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Sacred Circle – Aboriginal Diabetes Initiative (SCADI):

Evaluation Report

Completed by:
Alberta Centre for Active Living



ALBERTA CENTRE FOR
Active Living
Research and education
for the promotion of physical activity

Produced for:
Alberta Native Friendship
Centres Association



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Introduction

Background and Purpose

Type 2 diabetes is a major health concern among Aboriginal Peoples. The prevalence of diabetes among Aboriginal Peoples is more than double the rate for the general population (Health Canada, 2000). Furthermore, Aboriginal Peoples on reserves have a rate of diabetes three to five times higher than other Canadians (Health Canada, 2011). To address this issue, the Aboriginal Diabetes Initiative (Health Canada) has supported health promotion and diabetes prevention activities with the goal of reducing type 2 diabetes among Aboriginal Peoples.

The Alberta Native Friendship Centres Association's (ANFCA) resources, "Aboriginal Urban Diabetes Initiative " and the "Sacred Circle" were identified as a *Promising Practice*¹¹ by the Aboriginal Diabetes Initiative selection committee. The Aboriginal Diabetes Initiative, under the Urban/Off-Reserve Aboriginal Diabetes Prevention (UADP) component, provided funding to these culturally appropriate type 2 diabetes prevention and health promotion projects for Métis, First Nations and Inuit living outside their traditional communities.

The purpose of this evaluation report is to examine the SCADI as a "Demonstration Project". The objectives of this report are to:

- Assess the effectiveness of the SCADI as a *Promising Practice* focused on diabetes prevention and health promotion among urban/off-reserve Aboriginal Peoples;
- Evaluate the approaches focused on diabetes prevention and health promotion among urban/off-reserve Aboriginal Peoples.

These objectives were met by assessing the Sacred Circle Facilitator's Manual, the Sacred Circle Facilitators Workshop, and the SCADI activity lessons. This was accomplished by conducting a focus group and short survey with the SCADI-trained facilitators at the end of first SCADI facilitator training workshop.

UADP Vision:

Community action through partnerships to advance evidence-based, culturally appropriate diabetes primary prevention activities among Métis, First Nations and Inuit living outside their traditional communities.

UADP Goal:

Increase healthy living behaviours and help prevent diabetes among Métis, First Nations and Inuit living outside their traditional communities through actions focused on modifiable risk factors, particularly healthy eating and physical activity.

¹ A *Promising Practice* is a program, activity or strategy that has worked within one organization and shows promise for becoming a best practice with long term sustainable impact. A promising practice must be able to demonstrate preliminary evidence for claiming effectiveness and must have the potential for replication among other organizations.

Collection of Sacred Circle Resources Examined

Sacred Circle Facilitator's Manual. The Sacred Circle Facilitator's Manual is a collection of information about type 2 diabetes, healthy living, working with children, and cultural teachings. (See <http://sacredcircle.anfca.com/facilitators> for a copy of the manual, Alberta Native Friendship Centres Association 2012a).

Sacred Circle Activity Lessons. The Sacred Circle Activity Lessons are guides that facilitators can use to lead 20-30 minutes of activity that teaches one of the core aspects of type 2 diabetes prevention (see <http://sacredcircle.anfca.com/activity-guides/>, Alberta Native Friendship Centres Association 2012b).

Methods and Procedures

One focus group with 15 participants was conducted in September 2011 at the SCADI facilitators training session at Camp He Ho Ha, Alberta. These participants read an information letter (see Appendix A) and completed an informed consent form (see Appendix B) and short survey (see Appendix C) prior to taking part in the focus group.

Focus Group: The focus group was approximately one hour in length. A series of questions was developed in advance of the interviews to assess the SCADI workshop and training manual (see Table 1 for a list of the focus group questions). An independent facilitator that was not involved with the SCADI workshop led the session, and the session was recorded using a digital voice tracer. The focus group data were transcribed verbatim and analyzed using content analysis consistent with the methodological approach of qualitative description (Sandelowski, 2000). Content analysis involves examining transcripts line by line in order to identify, code and label core consistencies and patterns in the data (Patton, 2002). Quotes were used to support and illustrate the key findings.

Table 1

Sacred Circle – Aboriginal Diabetes Initiative: Focus Group Questions

Questions

What are the strengths of the 3-day SCADI train-the-trainer workshop?

What are some areas that could be improved or modified in the 3-day SCADI train-the-trainer workshop?

What do you like about *The Sacred Circle Facilitator's Manual*?

What could be improved, added or modified in *The Sacred Circle Facilitator's Manual*?

What do you think about the suggested SCADI activity lessons? Do you like them? Other ideas.

Survey: The participants completed a survey assessing the Sacred Circle Manual and training session. See Appendix C for a copy of the survey questions.

This project was approved by a university research ethics board and only participants who provided informed consent took part. The following report provides a summary of key findings and recommendations from the focus group and survey data.

Analysis

This evaluation used a quantitative analyses and qualitative description approach. The survey data was analyzed by examining frequencies of the response options and feedback in comment boxes. The focus group data were transcribed verbatim and analyzed using content analysis consistent with the methodological approach of qualitative description (Sandelowski, 2000).

Results

Demographics

A total of 14 SCADI workshop participants from various Alberta Native Friendship Centres completed a short survey and participated in a focus group.

Figure 1. Confidence in teaching “what type 2 diabetes is” and “why and how diabetes occurs”

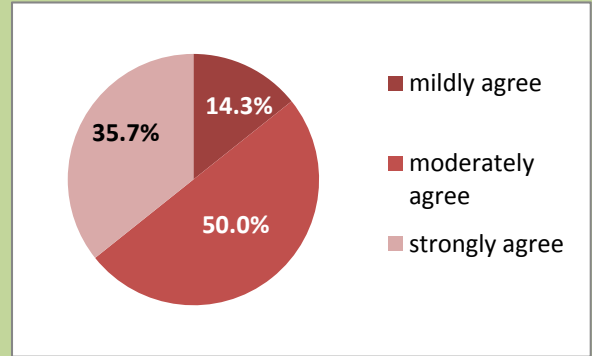


Figure 2. Confidence in knowledge of the Canadian Food Guide for Healthy Eating - First Nations, Inuit and Métis version (CFGHE-FIM)

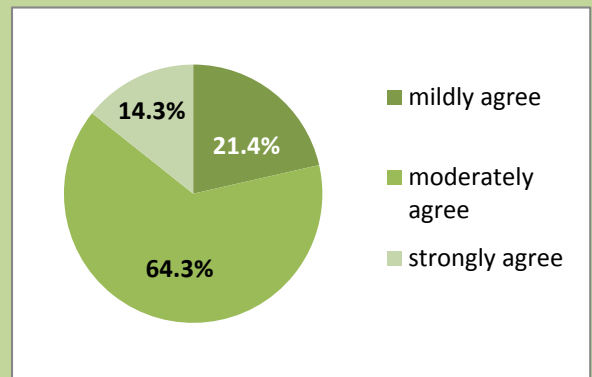
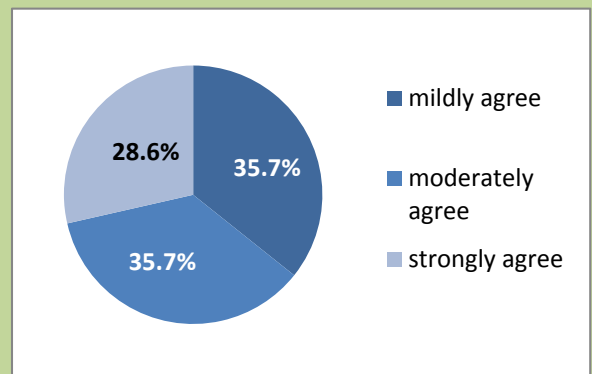


Figure 3. Confidence in knowledge of label reading



Findings – What We Heard from the Survey

Confidence in knowledge and ability to teach SCADI material

Overall, the workshop participants had confidence in their knowledge and ability to teach the SCADI content. Specifically, the following SCADI content was examined: type 2 diabetes, portion sizes for healthy eating, physical activity needs, sedentary behaviour recommendations, coping with stress, the Canadian Food Guide for Healthy Eating – First Nations, Inuit and Métis version (CFGHE-FIM), food package label reading, and holistic Aboriginal health was considered. Eighty-five to ninety-three per cent of the workshop participants moderately to strongly agreed that they were confident in their knowledge and ability to teach the SCADI content (see Figures 1, 2, 3, 4, 5, 6, 7 & 8). Although the workshop participants had confidence to teach all the SCADI manual content, two topics were rated slightly lower than the rest: CFGHE-FIM and food packages label reading. The participants’ confidence in their knowledge of the CFGHE-FIM was lower than the other content (21% mild agreeing, 64% moderately agreeing and 12% strongly agreeing that they are confident). Workshop participants had even lower confidence in their ability to teach label reading to children. Thirty-five per cent mildly agreed, 35% moderately agreed and 28% strongly agreed that they were confident in teaching label reading to children.

The participants’ general comments concerning the content of the Sacred Circle Manual was examined further. One participant specifically identified label reading as “being a challenge”. Providing participants with “step-by-step instructions” on how

Figure 4. Confidence in knowledge of portion size

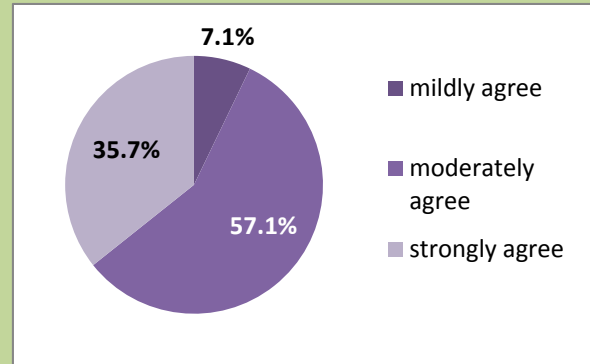


Figure 5. Confidence in knowledge of the amount of physical activity

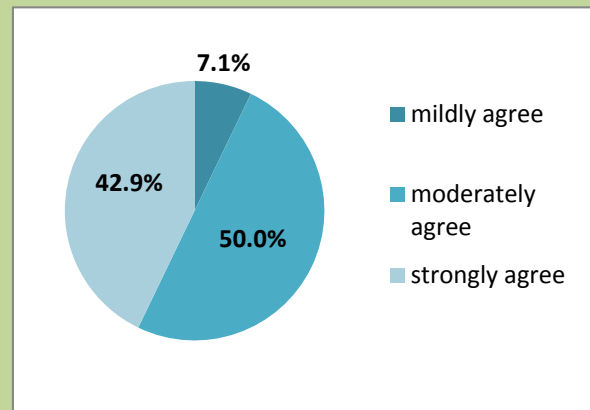
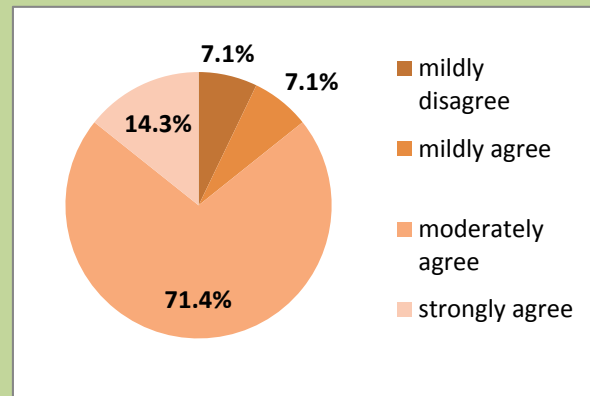


Figure 6. Confidence in knowledge of the amount of sedentary time.



to label read could alleviate the difficulties surrounding label reading. Another participant suggested that incorporating “more hands on activities” would be helpful in supporting and enhancing the workshop participants’ understanding of the material to a level in which they felt competent to teach others. Overall, the comments from the group suggested that more time spent in the workshop, practicing what they learnt and having the workshop leader using “hands on teaching methods”, would improve their confidence in their knowledge of the material.

Usefulness of the Sacred Circle Facilitator's Manual

Overall, the workshop participants felt the content of the Sacred Circle Facilitator's Manual was useful in diabetes prevention and health promotion among urban/off-reserve Aboriginal Peoples. More specifically, 92.8% of the workshop participants moderately to strongly agreed that the content of the Sacred Circle Facilitator's Manual (type 2 diabetes, portion sizes for healthy eating, physical activity needs, sedentary behaviour recommendations, coping with stress and holistic Aboriginal health) was useful (see Figures 9, 10, 11, 12, 13 and 14). The participants commented that the Sacred Circle Facilitator's Manual was well researched and included appropriate information to support diabetes prevention and health promotion among urban/off-reserve Aboriginal Peoples.

Participants suggested the functionality of the manual could be improved with a few simple updates to the formatting and style of the manual. More specifically, including page numbers and section tabs would improve the ease in finding

Figure 7. Confidence in knowledge concerning coping with stress.

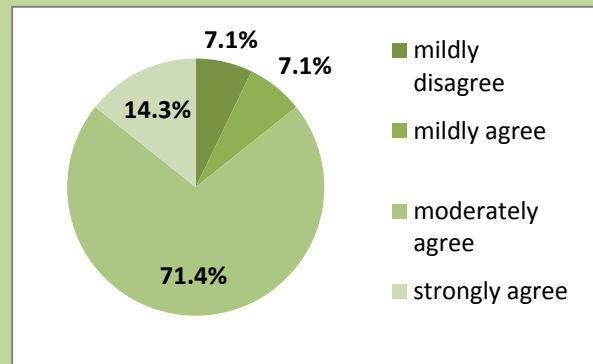


Figure 8. Confidence in knowledge of the holistic Aboriginal health perspective.

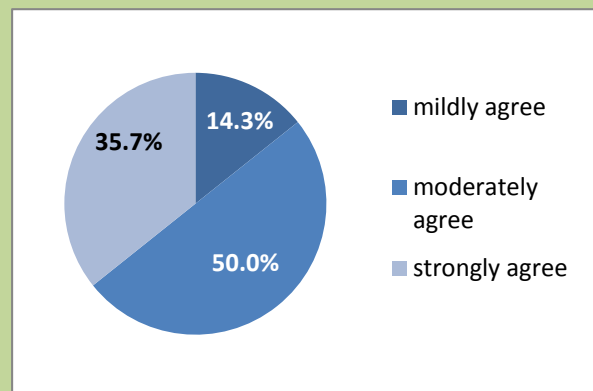
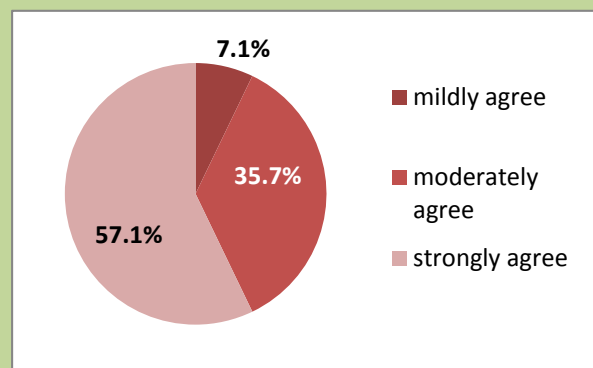


Figure 9. Usefulness of the type 2 diabetes section of the Sacred Circle Manual.



specific SCADI content. The electric copy of the manual, which is available online, was identified as being helpful.

Usefulness of the Activity Lessons

The workshop participants felt the activity lessons were useful, fun, engaging, age-appropriate and appropriate for urban Aboriginal children (See Figure 15, 16, 17, 18 and 19). The participant feedback identified the activity lesson content as being well-designed and creative. The participants liked that the activities were interchangeable, well researched, and practical for front line workers. The participants suggested more "hands on" opportunities within the workshop to practice implementing the activities. One participant found it difficult to "sit and listen to a lecture for 30 minutes" and suggested that more moving around during the activity lessons could be incorporated. The incorporation of "visual learning" techniques in the workshop session would be helpful.

Overall Comments from the Survey

The workshop was considered educational and well organized. The participants found the manual useful and informative. Providing information about Aboriginal foods (i.e., berries, ways of cooking moose-meat, etc.) and Aboriginal ways (i.e., family exercises, talking circles, fire and water teachings, etc.) would be helpful resources for workshop participants. One suggestion from the group was to incorporate more interaction time in the circle setting. Overall, the group suggested that having an opportunity to do a "practice run" facilitating a group within the workshop would be helpful and increase their confidence. Overall, the participants liked the facilities and the location of the workshop.

Figure 10. Usefulness of the healthy eating section of the Sacred Circle Manual.

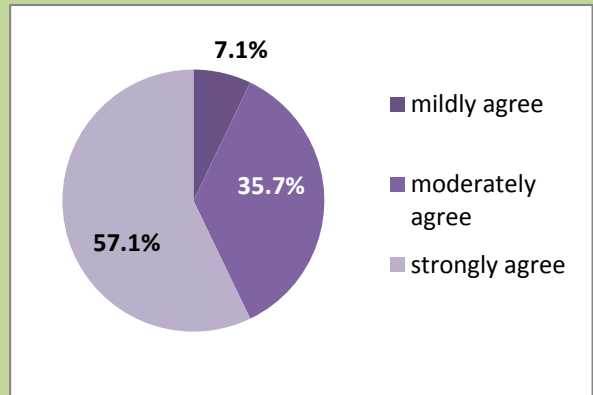


Figure 11. Usefulness of the physical activity section of the Sacred Circle Manual.

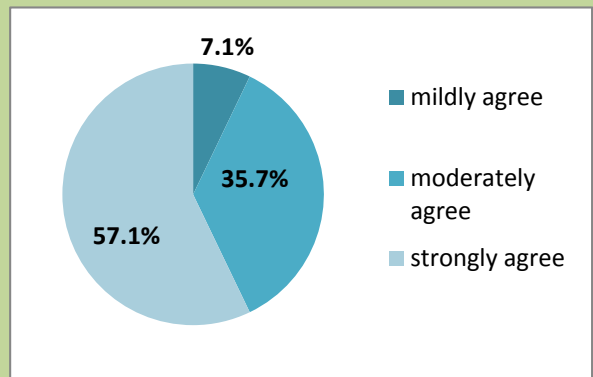


Figure 12. Usefulness of the emotional health section of the Sacred Circle Manual.

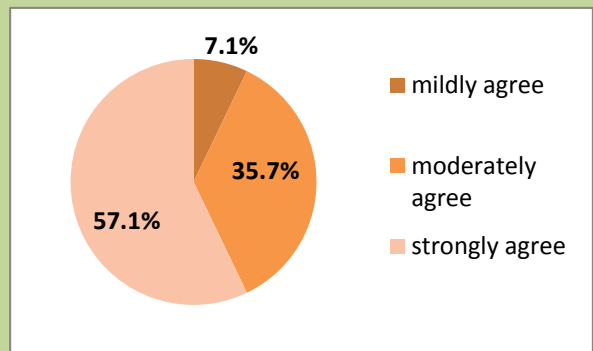


Figure 13. Usefulness of the mental health section of the Sacred Circle Manual.

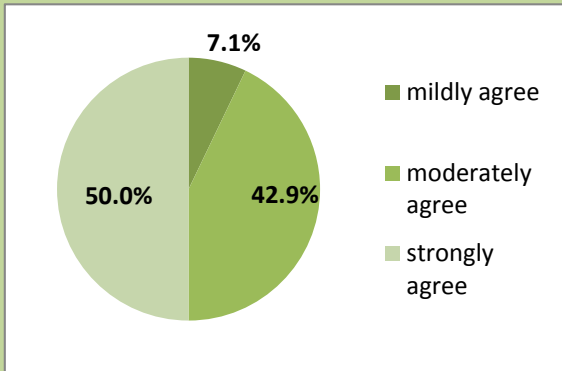


Figure 14. Usefulness of the holistic Aboriginal health section of the Sacred Circle Manual.

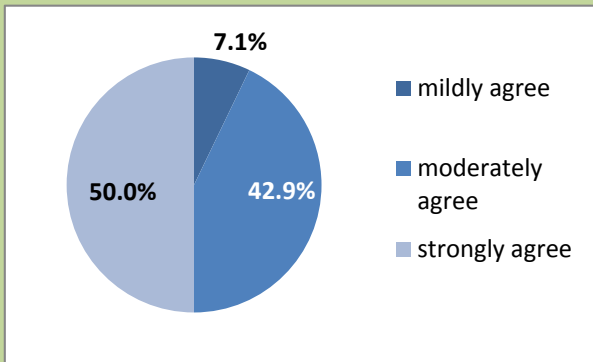


Figure 15. Usefulness of the activity lessons.

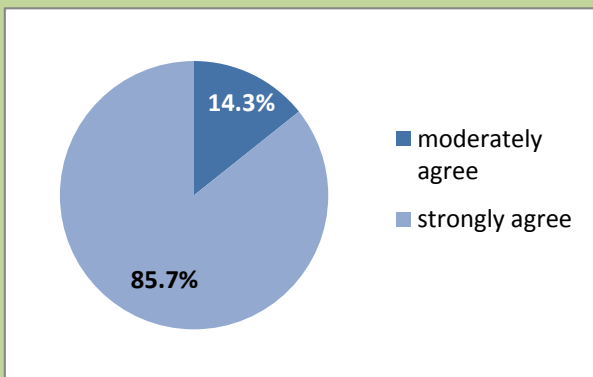


Figure 16. Activity lessons are fun.

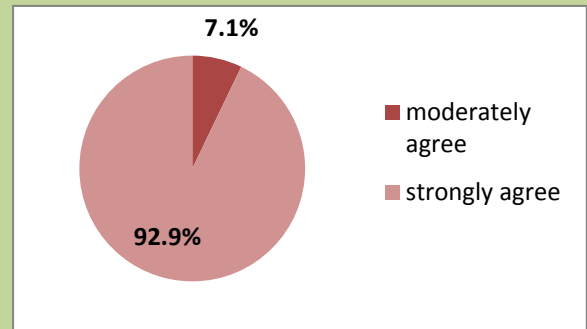


Figure 17. Activity lessons are age appropriate.

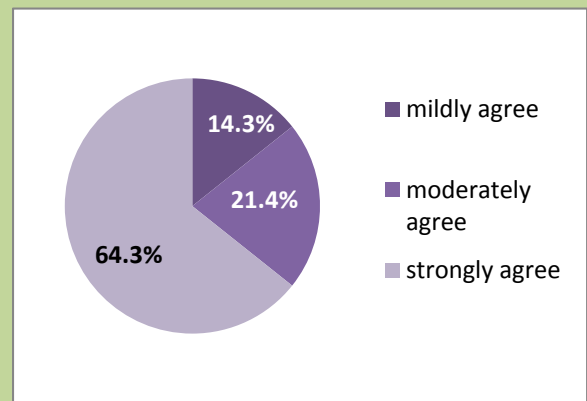


Figure 18. Activity lessons engage the children.

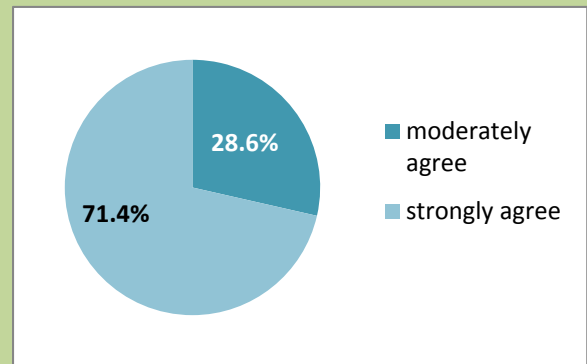
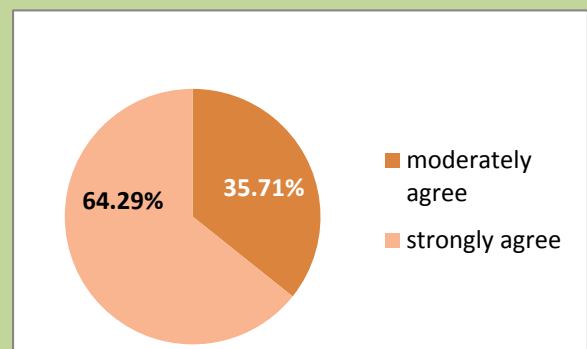


Figure 19. Activity lessons are age appropriate



Findings – What We Heard in the Focus Groups

3-day Sacred Circle workshop: Strengths and areas of improvement

Myth busting: The workshop participants found the content of the workshop and materials very informative, well researched and helpful for their work and personal practice. The clarity of the Sacred Circle content presented within the manual and in the workshop improved the participants understanding of diabetes, physical activity and nutrition. Specifically, the nutrition examples that were most practical and relevant to the facilitators were acknowledged as informative and helpful. Some examples of relevant information from the focus group included: 1) How healthy are salads from fast food chains?; 2) What is better in my coffee: cream or sugar?' and 3) How much can I eat? What is an appropriate portion sizes?. Information pertaining to diabetes and healthy eating were the topics most cited by the participants as new information or information that needed clarification.

Health focused: The 3-day workshop was intentionally designed to demonstrate a healthy environment and provide healthy options that may have been new to some of the participants. For example, the inclusion of whole grain products rather than refined products allowed the participants to see and taste new foods. Participants also appreciated the free time available to relax, de-stress and interact with nature. Having the workshop exhibit a healthy environment allowed the participants to learn experientially.

Welcoming: The participants were comfortable expressing their thoughts and asking questions throughout the workshop without feeling embarrassed. The ability to ask questions in a non-threatening environment, in combination with the welcoming atmosphere of the workshop, provided the participants with a positive workshop experience.

Practice: Participants identified that having the opportunity to practice facilitating a workshop or parts of a workshop would increase their confidence in their knowledge and presentation skills. Participants would like feedback from the facilitator and the other participants on the accuracy of the information they are presenting, their presentation skills, and how to improve their workshop/lesson. In addition, seeing others present would help them get ideas of what might work for them.

Strengths of the 3-day workshop	
Themes	Participant quotes
Myth busting	<p>“ ... we hear so many things like, that aren't necessarily quite accurate and everybody has their own philosophy on diabetes and so on and so forth, so going through this manual it's like, I've worked with this program for about 40 years”</p> <p>“ ... dispels a lot of the mythical or inaccurate kinds of things about what the physical, mental, emotional and the kinds of food to eat and like she was saying, portion control and those kinds of things. So I mean it's - you can only eat this much potato, well that's how much you can eat. That's very clear to me.”</p> <p>“The hands-on exercises that we did to give us another specific of what's healthy and whatnot - I think a lot of us drink Tim Hortons coffee. Whereas cream - two cream is better than cream and sugar - like one cream and one sugar. So those are useful.”</p> <p>“And Dairy Queen salads are not healthy.”</p>
Health focus	<p>“The healthy food choices, you know, consistently have them each day to show us what healthy eating actually does for us and to taste some of the things made up we haven't tried.”</p> <p>“Practising portion controls”</p> <p>“The other thing was being given also the chance of sort of free time where you could go and refocus yourself, go outside and commune with nature, or whatever. Because a lot of times it's just blah, blah, blah, and then by the time you're done, you know, it's all just sort of harum scarum in your head.”</p>
Welcoming	<p>“The facilitators were really good at stopping - answering a question and making it understandable and not treating you like your questions were stupid, or you know, so it was good.”</p> <p>“The welcoming atmosphere ... feeling of comfortable.”</p>

Areas of improvement for the 3-day workshop	
Themes	Participant quotes
User Friendly	<p>“the facilitator's manual it's all there, ... it's too hard to find the pages. So maybe if it was more sections, or sectioned that they didn't say what was in each section so that there are a lot. That's why I stopped using the book.”</p>
Practical	<p>“to have practice on actually facilitating something to an audience.”</p> <p>“Like maybe hands on or - 'cause (<i>this included a</i>) bit of information, all at once, because in the air but pull it together so if I'm here facilitating with a group of school kids, you know, whatever age group, how am I going to set up my other half? What am I - how am I gonna do that? Like does this have to be that, and then just kind of do a, you know, hands on kind of thing? I think for me, I'm more hands-on. 'Cause now I have to go back and kind of put it all together and figure out where and what I'm gonna do.”</p> <p>“Step by step, practise, If there's anything that we're doing wrong or something, the facilitator can say then you know what, maybe this could have been ...”</p> <p>“I think that's important too, not only having to deal with the kids in a group aspect but also to get feedback from the group as to how you're doing as a presenter.”</p>

Sacred Circle Manual: Strengths and area for improvement

Practical and user-friendly: The information presented in the manual uses plain language to describe and explain type 2 diabetes, teaching principals, and health behaviours for urban/off-reserve Aboriginal Peoples. The manual provides participants with information that can be used in workshops and is modifiable for a lesson plan. Having the manual available as an online resource for practitioners was appreciated and well received by the participants. The manual could be improved by adding table numbers, page numbers and dividers or tabs to help locate the desired content.

Eye-catching: The participants found the Sacred Circle manual to be eye-catching. The different fonts sizes, font styles, and the large graphics included in the manual made the document interesting to look at and appealing to the practitioners.

New sections: The practitioners were interested in learning more about yoga, meditation, alternative therapies (i.e., Reiki, massage, energy work, etc.). Information addressing stress and bullying was another area that practitioners would like more information about.

Strengths and Weaknesses of the Sacred Circle Manual	
Themes	Participant quotes
Practical Information and User Friendly	
	<p>“It used very simple language that anybody could pick up and use.”</p> <p>“I think these can be used just as lesson plans, it doesn’t take a lot of time, if you want to have a workshop or whatever you can open it up, pick one, and there you go, it’s pretty easy.”</p> <p>“available online too.”</p> <p>“I like the recipes. It’s practical.”</p> <p>“Table numbers, and dividers, so that you can more quickly reference what you are looking for. Because when you are in a group you may not know the answer, but if you can find it easier.”</p>
Eye catching	
	<p>“I looked at the print changed, like it's not just like the same print, black and white, eye-catching, you know, there's different fonts along the way and I just think it's really eye-catching.”</p> <p>“Big graphics.”</p> <p>“I always like recipe books with pictures that go with recipes so if we could put something like that that would be good.”</p>
New Sections	
	<p>“You could begin with a modified yoga and then do the mindful imagery meditative”</p> <p>“The other thing I felt was missing was alternative healing – not only traditional medicines but the alternative therapies too is energy work, is energy work, Reiki, massage...”</p> <p>“The whole issue of bullying is a huge issue for stress for kids. I don’t know – it’s a huge, huge thing. I’m not sure whether, what you could do to maybe even just link to it or link your resources.”</p>

Activity lessons

Be creative: The activity lessons were considered fun, easy to implement and simple to adapt according to the groups needs. The practitioners felt they could use the activity lessons provided, add their creative ideas to improve on them, and develop more activity lessons. Allowing the children and youth, who are engaging in these activities, the autonomy to change the activities and develop their own activities are a great way of using and tailoring the activities according to the needs of the children.

Cultural: The participants liked the cultural elements of the activity lessons and made suggestions of other cultural activities. One cultural activity identified in the focus group was to have the children draw a medicine wheel on the ground with chalk. Once the children sketched the medicine wheel, they could discuss with the children that all the drawings were slightly different in shape and size, and how that relates to individual differences. Another identified cultural activity was drumming.

Activity Lessons	
Themes	Participant quotes
Be Creative	
	<p>“... the activity lessons are all very good. But we’re going to probably encounter groups, on occasion that are not going to be responsive to all the activities that are listed in the book. So I think this is where we have to become innovative and creative and have a hat we can dig into, should we, you know, kind of group that’s not responsive to what we have in the manual. Just – that’s the way it is with kids. So I think it’s important we just add to it as much as we can.”</p> <p>“I like the fact that the kids could even add their own, modify the games and make it their own so that they’re – when they’re playing the game they’re feeling that you know, literally part of me as they go – I like that part a lot.”</p>
Cultural	
	<p>“I still heard about the medicine wheel. Like drawing on the floor.”</p> <p>“That works really well with children and focus, really. I teach drumming and singing like little kids and right up to old kids like me.”</p>

Conclusions

According to the SCADI workshop participants, the Sacred Circle Facilitator's Manual and SCADI workshop contained well-researched information presented in plain language. The SCADI manual, presentations by the speakers, and the experiential learning at the 3-day workshop contributed to the participants' confidence in Sacred Circle Facilitator's Manual content. The CFGHE-FIM and label reading of food packages sections of the manual were identified as being challenging material. Examining different methods of facilitating these sections of the manual at the workshop may improve the participants' confidence in this material.

The focus on health and wellness in the Sacred Circle Facilitator's Manual content and experienced throughout the healthy workshop environment provided the group with ideas for their workshops. The welcoming atmosphere of the workshop made the participants feel comfortable asking questions and having discussions. The cultural elements of the manual content and activity lessons were identified as a strength of the workshop. Further ideas of how to incorporate more cultural aspects were identified by the participants.

Recommendations

An examination of the CFGHE-FIM and label reading of food packages sections could be conducted to identify methods of improving the facilitators' confidence in their understanding and teaching of this material. Some options may include: 1) breaking down the steps used for label reading, 2) practicing label reading within the workshop, and 3) having workshop participants present the label reading and the CFGHE-FIM content to the group.

SCADI should continue to use examples in the workshop that are relevant to the group. For example, in the nutrition section, using actual menu items that can be found at local restaurants made the concepts more tangible and memorable to the audience.

The group had a variety of ideas to adapt the activity lessons to include different cultural aspects. Encouraging the workshop participants to share their activity lesson ideas on the Sacred Circle website or with the Alberta Native Friendship Centres Association could assist other leaders.

Teaching Sacred Circle Facilitator's Manual health and wellness content to the workshop participants through experiential learning provided the participants with new knowledge and experiences.

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Appendices

Appendix A



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Sacred Circle - Aboriginal Diabetes Initiative Train the Trainer Workshop and Manual Evaluation

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Purpose: The purpose of this project is to conduct an evaluation of the Sacred Circles Facilitator Training Manual, the 3-day train-the-trainer workshop and other Sacred Circle resources. We would like to have a better understanding of the usefulness of the resources and identify strengths and weaknesses of the train-the-trainer workshop.

Background: The Sacred Circle Aboriginal Diabetes Initiative is a community-based diabetes prevention program focusing on improving the health of urban Aboriginal children. Recently, The Sacred Circle Facilitators Manual has been developed to provide an Aboriginal specific and child focused type 2 diabetes primary prevention program training for staff at Friendship Centres and other Aboriginal-serving organizations. This manual and a 3-day train-the-trainer workshop have been created by the Alberta Native Friendship Centre Association to train staff members to lead the Sacred Circle program. The Sacred Circle resources and training workshop are meant to represent and respect traditional Aboriginal culture by promoting and demonstrating an integration of mainstream medical health-services with Aboriginal health perspectives, beliefs and practices for effective health promotion education for Aboriginal children.

We are inviting you to participate in completing a questionnaire and participating in a focus group to discuss your thoughts and feelings about the Sacred Circle Facilitators Manual, train-the-trainer session and other Sacred circle resources. The focus group will take a maximum of 1 hour. We will provide you with a short survey to fill out at the focus group.

Benefits/Risks: There are no direct benefits for your involvement in this study. Although, you will have the opportunity to assist in the improvement of the Sacred Circle resources and train-the-trainer session. The benefits to the research team includes a better understanding of how to improve the Sacred Circle resources and train-the-trainer session. We do not foresee any risks with being involved with this study.

Confidentiality: To ensure confidentiality, your full name will not be collected with the data and stored in a locked office to which only the research team has access to. You will not be identified in any future presentations or publications. Only the researchers will have access to the data. The data will be kept in a locked file cabinet and will be destroyed 5 years after the research has been published. With that said, we cannot guarantee that others in the focus group will maintain the confidentiality of what is said.

Freedom to Withdraw: You are a volunteer in the study and we appreciate your participation. You are, of course, free to withdraw from the study without consequence at any time or to refuse to answer any question you do not wish to answer. You only need to tell the researcher that you do not want to continue.

If you have any questions about this study, you may contact any of the investigators listed above, or you may contact the University of Alberta Ethics board at 780-492-2614. This office has no direct affiliation with the study investigators.

Again, we thank you for your consideration.

Sincerely yours,

Christina Loitz and Research Team

Appendix B



UNIVERSITY OF
ALBERTA

Faculty of Physical Education and Recreation

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CONSENT FORM

Study Title: Sacred Circle - Aboriginal Diabetes Initiative Train the Trainer Workshop and Manual Evaluation

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	Yes	No
Do you understand that you have been asked to be in a research study?	<input type="checkbox"/>	<input type="checkbox"/>
Have you read and received a copy of the attached Information Sheet?	<input type="checkbox"/>	<input type="checkbox"/>
Do you understand the benefits and risks involved in taking part in this research study?	<input type="checkbox"/>	<input type="checkbox"/>
Have you had an opportunity to ask questions and discuss this study?	<input type="checkbox"/>	<input type="checkbox"/>
Do you understand that you are free to leave the study at any time, without having to give a reason?	<input type="checkbox"/>	<input type="checkbox"/>
Has the issue of confidentiality been explained to you?	<input type="checkbox"/>	<input type="checkbox"/>

Who explained this study to you? _____

I agree to take part in this study:

Signature of participant: _____

Print name of participant: _____

Date: _____

Signature of Witness: _____

Signature of Investigator: _____

Date: _____

Appendix C

Questionnaire: Sacred Circle Aboriginal Diabetes Initiative

We would like some feedback from you about the Sacred Circle program. This information will be used to make improvements to the manual and future training workshops.

Section 1: Sacred Circle Content

Please read the statement then circle the number corresponding to your level of agreement with the statement.

I am confident that I can teach children “what type 2 diabetes is” and “why and how type 2 diabetes occurs”.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

I am confident in my knowledge of the Canadian Food Guide for Healthy Eating – First Nations, Inuit and Metis version.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

I am confident in my ability to teach label reading of food packages to children.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

I am confident in my ability to teach "portion size" for healthy eating to children.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

I am confident in my knowledge of the amount and type of physical activity children need according to the Canadian Physical Activity Guide.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

I am confident in my knowledge of the Sedentary Behaviour recommendations for children and youth.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

I am confident in teaching children healthy ways of coping under stress.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

I am confident in my knowledge surrounding promoting health among children using a Holistic Aboriginal Health perspective.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

Please list any comments you have about your confidence in disseminating the Sacred Circle information below.

Section 2: Sacred Circle Facilitator's Manual

Here are some questions about you and the Sacred Circle Facilitator's Manual. You are welcome to look through the manual to help you answer these questions.

The "*Type 2 Diabetes*" section of the Sacred Circle Facilitator's Manual was useful to me.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

The "*Healthy Eating*" section of the Sacred Circle Facilitator's Manual was useful to me.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

The "*Healthy Physical Activity*" section of the Sacred Circle Facilitator's Manual was useful to me.

1	2	3	4	5	6
strongly	moderately	mildly	mildly	moderately	strongly
disagree	disagree	disagree	agree	agree	agree

The "*Emotional Health*" section of the Sacred Circle Facilitator's Manual was useful to me.

1	2	3	4	5	6
strongly	moderately	mildly	mildly	moderately	strongly
disagree	disagree	disagree	agree	agree	agree

The "*Mental Health*" section of the Sacred Circle Facilitator's Manual was useful to me.

1	2	3	4	5	6
strongly	moderately	mildly	mildly	moderately	strongly
disagree	disagree	disagree	agree	agree	agree

The "*Holistic Aboriginal Health Perspective*" section of the Sacred Circle Facilitator's Manual was useful to me.

1	2	3	4	5	6
strongly	moderately	mildly	mildly	moderately	strongly
disagree	disagree	disagree	agree	agree	agree

Please list any comments you have about the Sacred Circle Facilitator's manual below.

Section 3: Sacred Circle Aboriginal Diabetes Initiative Activity Lessons

The "activity lessons" will be useful for my work.

1	2	3	4	5	6
strongly	moderately	mildly	mildly	moderately	strongly
disagree	disagree	disagree	agree	agree	agree

The "activity lessons" will be fun for the children.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

The "activity lessons" are culturally appropriate for urban Aboriginal children.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

The "activity lessons" will engage the children.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

The "activity lessons" are age appropriate for children.

1	2	3	4	5	6
strongly disagree	moderately disagree	mildly disagree	mildly agree	moderately agree	strongly agree

Please list any comments you have about the Sacred Circle "activity lessons" below.

Other comments:

Thank you!