

Translating Research Into Practice: An Example from the Field

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Improving How WIC Teaches Nutrition: Using Stages of Change
Criteria & Critical Thinking Skills to Teach About Vegetables

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Nutrition Education Intervention

- “Stage” parents’ willingness to offer vegetables
- Identify barriers
- Provide messages targeted to stage & barrier(s) using activities to foster critical thinking





Research Design

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- Local agencies
 - Randomly selected 4 agencies
 - Stratified by EFNEP & primary language
 - Clinics
 - Randomly selected 6/agency



Research Design (continued)

- 
- Project participants
 - Sample size:
 - Intervention = 534 parents of children 2-5 yrs
 - Control = 534 parents of children 2-5 yrs
 - Clinic goal: 22 every 6 months
 - Random start based on appointments
 - Enrolled only 1 child/family



Enrollment Data

- 
- List of all those eligible

 - Appointment status:
 - Walk-in
 - Scheduled
 - Cancelled
 - No show

 - Response:
 - Accepted
 - Declined
 - Ineligible



Outcome Evaluation

- 
- Measurements done at baseline & each certification contact
 - Parents' knowledge, attitude & practices
 - Children's intake



Demographic Data



- WIC data system

- Child data
 - Age
 - Gender
 - Ethnicity
- Mother's educational level
- Household size
- Monthly income
- Primary language in household
- Use of food programs

- Additional questionnaire for parent/caregiver data

- Relationship to child
- Age
- Place of caregiver's birth
- Current WIC participant
- EFNEP participant



Parents' Knowledge & Attitudes

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- Knowledge score = sum of scores where:
 - Correct = 1
 - Incorrect = 0
 - Attitude score = sum of scores where:
 - Very/extremely important = 1
 - Somewhat important = 0
 - Not that important = -1
 - 7 questions for each



Barriers to Offering Vegetables

- 
- Associations between barriers and:
 - Parents' stage
 - Children's consumption at least 3 times/day
 - Factors that predict common barriers



Parents' Practices

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- Usual # times/day vegetables offered
 - How long
 - Intention to change
 - Vegetables in the home compared to:
 - Variety consumed in past week
 - Specific vegetables consumed in past week

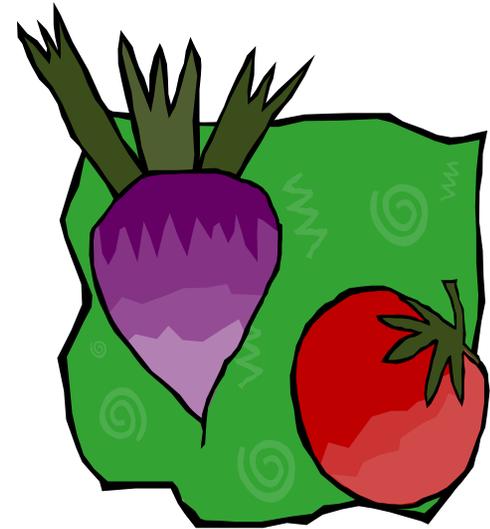
FMNP Check Redemption Rates

- Matched check registers with participant IDs to identify checks issued to project participants
- Compared claimed checks to redeemed checks to determine redemption rates



Children's Intake

- 7-day food frequency
 - # of times vegetables/day
 - # different vegetables/week
- Other diet history data
- KAP questionnaire



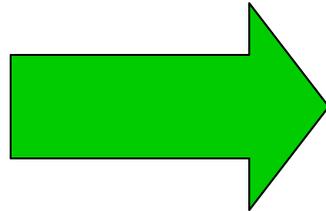
Other Analyses

- WIC staff attitudes (pre- & post-)
- On-site clinic observations
- Collaboration with other programs
- Cost analysis
 - Program development
 - Research component
 - Program operations



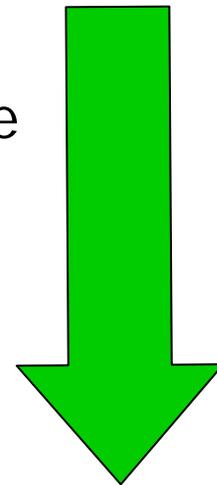
Evaluating Nutrition Education

Intervention



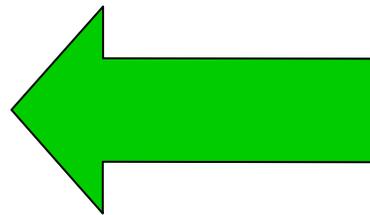
Attitudes

- KAP questionnaire



Behavior change

- Staging algorithm
- Diet history
- FMNP check redemption



Knowledge

- KAP questionnaire

Available on the web!

- www.idph.state.ia.us/hpcdp/vg_home.asp
 - All intervention materials
 - Tips for community collaboration

- Coming soon on the web
 - Final project report



Other Project Team Members



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University Extension

- Iowa State University
 - Grace Marquis
 - Mary Jane Oakland
 - Esi Colecraft
 - Helen Jensen

- EFNEP Program
 - Peggy Martin
 - Connie Betterley