

November 19th, 2009

Subject: University of Wyoming's Cent\$ible Nutrition Program Initial Training Manual

To Whom It May Concern,

Included with this letter are five separate Community Nutrition Paraprofessional Training Library assessment forms for University of Wyoming's Cent\$ible Nutrition Program Initial Training Manual. This training manual is for paraprofessional educators newly hired to the EFNEP and SNAP-Ed programs in Wyoming. This training manual is comprehensive and thorough. As a result, there is a lot of information, forms, etc. included. The manual is broken into four parts, each part containing a different training focus. For this reason, separate assessment forms were used for each part.

To get a sense of the entire training manual, anyone interested in using this training should review all five of the assessment forms:

Assessment Form 1 – Review of Part I of the training manual

Assessment Form 2 – Review of Online trainings from Part I of the training manual

Assessment Form 3 – Review of Part II of the training manual

Assessment Form 4 – Review of Part III of the training manual

Assessment Form 5 – Review of Part IV of the training manual

If you have any questions about the training manual, please contact the director of the EFNEP and SNAP-Ed programs in Wyoming, Mary Kay Wardlaw at 307-766-5181 or email her at warlaw@uwyo.edu. If you have any questions about the assessment of the manual, please contact Katie Rogers at 970-491-3642 or email her at karogers@cahs.colostate.edu.

Sincerely,

The Western Region EFNEP Coordinators Group

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Nutrition & Health Training and Physical Activity & Health Training
Producer	Center of Excellence for Training & Research Translation housed at the University of North Carolina
Date produced	?
Cost	None
How to obtain resource: Name, Phone, Email, Address, Website	General website: www.center-trt.org Registration page: courses.sph.unc.edu/tms/centertrt/?this_nav=register
General Description	On-line fundamentals of nutrition and physical activity training modules. Given in Adobe Presenter Breeze format.
Overall Strength	Entry level nutrition and physical activity information. No physical science background needed. Nutrition training covers all aspects of normal nutrition.
Date Reviewed	November
Reviewer Name	Char Byington

Title: _____

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson:

Nutrition & Health:

Lesson 1 – 45+ minutes

Lesson 2 – 33+ minutes

Lessons 3 & 4 - ~9 minutes

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods

Other (please list)

**Food Label claims for fat and sodium
Reading Food Labels**

Physical Activity & Health:

Lesson 1 – 20+ minutes

Lesson 2 – 35+ minutes

Lessons 3 & 4 - ~15 minutes

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Supports training educators delivering programming to Youth or Adults or Both
 Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>Neither training requires a science background, particularly the nutrition and health training. All the information is current. Several references to credible scientific bodies i.e., American Heart Association, etc are mentioned. Recommendations for fruit and vegetable intake are based on the Fruit and Veggies, More Matters® campaign rather than MyPyramid. Lesson 2 of the physical activity and health module would provide background information for paraprofessionals, but it could be viewed as nice-to-know, not need-to-know. For example, the module had information on target heart rate and direct and indirect assessment of body composition that may not be relevant for EFNEP/SNAP-Ed paraprofessionals.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments: The literacy level of the training modules was at an appropriate paraprofessional level. Some of the “required readings” were journal articles and at a much higher reading level. The material visuals were culturally balanced. The training information presented was culturally neutral. Learning goals and objectives were clearly stated in the introductory materials. Both trainings had a post-test and the physical activity and health training had smaller self-assessment quizzes with each module.</p>

Criteria	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> · navigation buttons · site map or search tool available - No advertising 	
<p>Comments: Most of the hyperlinks were current. One link to a FDA quiz was no longer valid and the quiz has been removed from the FDA website. The presentations are via Adobe Presenter Breeze. Navigation through the training modules was logical; however, registration was complicated, lengthy, and involved more than one web page. Once registration was accomplished, gaining repeated access to the modules was straightforward.</p>	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> § to share experiences § reflect on importance § connect to real world examples § apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer's during learning activities - Materials have a positive and respectful tone 	<input checked="" type="checkbox"/> Not Included
<p>Comments: A few on screen activities were included. The materials are very positive and respectful. It is primarily for visual and auditory learners.</p>	
<p>Evaluation</p>	<input type="checkbox"/> Not Included

Criteria
<ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> § Author or producer of material is credible source (government, university) § Peer reviewed § Tested with Extension nutrition paraprofessionals § Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> § Self assessment of paraprofessional § Follow-up evaluation of paraprofessional
<p>Comments: Each training had a post-test.</p>

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on over page)

The information presented was thorough, accurate, and current. The nutrition and health training covered a broad base of information from a non-science approach. The narrator's voice was clear and she spoke slowly enough to be easily understood. For those interested in an on-line nutrition groundwork training component, the nutrition and health training would be very appropriate.

Areas of Concerns or Questions:

This training will require computer skills that involve: navigating multiple web pages, starting and stopping a Breeze presentation, and clicking answer choices on post tests. Some of the "required readings" are peer reviewed journal articles and are intended for the training target audience of public health practitioners. As such, they might be considered inappropriate for paraprofessionals.

The physical activity and health module has more information than a paraprofessional really needs.

Title: _____

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Cent\$ible Nutrition Program Initial Training Part I
Producer	University of Wyoming EFNEP and SNAP-Ed programs
Date produced	Originally developed in 2006. Materials are continuously updated.
Cost	Can be shared electronically at no cost
How to obtain resource: Name, Phone, Email, Address, Website	Marykay Wardlaw 307-766-5181 warlaw@uwyo.edu
General Description	Comprehensive training manual.
Overall Strength	Part 1 has thorough civil rights training information.
Date Reviewed	September – November, 2009
Reviewer Name	Char Byington

Title: _____

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson:

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>Part 1 has a thorough civil rights training. It also contains a brief introduction to Cooperative Extension. A 20-page employee manual is included in this section.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments:</p>

Criteria

For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:

- Web site information is current, hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
 - Text size is adequate for viewing
 - Good contrast between text and background
- Navigation through the web site is logical
 - navigation buttons
 - site map or search tool available
- No advertising

Comments:

Adult Learning Theory

Not Included

- Design is learner centered and interactive
- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)
- Opportunities are provided for learner
 - § to share experiences
 - § reflect on importance
 - § connect to real world examples
 - § apply knowledge to other situation
- Learning activities support objectives
- Paraprofessionals are actively involved in the learning process
- Paraprofessional voices are heard more than trainer's during learning activities
- Materials have a positive and respectful tone

Comments:

Evaluation

Not Included

- Material Development
 - § Author or producer of material is credible source (government, university)
 - § Peer reviewed
 - § Tested with Extension nutrition paraprofessionals

Title: _____

Criteria
§ Impact evaluation has been conducted - Evaluation tools included with materials § Self assessment of paraprofessional § Follow-up evaluation of paraprofessional
Comments:

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on over page)

Multiple programming aspects are covered in Part 1.

Areas of Concerns or Questions:

This curriculum would benefit from learning goals and objectives being added to each section.

Title: _____

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

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Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

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Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Cent\$ible Nutrition Program – Initial Training Program Part II
Producer	University of Wyoming EFNEP and SNAP-Ed programs
Date produced	Fall 2008 (continuously updated)
Cost	Electronic files will be shared upon request
How to obtain resource: Name, Phone, Email, Address, Website	Marykay Wardlaw 307-766-5181 warlaw@uwyo.edu
General Description	Very thorough initial training program for new paraprofessional SNAP-Ed and EFNEP educators. Part II covers a variety of topics necessary to perform the job of a nutrition educator.
Overall Strength	Very strong. Complete, thorough, detailed.
Date Reviewed	October 2009
Reviewer Name	Katie Rogers from Colorado State University

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: 40 hours

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods

Other (please list)

Teaching seniors, recruitment and teaching training and techniques, Food preparation and recipes, interacting with agencies, starting new participants, paperwork, food behavior checklist, 24 hour recalls, exiting participants, program procedures

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Supports training educators delivering programming to Youth or Adults or Both

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>Content is very appropriate for paraprofessional. Teaches basic skills needed to perform job that they may not have otherwise been learned elsewhere. Assumes that learner doesn't know any of these skills – starts from the beginning and is very thorough. Activities to practice newly learned skills.</p> <p>EFNEP program policies are stated right at the beginning. All information is based on EFNEP program policies.</p> <p>Did not see any errors or typos.</p> <p>Information is based on latest MyPyramid and Dietary Guidelines; learner-centered.</p> <p>No references in part II.</p> <p>Basic nutrition, food safety and resource management covered by whole curriculum.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments:</p>

Criteria	
<p>Culturally and ethnically sensitive. Learner is taught how to approach/deal with/interact with different types of personalities and learning styles/education level Information is very well organized. Includes a schedule and menu for all training days. Broken into different sections so its easy to navigate. Appropriate literacy level. Materials have a lot of white space and large print – easy to read.</p>	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising 	
<p>Comments: One PowerPoint presentation – covers the realities of poverty. What people experience, their perceptions, etc.</p>	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer’s during learning activities - Materials have a positive and respectful tone 	<p><input type="checkbox"/> Not Included</p>

Criteria	
<p>Comments: Definitely learner-centered. Information is relevant and interesting for the learner. Activities to practice new skills. Hands-on.</p>	
<p>Evaluation</p> <ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	<p><input type="checkbox"/> Not Included</p>
<p>Comments: Produced by University of Wyoming Not sure about peer reviewed Used with nutrition paraprofessionals Not sure about impact evaluation Self assessment of paraprofessional evaluation – covers concepts learned and opinion of training activities</p>	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on over page)

This is a great initial training program for new paraprofessional nutrition educators. It covers everything they need to know in great detail to perform their jobs. Very thorough and complete. People interested in using this training program could basically pick it up and train new educators with very little preparation.

Areas of Concerns or Questions:

Is this used with groups or individuals? Has it been evaluated? How much is a facilitator used to conduct training? How much of it is self study? How does the Centible Nutrition content curriculum tie into this curriculum? How long is the entire training? Is any follow up evaluation conducted once the educator starts teaching participants? Who conducts the training? Do the trainers undergo some type of training to conduct this training?

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

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Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

Post Review University of Wyoming Program Leadership Comments:

- The materials were not peer reviewed prior to this.
- The program has post course evaluations, no impact evaluation.

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Cent\$ible Nutrition Program – Initial Training Program Part III
Producer	University of Wyoming EFNEP and SNAP-Ed programs
Date produced	Fall 2008 (continuously updated)
Cost	Electronic files will be shared upon request
How to obtain resource: Name, Phone, Email, Address, Website	Marykay Wardlaw 307-766-5181 warlaw@uwyo.edu
General Description	Very thorough initial training program for new paraprofessional SNAP-Ed and EFNEP educators. Part III contains “homework” for the paraprofessional to complete before part IV.
Overall Strength	Very strong. Complete, thorough, detailed.
Date Reviewed	November 2009
Reviewer Name	Katie Rogers from Colorado State University

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: 40 hours

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods

Other (please list)

Teaching seniors, recruitment and teaching training and techniques, Food preparation and recipes, interacting with agencies, starting new participants, paperwork, food behavior checklist, 24 hour recalls, exiting participants, program procedures

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Supports training educators delivering programming to Youth or Adults or Both

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <p>Part III is homework for the paraprofessional trainee. It includes:</p> <ul style="list-style-type: none"> -Shadowing current educators while teaching and recruiting -Reviewing lessons and preparing teaching props -Locating displays that are already developed -Locating youth materials and reviewing -Visiting cooperating agencies, checking on marketing materials -Attending local community resource council meetings -Familiarizing themselves with the filing system -Locating kitchen and food preparation supplies -Recruiting new participants -Enrolling new participants
<p>Comments:</p> <p>The paraprofessional trainee is responsible for completing all of the tasks above before moving on to the next part of training.</p>
<p>Format</p> <p>A list of homework tasks</p>
<p>Comments:</p> <p>Doesn't contain a timeline for completing these tasks.</p>

Criteria	
For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:	
NA	
Comments:	
Adult Learning Theory	
Hands-on use of newly learned information	<input type="checkbox"/> Not Included
Comments:	
Evaluation	
NA	<input type="checkbox"/> Not Included
Comments:	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on over page)

Very strong. Good homework tasks to get the new educator familiar with the county, system, and agencies.

Areas of Concerns or Questions:

No timeline for completing these tasks. May be determined by Trainer.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Cent\$ible Nutrition Program Initial Training Part IV
Producer	University of Wyoming EFNEP and SNAP-Ed programs
Date produced	Originally developed in 2006. Materials are continuously updated.
Cost	Can be shared electronically at no cost
How to obtain resource: Name, Phone, Email, Address, Website	Marykay Wardlaw 307-766-5181 warlaw@uwyo.edu
General Description	Comprehensive training manual.
Overall Strength	Part 4 contains detailed material on data entry training. Has detailed outlines.
Date Reviewed	September – November, 2009
Reviewer Name	Char Byington

Title: _____

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson:

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>Goals fit within EFNEP guidelines, with the exception of in-kind match information. Part 4 provides detailed CRS5 youth group data entry and year end CRS5 report generation training. Multiple screen shots provide step-by-step instructions for report generation. This aspect would be very beneficial for programs that have paraprofessional staff enter their own data.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments: Part 4 touches on importance of diversity when preparing a public display. Materials in this section are well organized, the text is legible and easy to read. Some of the materials have a high reading level – particularly the in-kind-match.</p>

Criteria	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising 	
<p>Comments:</p>	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> § to share experiences § reflect on importance § connect to real world examples § apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer's during learning activities - Materials have a positive and respectful tone 	<p><input checked="" type="checkbox"/> Not Included</p>
<p>Comments:</p>	
<p>Evaluation</p> <ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> § Author or producer of material is credible source (government, university) § Peer reviewed § Tested with Extension nutrition paraprofessionals 	<p><input type="checkbox"/> Not Included</p>

Criteria
<ul style="list-style-type: none"> § Impact evaluation has been conducted - Evaluation tools included with materials § Self assessment of paraprofessional § Follow-up evaluation of paraprofessional
<p>Comments:</p> <p>Part 4 does not cover paraprofessional training evaluation, but it does cover program evaluation. Youth evaluation materials for Wyoming youth curriculum, with scoring instructions, are included. Suggested evaluation questions for one-time adult classes are provided. Writing success stories is covered very well.</p> <p>Employee evaluation materials are included. These cover a teaching observation/evaluation and annual performance evaluation. New hires are given a first year layout of expectations including a map for success and first year goals.</p>

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on over page)

Multiple programming aspects are covered in Parts 4. Ideas for writing good success stories are included in Part 4.

Areas of Concerns or Questions:

Part 4 contains detailed information and forms for obtaining in-kind match. This information is not suitable for EFNEP but is good for SNAP-Ed paraprofessionals who are required to obtain their own in-kind match documentation.

This curriculum would benefit from learning goals and objectives being added to each section.

Title: _____

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

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**Food Stamp Nutrition Education (FSNE)
Within the Extension/Land-Grant University System
Paraprofessional Nutrition Educators – Core Competencies**

Note: These core competencies should be used within the context of the State FSNE program guidelines and the Federal Food Stamp Plan Guidance.

Understand the Organization

- Understand the mission of Extension within the Land Grant University System.
- Understand and adopt the mission and goals of FSNE.
- Understand the relationship of FSNE to Extension; the University; the Food and Nutrition Service (FNS); and the United States Department of Agriculture (USDA).
- Understand the eligibility requirements for participation in the Food Stamp Program.
- Understand the importance of the paraprofessional role in achieving program goals.
- Follow State FSNE guidelines.

Understand and Respect Diversity

- Respect and value people's differences.
- Remain objective and avoid imposing one's own values on others.
- Meet the nutrition education needs of food stamp eligible learners of diverse race, ethnicity, gender, age, language, education level, sexual orientation, and disabilities.
- Meet civil rights requirements.

Achieve Excellence in Teaching

- Recruit adults and youth who are Food Stamp eligible.
- Schedule programs (with input from supervisor) to be convenient for participants.
- Assess the needs, interests, and abilities of participants.
- Understand the factors that influence an individual's food behavior.
- Limit program content to FSNE topics as defined in State program guidelines.
- Use research-based, State-approved educational materials.
- Stay current in FSNE topics.

- Plan and prepare lesson plans, activities, and materials based on participants' needs, interests, age, and abilities.
- Engage participants in hands-on learning to achieve program outcomes.
- Use creative teaching techniques that build on participants' learning styles (ways of learning), strengths, prior knowledge, and skills.
- Create respectful learning environments in which learners feel comfortable to participate.
- Help participants set goals using new information and skills.
- Encourage participants to increase food and nutrition-related skills and become more independent.
- Acknowledge participants' success.
- Use evaluation results to focus programming and improve teaching skills/techniques.

Conduct Program Evaluation

- Use State-approved evaluation forms and methods for collecting participant and program outcome information.
- Meet expected goals for participation/caseload as designated by supervisor.
- Provide constructive feedback to supervisors/State leaders on program effectiveness.

Maintain Accurate Records and Reports

- Submit records and reports neatly, accurately, completely, and on time. Document time and travel regularly on appropriate forms.
- Secure and/or document match.
- Secure and submit participant signatures indicating consent for photographs, and/or other personal information that may be used to improve programming.

Maintain Effective Internal and External Partnerships

- Know community demographics, resources, needs, and issues.
- Build and maintain effective partnerships with other Extension programs and community agencies.
- Respect the missions of partnering agencies.

- Understand and follow program memoranda of understanding and/or collaborative agreements.
- Communicate regularly with partnering agencies to coordinate services.
- Respond to agency referrals in a timely manner and report follow-up with the person/agency that made the referral.
- Refer participants to the Food Stamp Program, Extension programs, and other appropriate community resources.
- Strengthen programming by involving volunteers.
- Participate in the research mission of the University as approved by supervisor.

Communicate Program Value

- Serve as a good representative of the University.
- Include required logos, Food Stamp Program message, and FSNE funding statement on all print materials.
- Share program outcomes and successes with stakeholders, media, and the public.

Ensure Productive Interpersonal Relationships

- Maintain positive working relationships with support staff, co-workers, and supervisors.
- Share program materials and ideas with co-workers. Be open to new ideas, concepts, and information.
- Mentor new co-workers as directed by supervisor.
- Use effective verbal, writing, and listening skills.
- Volunteer and/or accept additional responsibilities when appropriate and with supervisor approval.
- Accept constructive criticism and suggestions.

Demonstrate Technology Literacy

- Demonstrate basic computer skills including e-mail and accessing the Internet.
- Use basic office equipment including the telephone system, fax, and copier.
- Use websites approved by supervisor.
- Use audio visual equipment and materials appropriately in teaching.

- Enter data accurately and print reports.

Demonstrate Personal Accountability

- Balance multiple responsibilities including teaching, recruiting, recordkeeping, and reporting.
- Communicate concerns and issues to supervisor in a timely manner (sickness, leave requests, change of schedules, accidents, and conflicts with agencies, participants, co-workers).
- Practice positive work ethics (loyalty, honesty, integrity, perseverance).
- Demonstrate an understanding of job responsibilities and boundaries.
- Use good judgment about health and personal safety at work.
- Dress appropriately (as defined by State FSNE guidelines) and practice good hygiene.
- Meet scheduled commitments; arrive prepared and on time; cancel appointments only when absolutely necessary.
- Model positive nutrition, health, and food safety behaviors.
- Maintain reliable transportation.
- Organize and maintain teaching materials, supplies, and equipment.
- Use time and travel resources wisely.
- Participate actively in staff development/training.
- Develop a personal staff development plan including setting goals to improve work performance in conjunction with supervisor.
- Use technology and program equipment/materials appropriately and for work purposes only.
- Work independently with confidence.
- Maintain confidentiality of participant and program information (appropriately file, transport, and store records).
- Comply with State laws regarding reporting criminal activity (copyright laws, reporting child abuse, and issues related to court cases).

Discussion Guide Answers:

Slide 32

1. Using the recipes provided with this discussion guide, **identify which ingredients are TCS**. If you have a large enough group, staff can pair off and then share what they find with the rest of the group.

Pasta Salad:

TCS Ingredients: Cooked pasta, chopped tomato; (Salad dressing may or may not be depending on pH and water activity but best practice is to keep cold once bottle is opened.).

Prepared pasta salad is a TCS food.

Baked Potato with Cheesy Vegetables

TCS Ingredients: Frozen or cooked vegetables, if raw chopped tomato is used that would be a tcs ingredient, shredded cheese and cottage cheese.

Once the recipe is cooked the baked potato alone and the entire recipe once put together are all tcs foods.

Pita Bread Pizza

TCS Ingredients: Pizza sauce once opened, cut tomatoes, (if used), shredded cabbage, lettuce or spinach (if used), any cooked or canned vegetables (if used) for example...if canned sliced mushrooms are used, they are a tcs ingredient once the can is opened, mozzarella cheese

Prepared pizza is a tcs food.

Pink Tofu Shakes

TCS Ingredients: tofu, milk

Prepared shake is a tcs food.

Taco Rice Skillet

TCS Ingredients: ground beef, chopped tomato, cheese, lettuce

Prepared recipe is a tcs food.

Stir Fry

TCS Ingredients: beef or chicken

Note: If cut raw tomato is used or if previously cooked vegetables are used, they are tcs ingredients

Once the recipe is prepared and the rice is cooked they are all tcs foods.

Turkey Noodle Dinner

TCS Ingredients: turkey, canned diced tomatoes, cheese

Prepared recipe is a tcs food.

Quick Black Bean Salad

TCS Ingredients: canned or frozen black beans, corn, and salsa are all tcs ingredients after opening

Prepared recipe is a tcs food.

Supervisors Discussion Guide for Food Safety Presentation

This guide is meant to help staff process what they learn in this presentation and answer any questions that may come up during the presentation. Along with this discussion guide, you have been supplied with the Food Safety Policy and Procedures, Food Safety Checklist, Food Safety Kit List, and a number of food safety publications that may aid in your discussion.

Slide 10

1. Which of these three do you do most often and in what settings?
 - Food Demonstration
 - Food Preparation
 - Food Tasting
2. What food safety risks are associated with each one? Can work as a group or in pairs and record their answers, if desired.
 - Food demonstration possible answers: transporting food to another site, unclean site for demonstrating, inadequate hand washing facilities at the site, inadequate refrigeration at the site
 - Food preparation possible answers: if done at a class site same as above; If doing in a home unclean work surfaces, unknown source of food if the participant is supplying it
 - Food tasting possible answers: transporting food to another site, unclean site for tasting, inadequate time or access to hand washing, tasters have not washed hands, keeping hot food hot and cold food cold
 -

Slide 22

3. What does your unit need to make a complete food safety kit? What do you already have? What do you need to purchase? Who will purchase it?

Slide 32

4. Using the recipes provided with this discussion guide, identify which ingredients are TCS. If you have a large enough group, staff can pair off and then share what they find with the rest of the group.

Slide 38

5. Calibrate your own thermometers.

Slide 50

6. Discuss anything new or different you learned about hand washing.
 - How long should you wash your hands?
 - What methods should you use to wash hands?
7. Discuss anything new or different you learned about glove use.
 - When should you wear gloves?
 - Why should you wear gloves?

Slide 57

8. How does your unit handle cleanup?
 - What supplies do you have for cleanup? What do you need?
 - Where do you do cleanup? Where will you do cleanup in the future?

Let's Get Moving



Pasta Salad

Yield: 6 servings, about 1 cup each

Ingredients:

4 cups cooked pasta
1 cucumber, chopped
1 tomato, chopped
½ green pepper, chopped
½ red onion, chopped
1/3 cup reduced fat Italian salad dressing

Nutrition Facts			
Serving Size 1.00 cup(s) (194g)			
Amount Per Serving			
Calories	169	Calories from Fat	29
% Daily Value			
Total Fat	3.2g		5 %
Saturated Fat	0.5g		2 %
Trans Fat			
Cholesterol	0.0mg		0 %
Sodium	180.3mg		8 %
Total Carbohydrate	30.3g		10 %
Dietary Fiber	2.2g		9 %
Sugars	3.4g		
Protein	5.0g		
Vitamin A	5 %	Calcium	2 %
Vitamin C	21 %	Iron	8 %

Instructions:

1. Wash and chop all of the vegetables.
2. Combine all ingredients and mix well.
3. Cover and refrigerate.
4. Toss before serving.

Tips:

- Use any shape of pasta you would like.
- Try adding frozen or leftover vegetables.
- Start with about 2 cups uncooked pasta to get 4 cups cooked.

Vary Your Veggies...Focus on Fruits



Baked Potato with Cheesy Vegetables

Yield: 4 servings, 1 potato each

Ingredients:

4 medium potatoes

3 cups frozen mixed vegetables or chopped fresh vegetables

½ cup shredded cheese or low-fat cottage cheese

Nutrition Facts			
Serving Size 1.00 item(s) (202g)			
Amount Per Serving			
Calories	196	Calories from Fat	47
% Daily Value			
Total Fat	5.2g		8 %
Saturated Fat	3.0g		15 %
Trans Fat			
Cholesterol	14.8mg		5 %
Sodium	129.1mg		5 %
Total Carbohydrate	30.6g		10 %
Dietary Fiber	4.2g		17 %
Sugars	4.1g		
Protein	7.5g		
Vitamin A	26 %	Calcium	12 %
Vitamin C	45 %	Iron	7 %

Instructions:

1. Scrub potatoes with a vegetable brush. Poke small holes in the skin with a fork.
2. Bake in the oven at 400° F for 60-75 minutes or cook uncovered in the microwave for 15-17 minutes. When done, potatoes will be tender throughout.
3. Place the vegetables in a small saucepan and add enough water to cover vegetables. Cook over medium-high heat until hot and tender. Or microwave for 3-5 minutes until hot and tender.
4. Once the baked potatoes are cooked all the way through, split them in half.
5. Top each potato half with ½ cup of the cooked vegetables and 2 Tablespoons of cheese.
6. Serve while hot.
7. Refrigerate leftovers.

Tips:

- Use any type of vegetables you like for this recipe.

Make Half Your Grains Whole!



Pita Bread Pizza

Yield: 1 pizza

Ingredients:

1 whole wheat pita bread

2-3 Tablespoons pizza sauce

Fresh vegetables as desired (to total up to ½ cup vegetables)

Possible vegetables are: mushrooms, peppers, broccoli, carrots, onions, cauliflower, and cabbage

1/3 cup shredded Mozzarella cheese

1g)	
Fat	69
% Daily Value	
	12 %
	20 %
	8 %
	31 %
	14 %
	24 %
n	31 %
	16 %

Instructions:

1. Preheat oven to 400° F.
2. Lay pita bread on baking sheet.
3. Spread pizza sauce over pita bread, leaving ¼ inch around the edge uncovered.
4. Arrange assorted vegetables over sauce.
5. Sprinkle cheese evenly over vegetables.
6. Bake until cheese is melted and golden, approximately 8-10 minutes.

Tips:

- Try as a quick meal or snack. It is an excellent way to try new vegetables, and a low-cost way to have pizza.
 - Each child can make their very own pizza. Encourage a variety of vegetables.
 - Try tomato sauce instead of pizza sauce, or try pizza seasoning, oregano or Italian seasoning.
 - Add cooked meat to pizza (i.e., diced ham, sausage, pepperoni, etc.)
- Add drained canned pineapple in 100% juice.

Build Strong Bones



Pink Tofu Shakes

Yield: 6 servings, 8 ounces each

Ingredients:

- ½-16 ounce package soft tofu
- 2 cups orange juice
- ¼ cup milk (fat free or low-fat milk)
- 1 to 1 ½ cups unsweetened frozen or fresh strawberries
- 1 banana

Instructions:

1. Place all ingredients in blender.
2. Cover and blend until smooth.

219g)
28
ly Value
5 %
2 %
0 %
0 %
6 %
6 %
11 %
7 %

Plan, Shop, Save



Taco Rice Skillet

Yield: 8 servings

Ingredients:

- 1 pound lean ground beef
- 1 ½ cups uncooked instant brown rice
- 4 cups water
- 1 cup chopped onion
- 1 Tablespoon chili powder
- 3 cups chopped tomato
- 1 cup shredded cheese (Colby, American, Cheddar, or Taco)
- 2 cups shredded lettuce

227g)	
Fat	106
% Daily Value	
	18 %
	28 %
	17 %
	6 %
	11 %
	13 %
	14 %
	14 %

Instructions:

1. Cook ground meat in a large skillet until brown. Rinse with warm water and drain to remove fat.
2. Add rice, water, onion, and chili powder.
3. Simmer over low heat until rice is cooked, about 25 minutes.
4. Stir in tomatoes.
5. Serve on plates.
6. Sprinkle cheese and lettuce over the top.
7. Refrigerate leftovers.

Tips:

- 1 medium size onion will yield about 1 cup chopped onion.
- Either fresh or canned tomatoes may be used.
- Serve with taco sauce if desired.

Go Lean with Protein



Stir Fry

Yield: 6 servings, about $\frac{3}{4}$ cup each

Ingredients:

$\frac{1}{2}$ pound boneless lean beef or chicken
1 Tablespoon oil
2-3 cups raw vegetables, thinly sliced
 $\frac{1}{4}$ teaspoon garlic powder
3 Tablespoons water
Instant rice

Instructions:

1. Slice beef or chicken thinly or cut into small cubes.
2. In a frying pan, heat 1 Tablespoon oil over high heat. When hot, add meat. Stir-fry until meat is brown but not quite done, about 3-5 minutes.
3. Add vegetables, garlic, and 3 Tablespoons of water. Lower the heat and cover skillet. Cook until water evaporates, about 10 minutes. Veggies should be brightly colored and crisp-tender and the meat should be cooked and tender.
4. Make as many servings of instant rice as needed according to the package directions.
5. Serve stir fry hot over instant rice.
6. Refrigerate leftovers.

Tips:

- If raw vegetables are not available, use frozen stir fry vegetables.
- Try brown rice in place of white rice.

Go Lean with Protein



Turkey Noodle Dinner

Yield: 6 servings

Ingredients:

- 1 pound ground turkey
- 4 stalks celery, chopped
- 4 green onions, chopped
- 2 green bell peppers, chopped
- 3½ cups (about 2-15 ounce cans) canned diced tomatoes
- Salt and pepper to taste
- 1-8 ounce package noodles, cooked
- ½ cup shredded cheddar cheese

) (574g)	
n Fat	134
% Daily Value	
	23 %
	24 %
	41 %
	20 %
	18 %
	27 %
um	18 %
	25 %

Instructions:

1. Brown meat. Rinse with warm water to remove excess fat.
2. Add celery, onion, and green pepper.
3. Add tomatoes then add salt and pepper to taste.
4. Bring mixture to a boil, reduce heat and simmer until vegetables are tender, about 30 minutes.
5. Mix meat and vegetables with cooked noodles in a casserole dish.
6. Top with cheese and cook in the microwave or 350° F oven until cheese is bubbly.

Tips:

- If ground turkey is not available, lean ground beef may be substituted.

Make a Change



Quick Black Bean Salad

Yield: 6 servings

Ingredients:

1-15 ounce can black beans, drained
1-15 ounce can corn, drained
1-16 ounce jar salsa
Tortilla chips or flour tortillas

Instructions:

1. Stir to mix first three ingredients in a medium mixing bowl.
2. Serve as a dip for baked tortilla chips or roll up into a flour tortilla.

Tips:

- Try other canned beans such as garbanzo, red, or pinto.
- Use 1 ½ cups frozen corn instead of canned corn.

The EFNEP Paraprofessional

The Essentials of the EFNEP
Paraprofessional Model:
Hiring, Training, Supporting

The EFNEP Paraprofessional Model

Comments by Linda Drake, EFNEP
Coordinator, University of Connecticut

The EFNEP Paraprofessional Model

- Why Paraprofessional Educators?
- Paraprofessionals in EFNEP today:
 - Changing Roles of Paraprofessionals
 - Supervisory Roles & Program Logistics
 - University policies and EFNEP

The EFNEP Paraprofessional Model—Variation across States

- Hiring
- Orientation & Initial Training for new Hires
- On-going Updates & Staff Training
- Motivating & Encouraging good work
- Credentialing

Core Competencies for EFNEP Paraprofessionals

Comments by:

- Susan Baker, EFNEP Coordinator, Colorado State University
- Ellen Schuster, Curriculum & Training Specialist, University of Missouri-Columbia

Core Competencies

Identify the skills, knowledge, and attitudes that competent employees demonstrate in a specific job classification

Core Competencies include:

- The products employees are expected to deliver
- The processes needed to achieve success

FSNE Core Competency Process

- Literature Review
- National web-based survey
- Identification of the expert panel
- Meeting of panel in KC to draft the list of core competencies

FSNE Core Competency Process

- Identify paraprofessionals to review the list of core competencies
- Conference calls with selected paraprofessionals
- Revision of core competencies
- Final review by the panel

FSNE Core Competencies Expert Panel Members

**Phyllis M. Dennee, MS,
CFCS**
Montana State University Extension

Terry Egan, MS, CFCS
University of Missouri Extension

Heidi LeBlanc, MS, CFCS
Utah State University

Kathy Majewski, MS, RD
Michigan State University

Mary Mcferren, MS
Virginia Polytechnic Institute and State
University

Diane Murrell
University of Arkansas at Pine Bluff

**Susan Stephenson-Martin,
MS**
Rutgers University

**Donna Vandergraff, MS,
RD, CD**
Purdue University

Cami Wells, MS, RD
University of Nebraska-Lincoln

Linda Wells, BS, MA
New Mexico State University

Food Stamp Nutrition Education (FSNE)
Within the Extension/Land-Grant University System
Paraprofessional Nutrition Educators – Core Competencies

Note: These core competencies should be used within the context of the state FSNE program guidelines and the Federal Food Stamp Program Guidelines.

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- Understand the eligibility requirements for participation in the Food Stamp Program.
- Understand the importance of the paraprofessional role in achieving program goals.
- Follow State FSNE guidelines.

Understand and Promote Diversity

- Recognize and value people's differences.
- Remain objective and avoid imposing one's own values on others.
- Meet the nutrition education needs of food stamp eligible humans of diverse race, ethnicity, gender, age, language, education level, sexual orientation, and abilities.
- Meet civil rights requirements.

Achieve Excellence in Teaching

- Recruit adults and youth who are Food Stamp eligible.
- Individual programs (with legal consent) to be considered for participants.
- Assess the needs, interests, and abilities of participants.
- Understand the factors that influence an individual's food behavior.
- List the program content to FSNE topics as defined in State program guidelines.
- Use research-based, State-approved educational materials.
- Stay current in FSNE topics.

FSNE Core Competencies © 2012 Land Grant University System, January 2006
Connecticut: Merritt Pierce; University of Maryland and State College: Colorado State University
Connecticut: Merritt Pierce; National Coordinator: FNS, USDA/USDA, State: Department of Agriculture

Page 1 of 4

Core Competencies

Missouri's Experience

<http://outreach.missouri.edu/fnep/corecompetencies.htm>

Core Competencies

Where do we go
from here?



Hiring EFNEP Paraprofessionals

Comments by Donna Vandergraff, EFNEP
Coordinator, Purdue University

Hiring EFNEP Paraprofessionals

- Qualities of a successful hire
- The hiring process
- Conducting successful interviews

The Hiring Process

- Write the job description
- Advertise the position
- Select persons to interview
- Conduct the interviews
 - Group/individual
 - Behavior focused questions
- Select the employee(s) to hire

The Hiring Process

Resources:

- Maximizing Paraprofessional Potential by Joye Norris and Susan Baker
- www.efnep.org look under “Training”
- Fellow Coordinators (see handout)

Orientation and Initial Training for Newly Hired Paraprofessionals

Comments by Jamie Dollahite, EFNEP Leader, Cornell University

Orientation & Initial Training

➤ Purpose

- Job requirements
 - Position requirements
 - Role in community
- Training approach
 - Hands-on, skill building with minimal traditional didactic
 - Modeling appropriate teaching skills
 - Activities to practice between training days

Orientation & Initial Training

➤ Purpose (continued)

- Nutrition Concepts
 - Food based
 - Dietary Guidelines for Americans
 - MyPyramid
- Teaching Skills
 - Adult learning principles and dialogue approach
 - Food preparation and demonstration skills

Orientation & Initial Training

- Getting Acquainted
- Facilitating Adult Learning
- Culturally Responsive Teaching
- Food Safety
- Food Choice
- Food Preparation
- Dietary Guidelines- One
- Dietary Guidelines- Two
- Dietary Guidelines- Three
- Planning Effective Lessons
- Marketing & Recruiting

Orientation & Initial Training

- Forms and CRS5
- Maternal Nutrition
- What's the Story?
- Infant and Child Nutrition
- Planning Health into Meals
- Nutrition for Seniors
- Stretching Your Food Dollar
- Teach Back Day

Orientation & Initial Training

- Supported Transition
 - Follow-up activities
 - Designed to reinforce concepts in each unit
 - Intended to be an extension of training
 - Required meetings with supervisors
 - Suggested format of discussion
 - Occurs after each unit

Orientation & Initial Training

- Training Completion
 - Participation in 17 of 19 units
 - Make up missed unit during next cycle
 - Completion of follow-up activities
 - Documentation of supervisor meetings
 - Training Certificate

On-Going Staff Training & Development

Comments by:

- Heli Roy, EFNEP Coordinator, Louisiana State University
- Ellen Schuster, Curriculum & Training Specialist, University of Missouri-Columbia

On-Going Staff Training & Development

➤ Training on Topics:

- Nutrition
- Food Safety
- Food Resource Management
- others

➤ Training on How to Teach

Training Staff using Alternative Delivery Methods

Comments by Peggy Martin, EFNEP Coordinator, Iowa State University

Training Staff using Alternative Delivery Methods

➤ Advantages of Alternative Delivery Methods:

- Available just-in-time, as needed
- Information can be applied immediately
- Local support
- Individualized training plans

Training Staff using Alternative Delivery Methods

➤ Alternatives to Face to Face Delivery Methods for Staff Training

- Remote & On-line
- Computer based
- Independent-study
- Job shadowing

Keeping Paraprofessional Staff Motivated

Comments by Wanda Lincoln, EFNEP Coordinator, University of Maine

Keeping Paraprofessional Staff Motivated

- Rewards
- Recognitions, Awards
- Thank-you's

Use of Assessments and Records to Guide Training Plans

Comments by Sue Letourneau, EFNEP Program Leader, University of Minnesota

Use of Assessments and Records to Guide Training Plans

- Paraprofessional Performance Reviews
- Data and Reports from NEERS5
- Use of Core Competencies Assessments

Performance Review Based on Core Competencies [An Example from Wisconsin EFNEP]

Core Competencies: Function as part of a team
Build rapport with agencies
Build rapport with participants

<p><u>Beginning of Year:</u> Paraprofessional Goals for upcoming year, based on one or more of the Core Competencies listed above:</p>
<p><u>End of Year:</u> Paraprofessional Comments on Progress toward Goals:</p>
<p><u>End of Year:</u> Supervisor Comments on Progress toward Goals:</p>

Performance Review Based on Core Competencies [An Example from Purdue EFNEP]

Prior to evaluation meeting:
Paraprofessional completes this Performance Appraisal as a self-evaluation tool.
Supervisor completes this Performance Appraisal of Paraprofessional's work.

During meeting:
Discuss the Performance Appraisal and Rating. Discuss and set goals for the coming year.
Plan follow-up for improvement in performance.

Core Competency: Achieve Excellence in Teaching	Above Expectations	Meets Expectations	Needs Improvement
Recruit adults and youth who are EFNEP eligible.			
Schedule lessons (with input from supervisor) to be convenient for participants.			
Assess the needs, interests, and abilities of participants.			

Core Competency Assessment by Supervisor [An Example from Oklahoma EFNEP]

Core Competency: NEA is able & willing to accept directions & suggestions from supervisors

Score Each Indicator: 1 = Never; 2 = Seldom; 3 = Half the time; 4 = Almost always; 5 = Always

INDICATOR	SCORE
Willingly participates in teaching observations conducted by supervisor.	
Willingly participates in selecting observation date. Once date is set, does not seek to change date.	
Listens openly and attentively to observation feedback or other suggestions by supervisors.	
Asks for clarification on any item that he/she does not understand.	
Observed applying suggestions.	
Seeks suggestions from supervisors to improve skills or manage program.	

+ 6 Indicators =
Total score Avg. score

Core Competency Self Assessment by Paraprofessional [An Example from Wisconsin EFNEP]

Where are you now?

Check the category you think reflects your current status in each of the following duties/tasks.

Where do you want to go?

Circle three items that are the most important for you to work on this coming year.

Core Competency: <u>Build rapport with participants</u>	Needs work	Working On	Doing Well
Establish contact with participant			
Show genuine interest in participant: be a good listener, demonstrate a caring attitude, welcome questions, be on time, respect diversity			
Share and learn from each other—self disclosures as appropriate			
Know where personal/professional boundaries are			
Maintain confidentiality			

Paraprofessionals at the 1890 Institutions

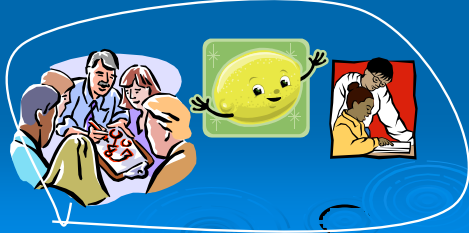
Comments by Leslie Speller-Henderson,
Tennessee State University

Credentialing for EFNEP Paraprofessionals

Comments by Robin Orr, EFNEP
Coordinator, University of Illinois—
Champaign/Urbana

Credentialing for EFNEP Paraprofessionals

How do we capture the essence of EFNEP in a credentialing process?



Credentialing for EFNEP Paraprofessionals

- How do we emphasize
 - Indigenous



- Learner Centered



Credentialing EFNEP Paraprofessionals

- Who will decide?



- Will we ever agree?



Credentialing EFNEP Paraprofessionals

➤ How can YOU stay involved?



Facilitated Dialogue Basics
A Self-Study Guide for Nutrition Educators

Let's Dance[©]



Madeleine Sigman-Grant, PhD, RD

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Note To Users:

Madeleine Sigman-Grant is a Maternal and Child Health and Nutrition Extension Specialist. Most examples used to illustrate the principles and skills are drawn from her experience and those of her colleagues who have actively used this technique. However, the techniques can be applied universally to learners from the adolescent years through the senior years as they are derived from Adult Education Theory.

If you have any questions, email the author at sigman-grantm@unce.unr.edu.

Acknowledgements

There have been many individuals who have contributed to the ideas and content of this guide. In particular, Dr. Sigman-Grant gratefully acknowledges Joye Norris and Michael Elfant for their generous contributions to the development of the ideas discussed in this guide and to Keri Nikolajewski for her critical editing and to Vicki Paul for her patience with formatting.

OVERTURE

Obviously you have an interest in learning more about facilitated dialogues. The intent of this guide is to improve your use of this technique; however, this is but one of many techniques that are part of an overall learning-centered approach to education. In order to determine the impact of your work, evaluations are critical. That is true for this guide as well. We would like to capture how helpful this guide was for you.

Before beginning your dance, please take a moment and complete the following questionnaire. The questions will prepare you for the material to come, help you understand the strengths and challenges identified by others like yourself in implementing facilitated dialogues, and assist us in fulfilling the mission of the University of Nevada Cooperative Extension, part of which is to evaluate the impact of our work.

We would like for you to make a copy of your responses to this questionnaire and the one following the completion of the guide. Mail these unidentified pages to:

Madeleine Sigman-Grant, PhD, RD
University of Nevada Cooperative Extension
2345 Red Rock Street
Las Vegas, NV 89146

Your responses will be combined with others and an aggregate evaluation will be compiled for reporting and presentation purposes. Your returned evaluations will imply your consent for your responses to be included. Thank you for assisting us in this critically important endeavor.

In return for your evaluation, you may choose one of the items listed below. Simply indicate your selection on the back of your business card (or a blank piece of paper); place this into a sealed envelope and insert this envelope with your questionnaires into a larger envelope. When we receive your envelope, we will separate your request from your responses. Your request will be immediately filled and your information will not be linked to your responses.

Choose from the three items below.

- Pocket calculator
- Pocket meat thermometer
- Computer screen cleaner

Before Reading the Guide

Consider the following thoughts. Check the statement that describes how you learn best.

- I learn best when I read carefully and take notes
- I learn best when I am part of a group and can discuss the information
- I learn best when I am part of a group and listen to a speaker
- I learn best when I use a combination of the above

Using the following scale, please **circle** your responses to the statements below.

I plan to try facilitated dialogues with my learners.	Not likely at all	Somewhat unlikely	No decision	Somewhat likely	Very likely
My level of confidence to be able to change to a new way of teaching is...	Very low	Somewhat low	I don't know my level	Somewhat high	Very high

Check the box that best describes your level of knowledge and use for each technique listed.

Techniques	Level of Knowledge		Level of Use		
	I have NOT heard about	I have heard about	I have NEVER used	I have tried	I use frequently
Open-ended questions					
The 0 –10 scale					
The pros and cons grid					
Creating a situation					
Reading a story					
Using menus					

Write down two things that you think you already do well as a teacher.

Write down two reasons why you would like to improve your teaching skills.

Dance Basics



Why is Facilitated Dialogue like a dance?

- ◆ There is a structure to follow. But within that structure there is lots of wiggle room for improvising.
- ◆ While you can dance alone, it is so much more fun with a partner or two.
- ◆ While there is a leader, there also is give and take between partners.
- ◆ Communication between the leader and the partner is vital. Without it, the dance falls apart.
- ◆ The pace changes as the music (rhythm) changes. This adds to its beauty.
- ◆ Once you learn the basic steps, you can apply them to any dance.
- ◆ It may take two to tango, but group dancing is lots of fun too.

If you think of other similarities, please send an email to sigman-grantm@unce.unr.edu.

What is Facilitated Dialogue?

A facilitated dialogue is a method of group teaching that involves the active participation of the leader and members of the group. It is a way to get all people involved in and centered on the learning. The experiences of each member of the group are shared and compared. The general outcome of facilitated dialogue is to create a safe environment for learners to consider changing behaviors.

The true concept of Facilitated Dialogue is to minimize facilitator talking and have the group members “conduct” the discussion. Furthermore, in the *ideal* situation, group members determine what the discussion will be focused on.

In reality, given the short time frame for conducting group nutrition education, the goals of the programs within which nutritionists work (and the funding sources), and the initial reluctance of group members to share, it is difficult for many nutrition educators to reach these ideals. In addition, many nutritionists are required to transfer specific information (e.g. serving sizes), program content (e.g. weight gain in pregnancy) or direct specific behaviors (e.g. wean at 12 months of age). This guide is intended to help nutrition educators bridge the gap between their traditional educational approaches and the innovative technique of Facilitated Dialogue while trying to fulfill the constraints of their agencies.

What Facilitated Dialogue is NOT

As written, a reader might construe this guide and facilitated dialogue as being facilitator focused. This is not the case. Facilitated dialogues are about the learners not the facilitator. During the group meeting, it is the group members who do most of the talking -- not the facilitator. Facilitated dialogues are not lectures with activities added. Educators who ask open-ended questions, wait for a response, and then proceed with their previously written script are not providing facilitated dialogues.

Nor are facilitated dialogues simply discussions where group members meet and talk about any topic that comes to mind when they enter the door, while the leader encourages member participation and corrects misinformation. Rather, Facilitated Dialogue uses the principles of Adult Learning, which focus on engaging the learners, recognizing their experiences, and helping them help each other. This guide is written directly to you as a facilitator to help you understand what you should and should not be doing during the dialogue.



Self-Learning Activity¹

Consider the following example that compares the techniques. Remember that the approach written here is a guided dialogue, not a just “chat about anything” discussion. Read through the chart, then jot down your observations about what is different between the two approaches.



¹ To help you master the components of Facilitated Dialogues, there are self-study activities scattered throughout this guide. These will be identified with this 3-Step picture. Take the time to complete these activities. It will be time well spent.



Purpose	Lecture style	Facilitated Dialogue	YOUR COMMENTS
Greet group	Good Morning. My name is	Good Morning. My name is ... As this is our first meeting, let’s get to know each other. Turn to your neighbor and introduce yourself by stating your name and your favorite food. (<i>Wait until finished.</i>) In order for us to be able to chat, we need to respect each other and our time together. So, please turn off your cell phones; keep an eye on your babies; and give everyone who wants to a chance to talk.	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Tell them the topic of the day	Today we are going to talk about the Food Guide Pyramid.	Can we share our favorite foods? Let’s have each of you name your neighbor’s favorite. (<i>Begin writing down responses.</i>)	_____ _____ _____ _____ _____
Ask specific questions of whole group	Who can tell me what the food groups are?	Can you spot any similarities in these foods? (<i>Draw lines, arrows and connect similar items based on responses.</i>) How could you plan a meal with these foods? (<i>Begin writing down responses.</i>) Let’s compare our collective feast with what others have said we should be eating. (<i>Set up the Pyramid chart.</i>) What foods are missing? Why do you think we might need to include them?	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____



React to incorrect response

Well, that is not quite right.

Thank you for saying that since lots of others think that too. However, the latest information is....Thanks again for bringing that up.

Conduct class

Set up the Pyramid chart. Read through the entire chart and tell why foods are grouped as they are. Now demonstrate how to make a meal using all the food groups.

Which foods are the hardest for you to introduce to your family? Would someone like to share what typically happens? What about the rest of you – what ways have worked for you?

Provide handouts

Give group members their own copy.

I have copies of the Food Guide Pyramid. Feel free to take one. They might help you explain to your family what we discussed today.

Ask if any questions

Do you have any questions?

Well, time is about up. What questions do you have about.....?

Announce topic of next session

Next time we will talk about serving sizes.

Since we will be getting together again, what would you like to discuss? (*Write down the responses.*) Which one of these topics do you want to discuss at the next meeting? (*Count and determine the upcoming topic.*)

Close class

Good-bye.

Thank you for coming.

Why use Facilitated Dialogue as a teaching tool?

Consider the information in this chart. Now think about how you teach. Keep these facts in mind as you work your way through this guide. Reflect on how much more you will learn and retain by completing (doing) the Practice Activities scattered throughout the pages. While reading is beneficial, practicing is critical. Be an active learner yourself so you can help others!

Learners' Ability to Retain Information

- 10% of what is read
- 20% of what is heard
- 30% of what is seen
- 50% of what is seen and heard
- 70% of what is said as they talk
- 90% of what is said as they do something

Facilitated dialogues engage the learner in the learning and enhance their opportunities for learning by increasing their interest. In addition, when learners are involved in the education, they are more apt to return for more. Learners become involved by choosing what they want to learn about, by sharing their own experiences and ideas, by helping other learners, and by actively participating.

When some facilitators first hear that learners determine what happens during the session, they erroneously believe that learners determine what will be discussed on any given day. That is not what happens when facilitated dialogues are used. Facilitated dialogues can be directed and contained, but the techniques allow facilitators to interact with learners and make adjustments during the session to enhance learners' experiences. Thus, adapting facilitated dialogue as a teaching tool will increase facilitators' effectiveness so that program goals can be met.

Starting the Dance

Before beginning, it helps if everyone is on the same page. Here are some definitions that help begin the dance.

Definitions

<i>Facilitation</i>	the act of making easy or easier
<i>Facilitator</i>	a person who makes it easier for people to understand (see educator – throughout this guide, <i>educator</i> and <i>facilitator</i> will be used interchangeably)
<i>Discussion</i>	talk or a talk between two or more people about a subject
<i>Dialogue</i>	goes beyond a discussion so that we can really listen <ul style="list-style-type: none"> • examine our ideas • put ourselves in another's place • be willing to change • create something new from what everyone offers
<i>Educate</i>	to lead people out of one place towards another
<i>Educator</i>	a person who has subject knowledge and guides the dialogue - (see facilitator – throughout this guide, <i>educator</i> and <i>facilitator</i> will be used interchangeably)
<i>Learner</i>	a person who has personal knowledge and contributes to the dialogue (other words used for learner are: client, participant, student)
<i>Partners</i>	the educator and the learners
<i>Warm-ups</i>	activities that serve to get learners focused (i.e. anchored) to the task of the day

Ground Rules

Before beginning the dance, the roles of each partner need to be clear.

Rules for Partners

- ❖ Be an attentive partner
- ❖ No laughing or other comments
- ❖ Do not force other partners to speak if they choose not to do so
- ❖ R-e-s-p-e-c-t each other and the facilitator

Additional Rules for the Facilitator

- ❖ Be an attentive listener
- ❖ There is no blaming and no accusing
- ❖ Do not do all the talking
- ❖ Respect, Respect, Respect -- each learner, their time, their opinions, and their experiences

The charts on the following pages define the roles of each partner with more detail.

What are the Roles of the Partners in the Dance?

Facilitator

What's the Facilitators Job?	What's Not the Facilitators Job?
Provide opportunities for learning	Coerce learner to attend ineffective, boring, or unmeaning education offerings
Really listening to learner	Interrupt the learner
Give responsibility for change to learner	Assume responsibility for learner's behavior
Guide conversation to stimulate learner's awareness and interest	Monopolize the conversation
Create a motivating environment	Create a hostile or uninteresting environment
Respect learner's values, attitudes, and beliefs	Ignore the learner's expertise about her life
Find something you like about each learner	Judge the learner
Model reflective listening and interpersonal interactions	Present yourself as the expert
Accept learner for where she is without blame	Blame learner for situation

Learner

What's the Learner's Job?	What's Not the Learner's Job?
Participate in nutrition education by actively listening and sharing when you want to	Ignore educator; be rude, belligerent, or disrespectful
Share questions, concerns, and successes with educator AND EACH OTHER	Act disinterested
Accept responsibility for changing behaviors	Expect educator to be responsible for your behavior
Participate in the dialogue; share with the educator and others	Disrupt conversation by actions or words
Respond to experience in a respectful manner	Be disrespectful and uncooperative
Find something you like about the educator and each other	Judge the educator

Common Expectations in the Dance

The following chart lists both common expectations of nutrition educators and of learners. Often there is discrepancy between what facilitators expect and what learners can actually do and vice versa.

Facilitators' Expectations	What Learners Actually <i>Can</i> Do
Learners and facilitator agree as to what is important	Express what they believe is important, even if not in agreement with facilitator
The conversation will stimulate learner's awareness and interest	Identify existing barriers and supports
By creating a motivating environment, educator will enhance cognitive (knowing), affective (feeling), and behavioral (doing) changes	Learner considers alternative ideas and strategies
Learner's values, attitudes, and beliefs can be immediately changed	Share their current values, attitudes, and beliefs with the educator so that ideas can be exchanged
By listening to learner, facilitator will be able to offer options for change that learners will follow	Consider suggestions made by others and facilitator

Learner's Expectations	What Facilitators Actually <i>Can</i> Do
Being in a supportive environment	Ensure confidentiality, voluntary participation, and a pleasant facility
To be heard	Listen reflectively
Being treated with respect	Act respectfully by accepting the learner's values and situations
Give them the answer to their situation	Increase learner's awareness of their situation and support them finding their own solutions
Give them the answers to their situation	Guide conversation toward learner's own experiences and feelings
Educator will solve their problems	Provide support, offer options so learner can try new strategies, allow other group members to share their experiences, and offer suggestions

Underlying Expectations for Facilitated Dialogues

Most facilitators have lots of ideas about what to expect from learners. Below are some ideas that are important to facilitated dialogues.



Self-Learning Activity

Take a few minutes and look over these expectations.

Place a checkmark (✓) by those which you have experienced as always true; a (+) for those which are true for most of your experiences; and a (-) for those which you have not experienced often. Hopefully you have had more positive experiences than negative ones. Even more important, as you use facilitated dialogues, negative experiences will decrease and be replaced by positive ones.

Facilitators must believe that:

- People want to do a good job for whatever they are responsible.
- People's values and behaviors often conflict. What people do may not help them get what they want to achieve or meet their values.
- People, with guidance, can see this conflict, can find ways to bring their practices closer to their dreams, and even change to make their dreams a reality.
- Every learner is the "expert" of her/his own life. In facilitated dialogues, learners are allowed to share their expertise (if they choose to do so) about what is happening to them, what they don't have or can't do or don't know.
- Facilitators are "experts" in knowledge as well as in what others have experienced that might be helpful to new learners.
- Together, learners and facilitators are equal partners in the learning experience.
- Success occurs when facilitators build on the *strengths* of learners -- not on their *deficits*.
- Learners come into the dialogue with the capacity to do the work involved with learning.
- New content is best presented through active involvement, which is done with a learning task.
- Learners learn when they are actively involved in the content: with their minds (intellectually), their feelings (emotionally), and their bodies (physically).
- Learning tasks help make learners responsible for learning.
- Each learner can identify one or more personal strengths upon which to build.
- In a group, learners are able to hear many different ideas.
- In a group, learners get feedback on their own ideas.
- In a group, concerns can be discussed safely.
- Group members can provide suggestions to help others.
- Goals can be set together by the group.

Characteristics of Dialogue Groups

The best *size* for groups is no less than 4 and no more than 10 with about 7 persons being the best.

- ❖ If the group size is smaller, there is too much pressure on learners to talk. It also allows for promoting domination by a single person.
- ❖ If the group size is larger, not all learners can be engaged in the dialogue and some members can become permanently ignored.

Since facilitator and learners are equal partners, everyone sits around a table or in a circle of chairs. There is no one focal point (e.g. where the “teacher” sits). Equipment such as overheads, computers, flip charts, etc. may be useful to augment dialogues. However, these are only tools and should not be the only focus. Set these up so all can see, use them when appropriate but move back into the group when they are no longer needed. A circle of chairs is useful when parents bring their children. Place the children in the circle with some toys or books. Parents can maintain eye contact and control – in fact, members can help each other out and the children are contained and prevented from getting into mischief.

Another important element of groups is *continuity*. It is best, although not mandatory, if each group begins and ends as a unit. When new learners are allowed into established groups, it takes time to become a unit again. If this cannot be helped, make certain each lesson begins with a warm-up activity that welcomes new members (see page 46). Facilitators should engage existing group members to bring the new learner along rather than taking on that role themselves.

If you are presented with conducting nutrition education to large groups, it is difficult to truly create a facilitated dialogue. In an attempt to utilize some of the facilitated dialogue techniques when working with a large audience, it is important that the room be arranged so that learners can break into smaller groups. If this is impossible, then the facilitator will be challenged to design the session to promote “dialogue.” Having participants turn to a neighbor, or work with three or four people nearby are helpful approaches to overcoming facility barriers.

Structure of Facilitated Dialogues

Like most nutrition education sessions, there needs to be an organized approach to facilitated dialogues. Unlike other types of education, however, the focus of the dialogue is not what the *facilitator* does but rather what the **learner** does. Group members want to be a part of the dialogue. To accommodate this human need, facilitators must structure the sessions so that learners are **the** central part of the session. Rather than being taught, learners become facilitators and facilitators become learners — they share the dance.

Unlike traditional teaching where only one voice is heard – that of the facilitator – in facilitated dialogues, many voices are heard. This builds energy, excitement and motivation among the learners. As more people participate, the noise level of the room becomes higher. While not all persons have to speak, all persons become involved.

Basic Components of Facilitated Dialogues

- Prior to the Session ⇒ Facilitator Preparation
- Opening the Session ⇒ Introduction, Warm-up, Review
- During the Session ⇒ Dialoguing and Active Learning
- Ending the Session ⇒ Evaluation and Follow-up Plans

Guidelines for Facilitated Dialogues ²

• Build the group from within	Facilitators are not the only experts in the group and should not control what is said. Learners become teachers.
• Establish ground rules ³	Helps to make learners feel safe.
• Begin each session with a warm-up/review activity	See page 46 for more details.
• Ask open-ended questions	See page 29 for more details.
• Encourage full participation	But allow learners to choose whether or not they will speak.
• Focus the conversation	Facilitators keep the dialogue on track.
• Correct misconceptions	But do so with care and respect.
• Create an atmosphere of acceptance	Respect and encourage all opinions and different viewpoints.
• Summarize the discussion	Before the dialogue ends, facilitators remind learners what was said.
• Be patient	This will probably be a new experience for all partners – including the facilitators.
• Have fun	NO EXPLANATION NEEDED

² From AbuSabha, R., Peacock, J., et al. (1999). "How to make nutrition education more meaningful through facilitated group discussions." *Journal of the American Dietetic Association* 99: 72-76.

³ This might be difficult to incorporate if time is short

Preparing to Dance



Facilitated dialogues require **extensive preparation**. You cannot simply show up and expect to conduct a dialogue no matter how well you know your content. You must prepare.

This is nothing new. You probably go into the learning session with a lesson plan. Maybe you are given fully developed lesson plans or perhaps you develop your own. To change a typical lesson (where the educator does all the talking) into a facilitated dialogue requires a complete re-write of the lesson. Vella and Norris have suggested using seven steps when planning a lesson⁴. The steps, what they include, and an example for each follow.

Even if you are not responsible for writing the lesson plans, consider reading the following section to become familiar with how the Seven Step Design Plan helps creates a learning-centered environment.⁵

⁴ Vella, J., Learning to Listen, Learning to Teach. Revised Edition ed. 2002, San Francisco, CA: Jossey-Bass. 263; Vella, J., Taking Learning to Task. 2001, San Francisco: Jossey-Bass; Norris, J., From Telling to Teaching. 2003, North Myrtle Beach, SC: Learning by Dialogue. 120.

⁵ A learning-centered environment is one that respects, includes and focuses on the learner's needs NOT the facilitator's expectations.

Seven Step Design Plan⁶

The Steps	What the step describes	An example showing the step
WHO	The facilitator’s name and role in their organization; the basic characteristics of the learners	Madeleine Sigman-Grant, UNCE MCH Specialist Mothers of newborn infants
WHY	The reason for the overall program (include what the learners “need” and “want”) The reason for each <i>specific</i> session (what the facilitator wants to convey)	Mothers want to be good parents. Mothers “need” support and guidance to insure the growth and development of their infants. Mothers want their infants to sleep through the night. They need to know when to introduce solid foods. Facilitator wants to convey that early introduction of solid foods may induce future health problems.
WHEN	The length and frequency of the program and of each session	Weekly 45-60 minute sessions for 10 weeks
WHERE	The location and specific equipment and materials needed for each session	Community center room with 10 chairs, two tables, a TV and VCR, a projector, flip chart
WHAT	The skills, knowledge, and attitudes/content of the <i>specific</i> session	Determining the relationship between early introduction of solid foods and infant health
WHAT FOR	Objectives <i>from the learners’ perspective</i> ⇒ Is the learner to acquire new knowledge? If so, why? ⇒ Is the learner to change a behavior? ⇒ Is the learner to practice a new skill? ⇒ Is the learner to think about something in a different way?	The learner is to think about the introduction of solid foods. By the end of session, learners will consider delaying introduction of solid foods until baby is 4—6 months old.
HOW	The specific content of this lesson	Mothers listen to, and comment on, a story about a mother who wishes to put cereal in the bottle of her 2-month old infant.

⁶ Vella, J., Learning to Listen, Learning to Teach. Revised Edition ed. 2002, San Francisco, CA: Jossey-Bass.

Exploring the Seven Steps

Steps One to Four

WHO, WHY, WHEN, WHERE

Most facilitators know this information before starting, but writing these down helps prepare for the unexpected. Whether you write the lesson plans or have them written for you, be certain that you carefully prepare for the Who, What, When and Where.

Listing these steps in detail greatly helps you get a handle on the group size, the general description of the learners, the restrictions of the location where the sessions will be held, and the planning and preparation time needed before the training. Writing these down helps YOU focus.

The best way to understand why this is so important is to **PRACTICE**. So, before going on, take out your best lesson plan. Insert the name of this lesson in the space below. Using the chart below, complete Steps One to Four by including as much detail as possible.



SELF-LEARNING ACTIVITY

My First Four Steps for _____
(Fill in name of lesson)

The Steps	Description
WHO	Facilitator _____ Learners _____ _____
WHY	_____ _____
WHEN	_____ _____
WHERE	_____ _____

Step Five

WHAT

Adult learners want to learn about issues that relate specifically to their lives. You need to find out what these issues are. The way to find out what adults want to know is ask them. We call this a **Needs Assessment**.

Needs assessments are used to guide the content and (more importantly) to select the teaching methods (strategies) to be used. Needs assessments can be done formally or informally. To find out about learner's needs, facilitators can distribute and collect simple questionnaires or talk directly to a group of mothers. Other ways to learn what learners want is to maintain a list of frequently asked questions and to talk to other facilitators working with similar learners.

Needs assessments can determine:

- ❖ **Interest** (e.g. how much detail mothers wish to learn about infant feeding)
- ❖ **Intention to use information** (e.g. how likely are mothers to delay introduction of solid foods)
- ❖ **Topics of interest** (e.g. what do mothers want to know about helping their infant sleep through the night)
- ❖ **Knowledge** (e.g. what mothers already know about why infants cry)



SELF-LEARNING ACTIVITY

What do You Know About Your Learners' Needs?

Take a few minutes and think about those questions your learners most frequently ask. Write these down. As you ponder your future learning sessions, consider whether you are addressing your learners' needs, your needs, or your program's needs. Think about how you can satisfy all these needs by using the Seven Step Design Plan. The four questions I am asked most frequently are.

1. _____

2. _____

3. _____

4. _____

Allowing topic selection

In the past, few facilitators allowed learners to select the topic to be discussed. More and more nutrition educators see the benefit in allowing learner's choice. However, some programs are structured with specific issues to cover (and program goals to meet) whereas others are more flexible, allowing dialoguing about any issue. In the former case, choice can be incorporated into the program and/or the specific session. In the later case, and with accomplished

facilitators, it is possible to allow the group members to come into a session and determine a topic on the spot.

This section can help you if you are new to facilitated dialogues or if you have to fulfill specific objectives.

After conducting a needs assessment, you compile your list of topics. Frequently, the topics your learners want to talk about are ones you also want to cover – only sometimes you state it in different terms! For example, you might want to cover the consequences of being overweight but the learners might want to know about the latest diet fad.

Next, you select topics from the list and prepare a lesson plan for **each** one (using the Seven-Step Design Plan). You may want to limit the number of topics, depending on the length of your program. At the beginning of the first session (or at the beginning of each session – again depending on the needs of your learners and the structure of your program), present the list of topics to your group and let them choose the ones in which they are interested.

For example, if a program is to run for 4 sessions, you could present a list of seven topics and have the group choose four. Alternatively, if the program is on going, with no defined timeline, then you can come with a list of four topics and let the learners choose the one for the day's session. (Learners also can check off future topics at this time.) In either case, by offering defined choices to the group, you maintain a sense of control while permitting the learners to feel empowered as well.

It is essential for you to bring learners into the dialogue immediately. The best way to get the learners involved is to relate the topic being discussed directly to the learner's world. Use of stories or relating experiences of other learners are useful ways to do this. These activities are described later on in the Encouraging Your Partner to Dance section.

Step Six

WHAT FOR

Developing Learning-Centered Objectives

Remember, facilitated dialogues are learner (learning) centered. Unlike traditional teaching where lesson plans tell the educator what to do, planning for facilitated dialogues focuses on what the **learner needs to be doing**. Also different from traditional teaching, where the learner simply sits absorbing what the teacher says, in facilitated dialogues the learners are also the speakers. It helps to think about words that describe ways that get learners actively involved.

What Words To Use to Get Learners Involved?

Below is a list of active/action words (taken from *Quick Flip Questions for Critical Thinking*⁷) that describe what the learner might achieve when they get involved. Using the lesson plan you have already pulled out, take a marker and highlight the words you frequently use to get learners involved. What level(s) of thinking are you working at?

Key Words	Levels of Thinking
choose select find define label list show match name tell recall	Knowledge – learners show educator what they already know about the topic. EXAMPLE: Learners list all the reasons babies wake up at night.
compare explain contrast tell in another way	Comprehension – learners show educator how much is understood about what is being discussed. EXAMPLE: Learners explain what they do when their infant wakes up at night.
apply use build develop model organize plan identify	Application – learners solve a problem by applying what they just discussed EXAMPLE: Learners give their opinions on when and how to introduce solid foods to babies
examine simplify discover take part distinguish assume	Analysis – Learners break information into parts by identifying motives or causes; make inferences and find evidence to support generalizations. EXAMPLE: Learners first dialogue about why some infants sleep through the night at 2 months and others don't. Then they talk about why their baby might wake up at night.
choose predict create make up change imagine	Synthesis – Learners take all the information, think about it in a different way, and propose alternative solutions. EXAMPLE: Learners listen to a story and then dialogue about the pros and cons of giving a baby cereal in the bottle.
criticize judge rate value recommend	Evaluation – Learners present and defend their opinions by making judgments about information. EXAMPLE: Learners judge the American Academy of Pediatrics recommendations – how they apply to their family; why they might differ from what their own doctor says; what might make their infant more susceptible to problems of early feeding. They defend their ideas.

⁷ Adapted from *Quick Flip Questions for Critical Thinking*. Edupress, Inc.1997. ISBN 1-56472-047-0

Step Seven

HOW

According to Vella and Norris⁸, there are four types of learning tasks to use in learning-centered education. These are **anchoring**, **adding**, **applying** and **integrating**.

Anchoring connects the learner with what they already know and with their unique life. Having the learner describe, define, name, and show what they know at the beginning of the session is very useful. Warm-ups help to anchor the learners immediately into the dialogue.

Adding invites learners to examine new concepts, skills, or attitudes through active involvement. This is what the session is all about. Learners can listen to a story, read and circle items from a list, or sort things into categories.

Applying gets learners to do something directly with the new content just explored. Content can be new knowledge, new ideas, new beliefs, or new ways of thinking. Having learners explain and demonstrate will help the facilitator evaluate the teaching.

Integrating the lesson content into their lives is what the learners take with them. Sometimes this component is called **Away** – hence the four “A’s”. Have the learners explain how they will use the content when they leave the session. And remember, the learner has the option to choose not to use the information or to change their intentions or behaviors.



SELF-LEARNING ACTIVITY

My Last Three Steps for _____

(Fill in name of lesson)

The Steps	Description
WHAT	
WHAT FOR	Facilitator _____ Learners _____ _____
HOW	_____ _____

⁸ Vella, J., Learning to Listen, Learning to Teach. Revised Edition ed. 2002, San Francisco, CA: Jossey-Bass. 263; Vella, J., Taking Learning to Task. 2001, San Francisco: Jossey-Bass; Norris, J., From Telling to Teaching. 2003, North Myrtle Beach, SC: Learning by Dialogue. 120.

The remainder of **Facilitated Dialogue Basics** is devoted to the **HOW** - the variety of tools, approaches, and learning-centered activities facilitators can choose from and use with their learners. Facilitated dialogue is an active process that allows the facilitator to try different approaches.

Not every tool will work with every facilitator or with every learner. This approach may be a new experience for you. That means it takes time, practice, and patience to feel comfortable using it. In fact, most facilitators who first try this technique find themselves slipping back into their old teaching styles. This is just like clients who keep slipping back into choosing less healthful foods. Be patient with yourself.

Rules and Objectives of a Women's Club

"Our parents gave us life, but friends enhance its value; they sustain us in times of danger, rescue us from calamity." Dated 959 A.D.

This quotation was posted in an exhibition showing at the British Library, Sept 2004, entitled: "The Silk Road." Even in first century Dunhuang China, the importance of groups was noted.

My Seven Step Design Plan⁹ for _____

The Steps	Detailed Descriptions
WHO	
WHY	
WHEN	
WHERE	
WHAT	
WHAT FOR	
HOW	

⁹ Vella, J., Learning to Listen, Learning to Teach. Revised Edition ed. 2002, San Francisco, CA: Jossey-Bass.

Learning the Steps



This section contains examples of strategies and tools from a variety of sources that have been successfully adopted by facilitators. There are many books written on the topic as well. You will need to experiment to see which ones work best for your audiences (remember, learners come first) and your personal teaching style.

Success is dependent upon:

- the topics being discussed
- the willingness of you to “let go” of the role of expert
- the willingness of your learners to become actively engaged¹⁰
- the immediate importance of the subject being discussed to your learners' lives

These approaches allow you to get a “picture” of your learners. Once this picture is identified, you can place the learners into the picture by weaving their responses into the discussion. Making the situation meaningful to learners provides a ‘hook’ to bring them coming back for more. This requires skill at being an active listener and a critical thinker, rather than being a lecturer and a flip-chart page turner!

Tools of the Dance

**No one tool or strategy is “THE” one to use.
A combination of techniques increases learning.**

Sample Situations

To help you see how the following tools can be used, think of these three situations:

A. You have been hired by a group of pediatricians to teach new mothers about infant feeding, including delayed introduction of solid foods.

WHAT FOR: _____

B. You are presenting a lesson plan about sweetened beverages to a group of mothers of toddlers.

WHAT FOR: _____

C. Learners have asked you how they can get children to eat more veggies.

WHAT FOR: _____

¹⁰ Those members who do not wish to participate will most likely drop out of the group. Maybe this is not good time for them to make changes of perhaps they find this approach uncomfortable. You can assist these learners by asking what they want to do in meeting their needs. Graciously letting go is better than forcing partners to dance.

These situations will be used as examples to show the new tools. However, simply knowing the situation is not sufficient. You must also identify **Step 6 – The What For**.



SELF-LEARNING ACTIVITY

Before reading further, go to each sample situation above and write in one **What For** for each situation. Use this as your guide for constructing your responses to the suggested exercise following each technique. A sample of each situation's **What For** is shown in Appendix A.

Remember to stop along the way and practice each technique. You can compare your answers with samples in the appendices.

Open-Ended Questions

All dialogues require participation by the learners. The easiest way to bring the learners into the dialogue is to use **open-ended** questions. These are questions to which the learner cannot respond 'yes' or 'no' but must reply in at least one sentence. In addition to asking the question, you must also be an **active listener**. An active listener is one who is focused on what the person is saying. An active listener isn't thinking about the immediate response while the person is still speaking. Rather, the active listener is watching the body language of the speaker, carefully trying to identify the meaning behind what is being said, and is attentive and respectful of the speaker.

Asking open-ended questions is an acquired skill. To become comfortable using these during dialoguing, begin to use them in your daily life. It will make a dramatic difference in opening lines of communication. Find a colleague who is also learning this technique. As you practice, switch roles being the facilitator and the learner. Practice will increase your self-confidence and improve your skills. This technique is not natural for most educators. Expect to slip back into old comfortable habits (e.g. telling learners what to do). Changing teaching styles is challenging but you can do it. As Joye Norris says, "Every attempt is a success."



SELF-LEARNING ACTIVITY

You can practice writing open-ended questions on the next two pages. For each situation, think of an open-ended question that could substitute for the traditional closed-ended question. Compare with examples in Appendix A.

Open-Ended Questions using the Sample Situations

Questions to find out if learner <i>recognizes</i> there is a problem		
Situation	Traditional Closed-Ended Questions	My Open-Ended Questions
A. You have been hired to teach new mothers about delaying solid foods.	Do you know why some mothers put cereal in their baby's nighttime bottles?	<hr/> <hr/> <hr/>
B. You are presenting a lesson plan about sweetened beverages to a group of mothers.	Is there any problem with your child drinking a soda when she asks for one?	<hr/> <hr/> <hr/>
C. Learners have asked you how to get children to eat more veggies.	Do you know why you should eat the vegetables you serve your child?	<hr/> <hr/> <hr/>
Questions to find out if learner <i>has any concerns</i> about the issue		
A. You have been hired to teach new mothers about delaying solid foods.	Do you think there is any problem in feeding an infant solid food before 6 months of age?	<hr/> <hr/> <hr/> <hr/> <hr/>
B. You are presenting a lesson plan about sweetened beverages to a group of mothers.	Do you worry about your child drinking sweet drinks?	<hr/> <hr/> <hr/>
C. Learners have asked you how to get children to eat more veggies.	Do you worry about your child not eating vegetables?	<hr/> <hr/> <hr/>

Questions to find out learner's <i>level of intention</i> of changing behaviors		
Situation	Traditional Closed-Ended Questions	My Open-Ended Questions
A. You have been hired to teach new mothers about delaying solid foods.	Are you going to start feeding your baby cereal before 6 months of age?	_____ _____ _____
B. You are presenting a lesson plan about sweetened beverages to a group of mothers.	Have you considered serving chocolate milk instead of sweetened fruit drinks?	_____ _____ _____
C. Learners have asked you how to get children to eat more veggies.	Are you interested in getting your child to eat more vegetables?	_____ _____ _____
Questions to find out learner's <i>level of confidence</i> about making changes		
A. You have been hired to teach new mothers about delaying solid foods.	Do you think you can talk to your mother-in-law about what you learned today?	_____ _____ _____
B. You are presenting a lesson plan about sweetened beverages to a group of mothers.	Do you feel encouraged to try to give your child water instead of soda?	_____ _____ _____
C. Learners have asked you how to get children to eat more veggies.	Does this sound like something you can do?	_____ _____ _____

Pros and Cons Grid

You will need a white board or flip chart and markers to use this technique.

	Pros	Cons
If I don't change.....		
If I do change.....		

Any change brings positive and negative consequences. It is helpful to see both sides and determine if the pros outweigh the cons. Many learners have lots of negative things to say about why some idea won't work. Facilitators call this resistance or non-compliance. Usually, it means the facilitator is not recognizing the learner's reality or that the partners are dancing to a different tune.

This grid helps learners and facilitators look at the learners' lives. By writing down both the positives and negatives of a suggested change, learners can see both (1) what will make the change work and (2) what will interfere with making the change. Facilitators get valuable information about what will support or block the learners' attempts to make changes.

While many facilitators list the pros and cons **to** change, it is also helpful to learners to consider what are the positives and negatives of **NOT** changing. There is always a cost to not changing – sometimes it is an immediate penalty (e.g. paying for unnecessary unhealthy food); sometimes it is a delayed health consequence (e.g. development of costly dental caries). The beauty of this grid is that it gets the learners to consider both sides and provides information to the facilitator about the obstacles learners face.



SELF-LEARNING ACTIVITY Look at the example of the **Pros and Cons Grid** on the next page. Based on your experiences and opinions, complete the grid with possible responses. Some lead-in statements are provided; however, you can change to something else. Compare your responses to those in Appendix A.

Read a Story

By reading a story, facilitators create a safe situation to get responses. Telling a story does not place learners in the position of revealing their lives to others if they choose not to. Stories can spark interest, fuel discussion, get ideas, and bring out emotions. You can either use a story that is already available or you can create your own which reflect the experiences of others with whom you have worked. In either case, learners must be able to see how the story is relevant to them and their lives.

Once you have selected or written a story, decide what you wish the learner to do after the story is read. In other words, write down a list of open-ended questions to get the dialogue started. Make the questions specific to the learners' needs so that you keep the discussion directed and the dialogue does not drift.



SELF-LEARNING ACTIVITY Practice the **Read a Story** technique, using the examples below. Compare with those in Appendix A.

Situation	Suggested storyline (details up to YOU)	Suggested open-ended questions
<p>A. You have been hired to teach new mothers about delaying solid foods.</p>	<p>Describe a mother of a 2-month old baby who still wakes up two times a night.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>B. You are presenting a lesson plan about sweetened beverages to a group of mothers.</p>	<p>Mrs. Ramirez serves sweetened iced tea with lunch and dinner for herself and her son.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>C. Learners have asked you how to get children to eat more veggies.</p>	<p>Read the children's story.</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

0 - 10 Scale

This activity can be used for

- determining learner interest
- seeing if learners recognize the problem
- exploring the level of learners' confidence, experience, and motivation
- determining intentions to change

Most often it has been used in one-to-one situations. However, it can be an excellent tool to use for groups as learners react to an idea or suggestion that doesn't reveal personal information. Thus, it maintains a degree of confidentiality. However, some cultures are not used to thinking about issues in terms of a scale – things are either one way or another with not much range in between. Judge if your audience understands the concept of degree. If not, only offer three points – the ends and one middle point (e.g. always, sometimes, never).

Here are the steps to follow when using this tool in groups.

- First present a situation or suggest a behavior to the group.
- Ask group members to think about how they would rate their response on a scale of **ONE** (the least) to **TEN** (the most) regarding their interest in learning about the situation; about their previous experiences with the situation; about their level of confidence; **OR** about their level of motivation. Usually there is only enough time to explore one of these.
- Allow some time for learners to think about the idea in terms of their situation.
- Now say: “Suppose someone answered a ‘6’.”
- Then follow this pattern of questions and responses:

Facilitator	“On the scale of 0—10, someone could have responded with a lower number. Why do you think she might not give a lower number?”
--------------------	--

Learners	Responses provide answers that describe support to change as well as the level of learners' knowledge about benefits of the ideas presented.
-----------------	--

Facilitator	“On the scale of 0—10, someone could have responded with a higher number. Why do you think she might not give a higher number?”
--------------------	---

Learners	Responses provide answers that describe barriers to change. Might also provide misinformation that facilitator needs to respectfully correct (see page 49).
-----------------	---



SELF-LEARNING ACTIVITY Using our three situations, complete the **0 - 10 Scale** examples on the next page and compare them to those in Appendix A.

0 - 10 Scale

Sample Situations	A. You have been hired to teach new mothers about delaying solid foods.	B. You are presenting a lesson plan about sweetened beverages to a group of mothers.	C. Learners have asked you how to get children to eat more veggies.
Suggested change	<i>Mother will wait until 6 months to offer her baby cereal.</i>	<i>Offer milk or water when a child wants a sweetened drink.</i>	<i>Be a role model and eat the veggie yourself.</i>

Facilitator says: On the scale of 0—10, suppose someone answered a '6'. "This person could have responded with a **lower** number, why do you think she might not have?"

Possible Learners' responses	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Facilitator says: On the scale of 0—10, suppose someone answered a '6'. "This person could have responded with a **higher** number, why do you think she might not have?"

Possible Learners' responses	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Use of Menus and Lists of Choices

Sometime during the dialogue, you can give learners a list of possible suggestions. The list can be written on a flip chart for the whole group to look at together or on individual pages. The learners look over the list and select one or more of the choices to consider. By offering the group members choices, they are encouraged to work as a team. The group situation provides a safe place to discuss concerns. Once the choice(s) has been made, use of open-ended questions can enhance the learning process.



SELF-LEARNING ACTIVITY Using our sample situations, list several **menus** that could be used. Compare to those found in Appendix A.

Situation	Menus and Choices
<p>A. You have been hired to teach new mothers about delaying solid foods.</p>	<p>Here is a list of reasons why some mothers will start feeding babies cereal at 2 to 3 months old. Which ones do you think make sense?</p> <hr/> <hr/> <hr/>
<p>B. You are presenting a lesson plan about sweetened beverages to a group of mothers.</p>	<p>Here are some ideas about healthy drinks to offer children. Which one would you choose? How much would you give?</p> <hr/> <hr/> <hr/> <p>Here is a list of reasons why children shouldn't be served lots of sweetened beverages. Which one are you concerned about?</p> <hr/> <hr/> <hr/>
<p>C. Learners have asked you how to get children to eat more veggies.</p>	<p>Here is a list of ways that other mothers have been successful in introducing new veggies to their children. Which one sounds the easiest for you to do?</p> <hr/> <hr/> <hr/>

Trade-Off Analysis

Another technique is to ask questions that allow for dialogue about what are the trade-offs to change. This is similar to the pros and cons grid, but can be done *without* charts. Again, open-ended questions are used to dialogue about what would happen once the change is made.



SELF-LEARNING ACTIVITY Complete the chart below to practice the **Trade-Off Analysis** and compare your answers with those in Appendix A.

Situation	Trade-offs
<p>A. You have been hired to teach new mothers about delaying solid foods.</p>	<p>What might happen if _____</p> <p>_____</p> <p>_____</p> <p>What other reasons _____</p> <p>_____</p> <p>_____</p> <p>How would you explain _____</p> <p>_____</p>
<p>B. You are presenting a lesson plan about sweetened beverages to a group of mothers.</p>	<p>What might happen if _____</p> <p>_____</p> <p>_____</p> <p>You could choose to _____</p> <p>_____</p> <p>_____</p>
<p>C. Learners have asked you how to get children to eat more veggies.</p>	<p>What will you do if _____</p> <p>_____</p> <p>_____</p> <p>How will you handle the situation if _____</p> <p>_____</p> <p>_____</p>

Blank pages are provided for you to use in your own situation. As you explore using each technique, try it out with a colleague, friend or family member. Use a personal situation as well as a professional one. Write down exactly what you want to accomplish (the What For) when you describe your situation. Enjoy the Dance.

Questions to find out if learner <i>recognizes</i> there is a problem		
Your Situations	WHAT FOR	Open-Ended Questions
_____	_____	_____
_____	_____	_____
_____	_____	_____
Questions to find out if learner <i>has any concerns</i> about the issue		
Your Situations	WHAT FOR	Open-Ended Questions
_____	_____	_____
_____	_____	_____
_____	_____	_____
Questions to find out learner's <i>level of intention</i> of changing behaviors		
Your Situations	WHAT FOR	Open-Ended Questions
_____	_____	_____
_____	_____	_____
_____	_____	_____
Questions to find out learner's <i>level of confidence</i> about making changes		
Your Situations	WHAT FOR	Open-Ended Questions
_____	_____	_____
_____	_____	_____
_____	_____	_____

Pros and Cons Grid

	YOUR SITUATION	YOUR SITUATION	YOUR SITUATION			
	Proposed change: _____ _____	Proposed change: _____ _____	Proposed change: _____ _____			
	WHAT FOR _____ _____	WHAT FOR _____ _____	WHAT FOR _____ _____			
	PROS	CONS	PROS	CONS	PROS	CONS
<i>If I change</i>	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____
<i>If I don't change</i>	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____

Read a Story

Situation	Suggested storyline	Suggested open-ended questions
<p>WHAT FOR</p>		
<p>WHAT FOR</p>		

Menus and Choices

Your Situation and WHAT FOR	Menus and Choices
<p>_____</p> <p>_____</p> <p>_____</p> <p>WHAT FOR _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Here are some ideas about</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>WHAT FOR _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Here is a list of ideas to try when</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p>WHAT FOR _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Here is a list of things to do instead of</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

0 - 10 Scale

<p>Your Situations</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p>WHAT FOR</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p>
<p><i>Suggested change</i></p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>You say: Suppose someone answered a '6'. "This person could have responded with a lower number, why do you think she might not have?"</p>			
<p>Possible Learners' responses</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>You say: Suppose someone answered a '6'. "This person could have responded with a higher number, why do you think she might not have?"</p>			
<p>Possible Learners' responses</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Trade-Off Analysis

Your Situation and WHAT FOR	Trade-offs
<p>_____</p> <p>_____</p> <p>_____</p> <p><u>WHAT FOR</u></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What might happen if you</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>You could choose to offer</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p><u>WHAT FOR</u></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What will you do if</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>How will you handle the situation if</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>_____</p> <p>_____</p> <p>_____</p> <p><u>WHAT FOR</u></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>How will you handle the situation if</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>If you could change one thing about</p> <p>_____</p> <p>_____</p> <p>_____</p>

Encouraging Your Partner to Dance



The following pages contain tools to get learners engaged immediately into the dialogue. This is a critical step to stimulate and motivate learners, especially those who are unsure about their role. Remember, most learners are used to the old method of teaching – the expert does all the talking and controls what information is given. Also included are some suggestions about keeping learners engaged and respectfully correcting misinformation.

Putting the learner at ease is a critical step in facilitated dialogue.

Warm-Ups

Start each lesson with an activity that links the topic to the learner. This is called anchoring and helps to get everyone focused¹¹.

During the **first** meeting, allow time for members to introduce themselves. Try one of the following examples or develop your own.

Examples

- Since we will be talking about food, let's go around the room and give our names and the name of our most favorite food.
- Please tell us your name and the names and ages of your children?

For **later** sessions, warm-ups can be reviews of previous lessons or learner's experiences during the previous work.

Examples

- Let's review some of the things we discussed last time we met. Who would like to share what they remember?
- Last time we met, some of you were going to (insert specific goal). How did that work for you? What did you and your child do? How did they like it? *Encourage members to share their week's experiences.*

Other ideas for warm-ups

- Demonstrate structured physical activities that adults can play with their child.
- Conduct a taste testing activity.

¹¹ Remember, in the truest sense, facilitated dialogues are not structured but for most nutrition education purposes, the discussion needs to focus on at least one topic.



SELF-LEARNING ACTIVITY

Select one example from the list above to use for a week. The very first time you use this warm-up, record your experience. How did you feel? How did the learners react?

After using the warm-up for five times, write down your feelings again. Compare your reactions.

Repeat the process until you have a repertoire of warm-ups you can use for any situation.

BE ADVENTUROUS. Ask the group for suggestions and design warm-ups that reflect their ideas. Develop some that reflect your personality and interests.

Getting Started ¹²

Before beginning to dialogue about the topic at hand, some general questions about a specific issue are used to bring the learner's life into the picture. This helps everyone get to know each other and helps the facilitator get to know the group.

- Ask about behavior to be changed
- Ask about a typical day
- Ask about good things; then less good things
- Ask about their most favorite thing to do and their least favorite
- Ask about lifestyle and stresses
- Ask about present and past behavior
- Provide information and then ask 'What do you think?'
- "Tell us what you know about..."
- "Describe what you do on a typical day."
- "I wonder, how much do these challenges affect you?"
- "Tell us about your baby's favorite thing to do with you. What does your baby not like to do at all?"
- "Tell us more about your choices"
- "What's the difference between your food choices now and before you saw the doctor?"
- "Would it be useful to spend a few minutes looking at how you can fit your food choices into a healthy eating plan?"

¹² Adapted from Miller, W. and Rollnick, S. *Motivational interviewing*. 2nd ed. 2002, New York: Guilford Press.

- Ask about health; then behavior
- Ask about the next step
- Ask directly about concerns
- "I wonder, when you select this food, where does it fit into your idea of a healthy eating pattern?"
- "What is the next step for you?"
- "What concerns do you have about making changes?"



SELF-LEARNING ACTIVITY Select one of the statements from the list above and try it out the next time you conduct your nutrition education session, even if you have not decided on using Facilitated Dialogue. Write down the learners' responses and record your reactions. Continue to add new statements as you become comfortable with the technique.

Getting Started

Statement	Your Reaction	Learner Responses
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Keep the dialogue on track

It is easy for learners (and facilitators) to get off track. While this may not be a problem for some facilitated dialogues, for those educators who are responsible for meeting program goals, it is important to focus the discussion. One way to do this is to summarize what has been said about the topic being discussed. Frequent summarization of the learners' comments by the facilitator ensures dialogues continue to closure. Summarization can start by saying:

- Let's review what has been mentioned so far.
- In summary, we can say that most of you think.....
- I think I have heard you agree to the following.....
- Many of you have different opinions. Let's take a moment to review these.



SELF-LEARNING ACTIVITY Write down some other statements that can be used to begin a discussion summary.

Create an environment of acceptance and respect

Using a variety of learning tools and techniques helps those who learn visually, emotionally, and by touching and experience. The tools presented will help create this inclusive atmosphere. Videos and handouts can be used to augment specific points mentioned by learners, but should be used sparingly by the facilitator. Continual affirmation of learner participation will encourage members to continue, and help reduce anxiety among those who choose not to say anything. Being respectful of differing viewpoints is essential to the critical thinking process laid out in this guide. Go through the Self-Evaluation Checklist on Page 52 to see how well you conducted your session.

Correct Misinformation

Sometimes group members mention wrong information or unhealthy practices during the dialogue. It is important to immediately correct this while maintaining learners' dignity and keeping the group on track. Some experts recommend asking other group members to correct the mistake. But unless you are sure you will get the correct answer, this is risky. One technique used in the California WIC Program¹³ is entitled: *Affirm, Add, and Move on*. First, the facilitator **affirms** the person who offered the erroneous comment (" Thank you for bringing that up since lots of people think that.") Then the facilitator gives a concise response ("New research has now shown that..."). Finally, the facilitator "moves on" by reaffirming the learner and getting back to the discussion. If a group member mentions a behavior rather than a wrong fact, the facilitator could ask the others what their experience has been. But do so carefully and be prepared for affirmation of the unhealthy practice!

¹³ Personal communication with Michael Elfant. 2004.



How Well Did We Dance? Let's Keep in Touch

Most learning sessions are conducted with specific objectives in mind. In order to determine how well these objectives have been met, facilitators *and* learners need to evaluate what happened *during* the session. However, many learner objectives propose behavior changes that will occur in the future. In addition, when the session closes, many learners are left without continued support to help them make changes. It is no wonder that practices and behaviors don't change or only change for short periods of time. The following plan may be helpful in conducting follow-up evaluations *and* in meeting learners continued needs.

Plan for Follow-Up

- Provide learners with a way to contact you
- Suggest a time and place for a meeting several months after your last session
- Maintain commitment to your plans for follow-up
- If learners stated they did not want any follow-up information, learners might welcome a brief note expressing your willingness to provide continued dialogue and support and thanking them for their attendance and participation

The following pages contain selected evaluation tools to help facilitators assess their own performance as well as measuring learners' progress.

Self-Evaluation Checklist

This Checklist is useful in evaluating how well **you** conducted your session.

- Did you begin your session with an icebreaker?
- Did you establish ground rules for participation?
- Did you ask learners to identify their own needs?
- Did you give learners some choices during the session?
- Did you ask open-ended questions?
- Did you create opportunities for learners to learn on their own?
- Did you give positive reinforcement on their participation?
- Did you give regular constructive feedback?
- Did you use a variety of teaching tools?
- Did you summarize the dialogues frequently?
- Did you consider the learning style and personal characteristics of all learners?
- Did you encourage learners to discuss their feelings about the topic under discussion while respecting those who chose not to share?
- Did you ask learners to think about how well they participated as part of the group?
- Did you ask learners for their evaluation of you?
- Did you have FUN?

Measuring Program Impact on LEARNERS

During the Session Evaluation Techniques

The information collected during the session is important in process evaluation.

- Collect discussion sheets (e.g. flip charts) and type up after the session; share these with learners, if requested.
- Develop and use record sheets – attendance, participation in discussion, etc. This can be incorporated into the process evaluation.
- Gather input from learners about how well **you** did.¹⁴
- Gather input from learners about how well **they** did.

¹⁴ Samples are not provided for this type of evaluation as these are universally used and often are in a format required by the organization for which the facilitator works.

Evaluation

Post Session Evaluations

These are conducted to measure changes in intention, confidence, beliefs, attitudes, and knowledge. Many facilitators have used *pre and post* questionnaires for evaluating programs. Since these are readily available from other programs, examples of this type of evaluation are not presented here.

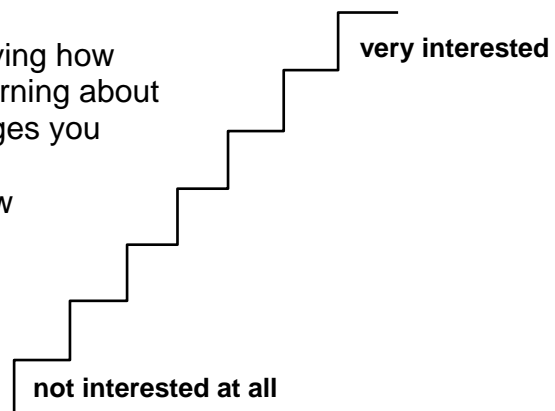
Post-Pre Evaluations (Three illustrations given)

The **post-pre** evaluation asks participants to reflect back and compare. It can be given to learners at the end of each session as well as at the end of the program. This technique is used to minimize reporting bias, to account for guessing in the pre-pretest, and to focus learners on how well they (as learners) did, not necessarily on how well you (as the facilitator) did.

EXAMPLE 1. The Stair Step Approach

Please place the number **1** on the step signifying how interested you were **before** the session in learning about decreasing the amount of sweetened beverages you give your child.

Place the number **2** on the step indicating how interested you are **now**.



EXAMPLE 2 Likert Scale (see comments on page 35 about scales)

Circle the answer that describes your level of confidence in getting your child to eat veggies **BEFORE** you attended this session.

Very confident	Somewhat confident	Confident	Not very confident	Not confident at all
----------------	--------------------	-----------	--------------------	----------------------

Circle the answer that describes your level of confidence in getting your child to eat veggies **AFTER** you attended this session.

Very confident	Somewhat confident	Confident	Not very confident	Not confident at all
----------------	--------------------	-----------	--------------------	----------------------

EXAMPLE 3 Comparison Chart

Circle when you thought babies should be started on cereal from a spoon **BEFORE** you attended this class.

One month of age

Two months of age

Three months of age

Four months of age

Five months of age

Six months of age

Circle when you thought babies should be started on cereal from a spoon **AFTER** you attended this class.

One month of age

Two months of age

Three months of age

Four months of age

Five months of age

Six months of age

For any of these three examples, an Excel table can be constructed where the differences between the pre and post scores are recorded. Composite results can then be made and statistical comparisons applied.

Ending Our Dance



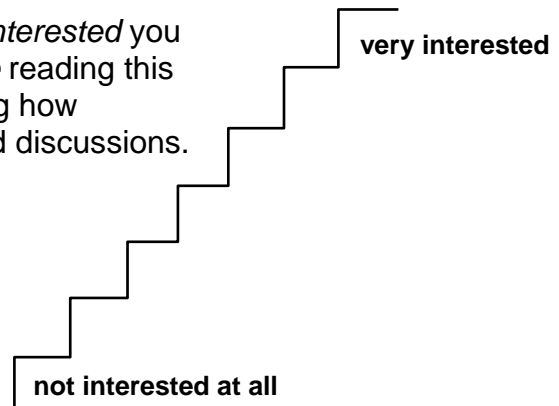
Post-Reading Guide Questionnaire

In the beginning of this guide, you completed a questionnaire. Please take a few moments and complete this questionnaire as well. Place both questionnaires in an envelope and mail to the address that follows. Insert your business card with your choice of either a pocket calculator, a pocket thermometer or a computer screen cleaner written on the back of your card. Please note that your responses will be kept confidential. We will keep your business card until your request is filled and then toss it along with your envelope in the trash. In this manner, your identity will remain confidential and only your unidentified papers will be used to aggregate information in our office.

Thank you so much for this dance. Hopefully, we will have other opportunities to dance again.

Post-Reading Guide Questionnaire

Please place a (1) on the step signifying how *interested* you were in conducting facilitated dialogues **before** reading this guide. Please place a (2) on the step indicating how *interested* you are **now** in conducting facilitated discussions.



Circle the answer that describes your level of *confidence* in changing from a traditional training approach to using the facilitated dialogues process **BEFORE** you attended this training.

Very confident	Somewhat confident	Confident	Not very confident	Not confident at all
-----------------------	---------------------------	------------------	---------------------------	-----------------------------

Circle the answer that describes your level of *confidence* in changing from a traditional training approach to using the facilitated dialogues process **AFTER** you attended this training.

Very confident	Somewhat confident	Confident	Not very confident	Not confident at all
-----------------------	---------------------------	------------------	---------------------------	-----------------------------

Using the following scale, please *circle* your responses to the statements below.

	1	2	3	4	5
I plan to try facilitated dialogues for my next nutrition education effort.	Not likely at all	Somewhat unlikely	No decision	Somewhat likely	Very likely
My level of confidence to be able to change current lesson plans to the Seven-Step Design Plan is...	Very low	Somewhat low	I don't know my level	Somewhat high	Very high

Which of the following techniques are you likely to use? Please *circle* your answer.

Open-ended questions	Not likely at all	Somewhat unlikely	No decision	Somewhat likely	Very likely
The 0 –10 scale	Not likely at all	Somewhat unlikely	No decision	Somewhat likely	Very likely
The pros and cons grid	Not likely at all	Somewhat unlikely	No decision	Somewhat likely	Very likely
Creating a situation	Not likely at all	Somewhat unlikely	No decision	Somewhat likely	Very likely
Reading a story	Not likely at all	Somewhat unlikely	No decision	Somewhat likely	Very likely
Using menus	Not likely at all	Somewhat unlikely	No decision	Somewhat likely	Very likely

Please write down the topic of your next nutrition education effort. Then, write a brief description of how you will go about implementing Facilitated Dialogue into this training.

Finally, in order to improve this guide, please respond to the following questions.

Were you provided with enough information to allow you to implement a facilitated dialogue? If not, what additional information would you have liked to had?

How did the guide meet your expectations?

Were you provided with enough examples? What other examples would you have liked included?

Thank you for assisting us. Please feel free to contact Dr. Sigman-Grant for additional information and guidance. Her email is sigman-grantm@unce.unr.edu or she can be reached at 702-257-5534.

Madeleine Sigman-Grant, PhD, RD
University of Nevada Cooperative Extension
2345 Red Rock Street
Las Vegas, NV 89146

APPENDIX A

Sample Situations and Their Suggested *What For*

- A.** You have been hired by a group of pediatricians to teach new mothers about infant feeding, including delayed introduction of solid foods.

WHAT FOR: Learners will use new information about introduction of solid foods to help gain support from their family.

- B.** You are presenting a lesson plan about sweetened beverages to a group of mothers of toddlers.

WHAT FOR: Learners will choose different options in response to their child's request for sweetened beverages.

- C.** Learners have asked you how they can get children to eat more veggies.

WHAT FOR: Learners will select two ways to prepare veggies for their children.

Open-Ended Questions using the Sample Situations

Questions to find out if learner <i>recognizes</i> there is a problem	
Situation	Open-Ended Questions
A. You have been hired to teach new mothers about delaying solid foods.	Why do some mothers wish to put cereal in their baby's nighttime bottle?
B. You are presenting a lesson plan about sweetened beverages to a group of mothers.	What are some of the problems if you give your child soda whenever she asks for one?
C. Learners have asked you how to get children to eat more veggies.	What might be the benefits to eating the vegetables you are serving your child?
Questions to find out if learner <i>has any concerns</i> about the issue	
A. You have been hired to teach new mothers about delaying solid foods.	Why might introducing solid foods before 4—6 months of age be a problem for your baby?
B. You are presenting a lesson plan about sweetened beverages to a group of mothers.	What concerns you about your child drinking sweet drinks?
C. Learners have asked you how to get children to eat more veggies.	What specifically do you worry about when your child doesn't eat vegetables?
Questions to find out learner's <i>level of intention</i> of changing behaviors	
Situation	Open-Ended Questions
A. You have been hired to teach new mothers about delaying solid foods.	What are some of the reasons why you might not want to start feeding your baby cereal before 4—6 months of age?
B. You are presenting a lesson plan about sweetened beverages to a group of mothers.	What would be the benefits of serving your child chocolate milk instead of sweetened fruit drinks?
C. Learners have asked you how to get children to eat more veggies.	Why do you want to know how to get your child to eat more vegetables?
Questions to find out learner's <i>level of confidence</i> about making changes	
A. You have been hired to teach new mothers about delaying solid foods.	What could you say to your mother-in-law about what you learned today?
B. You are presenting a lesson plan about sweetened beverages to a group of mothers.	Which ideas make you believe you could give your child water instead of soda?
C. Learners have asked you how to get children to eat more veggies.	There are several ideas to get your child to eat more vegetables. Which ideas would work for you, and why do you think it would be better than any other presented?

Pros and Cons Grid

	A. You have been hired to teach new mothers about delaying solid foods.	B. You are presenting a lesson plan about sweetened beverages to a group of mothers.	C. Learners have asked you how to get children to eat more veggies.			
	Proposed change: Mother will wait until 6 months to offer her baby cereal.	Proposed change: Offer milk or water when a child wants a sweetened drink.	Proposed change: Be a role model and eat the veggie yourself.			
	PROS	CONS	PROS	CONS	PROS	CONS
<i>If I change</i>	The risk of my baby getting allergies, overweight, or diabetes is reduced.	My mother-in-law will be very upset with me. My baby may not sleep through the night. My baby will be too little.	My child will have a pretty smile. My child might not gain more weight than he should.	My child will cry. This crying will upset my family. I will disappoint my child.	My child will see me eat these and try them for herself.	I can't stand veggies and will probably gag in front of my little girl.
<i>If I don't change</i>	My mother-in-law will be happy. Maybe my baby will sleep through the night.	My baby might get allergies or other illnesses. My baby might get too fat.	Everyone will be happy. No one will yell at me to keep the child quiet.	My child might get lots of cavities. My child may get bigger than he should. My child will learn that he can get his way if he just cries.	My child will not be healthy – she might get sick more often.	My child will never learn to like veggies.

Read a Story

Situation	Suggested storyline	Suggested open-ended questions
<p>A. You have been hired to teach new mothers about delaying solid foods.</p>	<p>Describe a mother of a 2-month old baby who still wakes up two times a night. Mother is sleep deprived. Mother-in-law suggests she put cereal in the 11 PM bottle so that the baby will sleep.</p>	<ul style="list-style-type: none"> • How will this help? • What possible problems could this cause the baby? • How do you feel about putting the cereal in the bottle? How might this be considered force-feeding the baby? • How would you feel if someone forced you to eat something? • What happened when you tried this before?
<p>B. You are presenting a lesson plan about sweetened beverages to a group of mothers.</p>	<p>Mrs. Ramirez serves sweetened iced tea with lunch and dinner for herself and her son. Her son has many dental caries, is at risk of overweight, and does not drink enough milk. She also is overweight, had gestational diabetes with each of her 3 children, and does not get enough calcium. Her mother has osteoporosis.</p>	<ul style="list-style-type: none"> • Does anyone in your family have diabetes, osteoporosis, or overweight? Would you care to share what this means to them? • What else could Mrs. Ramirez serve as a drink for lunch or dinner? • What might happen if Mrs. Ramirez continues not to serve milk to herself and her son? • What other sources of calcium could Mrs. Ramirez use?
<p>C. Learners have asked you how to get children to eat more veggies.</p>	<p>Read the story <i>Gregory the Terrible Eater</i>.</p>	<ul style="list-style-type: none"> • What was the point of this story? • Why was it so important for Gregory to eat his cans? • What else might Gregory's parents have done to help Gregory learn to eat cans?

0 - 10 Scale

Sample Situations	A. You have been hired to teach new mothers about delaying solid foods.	B. You are presenting a lesson plan about sweetened beverages to a group of mothers.	C. Learners have asked you how to get children to eat more veggies.
Suggested change	<i>Mother will wait until 6 months to offer her baby cereal.</i>	<i>Offer milk or water when a child wants a sweetened drink.</i>	<i>Be a role model and eat the veggie yourself.</i>
Facilitator says: On the scale of 0—10, suppose someone answered a '6'." "This person could have responded with a lower number, why do you think she might not have?"			
Possible Learners' responses	There are food allergies in her family and she wants to do everything she can so her baby won't get allergies.	It is healthier to drink milk than sodas.	A good mother shows her child what to do.
	Her doctor told her the same thing.	She wants her child to have a nice smile.	She believes you can't get a child to do what you won't do.
	She sees that her baby is not ready to eat from a spoon yet.	She does not want her child to be overweight like her.	She wants to be a good mother.
Facilitator says: On the scale of 0—10, suppose someone answered a '6'." "This person could have responded with a higher number, why do you think she might not have?"			
Possible Learners' responses	Her mother-in-law is giving her grief to start the baby on cereal now.	It might be hard to get a child to drink water after getting used to soda.	She is concerned that she might gag on a veggie she doesn't like.
	She heard that babies who get cereal in the bottle will sleep through the night – and she is really tired.	She is concerned her child might act up and that would bother her family.	She is worried that trying things the family doesn't like will be a waste of money.
	Her baby seems to be hungry – he cries all the time.	She isn't interested in making any changes. She wants to continue drinking soda.	In her family, children do what mothers say, period.
	She was fed cereal from a bottle and she is just fine. What was good for her is good for her baby!	Soda is cheaper than milk.	She wants her child to like her; since she knows her child doesn't like veggies, she is concerned about her child's not liking her anymore.

Menus and Choices

Situation	Menus and Choices
<p>A. You have been hired to teach new mothers about delaying solid foods.</p>	<p>Here is a list of reasons why some mothers will start feeding babies cereal at 2 to 3 months old. Which ones do you think make sense?</p> <p>Baby cries; she was fed cereal early; her mother-in-law wants her to start; she is tired and needs to sleep at night—cereal in the bottle will help her baby to sleep.</p>
<p>B. You are presenting a lesson plan about sweetened beverages to a group of mothers.</p>	<p>Here are some ideas about healthy drinks to offer children. Which one would you choose? How much would you give?</p> <p>Milk, water, 100% fruit juice daily.</p> <p>Here is a list of reasons why children shouldn't be served lots of sweetened beverages. Which one are you concerned about?</p> <p>Tooth decay; not hungry for other foods; overeating; diarrhea</p>
<p>C. Learners have asked you how to get children to eat more veggies.</p>	<p>Here is a list of ways that other mothers have been successful in introducing new veggies to their children. Which one sounds the easiest for you to do?</p> <p>Serving raw veggies with a dip; having children help make a salad; going to the farmer's market and talking about the different kinds of veggies; reading books about eating veggies; eat them yourself</p>

Trade-Offs

Situation	Trade-offs
<p>A. You have been hired to teach new mothers about delaying solid foods.</p>	<p>What might happen if you started feeding a baby cereal from the bottle at 2 months old?</p> <p>What other reasons do babies cry besides being hungry?</p> <p>How would you explain to your mother-in-law why you do not want to start feeding your baby cereal from a bottle at 3 months old?</p>
<p>B. You are presenting a lesson plan about sweetened beverages to a group of mothers.</p>	<p>What might happen if you switched from juice to water when your child wants something to drink?</p> <p>You could choose to offer smaller portions of sweet beverages to your child. How would this work for you?</p>
<p>C. Learners have asked you how to get children to eat more veggies.</p>	<p>What will you do if your child tries the veggie and doesn't like it?</p> <p>How will you handle the situation, if your partner refuses to eat the veggie and your child points to this person as the role model instead of you?</p>

FOOD SAFETY CHECKLIST

PLANNING (1-3 Days Before Activity)	Completed
During setup, survey location for adequate counter space, kitchen equipment, trash cans, cleaning supplies, restrooms (or sink with running water)	
Ensure equipment needed for selected recipes is available and functional: notify person in charge of facility if equipment not in proper working order	
Allow time to prepare any recipe items in advance in a clean, sanitized preparation environment	
If participants will be taking food home, ensure they have proper refrigeration to do so and have them bring dishware for safe food transport	
Know appropriate cooking temperatures for raw items (beef, poultry, etc.) prior to preparation	
Re-stock food safety tool kit and prepare bleach sanitizer solution with correct concentration	
Re-stock necessary cooking equipment and utensils in plastic container or bag; clean container <i>at least</i> monthly and as needed; calibrate thermometers	
Store dry foods in separate containers with tight-fitting lids; clean <i>at least</i> monthly	
Store cold foods (41°F or below) in cooler with ice or ice packs; clean <i>at least</i> weekly	
Store hot foods (135°F or above) in covered, insulated container; clean <i>at least</i> weekly	
SHOPPING	
Prior to shopping for new items, check ingredient inventory from prior lessons for quantity, quality, and freshness; use package dates	
Pack cooler for cold foods with ice packs last; purchase these foods just before the event	
Bring foods straight to preparation or lesson site after purchasing to ensure timely refrigeration	
TRANSPORT	
Put a clean sheet, towel or plastic bag on floor/location in vehicle where transport containers will be placed	
Keep hot foods (135°F or above) by keeping in a tightly covered in insulated container; check temperatures when arrive (if below 135°F, reheat to 165°F)	
Keep cold foods (41°F or below) in cooler with ice; check temperatures if traveling over 30 minutes	
ACTIVITY	
<i>Tasting</i>	
Wash and sanitize all serving surfaces; cover with clean tablecloth if possible	
Ensure proper personal hygiene, wash hands frequently, and wear gloves when serving	
Store small batches of hot foods in crock pot and cold food in bowl with ice while serving	
If possible, pre-portion servings for participants before activity to increase control/minimize food safety risk	
Have participants wash hands before tasting when time/facilities allow; always use clean utensils in dishes	
Check for appropriate food temperatures frequently; discard all served and unused prepared food that hasn't been consumed after 1-2 hours	
<i>Preparation/Demonstration</i>	
Follow all food safety guidelines in recipes: anyone assisting in preparation must follow preparation guidelines and personal hygiene guidelines	
Store cold foods in refrigerator below 41°F	
Wash and sanitize (with bleach solution) all preparation surfaces	
Wash hands before putting on gloves when preparing ready-to-eat foods	
Use separate utensils and preparation areas for ready-to-eat and raw foods; designate work zones for clean and soiled items	
Cook foods to appropriate temperatures as specified on recipe; use a thermometer	
CLEANUP & STORAGE	
Remove debris from utensils and take utensils to another location if sink unavailable, may also use a dishwasher at another location.	
Sanitize all sink compartments prior to filling	
Wash utensils in sink 1 with hot, soapy water; Rinse utensils in sink 2 in very hot water; Submerge utensils in sink 3 in sanitizing solution for one minute. Use dishpans to create a 2 nd and/or 3 rd sink if needed	
Wash and sanitize (with bleach solution) all preparation and eating surfaces	
Follow any additional guidelines of facility	
After transportation to storage site, store dry foods off floor in cool area in sealed containers	
Store perishable foods in labeled containers(name of product/date) in refrigerator; dispose of any questionable foods or foods served but not consumed	

Food Safety Kit Supplies

Storage:

- Clean, plastic container with lid (for dry goods/non-perishable foods)
- Large, clean, plastic container with lid (for preparation and service equipment)
- Cooler, cleaned
- Ice packs, cleaned and frozen

Transport:

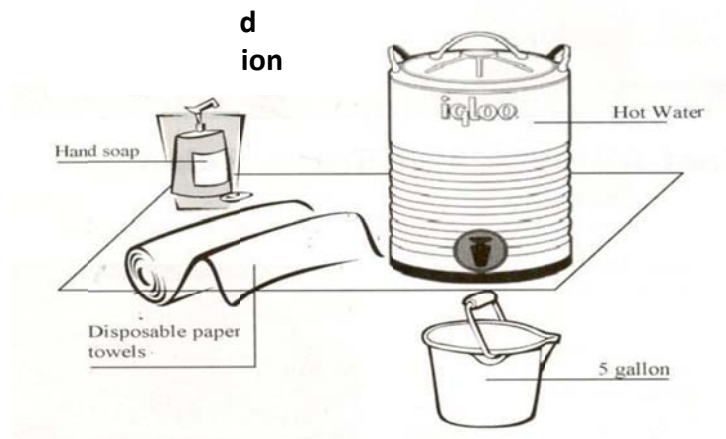
- Clean sheet, large plastic bag, or towel (to lay over back seat/trunk storage area of vehicle)

Preparation and Service:

- Latex/tight fitting gloves (for preparation)
- Loose plastic gloves (for service)
- Apron
- Instant-read thermometer
- Refrigerator thermometer
- Food allergy signs for ingredients used (available at www.foodprotection.org/resources/food-allergen-icons)

Cleanup/Sanitation:

- Trash bags
- Hand soap (or hand sanitizer *if* no water source exists)
- Dish soap
- Paper towels
- Spray bottle full of premixed bleach sanitizer solution
- Portable hand washing station if necessary (see below)



Food Safety Policy and Procedures

Iowa State University EFNEP/FNP

Policy

The ISU EFNEP/FNP uses hands-on teaching techniques to help families learn how to live more healthy lifestyles. Food demonstrations, food preparation, and food tasting are three hands-on educational opportunities that teach families how to cook and enjoy eating healthy foods. Practicing safe food handling techniques when conducting demonstrations, preparation, and tastings is another hands-on way to teach families how to lead healthier lives. Furthermore, practicing safe food handling techniques by following the procedures outlined below will help EFNEP/FNP staff think through their own habits regarding food safety and greatly minimize the risk of food contamination and potential liability. EFNEP/FNP staff are role models to families and others in their work places and communities; walking the talk is very important.

Food Demonstrations: A program assistant shows and explains to a family or group how to prepare a recipe or a recipe component.

Food Preparation: A program assistant works together with a family or group to prepare a recipe or a recipe component.

Food Tasting: A program assistant prepares a recipe in advance, divides the recipe into small portions, and serves those portions to families, group members, or others at a lesson or as part of a recruiting event.

Procedures

The following procedures must be followed when working with food. These procedures are for food demonstrations, food preparation, and food tastings unless otherwise specified. These procedures are listed in chronological order (from planning through clean up). These procedures were discussed in detail in the food safety webinar, found at https://connect.extension.iastate.edu/safe_food_activities/. These procedures are summarized on the “Food Safety Checklist.”

Phase 1: Planning

1. Survey the teaching location by determining the following:
 - a. How much counter space is there?
 - b. Is there running water? Dish soap?
 - c. Is there a sink available for hand washing? Soap? Paper towels? Will a portable hand washing station need to be set up?
 - d. Are trash cans available?
 - e. What equipment is available to keep cold foods cold and hot foods hot?

- f. Is the kitchen facility clean? (May need to schedule a time to clean kitchen prior to class if necessary.)
2. If the recipe chosen has advance preparation steps, allow enough time to complete these steps. (Some items may need to be prepared in advance and refrigerated overnight if a food is to be served cold, ie, pasta salad).
3. Re-stock your food safety tool kit, particularly food thermometers, hand soap, paper towels, gloves, trash bags, and sanitizer (see the food safety kit supply list).
4. If you store your equipment in your car, office, home, or in the container from a previous lesson, repack the necessary cooking equipment.
 - a. All clean equipment and utensils should be transported in a clean plastic container with a tight fitting lid or in a clear plastic bag to keep equipment and utensils clean. These containers should be cleaned at least monthly.
 - b. Several sets of utensils are recommended for each lesson in case something is dropped on the floor or if multiple recipes are being prepared.
5. Pack foods that do not require refrigeration in a separate, sturdy container with a tight fitting lid. These containers should be cleaned at least monthly or more often if spills occur.
6. Foods that need to stay cold (41° F or below) must be packed in a cooler with ice packs or ice. Make sure your ice packs are completely frozen. These containers should be cleaned at least weekly or more often if spills occur.
7. Foods that need to stay hot (135° F or higher) must be kept covered and in an insulated container. Check temperatures before leaving home and after arriving to be sure food is still above 135° F.
8. If you know there will not be a hand washing sink available, make sure you have everything you need to set up a portable hand washing station upon arrival at the lesson site.

Phase 2: Shopping

1. If using some ingredients from previous lessons, make sure there is enough and that the ingredients are not expired, spoiled, or that the quality has not deteriorated (if this is the case, throw the ingredients away). Be sure these ingredients were not used at a previous location. For example, if flour is used, portion out estimated amount needed at event and toss what little remains rather than lug entire flour canister.
2. Pack a cooler with ice packs to keep cold foods at 41° F or below.
3. Purchase cold foods last to ensure that they stay at 41° F or below.
4. Plan to go straight to the lesson site or to the office after shopping to ensure that cold foods can be refrigerated as soon as possible.

Phase 3: Transport

1. Protect food and supplies from contamination during transport by lining the trunk, storage areas, or seats with a clean sheet, towel, or plastic bag before loading equipment or food. Contamination can occur if you ever have any of the following in your vehicle when not working: pets, recycling, foods and beverages, laundry.

2. Keep hot foods at or above 135° F during transport. These foods must also be kept tightly covered during transport.
3. Keep cold foods below 41° F during transport by using a cooler with ice packs and keeping the cooler lid tightly closed. If traveling longer than 30 minutes, check the temperature of the cold foods when you arrive at the lesson site (should be below 41°F).

Phase 4: Food Activity

- For all food activities, use the following personal appearance and hygiene guidelines:
 - Wear clean and appropriate clothing
 - Remove jewelry – only plain wedding band and watches should be worn
 - Tie you hair back away from your face – no bangs or loose hairs
 - Use a clean apron – pack separately in a clean bag
 - Wash hands often – after handling raw food and trash; touching hair, face, or body, eating or drinking, and cleaning; before beginning the event and during as needed (i.e. cracking eggs).
 - Hand sanitizer can be used after hands have been washed and dried, if desired. However, hand sanitizer should not be used in place of hand washing.
 - If a hand washing sink is not available, a portable hand washing station will need to be set up. The “Food Safety Kit Supplies” list includes a diagram of how to set up a portable hand washing station.

Food Tasting

1. Follow all food safety guidelines written into the recipe including guidelines for advance preparation, glove use, using separate cutting boards, washing of produce and can lids, and use of thermometers to check cooking and holding temperatures.
2. Wash and sanitize all serving surfaces. A sanitizing solution of ½ teaspoon unscented chlorine bleach with 2 cups of water should be used. Spray bottles with bleach solution will weaken over time. Make a new bottle once per week. If exposed to extreme heat, cold, or lighting the bleach solution will need to be replaced more frequently.
3. Wash your hands. Wear plastic food handling gloves when serving food for tastings.
4. When a hot food is being served, store it in a crock pot with the lid on. Minimize the number of times the lid is opened by serving multiple samples at one time. Ensure that you have a cord that is long enough to stay plugged in the entire time and tape cord down or place outside of traffic flow.
5. When a cold food is being served, store it in the refrigerator or in a cooler with ice packs until ready to serve. While serving, keep cold foods in a bowl with ice.
6. Check the temperature of foods frequently to ensure they are staying hot (135° F or hotter) or cold (below 41° F).
7. When putting food out for tastings, follow these guidelines:
 - a. Tabletop/surface for tasting is clean and sanitized and ideally covered with a tablecloth.
 - b. Foods set out for tastings are done in small batches. Remove only enough cold food from cooler/refrigerator to last about one hour. Remove only enough hot

food from insulated container for one hour of tasting. (Ideally, keep hot food in a slow cooker or electric skillet.)

- c. Keep foods for tastings covered with foil or plastic wrap whenever possible. (This helps protect the food from being contaminated, helps maintain temperature, reduces drying out of the food and improves the quality of the food.)
- d. Plan to discard any food that has been set out for tasting if it has not been consumed within 1-2 hours (Another reason to only have a small amount out for tastings at a time.)
- e. If you plan on doing the tasting for longer than this, choose a recipe that does not have any TCS foods or use a cold recipe and separate the recipe into several containers, store them in the refrigerator, and bring a new container out after 1-2 hours.
- f. At the end of a food tasting, throw away any unused food.

Food Preparation

1. Follow all food safety guidelines written into the recipe including guidelines for advance preparation, glove use, using separate cutting boards, washing of produce and can lids, and cooking and holding temperatures.
2. Use food preparation gloves when preparing foods that are ready to eat.
3. Store all cold foods in the refrigerator. Make sure the refrigerator is turned down to the appropriate temperature (40° F or below).
4. Place all containers on a designated surface, not on the food preparation areas and not on the floor.
5. Wash and sanitize all preparation and eating surfaces. A sanitizing solution of ½ teaspoon bleach with 2 cups of water should be used.
6. Wash your hands.
7. Anyone who will be assisting with preparation must follow the personal hygiene guidelines listed above and wash their hands. .
8. Special notes for preparation at a public kitchen:
 - a. Choose a kitchen facility that is appropriate for your group. Some options include county extension offices, community centers, WIC offices, senior centers, churches, food banks or pantries.
 - b. Arrive early enough to allow time to prepare surfaces, food, and materials before participants arrive.
 - c. Notify the person in charge of the kitchen facility if anything in the kitchen is not in proper working order when you arrive.
9. Special notes for preparation in a home kitchen:
 - a. Visitors and pets in the kitchen should be discouraged.
 - b. Smoking should not be allowed anywhere near your food or preparation area.

Food Demonstration

1. Follow all food safety guidelines written into the recipe including guidelines for advance preparation, glove use, using separate cutting boards, washing of produce and can lids, and cooking and holding temperatures.
2. Store all cold foods in the refrigerator. Make sure the refrigerator is turned down to the appropriate temperature.

3. Place all containers on a designated surface, not on the food preparation areas and not on the floor.
4. Wash and sanitize all preparation and eating surfaces. A sanitizing solution of $\frac{1}{2}$ teaspoon bleach with 2 cups of water should be used.
5. Wash your hands.
6. Wear plastic food handling gloves when serving food.
7. Have all participants wash hands before tasting food or use a hand sanitizer.

Phase 5: Clean Up

1. Wash, rinse, and sanitize all utensils and equipment used.
 - a. Remove all visible debris.
 - b. Sanitize all sink compartments prior to filling.
 - c. Wash in hot, soapy water (sink #1).
 - d. Rinse in very hot water (sink #2).
 - e. Submerge for 7 seconds in a sanitizing solution of one tablespoon of bleach per one gallon of water (sink #3). If a three compartment sink is not available, use a plastic dishpan for the sanitizing step.
 - f. Air dry on a drain board or dry with paper towels.
 - g. Place items back in the transporting container.
 - h. If there is no dishwashing sink available, remove and throw away all visible debris, place all items in a large trash bag, and transport to another location to wash, rinse, and sanitize.
 - i. If a dishwasher is available on site or at another location, it may be used to wash and rinse utensils and equipment. If the dishwasher has a sanitizing cycle, use it. If it does not have a sanitizing cycle, sanitize utensils and equipment as described in step e above.
2. Wash and sanitize all preparation and eating surfaces. A sanitizing solution of $\frac{1}{2}$ teaspoon bleach with 2 cups of water should be used. Allow the surfaces to air dry.
3. If using a public kitchen, follow any additional guidelines set by the facility.
4. Store all dry goods:
 - a. Throw away any extra dry goods that were not used at a preparation or demonstration.
 - b. Store dry goods to clean containers with tight fitting lids.
 - c. Store all containers off the floor and in a cool location
5. Store all perishable items:
 - a. If you have disposable containers to store perishable foods, label and date the foods and store in the refrigerator.
 - b. If participants will be taking food home, ensure that they have proper refrigeration and live close enough to transport the food home safely.
 - c. If there is any question about the safety of the food, quietly dispose of the food after the participants have left.

This document has been modified from existing documents created by the Montana State University Extension and University of Wisconsin Extension.

Community Nutrition Paraprofessional Training Library

Title	Food \$ense Certification: Summary Overview
Producer	Utah State University Extension
Date produced	2010
Cost	\$0
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu

<p>General Description</p>	<p>The Food \$ense Certification Program is an on-line training for NEA Nutrition Education. It is designed to teach basic nutrition knowledge beyond what is taught to participants. Utah noted that many NEAs were concerned that they don't know more about nutrition than what they were teaching. They felt they lacked the knowledge to answer questions. The program builds confidence through knowledge. NEAs in Utah who complete the program receive a pay increase.</p> <p>The certification uses the Blackboard technology. The 14 lessons in the certification take about 3 months to complete, with 1 lesson per week. Most of the lessons take between 30 minutes to one hour to complete. The Home page includes four sections: <i>Start Here</i> provides an introduction; <i>Course Content</i> includes the 14 lessons; <i>Quizzes</i> houses the pre- and post-assessments, ending survey, and the lesson quizzes; and <i>Assignments</i> includes a menu planning assignment from that corresponding lesson.</p> <p>Before the first lesson, NEAs take a Pre-assessment available in the on-line format in the Quizzes Folder on the Home Page. At the end of each lesson is a quiz found in the Quizzes Folder. In Utah, NEAs have to pass each quiz with a score of 4 or 5 (at least 80%) before they are allowed to go on to the next lesson. NEAs may take the quiz as many times as needed to pass with a score of 4 or 5. When the 14 lessons in the Course Content Folder are done, the NEAs complete a Post-assessment and a Survey. These are used by Utah State University's state office to determine effectiveness in teaching the material and to improve the program.</p> <p>14 lessons and objectives</p> <p>Lesson One - Scope of Practice</p> <ul style="list-style-type: none"> • Define the national core competencies for a paraprofessional nutrition educator • Perform your role as a public health nutrition educator • Identify reputable professionals who can provide nutrition counseling • Find reliable nutrition resources <p>Lesson Two – Art of Teaching</p> <ul style="list-style-type: none"> • Explain what learning is and define the capacities and limitations of the human learner. • Explain the advantages and disadvantages of various educational methods and techniques. • Identify the five parts of the universal learning model and their functions. • List three parts of a presentation (introduction, body, conclusion) and what each should provide. • Identify steps in preparing for & delivering a successful food demonstration. • Demonstrate teaching proficiency by conducting a mini class that incorporates the above listed skills (objectives 1-5) on a later site visit from your county supervisor
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Lesson 3 – Basic Nutrition

- List the 5 food groups in MyPyramid
- Identify ounce, cup, and serving equivalents from each of the five food groups
- Identify the nutritional benefits of each of the five food groups
- Explain the concept of discretionary calories

Lesson 4 – Nutrients and Metabolism

- Name the 6 classes of nutrients and identify which are macronutrients and which are micronutrients
- Identify which nutrients yield energy and how much energy each yields per gram
- Understand the basic mechanics of digestion, absorption, and transport of nutrients in the body
- Describe meaning and nutritional relevance of the following terms: DRI, RDA, EAR, AI, UL, EER, AMDR

Lesson 5 – Carbohydrates

- Define what a carbohydrate is
- Describe the differences between simple carbohydrates and complex carbohydrates
- Name foods that contain simple and complex carbohydrates
- Outline carbohydrate metabolism, or the way that carbohydrates are processed in the body
- Define the dietary recommendations for concentrated sugars, starches, and fiber

Lesson 6 – Fats and Lipids

- List the 3 classes of lipids and describe their functions
- Differentiate between saturated, monounsaturated, polyunsaturated, and trans fats
- Differentiate between lipid transport proteins, chylomicrons, VLDL, LDL, and HDL
- Name the essential fatty acids, their relationship to health and their dietary sources
- Define dietary recommendations for fat and cholesterol and health implications of an excess of these nutrients

Lesson 7 – Protein

- Define what protein and amino acids are
- Identify essential and non-essential amino acids
- Name protein containing foods
- Outline protein metabolism
- Define the dietary recommendations for protein consumption
- Describe the relationship between protein and health

Lesson 8 - Vitamins, Mineral, Water, and Phytochemicals

- Describe basic functions of vitamins, minerals, water, and phytochemicals
- Identify sources of fat and water soluble vitamins and minerals
- Identify deficiencies and toxicities of vitamins and minerals
- Identify sources of phytochemicals and their health claims

Lesson 9 - Energy Balance and Body Composition

- Describe basic functions of vitamins, minerals, water, and phytochemicals
- Identify sources of fat and water soluble vitamins and minerals
- Identify deficiencies and toxicities of vitamins and minerals
- Identify sources of phytochemicals and their health claims

Lesson 10 – Menu Planning and Smart Shopping

- Create a meal plan using MyPyramid recommendations
- Identify time saving tips for shopping
- Explain shopping behaviors and how shopping tools can help individuals and families save money
- Identify basic grocery store layout and its impact on shopping behavior
- Identify components of food labels, their purpose and how they benefit health
- Identify meal preparation methods
- Explain shortcuts to clean up

Lesson 11 – Nutrition and Chronic Disease

- List the major chronic diseases affecting Americans
- Know the incidence and prevalence of major chronic diseases
- Understand how major chronic diseases develop
- Identify the relationship between diet and major chronic diseases

Lesson 12 - Nutrition in Pregnancy, Lactation, and Infancy

- Describe normal changes in maternal physiology during pregnancy
- Describe the implications of poor maternal nutrition on the infant
- Define energy requirements in pregnancy and pregnancy weight gain recommendations
- Name important nutrients to obtain in pregnancy and foods that contain these nutrients
- Name substances to avoid during pregnancy and their related health consequences
- Explain food safety issues related to pregnancy and their health consequences
- Define common health problems or ailments associated with pregnancy and ways to alleviate the symptoms
- Identify an appropriate diet for a lactating woman

	<ul style="list-style-type: none"> • Identify community resources available to lactating women • Describe appropriate feeding practices in early infancy • Describe the development of infant feeding skills • Explain the progression of the introduction of solid foods • Explain unsafe feeding practices in infants <p>Lesson 13 - Nutrition in Childhood</p> <ul style="list-style-type: none"> • Identify childhood obesity statistics and possible causes • Identify recommended servings from each food group • Identify ways to make family meals approachable • Identify the reasoning behind the importance of food safety for children • Identify appropriate snacking • Identify appropriate physical activity <p>Lesson 14 – Food Safety</p> <ul style="list-style-type: none"> • Differentiate between foodborne infections and intoxications • Define the four steps to FightBac! (Clean, Separate, Cook, Chill) • Describe commonly seen natural toxicants in foods and ways to avoid them in food preparation • Identify types and uses of pesticides, and how to handle food safely • Describe regulations governing additives and differentiate between intentional (direct) and indirect food additives • Describe how to choose and store fresh, frozen, and canned products
Overall Strength	Comprehensive, research based
Date Reviewed	Winter and spring 2011
Reviewer Name	Linda Gossett, University of Idaho; Mary Kay Wardlaw and Mindy Meuli, University of Wyoming; Mary Wilson, University of Nevada; Carissa Holley, University of Hawaii at Manoa

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: 30-90 minutes per lesson

Subject Matter Covered (check all that apply):

- Meal Planning
 - Food Resource management
 - Food Preparation
 - Dietary Guideline for Americans
 - MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
 - Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
 - Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
 - Fiber
 - Portion Sizes
 - Food Safety
 - Reducing fat and/or sugar and salt
 - Vegetarian Diets
 - Fast Foods
- Other (please list)**

Scope of Practice
Metabolism
Nutrient Needs
Satiety scale
Nutrition during pregnancy, lactation and infancy
Heart disease, cancer, diabetes

Family mealtime
Shopping tips
Food labels
Energy balance

Core Competency Covered (check all that apply)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Supports training educators delivering programming to Youth or Adults or Both

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>Overall the materials are consistent with EFNEP program policies, are relatively error free (some typos), are based on current research, and are consistent with MyPyramid.</p> <p>During the time of this review, Utah State was incorporating changes to reflect the Dietary Guidelines for Americans 2010. The lessons do site reference, the author, and contributors at the end of each lesson.</p> <p>As reviewers, we were concerned with the level of the content. In situations where paraprofessionals are hired who are indigenous to the population served, the education level may not be high enough to effectively utilize this electronic course and read and understand the written material. The material is fairly technical and scientific in nature. One suggestion is to have the material recorded and able to play for an audio version of the written material. This could also help with pronunciation of some difficult terms.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read

Criteria
<p>Comments:</p> <p>The materials do require a high level of literacy, relatively new computer and reliable internet connection.</p> <p>Overall the materials were organized in a logical way and were easy to navigate with the page tabs at the top and options to move ahead or go back at the bottom of each page. Objectives are laid out at the beginning and summarized at the end. Activities were included in green boxes to create visual interest.</p> <p>The format requires completion of previous lessons so they do build on knowledge learned and is sequential.</p> <p>The text is a little fuzzy on some of the graphics. A larger font size or bolder font may increase ease of reading.</p> <p>In many of the lessons, cultural sensitivity was not relevant. For some lessons, greater ethnic diversity in foods examples could be added. Photos do show diversity in races.</p>
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising
<p>Comments:</p> <p>Overall, the flow of information was easy to follow with prompts for moving from page to page. A tutorial on how to navigate and use the online format may be useful for some paraprofessionals before starting the course.</p> <p>Some of the hyperlinks did not work. The reviewers encourage additional hyperlinks for research-based sites for example: MyPyramid when listed, Nutrition Facts Panel, etc.</p> <p>The reviewers liked the option to scroll over the words in green for a more complete definition. This needs to be incorporated more throughout the lessons.</p> <p>The interactive tests added an opportunity to digest the information. Some were relatively easy. Others were quite difficult and required the learner to remember spelling of challenging words. It might be helpful to include the list of words near the crosswords.</p>

Criteria	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer's during learning activities - Materials have a positive and respectful tone 	<input type="checkbox"/> Not Included
<p>Comments:</p> <p>The materials seem to be learner centered and interactive, which is challenging for an online format. An audio option for the text would offer additional learning options. The content was positive and respectful.</p> <p>The reviewers had mixed results with the self-checks and interactive tests/tools. They did help engage the learner in the material. In many cases, it was not clear if the answers were correct or not so immediate feedback did not occur.</p> <p>There is only one lesson that has an assignment. The reviewers believe the course could be enhanced with more opportunities to use the information and share with others. This could mean more assignments that are sent to a central location, or an online chat or blog for participants in the course to interact with each other and the course author.</p> <p>Another idea from the reviewers is to include some video segments to demonstrate things like menu planning.</p>	
<p>Evaluation</p> <ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	<input type="checkbox"/> Not Included

Criteria
<p>Comments: The resources are listed. Utah State University is a credible source.</p> <p>According to the author, the materials were piloted with nutrition educators using Camtasia. It consisted of watching a PowerPoint presentation and listening to a recording. Utah determined this was not interactive enough so they turned to SoftChalk, an interactive software program that allowed them to include activities in the online lessons. This engaged the learners more and was better received by the learners. All participants in this program report an increase in knowledge with most reporting a significant increase in knowledge once completing the course. In a follow up survey, those who complete the course reported they felt better prepared and qualified to teach nutrition education.</p> <p>Pre- and post-assessment along with lesson quizzes give opportunities to gauge increases in knowledge.</p>

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

For those states that are looking for an on-line course for paraprofessional accreditation, this is worth considering. It is comprehensive. The web-based format allows for updating and flexibility to learn off campus. Many lessons do a good job breaking down complex topics into bite-size bits of information. For an online format, it does include some interaction with the materials.

Areas of Concerns or Questions:

The literacy level may be too high for some paraprofessionals in EFNEP. The format does require reasonable computer capacity and learner comfort with computers.

As reviewers we recommend these potential enhancements to the course:

- Provide immediate feedback on correct or wrong answers on all the self-tests and activities
- Consider audio recordings of the text to play
- Add more of the green words that offer definitions
- Include more hyperlinks for further information that are research-based and appropriate
- Build in more opportunities for learners to engage with each other
- Add more assignments to put the knowledge into action
- Offer ideas for follow up during conference calls or staff meetings to discuss or use the information learned

References for the review tool:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>
 4-H Curriculum Review Score Sheet.
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.
 Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Note: Utah State has offered the following for other states to access and use the materials. This was shared May 18, 2011

National Nutrition Paraprofessional Certification Program

Thank you for your interest in the National Nutrition Paraprofessional Certification Program. We think you will be pleased with what we have to offer and are excited to share it with you.

As of this writing, we have three options for the course for you to choose from. The lesson content in all three options is exactly the same. The only difference is how and when the course is delivered. Each option has it advantages and disadvantages. Please choose the option that you feel will best support the needs for your program.

Option	Pros	Cons
Blackboard/USU	Available immediately.	Program does not save work and only records final score; user must configure computer to support use of Blackboard (not difficult but frustrating for some); state supervisors must get individual reports from USU; USU is migrating from Blackboard to Instructure Canvas within the next year and eventually this option will either be

		moved to Canvas or be deleted entirely and all course offerings will be through SoftChalk Connect.
Pilot/ SoftChalk Connect	We are offering to let a few states volunteer to pilot the course using a program called SoftChalk Connect. With Connect participants can save their work in the middle of the lesson and go back in to finish later; state supervisors can have access to student scores immediately; the Connect website should be more reliable and user friendly than Blackboard.	Connect will not be available until mid August; as a pilot group you may or may not experience a few bumps in the road as we work out all the bugs with SoftChalk.
SoftChalk Connect	See Pilot pros above. We think this option will be awesome and definitely worth the wait.	Not available until late September-early October.

We hope that you will find an option that works best for your state. We discovered Connect as we were working to get the course ready for the national level. Although we think it will be superior to what we can offer on Blackboard, we are unfortunately limited by SoftChalk’s timeframe. They are excited about our program and are working to get us going as fast as they can. In the meantime, the Blackboard option is available if you are in immediate need of the program. This option was how we trained our state educators and it obviously works. If you do not need to start training immediately, we believe it will be worth it to wait for Connect.

If you want to wait for Connect but would still like to see the program as a supervisor now, we would be happy to enroll you in the Blackboard course.

The attached enrollment form may be filled out and returned to us immediately if you want us to put your participants in the Blackboard course. Otherwise, you can wait until Connect is available to send your list of participants.

Again, we are so excited for your interest in our program. Please feel free to contact Debbie at debra.christofferson@usu.edu or Heidi at heidi.leblanc@usu.edu if you have any questions.

Debbie Christofferson
Heidi LeBlanc

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 1 – Scope of Practice
Producer	Utah State University Extension
Date produced	2010
Cost	\$0
How to obtain resource: Name, Phone, Email, Address, Website	<p>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <u>Debra.christofferson@usu.edu</u>; <u>heidi.leblanc@usu.edu</u></p>
General Description	<p>This is the 1st lesson of the Food \$ense Certification Program for NEA Nutrition Education. Lesson 1 describes the paraprofessional’s role as a nutrition educator, tells how to find reliable answers to nutrition questions, defines what the educator is allowed to do, and promotes safe and effective care. The objectives for this lesson are:</p> <ul style="list-style-type: none"> • Define the national core competencies for a paraprofessional nutrition educator. • Perform your role as a public health nutrition educator. • Identify reputable professionals who can provide nutrition counseling. • Find reliable nutrition resources
Overall Strength	Very comprehensive
Date Reviewed	February 21, 2011
Reviewer Name	Linda Gossett, University of Idaho

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-60 minutes**

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods

Other (please list)

Scope of Practice

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>The second paragraph of the "Getting Started" section might not apply to all states that use this curriculum. It states, "Once you complete the Certification Program you will be a Certified Nutrition Assistant and will be rewarded with a raise in pay." In these days of financial uncertainty, this statement is problematic.</p> <p>For those states that hire indigenous paraprofessionals, some of the information and instructions may too technical, and preclude that the nutrition educators can surf the web and find appropriate information to share with clients.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments: High level of literacy required; must have a newer computer and reliable internet connection.</p>

Criteria	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising 	
<p>Comments: The information was easy to follow, with several prompts for moving from page to page. I tried two hyperlinks; neither worked. The interactive tests were easy to take, although the one “word search” activity proved to be very difficult and time consuming.</p>	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer’s during learning activities - Materials have a positive and respectful tone 	<input type="checkbox"/> Not Included
<p>Comments: The self-tests provided immediate feedback. The results of the self-tests were forwarded onto the state office for evaluation purposes.</p>	
<p>Evaluation</p> <ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) 	<input type="checkbox"/> Not Included

Criteria
<ul style="list-style-type: none"> ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional
<p>Comments: The resources listed at the end of this lesson were predominately SNAP-Ed, from USDA Food and Nutrition Service.</p>

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

For those states that are looking for an on-line course for paraprofessional accreditation, this is worth considering.

Areas of Concerns or Questions:

Not all states hire (nor can they reward) paraprofessionals seeking higher level nutrition education. Nor are all successful paraprofessionals computer literate, own new computers or have high-speed internet connections.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>
 4-H Curriculum Review Score Sheet.
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.
 Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 2 - The Art of Teaching
Producer	Utah State University Extension
Date produced	2010
Cost	No cost
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is lesson 2 of the Food \$ense Certification Program for NEA Nutrition Education. The objectives for this lesson are: <ul style="list-style-type: none"> • Explain what learning is and define the capacities and limitations of the human learner. • Explain the advantages and disadvantages of various educational methods and techniques. • Identify the five parts of the universal learning model and their functions. • List three parts of a presentation (introduction, body, conclusion) and what each should provide. • Identify steps in preparing for & delivering a successful food demonstration. • 6) Demonstrate teaching proficiency by conducting a mini class that incorporates the above listed skills (objectives 1-5) on a later site visit from your county supervisor
Overall Strength	Frequent testing of knowledge throughout the lesson.
Date Reviewed	February 22, 2011
Reviewer Name	Mary Wilson, University of Nevada

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: 30-60 minutes

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Defining what learning is and limitations of the human learner. Advantages and disadvantages of various educational methods and techniques. Universal learning model.

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Supports training educators delivering programming to Youth or Adults or Both

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>The content could be challenging for some paraprofessionals especially for those where English is their second language. Some of the vocabulary may be difficult and reading ability and comprehension may be a factor.</p> <p>The goals and objectives of the lesson are consistent with EFNEP program policies as the lesson teaches about the capabilities and limitations of the human learner, reviews the advantages and disadvantages of various educational methods and techniques, discusses the universal learning model, reviews the three parts of a presentation, and then steps to conducting a successful food demonstration.</p> <p>Materials appear to be error free. Two references were listed – one dated 2002; the other was not dated.</p> <p>The games might be challenging to some paraprofessionals because, often, they require thought and application. The answers are not always obvious. You could only guess with the five senses games as the percentage each is involved in during learning is not taught prior to playing the game. However, it appears the score of this game does not figure into the total score but the paraprofessional might not realize this and, thus, may feel some anxiety doing this game.</p> <p>Once you've made a mistake on a game, you can't correct it and get the points. After the first miss, you've lost that point.</p>

Criteria

Format

- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.
- Materials prepare paraprofessionals to work with diverse audiences
- Learning goals and objectives clearly stated
- Information is well organized, easy to understand and easy to use
- Instructions for material are easy to follow
- Layout makes it easy to follow the sequence of the materials
- Literacy level based on reading grade level appropriate for paraprofessional
- Text legible and easy to read

Comments:

This lesson is general and doesn't go into the learning styles of different cultures nor does it prepare paraprofessionals to work with diverse audiences.

The information is well-organized but may be challenging for some to understand.

The games seemed intuitive to me but I'm not sure if that would be true for everyone.

The literacy level may be a challenge for some especially those whose first language is not English.

The text could be darker to improve readability.

For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:

- Web site information is current, hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
 - Text size is adequate for viewing
 - Good contrast between text and background
- Navigation through the web site is logical
 - navigation buttons
 - site map or search tool available
- No advertising

Criteria	
<p>Comments:</p> <p>The text on the lessons was a little light (faint) which made reading a little challenging.</p> <p>Navigation did seem logical.</p>	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer's during learning activities - Materials have a positive and respectful tone 	<input type="checkbox"/> Not Included
<p>Comments:</p> <p>While the lesson discussed the art of teaching, it didn't delve a lot into the adult learning theory, although, it did cover many of the points.</p> <p>The games and viewing the demonstration were helpful in engaging the learner.</p>	
<p>Evaluation</p> <ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials 	<input type="checkbox"/> Not Included

Criteria
<ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional
<p>Comments:</p> <p>The authors were from Utah State University. The lessons have been peer-reviewed and tested with Extension nutrition paraprofessionals, although, there is no information on how well the paraprofessionals performed on the lessons.</p> <p>The lesson states that an evaluation of their teaching skills will take place at a date with a visit from their supervisor.</p>

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

Good, clear information

Areas of Concerns or Questions:

The lesson may be difficult for some paraprofessionals especially those with less education, those not accustomed to learning through a computer program and for those whose first language is not English.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.
Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.
Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.
Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 3 – Basic Nutrition
Producer	Utah State University Extension
Date produced	2010
Cost	No cost
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is the 3rd lesson of the Food \$ense Certification Program titled Basic Nutrition. The lesson objectives are as follows: <ul style="list-style-type: none"> • List the 5 food groups in MyPyramid • Identify ounce, cup, and serving equivalents from each of the five food groups • Identify the nutritional benefits of each of the five food groups • Explain the concept of discretionary calories
Overall Strength	Good overview of basic nutrition with Dietary Guidelines and MyPyramid background. Leads the way into subsequent and more detailed lessons regarding specific food groups.
Date Reviewed	April 21, 2011
Reviewer Name	Carissa Holley, University of Hawaii at Manoa

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth or Adults or Both

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>The content is appropriate to the paraprofessional. Goals and objectives seem to be consistent with the EFNEP program policies, and follow USDA guidelines. Materials are error free with information based on current research at the time of its development (2005 Dietary Guidelines for Americans). Since its development, the 2010 Dietary Guidelines has launched. This lesson will need to be updated to reflect the changes and current messages. (Note: Utah plans this update for May, 2011.)</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments:</p> <p>The materials did not address cultural or ethnic sensitivity, nor did it reflect diversity of paraprofessionals, values, practices, etc. in basic nutrition. The materials do not address working with diverse audiences. Learning goals and objectives were clearly stated and the information was well organized, easy to understand, and easy to use. The layout is practical with timely follow questions and activities. The literacy level is a bit high for paraprofessionals. The text was legible and easy to read.</p>

Criteria

For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:

- Web site information is current, hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
 - Text size is adequate for viewing
 - Good contrast between text and background
- Navigation through the web site is logical
 - navigation buttons
 - site map or search tool available
- No advertising

Comments:

The links worked and the layout was user friendly. The text size was adequate for viewing and the navigation of the web site is logical.

Adult Learning Theory

 Not Included

- Design is learner centered and interactive
- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)
- Opportunities are provided for learner
 - to share experiences
 - reflect on importance
 - connect to real world examples
 - apply knowledge to other situation
- Learning activities support objectives
- Paraprofessionals are actively involved in the learning process
- Paraprofessional voices are heard more than trainer's during learning activities
- Materials have a positive and respectful tone

Comments:

The design is learner centered and technologically interactive, not interactive in sharing of ideas or how these concepts are translated in nutrition classes in the field. There is no opportunity for reflection and minimal ideas for how to apply the knowledge in class situations. The online format itself may be difficult and possibly frustrating for paraprofessionals who are unfamiliar with the computer and online learning. There are no opportunities for paraprofessionals to give feedback during the lessons.

The Card Game reviews do not inform the student of correct or incorrect answers, but showed a final score at the end. For all self-checks, you may only answer once.

Criteria	<input type="checkbox"/> Not Included
Evaluation - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	<input type="checkbox"/>
Comments: The lessons were peer reviewed and tested with paraprofessionals of SNAP-Ed, but I am unaware if they were tested with EFNEP paraprofessionals in other states.	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

Good overall lead into basic nutrition.

Areas of Concerns or Questions:

It would help paraprofessionals if key messages to share during classes were extracted. It would also help if there were hypotheticals of class situations in which a client asks the paraprofessional a nutrition question related to the concepts taught in this lesson and how a paraprofessional should address the client's question.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>
 4-H Curriculum Review Score Sheet.
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.
 Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> accessed April 30, 2009
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 4 - Nutrients and Metabolism
Producer	Utah State University Extension
Date produced	2010
Cost	\$0
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is the 1st lesson of the Food \$ense Certification Program for NEA Nutrition Education. It covers macro & micronutrients, calories, digestion and RDIs. The objectives of this lesson are: <ul style="list-style-type: none"> • Name the 6 classes of nutrients and identify which are macronutrients and which are micronutrients • Identify which nutrients yield energy and how much energy each yields per gram • Understand the basic mechanics of digestion, absorption, and transport of nutrients in the body • You will also be able to describe the meaning and nutritional relevance of the following terms: DRI, RDA, EAR, AI, UL, EER, AMDR
Overall Strength	Technical and science based. Provides interaction. Reviews macro and micronutrients, how to calculate calories, digestion and commonly used acronyms for nutrition counseling. A strong nutrition background would be required to complete this section.
Date Reviewed	1/21/2011
Reviewer Name	Mindy Meuli, University of Wyoming

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-60 minutes**

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods

Other (please list)

**Metabolism
Nutrient needs**

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Supports training educators delivering programming to Youth or Adults or Both

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>Research based.</p> <p>May be too technical for paraprofessionals. Very scientific.</p> <p>Reviews digestion and absorption which uses a lot of technical terms and teaches more than basic nutrition.</p> <p>High reading level.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments:</p> <p>Literacy level is advanced.</p>

Criteria	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising 	
<p>Comments: Blackboard A little difficult to navigate.</p>	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer’s during learning activities - Materials have a positive and respectful tone 	<input type="checkbox"/> Not Included
<p>Comments: Interactive</p>	
<p>Evaluation</p> <ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed 	<input type="checkbox"/> Not Included

Criteria
<ul style="list-style-type: none"> ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional
<p>Comments: Credible Source – University Course Pilot tested Does not give the correct answer when completing quizzes.</p>

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

Scientific
Interactive

Areas of Concerns or Questions:

Results of pilot testing?

I felt the course tested knowledge rather than taught nutrition. The comprehension level is high and the activities did not reinforce learning.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 5 -- Carbohydrates
Producer	Utah State University Extension
Date produced	2010
Cost	No cost
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is the 5th lesson of the Food \$ense Certification Program. The objectives for the lesson are: <ul style="list-style-type: none"> • Define what a carbohydrate is • Describe the differences between simple carbohydrates and complex carbohydrates • Name foods that contain simple and complex carbohydrates • Outline carbohydrate metabolism, or the way that carbohydrates are processed in the body • Define the dietary recommendations for concentrated sugars, starches, and fiber
Overall Strength	It is quite interactive for an online format and it breaks complex concepts down into small bites of information.
Date Reviewed	February 22, 2011
Reviewer Name	Mary Kay Wardlaw, University of Wyoming

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>The content is appropriate and consistent with the objectives. It is error-free and information is based on research with the citations shared at the end of the lesson. It provides a great basis for understanding carbohydrates. The information was clear, correct and shared in a logical way.</p> <p>The crossword puzzle was difficult. I did not remember the spelling of some words. Perhaps listing the words on the page would be helpful.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments:</p> <p>I don't see that these materials are culturally sensitive, however, I am not sure it is needed in a basic lesson on carbohydrates. There could be an added page to show samples of foods representing ethnic diversity.</p> <p>The literacy level may be a little high for some paraprofessionals. However, the concepts are broken down into digestible elements. The objectives are clear and reinforced throughout the lesson with the quizzes.</p>

Criteria

For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:

- Web site information is current, hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
 - Text size is adequate for viewing
 - Good contrast between text and background
- Navigation through the web site is logical
 - navigation buttons
 - site map or search tool available
- No advertising

Comments:

The sequence was easy to follow and the format seemed readable for the most part. Some of the graphics, particularly the periodic table, was hard to read and may need to be enlarged. I could see benefit to one larger font size, or bolding the font for slightly easier reading.

The navigation was easy and I really like the featured box on several pages that highlighted what was on that page. It could have moved down the page as you scroll down.

MyPyramid was referenced on one page but it was not hyperlinked. This could be an enhancement.

Adult Learning Theory

 Not Included

- Design is learner centered and interactive
- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)
- Opportunities are provided for learner
 - to share experiences
 - reflect on importance
 - connect to real world examples
 - apply knowledge to other situation
- Learning activities support objectives
- Paraprofessionals are actively involved in the learning process
- Paraprofessional voices are heard more than trainer's during learning activities
- Materials have a positive and respectful tone
-

Comments:

The online format is challenging but this lesson was organized and presented in a clear and logical fashion following good adult education principles. The addition of the self-check questions helped reinforce the main concepts and kept me engaged. There was one example of applying the information to a participant. I think more of these application activities would enhance the lesson.

Criteria	
Evaluation - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	<input type="checkbox"/> Not Included
Comments: These lessons were peer-reviewed and tested with nutrition paraprofessionals. Not sure about follow-up with paraprofessionals.	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

It is quite interactive for an online format and it breaks complex concepts down into small bites of information.

Areas of Concerns or Questions:

One idea could be to have an audio option where educators can listen to the content instead of reading the words. The literacy level may be a little high for some paraprofessionals. A potential addition is to have a blog on online chat/discussion for educators to interact with each other after the lesson.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>
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 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 6 - Fats and Lipids
Producer	Utah State University Extension
Date produced	2010
Cost	\$0
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is the 6th lesson of the Food \$ense Certification Program for NEA Nutrition Education. The knowledge level required assumes that the learner (paraprofessional) has taken college level coursework. The objectives for this lesson are: <ol style="list-style-type: none"> 1) List the 3 classes of lipids and describe their functions. 2) Differentiate between saturated, monounsaturated, polyunsaturated, and trans fats 3) Differentiate between lipid transport proteins, chylomicrons, VLDL, LDL, and HDL. 4) Name the essential fatty acids, their relationship to health and their dietary sources. 5) Define the dietary recommendations for fat and cholesterol and the health implications of an excess of these nutrients.
Overall Strength	Very comprehensive. There were several self-tests throughout the lesson for the learner to take. One got a nice prompt when one answered the question correctly.
Date Reviewed	March 21, 2011
Reviewer Name	Linda Gossett, University of Idaho

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **90 minutes**

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>While some of the food-related references were appropriate to paraprofessionals, the overall topic was more suitable for a returning college student. Having a good knowledge of general chemistry, plus some knowledge of organic chemistry would be helpful. The opening statement, "Chemistry will be part of this discussion as we talk about lipids" set the tone of the lesson.</p> <p>This reviewer questioned the necessity and depth of this lesson for teaching "practical nutrition" to low-income audiences; it seemed like overkill. This reviewer struggled to complete the lesson in 90 minutes. There was a lot of reading, and it was important to take copious notes because the terminology was technical.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read

Criteria	
<p>Comments: The 5 (complex) goals were clearly stated; the information was well organized, and the instructions were easy to follow. The literacy level of the materials was high. For those who hire indigenous paraprofessionals, the vocabulary level could be labeled difficult for our ESL employees.</p>	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising 	
<p>Comments: The on-line site was easy to access and navigate.</p>	
<p>Adult Learning Theory <input type="checkbox"/> Not Included</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer's during learning activities - Materials have a positive and respectful tone 	
<p>Comments: This lesson was learner centered and included a variety of educational activities. That said, the subject matter and vocabulary were above the ability level of many paraprofessionals hired for EFNEP.</p>	

Criteria	
Evaluation - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	XX <input type="checkbox"/> Not Included
Comments: Throughout the lesson there were short self-tests; at the end of the lesson there was a test over all of the topics covered in the lesson.	

Suitable for Initial training Ongoing training Both – This reviewer was not sure which area to select.

Overall Strength: (also list on cover page)

Easy to access and navigate.

Areas of Concerns or Questions:

This lesson covered a complex topic (fats and lipids), used a variety of carbon chains to illustrate ideas, and included subject matter that is not included in our EFNEP curriculum. Unless someone has recently taken an anatomy and physiology course (when discussing lipid digestion in the small intestine), and a couple of chemistry courses (so that one recognized a “phosphate group from a sterol”) the subject matter would be difficult to comprehend and of limited value.

References:

Criteria for Evaluating Training Materials. Lester, Richard Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 7 – Protein
Producer	Utah State University Extension
Date produced	2010
Cost	No cost
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is the 7th lesson in the online curriculum. The objectives of the lesson are: <ul style="list-style-type: none"> • Define what protein and amino acids are • Identify essential and non-essential amino acids • Name protein containing foods • Outline protein metabolism • Define the dietary recommendations for protein consumption • Describe the relationship between protein and health
Overall Strength	Good overall lesson on the role of protein and health.
Date Reviewed	March 17, 2011
Reviewer Name	Mary Wilson, University of Nevada

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>The content may be complex for less-educated paraprofessionals. While we don't teach about the details of protein and amino acids in EFNEP lessons, it is still helpful for paraprofessionals to have a basic understanding of protein and amino acids in general.</p> <p>The materials were error free. I found no typographical or grammatical errors in the lesson.</p> <p>One reference was listed for the lesson.</p> <p>The information was current – it even addressed the issue of combining incomplete proteins to create a complete protein within a given day rather than at the same meal.</p> <p>The lesson does teach about basic nutrition and the role of protein and health.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments:</p> <p>Because the lesson was about the role of protein in the diet, it was not necessary for it to be culturally and ethnically sensitive. One game did include a variety of protein sources such as beans and soybeans.</p> <p>The learning objectives were clearly stated and met.</p>

Criteria	
<p>The information was well-organized, fairly easy to understand and easy to us. The layout was simple and easy to follow. The literacy level may be high for some paraprofessionals as with the other lessons. The text was legible and easy to read.</p>	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising 	
<p>Comments: The lesson was done in BlackBoard and was easy to follow. The text size was adequate and it was easy to navigate through the lesson.</p>	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer's during learning activities - Materials have a positive and respectful tone 	<input type="checkbox"/> Not Included
<p>Comments: The games help reinforce the information though the correct answers to the questions need to be displayed if you miss a question. The games did support the objectives. Because the lesson is to be done by an individual, there is no opportunity for sharing experiences, etc.</p>	

Criteria	
Evaluation - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	<input type="checkbox"/> Not Included
Comments: The material was developed by Utah State University Extension, a credible source. It has been peer-reviewed and tested with nutrition paraprofessionals but I don't know what the results of that testing were. There were self-assessment games throughout the lesson and a final testing at the conclusion of the lesson.	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

Good overall lesson on the role of protein and health.

Areas of Concerns or Questions:

The literacy level may be too high for some paraprofessionals. The quizzes don't always tell you the correct answers if you've got the question wrong.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 8 – Vitamins, Mineral, Water, and Phytochemicals
Producer	Utah State University Extension
Date produced	2010
Cost	No cost
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is the 8th lesson of the Food \$ense Certification Program titled Vitamins, Mineral, Water, and Phytochemicals. The lesson objectives are as follows: <ul style="list-style-type: none"> • Describe basic functions of vitamins, minerals, water, and phytochemicals • ID sources of fat and water soluble vitamins and minerals • ID deficiencies and toxicities of vitamins and minerals • ID sources of phytochemicals and their health claims
Overall Strength	Good holistic curriculum of EFNEP and SNAP-Ed competencies involving the various tasks and knowledge that a NEA must perform. The unit is a great confidence booster for ongoing training needs.
Date Reviewed	March 22, 2011
Reviewer Name	Carissa Holley, University of Hawaii at Manoa

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

Scope of Practice

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>The content covers an overall understanding of water soluble vs. fat soluble vitamins and minerals beyond what NEA's teach in their classes. Deficiencies and toxicities are well defined and are helpful for paraprofessionals to have a basic understanding of the functions of vitamins, minerals, water, and phytochemicals and the importance of eating a balanced diet to maintain these levels. The materials were grammatical and error free with sound science-based information. References and resources are included and are consistent with the Dietary Guidelines for Americans 2005 and the MyPyramid. This lesson teaches basic nutrition for the prevention of disease and the role of micronutrients in overall health.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments:</p> <p>The lesson did not necessarily need to be culturally or ethnically sensitive because it mentioned balancing food groups, not specific foods. The lesson prepares paraprofessionals the background knowledge to emphasize eating a variety of foods to maintain overall health. The learning goals and objectives were clearly stated and the layout and content was organized in a logical manner throughout the lesson. The literacy level may be too high for a paraprofessional to read and comprehend on their own. The text was legible and easy to read.</p>

Criteria	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising 	
<p>Comments:</p> <p>In Lesson 8- Vitamins, Minerals, Water, and Phytochemicals, the “self checks” were not active when in “print mode”. All the material is readable and presented in an organized manner and navigation throughout the website was logical. For paraprofessionals who have never experienced a web-based course, a tutorial may be necessary to navigate them throughout the use of BlackBoard.</p>	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer’s during learning activities - Materials have a positive and respectful tone 	<input type="checkbox"/> Not Included
<p>Comments:</p> <p>The lessons are designed to be interactive involving self-checks, reviews within the lesson, and post-lesson quizzes. Sharing of experiences and opportunities for reflection are not included as this is an online lesson done by the individual. Paraprofessionals may need or want a shared learning experience, as this is the way their group classes are normally set up. The materials appear to be positive and delivered in a respectful tone.</p>	
<p>Evaluation</p> <ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) 	<input type="checkbox"/> Not Included

Criteria
<ul style="list-style-type: none"> ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional
<p>Comments:</p> <p>USU Extension is a credible source. The lessons have been peer-reviewed and tested with SNAP-Ed NEA's. Results of the testing are unknown. Evaluation tools included self-assessment games throughout the lesson and a short final testing at the conclusion of the lesson. The final test at the end of the lesson reflected comprehensive knowledge of Lesson 8.</p>

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

Good holistic curriculum of EFNEP and SNAP-Ed competencies involving the various tasks and knowledge that a NEA must perform. The unit is a great confidence booster for ongoing training needs.

Areas of Concerns or Questions:

If EFNEP paraprofessionals are expected to utilize this interactive lesson, face-to-face instructions may be helpful. The literacy level as well as the technology level may be too high for paraprofessionals. Quizzes do not let you know the correct answer after answering them incorrectly. Opportunities for reflection and discussion may also be necessary, especially in advising the paraprofessionals on what to do with the knowledge they have just learned. For example, after completing Lesson 8, it may be necessary to layout what information is most beneficial to EFNEP clients, and emphasize that EFNEP does not do medical nutrition therapy (e.g. diagnose deficiencies or toxicities).

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>
 4-H Curriculum Review Score Sheet.
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.
 Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> accessed April 30, 2009
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 9 – Energy Balance and Body Composition
Producer	Utah State University Extension
Date produced	2010
Cost	No cost
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is the 9th lesson of the Food \$ense Certification Program. The objectives for the lesson are: <ul style="list-style-type: none"> • Describe basic functions of vitamins, minerals, water, and phytochemicals • Identify sources of fat and water soluble vitamins and minerals • Identify deficiencies and toxicities of vitamins and minerals • Identify sources of phytochemicals and their health claims
Overall Strength	Interactive Web based Very thorough and scientific Research based
Date Reviewed	3/10/2011
Reviewer Name	Mindy Meuli, University of Wyoming

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **45-60 minutes**

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
 - Food Resource management
 - Food Preparation
 - Dietary Guideline for Americans
 - MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
 - Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
 - Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
 - Fiber
 - Portion Sizes
 - Food Safety
 - Reducing fat and/or sugar and salt
 - Vegetarian Diets
 - Fast Foods
- Other (please list)

Satiety Scale
Energy Balance

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>Calculate BMI – requires higher math skills.</p> <p>Must complete prior modules to do this lesson. Covers material taught in previous lessons – calculating calories.</p> <p>High literacy level.</p> <p>Reviews thermal effect of food and BMR - ? relevant to paraprofessionals.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments:</p>

Criteria	
For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics: <ul style="list-style-type: none">- Web site information is current, hyperlinks work- Easy to follow sequence; layout user friendly- Readability<ul style="list-style-type: none">Text size is adequate for viewingGood contrast between text and background- Navigation through the web site is logical<ul style="list-style-type: none">• navigation buttons• site map or search tool available- No advertising	
<p>Comments: BlackBoard No advertising Not sure if passed or not. High literacy level – did not realize you could scroll over green words to get definitions.</p>	
Adult Learning Theory <ul style="list-style-type: none">- Design is learner centered and interactive- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)- Opportunities are provided for learner<ul style="list-style-type: none">▪ to share experiences▪ reflect on importance▪ connect to real world examples▪ apply knowledge to other situation- Learning activities support objectives- Paraprofessionals are actively involved in the learning process- Paraprofessional voices are heard more than trainer’s during learning activities- Materials have a positive and respectful tone	<input type="checkbox"/> Not Included
<p>Comments: No feedback on correct answer</p>	

Criteria	
Evaluation - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	<input type="checkbox"/> Not Included
Comments: No evaluation tools included	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

Web based.

Areas of Concerns or Questions:

Scoring

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>
 4-H Curriculum Review Score Sheet.
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.
 Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 10 – Menu Planning and Smart Shopping
Producer	Utah State University Extension
Date produced	2010
Cost	No cost
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is the 10th lesson of the Food \$ense Certification Program. The objectives for the lesson are: <ul style="list-style-type: none"> • Create a meal plan using MyPyramid recommendations • Identify time saving tips for shopping • Explain shopping behaviors and how shopping tools can help individuals and families save money • Identify basic grocery store layout and its impact on shopping behavior • Identify components of food labels, their purpose and how they benefit health • Identify meal preparation methods • Explain shortcuts to clean up
Overall Strength	It is interactive for an online format and it breaks complex concepts down into small bites of information.
Date Reviewed	March 21, 2011
Reviewer Name	Mary Kay Wardlaw, University of Wyoming

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
 - Food Resource management
 - Food Preparation
 - Dietary Guideline for Americans
 - MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
 - Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
 - Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
 - Fiber
 - Portion Sizes
 - Food Safety
 - Reducing fat and/or sugar and salt
 - Vegetarian Diets
 - Fast Foods
- Other (please list)

- **Shopping tips**
- **Food labels**

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments: The content is appropriate and consistent with the objectives. The information is based on research with the citations shared at the end of the lesson. There were a few errors or challenging areas:</p> <ul style="list-style-type: none"> • New bullet needed in Objectives list – the fifth bullet includes two objectives. • Self-check questions on page 7. As a mathematical question, the answer is correct, as multiple choice, it is not. I would revamp these to emphasize the best value, not the math equation. • On page 10 in the interactive box, expiration is misspelled. • I did not understand the interactive box on page 12. I don't know what I am supposed to do. <p>I wonder about a worksheet for menu planning. We use one in Wyoming that allows participants to fill in the squares for a week. It follows the same basic steps, just in an-easy-to-use format. We would be happy to share the worksheet.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments: To add some diversity, there could be more variety in the photos. Also, some sample menu plans could be shared that could include varying cultural foods.</p>

Criteria	
<p>The literacy level may be a little high for some paraprofessionals. There is a lot of text. The objectives are clear and reinforced throughout the lesson with the quizzes and interactive boxes.</p>	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising 	
<p>Comments: The sequence was easy to follow and the format seemed readable for the most part. I could see benefit to one larger font size, or bolding the font for slightly easier reading. The navigation was easy. There could be some hyperlinks added to access appropriate supporting information like MyPyramid and the Nutrition Facts panel. The Plate Method and Nutrition Facts Panel graphics are not in clear focus – may need a higher resolution for these.</p>	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer’s during learning activities - Materials have a positive and respectful tone 	<input type="checkbox"/> Not Included
<p>Comments: The online format is challenging but I thought this lesson was organized and presented in a clearly. The self-check questions reinforced the main concepts and kept me engaged. I did note questions with the self-checks on page 7. I was not sure how and when to do the assignment. I wonder if a video segment on how to do a menu plan could be helpful then have students complete their own.</p>	

Criteria	
Evaluation - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	<input type="checkbox"/> Not Included
Comments: These lessons were peer-reviewed and tested with nutrition paraprofessionals. Not sure about follow-up with paraprofessionals.	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

Somewhat interactive for an online format.

Areas of Concerns or Questions:

One idea could be to have an audio option where educators can listen to the content instead of reading the words. The literacy level may be a little high for some paraprofessionals. A potential addition is to have a blog on online chat/discussion for educators to interact with each other after the lesson.

I have noted above a few places that need to be corrected or addressed.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>
 4-H Curriculum Review Score Sheet.
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.
 Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 11 – Nutrition and Chronic Diseases
Producer	Utah State University
Date produced	2010
Cost	No cost
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is the 11th lesson in the Food \$ense Certification Program. Lesson 11 acknowledges that while chronic diseases are not part of the scope and practice for a paraprofessional, it is important to understand them and help prevent them. All chronic diseases that are discussed are affected by diet and exercise and are preventable or slowed by choosing a healthy lifestyle. The objectives for the lesson are: <ol style="list-style-type: none"> 1. List the major chronic diseases affecting Americans 2. Know the incidence and prevalence of major chronic diseases 3. Understand how major chronic diseases develop 4. Identify the relationship between diet and major chronic diseases
Overall Strength	Very comprehensive
Date Reviewed	4/26/2011
Reviewer Name	Linda Gossett, University of Idaho

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-60 minutes**

- Meal Planning
 - Food Resource management
 - Food Preparation
 - Dietary Guideline for Americans
 - MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
 - Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
 - Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
 - Fiber
 - Portion Sizes
 - Food Safety
 - Reducing fat and/or sugar and salt
 - Vegetarian Diets
 - Fast Foods
- Other (please list)

- Heart Disease
- Cancer
- Diabetes

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Supports training educators delivering programming to Youth or Adults or Both

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>The lesson objectives are: the paraprofessional will be able to:</p> <ol style="list-style-type: none"> 1) List the major chronic diseases affecting Americans, 2) Know the incidence and prevalence of major chronic diseases, 3) Understand how major chronic diseases develop, 4) Identify the relationship between diet and major chronic diseases. <p>Because this lesson topic doesn't satisfy any of the paraprofessional training topics makes it highly questionable to include. The materials are error free and the information is based on current research.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read

Criteria	
<p>Comments:</p> <p>There were no references made for cultural or ethnic sensitivity; neither was there information for diverse audiences. This is a crash course about chronic diseases. The information was well organized and easy to use but one must have a large vocabulary and background in biology and health to understand the concepts. All of the multi-syllable words were defined (such as atherosclerosis, myocardial infarction, homocysteine, transient ischemic attacks, etc.), but one had to keep copious notes in order to complete, and do well on the quizzes. The vocabulary was higher than the average high school graduate is comfortable with.</p>	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising 	
<p>Comments:</p> <p>An important diagram (for one of the quizzes) showing the progression of atherosclerosis used a small font, was grainy and hard to read.</p> <p>There was no advertising.</p>	
<p>Adult Learning Theory <input type="checkbox"/> Not Included</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer's during learning activities - Materials have a positive and respectful tone 	
<p>Comments:</p> <p>Two scenarios asked the paraprofessional to evaluate a health risk:</p>	

Criteria	
<p>1) What should the client do to reduce his risk of heart disease? 5 choices were given 2) How would you classify a client who has a blood pressure of 150/90? 5 choices were given The appropriate answer, "tell the client to consult with his personal medical doctor," was not one of the choices.</p>	
<p>Evaluation</p> <ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	<p><input type="checkbox"/> Not Included</p>
<p>Comments: Utah State University is a credible state university. No mention of peer review process; possibly tested with other paraprofessionals. No evaluation included. Self assessment is included but not user friendly. One had to take notes throughout the lesson.</p>	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

Comprehensive.

Areas of Concerns or Questions:

This lesson is not suitable for the EFNEP.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>
 4-H Curriculum Review Score Sheet.
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.
 Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 12 - Nutrition in Pregnancy, Lactation, and Infancy
Producer	Utah State University Extension
Date produced	2010
Cost	No cost
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is the 12th lesson of the Food \$ense Certification Program. The lesson objectives are: <ul style="list-style-type: none"> • Describe normal changes in maternal physiology during pregnancy. • Describe the implications of poor maternal nutrition on the infant. • Define energy requirements in pregnancy and pregnancy weight gain recommendations. • Name important nutrients to obtain in pregnancy and foods that contain these nutrients. • Name substances to avoid during pregnancy and their related health consequences. • Explain food safety issues related to pregnancy and their health consequences. • Define common health problems or ailments associated with pregnancy and ways to alleviate the symptoms. • Identify an appropriate diet for a lactating woman. • Identify community resources available to lactating women. • Describe appropriate feeding practices in early infancy. • Describe the development of infant feeding skills. • Explain the progression of the introduction of solid foods. • Explain unsafe feeding practices in infants.
Overall Strength	Good overview of nutrition during pregnancy, lactation and infancy.
Date Reviewed	April 21, 2011
Reviewer Name	Mary Wilson, University of Nevada

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

Nutrition during pregnancy, lactation, and infancy

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>The content is appropriate to educate a paraprofessional. I found under the section "Nutrient Needs during Pregnancy" in the calcium section, it seemed to be contradictory. It first says, "Although calcium is not necessarily needed in higher amounts during pregnancy, it is an important nutrient that is difficult for some women to get enough of." The next sentence says, "During the last trimester of pregnancy, calcium needs increase by 300 mg per day." These two sentences seem inconsistent.</p> <p>The lesson seems consistent with the goals and objectives of EFNEP program policies.</p> <p>The information is based on current research and lists reference at the end of the lesson. In addition to teaching about nutrition during pregnancy, lactation, and infancy, the lesson teaches about infectious diseases and toxic minerals found in foods that a pregnant woman is vulnerable to as well as foods, beverages, drugs and smoking that can harm a fetus or infant.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read

Criteria	
<p>Comments: There was nothing in the lesson that addressed cultural or ethnic differences, values, practices, etc., during pregnancy or lactation. The information was easy to understand and follow. The learning goals and objectives were clearly stated. The layout was easy to follow.</p>	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising 	
<p>Comments: The links worked and the layout was user friendly. The text was easy to read and the lesson was easy to navigate.</p>	
<p>Adult Learning Theory <input type="checkbox"/> Not Included</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer's during learning activities - Materials have a positive and respectful tone 	
<p>Comments: I thought this lesson was not as technical as some of the lessons I previously reviewed, though, the online educational lessons may be difficult for some professionals to follow who are not computer savvy nor are familiar with this type of educational technique.</p>	

Criteria	
<p>Evaluation</p> <ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	<input type="checkbox"/> Not Included
<p>Comments:</p> <p>The lessons were peer reviewed and tested with paraprofessionals but I'm not aware of any follow-up with paraprofessionals.</p>	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

Good review of nutrition during pregnancy, lactation, and infancy. The games reinforced the learning though after completing them, it should tell you the correct answers.

Areas of Concerns or Questions:

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 13 - Nutrition in Childhood
Producer	Utah State University Extension
Date produced	2010
Cost	No cost
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is the 13th lesson of the Food \$ense Certification Program titled Nutrition In Childhood. The lesson objectives are as follows: <ul style="list-style-type: none"> • Identify childhood obesity statistics and possible causes. • Identify recommended servings from each food group. • Identify ways to make family meals approachable • Identify the reasoning behind the importance of food safety for children • Identify appropriate snacking • Identify appropriate physical activity
Overall Strength	Good overview of childhood nutrition.
Date Reviewed	April 21, 2011
Reviewer Name	Carissa Holley, University of Hawaii at Manoa

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods

Other (please list)
Family mealtime

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments:</p> <p>The content is appropriate to the paraprofessional. Goals and objectives seem to be consistent with the EFNEP program policies, and follow USDA guidelines. On the first page, the objectives should have an "objectives" heading above the bullets. The information presented is based on current research at the time of its development and should be updated respectively. For example, the Childhood Obesity section mentions the DOH survey from 2006, which was essentially 5 years ago. If there is more current data that DOH has done, it should be made known to the paraprofessionals.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments:</p> <p>The materials did not address cultural or ethnic sensitivity, nor did it reflect diversity of paraprofessionals, values, practices, etc. in childhood nutrition. The materials do not address working with diverse audiences. Learning goals and objectives were clearly stated and the information was well organized, easy to understand, and easy to use. The layout is practical with timely follow questions and activities. The literacy level is a bit high for paraprofessionals. The text was legible and easy to read.</p>

Criteria	
<p>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</p> <ul style="list-style-type: none"> - Web site information is current, hyperlinks work - Easy to follow sequence; layout user friendly - Readability <ul style="list-style-type: none"> Text size is adequate for viewing Good contrast between text and background - Navigation through the web site is logical <ul style="list-style-type: none"> • navigation buttons • site map or search tool available - No advertising 	
<p>Comments: The links worked and the layout was user friendly. The text size was adequate for viewing and the navigation of the web site is logical.</p>	
<p>Adult Learning Theory</p> <ul style="list-style-type: none"> - Design is learner centered and interactive - Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing) - Opportunities are provided for learner <ul style="list-style-type: none"> ▪ to share experiences ▪ reflect on importance ▪ connect to real world examples ▪ apply knowledge to other situation - Learning activities support objectives - Paraprofessionals are actively involved in the learning process - Paraprofessional voices are heard more than trainer's during learning activities - Materials have a positive and respectful tone 	<input type="checkbox"/> Not Included
<p>Comments: The design is learner centered and technologically interactive, but not interactive in sharing of ideas or how these concepts are translated in nutrition classes, particularly youth classes, in the field. There is no opportunity for reflection and minimal ideas for how to apply the knowledge in class situations. The online format itself may be difficult and possibly frustrating for paraprofessionals who are unfamiliar with the computer and online learning. There are no opportunities for paraprofessionals to give feedback during the lessons.</p> <p>The Card Game reviews do not inform the student of correct or incorrect answers, but showed a final score at the end. For all self checks, you may only answer once.</p>	

Criteria	
<p>Evaluation</p> <ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	<input type="checkbox"/> Not Included
<p>Comments:</p> <p>The lessons were peer reviewed and tested with paraprofessionals of SNAP-Ed, but I am unaware if they were tested with EFNEP paraprofessionals in other states.</p>	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

Good overall lead into childhood nutrition.

Areas of Concerns or Questions:

It would help paraprofessionals if key messages to share during classes were extracted. It would also help if there were hypotheticals of adult and youth class situations in which a client asks the paraprofessional a nutrition question related to the concepts taught in this lesson and how a paraprofessional should address the client's question.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.
Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.
Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.
Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply): Subject Matter Covered (check all that apply): Core Competency Covered (check all that apply)

Title	Food \$ense Certification: Lesson 14 – Food Safety
Producer	Utah State University Extension
Date produced	2010
Cost	No cost
How to obtain resource: Name, Phone, Email, Address, Website	Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense Debra.christofferson@usu.edu; heidi.leblanc@usu.edu
General Description	This is the 14th lesson of the Food \$ense Certification Program. The objectives for the lesson are: <ul style="list-style-type: none"> • Differentiate between foodborne infections and intoxications. • Define the four steps to FightBac! (Clean, Separate, Cook, Chill). • Describe commonly seen natural toxicants in foods and ways to avoid them in food preparation. • Identify types and uses of pesticides, and how to handle food safely. • Describe the regulations governing additives and differentiate between intentional (direct) and indirect food additives. • Describe how to choose and store fresh, frozen, and canned products.
Overall Strength	Technical and science based. Provides interaction. Uses USDA Materials
Date Reviewed	4/22/2011
Reviewer Name	Mindy Meuli, University of Wyoming

- DVD
- CD-ROM
- Video
- Print material
 - Booklet
 - Fact Sheet
 - Written training module or outline
 - Curriculum
- Electronic documents
- Multi-media
 - PowerPoint Slides
 - Web Site
 - Multimedia with written materials
- Game
- Poster

Other:

Delivery Mode:

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth or Adults or Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
 - Grains/Whole Grains
 - Vegetables
 - Fruits
 - Dairy
 - Meat and Beans
 - Fats and Oils
 - Physical Activity
- Macronutrients
 - Calories
 - Carbohydrates
 - Protein
 - Fat
- Micronutrients
 - Vitamins
 - Minerals
 - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

Additives in food
Pesticides

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Additional Areas:

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies
http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease
<p>Comments: Research based. USDA – Fight BAC Materials</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read
<p>Comments: Literacy level is advanced.</p>

Criteria

For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:

- Web site information is current, hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
 - Text size is adequate for viewing
 - Good contrast between text and background
- Navigation through the web site is logical
 - navigation buttons
 - site map or search tool available
- No advertising

Comments:

[Blackboard](#)

A little difficult to navigate.

Adult Learning Theory

Not Included

- Design is learner centered and interactive
- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)
- Opportunities are provided for learner
 - to share experiences
 - reflect on importance
 - connect to real world examples
 - apply knowledge to other situation
- Learning activities support objectives
- Paraprofessionals are actively involved in the learning process
- Paraprofessional voices are heard more than trainer's during learning activities
- Materials have a positive and respectful tone

Comments:

[Interactive](#)

[Specific Questions regarding Food \\$ense Program – use of a recipe and teaching the curriculum.](#)

Criteria	
<p>Evaluation</p> <ul style="list-style-type: none"> - Material Development <ul style="list-style-type: none"> ▪ Author or producer of material is credible source (government, university) ▪ Peer reviewed ▪ Tested with Extension nutrition paraprofessionals ▪ Impact evaluation has been conducted - Evaluation tools included with materials <ul style="list-style-type: none"> ▪ Self assessment of paraprofessional ▪ Follow-up evaluation of paraprofessional 	<input type="checkbox"/> Not Included
<p>Comments:</p> <p>Credible Source – University Course</p> <p>Pilot tested</p> <p>I did not realize that you have to do the course content lesson and also take the quiz.</p>	

Suitable for Initial training Ongoing training Both

Overall Strength: (also list on cover page)

Scientific
Interactive

Areas of Concerns or Questions:

Results of pilot testing?

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.
Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.
Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.
Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

The Essentials of the EFNEP Paraprofessional Model:

Hiring EFNEP Paraprofessionals

March 7, 2007

What qualities are most important in hiring an EFNEP paraprofessional?

- Indigenous
- Life experiences vs. professional skill set

Desired criteria for successful paraprofessionals (Spindler, 1967)

- Are empathetic and have compassion for low-income families
- Keen perception/appreciation of various values and standards of our society
- Demonstrated ability to work with people
(homemakers who have functioned effectively only as organizational leaders are not recommended as they tend to project organizational features into the program rather than to conduct an educational program to meet the specific needs of a homemaker)
- Mature and flexible, receptive to new ideas, accept supervision
- Energetic, enthusiastic, willing to work – even if results minute and delayed
- Possess acceptable standards in homemaking skills
- Educational background to understand and follow training and policies

Expanded Food and Nutrition Education Program: A Precedent-Setting Program, Muriel S. Brink, 2000.

Your turn:

With a partner, come up with 2-3 qualities you think are most important in a successful EFNEP paraprofessional.

Sources:

- Maximizing Paraprofessional Potential. Joye Norris and Susan Baker, Krieger Publishing Co., 1999*
- University of Wisconsin,
<http://www.uwex.edu/ces/wnep/hire/index.cfm>
- Your university's hiring guidelines and resources

Possible process for hiring:

- Allow plenty of time
- Develop the job description
 - Use core competencies to inform the description
- Advertising the position
 - Where (local agencies, churches, program graduates, neighborhood publications, radio stations)
 - Be creative – go where the people are

- Review applications
 - What to look for – matrix (WI)
 - Minimum – GED or HS diploma
 - “Over-qualified”
- Conduct successful interviews
 - Group (basics of EFNEP program, the job, benefits, etc)
 - Individual (more about them as well as job)
 - Interview questions – behavior focused (examples – Montana, Indiana, New Jersey, New Hampshire, Wisconsin, Wyoming)
 - Who should be part of the interview? (supervisor, county educator, local administrators for Extension)
- After the interview – making the decision
 - References
 - Criminal background check
 - Matrix for assessment

Your turn:

With your partner, come up with 2-3 behavior focused questions you could ask related to the qualities you mentioned earlier.

Places you can go for more information:

EFNEP Coordinators Web Site – www.efnep.org

Training Section

PPT of Paraprofessional Session

Links and handouts provided by other states

Contacts:

- Phyllis Dennee, Montana State University, pdennee@montana.edu (process, job description, interview questions)
- Debbie Luppold, University of New Hampshire, debbie.luppold@unh.edu (matrix of qualifications, behavior focused interviews)
- Robin Orr, University of Illinois, raorr@uiuc.edu (process, Civil Service)
- Beverly Phillips, University of Wisconsin, beverly.phillips@uwex.edu, (all items related to hiring)
- Susan Stephenson-Martin, Rutgers University, smartin@aesop.rutgers.edu (process, interview questions)
- Mary Kay Wardlaw, University of Wyoming, wardlaw@uwyo.edu (interview questions)
- Donna Vandergraff, Purdue University, vandergraff@purdue.edu (process, interview questions)

Community Nutrition Paraprofessional Training Library

Title	Rutgers New Employee Training Program
Producer	Rutgers University
Date produced	The New Employee Training Manual Revised June 2008 The Nutrition Education Process Manual Revised May 2009
Cost	
How to obtain resource: Name, Phone, Email, Address, Website	Name: Dr. Debra Palmer, Specialist in Community Nutrition Phone: 732-932-9853 Fax: 732-932-6522 Email: dpalmer@njaes.rutgers.edu
General Description	<p>The Rutgers New Employee Training program consists of several training manuals, directed readings and PowerPoint presentations. New employees are required to attend 4 weeks of training for 5 hours per day. The following resources were reviewed:</p> <ul style="list-style-type: none"> • The EFNEP/FSNEP New Employee Training Manual is intended for the trainer of new nutrition educators. It consists of a series of lesson outlines used by a trainer to train new employees during their orientation. It refers to the other resources listed below. • The Nutrition Education Process Manual is the training resource given to new nutrition educators. It contains an introduction section with material on basic nutrition education, adult learning techniques, and other foundation materials. This is followed by seven steps that follow the process of conducting lessons in the community. It is broken down chronologically following a before, during, and after order for the first, second, and last class in an EFNEP/SNAP-Ed series. The last step covers the paperwork aspects of the program. • Dietary Guidelines for Americans, 2005 is the 85 page document that addresses the nutrition and exercise recommendations for the U.S. It provides a foundation for new nutrition educators on what the diet and physical activity recommendation are for the US population (basic Nutrition 101 information). • 10 Dietary Guidelines PowerPoint Presentations based on the different chapters in the Dietary Guidelines for Americans 2005. A pre-test and then a post-test is given. Participants must pass with a score of 70%.

Developed May 2009, Western Region EFNEP: Barale and Wilson. Revised at Western EFNEP Coordinators Meeting
Revision: 2/22/2011 2:41:03 PM

Date Reviewed	November 29, 2010
Reviewer Name	Jagan Butler, Kari Bachman, Peggy Martin, Rachael Leon Guerrero , Connie Schneider

Format (check all that apply):

- DVD
- CD-ROM
- Video
- Booklet
- Fact Sheet
- Game
- Poster
- Curriculum
- PowerPoint Slides
- Web Site
- Web Training
- Written training module or outline

Other:

Food, Nutrition, Physical Activity Topics Covered (check all that apply)

- Physical Activity
- Meal Planning
- Food Resource management
- Food Preparation
- MyPyramid
- Dietary Guideline for Americans
- Portion Sizes
- Vegetarian Diets
- Food Safety
- Grains/Whole Grains
- Vegetables
- Fruits
- Dairy
- Meat and Beans
- Fats and Oils
- Carbohydrates
- Sodium and Potassium
- Reducing fat and/or sugar and salt
- Calories
- Vitamins and Minerals
- Other (Under the Dietary Guidelines all the themes above are touched on)

Core Competency Topics Covered (check all that apply)

- Understand the Land Grant University System
- Time Management
- Diversity/ Cultural Competence/ Civil Rights
- Recruiting Participants
- Planning Lessons
- Collecting Data
- 24-Hour Recall
- Writing Success Stories
- Working with Volunteers
- Developing and/or maintaining partnerships
- Use of logos, disclaimers, state program-specific graphic identity standards
- Technology literacy
- Ethics
- Child Protection
- Other (please list)

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease <p>Comments: The review team really like the process Rutgers used to organize their training program (Seven Steps), but felt that it would be difficult for another state to take this training program and run with it (the training manual provides bullets on what is to be covered in each step but not how the trainer presents it). Another area that the team liked was how New Jersey gets input on what education is given after the second lesson. Rutgers tries hard to align the lessons to the interest and needs of their clients. Much of the nutrition education given is drawn from the Dietary Guidelines for Americans and MyPyramid which supports the prevention of disease and goals of EFNEP. The Nutrition Education Process Manual was written in April 1999 and revised in May 2009 (most of the sources are documented). The New Employee Training Manual was written in may 2007 and revised in June 2008. It is still in a Draft format.</p>
<p>Format</p> <ul style="list-style-type: none"> - Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels. - Materials prepare paraprofessionals to work with diverse audiences - Learning goals and objectives clearly stated - Information is well organized, easy to understand and easy to use - Instructions for material are easy to follow - Layout makes it easy to follow the sequence of the materials - Literacy level based on reading grade level appropriate for paraprofessional - Text legible and easy to read

Criteria

Comments: The resources reviewed did not include a specific lesson on cultural diversity. There are some activities built into the lessons, but it was not clear how the instructor introduces or facilitates these activities. The lesson outlines did not include learning goals and objectives. In terms of the document layout, there are places where it is hard to follow. The materials reviewed also contained some typos and there were places where it seemed fragmented (the New Employee Training Manual is currently in a draft form). In terms of the literacy level of the material reviewed, the team felt some paraprofessionals would struggle with some of the assigned reading given the varying reading levels within this group. In addition, the text was small and dense and the copies reviewed were not of the best quality (It could be that the original document is much cleaner).

For Web-based tools (Adobe Connect, BlackBoard, websites), please review these additional topics:

- Web site information is current, Hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
 - Text size is adequate for viewing
 - Good contrast between text and background
- Navigation through the web site is logical
 - navigation buttons
 - site map or search tool available

No advertising

Comments: N/A

Adult Learning Theory

- Design is learner centered and interactive
- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)
- Opportunities are provided for learner
 - to share experiences
 - reflect on importance
 - connect to real world examples
 - apply knowledge to other situation
- Learning activities support objectives
- Paraprofessionals are actively involved in the learning process
- Paraprofessional voices are heard more than trainer's during learning activities
- Materials have a positive and respectful tone

Criteria

Comments: Adult Learning Theory topics are covered in the basic information section of the process manual. The lessons are based on supporting behavior change in the clients served. There are some hands-on activities, applied teaching skill and discussion questions mentioned throughout the trainings. What is hard to gauge is to what degree the training for paraprofessionals models adult learning theory or how engaged the nutrition educators are in the process. Most of the material is written in a positive tone but there were several sections that were harsh and somewhat impersonal.

Evaluation

- Material Development
 - Author or producer of material is credible source (government, university)
 - Peer reviewed
 - Tested with Extension nutrition paraprofessionals
 - Impact evaluation has been conducted
- Evaluation tools included with materials
 - Self assessment of paraprofessional
 - Follow-up evaluation of paraprofessional

Comments: In the Introduction, it was mentioned that the process manual was created with a lot of feedback and this feedback was collected up front. The only evaluation tools reviewed were for the 10 Dietary Guidelines lessons which included a pre and post test. In terms of the effectiveness of the training program as a whole, no formal evaluation was found, but the authors did say "it works". The development of the process manual involved the input of over 90 individuals including many nutrition educators and it has been objectively reviewed by 37 reviewers.

Ease of Use

- Settings where materials can be used (Check all that apply)
 - Individual
 - Group
 - Facilitator led
 - Self-learning
 - Distance
 - On-line

Suitable for Initial training Ongoing training Both

*This training resource has a lot of good materials and ideas but would take time and energy to implement in a new state.

Overall Strength: The strength of this training resource is the way it is laid out over time. The format is based on what to do before, during, and after the different lessons are offered in a series. This logical format provides the paraprofessional with an understanding of what they will do in the field. Another strength of the curriculum is the use of behavioral inventories to identify behaviors clients are interested in. Once the behaviors have been identified another activity is used to identify specific objectives that are tied to these behaviors of interest. This process allows the educator to really customize the class lessons to the clients' interests.

There were also some nice teaching aids that are worth sharing with other programs across the country.

- The Step 1 through 6 one-page outline of a class series – provides a condensed overview of the steps a nutrition educator needs to follow throughout a whole class series.
- Lesson 1: Lets Talk About Nutrition Education – A step by step guide on completing the first lesson and 24 hour recall.
- Lesson 2: MyPyramid - A step by step guide to completing the second lesson introducing the MyPyramid to the class.
- Diet Recall Quick Reference Sheet – nice question and answer resource on questions that may come up during a 24 hour recall.
- Behavioral Inventories – list of questions that help the educator identify topics a class may be interested in. This is used to develop the lesson plans for future classes.
- Behavioral Objectives - These are the possible objectives that are tied to the Behavioral Inventories. Based on which behaviors the class is interested in, the class selects specific objectives for that behavior.
- The list of Approved Curriculum/Supplemental Materials – Provides a list of possible curriculums a state could review if they are interested in exploring new educational materials.
- Paper Work Section - This section of the process manual may be of interest to other states that are revising their forms.
- The lesson outlines in the New Educator Training Manual could give a state ideas to include in their trainings of educators.

Areas of Concerns or Questions: This training resource is not something that can be taken off the shelf and run with. It provides an outline of the topics that need to be covered in each educator training session but does not spell out how these sessions are to be taught. As a resource for other states, it can act as a framework and does provide some good material for building a foundation for new nutrition paraprofessionals. To make it more user-friendly, some of the reading material could be formatted differently. Training session lesson plans could be further developed to give trainers more information.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

Post Review Rutgers Program Leadership Comments:

- The administrative documents for use with the Process (Manual) are available on the website: www.njsnap-ed.org, Managerial Tools/Teaching/Outreach, as well adult lessons – Educational Materials/Small Group Adult Nutrition Lessons.
- The Dietary Guideline lessons will be updated to the Dietary Guidelines 2011

Safe Food Activities

Presented by Justine Hoover, MS, RD, LD
Assistant EFNEP/FNP Coordinator
Iowa State University Extension
jhoover@iastate.edu

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Healthy People. Environments. Economies.

Overview

- Background
- Planning
- Food Activity
- Cleanup

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Objectives

1. Staff will understand the importance of safe food handling.
2. Staff will know how to reduce incidence of food borne illness.
3. Staff will serve as a healthy role model for families and students by practicing safe food handling practices in food activities from preparation through cleanup

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Background

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Safe Food Handling – Why the Concern?

- A foodborne illness from a food activity is possible
- Each year an estimated 48 million people (1 in 6) get sick from food
- Of these, about 3000 die from either the foodborne illness or related complications
- So, all EFNEP/FNP staff need to follow some basic, common sense rules

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How Food Becomes Unsafe

1. Unsafe sources
2. Time-temperature abuse of foods in "Danger Zone" (TDZ= 41°F to 135°F)
3. Poor personal hygiene
4. Cross-contamination
5. Improper cleaning and sanitizing

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Planning

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Before Food Activity

- Define Your Activity/Activities
 - Food Demonstration
 - Food Preparation
 - Food Tasting
- Recipe Preparation
- Food Safety Kit
- Survey Facility

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Define Your Activity

- **Food Demonstration:** showing and explaining to a family or group how to prepare a recipe or a recipe component
- **Food Preparation:** working together with a family or group to prepare a recipe or recipe component
- **Food Tasting:** preparing a recipe in advance, dividing the recipe up into small portions, and serving those portions to families, group members, or others at a lesson or while recruiting

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Pause

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Review the Recipe

- Purchasing
- Advance preparation steps
 - Tasting
 - Demonstration and Preparation

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Food Safety Kit

- Always check that your food safety kit is restocked with necessary items, including...

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Gloves

Loose, plastic gloves should be included for use in food serving



Tighter fitting food preparation gloves should be included for use in preparation and demonstration

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Plastic Containers



Use separate containers for equipment and dry food items. You may want a larger container for equipment, such as the one seen on the left. All containers should be clean and have tight-fitting lids.

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Thermometers



A stem thermometer should be used to ensure foods are held at the proper temperature

A refrigerator thermometer should be used to ensure foods are stored at the proper temperature

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Soap



Soap and hand sanitizer should be included in kit to allow for frequent hand washing

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Cooler



Pack coolers with ice or ice packs to ensure cold foods stay below 41°F

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Trash Bags



Trash bags should be included to use during cleanup, they may also be used during transportation as shown on the following slide

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Cover for Transportation



A towel, sheet, or trash bag should be used to entirely cover storage surfaces in vehicle during transportation

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Clean Apron



A clean apron should be worn at each food activity

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Sanitizing Equipment



Prepare sanitizing solution with a spray bottle, bleach, water, and measuring utensils for 1 cup and 1 tsp



Sanitize surfaces with spray bottle solution and disposable paper towels

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Pause

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Survey Facility

- Is there running water with
 - Restrooms?
 - Hand washing sinks?
 - Food sinks?
- Are there trash cans and adequate counter space?
- Is equipment in working order?
- Are outlets available if needed?

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Food Activity

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Food Activity

- Guidelines
- TCS Foods
- Time and Temperature Controls
- Personal Hygiene
 - Your health
 - Hand washing
 - Proper Glove Use
- Allergens

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Food Demonstration Guidelines

- Follow all recipe food safety guidelines
- Store cold foods in the refrigerator which must be at appropriate temperature of 40°F or below
- Wash and sanitize all demonstration areas
- Wash your hands and wear plastic, loose gloves when serving
- Have participants wash hands before tasting, if able
- Pre-portion servings for participants, if possible, to limit risk of food contamination
- Always use clean serving utensils

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Food Preparation Guidelines

- Follow all recipe food safety guidelines
- Arrive early to allow time to prepare surfaces, food, and materials before participants arrive
- Notify person in charge of facility if anything is not in proper working order
- Wash and sanitize all preparation areas and eating surfaces
- Wash hands and put on tighter fitting food preparation gloves with ready-to-eat foods; have anyone assisting in preparation do the same

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Food Preparation Guidelines

- Special notes for preparation in home kitchens:
- Limit visitors/others in kitchen
- Keep pets out of kitchen during preparation
- Do not smoke near food or preparation area
- Use proper tasting procedures
- Do not eat or drink from an open container while preparing food.

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Food Tasting Guidelines

- Follow all recipe food safety guidelines
- Wash and sanitize all serving surfaces; place clean tablecloth on serving table if available
- Wash hands and wear plastic, loose gloves when serving food for tasting



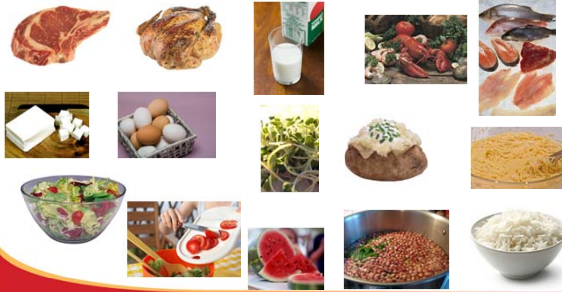
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Food Tasting Guidelines

- Set out small batches for tasting; keep sealed when possible
- Hot Foods: store in crock-pot with lid on
- Cold Foods: store in bowl with ice
- Check temperatures frequently (Hot $\geq 135^{\circ}\text{F}$, Cold $\leq 41^{\circ}\text{F}$)
- Discard any food set out for tasting if not consumed

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Temperature Control for Safety Foods



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Pause

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All Foods Require Attention



- Meat and Cheese
- But also ready-to-eat foods:
 - Lettuce
 - Tomato
 - Bun

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Time and Temperature

- **Before Use:**
 - Store in refrigerator (below 41°F) or freezer (below 0°F)
 - Use refrigerator thermometer
- **While Serving:**
 - Keep hot foods hot and cold foods cold
 - Hot means 135°F or above
 - Cold means 41°F or below
 - Two hours



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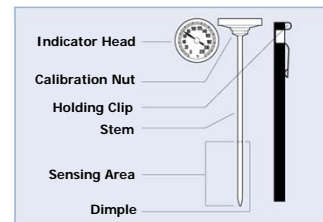
Time and Temperature

- Appropriate cooking temperatures for items in recipe
 - Chops, steaks, roasts, & fish: 145°F
 - Ground meats such as ground beef, ground pork or sausage, & egg dishes: 160°F
 - Chicken breasts & whole poultry: 165°F

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Time and Temperature

Bimetallic Stemmed Thermometer



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Time and Temperature



1. Fill a large container with ice and water



2. Submerge the thermometer stem or probe in the water for thirty seconds



3. Hold the calibration nut and rotate the thermometer head until it reads 32°F (0°C)

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Personal Hygiene

- Personal Appearance and Hygiene Guidelines:
- Wear clean and appropriate clothing
- Remove jewelry
- Tie your hair back away from your face
- Use a clean apron
- Wash hands often
- Do not serve or prepare food if you are sick

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Personal Hygiene

- Do not serve or prepare food if you are sick
 - Sore throat
 - Fever
 - Vomiting
 - Diarrhea

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Hand Washing

Before

- Food activity



Iowa Food Safety Task Force
Kansas Health Foundation

After

- Use of restroom
- Eating, drinking, chewing gum
- Handling raw meat
- Touching unclean equipment
- Sneezing, coughing, tissue use
- Use of cleaning/sanitizing chemical
- Taking out garbage
- Touching clothing or aprons
- Clearing dirty tables

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Hand Washing



1. Wet hands with warm running water



2. Apply soap



3. Rub hands together for 10-15 seconds



4. Clean under fingernails and between fingers



5. Rinse hands thoroughly under running water



6. Dry hands with disposable towel or dryer

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Total time = 20 seconds

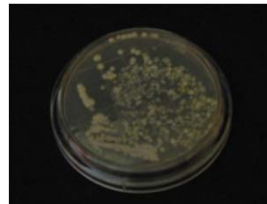
Hand Washing



Microorganisms from unwashed hands after using the restroom

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Hand Washing



Microorganisms from handwashing sink faucet handle

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Hand Washing



Microorganism from fingers dried on this apron



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Hand Washing vs. Hand Sanitizer

- Estimated that about half of the 48 million foodborne illnesses each year are from Norovirus
- Hand sanitizers not effective for all pathogens that cause foodborne illnesses not a substitute for handwashing

“Hand washing is the single most important means of preventing the spread of infection.”
– Centers for Disease Control and Prevention

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Wearing Gloves

- Provide barrier between germs on hands and food to cut down on spread of food borne illness
- Wear when handling ready-to-eat foods
- Wear over cuts and sores
- Tight gloves – preparation
- Loose gloves - serving

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Wearing Gloves

- Always wash hands before putting on new gloves
- Wash hands after taking gloves off



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Wearing Gloves

- Change gloves:
 - When gloves rip or tear
 - After touching new surface
 - Before starting new task
 - After coughing/sneezing



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Allergens

- Be aware that food allergies may occur
- Common food allergies: Milk, Peanuts, Shellfish, Soy, Tree Nuts, Fish, Eggs, Wheat



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Cleanup

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Washing and Rinsing

- Wash with hot, soapy water
- Rinse in very hot water

- Reduces microbial populations
- Removes visible debris

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Sanitizing

- Spray bottle for surfaces

- Dishpan for utensils and equipment



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Sanitizing

- In spray bottle:
 - ½ tsp bleach to 2 cups water
- In dishpan:
 - 1 Tablespoon bleach to 1 gallon water
- Replace solution at least once a week



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Left Over Food

- Throw away food that is not reusable
- Separate perishable and dry foods and equipment during transportation
- Store reusable food at appropriate temperature for transport
- Label all food before storing with date and name of item

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Remember...

- You have the ability to reduce incidence of food borne illness through safe food handling
- You can be an excellent role model for families by practicing safe food handling from preparation through cleanup

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Contributors

- Krystle Sibenaller, ISU Dietetic Intern
- Dr. Catherine Strohbenn, ISUE Professor
- Renee Sweers, ISUE Nutrition and Health Field Specialist
- Iowa State University Food Safety Project
 - Website: <http://www.iowafoodsafety.org>
 - Publications
- Centers for Disease Control and Prevention
- Montana State University Extension
- University of Wisconsin Extension

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Community Nutrition Paraprofessional Training Library

Title	WNEP – Independent Study Course
Producer	University of Wisconsin – Cooperative Extension – Wisconsin Nutrition Education Program
Date produced	Newest revision completed November 2009
Cost	Materials are available for free on the WNEP Website
How to obtain resource: Name, Phone, Email, Address, Website	http://www.uwex.edu/ces/wnep/train/index.cfm
General Description	The WNEP-Independent Study Course is one part in a comprehensive training program used by WNEP to develop paraprofessional nutrition educators. It consists of an orientation on Learner Centered Education followed by 10 units covering the main themes emphasized in EFNEP and SNAP-Ed. Assigned readings come from <i>ADA Complete Food and Nutrition Guide, From Telling to Teaching</i> , as well as a number of documents produced by USDA nutrition programs. In addition, the course incorporates many of the resources WNEP has created to support their clients and educators in the field. In terms of homework, each lesson has activities that get the learner familiar with resources they will use with clients. These activities involve self reflection, observations, interviews and connecting to the real world. Open ended questions are also used to stimulate thought throughout the course. This curriculum is reinforced with regular face-to-face meetings with their supervisor. In addition, paraprofessionals are required to attend two three-day conferences, job shadow and attend many other WNEP trainings. Although it is an independent study course, the design incorporates activities that support adult-centered learning.
Date Reviewed	September 1, 2010
Reviewer Name	Jagan Butler, Kari Bachman, Peggy Martin, Rachael Leon Guerrero , Connie Schneider

Format (check all that apply):

- DVD
- CD-ROM
- Video
- Booklet
- Fact Sheet
- Game
- Poster
- Curriculum
- PowerPoint Slides
- Web Site
- Web Training
- Written training module or outline

Other:

Food, Nutrition, Physical Activity Topics Covered (check all that apply)

- Physical Activity
- Meal Planning
- Food Resource management
- Food Preparation
- MyPyramid
- Dietary Guideline for Americans
- Portion Sizes
- Vegetarian Diets
- Food Safety
- Grains/Whole Grains
- Vegetables
- Fruits
- Dairy
- Meat and Beans
- Fats and Oils
- Carbohydrates
- Sodium and Potassium
- Reducing fat and/or sugar and salt
- Calories
- Vitamins and Minerals
- Other (please list)

Core Competency Topics Covered (check all that apply)

- Understand the Land Grant University System
- Time Management
- Diversity/ Cultural Competence/ Civil Rights
- Recruiting Participants
- Planning Lessons
- Collecting Data
- 24-Hour Recall
- Writing Success Stories
- Working with Volunteers
- Developing and/or maintaining partnerships
- Use of logos, disclaimers, state program-specific graphic identity standards
- Technology literacy
- Ethics
- Child Protection
- Other (please list)

Consider the criteria listed in each section when reviewing the materials. Criteria

Content

- Content appropriate to paraprofessional
- Goals and objectives consistent with EFNEP program policies
- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).
- Information is based on current research
- References and resources are included
- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid
- Teaches basic nutrition for prevention of disease

Comments: The content and activities found in this independent study program provides a good foundation for paraprofessional educators. It is written at an appropriate literacy level, but may be difficult for an educator whose first language is not English. Meetings are scheduled with the paraprofessional's supervisor to go over each unit. If there are literacy issues they can be addressed at that time. Several typos were found during the review but this does not take away from the content. Most of the readings are current and draw on a number of excellent reputable sources. Several of the lessons are based on readings directly from the Dietary Guidelines for Americans and the MyPyramid web site. The materials covered teach basic nutrition and strategies for the prevention of disease.

Format

- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.
- Materials prepare paraprofessionals to work with diverse audiences
- Learning goals and objectives clearly stated
- Information is well organized, easy to understand and easy to use
- Instructions for material are easy to follow
- Layout makes it easy to follow the sequence of the materials
- Literacy level based on reading grade level appropriate for paraprofessional
- Text legible and easy to read

Comments: The materials provide several activities and readings that address cultural and ethnic sensitivity but the reviewers felt that this could have been emphasized more. This lack of emphasis is due to the fact that new educators must attend a separate two-day multicultural diversity training in the first year of employment. In terms of the learning goals and objectives, each unit starts with a section on the expected outcome from completing the readings and activities, and they are clear and measurable. Each unit has an overview that addresses why this topic is important. The layout is simple with a number of directed readings followed by learning activities where topics are practiced and a lot of self reflection is done. The materials and selected reading are easy to read and appropriate for most nutrition educators.

Consider the criteria listed in each section when reviewing the materials. Criteria

For Web-based tools (Adobe Connect, BlackBoard, websites), please review these additional topics:

- Web site information is current, Hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
 - Text size is adequate for viewing
 - Good contrast between text and background
- Navigation through the web site is logical
 - navigation buttons
 - site map or search tool available

No advertising

Comments: The course was updated in November 2009. The layout is straightforward with active links within the Word Document. All the material is readable and presented in an organized manner. The site map provides easy access to the various pages but the search function within WNEP does not work for simple searches even when the actual name of a document is used. The WNEP Training and Support page <http://www.uwex.edu/ces/wnep/train/index.cfm> is one of many pages that make up the WNEP website.

Adult Learning Theory

- Design is learner centered and interactive
- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)
- Opportunities are provided for learner
 - to share experiences
 - reflect on importance
 - connect to real world examples
 - apply knowledge to other situation
- Learning activities support objectives
- Paraprofessionals are actively involved in the learning process
- Paraprofessional voices are heard more than trainer's during learning activities
- Materials have a positive and respectful tone

Comments: Given that this is an independent study course the curriculum did make an attempt at creating activities for the learner consistent with adult learning theory. This included self reflection, connecting to real world examples, and applying knowledge. The directed reading and assignments are to be completed independently and then the supervisor meets face to face with the paraprofessional to review what has been learned and offer support where needed. This format allows participants to share what they have learned and have their voices heard. What is covered and how these face-to-face sessions are conducted is not structured. The supervisor decides how these meeting are run.

Consider the criteria listed in each section when reviewing the materials. Criteria

Evaluation

- Material Development
 - Author or producer of material is credible source (government, university)
 - Peer reviewed
 - Tested with Extension nutrition paraprofessionals
 - Impact evaluation has been conducted
- Evaluation tools included with materials
 - Self assessment of paraprofessional
 - Follow-up evaluation of paraprofessional

Comments: There is no formal evaluation of the independent study course. For the activities that involved learning about MyPyramid Wisconsin did develop a My Pyramid Quiz. The link to the quiz and answer key can be found at:

- My Pyramid Quiz - http://www.uwex.edu/ces/wnep/files/mypyramid_quiz.pdf
- My Pyramid Answer Key - http://www.uwex.edu/ces/wnep/files/mypyramid_quiz_answers.pdf

The opportunity for students to share what they have learned is addressed during the face-to-face meetings with their supervisor. The course has not been peer reviewed but the content is a reflection of numerous content specialists. In the future Wisconsin is considering an online course where participants register and their activities are tracked (time spent on each lesson, completion of assignments etc...). The course will incorporate Blackboard or some other type of distance ed. technology to facilitate interaction between the nutrition educators. Right now the course completion is based on an honor system and a lot falls on the site supervisor to make sure it is getting done. Wisconsin also has varying levels of commitment from their supervisors which has an impact on the education provided in the county offices.

Ease of Use

- Settings where materials can be used (Check all that apply)
 - Individual
 - Group
 - Facilitator led
 - Self-learning
 - Distance
 - On-line

Suitable for Initial training Ongoing training Both

Overall Strength: It is clear that Wisconsin makes training a priority. The WNEP independent Study course represents only one facet in a comprehensive training program that includes face-to-face work with a supervisor, job shadowing, 6 days of workshops that build on the independent study course and many other training opportunities. Given this, the course serves its purpose. It provides a basic understanding of the main themes within EFNEP and SNAP-Ed programming and models some of the techniques used by learner centered educators. The assigned readings are short and to the point and also get the participants familiar with some of the web-based resources they will use in the field. This resource can be useful for new employees that don't start at the same time and also as a refresher for staff to do at home and review during a team meeting. The review team felt that many of the resources found on the WNEP site could benefit other EFNEP programs around the country (many are available in both English and Spanish). Here are several worth sharing:

- WNEP Coordinators Guide for Training New Educators is a detailed list of training requirements and timeline for what new educators need to complete (http://www.uwex.edu/ces/wnep/files/NewEducator_guidelines.pdf).
- Two documents support the evaluation of new educators and can be used to assess paraprofessionals and support their professional development:
 - Self Evaluation of Nutrition Educators Duties and Tasks is an evaluation tool the paraprofessional uses to identify area for improvement (<http://www.uwex.edu/ces/wnep/files/selfeval.pdf>).
 - Professional Development Plan for Nutrition Educators is a tool used by the supervisor to support the professional development of the paraprofessional (http://www.uwex.edu/ces/wnep/files/07prodev_plan.pdf).
- Stretching Your Food Dollars booklet gives good ideas and strategies for stretching food dollars, planning meals for good nutrition, planning meals to save time and money, ideas for meals, making and using a grocery list. (English <http://learningstore.uwex.edu/pdf/B3487.pdf>, Spanish <http://learningstore.uwex.edu/pdf/B3487.pdf>).
- How Food Affects You booklet includes information on each of the food groups in MyPyramid, and how to choose and prepare food from each of the food groups (Eng. <http://learningstore.uwex.edu/Assets/pdfs/B3479.pdf>, Spanish <http://learningstore.uwex.edu/Assets/pdfs/B3479S.pdf>).
- Eating for Pleasure and Health focuses on how to buy and fix good food with less fat
 - English <http://learningstore.uwex.edu/Assets/pdfs/B3538.pdf>,
 - Spanish <http://learningstore.uwex.edu/Assets/pdfs/B3538.pdf>..
- Creative Cooking gives lots of simple, realistic suggestions for cooking nutritious meals. It also gives great suggestions for substitutions when you don't have all the ingredients in a recipe or all the kitchen tools. (English <http://learningstore.uwex.edu/pdf/B3485.pdf>, Spanish <http://learningstore.uwex.edu/pdf/B3485S.pdf>).
- Money for Food is a curriculum to help families with limited resources become more food secure. The means for reaching this goal is education about managing family resources to better enable participating families to purchase

adequate, nutritious food throughout the month. It incorporated numerous games to apply the concepts in each lesson. (English <http://www.uwex.edu/ces/wnep/teach/mff/mffall.pdf>, Spanish <http://www.uwex.edu/ces/wnep/teach/mff/mffspanish.pdf>).

- *Guidelines for Handling Requests for Assistance with Medical Nutrition Therapy* – Explains what WNEP staff can do when clients ask for diet advice that falls under Medical Nutrition Therapy (MNT). It is important to note that each state has different regulations regarding MNT (<http://www.uwex.edu/ces/wnep/files/medther.pdf>).
- My Pyramid Quiz - (http://www.uwex.edu/ces/wnep/files/mypyramid_quiz.pdf).
- My Pyramid Answer Key (http://www.uwex.edu/ces/wnep/files/mypyramid_quiz_answers.pdf).

Areas of Concerns or Questions:

- At the present time much of the material on the WNEP website is open to the public. The assumption is that this will continue, but when opening some of the documents on the WNEP site a log-on prompt was initiated. It was still possible to view the documents even though the log on was not used.
- Not all the selected reading materials are available through the web. The purchase of several books is required to complete the assigned readings. As such, this independent study program does not stand alone.
- Several resources mentioned in the unit lessons do not have URLs. They are accessible at <http://learningstore.uwex.edu> but you have to type them into the search engine.
- The face-to-face segments of the WNEP training program do not have formal lesson plans. This may lead to variability in what is covered/reinforced with the paraprofessionals throughout the state.
- The two three day conferences paraprofessionals must attend have a series of session that tie into each of the 10 units in the independent study course. It would be good to review the lesson plans for these sessions, but WNEP has not formalized this part of their training program yet. Each session is developed by a content specialist and does not follow a set format.
- There is no formal evaluation of the independent study course. The supervisor does meet with the paraprofessionals to discuss the course content and assess if the materials are being learned but there is no evaluation tool used.
- A peer review of the study course has not been completed.
- The course could be strengthened by including more case studies where concepts are applied based on a given scenario.
- It might be beneficial to include additional units on time management, personal safety, work place etiquette, and teaching and classroom management.
- The *“Understanding the Food Choices of Low Income Families”* article was published in 1993 and may not represent the latest research on this topic.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

Post Review University of Wisconsin Program Leadership Comments:

- Newest revision now available is November 2010
- There is a Food Resources management component for the independent study course (See Unit 10)
- Do not necessarily cover physical activity, vegetarian diets, vitamins, minerals and calories (although indirectly)
- The Diversity/Cultural Competence component is addressed in the face-to-face session which is not available on-line.
- Many of the resources indicated available at the learning store will be discontinued because of out of date references, eventually to be replaced with other resources, so be aware that requests for purchase may be denied once inventory has been exhausted.