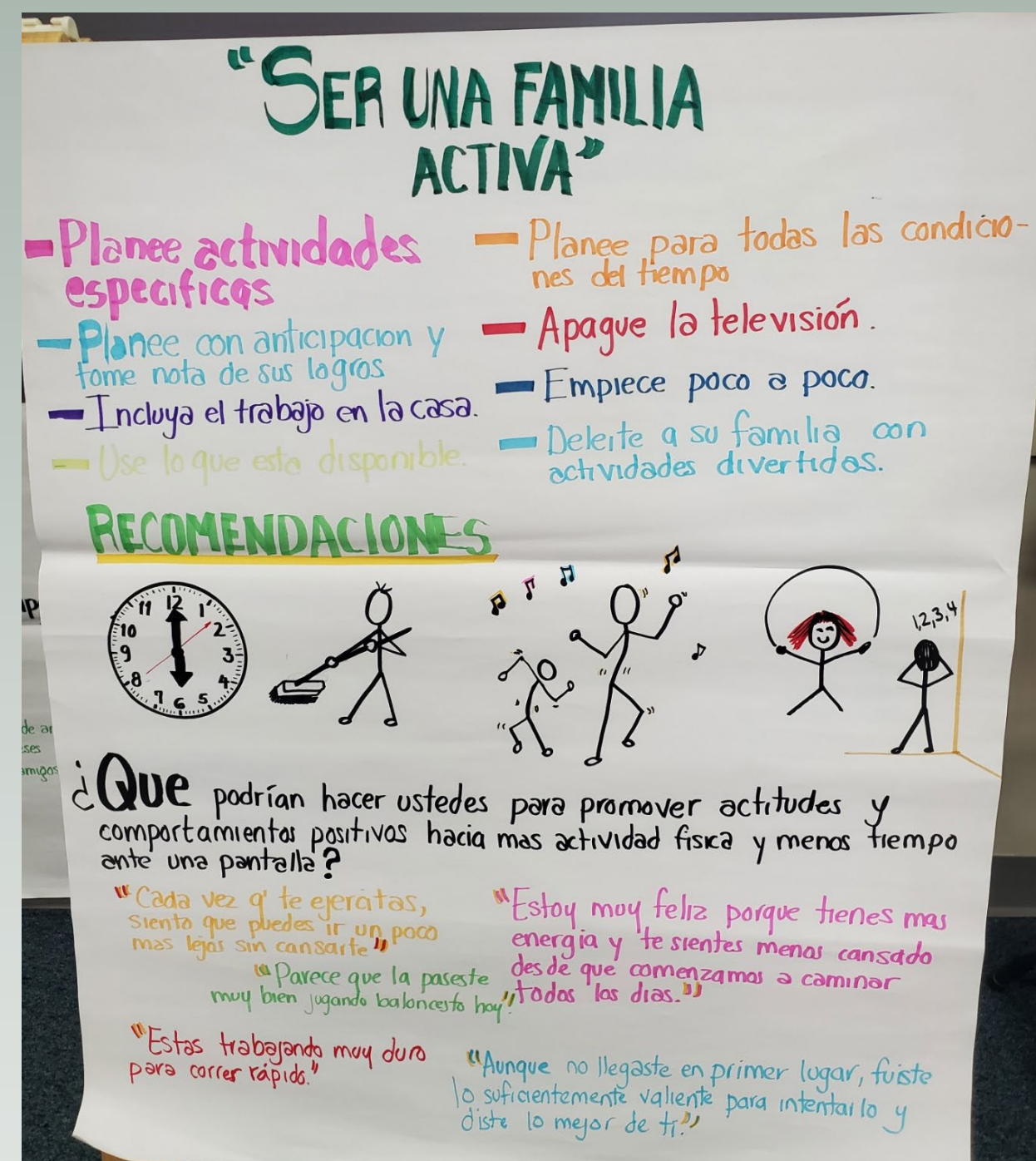


Training Promotoras in the Delivery of ADAPT+: A Healthy Lifestyle Intervention for Latinos with Obesity in Rural Communities

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Background & Purpose

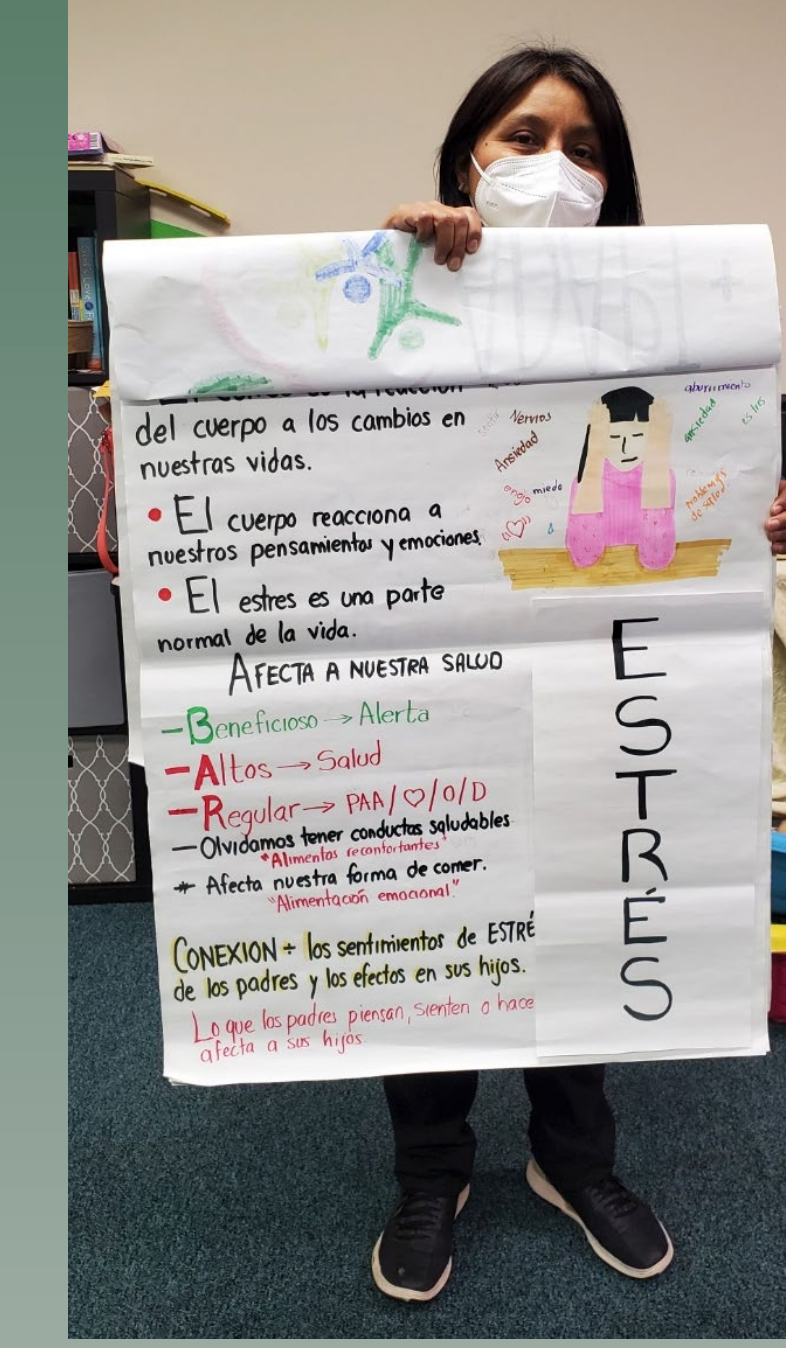
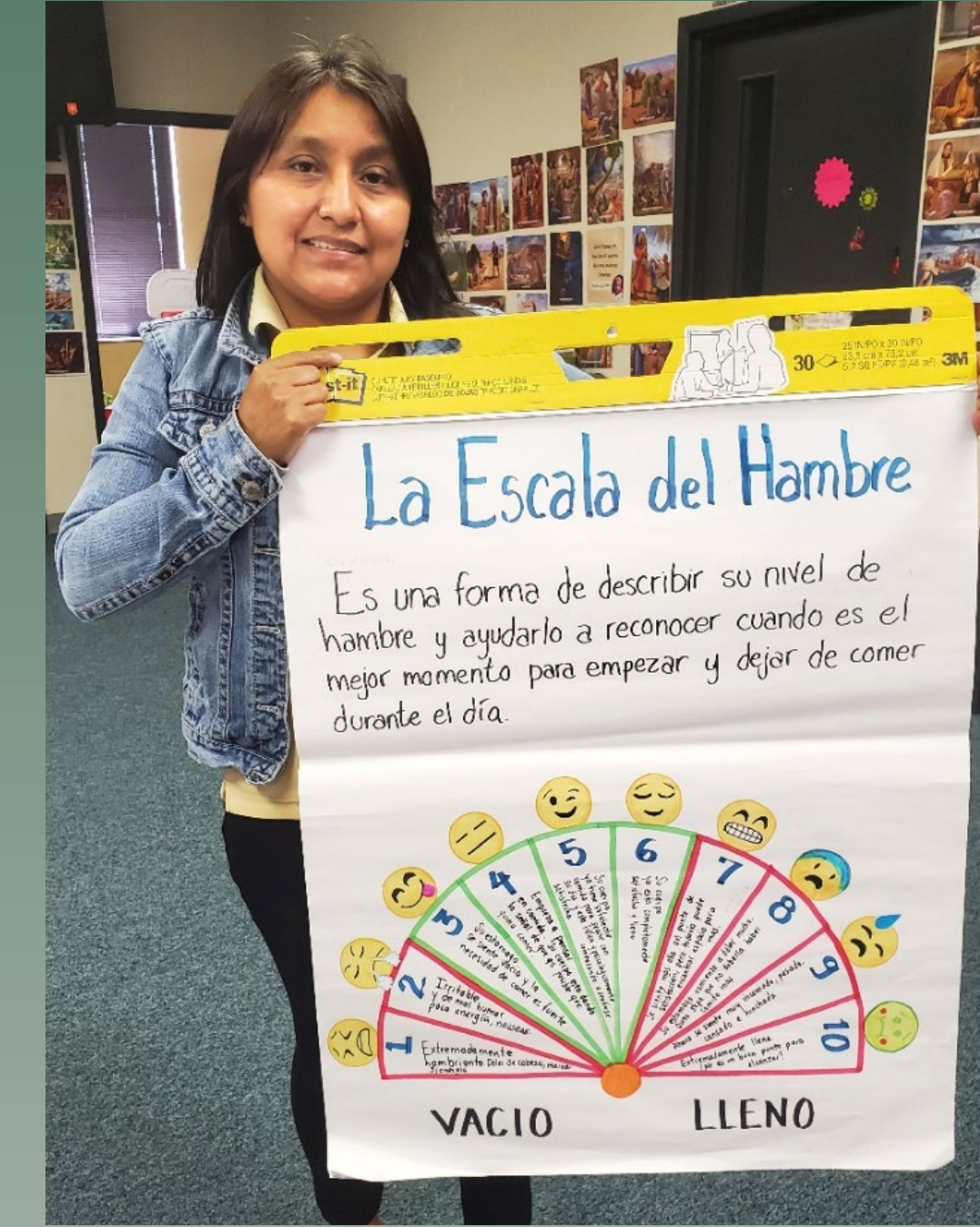
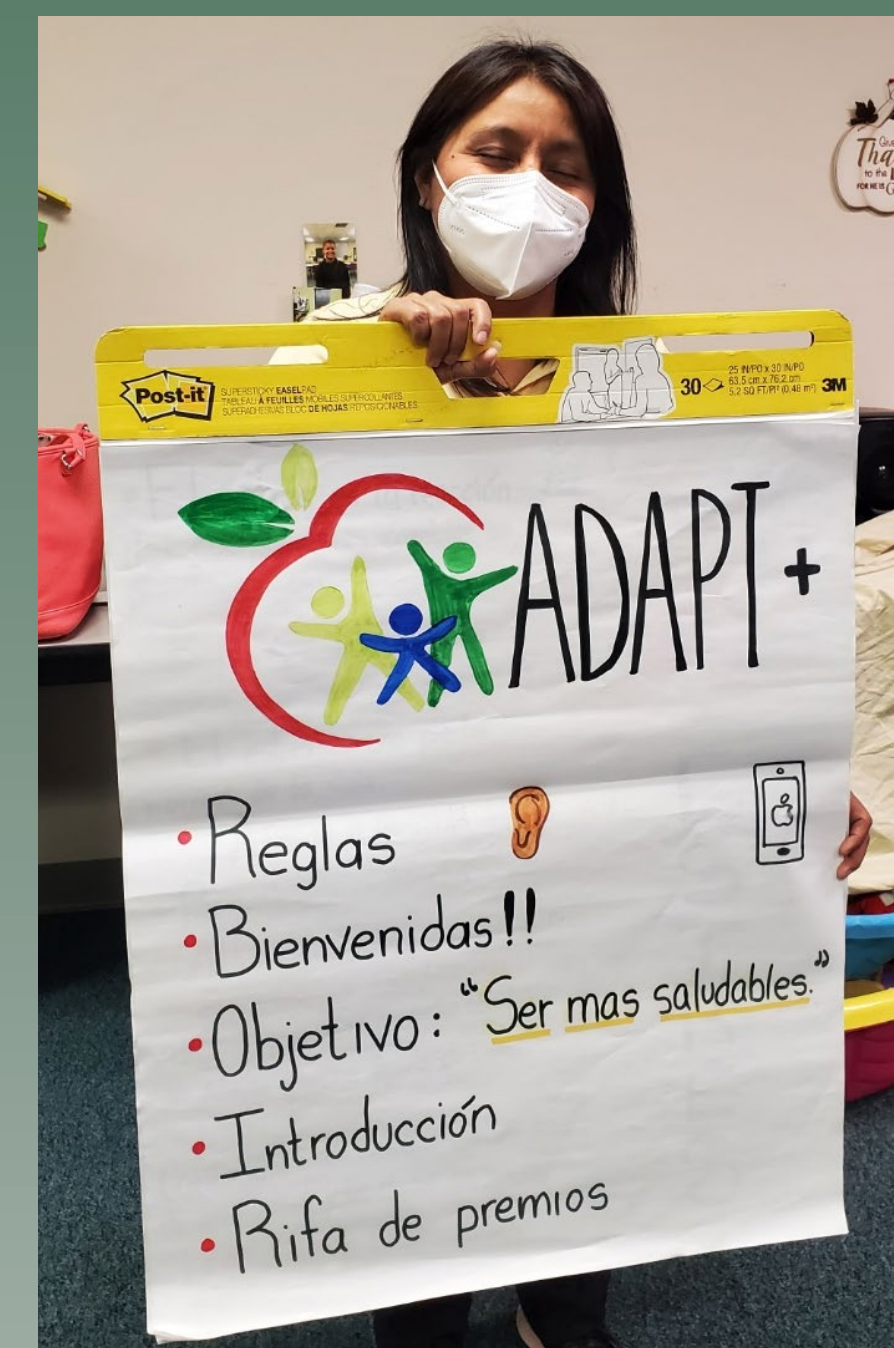
- Most lifestyle interventions for Latino youth living in rural areas with increased risk for obesity are rarely culturally tailored and do not address parental stress. The incidence of Latino youth obesity increases substantially with the number of caregiver stressor.
- Partnered with a community-based organization, the Hispanic Services Council, to implement a lifestyle intervention to target both obesity and parental stress.
- Goal is to: 1) train Spanish-speaking health lay educators (Promotoras) to conduct focus groups and intervention delivery with Latino parents of obese children and 2) refine intervention manual and materials based on Promotoras' feedback.



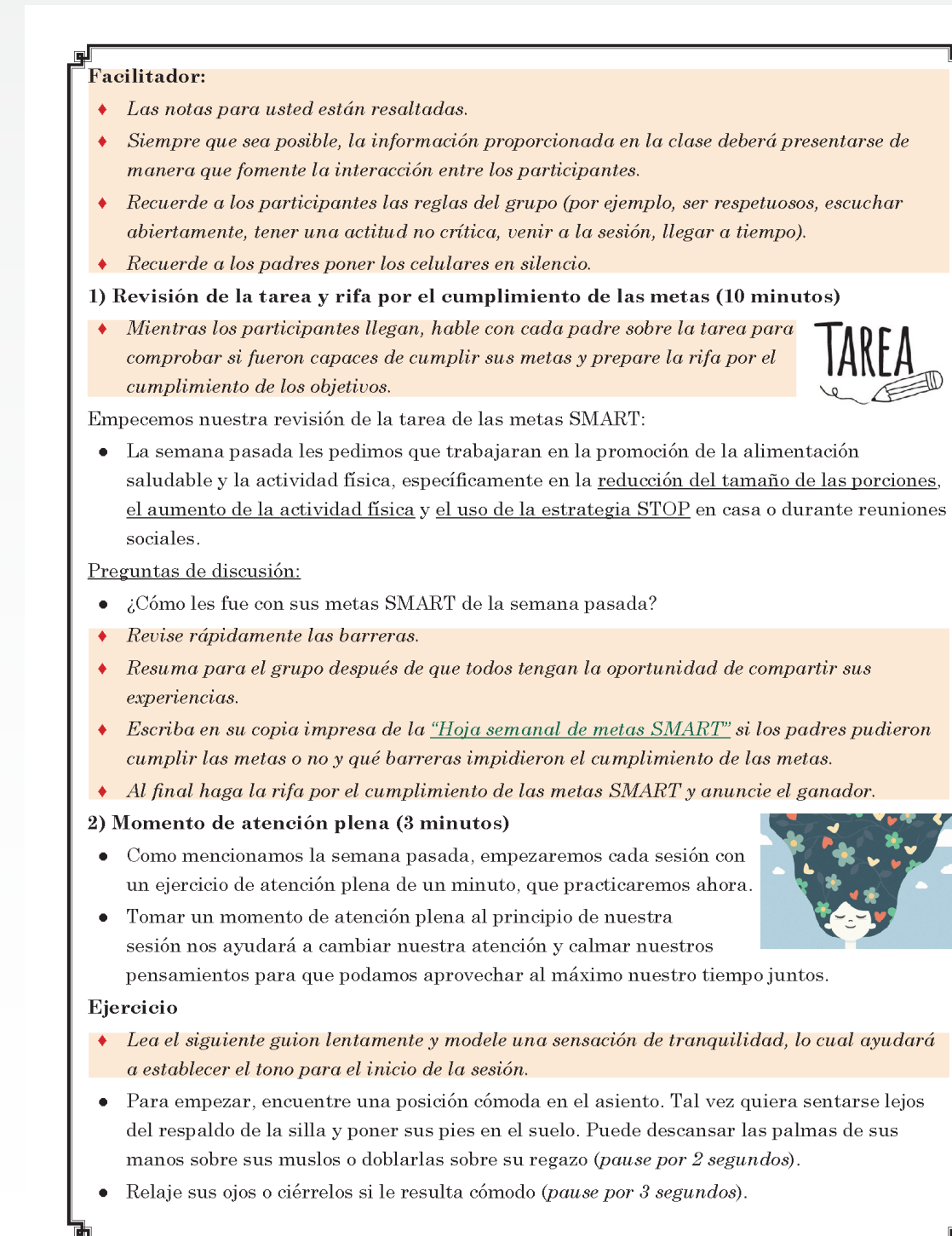
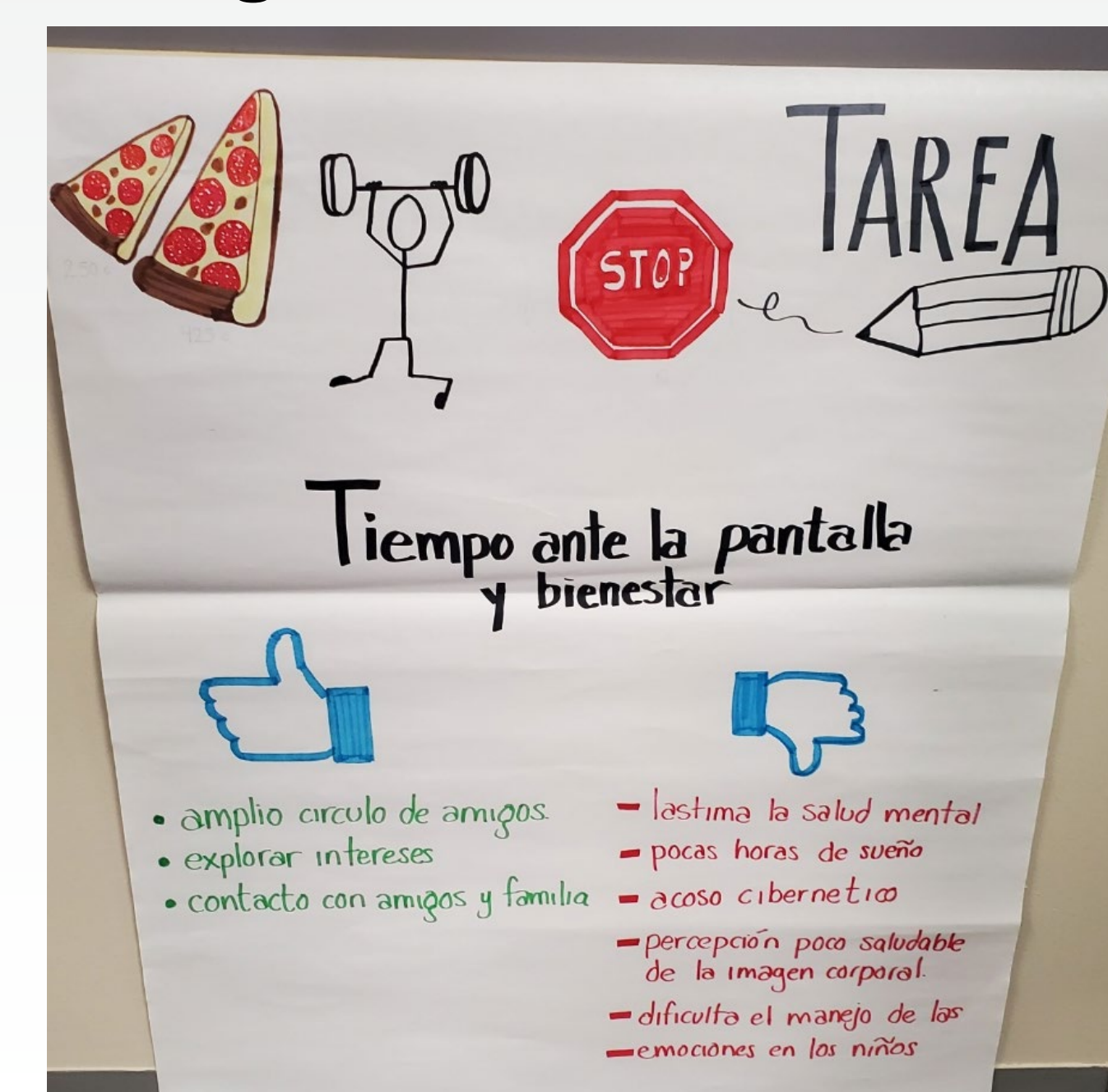
Methods

- Four Promotoras working for our community partner were recruited.
- Promotoras lived in two rural sites selected for the project, matched for high rates of poverty and percentage of Latinos living in that community.
- The training process alternated between:
 - ✓ Online training sessions via Zoom (due to COVID-19).
 - ✓ In-person sessions, following social distancing, to provide the Promotoras the necessary skills to facilitate mindfulness exercises and healthy lifestyle behavioral strategies.

Results



- A total of 15 hours of online training and 54 hours of in-person training has been provided so far. Training focused on session content, research skills (i.e., probing for more info), and mindfulness exercises.
- Barriers identified: (1) part of the training had to be carried out **virtually** due to COVID-19; (2) the **complexities of translating** the training material from English to Spanish; (3) Promotoras had a **different Spanish vocabulary** from that of the bilingual researchers and were **not familiar** with some **health related or psychology concepts** (i.e., BMI, parenting styles); (4) Promotoras were **unfamiliar** with **research practices** and **mindfulness**.
- Facilitators were: (1) ability to **record training** sessions, and have a research assistant virtually taking **process notes** (i.e., Promotoras' *performance during mindfulness practice*, *Spanish vocabulary changes* to the manual based on Promotoras' feedback); (2) ability to **modify training** based on Promotoras' feedback (i.e., regular anonymous survey asking about what is working, what is not, what to do differently from the trainer side); (3) use of **in-person modeling and role-play techniques** (i.e., SMART goal setting, mindfulness exercises).



Lessons Learned

- ✓ Promotoras are currently implementing the intervention in one of the communities. Mothers are very involved and accepting of the mindfulness exercises.
- ✓ Weekly in-person training was preferred by the Promotoras.
- ✓ Manual was modified based on Promotoras' feedback during training (i.e., color coded, notes to facilitator highlighted, use of italics).
- ✓ Promotoras appreciated the "Notes to Facilitator" sections in the manual and helped refine them during training.
- ✓ Writing a script with responses to possibly difficult questions (i.e., parents questioning accuracy/validity of information, parents' questions about mindfulness) helped Promotoras feeling confident and reassured.
- ✓ Accessing the recording of the training sessions was very helpful for the Promotoras, especially in regard to their mindfulness skills.
- ✓ One-on-one feedback about mindfulness exercises helped Promotoras improving their skills and confidence. This feedback included "simple" but culturally tied elements like the "1 Mississippi, 2 Mississippi, etc." technique used in the U.S. to make appropriate pauses, which they did not know about.
- ✓ Language of the mindfulness exercises was slightly modified after translated to Spanish based on Promotoras's feedback to match that of Promotoras and the community trying to ensure comprehension of the mindfulness concepts taught.
- ✓ Promotoras asked for a 30-minute debriefing with main trainer after each session with parents to address session-related concerns.

Conclusions

- The training process with Promotoras was not without challenges but was also found feasible and acceptable. Promotoras exceeded expectations, especially in regard to mindfulness exercises.
- Four "best practices" to conduct quality training are: (1) using modeling/role-playing during training, (2) provide immediate feedback after each practice session, (3) update intervention manual and materials based on Promotoras' feedback how the Spanish vocabulary used works for them and the knowledge they have of these communities, (4) and having a consistent practice schedule.