Assessing Food Shopping and Preparation as a Mediating Factor Associated with Healthy Outcomes

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BACKGROUND

The SNAP-Ed program delivers research-based nutrition education programming to participants from households at or below 165% of the federal poverty guidelines. The program may be offered in a variety of ways including outreach, one-time sessions, or a series of multiple sessions

The SNAP-Ed program was delivered in a wide range of settings including schools, food shelves, community organizations, and many others in 2012. SNAP-Ed participants included youth (n=11309), teens (n=1495), and adults (n=3886). Interactive nutrition education followed the USDA MyPlate guidelines. The “food shopping and preparation” content included meal planning, food shopping and food preparation.

OBJECTIVE

To understand the relationship of food shopping and preparation (USDA SNAP Ed key message) has on other key messages. Quasi experimental design, a post reflective evaluation assessing change for 5 nutrition key messages.

METHODS

Description: Participants completed a 7 to 10 item retrospective evaluation survey regarding relevant key messages. Question example: I plan more meals than I did before this class; response options were yes or no.

Measures: Participants attending a series of two or more sessions and meeting basic literacy criteria completed a short post reflective survey on knowledge gain or behavior change. Dosage/length of time participants attended the program was also captured in sessions and minutes.

Analysis: Correlations were used to assess self-reported changes for this particular key message. A positive relationship was noted with other key messages related to low fat calcium rich foods, limiting sugars and increasing physical activity. Mediation paths were explored with other significant key messages.

RESULTS

Food shopping and preparation was significantly correlated (p <.05) with four other key messages. Mediation association of food shopping and preparation with low fat calcium rich products, limited added sugars, increasing physical activity and food safety were also found significant.

Explored Model:

Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
AB_D10	<---	CourseSessionCount	.091	.020	4.590	***	
change_vegetable	<---	AB_D10	.344	.355	.969	.332	
change_vegetable	<---	CourseSessionCount	-.026	.033	-.803	.422	

USDA Key message D - Food Shopping and Preparation

- I plan more meals now than I did before this class.
- When I shop I compare food prices more than I did before this class.
- When I grocery shop, I use a list more than I did before this class.
- I cook more of my food at home than I did before this class.
- I cook more of my child's food at home than I did before this class.

Fruit and Vegetable Intake - Descriptive Statistics

	N	Mean	SD
Change fruit	3418	.37	.66
Change vegetable	3418	.35	.71

Number of sessions - Descriptive Statistics

	N	Mean	SD
Attendance	3886	8.09	7.5

CONCLUSION & IMPLICATIONS

Food shopping/preparation key message is very relevant when discussing other related nutrition concepts. The practice of skills learned in this key message might be mediating other healthy behaviors.