

SEEDS

Environmental, Situational & Communication

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Purpose



- **Understand**
 - **Situational Barriers**
 - **Environmental Barriers**
 - **Communicational Barriers**

How these factors may hinder or facilitate physical activities between self
Identifying Chinese females

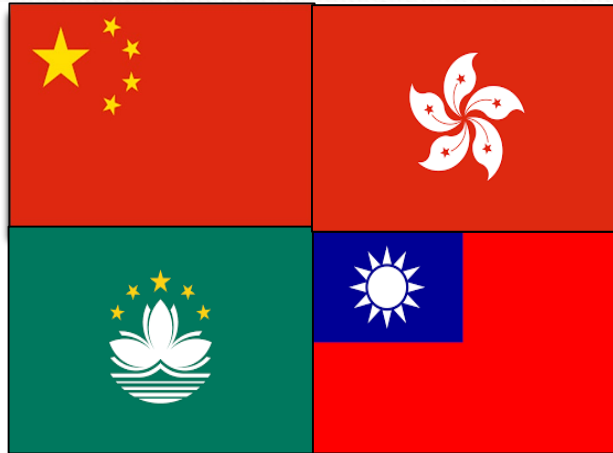
Objective

- Find out background information
- How these barriers may facilitate or hinder participation
- Find common themes
- Provide Recommendations



Background information

- 54 % identify as females
- 38% identify as Chinese (Hong Kong, Macao, Taiwanese)



Methods

- Met up with Seeds Leaders Sally , Lyz, Charlene
- Provided background information
 - Literature Review
 - Questions for A focus group were developed
 - Drafted and revised with leaders
- Recruitment
 - Self identifying Chinese females
 - Emails, Qualtrix Survey, CIRS, friends
- Data Collection
 - Focus group and Interviews (Thomas et al. 2015)
 - Trends and themes were recorded



Collaboration with Community Partners

- Met with community partners twice
- September 28, 2018 and Oct 5, 2018
- Communicated for advice and guidance for developing our focus group
- Worked together to design and create effective questions for our focus group
- Circulated photos captured from our focus group
- Invited them to our final presentation!

Outcomes and Findings

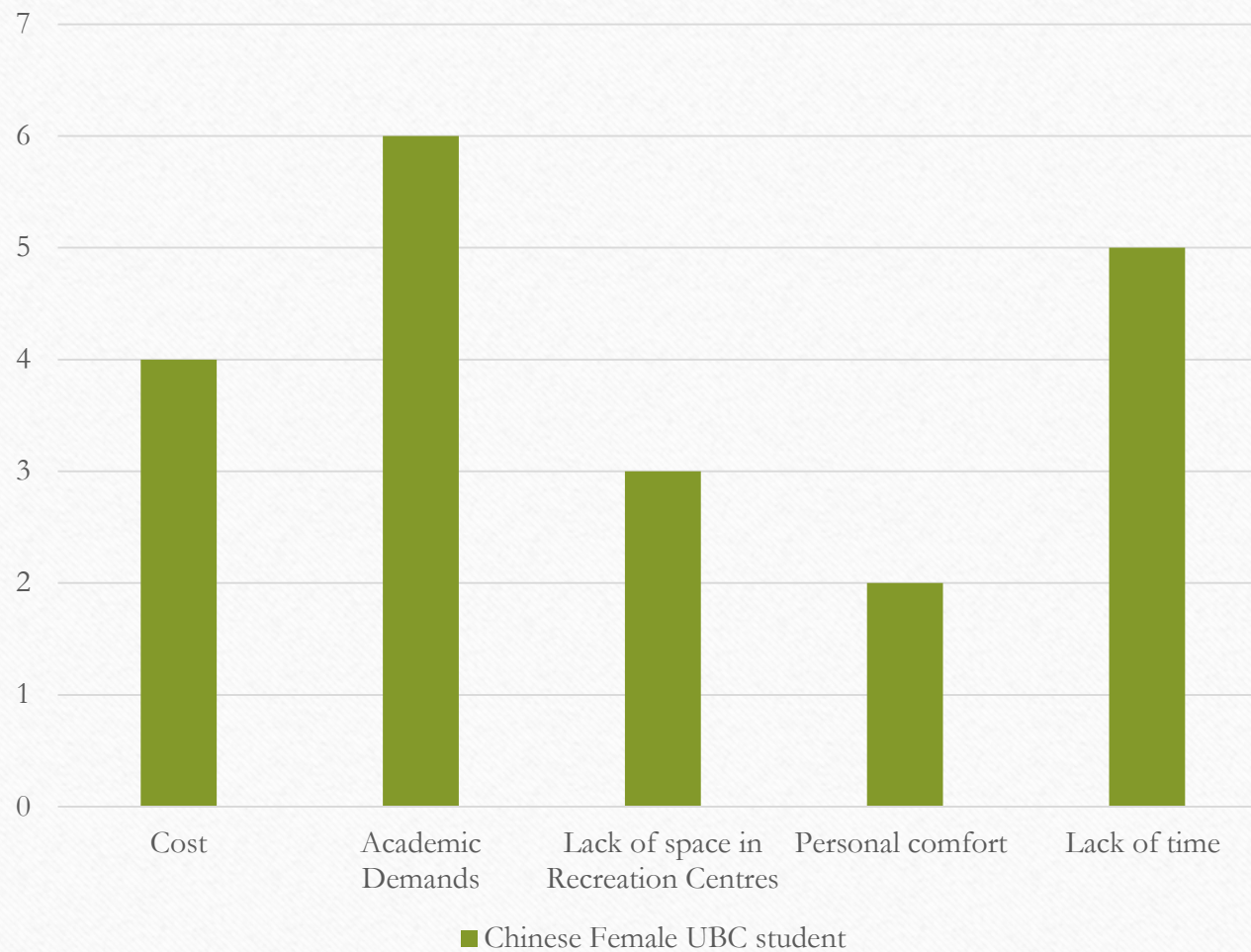
There were 10 total participants in our focus group.

Each participant was asked to identify their subjective, perceived barriers to physical activity at UBC.

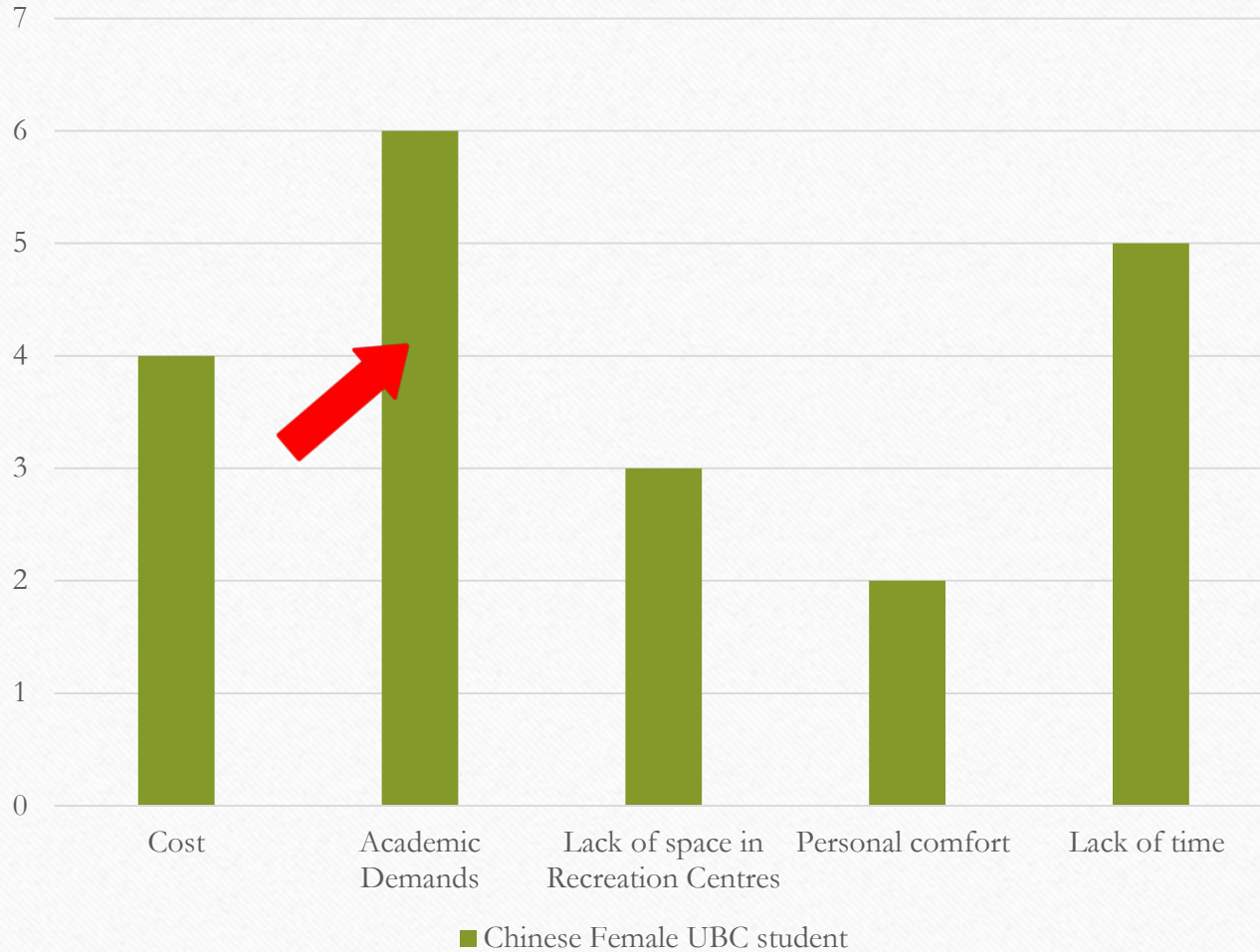
These are the results determined from our focus group.

Participants were able to identify as many barriers as they like.

Situational and Environmental Barriers to Physical Activity



Situational and Environmental Barriers to Physical Activity



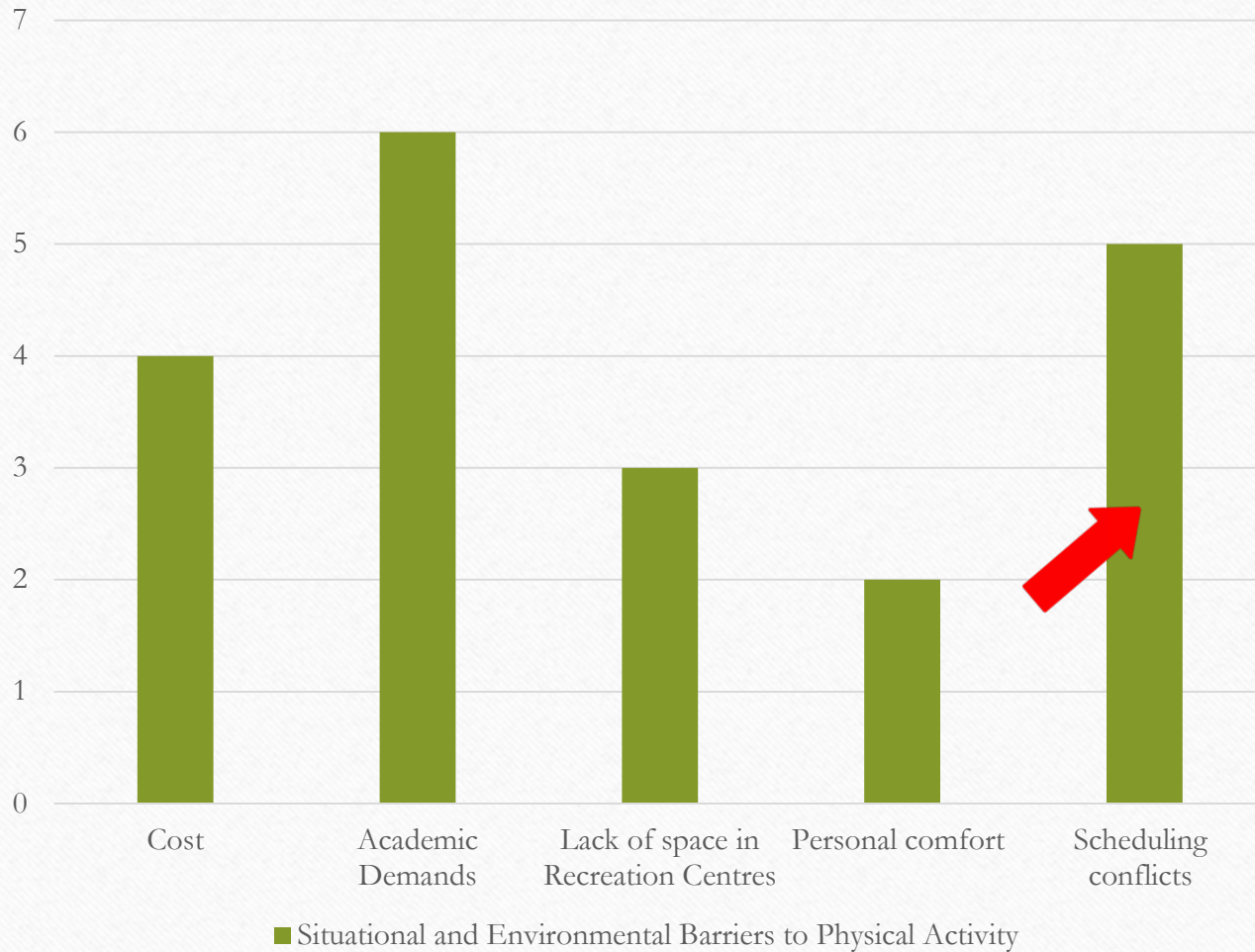
The number one barrier that was identified was academic demands.

6/10 = 60% of our focus group identified academic demands as a barrier to physical activity at UBC.

“I prioritize studies first and often will sacrifice or prioritize my time”

“ I do not currently have any physical activity in my schedule due to immense amounts of assignments and exams”

Situational and Environmental Barriers to Physical Activity



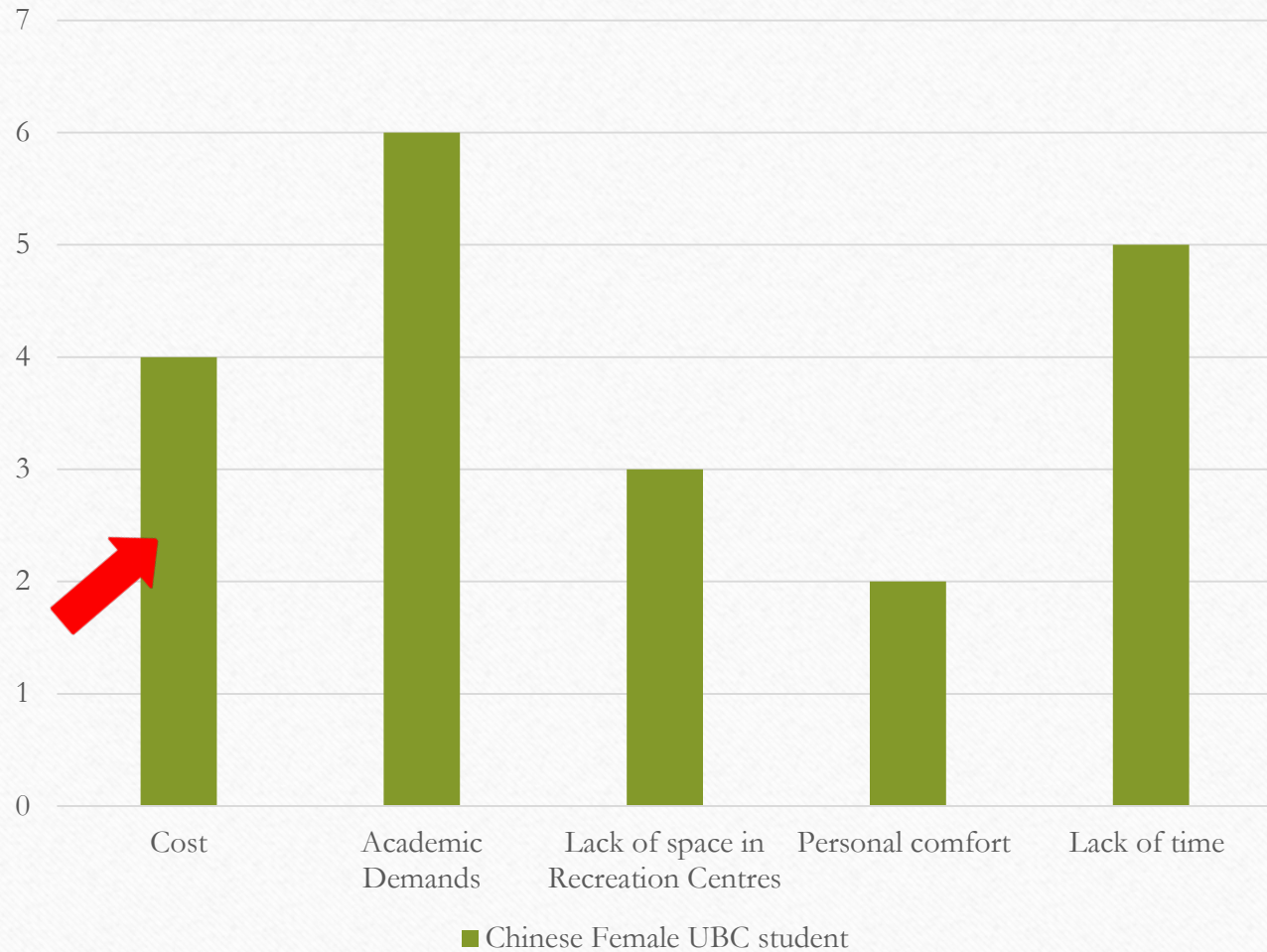
The second most common barrier that was identified was scheduling conflicts.

5/10 = 50% of our focus group identified scheduling conflicts as a barrier to physical activity at UBC.

“I would love to go to the rec center yet I cannot balance homework, exercise, and personal activities as of now.”

“There is a lot of school work with the courses I am taking and it is hard to find time for physical activity.”

Situational and Environmental Barriers to Physical Activity



The third most prominent barrier that was identified was cost of recreational activities.

4/10 = 40% of our focus group identified cost to recreational programs as a barrier to physical activity at UBC.

“Cost – as a student without a job, it can be difficult to join a gym due to a limiting budget.”



Some notable comments and findings

Personal comfort (2 participants declared this as a barrier to physical activity)

- “I believe that as a young Asian female student I sometimes feel uncomfortable and I also feel rather inferior to those who are so use to the facilities.”
- “A specific side for female-identifying individuals at the gym for more comfortability”

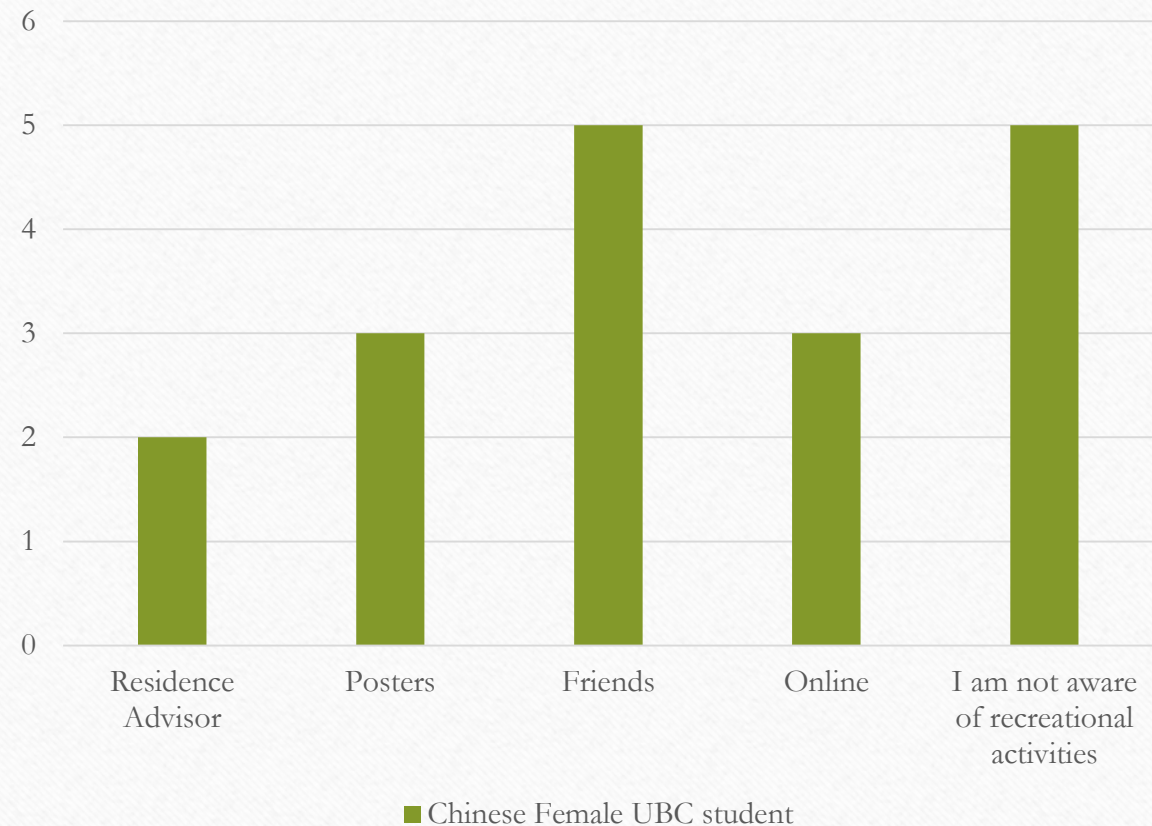
Each participant was asked to share how they find out about UBC recreational activities.

These are the results determined from our focus group.

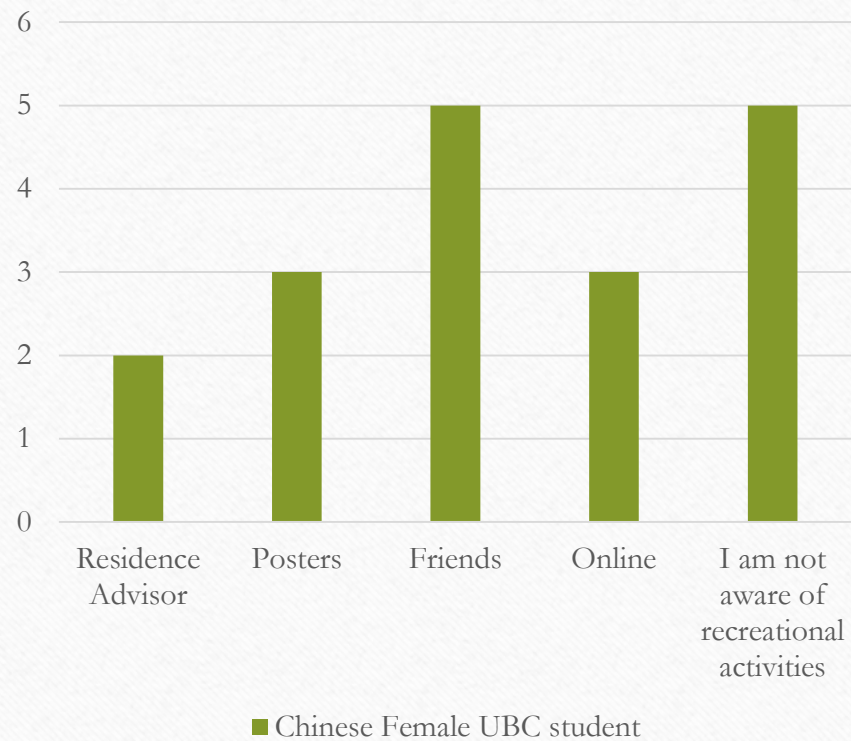
Participants were able to identify as many means as they like.

Participants had the option of stating that they were not aware of recreational activities offered at UBC.

Current communication means to Physical Activity at UBC

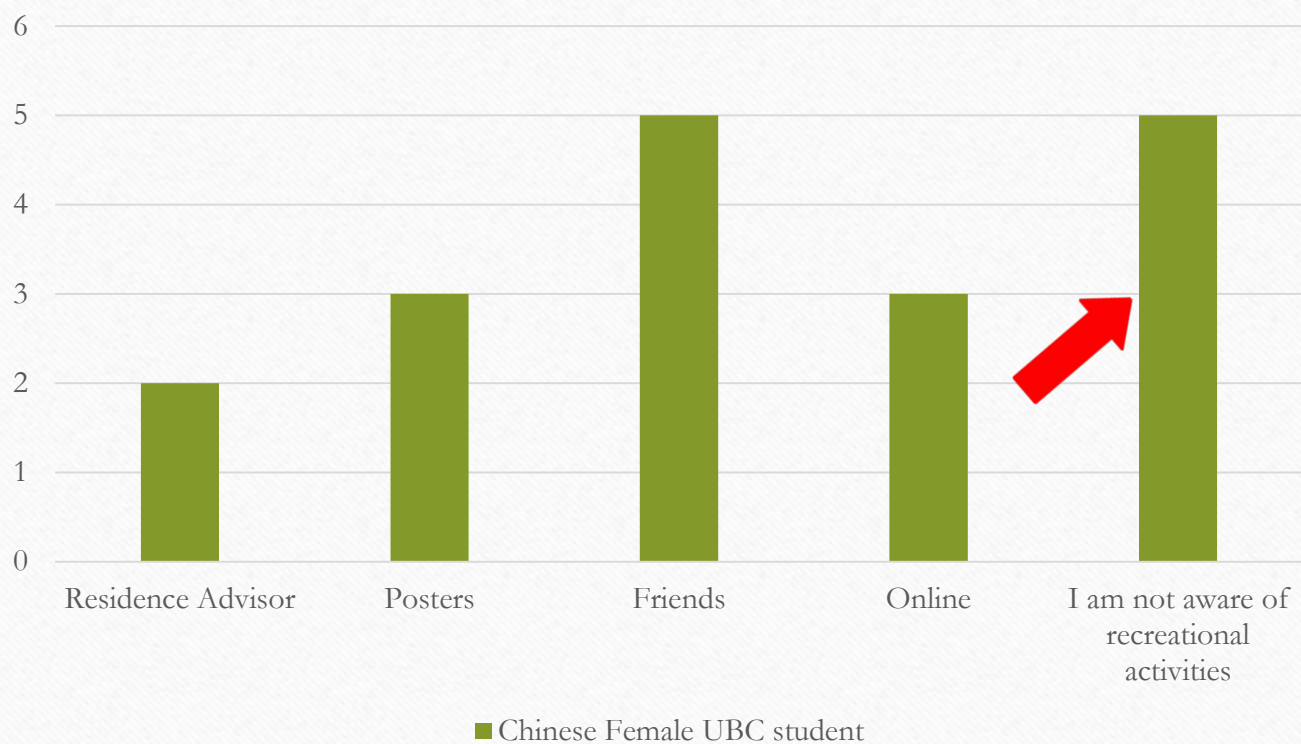


Current communication means to Physical Activity at UBC



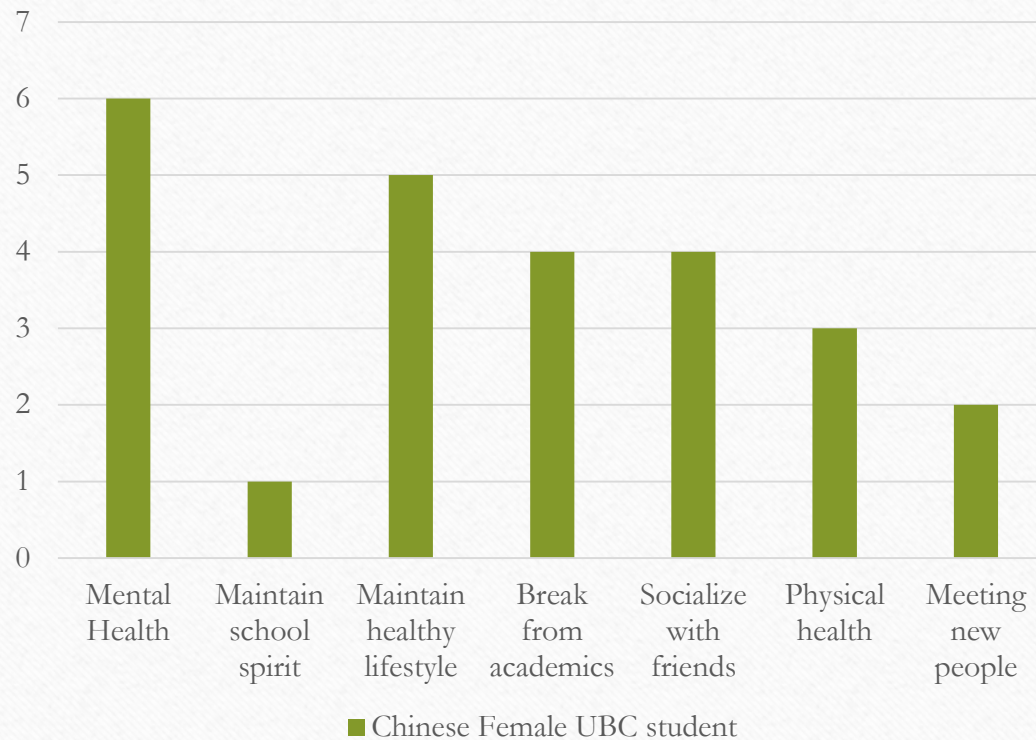
5/10 – 50% of our focus group participants identified friends as a mean of developing awareness toward recreational activities offered at UBC

Current communication means to Physical Activity at UBC



5/10 = 50% of our focus group participants identified that they were not aware of recreational activities at UBC.

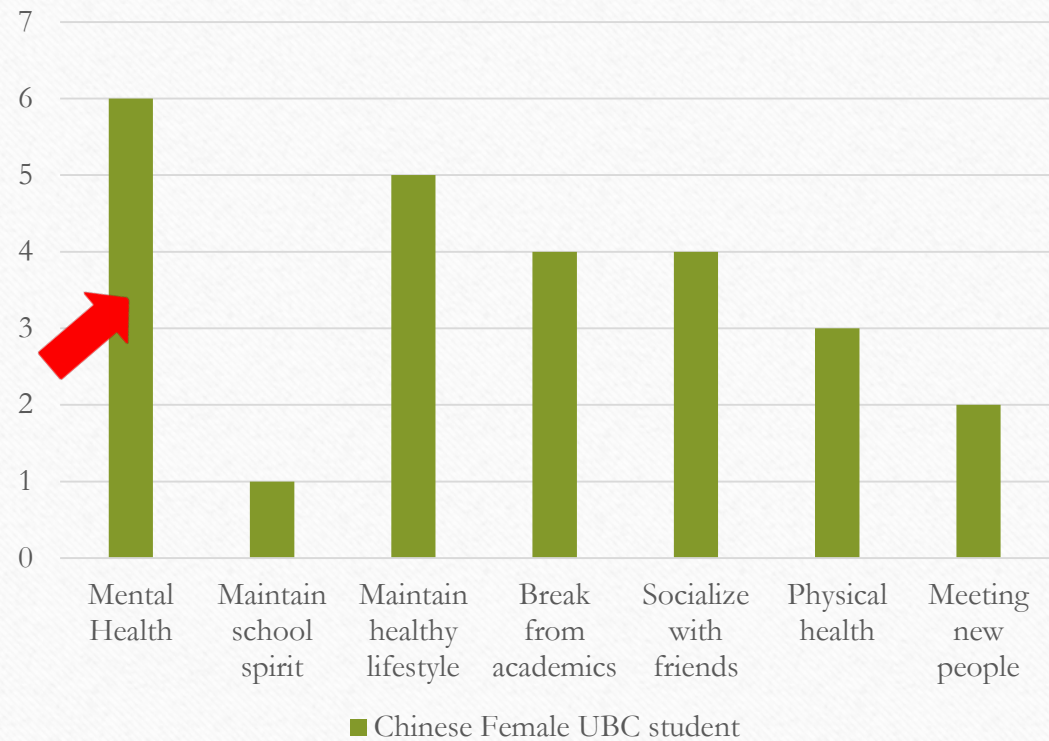
What encourages your participation in physical activity at UBC?



In addition, we were curious to find out participants subjective reasons for participating in physical activity.

In order to best guide our recommendations to remove situational, environmental and communication barriers UBC, we need to understand the needs of the students as well

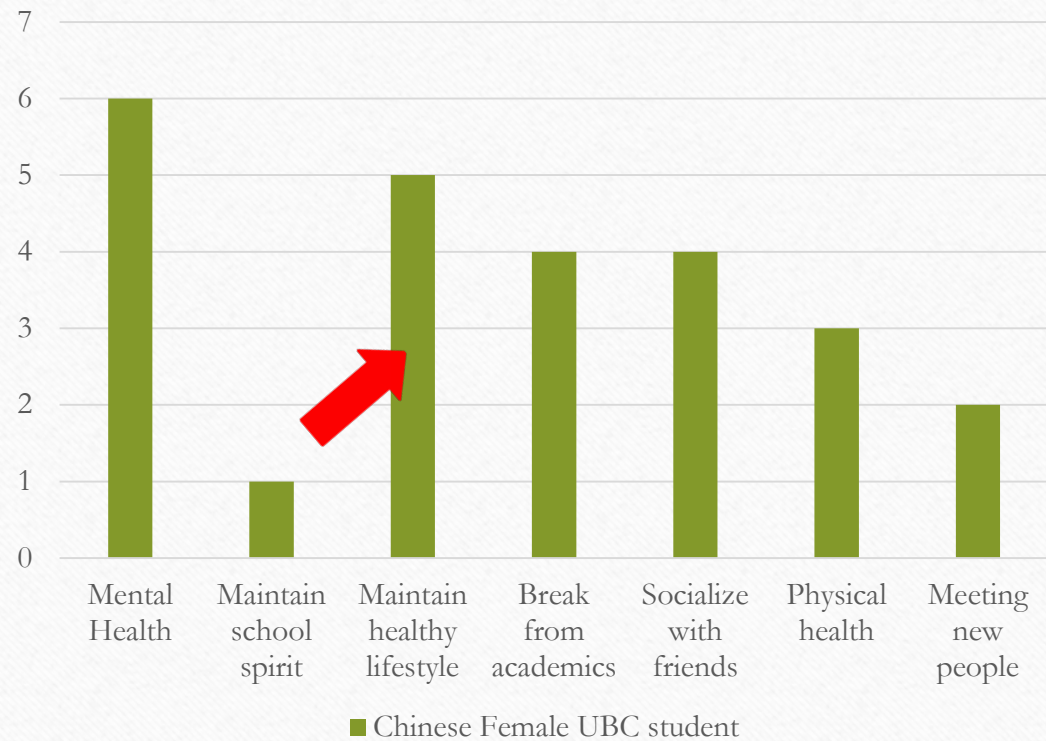
What encourages your participation in physical activity at UBC?



The #1 reason for participation in physical activities from our focus group was the desire to improve mental health!

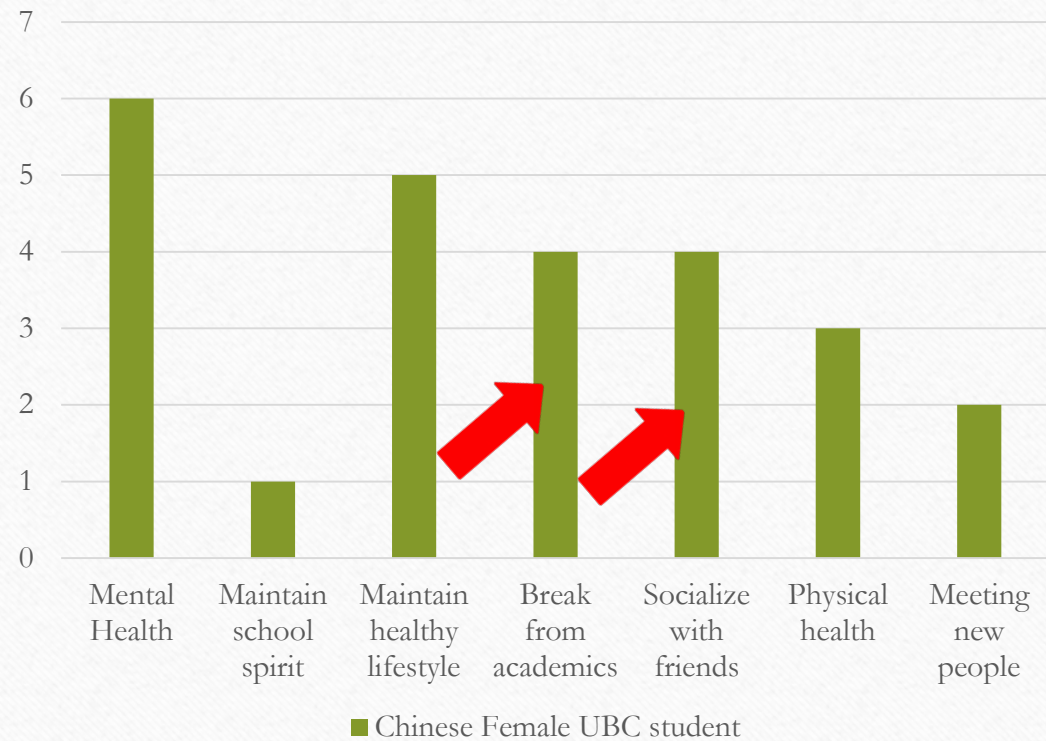
60% of participants

What encourages your participation in physical activity at UBC?



5/10=50% of participants are encouraged to participate in physical activities to maintain a healthy lifestyle

What encourages your participation in physical activity at UBC?



4/10 = 40% of participants are encouraged to exercise to take a break from academics and to socialize with friends!

Recommendations

1. Develop
an
incentive
program
for coming
to the gym.

Why?

40% determined that conflict in
schedules was a barrier.

This suggests that physical activity is
not prioritized in their schedule. By
offering an incentive, it can increase the
priority in an individual's daily life.

How?



By offering a “FitRewards” program where an individual can collect points when they work out.

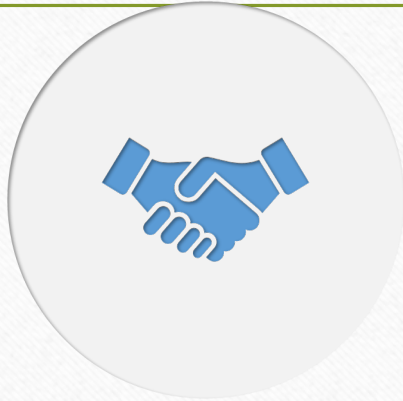


This can help individuals work toward a goal and develop healthy lifestyle habits on the same time.

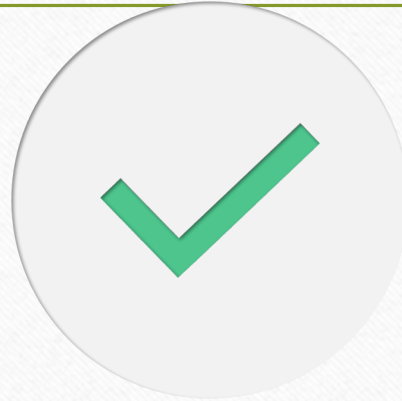


This can also target goals of making friends, socializing or improving their mental health.

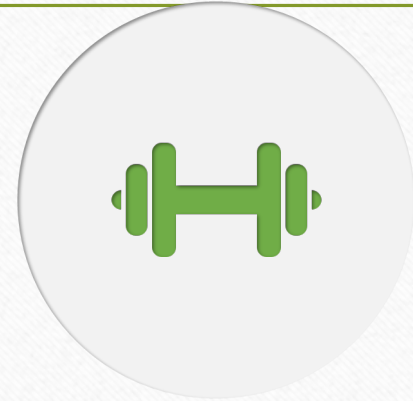
WHAT CAN UBC DO?



UBC REC CAN PARTNER UP WITH LOCAL ORGANIZATIONS TO OFFER REWARDS.



5 VISITS = A FREE BOOSTER JUICE SMOOTHIE, 20 VISITS = FREE WATER BOTTLE.



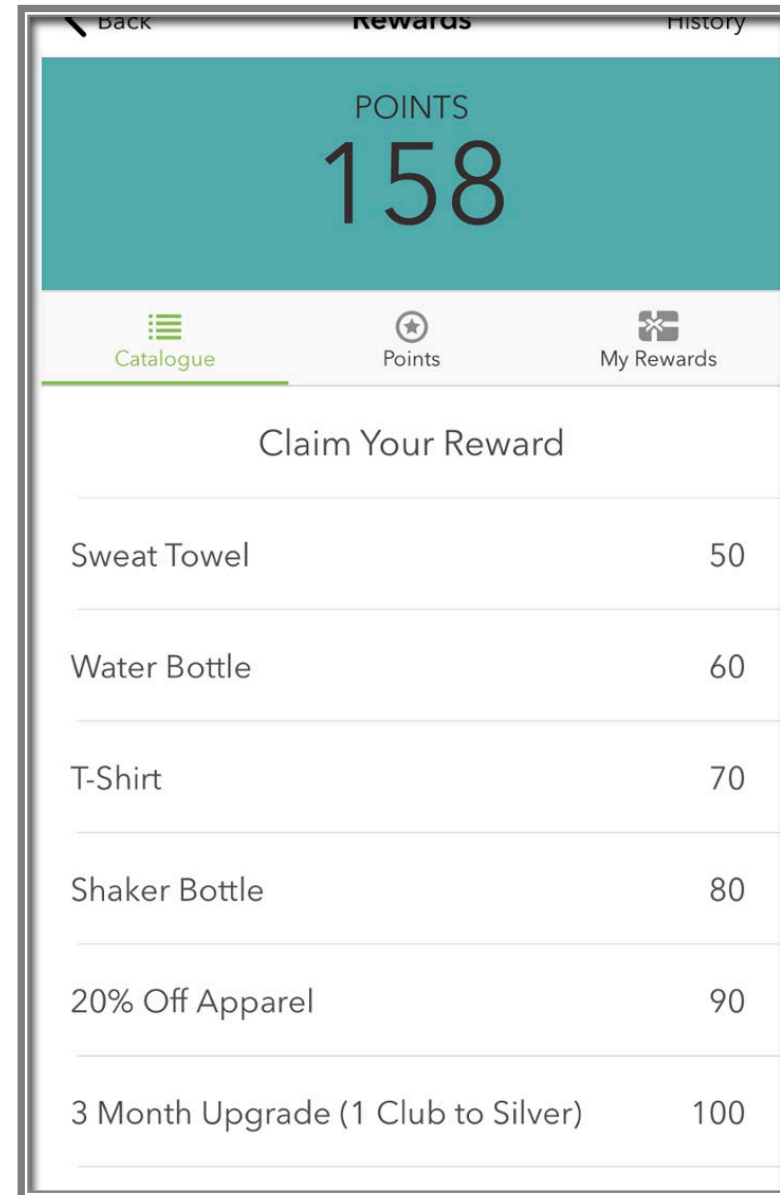
IN ADDITION, REWARDS CAN BE ADDITIONAL FITNESS PROGRAMS, SUCH AS A FREE YOGA CLASS!

Evidence
that this is
realistic:

Steve Nash Fitness World provide its members to various benefits using their mobile app ("How to Get Free Stuff Through the SN Clubs App", 2018).

Each exercise sessions there are tiers → receive points → claim rewards ("How to Get Free Stuff Through the SN Clubs App", 2018)

EXAMPLE OF THE STEVE NASH APP



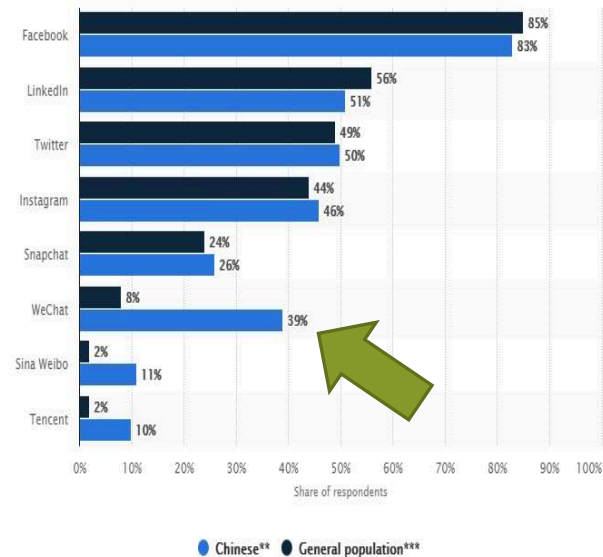
#2 Increasing awareness of UBC REC programs through social media platforms such as WeChat

- Why?
- 50% of our focus group that they were not receive on-going communication about UBC recreational program.
- 50% of our focus they receive information about recreational activities through their friends!
- Social networks play a critical role in the awareness of physical activities!



BACKGROUND EVIDENCE

Share of the Chinese and general population of Metro Vancouver using selected social media sites in Canada as of June 2017



Providing on campus recreational information to students through multiple modes of social media platforms such as Facebook is necessary in order to disseminate and promote recreational programming (Bayne & Cianfrone, 2013).

WeChat is one social media platform that UBC REC can explore.

WeChat is considered to be the most popular social networking app in China, where it has over 1 billion active users ("Most popular", 2018).


38% of the international students at UBC are Chinese undergraduate students (Fact Sheet Vancouver Campus, Winter 2016, 2017).


WeChat is the fourth most popular choice (38%) among the Chinese population in Metro Vancouver ("Share of the Chinese", 2018).


Recommendation from focus group participant


“there should be an official account called UBC REC [to ultimately] help spread the message in a lot of groups.”


Connect with us.


 @UBCSauderSchool on Twitter

 UBC Sauder School of Business on LinkedIn


 UBC Sauder School of Business on Facebook

 UBC Sauder School of Business on Pinterest

 UBC Sauder School of Business on YouTube

 UBC Sauder School of Business on Instagram

 UBC Sauder School of Business on Weibo

 Find *ubc_sauder* on WeChat

HOW?

UBC REC should consider utilizing multiple modes of social media platforms, such as WeChat to be more efficacious in providing recreational programming on campus to this given demographic.





Login

Login with WeChat ID/phone number

Sign Up

Register via phone number

Facebook Connect



#3 Increase awareness of the importance of physical activity

WHY?

- 60% found academic demands as one of the biggest barrier of Physical Activities

I prioritize studies first and often will sacrifice or prioritize my time for it”

“ I do not currently have any physical activity in my schedule due to immense amounts of assignments and exams”

“its more like you can exercise later but if you don't study for an upcoming exam for example, than there is no way to make up for that”

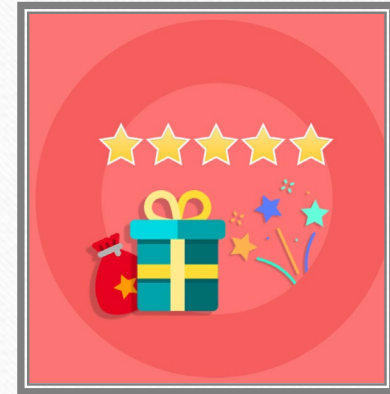
BACKGROUND EVIDENCE

“It found that **exercise** can significantly improve cognitive abilities and their **academic performance**, as well as their health. Students who **exercise** have lower body fat, greater muscular strength, and **better** cardiovascular and mental health. ... They also perform **better** on standardized **academic** tests.”



HOW?

- The offer of an incentive in all UBC classes!
- 1-3% bonus opportunity for proof of exercise 3 times / semester
- Through taking a photo of participation in physical activity and writing a brief journal about it
- The UBC psychology department offers HSP credit for psychology students to participate in current studies conducted out of the department
- Participation in various studies allows the student to earn up to 3% extra on top of their final academic performance in the class



#4 Increasing safe spaces – women's only gym times

- Why?
- 2 participants declared personal comfort levels as a barrier to physical activity

“I believe that as a young Asian female student I sometimes feel uncomfortable and I also feel rather inferior to those who are so used to the facilities.”

“A specific side for female-identifying individuals at the gym for more comfortability”

BACKGROUND EVIDENCE

- Goodlife fitness offers a section of their gym that is “women only.”
- Workout wherever they feel most comfortable
- Positive and safe spaces for individuals to participate in physical activity.
- Provide equitable access and opportunity to community based participation, regardless of ability.
- Safe space
 - Free of Marginalization and discrimination
 - Increase participation

GoodLife
FITNESS

CO-ED
&
for WOMEN

HOW?

- UBC gym facilities – The Bird Coop and the ARC
- Set times for women's only gym session

Example:

- Monday, Wednesdays from 7am-9am = women's only gym at the ARC
- Encourages new individuals who struggle with regular gym environments
- Not affect individuals who do not identify as a woman as the other gym facility will be available during this time

UBC RECREATION



WOMEN'S ONLY GYM SESSIONS



MONDAY & WEDNESDAY MORNINGS
7-9 AM AT THE ARC

RENTAL LOCKERS AVAILABLE

Reflections

- Safe spaces as taught by Dr. Rachel Sullivan
- Inclusive, integrative, free from discrimination and marginalization
- What we did: active and passive approach to answering questions regarding their perceived barriers to physical activity
- Participants were able to write out their responses prior to participating in our active dialogue

Understanding the Situational, Environmental and Communication Barriers to Physical Activity for Chinese, female identifying students at UBC
November 2nd, 2018 |

Thank you for participating in our focus group.
With your participation, you are helping to make physical activity more accessible and enjoyable for all students at UBC.

Part 1: Situational and Environmental Barriers

1. Do you currently schedule physical activity in your schedule? Why or why not?
2. What barriers inhibit you from participating in physical activity?
 - a. Possible examples – cost, accessibility, comfort, conflict in schedule
3. Think about your identity. Are there situational or environmental barriers that are related to you identify that impact your ability to participate in physical activity?

Part 2: Communication Barriers

1. Are you aware of current recreational activities available at UBC?

Reflections

The demographic for this study could have been more specific

-
- Childhood upbringing may influence physical activity .
 - "Where are you local?"- Taiye Selasi

More specific guidelines or questions regarding an individual's upbringing may help offer more insight from the conclusions determined from the focus group

Project Title:

UBC environmental and situational-specific facilitators and barriers of physical activity amongst female UBC Students self-identifying as Chinese (including Hong Kong and Macao) or Taiwanese

Reflections

- Passive versus active recruitment
- Passive recruitment (emails, social media, online survey) was not as successful as active recruitment
- Active recruitment = walking up to the individuals in CIRS = more effective
- Helps us foster interculturalism as active recruitment gave us a chance to co-create new ideas together and understand each other's perspectives



Reflections

- Physical Activity can help ease adjustments into new country for immigrants
- Fosters interculturalism



Components of community-based research

- Community driven, participatory and action-oriented
- Mutually beneficial to both researchers and the community
- We hope our findings will help shape and promote positive change in our community