


GENIE : Guide for Effective Nutrition Interventions and Education

Benchmark Score-First Draft

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GENIE™
Guide for Effective
Nutrition Interventions
and Education

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1) PROGRAM DESCRIPTION AND IMPORTANCE			
1.1	<i>Provides evidence of feasibility</i>	<u> X </u>	Line 12-13: Establish setting and small number of workshops implies feasibility
1.2	<i>Describes why it is well-timed and/or novel</i>	<u> </u>	The description implies need, but does not make a case for why this program is the best fit for the population at this time; no evidence of novelty
1.3	<i>Defines the target group and need (think about health inequities)</i>	<u> X </u>	Line 6-7: Weak evidence indicating need among this audience
1.4	<i>Justifies that the target group will benefit from the program or intervention, based on related research, best practice examples, or a needs assessment</i>	<u> </u>	It is suggested that Robin spoke with other parents about her program, but there's no evidence to show how a cooking program will address family eating habits
2) PROGRAM GOAL			
2.1	<i>Promotes healthy eating behaviors</i>	<u> X </u>	Line 16: Although non-specific, all goals promote positive healthy eating behaviors
2.2	<i>Includes nutrition related goals that address proximal outcomes</i>	<u> X </u>	Line 17-19: Learning goals address proximal outcomes

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2.3	<i>Includes nutrition related goals that address intermediate or distal outcomes -If weight is the outcome, including appropriate physical activity in goals is encouraged.</i>	<u> X </u>	Line 20: Behavioral goals address intermediate outcomes
2.4	<i>Includes measurable goals</i>	<u> </u>	None of the goals are specific enough to be truly measurable
3) PROGRAM FRAMEWORK			
3.1	<i>Uses research or best practice examples to show how a model or framework integrates with the program goal</i>	<u> </u>	No model or framework incorporated
3.2	<i>Includes partnerships with other groups and explains how these partners aid the program</i>	<u> X </u>	Line 23: Partnership with local adult education program Line 33: Partnership with grocery store
3.3	<i>Meets the needs of the target group</i>	<u> X </u>	Line 13-14: Suggests that the program will meet audience needs; very minimal support for this statement
3.4	<i>Addresses external influences on food and eating</i>	<u> X </u>	Line 29: Acknowledges shopping/ food environment as determinant of eating behavior; class 2 attempts to address this; Acknowledges family taste preferences as determinant of eating behavior; class 4 attempts to address this
4) PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN			

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4.1	<i>Describes an appropriate setting for target group</i>	<input checked="" type="checkbox"/>	Line 24-25: Program setting is appropriate; babysitting appropriate for family-focused intervention Line 33: Creative, appropriate teaching location
4.2	<i>Describes realistic recruitment and retention of participants</i>	<input checked="" type="checkbox"/>	Line 37: Engaging retention strategy
5) INSTRUCTIONAL METHODS			
5.1	<i>Includes several techniques to promote learning</i>	<input checked="" type="checkbox"/>	Line 29: Various teaching techniques used in each class
5.2	<i>Includes several techniques to motivate participants</i>	<input checked="" type="checkbox"/>	Line 24: Free childcare as motivation Line 28: Tasting as motivation Line 41-42: Participant investment may also encourage engagement in program
5.3	<i>Includes several techniques to promote nutrition behavior change</i>	<input type="checkbox"/>	
5.4	<i>Explains why the planned teaching time and dose are adequate/fitting using related research or best practice examples as support</i>	<input type="checkbox"/>	
6) PROGRAM CONTENT			
6.1	<i>Relates to program goals</i>	<input checked="" type="checkbox"/>	Line 29: Program content appears to address stated goals.

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6.2	<i>Is based on best practice examples or related research with citations from relevant research or government/ health society guidance</i>	_____	
6.3	<i>Is supported by experts or key informants</i>	_____	
7) PROGRAM MATERIALS			
	<i>The program cites and explains that the materials have social and cultural relevance, including: Language, reading level, food likes and dislikes, household status, food/ diet needs, interests, age/development stage matched, learning style, and/ or format.</i>	_____	
8) EVALUATION			
8.1	<i>Includes measurement tools that address program goals</i>	_____	
8.2	<i>Includes measurement tools that are reliable, valid, and chosen based on related research or best practice</i>	_____	
8.3	<i>Evaluation method is cited, based on related research, best practice or includes pilot testing to support its use.</i>	_____	
8.4	<i>Includes process evaluation to check that the program is implemented as planned</i>	_____	

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8.5	<i>Includes outcome evaluation measures for proximal goals</i>	_____	
8.6	<i>Includes outcome and/or impact evaluation measures for intermediate or distal goals</i>	_____	
8.7	<i>Evaluates outcome/ impact at multiple time points</i>	_____	
8.8	<i>Includes an appropriate analysis plan</i>	_____	
9) SUSTAINABILITY			
9.1	<i>Addresses the potential for the program to continue</i>	_____	
9.2	<i>Is supported by evidence of prior/current program success</i>	_____	
9.3	<i>Describes shared roles and duties of program partners</i>	<u> X </u>	Line 33: Market Fresh Grocery providing in-kind support for program
9.4	<i>Implies potential for broader reach, replication and growth</i>	_____	
9.5	<i>Addresses the collective program impact within the community and/or among program partners</i>	_____	

TOTAL SCORE 14/35