

Community Nutrition- Health Promotion Program

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Pre-work

- Who is the audience?
 - Student athletes at Concordia College
- What are the demographics?
 - Age
 - 18-20
 - 21 - 24
 - Gender
 - Female
 - Male
 - Non-binary
 - Ethnicity
 - White:
 - Black or African American
 - Hispanic or Latino/a:
 - Asian or Pacific Islander
 - American Indian, Alaskan
 - Native or Native Hawaiian
 - Biracial or Multiracial
 - Other
 - Housing
 - Campus residence hall
 - Other university housing
 - Parent/guardian home
 - Other off-campus housing
 - Other
 - Participated in organized college athletics
 - Varsity: 23.8 %
- What are the most important nutrition problems?
 - Overeating due to poor portion sizes
 - Misinformation on overall nutrition
- Who is at highest risk of these problems?
 - Uneducated student athletes that have little to no nutrition education
- How do each of the following behavioral or environmental factors contribute to these problems?
 - Food preference
 - Protein
 - Carbohydrates
 - Fruits
 - vegetables
 - Access to healthy/unhealthy options
 - Depending where they live and what kind of meal plan they have here on campus
 - Social norms
 - “You need lots of protein to be able to perform well and grow big muscles”

- Carb loading
- Nutrition knowledge and skills
 - Varies on the person
 - College students reported usually eating the following number of servings of fruits and vegetables per day:
 - 0 servings per day: 3.7%
 - 1-2 per day: 59.0%
 - 3-4 per day: 33.4%
 - 5 or more per day: 3.9%
- Beliefs about nutrition and health
 - High amounts of hydration
 - Electrolytes
 - Minerals
 - High intake of protein
 - Low carb unless carb loading
- Lifestyle factors
 - Time management
 - Accessibility
 - Motivation
 - Lack of wanting to prepare meals
 - Unconscious eating decisions
 - Sleep schedule

Health Promotion Summary

1. Goal: Provide nutrition education to college athletes to increase knowledge and awareness of the components of a well balanced meal at Concordia College dining services

2. Objectives:

Objective 1: By January 2022, provide portion examples in dining services on campus 5-days a week

Objective 2: By January 2022, provide nutrition education to all students athletes on the components of a well balanced meal

- Explain your program
 - Who: Concordia College athletes
 - What: We are educating the athletes on what the correct portion sizes of all the foods groups are as well as the components of a well balanced meal
 - Where: In Dining Services
 - When: a week before each season starts (fall, winter, spring)
 - Why: So athletes know what and how much they should be eating to reduce overeating and increase the servings of all the food groups in a balanced meal
 - How: By educating them with a session explaining portion sizes and where to find examples of them
- How many people will be “using” our program?
 - All student athletes
 - coaches
 - Athletic department staff
- What resources will we need (people, materials, facilities, technology, etc.)?
 - A time that DS is closed to the general public and when the athletes don’t have class or practice
 - And example of a well balanced meal from DS
 - Nicole the DS RDN
 - Rachel the athletic director
 - A place for a projector and laptop set up
 - A microphone
- Will we need to train staff? If so, who will do this?
 - No
- Will there be eligibility criteria for the program?
 - No
- What levels of the SEM are we targeting? Explain.
 - Individual
 - This education will mainly target each individual student athlete
 - community
 - The athletic program will be educated on how to promote portion control among the athletic teams
 - System

- The whole athletic department will be educated on the subject to assist in future education among the athletes
- What levels of intervention (build awareness, changing skills/behaviors, create supportive environments) will we focus on? Explain.
 - Build awareness: By showing them what they think a portion size is and correcting them and showing what an actual portion size is
 - Changing skills/behaviors: By showing them what a correct portion size looks like and seeing the example everyday they will be more likely to change their behavior and take the correct amount
 - Create supportive environments: By encouraging the athletes to all eat like this they will support each other to make the correct choice on what/how much food to eat.
- How will we market our program to our target audience (list at least 2)?
 - Make it mandatory
 - Send out several emails to the coaches to inform their players as reminders
 - Send out flyers in on campus PO boxes
 - Advertise on social media (facebook, instagram, snapchat etc..)
- What partners (at least 2) will we collaborate with and explain how?
 - Rachel the DS RDN so that she can help with showing where the examples of the portion sizes
 - Nicole dining service RD help explain the benefits of portion control and showing examples of them
 - Racheal B. athletic director help explain to student athletes how this will affect the athletic program/department
- Will we need money? How much and for what?
 - Possibly depending on:
 - Paying tech. Support
 - DS rental fee
 - Visual display materials
- What incentives (at least 2) will we offer to increase participation?
 - Enter in drawing for a prize
 - All participants will receive a nutrition education certificate
- How will we evaluate whether our program was successful (goals and objectives)?
 - Pre and post survey on nutrition knowledge
- How does your nutrition education session “fit” into the goals/objectives for your HPP?
 - The education session will outline the overall goal of teaching student athletes how to to portion control and overall nutrition

Nutrition Education Lesson Plan

Topic: Portion control for Concordia College student athletes

Title: Portion Distortion: How much should we eat?

Behavior-change goal: For student athletes to apply proper portion control into their meals when eating at Concordia College dining services. This goal was chosen based on our NA because student athletes tend to eat a higher portion of foods without considering portion control or the main food groups.

Determinants:

- Dining services environment due to students gathering and eating all you can eat meals
- Minimal nutrition education from lack of courses or training throughout high school and college career on the proper tools to eating a well balanced diet
- Behavioral capabilities of the student athletes. Comprehensive student athletes will gain a better understanding of the nutrition related material and will develop their knowledge and skills in relation to healthy eating
- Self-efficacy of the student athletes will increase their interest in choosing appropriate portion sizes when eating in DS

Learning Objectives:

- Athletes will be able to identify what a correct portion size is amount the 5 main food groups
- Athletes will learn where to find examples and resources for portion sizes of food in the Dining Services on campus
- By the end of the nutrition education athletes and athletic department staff will be able to identify and apply what the components of a well balanced meal entails

Lesson Activities:

- Pre and post surveys will be given to the student athletes as well as the athletic staff to get a baseline of where their nutrition education is at along with how their nutrition education has improved from the session
- Interactive activity where students come to the front where we have examples of food portions to choose which is the correct amount and have the students scoop how much of a food from a certain food group to compare to what it actually should be when we show them the correct amount
- Participant will join in an interactive activity involving the myplate app and going through some of the features during the lesson
- Participants will join in on the interactive activity involving searching deeper into the nutrition resources within Concordia College dining services

Evaluation:

BC Goal	Determinant	Objective	Activity	Evaluation
Participants will be able to know and apply their knowledge of portion sizes to their eating habits	1. Lack of nutrition education	Participants will be able to identify what a portion size is for each food group	Scooping activity with the food	Participants will receive the correct portion sizes after they have completed the activity to see where they are at in understanding a portion size is
Participants will identify and choose the components of a balanced meal	2. Behavioral capabilities	Participants will increase their knowledge about what the correct portion sizes are	Pre-session survey on what correct portion sizes are for the main food groups	Participants will be required to fill out the post survey to see how much they learned
Participants will be able to identify the resources found on the Concordia College DS website	3. Lack of nutrition resource knowledge	Participants will increase their awareness of the nutrition resources with in dining services on campus	Nutrition resources interactive online tour guide	Participants will be able to identify and navigate the online resource
	4. Self-efficacy in using online applications	Participants will be able to better understand the myplate components in a simpler format	MyPate App navigation tour	Participants will increase their awareness and knowledge on the MyPlate through completing the interactive activity

Lesson Plan Summary

Introduction:

- Handout pre-survey and give athletes 5 minutes to complete
- Collect completed pre-surveys
- Introductory questions (10 minutes)
 - Raise your hand if you think the size of your plate matters?
 - How many food groups do you think there are?
 - Do you know what a portion size is? Yes or No
 - Raise your hand if you know what is all included in a balanced meal
 - Do you think that most student athletes eat a balanced diet during meal times in DS? Yes or No
 - Do you think you overeat or undereat certain portion sizes in DS? Yes or No
 - If yes, which food groups
- Give our “first did you know?”

Body:

- Begin powerpoint presentation (10 minutes)
 - Define what a portion control is
 - Define what a portion size is
 - Briefly go over the updated nutrition facts label
 - Explain benefits of portion control among student athletes
- Food scooping activity (5 minutes)
 - Group participants (5 to a group) and assign each group a food group
 - Provide each group with measuring spoons that correspond with the correct serving size of that food
 - Participant groups will scoop out the portion size they think is correct
 - Once all groups have finished we will show/explain the correct portion sizes for each group
- Return to powerpoint presentation (10 minutes)
 - Give our second “did you know?”
 - Explain what the MyPlate is
 - Watch video on myplate breakdown
 - Explain the components of a well balanced diet/meal
 - What are the 5 groups
 - Grains
 - Protein
 - Vegetables
 - Fruits
 - Dairy
 - Explain the 5 groups recommended portion sizes
- MyPlate app interactive activity
 - Have participants download the MyPlate app
 - Have participants register or continue as a guest
 - Participants will go through each of the 5 food groups and set 3 goals

- Participants will be encouraged to continue using the app for a week and conduct a self evaluation of their progress
- Return to powerpoint presentation
 - Go through the Concordia College nutrition resources
 - Net nutrition
 - Registered dietitian
- Nutrition resources interactive online tour guide
 - Have participants go to the nutrition resources page on the concordia college website
 - Take participants through the net nutrition online program
 - Participants will go onto the nutrition analysis program
 - Participants will navigate through the options on how to find serving/portion size information

Conclusion:

- Distribute handout which reviews all of the information about what we went over
 - Include resources for more information
- Ask if anyone has questions or comments
- Distribute post survey and allow 5 minutes for completions
- Collect completed post-surveys
- Thank attendees for participating in the health promotion program

Materials:

- Computer
- Projector
- Microphone
- 5 large containers
- Measuring spoons
- DS pates
- Serving utensils
- Paper handouts
 - Educational brochure
 - MyPlate infographic
 - Pre and post-survey
- Powerpoint
- Participants will need a smartphone or computer/tablet

	Time	Objective(s)	Task/Activity	Materials Needed
Introduction	15 min	All participants will gain an overview of the sessions topics as well as a baseline on their nutrition education	Pre-session survey & interactive questions	The survey Computer and projector
Body	10 min	Participants will be educated on the aspects and components of portion control and a balanced meal	Explain/discuss sections of powerpoint	Computer and projector
	10 min	Participants will learn the correct portion sizes among the 5 food groups	Scooping activity	Paper plates, food, serving utensils
	10 min	Participants will increase their awareness of the nutrition resources with in dining services on campus	Nutrition resources interactive online tour guide	Smartphone or computer
	10 min	Participants will be able to better understand the myplate components in a simpler format	MyPate App navigation tour	Smartphone or tablet
Conclusion	15 min	Participants will receive an overview of the information provided	Post-session survey Takeaway handouts questions/comments	The survey Handouts

Portion Distortion: How much should we eat?

Participant Pre/Post survey

- 1. What percentage do you think of our grain intake (bread, cereal, rice, pasta, crackers) should be whole grains to support overall good health?**
 - a. 25%
 - b. 50%
 - c. 75%
 - d. 100%
 - e. I don't know
- 2. Which plate proportions do you think is used for healthy meal planning:**
 - a. $\frac{1}{2}$ protein, $\frac{1}{2}$ vegetables
 - b. $\frac{1}{3}$ protein, $\frac{1}{3}$ vegetables, $\frac{1}{3}$ fruit
 - c. $\frac{1}{2}$ vegetables and fruit, $\frac{1}{4}$ protein, $\frac{1}{4}$ whole grains
 - d. I don't know
- 3. Which foods do you think are part of the dairy group?**
 - a. milk, eggs and cheese
 - b. milk, cheese and yogurt
 - c. soy milk, eggs and cheese
 - d. I don't know
- 4. Which nutrient do you think Chicken, legumes (dried beans and peas), fish, soy foods and eggs are a good source of?**
 - a. protein
 - b. fat
 - c. carbohydrate
 - d. water
 - e. I don't know?
- 5. Define what nutrition is to you.**

- 6. Define what portion control is to you.**

Reference:

<https://www.jscimedcentral.com/SportsMedicine/sportsmedicine-7-1146.pdf>

<https://www.myplate.gov/eat-healthy/what-is-myplate>

<https://www.williamscountyhealth.org/health-education/child-family-health/>

<https://www.webmd.com/diet/ss/slideshow-serving-sizes>

<https://www.eatright.org/food/nutrition/nutrition-facts-and-food-labels/serving-size-vs-portion-size-is-there-a-difference>

<https://www.ncaa.org/sport-science-institute/nutrition>

<https://www.concordiacollege.edu/student-life/dining-services/dining-on-campus/nutrition-resources/>

<https://health.gov/healthypeople>