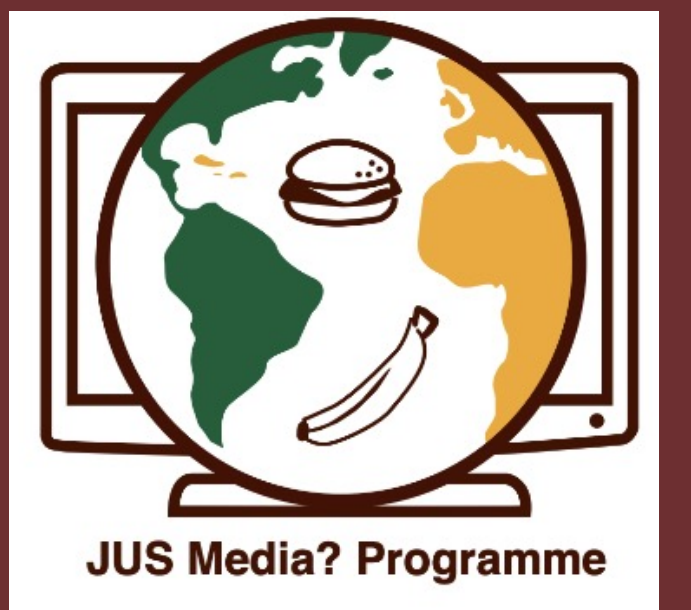# Assessing the Acceptability of the JUS Media? Global Classroom, a Food-focused Media Literacy Digital Intervention, Culturally Adapted for Somali-American Youth

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Introduction

- With the rise in obesity in adolescents, there is an urgency to provide low-cost and low-commitment prevention and intervention methods [7,8].
- Prior research indicates that the surge in unhealthy food advertisements has negative implications for adolescents' health; notably, increased exposure to advertisements results in increased unhealthy food consumption [2]. Moreover, these advertisements disproportionately target Black and Hispanic adolescents, resulting in increased risk for poor diet and health outcomes in these populations [2,6].
- To address the implications of this matter, the JUS Media? Global Classroom, a food-focused media literacy intervention was digitized and culturally adapted for Somali adolescents in the United States [3].

The present study examines cultural and demographic factors associated with receptiveness to the program. We hypothesized that a stronger Somali cultural identity would predict higher acceptability because students would be more receptive to key program messages adapted for Somali American culture. Exploratory analyses were conducted to observe associations between demographics and acceptability.

Methodology

Participants:
- N=135 students from a Minneapolis charter school were recruited during health courses
  (M=14.9, SD =1.53, 53.7% male, 45.6% female, US Born=41.4% and Africa Born 58.6%).

Study Protocol:
- Students completed an initial survey and then viewed the 35-minute video programming.
- Following the video programming, students completed two activities to reinforce the skills they learned, a final post-survey to assess change in key variables and program acceptability.

Measures:
- Program Acceptability Scale: created for this study based on the Ecological Validity Model (EVM). Measure range: 1-5. Cronbach α = 0.93.
- Somali Cultural Identity Measure: assessed using a validated measure from The Culture, Health, and Family Life Study [5]. Cronbach α = 0.889. Measure rated on a 1-5 scale.

Analyses:
- A series of correlations, ANOVAs, and descriptives were conducted to determine the association between key demographic variables, cultural identity, and acceptability.
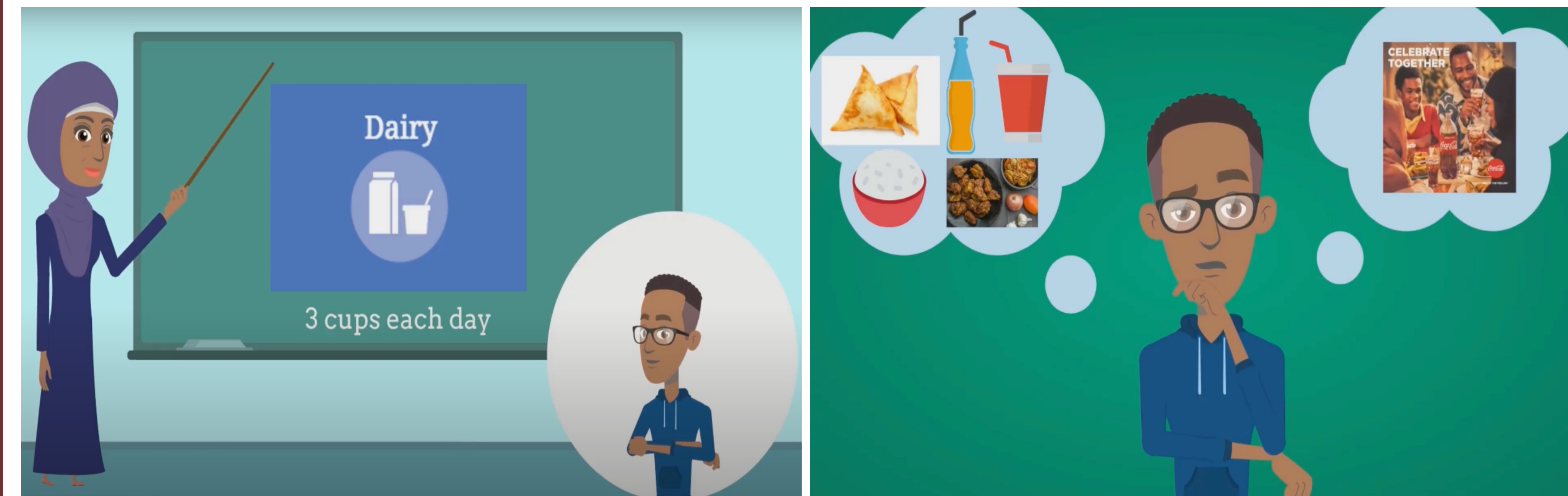
JUS Media? Global Classroom
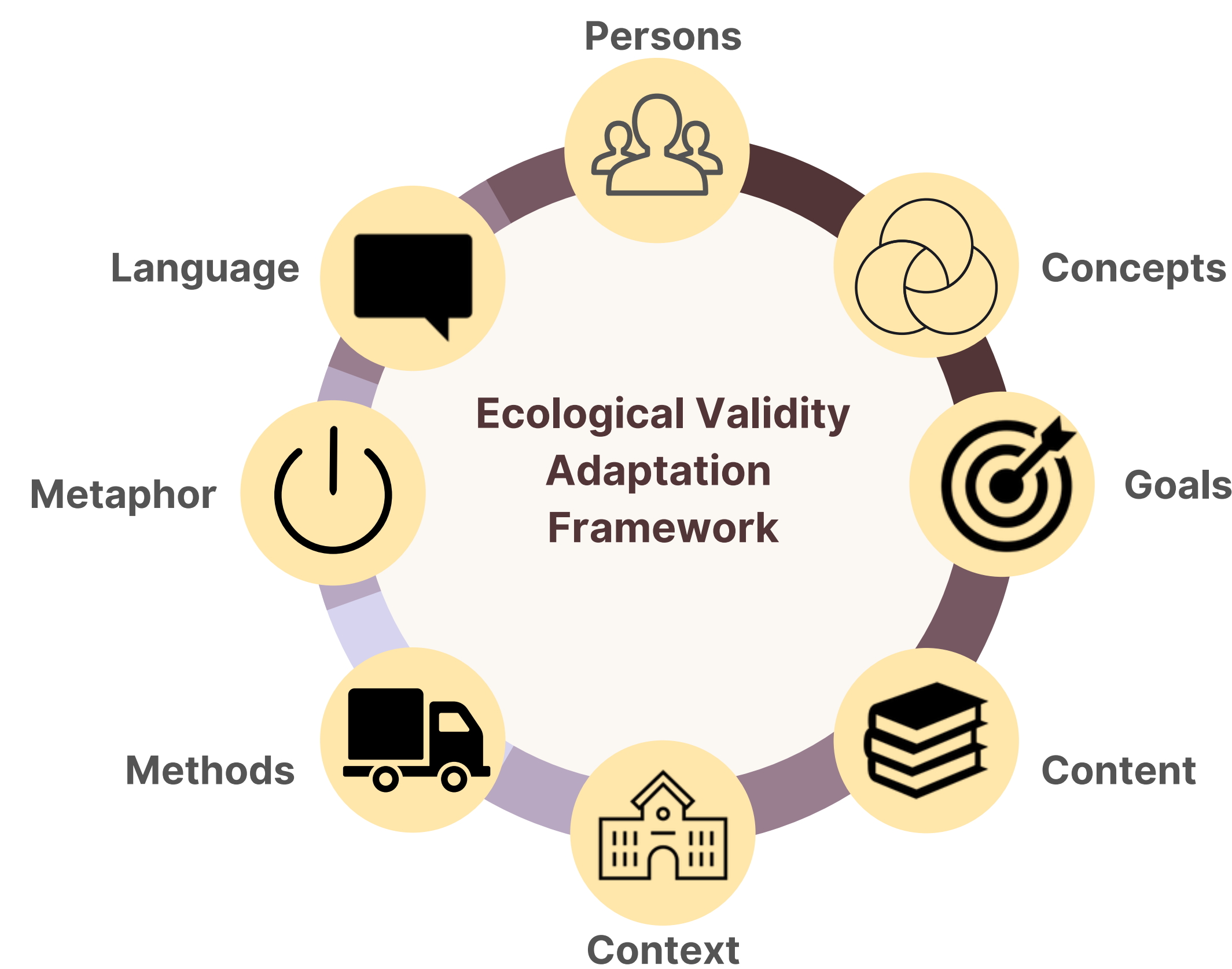

Figure 1: JUS Media? Global Classroom Video Lesson

Figure 2: Ecological Validity Model of Cultural Adaptations [1]

Results

Table 1: Cultural Identity and Acceptability Correlations

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. Cultural Identity	3.63	0.66	–											
2. Age	3.56	0.81	0.60	–										
3. Acceptability	3.54	0.98	213*	.213*	–									
4. Goals	3.74	0.98	.156	.119	.764**	–								
5. Metaphors	3.62	0.92	.297**	.167	.837**	.559**	–							
6. Persons	3.32	1.18	.103	.178*	.676**	.376**	.424**	–						
7. Context	3.23	0.99	.152	.239**	.710**	.516**	.536**	.473**	–					
8. Methods	3.51	1.18	.327**	.116	.516**	.341**	.487**	.232**	.498**	–				
9. Concepts	3.57	0.72	.107	.167	.838**	.675**	.631**	.576**	.465**	.306**	–			
10. Language 6	3.57	1.20	.023	.100**	.489**	.318**	.287**	.421**	.339**	.200*	.411**	–		
11. Language 7	4.02	1.06	.151	-.053**	.530**	.339**	.409**	.320**	.186*	.208*	.435**	.214*	–	
12. Content	4.01	1.59	.156	.192**	.805**	.499**	.714**	.485**	.502**	.314**	.620**	.277**	459**	–

** Correlation Significance at the 0.01 level. * Correlation Significance at the 0.05 level.
-- Age was controlled for and did not change results listed

Results

- Preliminary analyses indicate that Somali cultural identity and older age are positively related to acceptability overall.
- Additionally, within the EVM dimensions, a stronger Somali cultural identity was positively related to higher acceptability of metaphors and methods of delivery.
- Lastly, after conducting ANOVA analyses, findings indicated that country of birth and gender weren't significant for acceptability.

Discussion

- Our findings suggest that tailoring details and messages to the experiences of the target audience improves the acceptability of the program messages.
- This pilot study indicated that this program is acceptable for both genders, older students, and for American-born Somali youth and recent arrivals.
- The future direction of this pilot study will be to gather feedback from students on the program through focus groups and implement suggestions from students to refine the video lessons.
- Finally, our findings indicate discrepancies between the EVM dimensions within the acceptability measure. Further analysis will be conducted to example more psychometric properties of the measure and to refine it for the future.

Acknowledgments

References