NUTRITION EDUCATION IN CONGREGATE AND HOME DELIVERED MEAL PROGRAM SETTINGS

WHAT DO WE KNOW?

12/11/18
NUTRITION EDUCATION IN CONGREGATE AND HOME DELIVERED MEAL PROGRAM SETTINGS: WHAT DO WE KNOW?

• Christina Riccardo, EdD, RD
• Rowan University
• Glassboro, NJ
OVERVIEW

- Learning Objectives
- Background
- Purpose of Research
- Methodology
- Description of Survey Participants & Findings
- Overview of Nutrition Education Materials
- Implications for Practice
LEARNING OBJECTIVES

• Describe the current state of nutrition education delivered to congregate and home delivered meal program participants;
• Discuss the differences in education provided by non-dietetics professionals and dietetics professionals;
• Explain how to incorporate theory-based and behaviorally focused nutrition education into nutrition education sessions.
• 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!*
SURVEY PARTICIPANT CHARACTERISTICS

• Almost 70% in profession for 10+ years;
  • Almost \( \frac{1}{2} \) worked with older adults for 10+ years.
• 59% dietetics professionals had master’s degree;
• 27% non-dietetic health professionals had a master’s degree;
• Almost 60% of participants were over the age of 50;
• 89% of the participants were female.
NUTRITION EDUCATION SESSIONS CHARACTERISTICS

- More than 80% worked in both home delivered and congregate meal settings;
- More dietetic professionals were responsible for ≥ 10 sites than non-dietetic health professionals (56% vs. 35%);
- Most common group size for nutrition education was 10-20 (28.8%);
- Most common length for education session was between 15-20 minutes (50%).
% EDUCATORS COVERING TOPICS IN PAST TWO YEARS

The National Resource Center on Nutrition & Aging
POLL QUESTION:

HOW OFTEN DO YOU DEVELOP YOUR OWN NUTRITION EDUCATION MATERIALS/SESSIONS VS. USE OFF-THE-SHELF CURRICULA?

- USUALLY
- SOMETIMES
- RARELY
- NEVER
CRITERIA USED FOR CHOOSING MATERIALS

• 29% choose materials that focus on specific behavior change;
• 32.5% choose materials based on nutrition risk assessment;
• 82.5% choose materials that cover topic clients are interested in;
• 73.4% choose materials that are targeted.
CRITERIA USED FOR CHOOSING MATERIALS

• Delivery considerations:
  • Interesting activities (41.3%)
  • Easy to teach/implements (56%)
  • Can teach in allotted time (34.9%)
  • Provides all teaching materials needed (38.9%)
  • Materials already familiar with (14.3%)
  • Organization selected for me (8.3%)
  • Simple messages (63.1%)
  • Practical (63.5%)
  • Cost (29%)
METHODS OF DELIVERY

- Handout: Highest usage
- Discussion
- Lecture
- Visual Display
- Hands-on Activities
- Game
- PowerPoint
- Phone Education
- Video
- Telehealth
MATERIALS USED FOR NUTRITION EDUCATION

- SNAP-ED/County extension materials
- State Department on Aging Nutrition education materials
- State University extension programs
- Company materials
- Eat Smart, Live Strong
- MyPlate
- DASH diet
- Chef Charles/Fresh Conversations
- Eat Better & Move More
- Cooking Matters
- Healthy Eating for Successful Living in Older Adults
SATISFACTION WITH NUTRITION EDUCATION MATERIALS

• **Question:** Are you satisfied with the nutrition education materials you use?

• On a 4 point scale:
  • 0 = not satisfied
  • 1 = neutral
  • 2 = somewhat satisfied
  • 3 = satisfied
  • 4 = very satisfied

• Average Score = 2.2
SATISFACTION WITH NUTRITION EDUCATION MATERIALS

• **Question:** Would you like more resources to provide education?

• **Scale 0-4**
  - 0 = definitely not
  - 1 = probably not
  - 2 = might or might not
  - 3 = probably yes
  - 4 = definitely yes

• **Average Score = 2.84**
## Barriers to Conducting Nutrition Education with Older Adults

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Total (%)</th>
<th>Dietetics Professionals</th>
<th>Non-Dietetic Health Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of materials available</td>
<td>23.0</td>
<td>19.1</td>
<td>27.1</td>
</tr>
<tr>
<td>No budget for nutrition education activities</td>
<td>52.8</td>
<td>49.5</td>
<td>56.8</td>
</tr>
<tr>
<td>No promotion of nutrition education sessions</td>
<td>21.4</td>
<td>26.6</td>
<td>16.9</td>
</tr>
<tr>
<td>Staff unaware of visits/unprepared</td>
<td>7.4</td>
<td>9.2</td>
<td>5.7</td>
</tr>
<tr>
<td>Competitive events scheduled</td>
<td>16.6</td>
<td>18.3</td>
<td>14.4</td>
</tr>
<tr>
<td>No incentives</td>
<td>26.6</td>
<td>27.5</td>
<td>26.3</td>
</tr>
<tr>
<td>Clients/participants not interested</td>
<td>47.6</td>
<td>44.0</td>
<td>51.7</td>
</tr>
<tr>
<td>Lack of time</td>
<td>38.4</td>
<td>40.4</td>
<td>37.3</td>
</tr>
<tr>
<td>No access to cooking resources</td>
<td>17.5</td>
<td>24.8</td>
<td>11.0</td>
</tr>
<tr>
<td>No computer/projector</td>
<td>19.2</td>
<td>21.1</td>
<td>16.7</td>
</tr>
<tr>
<td>Difficulty getting/maintain participant attention</td>
<td>48.0</td>
<td>44.0</td>
<td>52.5</td>
</tr>
</tbody>
</table>
## Facilitators to Conducting Nutrition Education with Older Adults

<table>
<thead>
<tr>
<th>Facilitator</th>
<th>Total (%)</th>
<th>Dietetics Professionals</th>
<th>Non-Dietetic Health Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>More nutrition education materials available</td>
<td>49.6</td>
<td>44.5</td>
<td>55.3</td>
</tr>
<tr>
<td>Larger budget for nutrition education</td>
<td>57.5</td>
<td>52.7</td>
<td>63.2</td>
</tr>
<tr>
<td>Promotion of nutrition education sessions</td>
<td>35.0</td>
<td>37.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Congregate meal site staff/participants prepared for visit</td>
<td>28.3</td>
<td>34.5</td>
<td>22.8</td>
</tr>
<tr>
<td>Decrease in competing events</td>
<td>18.6</td>
<td>21.8</td>
<td>14.9</td>
</tr>
<tr>
<td>Increased participant interest</td>
<td>51.3</td>
<td>43.6</td>
<td>58.8</td>
</tr>
<tr>
<td>More time for preparation and delivery of nutrition education</td>
<td>32.4</td>
<td>32.1</td>
<td>33.3</td>
</tr>
<tr>
<td>Access to cooking resources (i.e., hot plates)</td>
<td>20.8</td>
<td>30.0</td>
<td>12.3</td>
</tr>
<tr>
<td>Access to projector, computer</td>
<td>21.2</td>
<td>24.5</td>
<td>17.5</td>
</tr>
</tbody>
</table>
WHY CHOOSE THEORY-BASED, BEHAVIORALLY FOCUSED EDUCATION MATERIALS?

- Required for behavior change to occur and be sustainable;
- Involves lessons that target specific dietary behaviors;
  - *Example:* Eat more vegetables at dinner
- Includes goal setting
- Helps participants identify barriers to achieving goals
  - Strategies to overcoming barriers
GOAL OF NUTRITION EDUCATION

• The goal of nutrition education is to change behavior. Creating or selecting a nutrition education curriculum that can aid in this effort is key.

• Health behavior change is critical but challenging to do. Public health practitioners have developed theories to understand how behavior change can occur.

• A **theory** is a systematic approach to understanding events, behaviors and/or situations.

• Theories are supported through understanding how behavior change occurs in real life – in day to day work settings or via research evidence.
## WILLINGNESS TO USE EVIDENCE-BASED MATERIALS

<table>
<thead>
<tr>
<th></th>
<th>Total (mean)</th>
<th>Dietetics Professionals</th>
<th>Non-Dietetic Health Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would use evidence-based nutrition education program if available</td>
<td>3.01 (0.91)</td>
<td>3.01 (0.87)</td>
<td>3.03 (0.94)</td>
</tr>
<tr>
<td>Have funding for reasonably priced evidence based materials</td>
<td>1.80 (1.1)</td>
<td>1.91 (1.0)</td>
<td>1.69 (1.1)</td>
</tr>
</tbody>
</table>

No significant difference between those surveyed!
EXAMPLES OF THEORY-BASED AND BEHAVIORALLY FOCUSED NUTRITION PROGRAMS
THEORY-BASED AND BEHAVIORALLY FOCUSED NUTRITION PROGRAMS

- Fresh Conversations
  - Newsletter-based nutrition education;
  - Includes a section intended to facilitate discussions;
  - Funded by SNAP and can be accessed online;
  - Video and free training guide are available.
THEORY-BASED AND BEHAVIORALLY FOCUSED NUTRITION PROGRAMS

• Eat Better and Move More (EBMM)
  • Developed by the National Policy and Resource Center on Nutrition and Aging at Florida International University
  • 12 weekly sessions
    – Mini talks and activities for group nutrition and physical activity sessions
  • Guidebook is available to educators
  • Designed to be just 30 minutes for each session
THEORY-BASED AND BEHAVIORALLY FOCUSED NUTRITION PROGRAMS

- **Eat Smart Live Strong: Nutrition Education for Older Adults**
  - Developed to increase fruit and vegetable intake and physical activity.
  - Free online resources
    - Includes leader’s guide;
    - Interactive education sessions;
    - Ready-to-go participant handouts;
    - Marketing flyers.
THEORY-BASED AND BEHAVIORALLY FOCUSED NUTRITION PROGRAMS

• **Cooking Matters**
  • Empowers resource-limited families to eat better for less.
  • 6-week cooking classes.
  • In-store educational curricula available.
Q & A QUESTION:

WHAT RESOURCES WOULD ENABLE YOU TO PROVIDE THEORY-BASED, BEHAVIORALLY FOCUSED NUTRITION EDUCATION?
IMPLICATIONS: WHAT DO WE KNOW?

- Create a repository of materials and programs:
- Track the nutrition education curricula you use;
- Stay informed on availability of new materials and programs.

This Photo by Unknown Author is licensed under CC BY-NC-ND
## DIETETICS VS NON-DIETETICS CREDENTIALED EDUCATORS: CONDUCTING TBBF NUTRITION EDUCATION

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Total (mean)</th>
<th>Dietetics Professionals (mean)</th>
<th>Non-Dietetic Health Professionals (mean)</th>
<th>T</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance Motivation</td>
<td>2.80 (0.76)</td>
<td>2.96 (0.68)</td>
<td>2.67 (0.80)</td>
<td>-3.36</td>
<td>0.001</td>
</tr>
<tr>
<td>Facilitate Action</td>
<td>2.33 (0.71)</td>
<td>2.96 (0.68)</td>
<td>2.18 (0.74)</td>
<td>-3.24</td>
<td>0.001</td>
</tr>
<tr>
<td>Create Supportive Environment</td>
<td>1.90 (0.93)</td>
<td>2.13 (0.91)</td>
<td>1.72 (0.90)</td>
<td>-3.54</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Delivery Considerations</td>
<td>2.11 (0.95)</td>
<td>2.29 (0.87)</td>
<td>1.97 (0.97)</td>
<td>-2.75</td>
<td>&lt;0.001</td>
</tr>
<tr>
<td>Total</td>
<td>2.29 (0.68)</td>
<td>2.49 (0.62)</td>
<td>2.11 (0.70)</td>
<td>-4.29</td>
<td></td>
</tr>
</tbody>
</table>
IMPLICATIONS: WHAT DO WE KNOW?

• More training and resources at the local and national levels are needed for all educators, especially non-dietetic professionals focusing on:
  • Theory-based, behaviorally focused nutrition education:
    – What it is,
    – Why it matters, and
    – How to incorporate it into nutrition lessons

• Program administrators are encouraged to develop training manuals and how-to guides to support provision of high-quality nutrition education.
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.
REFERENCES

1. Fresh Conversations training: https://idph.iowa.gov/inn/fresh-conversations/coordinators/training-materials

2. Fresh conversations resources: https://idph.iowa.gov/inn/fresh-conversations/coordinators/resources


4. Cooking Matters website and resources: https://cookingmatters.org/

5. Eat Better and Move More resources: http://nutrition.fiu.edu/You_Can/index.asp
THANK YOU!

CHRISTINA RICCARDO, EDD, RD
RICCARDO@ROWAN.EDU
UPCOMING WEBINAR
NUTRITION EDUCATION WEBINAR: PART 2

• Nutrition Education In Congregate And Home-Delivered Meal Program Settings
  • Where Do We Go?
• Date: December 13, 2018
• Time: 3:30pm ET
• To Register: Visit the National Resource Center On Nutrition And Aging’s Website

Join Us!