



# Creating a “Win-Win” While Facilitating Change in the Roanoke Valley: The Role of the Academic Partner

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# Roanoke College

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- Salem, Virginia
- Private, liberal arts college
- 2,100 undergraduates
- Focus on high quality experiential learning



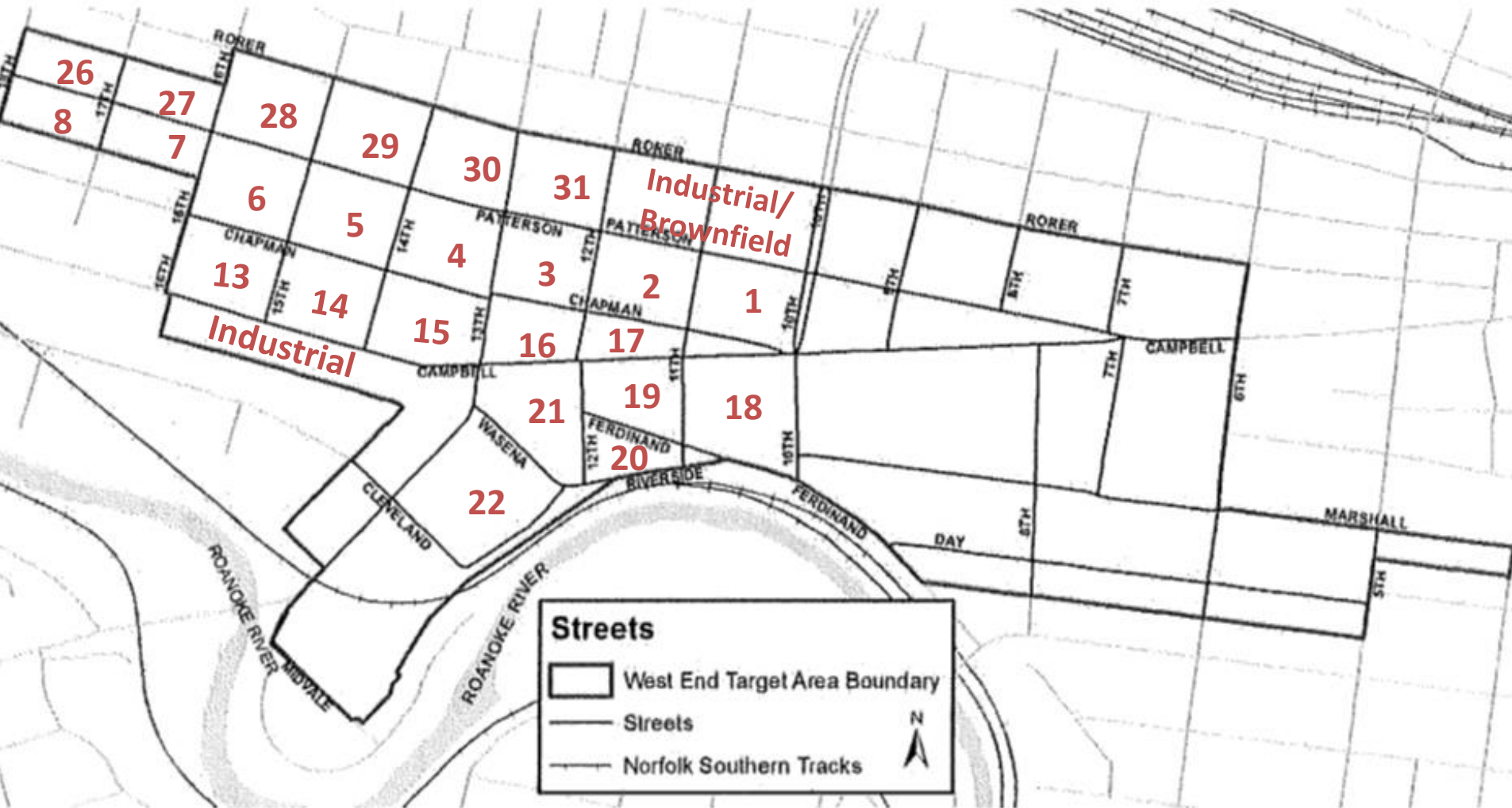
# The Roanoke Valley Community Healthy Living Index

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## Objectives

1. **Outline barriers** to healthy living across diverse neighborhoods within Roanoke, VA
  2. Evaluate relationships between **prevalent health conditions and the availability of resources**
    - Physical activity participation
    - Healthy eating behaviors
  3. Disseminate data to community partners to **facilitate action**
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# Neighborhood Audit Strategy



# Perceived Access to Healthy Living

## Neighborhood Physical Activity Assessment



For homework tonight, please complete this form with your parent/guardian.

- What types of physical activities do you or your family members participate in within your neighborhood?  
\_\_\_\_\_
- Are there areas available in your neighborhood for participating in physical activity (such as parks, playgrounds, or greenways)? ? Yes ? No (check one)

For the questions below, check the box that you feel best describes the neighborhood where you live.

Neighborhood Healthy Living and Safety	Almost Everywhere 81-100%	Usually 61-80%	About Half the Places 41-60%	Some Places 21-40%	Rarely or Nowhere 0-20%
3. Parks and other areas are available for people of all ages in the neighborhood to be active					
4. Food stores offering healthy foods are in walking/biking distance or it is easy to get to a healthy food store by bus					
5. Food stores give us coupons or lower prices for healthy foods and drinks					
6. Sidewalks, parks, and parking spots are well lit at night to keep us safe					
7. Driving speed is enforced in the neighborhood					
8. Car drivers obey speed limits and stop for people crossing the street					
9. Police officers watch areas used for physical activity to keep us safe					
10. The neighborhood has a "Safe Routes to School" or "walking school bus" program					
11. People who walk and bike in the neighborhood during the day feel safe					
12. People who walk and bike in the neighborhood at night feel safe					
<b>Community Engagement</b>	<b>Usually</b>	<b>Likely</b>	<b>In the middle</b>	<b>Unlikely</b>	<b>Very unlikely</b>
13. How often do the following things happen in your neighborhood: (a) Neighbors spend time together					

(a) Neighbors spend time together being physically active (walking, jogging, team activities)			
(b) When neighbors get together, healthy foods are available			
14. How likely is it that your neighbors would do something if:			
(a) They were bothered by youth loitering (or "hanging out") at a street corner			
(b) They saw vandalism at a place where people are physically active			
(c) They saw vandalism at a place where people can buy healthy food			
(d) A public service place in the neighborhood (like a library or bus stop) was going to shut down because there wasn't funding to support it			
(e) Many people in your neighborhood got sick and needed help			
15. We have a group of people in the neighborhood who can help make our neighborhood more healthy			
16. In the past year, people in our neighborhood have done something to make the neighborhood more healthy or safe			



Dear students and parents/guardians,

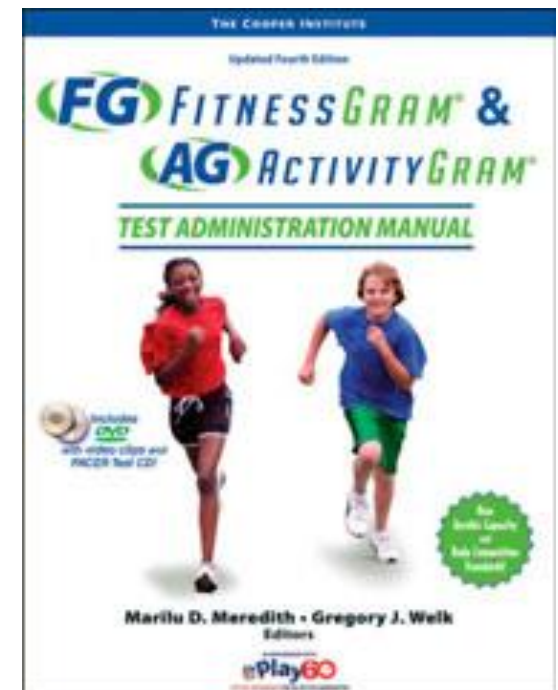
A group of researchers at Roanoke College would like to see your responses to this questionnaire. Your answers will be used to try to improve the safety and availability of parks and healthy places to buy food in your neighborhood. Your child's name will be removed before the researchers use your questionnaire. If you give permission for the research group to use this questionnaire, please sign below. If you do not want the research group to use this questionnaire, do not sign this form.

Parent/Guardian Name: \_\_\_\_\_ Signature: \_\_\_\_\_  
 Student's Name: \_\_\_\_\_ Signature: \_\_\_\_\_

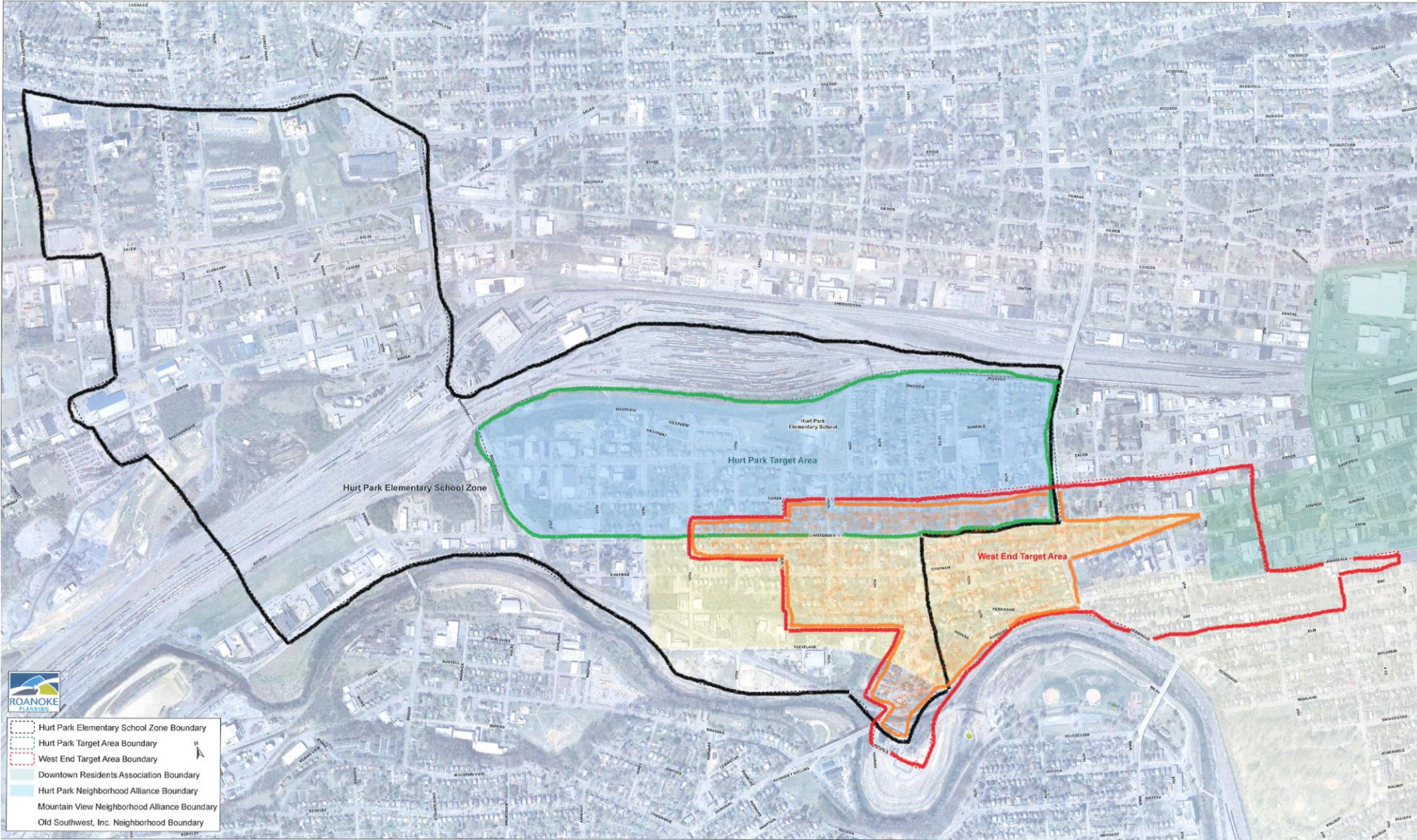
# Health-Related Fitness Status

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- FitnessGram Test Battery (Cooper Institute)
  - Body Composition
    - Body mass, waist circumference, BMI-for-age
  - Cardiovascular Endurance
    - PACER, 1-mile walk/run →  $VO_2$ max
  - Muscular Strength
    - Push-up
  - Muscular Endurance
    - Curl-up
  - Flexibility
    - Sit-and-reach



# PATH Coalition Target Area



# Measurable Outcomes

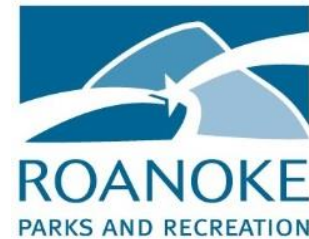
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1. Improve healthy body weight from 61.4% to \_\_\_\_.
2. Improve healthy cardiovascular fitness from 59.8% to \_\_\_\_.
3. Enhance perceived access to PA from 68.5% to \_\_\_\_.
4. Enhance perceived access to healthy food from 65.0% to \_\_\_\_.



# Community-Based Participatory Research: The Role of the Academic Partner

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# The Academic Partner “Win”

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- Experiential learning
- Professional and community service
- Realization of “collective impact”
- Departmental notoriety
- *Potential* for scholarly publication/presentation and grants



# The Community “Win”

- Improved infrastructure
- School garden
- Curricular materials
- Community Day (109 kids!)
- Sustainability plan
- Measureable objectives
- Media campaign



# Tips for Replication

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- **Something to offer? Invite yourself.**
  - **Take advantage of city appointed “target areas”.**
  - **Consider a unique “first face”**
    - **Pediatrician / College Professor with service focus**
  - **Power in numbers!**
    - **Measurable outcomes → effective strategic planning**
    - **Recruitment of agencies → large collective impact**
  - **Avoid redundancy**
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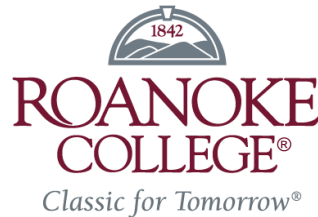


## Acknowledgements

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**Ms. Leah Hall (2013),  
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**Ms. Lauren Roth (2016),  
B.B.A. Business  
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