NUTRITION EDUCATION IN CONGREGATE AND HOME DELIVERED MEAL PROGRAM SETTINGS
WHERE DO WE GO? (PART 2)

12/13/18
NUTRITION EDUCATION IN CONGREGATE AND HOME DELIVERED MEAL PROGRAM SETTINGS: WHAT DO WE KNOW?

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• Rowan University
• Glassboro, NJ
AGENDA

• Learning Objectives
• Background
• Purpose of Research/Method
• Review from Part 1: What Do We Know?
• Review from Part 1: Revised Nutrition Education Model
• Why Evaluate?
• Evaluation Models - Tools
• Implications for Practice (Take Home Messages)
LEARNING OBJECTIVES

• Explain the importance of conducting evaluations of nutrition education in older adults

• Identify effective ways for senior nutrition program staff to evaluate nutrition education efforts
• Adequate nutrition is a key component of aging well.
• Congregate and home-delivered meal programs are an ideal setting in which to provide nutrition education for older adults that can lead to increases in successful aging.
• Additional impetus for conducting this research came from my personal experience as a nutrition educator.
PURPOSE OF RESEARCH

Purpose
• To identify the type and frequency of education; lessons theory-based and behaviorally-focused; if credentials mattered; evaluation of nutrition education efforts.

Method
• Cross-sectional, national study;
  • Survey of nutrition educators.
### Professional Credentials of Survey Participants

<table>
<thead>
<tr>
<th>Dietetics Professionals (n = 189)</th>
<th>Non-Dietetic Professionals (n = 152)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Dietitian</td>
<td>Health and Human Services degree</td>
</tr>
<tr>
<td>Licensed Dietitian</td>
<td>Certified Dietary Manager</td>
</tr>
<tr>
<td>Dietetic Intern</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td></td>
<td>Licensed Practical Nurse</td>
</tr>
<tr>
<td></td>
<td>Social Worker</td>
</tr>
<tr>
<td></td>
<td>Licensed Social Worker</td>
</tr>
</tbody>
</table>

Thank you to those of you who participated in this research!
WHAT DO WE KNOW?: TAKE HOME MESSAGES

- Theory-based, behaviorally focused nutrition education is **recommended**;
- Theory-based, behaviorally focused nutrition education is **available**;
- Many evidence-based programs are available for **free or low cost**;
- More **awareness raising** and **training** on availability of materials needed:
  - Especially for non-dietetic professionals.
REVISED MODEL FOR NUTRITION EDUCATION - OLDER ADULTS

Conducting Theory-based Behaviorally Focused Nutrition Education For Older Adults

Based on Contento’s Three Components of Nutrition Education, 2016

Enhance Motivation
- Increase perception of risk or susceptibility to disease
- Promote positive attitudes
- Discuss health benefits
- Decrease perception of barriers

Facilitate Action
- Tailored to common disease states
- Culturally tailored
- Provide knowledge
- Increase confidence
- Increase skills
- Set behavior change goals
- Create action plans
- Follow-up lessons reinforce behavior change

Create Supportive Environment
- Considers home or neighborhood environment
- Discuss family and friends as support network

Delivery Considerations
- Messages that are:
  - related to clients interests
  - focused on behavior change
  - simple
  - practical
  - targeted
- Hands-on activities
- Provide Incentives
- Interactive delivery methods
  - games
  - discussions

Individual
- within group of older adults with specific health, socioeconomic or other status

Social environment
(e.g., family, friends)

Physical environment
(e.g., home, neighborhood)

Evaluating Nutrition Education for Older Adults

Outcome measures:
- Dietary:
  - behavior change
- Enhance Motivation
  - increase positive attitudes
  - reduce perceived barriers
  - increase perception of benefits
- Facilitate Action
  - increase knowledge
  - increase confidence
  - increase skills
- Process measures:
  - participants’ enjoyment of the lessons
  - participants’ intentions to come to next lesson
  - number of participants attending lessons (reach)
APPLICATIONS OF THE REVISED MODEL

• *Enhance Motivation*
  • Ex. Discuss health benefits of being more active

• *Facilitate Action*
  • Ex. Set goals – eat one more serving of fruits/veg

• *Create Supportive Environments*
  • Ex. Identify ways family can support goals

• *Delivery Considerations*
  • Ex. Hands-on activity such as making a smoothie
POLL QUESTION:

WHY DO YOU EVALUATE YOUR NUTRITION EDUCATION?
WHY ARE EVALUATIONS IMPORTANT?

- Identify strengths/weaknesses
- Measure outcome
- Accountability
- Provide feedback
- Create or increase awareness of educational activities
- Can help develop more evidence-based programming

To Assess:
- Impact/effect
- How programs are planned and executed
- How effectiveness can be improved.
EVALUATIONS: OUTCOME MEASURES

• Can include outcome measures on whether:
  • Behavior changed
  • Motivation was enhanced
    – Lessons resulted in increased positive attitudes, reduced potential barriers, or increased perception of benefits
  • Action to change behavior was facilitated
    – Increased knowledge, skills or confidence
EVALUATIONS: PROCESS MEASURES

- Did participants enjoy the lesson?
- Do participants intend to come to the next lesson?
- Number of participants attending the lesson?
POLL QUESTION:

HOW OFTEN DO YOU EVALUATE THE NUTRITION EDUCATION SESSIONS YOU OFFER?
# Type of Dietetics Credential / Evaluation Type

<table>
<thead>
<tr>
<th>Evaluation Conducted (mean)</th>
<th>Total (%)</th>
<th>Dietetics Professionals</th>
<th>Non-Dietetic Health Professionals</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.13 (1.3)</td>
<td>2.10 (1.2)</td>
<td>1.67 (1.5)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Total (%)</th>
<th>Dietetics Professionals</th>
<th>Non-Dietetic Health Professionals</th>
<th>$P$</th>
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</thead>
<tbody>
<tr>
<td>Verbal Questions at End of Session</td>
<td>65.9</td>
<td>68.8</td>
<td>62.6</td>
<td></td>
</tr>
<tr>
<td>Surveys/Questionnaires</td>
<td>63.9</td>
<td>63.5</td>
<td>65.4</td>
<td></td>
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<tr>
<td>Comment cards</td>
<td>19.0</td>
<td>20.8</td>
<td>17.8</td>
<td></td>
</tr>
</tbody>
</table>

### What is measured?

<table>
<thead>
<tr>
<th>Outcome: Behavior Change</th>
<th>Total (%)</th>
<th>Dietetics Professionals</th>
<th>Non-Dietetic Health Professionals</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48% (50%)</td>
<td>47% (50%)</td>
<td>49% (50%)</td>
<td>0.81</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome: Enhance Motivation</th>
<th>Total (%)</th>
<th>Dietetics Professionals</th>
<th>Non-Dietetic Health Professionals</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33% (31%)</td>
<td>35% (33%)</td>
<td>32% (30%)</td>
<td>0.56</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome: Facilitate Action</th>
<th>Total (%)</th>
<th>Dietetics Professionals</th>
<th>Non-Dietetic Health Professionals</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>52% (31%)</td>
<td>53% (32%)</td>
<td>51% (30%)</td>
<td>0.81</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Process</th>
<th>Total (%)</th>
<th>Dietetics Professionals</th>
<th>Non-Dietetic Health Professionals</th>
<th>$P$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53% (33%)</td>
<td>51% (31%)</td>
<td>55% (4%)</td>
<td>0.43</td>
</tr>
</tbody>
</table>
EVALUATION DIFFERENCES BETWEEN PROFESSIONALS

- Overall, nutrition educators are only sometimes (2.13 on scale of 0-4) conducting evaluations.
- Slightly more dietetic professionals are conducting evaluations than non-dietetic professionals.
- Non-dietetic never-rarely conduct evaluations.
• Enjoyment, intention to come to next lesson.

• More than 50% of all nutrition educators sampled, indicated lack of participant interest as major barrier to conducting nutrition education.

• Process measure evaluations could be used to improve upon current lessons.
• Only 48% of all educators were measuring behavior changes.

• Behavior change should be a goal of any nutrition education session.

• Important to evaluate to determine if the intervention/education was effective.
POLL QUESTION:

WHAT IS THE MAIN REASON YOU DO NOT CONDUCT EVALUATIONS OF YOUR NUTRITION EDUCATION?
REASONS FOR NOT CONDUCTING EVALUATIONS

• Not all participants come to each nutrition education session.
• Not enough time.
• Difficulty filling out forms:
  • Dexterity;
  • Vision problems;
  • Cognitive deficits;
  • Language;
  • Literary skills.
OVERVIEW OF NUTRITION EDUCATION CURRICULA & APPROACHES TO EVALUATION
HOW CAN WE IMPROVE EVALUATION EFFORTS?

• Define objectives and goals for education sessions
• Give direction for the lesson
• Provide expected results and time frames
• Provide criteria for measurement
  • Evaluations

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• [https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=7049&context=etd](https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=7049&context=etd) (page 76-84)

• Fresh Conversations
  – 10 questions

• Food safety, physical activity, general dietary intake
  – Pre and post test
  – Range from 10 questions (yes/no/sometimes) to 25 questions (how often/5 point scale- strongly disagree to strongly agree)

• Current beliefs about healthful foods
  – 5 questions (4 point scale- very uncertain to very certain)
The next 10 questions are intended to help determine the aspects of the Fresh Conversations (nutrition education) Program you enjoyed and those you did not. Please answer these questions honestly, as your comments will help us improve the program. Thank you again for participating.

1. I decided to participate in Fresh Conversations Program because (check all that apply):
   a. I have a health condition my health care provider said would be helped by diet (e.g. diabetes, heart disease, osteoporosis)
   b. It seemed like it would be a fun way to socialize
   c. It was provided at a convenient location and time
   d. All of the above
   e. Other: __________________________________________

2. The Fresh Conversations Program helped me to make changes in my diet:
   a. Agree
   b. Undecided
   c. Disagree

3. The length of the Fresh Conversations sessions was:
   a. Too long; please answer 3a
   b. Too short; please answer 3b
   c. The right length

4. The aspect I liked best about the Fresh Conversations Program was:
TOOLS - COOKING MATTERS


- Evaluation tool was designed to track changes in participant knowledge, attitudes, skills, confidence, and behavior as a result of the Cooking Matters course.

- Pretest/post-test design

- The survey also solicits feedback regarding the overall quality of the participant experience, attempts to capture quotes from participants about how the course has affected them, and includes questions that gather participants’ background and demographic information.
Cooking Matters for Adults
Before Course Survey

Please complete this survey to help us improve future Cooking Matters courses. Please honest—there are no “right” or “wrong” answers. This survey will take about 15 minutes to complete. Please answer these questions for yourself only, not your whole family. Place an "X" in the box to choose the best answer for each question.

<table>
<thead>
<tr>
<th>How often do you typically eat…</th>
<th>Not at all</th>
<th>Once a week or less</th>
<th>More than once a week</th>
<th>Once a day</th>
<th>More than once a day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. … fruit like apples, bananas, melon, or other fruit?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. … green salad?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. … french fries or other fried potatoes, like home fries, hash browns, or tater tots?</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
TOOLS - EFNEP CHECKLIST

- Measures food behaviors and food safety behaviors
- Designed for participants with limited literacy
- Developed for groups of 10-25 participants
Checklist

These questions are about the ways you plan and fix food. Think about how you usually do them. Mark 1 answer for each question.

1. I plan meals.

2. I compare prices.

EFNEP | Expanded Food and Nutrition Education Program

Name

Date

Lesson 1
TOOLS - EAT SMART, LIVE STRONG

- 4 sessions
  - Participant feedback/evaluation for each session
  - About 7 simple questions
  - English and Spanish versions
Participant Feedback Sheet
for Session 1, Reach your Goals, Step by Step

Please take a few moments to complete this form. Return this sheet to the group leader. Your comments will help the leader continue to improve the session.

Today’s Date: ____________________________

1. How useful was the information you learned from this session?
   (Mark one response.)
   □ Not at all useful
   □ Somewhat useful
   □ Useful
   □ Very useful

   Why or why not?
   ________________________________________
   ________________________________________

5. What did you like the least about this session?
   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________

6. How did you hear about this Eat Smart, Live Strong session?
   (Mark all that apply.)
   ________________________________________
   ________________________________________
   ________________________________________
EVALUATION QUESTIONS - GENERIC

• Would you recommend this lesson? Why/why not?
• What did you learn today that you are most likely to try?

• Scale questions (1-5; poor to excellent)
  • How useful were handouts or other “take aways”?
  • Value of presentation in meeting your needs
  • Your learning experience
  • Clarity of objectives
  • Use of practical examples
EVALUATION QUESTIONS - GENERIC

- Other scales:
  - The lesson increased knowledge of/on___________
  - Strongly agree to strongly disagree (5 point scale)
  - Length of education session was sufficient
QUESTION & ANSWER:

WHAT TYPES OF PROGRAM OR LESSON EVALUATION QUESTIONS HAVE YOU ASKED IN THE PAST?
TAKE HOME MESSAGES

- Evaluation of education efforts is important!
- Evaluation can be verbal.
- Evaluation can be quick with use of scales or can allow for written answers.
- Can adapt current evaluations to lessons.
- Evidence-based lessons have evaluation tools available.
- You spend a lot of time and effort on nutrition education- evaluate those efforts!

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REFERENCES

- Evaluation of a SNAP-Ed Program for older adults. https://lib.dr.iastate.edu/cgi/viewcontent.cgi?article=7049&amp;context=etd
THANK YOU!

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