

NUTRITION EDUCATION FOR OLDER ADULTS



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NUTRITION EDUCATION: WHAT IS IT AND WHY IT IS USEFUL?

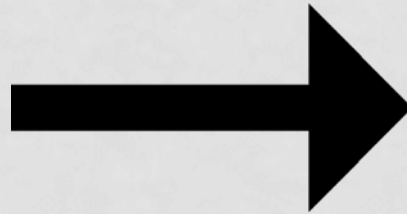
- Definition: “any combination of educational strategies designed to facilitate voluntary adoption of food choices and other food- and nutrition-related behaviors conducive to health and well-being,” (FNS/USDA).
- Goal: “Reinforce specific nutrition-related practices or behaviors to change habits that contribute to poor health,” (FAO).
- Provides correct information on:
 - Nutritional value of food
 - Food quality and safety
 - Food preservation, processing, and handling
 - Making the best food-related decisions to achieve a balanced diet

AN OVERLOOKED POPULATION

- Usually targets children because it is viewed as best preventive measure
- Reluctance to develop programs for older adults
- Believed to be set in their ways, resistant to change
- Seniors are overlooked



POSITIVE EFFECTS CAN OCCUR AT ANY AGE



- Seniors are lacking in their nutrition knowledge
- Affects eating attitudes, attention paid to nutrition information, and regularity of meals
- Proper nutrition education can help seniors maintain their independence

THE SENIOR COMPANION GROUP



NUTRITION FOR EDUCATION AND WELLNESS (NEW)

- “Good grinding for wise dining” based on dietary guidelines and food guidance system
- Promotes healthy eating attitudes and behaviors
- Utilizes simple, fun, targeted messages for seniors.
- “Train-the-trainer approach”



Cooperative Extension Service

Department of Family & Consumer Sciences
Department of Human Nutrition, Food & Animal Sciences
College of Tropical Agriculture and Human Resources
University of Hawaii at Manoa

GOALS AND OBJECTIVES

- Goals:

- To provide educational materials that increase the likelihood of healthy food choices.
- To provide practical nutrition education via materials adaptation and development.
- To safeguard the health and well-being of an elderly population.
- To develop and implement evidence-based nutrition education materials using the train-the-trainer approach.

- Objectives:

-Given a nutrition self-resource guide, seniors will:

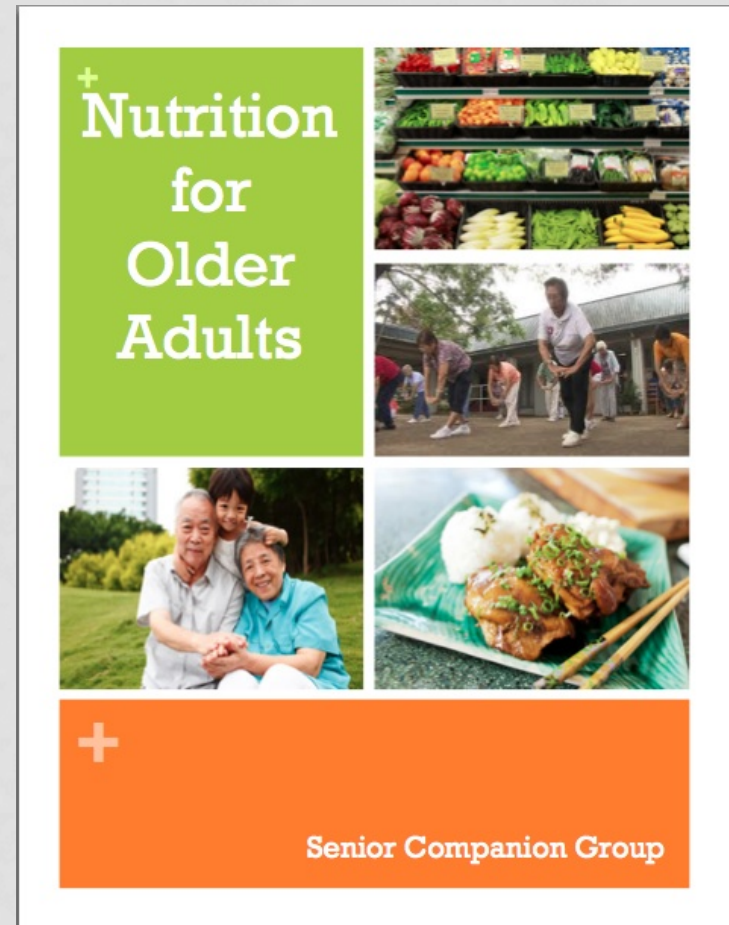
- Improve their outlook on nutrition and the importance of eating healthy.
- Be able to correctly design a weekly meal plan.
- Be able to accurately read and comprehend a food label.
- Be able to accurately reproduce proper food safety practices.
- Be able to correctly list the number of daily servings needed for each food group.
- Make better food-related decisions.
- Expand their diets to include more fruits, vegetables, and other healthful food options.

PROJECT OVERVIEW

- November 15th, 2012 (Fall semester): First meeting with seniors, conducted a needs assessment survey
- Meeting with Naomi from NEW program
- Intervention: Nutrition self-resource guide featuring “Good grinding for wise dining” curriculum
- March 15th, 2013: Pre-test survey conducted, followed by distribution of folders to the seniors
- April 15th, 2013: Post-test impact evaluation survey, project reflection and questions, somen salad tasting!

INTERVENTION

- Nutrition education packet:
 - How to read a nutrition label
 - MyPlate
 - Food safety tips
 - Recipes
 - Additional resources (i.e. websites)
 - ‘Good Grinding for Wise Dining’ curriculum



OUR SOMEN SALAD CREATION!



PRE-TEST & POST-TEST

Before You Get Started...

Please circle an appropriate answer or write in the answer with the provided space for each question. Thank you!

1. The safest method for thawing raw chicken is:

- A. Leaving it on the counter overnight
B. In the microwave
C. Under running water for 1 hour
D. In the refrigerator

2. On a food label, which nutrients should be eaten in a moderate amounts?

- a. Cholesterol, Total Fat and Sodium
b. Calcium, Vitamins and Total fat
c. Total Fat, Iron and Potassium
d. Protein, Total fat and Vitamins

3. How much of each food group (Protein, Grains, Vegetables, Fruits) should be on your plate?

- A. $\frac{1}{2}$ Protein
 $\frac{1}{4}$ Grains
 $\frac{1}{4}$ Vegetables
 $\frac{1}{4}$ Fruits
B. $\frac{1}{4}$ Protein
 $\frac{1}{2}$ Grains
 $\frac{1}{4}$ Vegetables
 $\frac{1}{4}$ Fruits
C. $\frac{1}{4}$ Protein
 $\frac{1}{4}$ Grains
 $\frac{1}{4}$ Vegetables
 $\frac{1}{4}$ Fruits

4. How many servings of fruits and vegetables do you consume daily?

Fruits _____ Vegetables _____

5. How many times do you eat out in a week? (Ex: Restaurants, fast food, potlucks, etc.)

- a. 1-2
b. 3-4
c. 5 or more

6. Meal planning before grocery shopping will save you time and money.

True False

7. It is best to:

- A. Try "all kinds" of foods
B. Only try some foods
C. Eat the same foods daily

8. How many snacks do you eat in one day? What kinds of snacks do you normally eat?

Snacks amount: 0 1 2 3
4 5 6
Types of Snacks:

9. How many servings of each should you eat in one day?

Meals? a. 1- 2 Large meals b. 3 -4 Medium meals c. 5 -6 Small meals

Fruits and Vegetables? a. 1-2 b. 3-4 c. 5-6

Whole grains? a. 1-2 b. 3-4 c. 5-6

10. Do you feel it is important to live and eat healthy? Do you think you are living and eating healthy now? Please explain.

1. The safest method for thawing raw chicken is:

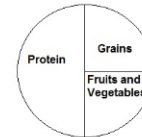
- A. In the microwave
B. In the refrigerator
C. Leaving it on the counter overnight
D. Under running water for 1 hour

2. On a food label, which nutrients should be eaten in a moderate amounts?

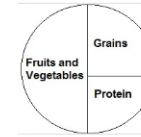
- A. Total Fat, Iron and Potassium
B. Protein, Total fat and Vitamins
C. Cholesterol, Total Fat and Sodium
D. Calcium, Vitamins and Total fat

3. How much of each food group (Protein, Grains, Vegetables, Fruits) should be on your plate?

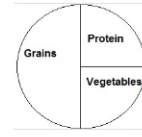
A.



B.



C.



4. Meal planning before grocery shopping will save you time and money.

True False

5. It is best to:

- A. Eat the same foods daily
B. Only try some foods
C. Try "all kinds" of foods

6. How many servings of fruit and vegetable do you consume daily?

Please circle a number for fruits and vegetables individually.

Servings of Fruit: 0 1 2 3 4 5+ Servings of Vegetable: 0 1 2 3 4 5+

7. How many servings of each should you eat in one day?

Protein? A. 1-2 B. 3-4 C. 5-6
Fruits and Vegetables? A. 1-2 B. 3-4 C. 5-6
Whole grains? A. 1-2 B. 3-4 C. 5-6

8. Did you find the information packet to be useful? Please explain.

Yes No

9. Did you share the information from the packet with anyone else? Please explain.

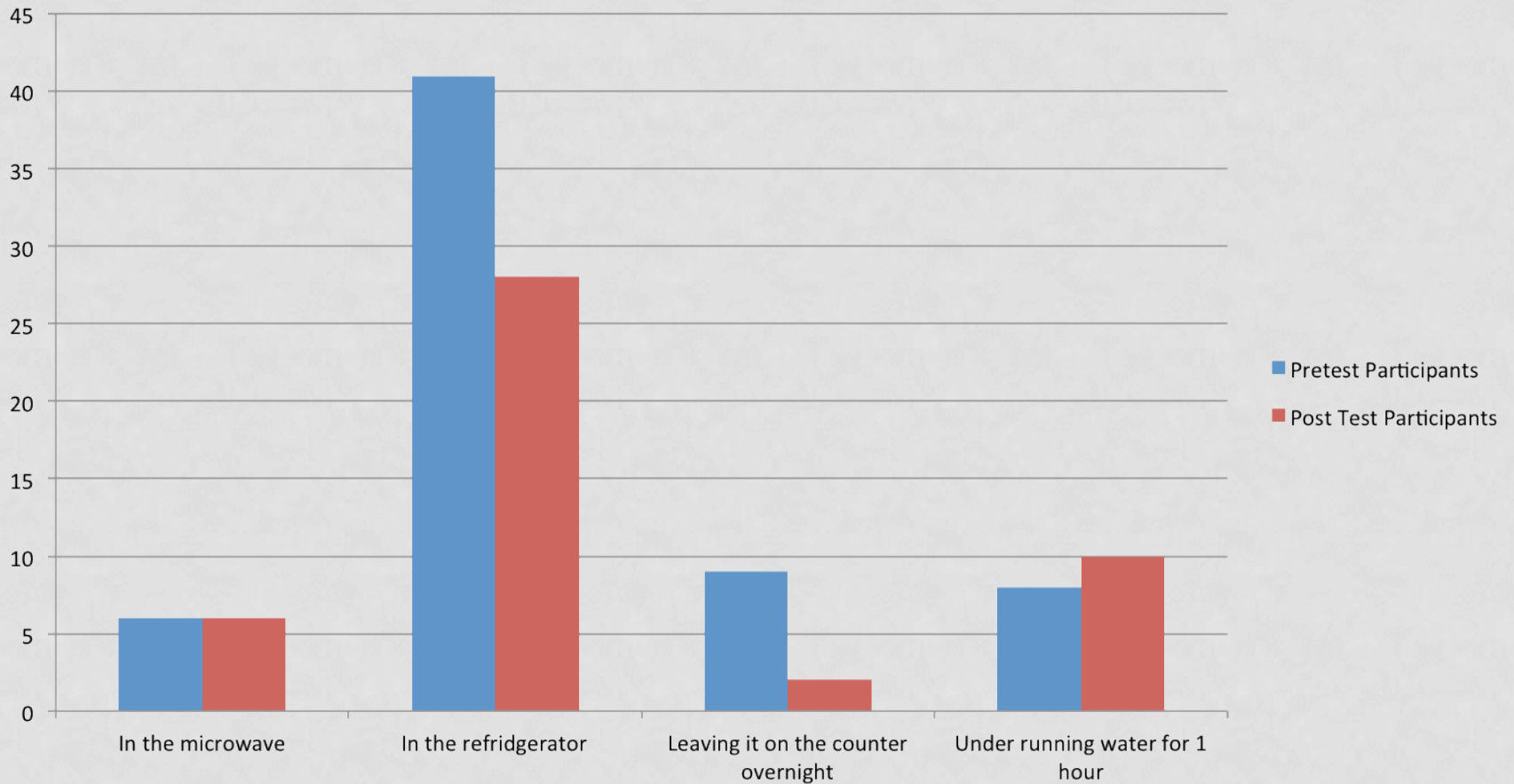
Yes No

10. What other information would you have liked to see included about food and diet?

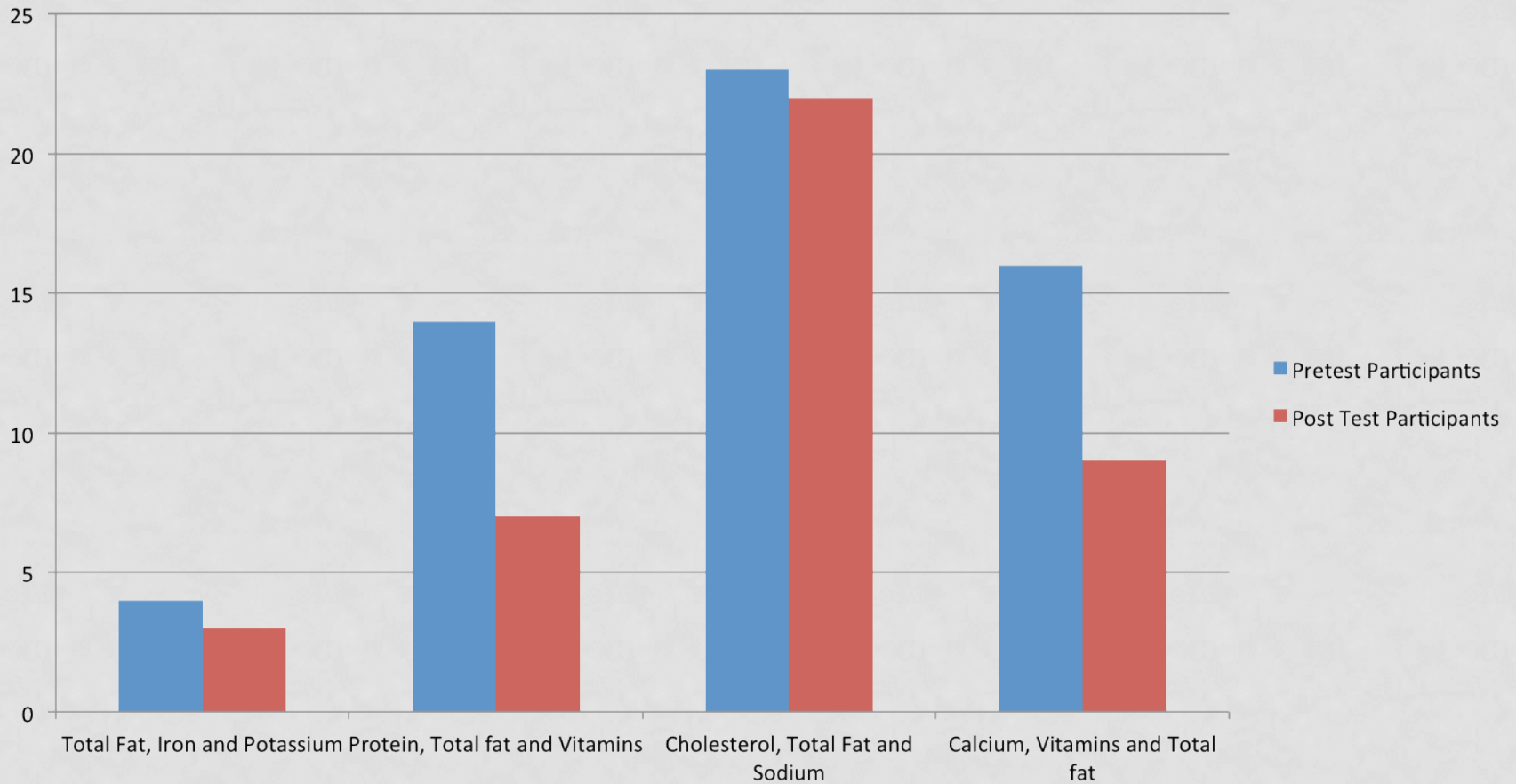
OUTCOME EVALUATION

- Evaluation tools:
 - Pretest and post test
- Pretest: 67 participants
- Post Test: 54 participants and eliminated 6 surveys

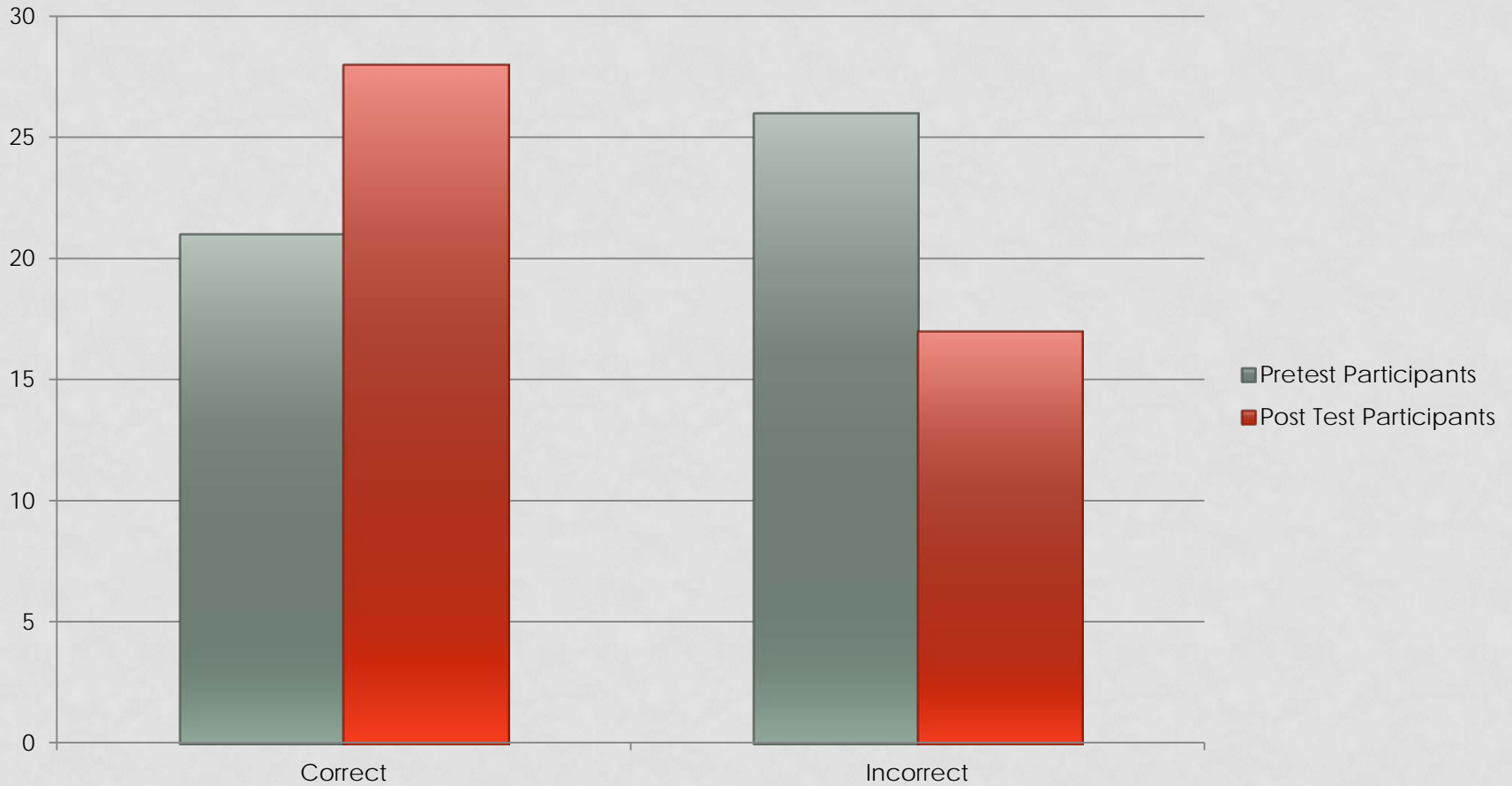
FOOD SAFETY KNOWLEDGE



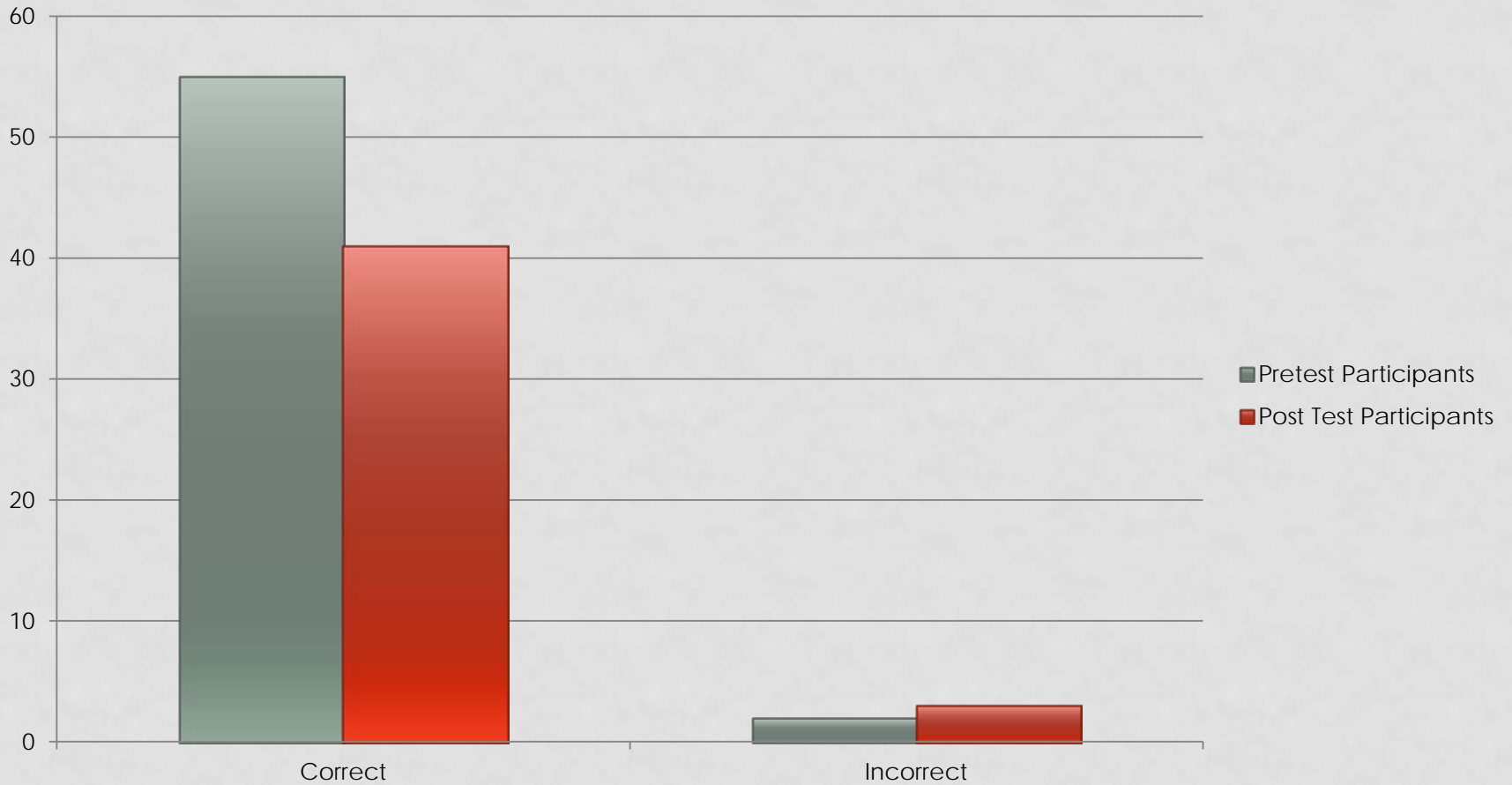
FOOD NUTRITION LABEL KNOWLEDGE



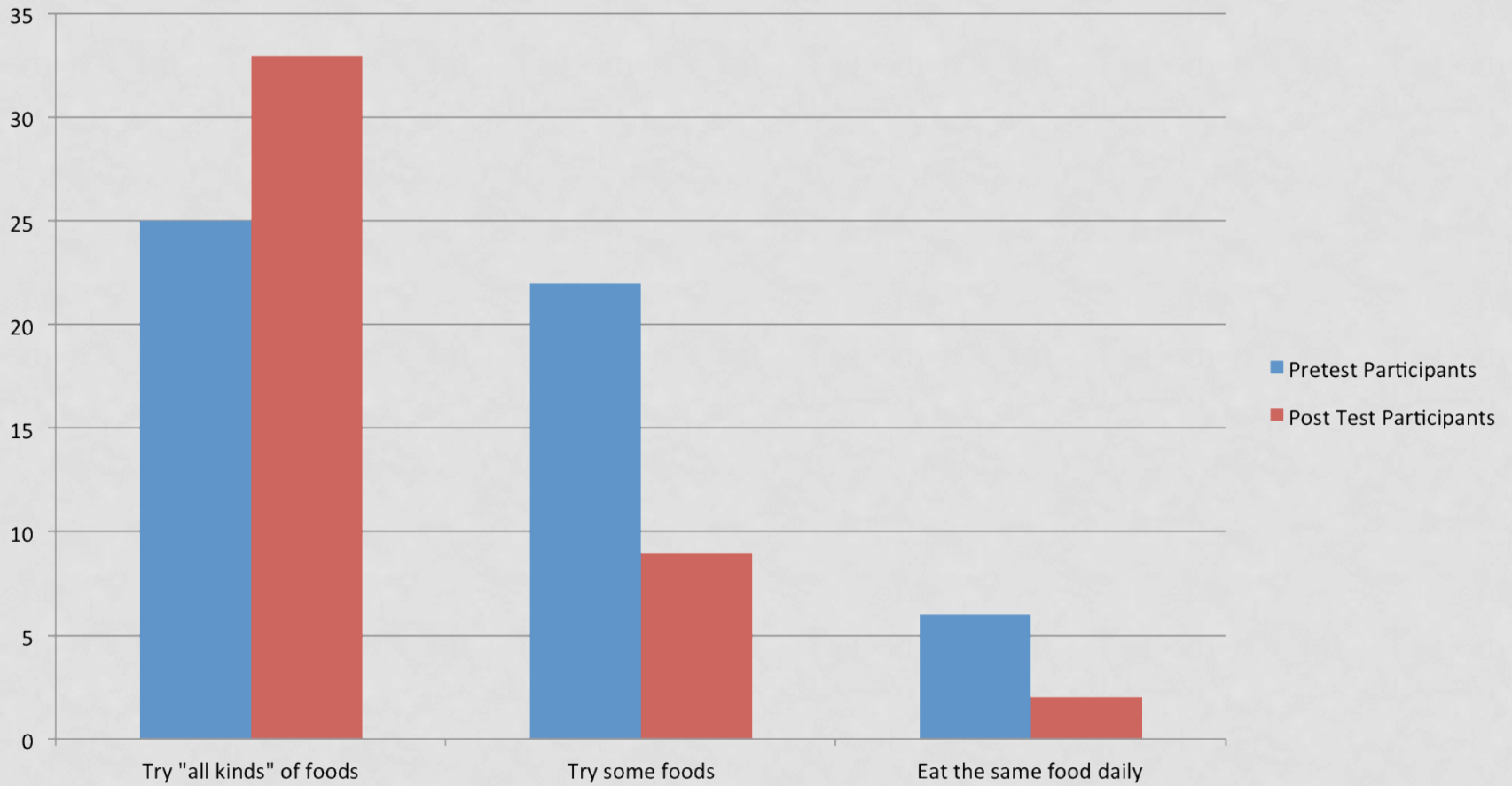
FOOD GROUP KNOWLEDGE



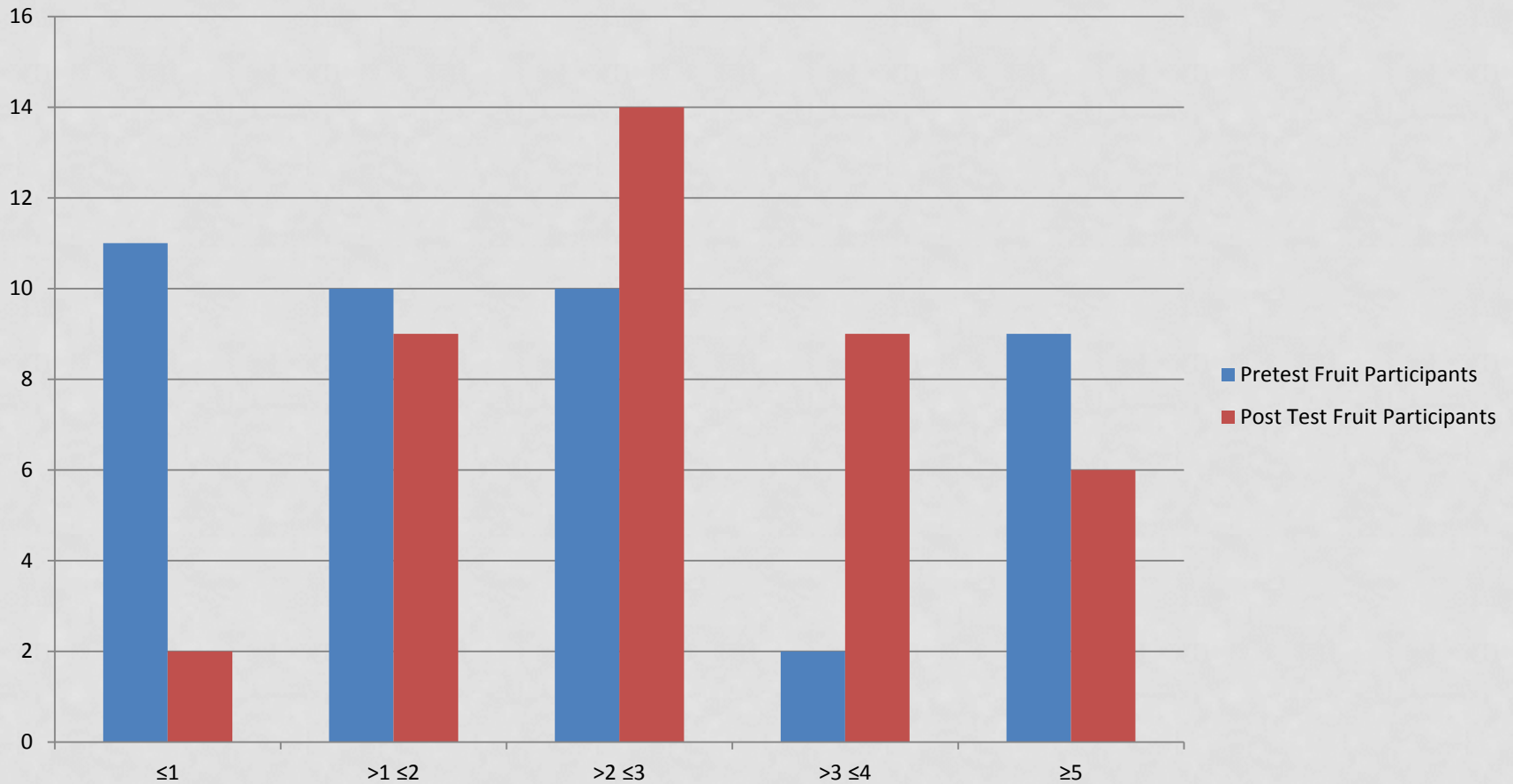
SHOPPING KNOWLEDGE



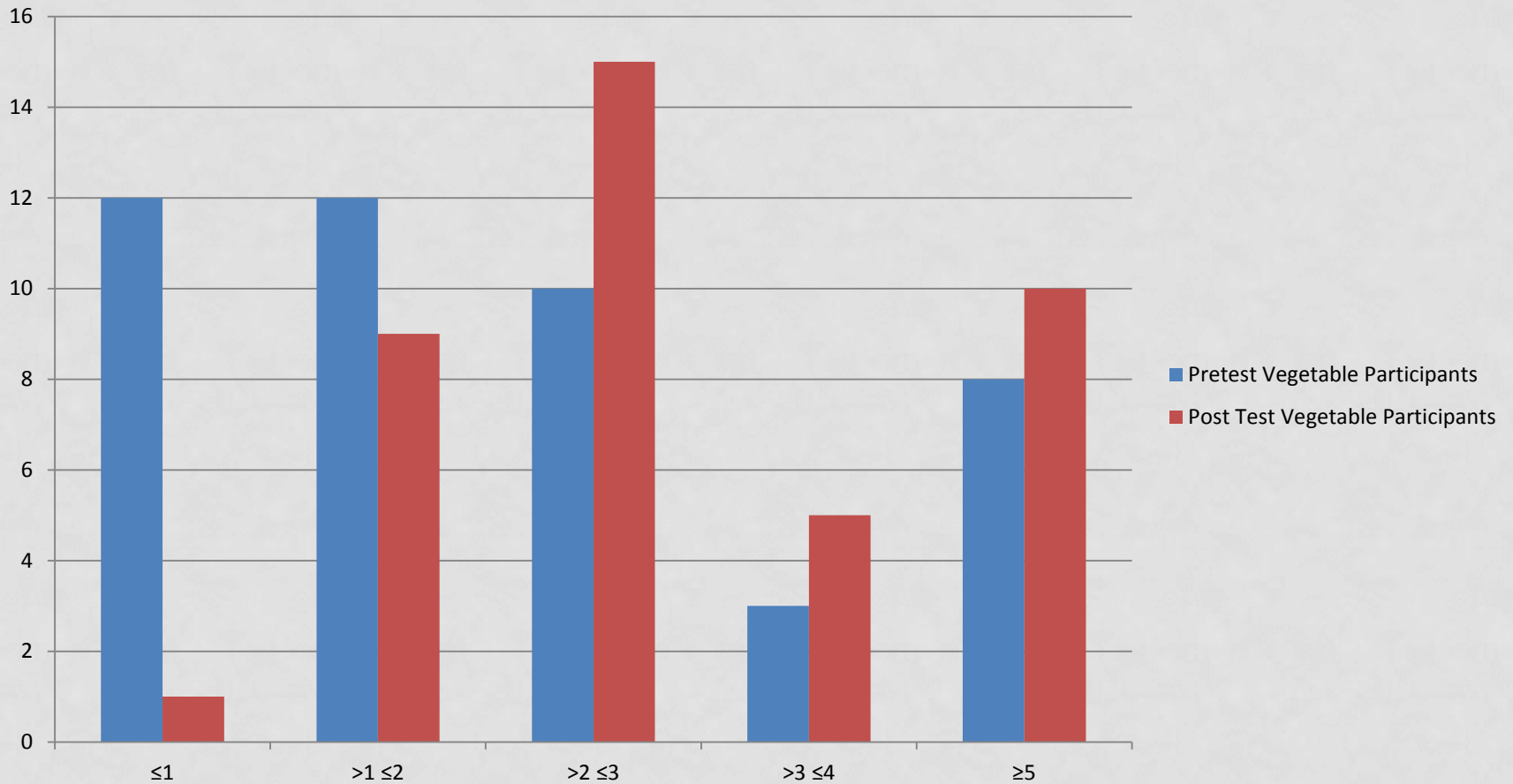
FOOD CHOICES



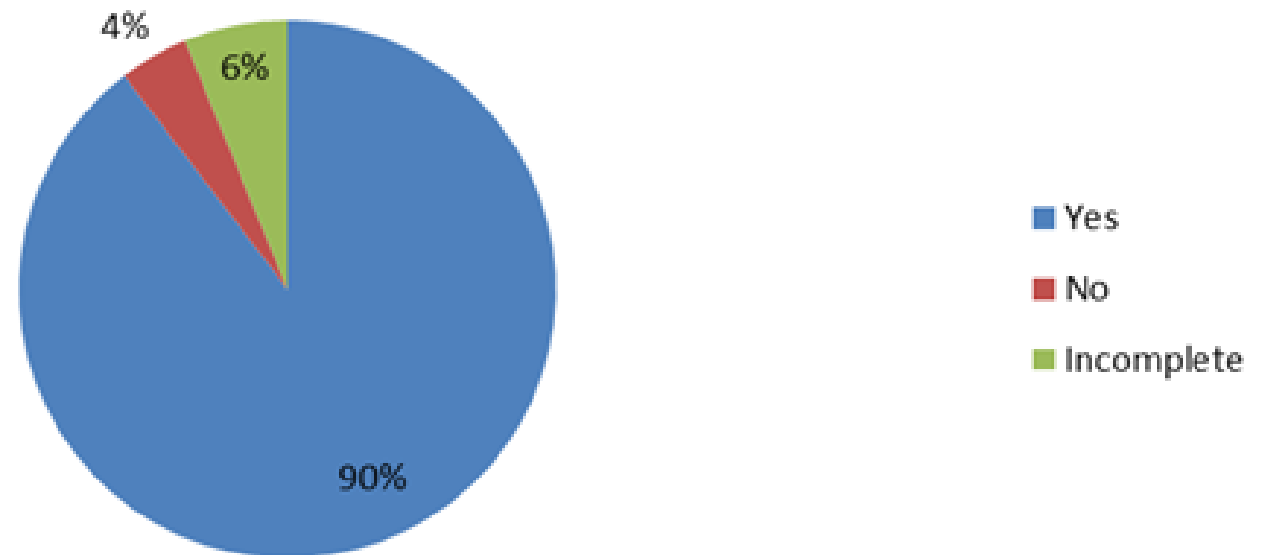
DAILY FRUITS CONSUMPTION COMPARISON



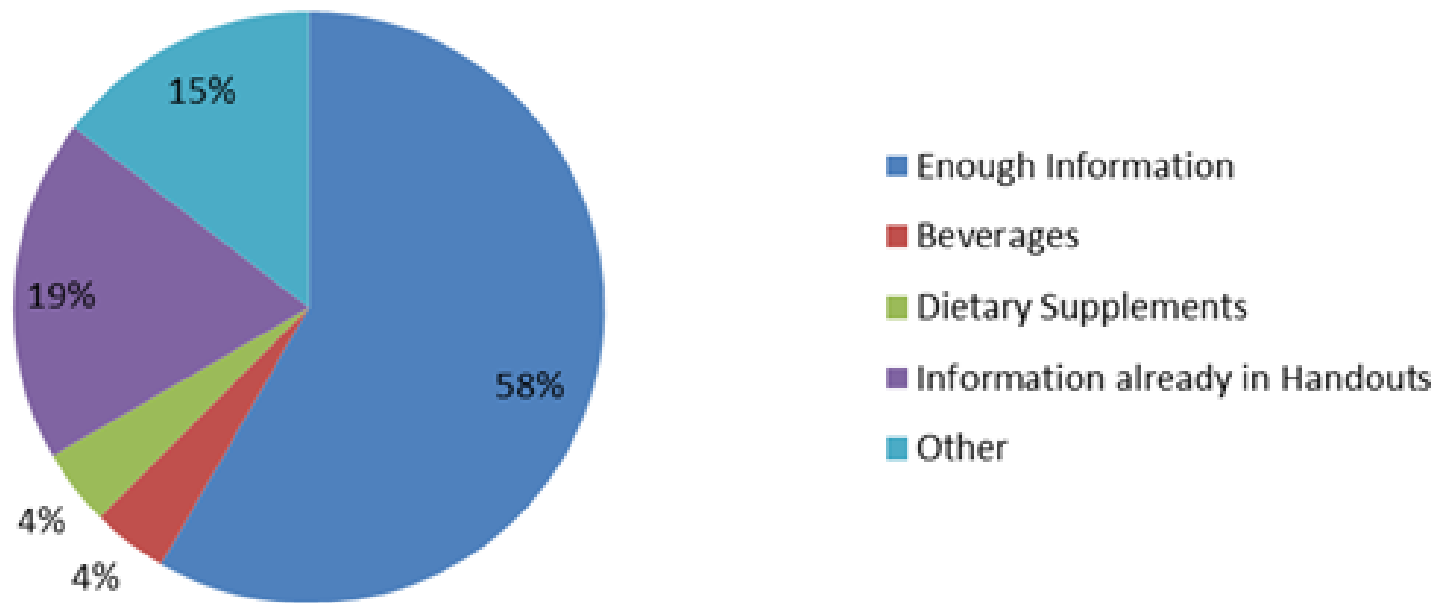
DAILY VEGETABLES CONSUMPTION COMPARISON



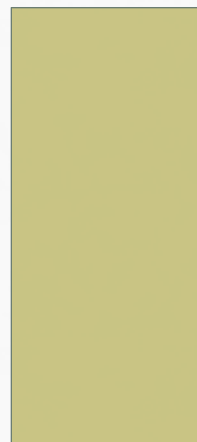
Q8 Did You Find the Information Packet to be Useful?



Q10 What Other Information Would You Have Liked to See Included About Food and Diet?



SUGGESTIONS



TESTS/SURVEYS

- Pre-test
- Progress test
- Post-test

Questions:

- Shorter and straight forward
- Word choices
- Bigger Font Size

NUTRITION EDUCATION

- Meeting

- More frequent
- Longer length
- Provide more information and interaction
 - Presentation
 - Activity (Ex. Ice breaker, jeopardy)
 - Cooking Demo
 - Explanation of nutrition education materials
 - communication

NUTRITION EDUCATION MATERIALS

- Nutrition portfolio/package
 - Font size
 - More pictures/ less words
 - Alternative method to test helpfulness
 - Content
 - More focused nutrition information at a time

CONTINUATION

- Monthly meeting
- More education materials, one at a time:
 - Handout
 - Pamphlet
 - Cooking Video
 - Healthy cookbook
 - Nutrition guidance
 - Food selection
 - Fun nutrition facts
- Activities corresponding to the education materials

WORKS CITED

- <http://marielleleigh.files.wordpress.com/2009/11/angry-old-person.jpg>
- <http://www.fns.usda.gov/Ora/menu/Published/NutritionEducation/Files/NutritionEdRTC.pdf>
- <http://www.fao.org/docrep/w0078e/w0078e10.htm>
- <http://www.ctahr.hawaii.edu/NEW/NSOA/index.htm>