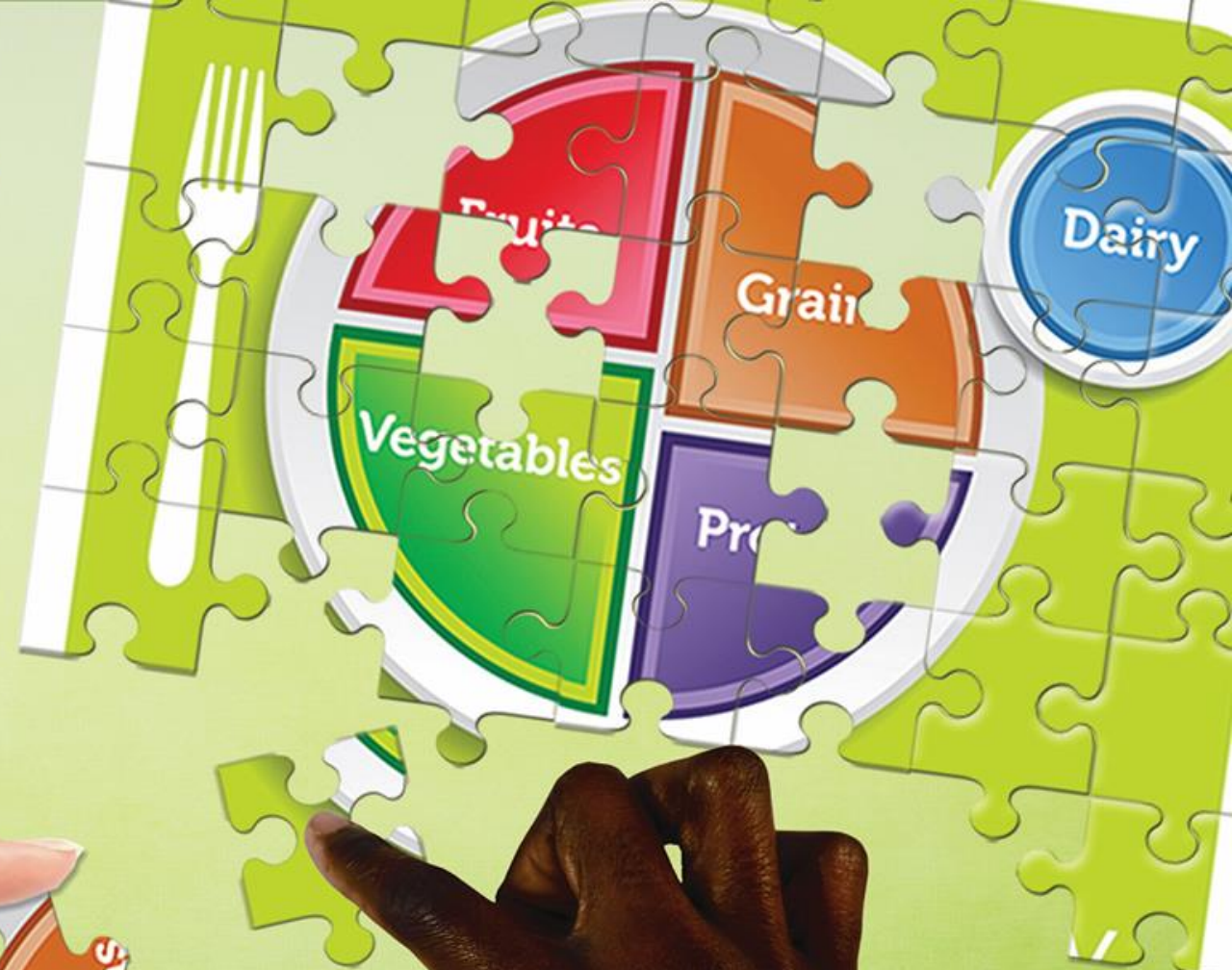


# EFNEP

## Connecting the Pieces

2016 National Coordinators' Conference  
March 14-17, 2016 - Arlington, VA



# Exploring the New Adult Behavior Checklist

Susan Baker, Colorado State University

Karen Barale, Washington State University

Karen Franck, University of Tennessee

Jennifer Walsh, University of Florida





# Introduction

Susan Baker  
Colorado State University



# Purpose

- **Ensure that we are asking the right questions to appropriately assess the current Dietary and Physical Activity Guidelines**
- **Strengthen the evidence base of EFNEP**
- **Provide greater confidence in outcomes**
- **Document the tool's effectiveness**



# Behavior Checklist Domains

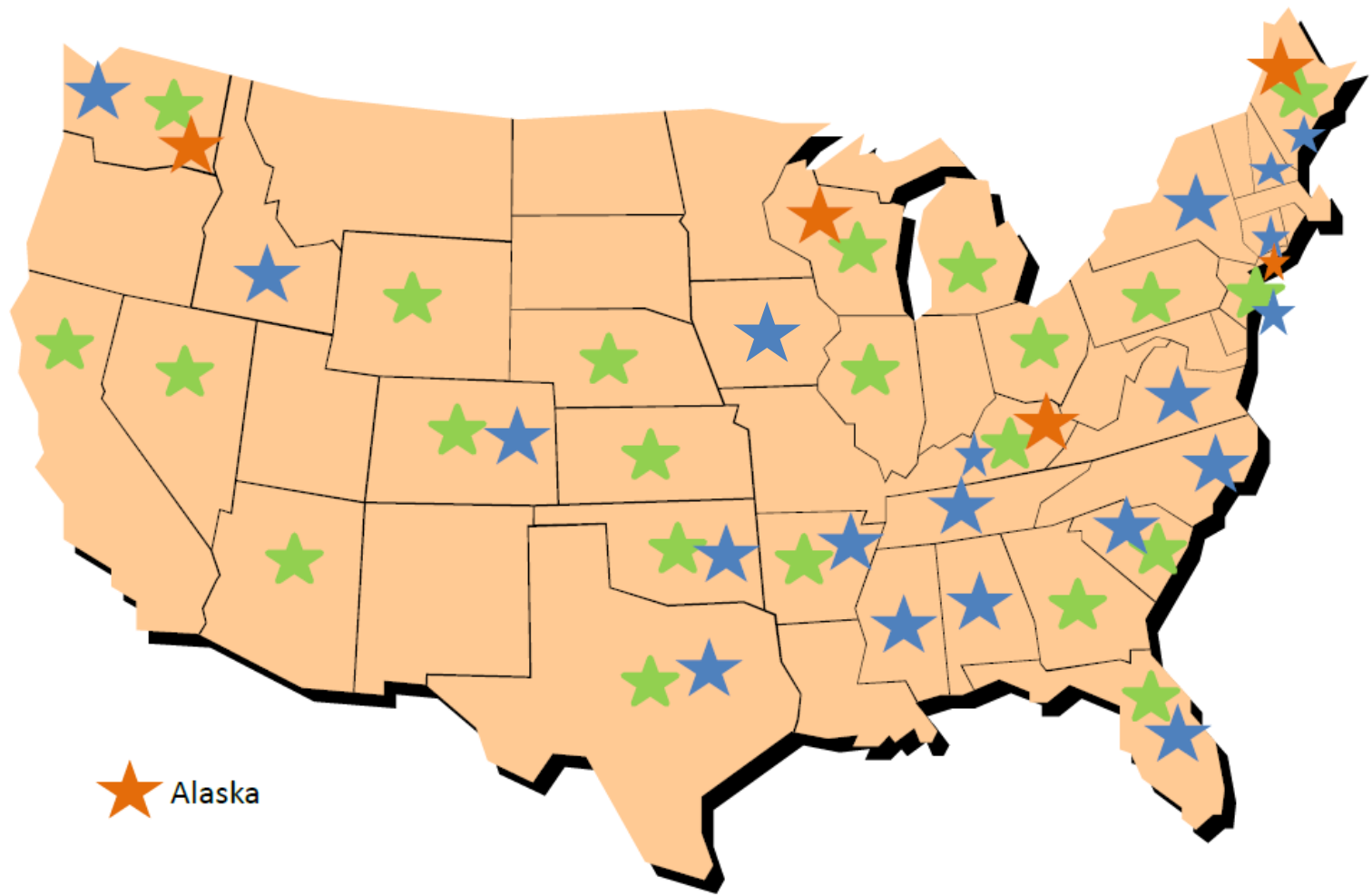
- Diet Quality
- Physical Activity
- Food Safety
- Food Security
- Food Resource Management



★ NC 2169

★ Behavior Checklist

★ Food Resource Mgt



★ Alaska



# Food Security – Jennifer Walsh, Florida

- **Olga Santiago, Michigan State University**
- **Judith Midkiff, Virginia Tech University**
- **Debbie Luppold, University of New Hampshire**





# Food Safety – Karen Franck, Tennessee

- Edith Ezekwe, Alcorn State University
- Janie Burney, University of Tennessee
- Theresa Henson, University of Arkansas
- Joyce McGarry, Michigan State University
- Mattie Rasco, Alcorn State University
- Yenory Hernandez, Texas A & M University





# Physical Activity – Tarana Kahn, South Carolina

- Linda Drake, University of Connecticut
- Olga Santiago, Michigan State University
- Debra Garrard Foster, Oklahoma State University
- Amanda Scott, Texas A&M
- Yenory Harnandez, Texas A&M
- Teresa Henson, University of Arkansas
- Jody Gatewood, Iowa State University
- Char Byington, University of Idaho
- Nicole Peritore, University of Kentucky
- Carol Ball, Mississippi State University
- Lorelei Jones, NC State University



# Food Resource Management Work Group

- **Kate Yerxa, University of Maine, co-leader**
- **Kris Grimes, Kentucky State University, co-leader**
- **Karen Barale, Washington State University**
- **Debra Cotterill, University of Kentucky**
- **Helen Idozorek, University of Alaska**
- **Shelly King-Curry , University of Wisconsin**
- **Katie Mulligan, University of Rhode Island**



# NC2169 Multi-State Research Project

- Garry Auld, Colorado
- Susan Baker, Colorado
- Karen Barale, Washington
- Nancy Betts, Oklahoma
- Serena Fuller, Arkansas
- Scottie Misner, Arizona
- Erin Murray, Colorado
- Beth Olson, Wisconsin
- Deb Palmer-Keenen, New Jersey
- Sandy Proctor, Kansas
- Marilyn Townsend, California
- Jennifer Walsh, Florida
- Mary Kay Wardlaw, Wyoming
- Mary Wilson, Nevada
- Kate Yerxa, Maine





# Last Year's Report

- Curricula content analysis completed
- Expert panels confirmed critical content
- Questions identified or drafted
- Cognitive interviewing started



# Progress Report

- Jennifer Walsh, Cognitive Interviews
- Karen Barale, Reliability Testing
- Karen Franck, Validity Testing



# Cognitive Interviews

Jennifer Walsh, University of Florida





# Purpose of Cognitive Interviews



- Identify/evaluate sources of response error in questionnaires
- Explore reasons for the problems
- Obtain information to help fix the problem
- Revise the identified problems
- Test the revisions



*Slides courtesy of Erin Murray, MSPH, RDN, Colorado State University*

# Cognitive Theory Process

1. Comprehension of the question
2. Retrieval from memory of relevant information
3. Decision processes
4. Response processes



# Probes for Understanding Questions

- Can you tell me in your own words what that question means to you?
- Are there any words that might be confusing?
- What other words would be better?
- Can you think of a better way to ask the question so that it would be easier to understand by another EFNEP participant?





# Probes for Understanding Answer Choices

- What do the answer choices mean to you?
- What other ways could you answer this question?



# Activity

- Write down the meaning of the underlined terms on your own.
- Discuss:
  - The number of different meanings for each term
  - Why there were different meanings
- Identify a spokesperson for the table.



- How often do you run out of food before the end of the month?
- How often do you plan meals ahead of time?
- When deciding what to feed your family, how often do you think about healthy food choices?



# Example Process for Food Safety Question

<b>Phase 1</b>	<b>How often do you leave food sitting out on the counter to thaw?</b>
<b>Phase 2</b>	<b>Do you leave food sitting out at room temperature to thaw?</b>
<b>Phase 3</b>	<b>How often do you defrost frozen food on the counter or in the sink?</b>





# Example Process for Physical Activity

<b>Phase 1</b>	<b>In the past week, how many days did you exercise when you breathed harder than normal for at least 30 minutes?</b>
<b>Phase 2</b>	<b>How many days when you were physically active did the activity increase your heart rate or made you breathe harder than normal or made you sweat?</b>
<b>Phase 3</b>	<b>How many days in the past week did your heart beat faster when you were physically active?</b>



# Cognitive Interviews Completed

- Over 350 cognitive interviews conducted in 15 states
- All items tested regionally



# Reliability Testing

Karen Barale, Washington State University



# Reliability

- Repeatability of test or survey

How many days in the past week did your heart beat faster when you were physically active?	0 days	1 day	2 days	3 days	4 days	5 days	6 days	7 days





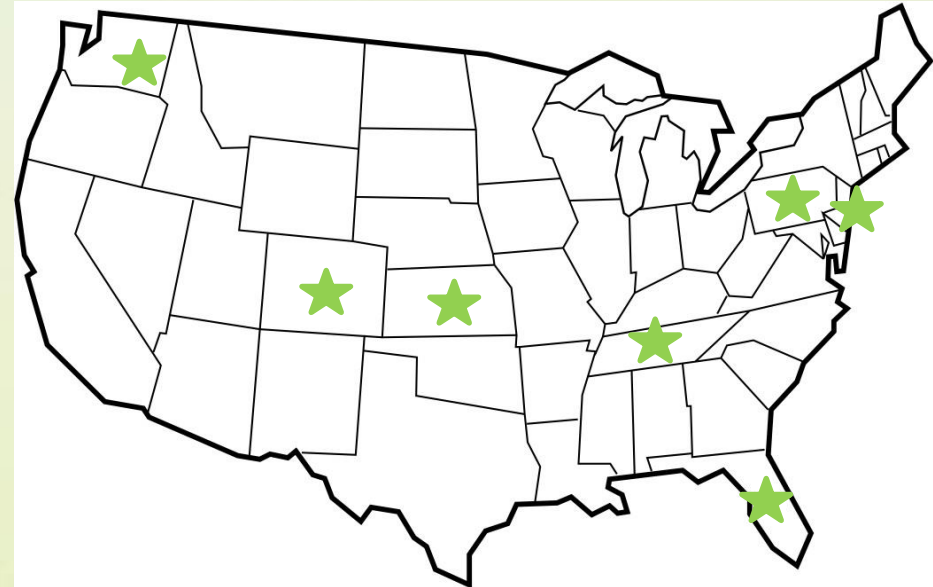
# How are we testing reliability?

- All questions together
- 2 tests
- Tests 1 month apart
- Non-EFNEP participants



# Who is doing the testing?

- Colorado – Susan Baker
- Florida – Jennifer Walsh
- Kansas – Sandy Proctor
- New Jersey – Deb Palmer-Keenen
- Pennsylvania – Elise Gurgevich
- Tennessee – Karen Frank
- Washington – Karen Barale



# Timeline

- **Currently underway**
- **Expected completion in April**
- **Statistical analysis late spring**



# Validity Testing

Karen Franck, University of Tennessee





# Degree to which a test measures what it claims to be measuring

- Nutrition
- Physical Activity
- Food Resource Management
- Food Safety
- Food Security



In the past week, how many days did you exercise when you breathed harder than normal for at least 30 minutes?



# Participant Feedback

**“I think it means that you want to know how out of shape I am. Breathing hard for 30 minutes means I’m really out of shape.”**

**“Breathing hard means you are out of shape. There is nothing healthy about this question. You should not be breathing hard for this long.”**



# Validity Testing

- **Nutrition = Dietary recall**
- **Physical Activity = Accelerometers**
- **Food Safety = Observations**
- **Food Security = National Food Security Survey**
- **Food Resource Management = Receipts**





# Looking for additional states to help with testing!

- **Volunteer to help:**

- **Susan Baker**      [susan.baker@ColoState.edu](mailto:susan.baker@ColoState.edu)
- **Karen Barale**      [kbarale@wsu.edu](mailto:kbarale@wsu.edu)
- **Karen Franck**      [kfranck@utk.edu](mailto:kfranck@utk.edu)
- **Deb Palmer**      [dpalmer@AESOP.Rutgers.edu](mailto:dpalmer@AESOP.Rutgers.edu)
- **Jennifer Walsh**      [jenniferwalsh@ufl.edu](mailto:jenniferwalsh@ufl.edu)



# Next Steps

Susan Baker, Colorado State University



# Next Steps

- Field test the instrument (all the questions together)
- Deliver questions to national office
- WebNEERs team programs and beta tests the new questions



# Timeline

January -March	Reliability Testing
April – August	Validity Testing
Sept – Nov	Field testing of English instrument
December 2016	English Instrument submitted to National Office
<b>October 2017</b>	<b>National Implementation of New Behavior Checklist</b>





# Expected Outcomes

- New valid and reliable checklist
- Documentation of the process



# Thank You!

- EFNEP Coordinators
- Stephanie Blake
- Helen Chipman



# Questions?

