

GENIE : Guide for Effective Nutrition Interventions and Education

Benchmark Score-Second Draft Composition Format

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1) PROGRAM DESCRIPTION AND IMPORTANCE			
1.1	<i>Provides evidence of feasibility</i>	<input checked="" type="checkbox"/>	Line 18-19: Two manageable sessions offered through an established adult education program. Line 37-38: Robin establishes herself as an expert; convincing evidence that she is qualified to teach this program Line 40: Robin will have support and assistance.
1.2	<i>Describes why it is well-timed and/or novel</i>	<input checked="" type="checkbox"/>	Line 11-14: Support that program is well-timed. Community has expressed need.
1.3	<i>Defines the target group and need (think about health inequities)</i>	<input checked="" type="checkbox"/>	Line 5-8: Need and target group are clearly established and supported with evidence.
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>	<input checked="" type="checkbox"/>	Line 67: Evidence that target group will benefit from program; based on validated curricula.
2) PROGRAM GOAL			
2.1	<i>Promotes healthy eating behaviors</i>	<input checked="" type="checkbox"/>	Line 30-33: Goals promote healthy food/ eating behaviors
2.2	<i>Includes nutrition related goals that address proximal outcomes</i>	<input checked="" type="checkbox"/>	Line 31: Improved confidence in abilities resulting from knowledge and practice

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2.3	<i>Includes nutrition related goals that address intermediate or distal outcomes</i> <i>-If weight is the outcome, including appropriate physical activity in goals is encouraged.</i>	<u> X </u>	Line 30, 32-33: Appropriate behavioral goals expressed
2.4	<i>Includes measurable goals</i>	<u> X </u>	Line 30-33: Goals are specific; can be evaluated to determine whether goals were reached
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> X </u>	Line 59-61: Primary theory introduced with mediators. Line 75, 80, 93: Program elements linked with theoretical concepts.
3.2	<i>Includes partnerships with other groups and explains how these partners aid the program</i>	<u> X </u>	Line 44-45, 51, 55, 106: Partnerships and responsibilities explained.
3.3	<i>Meets the needs of the target group</i>	<u> X </u>	Line 25-26: Program matches needs of target group.
3.4	<i>Addresses external influences on food and eating</i>	<u> X </u>	Table 2: Acknowledges shopping/ food environment and family taste preferences as determinants of eating behavior; class 2 and 4 attempt to address this
4) PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN			
4.1	<i>Describes an appropriate setting for target group</i>	<u> X </u>	Line 47, Table 2: Program setting is appropriate; babysitting appropriate for family-focused intervention; grocery store is fitting and creative
4.2	<i>Describes realistic recruitment and retention of participants</i>	<u> X </u>	Line 55: Engaging retention strategy

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5) INSTRUCTIONAL METHODS			
5.1	<i>Includes several techniques to promote learning</i>	<u> X </u>	Table 2: Various teaching techniques used in each class
5.2	<i>Includes several techniques to motivate participants</i>	<u> X </u>	Line 46: Free childcare may be motivating Line 59: Tasting as motivation Line 73: Engaging games motivate learning and promote active participation
5.3	<i>Includes several techniques to promote nutrition behavior change</i>	<u> X </u>	Table 2: Full complement of activities designed to promote behavior change Line 85-86: Sharing success to motivate others
5.4	<i>Explains why the planned teaching time and dose are adequate/fitting using related research or best practice examples as support</i>	<u> X </u>	Line 68-69: 8 hour standard for Cooking Matters upheld (4 classes x 2 hours each)
6) PROGRAM CONTENT			
6.1	<i>Relates to program goals</i>	<u> X </u>	Table 2: Program content appears to support program goals
6.2	<i>Is based on best practice examples or related research with citations from relevant research or government/ health society guidance</i>	<u> X </u>	Line 66-67: Appropriate, tested curricula Line 76: Activities included based on researched strategy Line 80-81, 89: Cites evidence to justify content
6.3	<i>Is supported by experts or key informants</i>	<u> X </u>	Line 91-92: Recipes tested by key informants
7) PROGRAM MATERIALS			

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	<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>	<input checked="" type="checkbox"/>	Line 91-92: Will allow planner to choose recipes appropriate for the audience Line 104-105: Effort made to accommodate diverse audience
8) EVALUATION			
8.1	<i>Includes measurement tools that address program goals</i>	<input checked="" type="checkbox"/>	Line 102-103: Appropriate instrument for addressing behavioral (intermediate) goals NOTE: behavioral goals are evaluated by chosen instrument better than knowledge-based goals
8.2	<i>Includes measurement tools that are reliable, valid, and chosen based on related research or best practice</i>	<input checked="" type="checkbox"/>	Line 104, 106-107: Validated measurement tool
8.3	<i>Evaluation method is cited, based on related research, best practice or includes pilot testing to support its use.</i>	<input checked="" type="checkbox"/>	Line 105-106: Tool matches goals based on expert partner Line 106-107: Evidence that evaluation tool is research tested
8.4	<i>Includes process evaluation to check that the program is implemented as planned</i>	<input checked="" type="checkbox"/>	Line 108-111: Process evaluation surveys considered a best practice
8.5	<i>Includes outcome evaluation measures for proximal goals</i>	<input type="checkbox"/>	Knowledge goals not well-address by chosen evaluation instrument
8.6	<i>Includes outcome and/or impact evaluation measures for intermediate or distal goals</i>	<input checked="" type="checkbox"/>	Line 102-103: Appropriate instrument for addressing behavioral (intermediate) goals
8.7	<i>Evaluates outcome/ impact at multiple time points</i>	<input type="checkbox"/>	The program does not include outcome evaluation after the conclusion of the program. (Pre and post measure only)

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8.8	<i>Includes an appropriate analysis plan</i>	<u>__X__</u>	Line 107-108: Basic pre/ post comparison analysis plan.
9) SUSTAINABILITY			
9.1	<i>Addresses the potential for the program to continue</i>	<u>__X__</u>	Line 117-118: Addresses potential for program continuity
9.2	<i>Is supported by evidence of prior/current program success</i>	<u>__X__</u>	Line 19: Established adult education program NOTE: part of established Franklin adult ed, but a new program offering
9.3	<i>Describes shared roles and duties of program partners</i>	<u>__X__</u>	Line 121: Overton College's role in sustainability Line 124-125: Marvin Extension's role in sustainability Line 125-126: Evidence of partners' intentions to continue involvement
9.4	<i>Implies potential for broader reach, replication and growth</i>	<u>__X__</u>	Line 121, 127: Potential for program growth implied
9.5	<i>Addresses the collective program impact within the community and/or among program partners</i>	<u>__X__</u>	Line 120: Collective impact- provides learning opportunity for students Line 130: Collective impact- may attract more participants to Marvin Extension nutrition programs

TOTAL SCORE 33/35