

Workshop Presentation and Facilitation: Healthy Diet, Healthy Mind

Includes:
Final Research Report
Bibliography

By Natalie Craddock, Scott Dempsey, and Lauren Woodhall

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Teresa Forson at the Kawartha Sexual Assault Centre
Supervising Professor: Paula Anderson, Trent University
Trent Centre for Community-Based Education

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Workshop Presentation and Facilitation

Abstract: The purpose of this project was to develop and present a workshop and workshop manual entitled 'Healthy Body, Healthy Mind' for the clients, volunteers, and staff of the Kawartha Sexual Assault Centre. The key issues addressed in this workshop are food security, sustainability, and community development. These themes are covered within the course of the workshop and manual; this was done at the same time as addressing the needs of the participants of the workshop, and helping them learn about healthy and accessible diets, as well as the issue of how Canadian communities are addressing various challenges that result from the Canadian food system.

Keywords: food security, sustainability, community development, Canadian food system, accessible diets, Kawartha Sexual Assault Centre, workshop, manual

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Project Proposal: ERST 334 – Canadian Food Systems

TCCBE Community Development Project

In conjunction with the Kawartha Sexual Assault Centre

Kawartha Sexual Assault Centre

Theresa Forson – ksacvolunteers@nexicom.net
705-748-5901

Trent University

Environmental Studies Department
Paula Anderson - paulaanderson2@trentu.ca
705-748-1011 ext. 1261

Students Involved

Natalie Craddock – nataliecraddock@trentu.ca
Scott Dempsey – scottdempsey@trentu.ca
Lauren Woodhall – laurenwoodhall@trentu.ca

Introduction

The purpose of this project is to develop and present a workshop and workshop manual entitled 'Healthy Body, Healthy Mind' for the clients, volunteers, and staff of the Kawartha Sexual Assault Centre. The key issues addressed in this workshop will be food security, sustainability, and community development. These themes will be covered within the course of the workshop and the manual; this will be done at the same time as addressing the needs of the participants of the workshop, and helping them to learn about healthy and accessible diets, as well as the issue of how Canadian communities are addressing various challenges that result from the Canadian food system.

The Kawartha Sexual Assault Centre – a Brief Description

The Kawartha Sexual Assault Centre is a "not-for-profit, charitable organization established to provide sexual assault services and public education for the community." (Retrieved October 23, 2006 from <http://www.kawarthasexualassaultcentre.com>). The centre provides a wide variety of services and public education to survivors/victims of sexual assault/abuse. It is a feminist based organization that focuses on its clients and strives to empower them throughout their healing process.

The Centre was founded in 1976 in Peterborough Ontario and has since expanded to provide services to all of Peterborough County, the City of Kawartha Lakes, Haliburton and Northumberland. The Centre is made up of staff and volunteers from the community who combine unique skills and knowledge to help support to the women who access the services of the county and also to the community in general. The Kawartha Sexual Assault Centre strives to keep a presence in all of the communities in which it provides services by being readily accessible to all members of the community,

as well as by having a presence at many community events to provide information on sexual assault as well as the Centre's services.

Through this project the goal is to develop a workshop to inform clients, volunteers and staff of the Centre of the importance of a nutritious diet, and how it can be accessible to all. A nutritious diet is especially important and difficult in times of stress so this workshop will be especially relevant to clients of the centre (Soloman, 2001). The workshop will demonstrate not only the importance of a nutritious diet, but also reveal how a nutritious diet can be made very accessible to all income brackets.

Theoretical Issues

- **Sustainability**

Sustainability is often defined as the ability to "meet the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission on Environment and Development, 1987). While this is typically thought to be more of a concern to large corporations and governments than it is to individuals that is not the case. Sustainability is "about changing the way we make decisions, and ultimately the decisions themselves" (Bregha & Runnals, 2002). This is not only decisions made on an international level, but at every level, and especially at the personal level. Until we can make sustainable decisions on our own, and consider the effects of our decisions on the environment, our neighbours, and our future generations, we cannot expect sustainability to exist.

Sustainability is therefore something very important to consider when thinking about one's own personal diet. One must consider not only his or her own health, but also the health of the environment around them, and the system that provides them

with food. For a diet to be healthy for both the individual and their community it must come from a food system that is sustainable in all aspects.

- **Food Security**

Food security is an important thing to consider when looking at what is required for a healthy diet. Canada's current food system can make it difficult for individuals who are food insecure to maintain a healthy diet. In order to address this problem it is important to have a firm understanding of what it means to be food insecure in Canada today, and what options are available to those who are food insecure. It is especially important to recognize the challenge of finding healthy food which is accessible, when food in general is scarce.

Eating nutritious food is especially important for those who are food insecure as they may not be eating enough food so it is essential that what they do eat is nutritious. Unfortunately this is not the case, for many of the most seemingly affordable options in today's food system in Canada are prepackaged meals devoid of real nutritional value. A lack of food security can be an almost impassable obstacle to a nutritious diet so it is important that it is completely understood in order for it to be properly addressed.

- **Community Development**

Recognizing that healthy diets exist within a food system, it becomes obvious that the community plays a large role in the food system, and therefore the creation of a healthy diet. The community controls the food system that exists and how accessible it is, therefore, through community development a food system, which is sustainable and accessible, can be developed.

Community Context

Although many individuals within society feel as though they personally will never need to access services such as those available from sexual assault centres, statistics show that 1 in 4 Canadian women will at some point in their lives be sexually assaulted, as will 1 in every 3 female children and 1 in every 5 male children prior to reaching adulthood (Retrieved October 22, 2006 from <http://www.kawarthasexualassaultcentre.com/facts.htm>). Public programs such as not-for-profit sexual assault centres aim to provide services to assist in supporting victims of violence and to help empower them throughout the healing process, and their services are generally available to any individuals within the community.

While these services are typically available to anyone who feels as though he or she is in need, there are several characteristics that are similar between the people who usually access services. These similarities include rates of mental health and substance abuse problems, lifetime rates of victimization and trauma, and issues related to poverty, including difficulty paying bills and rent (Stainbrook & Hornik, 2006). It is also the case that oftentimes parents of children who have been sexually assaulted seek assistance from available services in order to help their children in healing and going on to live healthy and fulfilling lives (Schuetze & Das Eiden, 2005).

This being the case, it is critical that these characteristics be kept in mind throughout the production and the facilitation of the proposed workshop on healthy eating. It is crucial that we as producers of a service that will maintain as a regularly presented workshop remember that our work is a resource for the Peterborough community in general, on top of being for the clients of the Kawartha Sexual Assault

Centre. Therefore, the following aspects of community development must be considered in order to cater to the various communities who may access it:

- **The Peterborough Community**

- The Peterborough and surrounding areas' population
 - Who lives in the area? What is the general socio-economic status of the residents? What is the predominate race? What is the multicultural breakdown? How many of the residents fall within each age group?
- Support for local growers, producers and manufacturers
- Practices that will encourage sustainable development in terms of agriculture, general environmental concerns and business practices

- **The Sexual Assault Victim Community**

- Who generally accesses the services provided by the centre?
- What is their general income, and how much of their income are they able and willing to spend on food? On health?
- What are the other challenges they are facing? Mental health? Unemployment? Continued victimization? Legal problems? Child rearing? Substance abuse?
- How much are they willing to commit to creating a healthy lifestyle for themselves?

- **The Sexual Assault Support Community**

- What challenges do these individuals face? Single parenting? Continued stress due to abuse? Mental anguish and guilt over others' victimization?

- How involved are they with the healing process?

These—as well as other—aspects of the various target communities will be constantly considered during the production of both the information manual and the creation of the workshop in order to ensure that we are providing a quality resource to those who need it.

Research Methods

This project will employ several different research methods in order to obtain information. These methods include:

1. Literature Review

- a. Within this proposal we have included a literature review that discusses several of the key issues that are relevant to the proposed topic and that pertain to healthy eating. We will utilize these sources in two ways: first, these resources will help to provide background information and a knowledge base for us as researchers, so that we are aware of the main concerns of the organization we are working for, the main issues surrounding eating and its connection to healthy lifestyles and healing, as well as how we can best service the Peterborough community in general. Secondly, we will use the found information to actually put together the workshop and manual, meaning we will look at various sources of nutrition information and locations of places in which individuals can access healthy and affordable food.

2. Qualitative Interviewing

We will hold meetings and conduct several different qualitative interviews in order to gain holistic and personal information from various sources of information. The individuals we hope to speak with include:

- a. Administrative members of the Kawartha Sexual Assault Centre
- b. Victims of sexual assault
- c. Individuals who provide support to those who have been assaulted
- d. Dieticians
- e. Lifestyle experts – personal trainers, nurses, etc.
- f. Workshop facilitators – those with a wealth of experience in producing and presenting personal development seminars
- g. Psychologists specializing in assault and victims of assault
- h. Food Bank volunteers and workers

By using the various aforementioned means of accessing information, we as a research team hope to provide a thorough and comprehensive source of information that addresses the issue in many different ways.

Literature Review

The following are some of the sources we will use in terms of researching both the Workshop itself, as well as the manual.

- http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index_e.html

Canada's Food Guide to Healthy Eating

This is a publication that the government distributes to teach people what is considered healthy to eat. It explains how much of each food group a person should eat in a day. For example, five to ten fruits and/or vegetables each day is suggested. As well, it explains that depending on the person, the amount of food needed in a day varies. It

varies due to weight, height, age, sex, and activity level. This publication will give us a good starting point to explain what a good nutritious diet should consist of.

- http://www.hc-sc.gc.ca/fn-an/nutrition/fiche-nutri-data/index_e.html

Canadian Nutrient File

This is another government resource that has links to different information on the amount of certain nutrients that should be ingested everyday. It also gives recipes that include enough of certain nutrients as well as a variety of the ones needed. It also gives a reference to how much nutrients are in certain foods. This is helpful because it will help us determine what 'healthy' food is. This will be helpful because it expands on the Food Guide to healthy eating. It is more precise with what type of food should be eaten as well as how much of it.

- Solomon, M.R. (2001). Eating as both coping and stressor in overweight control. *Journal of Advanced Nursing, 36*, 563-572.

This article would be helpful to include in the workshop manual because it deals with an issue that many women face. In this article they examine how eating is used as a coping mechanism for stress. But then eating itself becomes a stressor, and this leads to overeating. It is a scientific journal article and when included in the manual it may be useful for us to summarize and explain the results so that it can be understood and helpful to people of all educational backgrounds.

- Gibson-Davis, C.M., & Foster, E. M. (2006). A cautionary tale: Using propensity scores to estimate the effect of food stamps on food insecurity. *CSA Social Services Abstracts 80*, 93-126.

This journal article looks to see if food stamps help to reduce food insecurity. They find that food stamps do not decrease the chances of being food insecure, but they lessen the severity in some cases. This is another scientific study that may be useful for us to summarize and explain. It would be good to include this so that people that would look

at the manual can realize that food stamps are not a solution to food security and they may be able to address this issue, or reinforce their beliefs about the use of food stamps.

- Heflin, C.M., Siefert, K., & Williams, D.R. (2005). Food insufficiency and women's mental health: Findings from a 3-year panel of welfare recipients. *Social Science & Medicine*, 61, 1971-1982.

This article is about a study conducted to determine if food insufficiency was a factor in detrimentally affecting women's health. They found that not having enough good food can lead to depression. They suggest to reduce the cases of depression seen in low-income women they need to reduce their exposure to household food insufficiency. This article would be good to include in the manual because it deals with an issue that some of the women reading it might face. If they live in low-income households and feel depressed, they might discover that it is due to not having enough food and then may become able to address this problem or at least identify the source of the problem.

- Siefert, K., Heflin, C.M., Corcoran, M.E., & Williams, D.R. (2004). Food insufficiency and physical and mental health in a longitudinal survey of welfare recipients. *Journal of Health and Social Behavior*, 45, 171-186.

This journal article also addresses the issue of food insufficiency and mental health. It looks mainly at women who live in low-income households. As well, it identifies that this problem may be more pronounced in African-American women. It is important to include this article in the manual because it allows the readers to see how important having enough food and eating nutritious food is. It may also let them identify the cause of some of the current problems they are facing with regards to their mental health.

- <http://www.kawarthafoodshare.com/>

Kawartha Food Share

This is the Kawartha Food Share website and we hope to include information from it in the manual so that the people reading it will be able to know where to go to get food if they ever are in need. As well, it will give them information about the organization and how they are trying to help. The website also gives information about poverty in the Kawartha area.

- http://pcchu.peterborough.on.ca/food_for_all1.html

Peterborough County City Health Unit

From this website we can get information to include in the manual about where there are food banks and other food resources in Peterborough and the surrounding area. It also gives the dates and times when these places are open. Again this would be helpful to include if the readers were ever in need of food.

- <http://www.planetfriendly.net/organic.html>

Everything Local and Organic

This website contains a great deal of information on the importance of eating locally and organically as well as giving suggestion on how to do so. As well, it gives links to other websites with more information on this subject. We hope to include some of this information in the manual because we feel it is important to eat locally and organically and want others to learn why this is important and how to eat this way. The site also gives information on jobs, apprenticeships and business opportunities surrounding organic and local farming and this may be of interest to some of the women at the centre.

- <http://www.womensweb.ca/nutrition/>

Women's Web; Diet and nutrition

On this website there is information about food and nutrition that is specifically directed to women. It uses the Canadian Food Guide as a base, and then expands to explain the particular needs of women. We hope to include information from this page so that

women can learn what types and how much food they should be eating compared to what they should maybe be giving their children or other people they are feeding.

- http://www.pspc.on.ca/docs/news_fall04.html

Peterborough Social Planning Council

This website has information about poverty in Peterborough. It has fact sheets and statistics to help people see that there is a real hunger problem in the city. This would be helpful to include information from because it will give the readers a realistic view of poverty in Peterborough and may help them realize that, if they are, they are not the only ones that are going hungry and dealing with food insufficiency.

- Gardner, G., & Halweil, B. *Underfed and Overfed; The Global Epidemic of Malnutrition*. Danvers MA: Worldwatch Paper 150, 2000.

In this book, they talk about malnutrition throughout the world and they look at the social and health aspects of this. They also identify another problem with the way people eat today - overeating. Also, they talk about the imbalance in society and different parts of the world between these two extremes. This is a good book to give us background information on malnutrition and also put the local problems surrounding hunger into a larger context.

- *Malnutrition, Behavior, and Social Organization*. (Ed). Lawrence S. Greene, New York: Academic Press, 1977.

This book is a compilation of articles about malnutrition and its effects on both physical and mental health. As well, they look at societal problems surrounding this issue. I think this will be a good resource to use because there are many effects of malnutrition talked about and by many different authors so different perspectives can be seen. I think information from this book would be good to include in the manual because it shows many effects of malnutrition and lets people see why it is so important to eat right.

- Roberts, Wayne, Rod MacRae, and Lori Stahlbrand. *Real Food for a Change*. Canada: Random House, 1999.

In this book the authors talk about eating organic foods, eating high value foods at lower costs, the dangers of eating genetically modified foods, food waste, and many other topics about food and how to eat better. I think a lot of the information in this book is very relevant and would be great to include in the manual because it is about eating healthy and organic but also addresses the issue that not everyone can afford to eat this way, and teaches you how. For example, one of the chapters has a section entitled 'How a mom on social assistance buys organic'. Information like this would be helpful to many women at the centre.

- Field, D. 1999. Putting Food First: Women's Role in Creating a Grassroots Food System Outside the Marketplace. In Women Working the NAFTA Food Chain. D. Barndt (ed.) Toronto: Sumach Press. pp. 194-208.
- Moffett, D. and M.I. Morgan. 1999. Women as Organizers: Building Confidence and Community Through Food. In Women Working the NAFTA Food Chain. D. Barndt (ed.) Toronto: Sumach Press. pp. 220-235.

These two articles are found in the coursepack for this course and they would be relevant to include in the manual we are creating for the workshop because they deal with issues surrounding food like food security. As well, they are geared specifically for women which would apply to the people at the centre accessing the manual. They also suggest ways that the women can be active about changing and dealing with food issues and gives examples that the women may be able to relate to. These articles also give a little bit of history about food issues and this may be interesting to the people at the centre.

Expected Outcomes

Through the completion of this assignment, there are several expected outcomes. These include:

- 1. Personal Growth:** This project will provide the chance to meet with the Kawartha Sexual Assault Centre and see the workings of a not-for-profit agency. These meetings will allow for a better understanding and a chance for communication with those in the community with whom we may not have had encounters with otherwise.
- 2. Workshop development:** This will involve using new means of research methods that we as students are perhaps not used to; completing this project will allow us to see what steps not-for-profits take in their research in order to produce their educational materials.
- 3. Workshop Resource Manual:** The opportunity to produce something of substance that will hopefully be used for years to come by the agency in order to assist others with creating a healthy lifestyle for themselves and their families, in a manner that is both salient to them and doable.
- 4. Workshop Presentation:** This will provide a chance for us as students to be creative and imaginative, as this is a request of the agency. In presenting our workshop, we will hone our presentation skills, and have the opportunity to present in a different facet and to a different audience than what we are used to.
- 5. Class Assignment and Applicability:** Hopefully, at the completion of the research and presentation portion of the assignment for the community organization, our group will have come away with many valuable learning experiences and new ideas that we can transfer to our reflection paper. Also, we

hope to gain some new knowledge that we can bring back to our class and tie together the course themes of food security, sustainability, food safety, and community development.

Timeline

- October: Begin researching issues to be included within the manual and the presentation; communicate with community group to ensure that the themes being found are the ones desired by the organization.
- October: Present project proposal to both course instructor and community group for approval.
- Late October: Make revisions to proposal in order to cater to the needs of the community group, or to help satisfy the course requirements; continue to meet with community organization.
- Week of October 30, 2006: Create outline for community group of headlines for manual and key topics to be covered within presentation; begin reflecting on the research process for the class workshop presentation and reflection paper.
- Week of October 30, 2006: Begin conducting qualitative interviews with applicable people; continue conducting literature reviews for relevant information; continue to meet with community organization; continue reflecting on the research process for the class workshop presentation and reflection paper.
- Week of November 6, 2006: Begin making manual; start to organize presentation and think of creative ways to present materials; begin

organizing materials for in-class presentation of information; create outline for reflection papers.

- Week of November 13, 2006: Hone presentation and complete manual; submit to community group for approval; continue to work on in-class presentation and reflection papers.
- Week of November 20, 2006: Continue practicing presentation; continue to work on in-class presentation and reflection papers.
- Late November: Present workshop and share created materials with community group users (at a date set by the organization); finalize class presentation.
- November/December: presentation of findings to course during in-class workshop time; complete final reports.
- December 15, 2006: Project final reports due to course instructor.

Challenges

One of the challenges we face as a group is the fact that one of our group members is male and the Kawartha Sexual Assault Centre has requested only female participants. This challenge will be addressed by redistributing the work in a way that allows the female participants to be the only ones giving the workshop and working within the Centre but still having the work distributed equally. The group has worked through this and the male participant accepts the fact that he will be doing primarily research and manual preparation.

Another challenge facing our group is working with a not-for-profit and trying to make our schedules work together. Our group is made up of students with many extra-curricular activities, which when paired with classes and class work leave very little time

to schedule meetings with the organization. This is something that we hope to face by setting appointments in advance as well as communicating by phone and email on a regular basis.

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* In addition to the references stated within the literature review.