

OUR Journal: ODU Undergraduate Research Journal

Volume 4 Special Issue: Nursing Research
Project Posters

Article 7

2017

Exploring Community-Based Nutrition Education Programs on Children's Knowledge of Effective Budgeting and Nutritional Analysis

Danielle Beard
Old Dominion University

Katie Harris
Old Dominion University

Charlotte Harrison
Old Dominion University

Amanda Hawley
Old Dominion University

Kerri Healy
Old Dominion University

See next page for additional authors.
Follow this and additional works at: <https://digitalcommons.odu.edu/ourj>



Part of the [Dietetics and Clinical Nutrition Commons](#), and the [Nursing Commons](#)

Recommended Citation

Beard, Danielle; Harris, Katie; Harrison, Charlotte; Hawley, Amanda; Healy, Kerri; and Tuttle, Ashley (2017) "Exploring Community-Based Nutrition Education Programs on Children's Knowledge of Effective Budgeting and Nutritional Analysis," *OUR Journal: ODU Undergraduate Research Journal*: Vol. 4 , Article 7. DOI: 10.25778/806t-1b09
Available at: <https://digitalcommons.odu.edu/ourj/vol4/iss1/7>

This Poster is brought to you for free and open access by ODU Digital Commons. It has been accepted for inclusion in OUR Journal: ODU Undergraduate Research Journal by an authorized editor of ODU Digital Commons. For more information, please contact digitalcommons@odu.edu.

Exploring Community-Based Nutrition Education Programs on Children's Knowledge of Effective Budgeting and Nutritional Analysis

Authors

Danielle Beard, Katie Harris, Charlotte Harrison, Amanda Hawley, Kerri Healy, and Ashley Tuttle



OLD DOMINION UNIVERSITY

COLLEGE OF HEALTH SCIENCES

SCHOOL OF NURSING

Exploring community-based nutrition education programs on children's knowledge of effective budgeting and nutritional analysis

Danielle Beard, Katie Harris, Charlotte Harrison, Amanda Hawley, Kerri Healy, Ashley Tuttle

Old Dominion University, College of Health Sciences, School of Nursing

Abstract

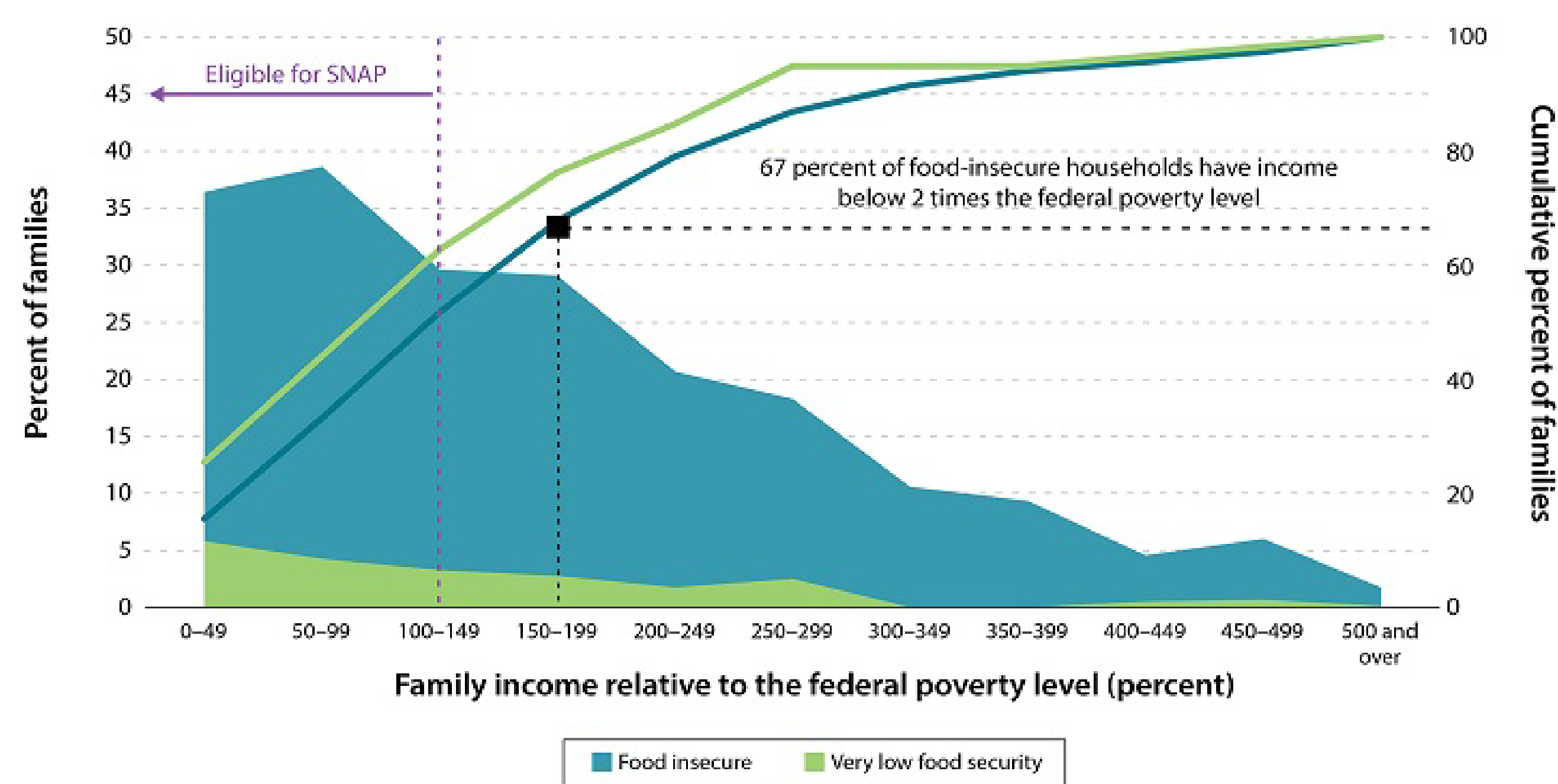
Children from low-income areas, ages 5-18, are at high risk for obesity and other related nutritional issues, partially due to lack of knowledge about effective budgeting and nutritional content analysis. Little information is known about the education provided by current community programs in Hampton Roads for teaching children to 1) shop smart, 2) read nutrition labels, and 3) the importance of eating healthier. We propose a longitudinal (12-week) observational study to determine what community-based education is provided to children on how and why to shop smart and read nutritional content; and to determine whether or not the education is effective. The data will be collected via researcher-developed questionnaires on nutritional education and attendance at community programs, then analyzed using the Pearson's product-moment correlation technique.

Background and Significance

- 2016: 32.8% of children live in poverty in Norfolk, VA
- 91% of children in America exhibit deficient diets
- Children in low-income areas have an increased risk for obesity by 20%-60%
- Average of 6 hours of nutritional education in public schools per year
- 2016: 27 million meals received through kids' food programs nationally
- Lack of data regarding community programs' nutritional education and effectiveness in the U.S.

FIGURE 6.
Percent of households, by income-to-poverty ratio, reporting food insecurity and very low food security

Food insecurity reaches much higher in the income distribution than SNAP eligibility.

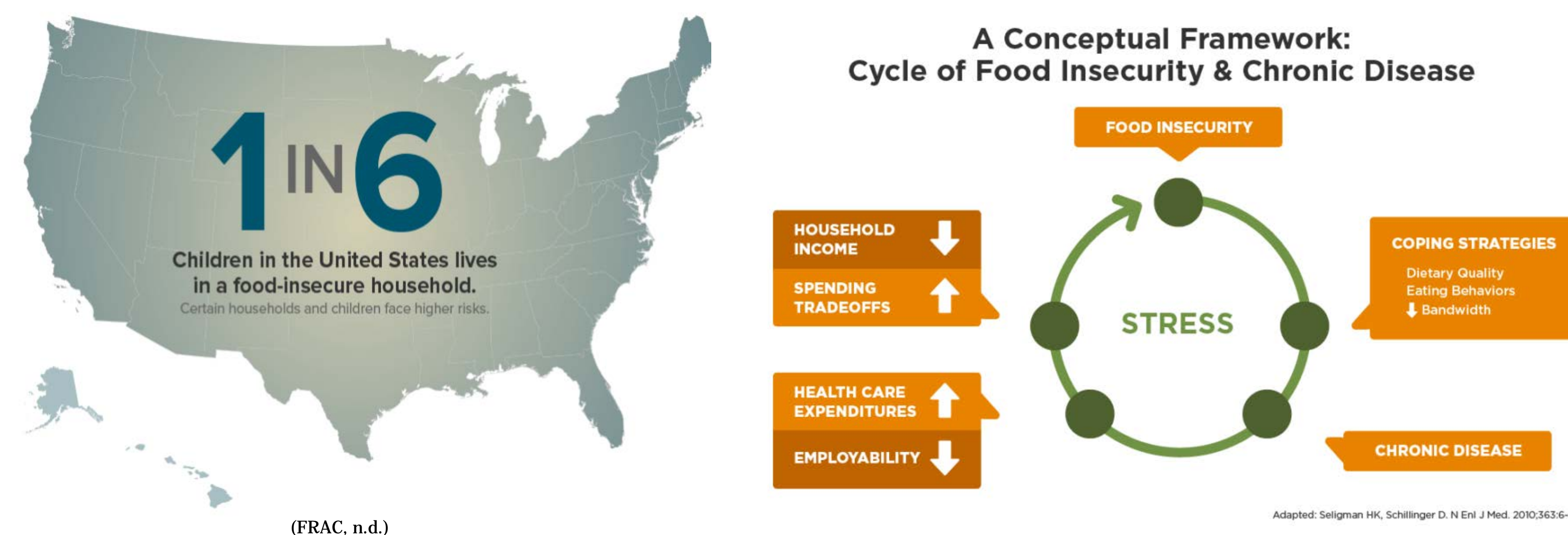


Research Questions

- 1) What education is provided in current community programs for teaching children from low-income areas to 1) shop smart, 2) read nutrition labels, and 3) the importance of eating healthier?
- 2) Are they effective?

Hypothesis

Community nutrition programs for children do not provide adequate nutritional education and are therefore ineffective at teaching children from low-income areas how to 1) shop smart, 2) read nutrition labels, and 3) the importance of eating healthier.



Methods

DESIGN: Prospective, descriptive observational study

SAMPLE: children, ages 5-18, who attend community food programs in Norfolk or Hampton Roads

PROCEDURE: 12-week observation of education provided during afterschool food program sessions

EXCLUSION CRITERIA: Children < age 5 and > age 18

INSTRUMENTS:

- 3 different questionnaires given to the staff, children, and parents at a community program
 - Assessment of Children's Nutritional Knowledge (researcher-developed):
 - 10 questions, graded out of 100 points
 - Topics included: healthy foods, shopping smart, nutritional labels
 - Evaluation of Educational Community Programs for Parents (researcher-developed):
 - Yes or no format
 - Topics included: child's attendance, what foods are provided, educational flyers given
 - Staff Responsibilities in Community Programs of Nutritional Education (researcher-developed):
 - Yes or no format
 - Education provided through staff

Analysis

- Descriptive and inferential statistics
- Measures of central tendencies analyzed to determine average children's test score
- Measure correlation between attendance and score on Assessment of Children's Nutritional Knowledge (researcher-developed) using Pearson's Product-Moment Correlation Technique
- Evaluate trends in educational teaching based on staff and parent answers

Expected Outcomes

- Community feeding programs do not provide sufficient nutritional education to children in Hampton Roads
- Educational sessions that are provided, if any, will not be sufficient in teaching children to shop smart and read nutritional content
- **Overall Goal:** Observe nutritional education provided at Kids Café and assess its effectiveness

Limitations

- Confining the study to Hampton Roads
- Lack of parental participation
- Skewed answers due to fear of stereotypes
- Age restrictions, the participants' reading level
- Their knowledge of being observed
- Assume parents responses are reliable on child's attendance

Interprofessional Roles and Responsibilities

- Improve physical and mental health by setting simple, measurable, and attainable goals
- Self-care management strategies
- Provide emotional support
- Support and help overcome developmental obstacles

Acknowledgements

We would like to acknowledge Jamela M. Martin, PhD, RN for her mentorship with this project and Dean Metzger, Honors College.