

## Community Nutrition Paraprofessional Training Library

<b>Title</b>	<b>Food \$ense Certification: Summary Overview</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>\$0</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>

<p><b>General Description</b></p>	<p><b>The Food \$ense Certification Program is an on-line training for NEA Nutrition Education. It is designed to teach basic nutrition knowledge beyond what is taught to participants. Utah noted that many NEAs were concerned that they don't know more about nutrition than what they were teaching. They felt they lacked the knowledge to answer questions. The program builds confidence through knowledge. NEAs in Utah who complete the program receive a pay increase.</b></p> <p><b>The certification uses the Blackboard technology. The 14 lessons in the certification take about 3 months to complete, with 1 lesson per week. Most of the lessons take between 30 minutes to one hour to complete. The Home page includes four sections: <i>Start Here</i> provides an introduction; <i>Course Content</i> includes the 14 lessons; <i>Quizzes</i> houses the pre- and post-assessments, ending survey, and the lesson quizzes; and <i>Assignments</i> includes a menu planning assignment from that corresponding lesson.</b></p> <p><b>Before the first lesson, NEAs take a Pre-assessment available in the on-line format in the Quizzes Folder on the Home Page. At the end of each lesson is a quiz found in the Quizzes Folder. In Utah, NEAs have to pass each quiz with a score of 4 or 5 (at least 80%) before they are allowed to go on to the next lesson. NEAs may take the quiz as many times as needed to pass with a score of 4 or 5. When the 14 lessons in the Course Content Folder are done, the NEAs complete a Post-assessment and a Survey. These are used by Utah State University's state office to determine effectiveness in teaching the material and to improve the program.</b></p> <p><b>14 lessons and objectives</b></p> <p><b>Lesson One - Scope of Practice</b></p> <ul style="list-style-type: none"> <li>• Define the national core competencies for a paraprofessional nutrition educator</li> <li>• Perform your role as a public health nutrition educator</li> <li>• Identify reputable professionals who can provide nutrition counseling</li> <li>• Find reliable nutrition resources</li> </ul> <p><b>Lesson Two – Art of Teaching</b></p> <ul style="list-style-type: none"> <li>• Explain what learning is and define the capacities and limitations of the human learner.</li> <li>• Explain the advantages and disadvantages of various educational methods and techniques.</li> <li>• Identify the five parts of the universal learning model and their functions.</li> <li>• List three parts of a presentation (introduction, body, conclusion) and what each should provide.</li> <li>• Identify steps in preparing for &amp; delivering a successful food demonstration.</li> <li>• Demonstrate teaching proficiency by conducting a mini class that incorporates the above listed skills (objectives 1-5) on a later site visit from your county supervisor</li> </ul>
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**Lesson 3 – Basic Nutrition**

- List the 5 food groups in MyPyramid
- Identify ounce, cup, and serving equivalents from each of the five food groups
- Identify the nutritional benefits of each of the five food groups
- Explain the concept of discretionary calories

**Lesson 4 – Nutrients and Metabolism**

- Name the 6 classes of nutrients and identify which are macronutrients and which are micronutrients
- Identify which nutrients yield energy and how much energy each yields per gram
- Understand the basic mechanics of digestion, absorption, and transport of nutrients in the body
- Describe meaning and nutritional relevance of the following terms: DRI, RDA, EAR, AI, UL, EER, AMDR

**Lesson 5 – Carbohydrates**

- Define what a carbohydrate is
- Describe the differences between simple carbohydrates and complex carbohydrates
- Name foods that contain simple and complex carbohydrates
- Outline carbohydrate metabolism, or the way that carbohydrates are processed in the body
- Define the dietary recommendations for concentrated sugars, starches, and fiber

**Lesson 6 – Fats and Lipids**

- List the 3 classes of lipids and describe their functions
- Differentiate between saturated, monounsaturated, polyunsaturated, and trans fats
- Differentiate between lipid transport proteins, chylomicrons, VLDL, LDL, and HDL
- Name the essential fatty acids, their relationship to health and their dietary sources
- Define dietary recommendations for fat and cholesterol and health implications of an excess of these nutrients

**Lesson 7 – Protein**

- Define what protein and amino acids are
- Identify essential and non-essential amino acids
- Name protein containing foods
- Outline protein metabolism
- Define the dietary recommendations for protein consumption
- Describe the relationship between protein and health

**Lesson 8 - Vitamins, Mineral, Water, and Phytochemicals**

- Describe basic functions of vitamins, minerals, water, and phytochemicals
- Identify sources of fat and water soluble vitamins and minerals
- Identify deficiencies and toxicities of vitamins and minerals
- Identify sources of phytochemicals and their health claims

**Lesson 9 - Energy Balance and Body Composition**

- Describe basic functions of vitamins, minerals, water, and phytochemicals
- Identify sources of fat and water soluble vitamins and minerals
- Identify deficiencies and toxicities of vitamins and minerals
- Identify sources of phytochemicals and their health claims

**Lesson 10 – Menu Planning and Smart Shopping**

- Create a meal plan using MyPyramid recommendations
- Identify time saving tips for shopping
- Explain shopping behaviors and how shopping tools can help individuals and families save money
- Identify basic grocery store layout and its impact on shopping behavior
- Identify components of food labels, their purpose and how they benefit health
- Identify meal preparation methods
- Explain shortcuts to clean up

**Lesson 11 – Nutrition and Chronic Disease**

- List the major chronic diseases affecting Americans
- Know the incidence and prevalence of major chronic diseases
- Understand how major chronic diseases develop
- Identify the relationship between diet and major chronic diseases

**Lesson 12 - Nutrition in Pregnancy, Lactation, and Infancy**

- Describe normal changes in maternal physiology during pregnancy
- Describe the implications of poor maternal nutrition on the infant
- Define energy requirements in pregnancy and pregnancy weight gain recommendations
- Name important nutrients to obtain in pregnancy and foods that contain these nutrients
- Name substances to avoid during pregnancy and their related health consequences
- Explain food safety issues related to pregnancy and their health consequences
- Define common health problems or ailments associated with pregnancy and ways to alleviate the symptoms
- Identify an appropriate diet for a lactating woman

	<ul style="list-style-type: none"> <li>• Identify community resources available to lactating women</li> <li>• Describe appropriate feeding practices in early infancy</li> <li>• Describe the development of infant feeding skills</li> <li>• Explain the progression of the introduction of solid foods</li> <li>• Explain unsafe feeding practices in infants</li> </ul> <p><b>Lesson 13 - Nutrition in Childhood</b></p> <ul style="list-style-type: none"> <li>• Identify childhood obesity statistics and possible causes</li> <li>• Identify recommended servings from each food group</li> <li>• Identify ways to make family meals approachable</li> <li>• Identify the reasoning behind the importance of food safety for children</li> <li>• Identify appropriate snacking</li> <li>• Identify appropriate physical activity</li> </ul> <p><b>Lesson 14 – Food Safety</b></p> <ul style="list-style-type: none"> <li>• Differentiate between foodborne infections and intoxications</li> <li>• Define the four steps to FightBac! (Clean, Separate, Cook, Chill)</li> <li>• Describe commonly seen natural toxicants in foods and ways to avoid them in food preparation</li> <li>• Identify types and uses of pesticides, and how to handle food safely</li> <li>• Describe regulations governing additives and differentiate between intentional (direct) and indirect food additives</li> <li>• Describe how to choose and store fresh, frozen, and canned products</li> </ul>
<b>Overall Strength</b>	<b>Comprehensive, research based</b>
<b>Date Reviewed</b>	<b>Winter and spring 2011</b>
<b>Reviewer Name</b>	<b>Linda Gossett, University of Idaho; Mary Kay Wardlaw and Mindy Meuli, University of Wyoming; Mary Wilson, University of Nevada; Carissa Holley, University of Hawaii at Manoa</b>

Please review the curriculum and/or materials prior to completing this review form.

**Format (check all that apply):**

- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

**Other:**

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

**Estimated delivery or study time for lesson: 30-90 minutes per lesson**

**Subject Matter Covered (check all that apply):**

- Meal Planning
  - Food Resource management
  - Food Preparation
  - Dietary Guideline for Americans
  - MyPyramid
    - Grains/Whole Grains
    - Vegetables
    - Fruits
    - Dairy
    - Meat and Beans
    - Fats and Oils
    - Physical Activity
  - Macronutrients
    - Calories
    - Carbohydrates
    - Protein
    - Fat
  - Micronutrients
    - Vitamins
    - Minerals
    - Sodium and Potassium
  - Fiber
  - Portion Sizes
  - Food Safety
  - Reducing fat and/or sugar and salt
  - Vegetarian Diets
  - Fast Foods
- Other (please list)**

Scope of Practice  
Metabolism  
Nutrient Needs  
Satiety scale  
Nutrition during pregnancy, lactation and infancy  
Heart disease, cancer, diabetes

Family mealtime  
Shopping tips  
Food labels  
Energy balance

**Core Competency Covered (check all that apply)**

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

**Other (please list)**

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

**Supports training educators delivering programming to Youth  or  Adults or  Both**

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p><b>Comments:</b></p> <p>Overall the materials are consistent with EFNEP program policies, are relatively error free (some typos), are based on current research, and are consistent with MyPyramid.</p> <p>During the time of this review, Utah State was incorporating changes to reflect the Dietary Guidelines for Americans 2010. The lessons do site reference, the author, and contributors at the end of each lesson.</p> <p>As reviewers, we were concerned with the level of the content. In situations where paraprofessionals are hired who are indigenous to the population served, the education level may not be high enough to effectively utilize this electronic course and read and understand the written material. The material is fairly technical and scientific in nature. One suggestion is to have the material recorded and able to play for an audio version of the written material. This could also help with pronunciation of some difficult terms.</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>

Criteria
<p><b>Comments:</b></p> <p>The materials do require a high level of literacy, relatively new computer and reliable internet connection.</p> <p>Overall the materials were organized in a logical way and were easy to navigate with the page tabs at the top and options to move ahead or go back at the bottom of each page. Objectives are laid out at the beginning and summarized at the end. Activities were included in green boxes to create visual interest.</p> <p>The format requires completion of previous lessons so they do build on knowledge learned and is sequential.</p> <p>The text is a little fuzzy on some of the graphics. A larger font size or bolder font may increase ease of reading.</p> <p>In many of the lessons, cultural sensitivity was not relevant. For some lessons, greater ethnic diversity in foods examples could be added. Photos do show diversity in races.</p>
<p><b>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</b></p> <ul style="list-style-type: none"> <li>- Web site information is current, hyperlinks work</li> <li>- Easy to follow sequence; layout user friendly</li> <li>- Readability <ul style="list-style-type: none"> <li>Text size is adequate for viewing</li> <li>Good contrast between text and background</li> </ul> </li> <li>- Navigation through the web site is logical <ul style="list-style-type: none"> <li>• navigation buttons</li> <li>• site map or search tool available</li> </ul> </li> <li>- No advertising</li> </ul>
<p><b>Comments:</b></p> <p>Overall, the flow of information was easy to follow with prompts for moving from page to page. A tutorial on how to navigate and use the online format may be useful for some paraprofessionals before starting the course.</p> <p>Some of the hyperlinks did not work. The reviewers encourage additional hyperlinks for research-based sites for example: MyPyramid when listed, Nutrition Facts Panel, etc.</p> <p>The reviewers liked the option to scroll over the words in green for a more complete definition. This needs to be incorporated more throughout the lessons.</p> <p>The interactive tests added an opportunity to digest the information. Some were relatively easy. Others were quite difficult and required the learner to remember spelling of challenging words. It might be helpful to include the list of words near the crosswords.</p>



<b>Criteria</b>	
<p><b>Adult Learning Theory</b></p> <ul style="list-style-type: none"> <li>- Design is learner centered and interactive</li> <li>- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)</li> <li>- Opportunities are provided for learner                             <ul style="list-style-type: none"> <li>▪ to share experiences</li> <li>▪ reflect on importance</li> <li>▪ connect to real world examples</li> <li>▪ apply knowledge to other situation</li> </ul> </li> <li>- Learning activities support objectives</li> <li>- Paraprofessionals are actively involved in the learning process</li> <li>- Paraprofessional voices are heard more than trainer’s during learning activities</li> <li>- Materials have a positive and respectful tone</li> </ul>	<input type="checkbox"/> <b>Not Included</b>
<p><b>Comments:</b></p> <p>The materials seem to be learner centered and interactive, which is challenging for an online format. An audio option for the text would offer additional learning options. The content was positive and respectful.</p> <p>The reviewers had mixed results with the self-checks and interactive tests/tools. They did help engage the learner in the material. In many cases, it was not clear if the answers were correct or not so immediate feedback did not occur.</p> <p>There is only one lesson that has an assignment. The reviewers believe the course could be enhanced with more opportunities to use the information and share with others. This could mean more assignments that are sent to a central location, or an online chat or blog for participants in the course to interact with each other and the course author.</p> <p>Another idea from the reviewers is to include some video segments to demonstrate things like menu planning.</p>	
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- Material Development                             <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> </ul> </li> <li>- Evaluation tools included with materials                             <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul> </li> </ul>	<input type="checkbox"/> <b>Not Included</b>

Criteria
<p><b>Comments:</b> The resources are listed. Utah State University is a credible source.</p> <p>According to the author, the materials were piloted with nutrition educators using Camtasia. It consisted of watching a PowerPoint presentation and listening to a recording. Utah determined this was not interactive enough so they turned to SoftChalk, an interactive software program that allowed them to include activities in the online lessons. This engaged the learners more and was better received by the learners. All participants in this program report an increase in knowledge with most reporting a significant increase in knowledge once completing the course. In a follow up survey, those who complete the course reported they felt better prepared and qualified to teach nutrition education.</p> <p>Pre- and post-assessment along with lesson quizzes give opportunities to gauge increases in knowledge.</p>

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

For those states that are looking for an on-line course for paraprofessional accreditation, this is worth considering. It is comprehensive. The web-based format allows for updating and flexibility to learn off campus. Many lessons do a good job breaking down complex topics into bite-size bits of information. For an online format, it does include some interaction with the materials.

**Areas of Concerns or Questions:**

The literacy level may be too high for some paraprofessionals in EFNEP. The format does require reasonable computer capacity and learner comfort with computers.

As reviewers we recommend these potential enhancements to the course:

- Provide immediate feedback on correct or wrong answers on all the self-tests and activities
- Consider audio recordings of the text to play
- Add more of the green words that offer definitions
- Include more hyperlinks for further information that are research-based and appropriate
- Build in more opportunities for learners to engage with each other
- Add more assignments to put the knowledge into action
- Offer ideas for follow up during conference calls or staff meetings to discuss or use the information learned

References for the review tool:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971  
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.  
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>  
 4-H Curriculum Review Score Sheet.  
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>  
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>  
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.  
 Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>  
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009  
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

Note: Utah State has offered the following for other states to access and use the materials. This was shared May 18, 2011

## National Nutrition Paraprofessional Certification Program

Thank you for your interest in the National Nutrition Paraprofessional Certification Program. We think you will be pleased with what we have to offer and are excited to share it with you.

As of this writing, we have three options for the course for you to choose from. The lesson content in all three options is exactly the same. The only difference is how and when the course is delivered. Each option has it advantages and disadvantages. Please choose the option that you feel will best support the needs for your program.

Option	Pros	Cons
Blackboard/USU	Available immediately.	Program does not save work and only records final score; user must configure computer to support use of Blackboard (not difficult but frustrating for some); state supervisors must get individual reports from USU; USU is migrating from Blackboard to Instructure Canvas within the next year and eventually this option will either be

		moved to Canvas or be deleted entirely and all course offerings will be through SoftChalk Connect.
Pilot/ SoftChalk Connect	We are offering to let a few states volunteer to pilot the course using a program called SoftChalk Connect. With Connect participants can save their work in the middle of the lesson and go back in to finish later; state supervisors can have access to student scores immediately; the Connect website should be more reliable and user friendly than Blackboard.	Connect will not be available until mid August; as a pilot group you may or may not experience a few bumps in the road as we work out all the bugs with SoftChalk.
SoftChalk Connect	See Pilot pros above. We think this option will be awesome and definitely worth the wait.	Not available until late September-early October.

We hope that you will find an option that works best for your state. We discovered Connect as we were working to get the course ready for the national level. Although we think it will be superior to what we can offer on Blackboard, we are unfortunately limited by SoftChalk's timeframe. They are excited about our program and are working to get us going as fast as they can. In the meantime, the Blackboard option is available if you are in immediate need of the program. This option was how we trained our state educators and it obviously works. If you do not need to start training immediately, we believe it will be worth it to wait for Connect.

If you want to wait for Connect but would still like to see the program as a supervisor now, we would be happy to enroll you in the Blackboard course.

The attached enrollment form may be filled out and returned to us immediately if you want us to put your participants in the Blackboard course. Otherwise, you can wait until Connect is available to send your list of participants.

Again, we are so excited for your interest in our program. Please feel free to contact Debbie at [debra.christofferson@usu.edu](mailto:debra.christofferson@usu.edu) or Heidi at [heidi.leblanc@usu.edu](mailto:heidi.leblanc@usu.edu) if you have any questions.

Debbie Christofferson  
Heidi LeBlanc

## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 1 – Scope of Practice</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>\$0</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<p><b>Web-based curriculum, access is required</b>  <b>Debra Christofferson and Heidi LeBlanc</b>  <b>8749 Old Main Hill, Logan, UT 84322-8700</b>  <b>Debra 435-797-3725; Heidi 435-797-3923</b>  <b>Utah State University SNAP-Ed, Food \$ense</b>  <u><a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a></u>; <u><a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></u></p>
<b>General Description</b>	<p><b>This is the 1<sup>st</sup> lesson of the Food \$ense Certification Program for NEA Nutrition Education. Lesson 1 describes the paraprofessional’s role as a nutrition educator, tells how to find reliable answers to nutrition questions, defines what the educator is allowed to do, and promotes safe and effective care. The objectives for this lesson are:</b></p> <ul style="list-style-type: none"> <li>• Define the national core competencies for a paraprofessional nutrition educator.</li> <li>• Perform your role as a public health nutrition educator.</li> <li>• Identify reputable professionals who can provide nutrition counseling.</li> <li>• Find reliable nutrition resources</li> </ul>
<b>Overall Strength</b>	<b>Very comprehensive</b>
<b>Date Reviewed</b>	<b>February 21, 2011</b>
<b>Reviewer Name</b>	<b>Linda Gossett, University of Idaho</b>

- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-60 minutes**

Supports training educators delivering programming to Youth  or  Adults or  Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
  - Grains/Whole Grains
  - Vegetables
  - Fruits
  - Dairy
  - Meat and Beans
  - Fats and Oils
  - Physical Activity
- Macronutrients
  - Calories
  - Carbohydrates
  - Protein
  - Fat
- Micronutrients
  - Vitamins
  - Minerals
  - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods

Other (please list)

**Scope of Practice**

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p>Comments:</p> <p>The second paragraph of the "Getting Started" section might not apply to all states that use this curriculum. It states, "Once you complete the Certification Program you will be a Certified Nutrition Assistant and will be rewarded with a raise in pay." In these days of financial uncertainty, this statement is problematic.</p> <p>For those states that hire indigenous paraprofessionals, some of the information and instructions may too technical, and preclude that the nutrition educators can surf the web and find appropriate information to share with clients.</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>
<p>Comments: High level of literacy required; must have a newer computer and reliable internet connection.</p>

<b>Criteria</b>	
<p><b>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</b></p> <ul style="list-style-type: none"> <li>- Web site information is current, hyperlinks work</li> <li>- Easy to follow sequence; layout user friendly</li> <li>- Readability                             <ul style="list-style-type: none"> <li>Text size is adequate for viewing</li> <li>Good contrast between text and background</li> </ul> </li> <li>- Navigation through the web site is logical                             <ul style="list-style-type: none"> <li>• navigation buttons</li> <li>• site map or search tool available</li> </ul> </li> <li>- No advertising</li> </ul>	
<p>Comments:                      The information was easy to follow, with several prompts for moving from page to page. I tried two hyperlinks; neither worked. The interactive tests were easy to take, although the one “word search” activity proved to be very difficult and time consuming.</p>	
<p><b>Adult Learning Theory</b></p> <ul style="list-style-type: none"> <li>- Design is learner centered and interactive</li> <li>- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)</li> <li>- Opportunities are provided for learner                             <ul style="list-style-type: none"> <li>▪ to share experiences</li> <li>▪ reflect on importance</li> <li>▪ connect to real world examples</li> <li>▪ apply knowledge to other situation</li> </ul> </li> <li>- Learning activities support objectives</li> <li>- Paraprofessionals are actively involved in the learning process</li> <li>- Paraprofessional voices are heard more than trainer’s during learning activities</li> <li>- Materials have a positive and respectful tone</li> </ul>	<input type="checkbox"/> <b>Not Included</b>
<p>Comments:                      The self-tests provided immediate feedback. The results of the self-tests were forwarded onto the state office for evaluation purposes.</p>	
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- Material Development                             <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> </ul> </li> </ul>	<input type="checkbox"/> <b>Not Included</b>



Criteria
<ul style="list-style-type: none"> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> <li>- Evaluation tools included with materials                             <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul> </li> </ul>
<p>Comments:                      The resources listed at the end of this lesson were predominately SNAP-Ed, from USDA Food and Nutrition Service.</p>

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

For those states that are looking for an on-line course for paraprofessional accreditation, this is worth considering.

**Areas of Concerns or Questions:**

Not all states hire (nor can they reward) paraprofessionals seeking higher level nutrition education. Nor are all successful paraprofessionals computer literate, own new computers or have high-speed internet connections.

**References:**

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971  
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.  
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>  
 4-H Curriculum Review Score Sheet.  
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>  
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>  
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.  
 Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>  
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009  
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 2 - The Art of Teaching</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>No cost</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is lesson 2 of the Food \$ense Certification Program for NEA Nutrition Education. The objectives for this lesson are:</b> <ul style="list-style-type: none"> <li>• Explain what learning is and define the capacities and limitations of the human learner.</li> <li>• Explain the advantages and disadvantages of various educational methods and techniques.</li> <li>• Identify the five parts of the universal learning model and their functions.</li> <li>• List three parts of a presentation (introduction, body, conclusion) and what each should provide.</li> <li>• Identify steps in preparing for &amp; delivering a successful food demonstration.</li> <li>• 6) Demonstrate teaching proficiency by conducting a mini class that incorporates the above listed skills (objectives 1-5) on a later site visit from your county supervisor</li> </ul>
<b>Overall Strength</b>	<b>Frequent testing of knowledge throughout the lesson.</b>
<b>Date Reviewed</b>	<b>February 22, 2011</b>
<b>Reviewer Name</b>	<b>Mary Wilson, University of Nevada</b>

- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

**Estimated delivery or study time for lesson: 30-60 minutes**

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
  - Grains/Whole Grains
  - Vegetables
  - Fruits
  - Dairy
  - Meat and Beans
  - Fats and Oils
  - Physical Activity
- Macronutrients
  - Calories
  - Carbohydrates
  - Protein
  - Fat
- Micronutrients
  - Vitamins
  - Minerals
  - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

Defining what learning is and limitations of the human learner. Advantages and disadvantages of various educational methods and techniques. Universal learning model.

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Supports training educators delivering programming to Youth  or  Adults or  Both

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p>Comments:</p> <p>The content could be challenging for some paraprofessionals especially for those where English is their second language. Some of the vocabulary may be difficult and reading ability and comprehension may be a factor.</p> <p>The goals and objectives of the lesson are consistent with EFNEP program policies as the lesson teaches about the capabilities and limitations of the human learner, reviews the advantages and disadvantages of various educational methods and techniques, discusses the universal learning model, reviews the three parts of a presentation, and then steps to conducting a successful food demonstration.</p> <p>Materials appear to be error free. Two references were listed – one dated 2002; the other was not dated.</p> <p>The games might be challenging to some paraprofessionals because, often, they require thought and application. The answers are not always obvious. You could only guess with the five senses games as the percentage each is involved in during learning is not taught prior to playing the game. However, it appears the score of this game does not figure into the total score but the paraprofessional might not realize this and, thus, may feel some anxiety doing this game.</p> <p>Once you've made a mistake on a game, you can't correct it and get the points. After the first miss, you've lost that point.</p>

### Criteria

#### Format

- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.
- Materials prepare paraprofessionals to work with diverse audiences
- Learning goals and objectives clearly stated
- Information is well organized, easy to understand and easy to use
- Instructions for material are easy to follow
- Layout makes it easy to follow the sequence of the materials
- Literacy level based on reading grade level appropriate for paraprofessional
- Text legible and easy to read

#### Comments:

This lesson is general and doesn't go into the learning styles of different cultures nor does it prepare paraprofessionals to work with diverse audiences.

The information is well-organized but may be challenging for some to understand.

The games seemed intuitive to me but I'm not sure if that would be true for everyone.

The literacy level may be a challenge for some especially those whose first language is not English.

The text could be darker to improve readability.

#### **For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:**

- Web site information is current, hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
  - Text size is adequate for viewing
  - Good contrast between text and background
- Navigation through the web site is logical
  - navigation buttons
  - site map or search tool available
- No advertising

<b>Criteria</b>	
<p>Comments:</p> <p>The text on the lessons was a little light (faint) which made reading a little challenging.</p> <p>Navigation did seem logical.</p>	
<p><b>Adult Learning Theory</b></p> <ul style="list-style-type: none"> <li>- Design is learner centered and interactive</li> <li>- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)</li> <li>- Opportunities are provided for learner                             <ul style="list-style-type: none"> <li>▪ to share experiences</li> <li>▪ reflect on importance</li> <li>▪ connect to real world examples</li> <li>▪ apply knowledge to other situation</li> </ul> </li> <li>- Learning activities support objectives</li> <li>- Paraprofessionals are actively involved in the learning process</li> <li>- Paraprofessional voices are heard more than trainer's during learning activities</li> <li>- Materials have a positive and respectful tone</li> </ul>	<input type="checkbox"/> <b>Not Included</b>
<p>Comments:</p> <p>While the lesson discussed the art of teaching, it didn't delve a lot into the adult learning theory, although, it did cover many of the points.</p> <p>The games and viewing the demonstration were helpful in engaging the learner.</p>	
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- Material Development                             <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> </ul> </li> <li>- Evaluation tools included with materials</li> </ul>	<input type="checkbox"/> <b>Not Included</b>

<b>Criteria</b>
<ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul>
<p>Comments:</p> <p>The authors were from Utah State University. The lessons have been peer-reviewed and tested with Extension nutrition paraprofessionals, although, there is no information on how well the paraprofessionals performed on the lessons.</p> <p>The lesson states that an evaluation of their teaching skills will take place at a date with a visit from their supervisor.</p>

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

Good, clear information

**Areas of Concerns or Questions:**

The lesson may be difficult for some paraprofessionals especially those with less education, those not accustomed to learning through a computer program and for those whose first language is not English.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.  
Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.  
Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.  
Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 3 – Basic Nutrition</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>No cost</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is the 3rd lesson of the Food \$ense Certification Program titled Basic Nutrition. The lesson objectives are as follows:</b> <ul style="list-style-type: none"> <li>• List the 5 food groups in MyPyramid</li> <li>• Identify ounce, cup, and serving equivalents from each of the five food groups</li> <li>• Identify the nutritional benefits of each of the five food groups</li> <li>• Explain the concept of discretionary calories</li> </ul>
<b>Overall Strength</b>	<b>Good overview of basic nutrition with Dietary Guidelines and MyPyramid background. Leads the way into subsequent and more detailed lessons regarding specific food groups.</b>
<b>Date Reviewed</b>	<b>April 21, 2011</b>
<b>Reviewer Name</b>	<b>Carissa Holley, University of Hawaii at Manoa</b>



- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
  - Grains/Whole Grains
  - Vegetables
  - Fruits
  - Dairy
  - Meat and Beans
  - Fats and Oils
  - Physical Activity
- Macronutrients
  - Calories
  - Carbohydrates
  - Protein
  - Fat
- Micronutrients
  - Vitamins
  - Minerals
  - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth  or  Adults or  Both

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p>Comments:</p> <p>The content is appropriate to the paraprofessional. Goals and objectives seem to be consistent with the EFNEP program policies, and follow USDA guidelines. Materials are error free with information based on current research at the time of its development (2005 Dietary Guidelines for Americans). Since its development, the 2010 Dietary Guidelines has launched. This lesson will need to be updated to reflect the changes and current messages. (Note: Utah plans this update for May, 2011.)</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>
<p>Comments:</p> <p>The materials did not address cultural or ethnic sensitivity, nor did it reflect diversity of paraprofessionals, values, practices, etc. in basic nutrition. The materials do not address working with diverse audiences. Learning goals and objectives were clearly stated and the information was well organized, easy to understand, and easy to use. The layout is practical with timely follow questions and activities. The literacy level is a bit high for paraprofessionals. The text was legible and easy to read.</p>

### Criteria

#### For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:

- Web site information is current, hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
  - Text size is adequate for viewing
  - Good contrast between text and background
- Navigation through the web site is logical
  - navigation buttons
  - site map or search tool available
- No advertising

#### Comments:

The links worked and the layout was user friendly. The text size was adequate for viewing and the navigation of the web site is logical.

#### Adult Learning Theory

 Not Included

- Design is learner centered and interactive
- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)
- Opportunities are provided for learner
  - to share experiences
  - reflect on importance
  - connect to real world examples
  - apply knowledge to other situation
- Learning activities support objectives
- Paraprofessionals are actively involved in the learning process
- Paraprofessional voices are heard more than trainer's during learning activities
- Materials have a positive and respectful tone

#### Comments:

The design is learner centered and technologically interactive, not interactive in sharing of ideas or how these concepts are translated in nutrition classes in the field. There is no opportunity for reflection and minimal ideas for how to apply the knowledge in class situations. The online format itself may be difficult and possibly frustrating for paraprofessionals who are unfamiliar with the computer and online learning. There are no opportunities for paraprofessionals to give feedback during the lessons.

The Card Game reviews do not inform the student of correct or incorrect answers, but showed a final score at the end. For all self-checks, you may only answer once.

<b>Criteria</b>	
<b>Evaluation</b> - Material Development <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> </ul> - Evaluation tools included with materials <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul>	<input type="checkbox"/> <b>Not Included</b>
Comments: The lessons were peer reviewed and tested with paraprofessionals of SNAP-Ed, but I am unaware if they were tested with EFNEP paraprofessionals in other states.	

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

Good overall lead into basic nutrition.

**Areas of Concerns or Questions:**

It would help paraprofessionals if key messages to share during classes were extracted. It would also help if there were hypotheticals of class situations in which a client asks the paraprofessional a nutrition question related to the concepts taught in this lesson and how a paraprofessional should address the client's question.

**References:**

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971  
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.  
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>  
 4-H Curriculum Review Score Sheet.  
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>  
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>  
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.  
 Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>  
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> accessed April 30, 2009  
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 4 - Nutrients and Metabolism</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>\$0</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is the 1<sup>st</sup> lesson of the Food \$ense Certification Program for NEA Nutrition Education. It covers macro &amp; micronutrients, calories, digestion and RDIs. The objectives of this lesson are:</b> <ul style="list-style-type: none"> <li>• Name the 6 classes of nutrients and identify which are macronutrients and which are micronutrients</li> <li>• Identify which nutrients yield energy and how much energy each yields per gram</li> <li>• Understand the basic mechanics of digestion, absorption, and transport of nutrients in the body</li> <li>• You will also be able to describe the meaning and nutritional relevance of the following terms: DRI, RDA, EAR, AI, UL, EER, AMDR</li> </ul>
<b>Overall Strength</b>	<b>Technical and science based. Provides interaction. Reviews macro and micronutrients, how to calculate calories, digestion and commonly used acronyms for nutrition counseling. A strong nutrition background would be required to complete this section.</b>
<b>Date Reviewed</b>	<b>1/21/2011</b>
<b>Reviewer Name</b>	<b>Mindy Meuli, University of Wyoming</b>

- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-60 minutes**

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
  - Grains/Whole Grains
  - Vegetables
  - Fruits
  - Dairy
  - Meat and Beans
  - Fats and Oils
  - Physical Activity
- Macronutrients
  - Calories
  - Carbohydrates
  - Protein
  - Fat
- Micronutrients
  - Vitamins
  - Minerals
  - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods

Other (please list)

**Metabolism  
Nutrient needs**

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Supports training educators delivering programming to Youth  or  Adults or  Both

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p>Comments:</p> <p>Research based.</p> <p>May be too technical for paraprofessionals. Very scientific.</p> <p>Reviews digestion and absorption which uses a lot of technical terms and teaches more than basic nutrition.</p> <p>High reading level.</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>
<p>Comments:</p> <p>Literacy level is advanced.</p>

<b>Criteria</b>	
<p><b>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</b></p> <ul style="list-style-type: none"> <li>- Web site information is current, hyperlinks work</li> <li>- Easy to follow sequence; layout user friendly</li> <li>- Readability                             <ul style="list-style-type: none"> <li>Text size is adequate for viewing</li> <li>Good contrast between text and background</li> </ul> </li> <li>- Navigation through the web site is logical                             <ul style="list-style-type: none"> <li>• navigation buttons</li> <li>• site map or search tool available</li> </ul> </li> <li>- No advertising</li> </ul>	
<p>Comments:  <a href="#">Blackboard</a>                      A little difficult to navigate.</p>	
<p><b>Adult Learning Theory</b></p> <ul style="list-style-type: none"> <li>- Design is learner centered and interactive</li> <li>- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)</li> <li>- Opportunities are provided for learner                             <ul style="list-style-type: none"> <li>▪ to share experiences</li> <li>▪ reflect on importance</li> <li>▪ connect to real world examples</li> <li>▪ apply knowledge to other situation</li> </ul> </li> <li>- Learning activities support objectives</li> <li>- Paraprofessionals are actively involved in the learning process</li> <li>- Paraprofessional voices are heard more than trainer’s during learning activities</li> <li>- Materials have a positive and respectful tone</li> </ul>	<input type="checkbox"/> <b>Not Included</b>
<p>Comments:  <a href="#">Interactive</a></p>	
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- Material Development                             <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> </ul> </li> </ul>	<input type="checkbox"/> <b>Not Included</b>



<b>Criteria</b>
<ul style="list-style-type: none"> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> <li>- Evaluation tools included with materials                             <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul> </li> </ul>
<p>Comments:                      Credible Source – University Course                      Pilot tested                      Does not give the correct answer when completing quizzes.</p>

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

Scientific  
 Interactive

**Areas of Concerns or Questions:**

Results of pilot testing?

I felt the course tested knowledge rather than taught nutrition. The comprehension level is high and the activities did not reinforce learning.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971  
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.  
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>  
 4-H Curriculum Review Score Sheet.  
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>  
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>  
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.  
 Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>  
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009  
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 5 -- Carbohydrates</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>No cost</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is the 5<sup>th</sup> lesson of the Food \$ense Certification Program. The objectives for the lesson are:</b> <ul style="list-style-type: none"> <li>• Define what a carbohydrate is</li> <li>• Describe the differences between simple carbohydrates and complex carbohydrates</li> <li>• Name foods that contain simple and complex carbohydrates</li> <li>• Outline carbohydrate metabolism, or the way that carbohydrates are processed in the body</li> <li>• Define the dietary recommendations for concentrated sugars, starches, and fiber</li> </ul>
<b>Overall Strength</b>	<b>It is quite interactive for an online format and it breaks complex concepts down into small bites of information.</b>
<b>Date Reviewed</b>	<b>February 22, 2011</b>
<b>Reviewer Name</b>	<b>Mary Kay Wardlaw, University of Wyoming</b>

- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth  or  Adults or  Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
  - Grains/Whole Grains
  - Vegetables
  - Fruits
  - Dairy
  - Meat and Beans
  - Fats and Oils
  - Physical Activity
- Macronutrients
  - Calories
  - Carbohydrates
  - Protein
  - Fat
- Micronutrients
  - Vitamins
  - Minerals
  - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p>Comments:</p> <p>The content is appropriate and consistent with the objectives. It is error-free and information is based on research with the citations shared at the end of the lesson. It provides a great basis for understanding carbohydrates. The information was clear, correct and shared in a logical way.</p> <p>The crossword puzzle was difficult. I did not remember the spelling of some words. Perhaps listing the words on the page would be helpful.</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>
<p>Comments:</p> <p>I don't see that these materials are culturally sensitive, however, I am not sure it is needed in a basic lesson on carbohydrates. There could be an added page to show samples of foods representing ethnic diversity.</p> <p>The literacy level may be a little high for some paraprofessionals. However, the concepts are broken down into digestible elements. The objectives are clear and reinforced throughout the lesson with the quizzes.</p>

### Criteria

#### For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:

- Web site information is current, hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
  - Text size is adequate for viewing
  - Good contrast between text and background
- Navigation through the web site is logical
  - navigation buttons
  - site map or search tool available
- No advertising

#### Comments:

The sequence was easy to follow and the format seemed readable for the most part. Some of the graphics, particularly the periodic table, was hard to read and may need to be enlarged. I could see benefit to one larger font size, or bolding the font for slightly easier reading.

The navigation was easy and I really like the featured box on several pages that highlighted what was on that page. It could have moved down the page as you scroll down.

MyPyramid was referenced on one page but it was not hyperlinked. This could be an enhancement.

#### Adult Learning Theory

 Not Included

- Design is learner centered and interactive
- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)
- Opportunities are provided for learner
  - to share experiences
  - reflect on importance
  - connect to real world examples
  - apply knowledge to other situation
- Learning activities support objectives
- Paraprofessionals are actively involved in the learning process
- Paraprofessional voices are heard more than trainer's during learning activities
- Materials have a positive and respectful tone
- 

#### Comments:

The online format is challenging but this lesson was organized and presented in a clear and logical fashion following good adult education principles. The addition of the self-check questions helped reinforce the main concepts and kept me engaged. There was one example of applying the information to a participant. I think more of these application activities would enhance the lesson.

Criteria	
<b>Evaluation</b> - Material Development <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> </ul> - Evaluation tools included with materials <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul>	<input type="checkbox"/> Not Included
Comments: These lessons were peer-reviewed and tested with nutrition paraprofessionals. Not sure about follow-up with paraprofessionals.	

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

It is quite interactive for an online format and it breaks complex concepts down into small bites of information.

**Areas of Concerns or Questions:**

One idea could be to have an audio option where educators can listen to the content instead of reading the words. The literacy level may be a little high for some paraprofessionals. A potential addition is to have a blog on online chat/discussion for educators to interact with each other after the lesson.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 6 - Fats and Lipids</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>\$0</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is the 6<sup>th</sup> lesson of the Food \$ense Certification Program for NEA Nutrition Education. The knowledge level required assumes that the learner (paraprofessional) has taken college level coursework. The objectives for this lesson are:</b> <ol style="list-style-type: none"> <li>1) List the 3 classes of lipids and describe their functions.</li> <li>2) Differentiate between saturated, monounsaturated, polyunsaturated, and trans fats</li> <li>3) Differentiate between lipid transport proteins, chylomicrons, VLDL, LDL, and HDL.</li> <li>4) Name the essential fatty acids, their relationship to health and their dietary sources.</li> <li>5) Define the dietary recommendations for fat and cholesterol and the health implications of an excess of these nutrients.</li> </ol>
<b>Overall Strength</b>	<b>Very comprehensive. There were several self-tests throughout the lesson for the learner to take. One got a nice prompt when one answered the question correctly.</b>
<b>Date Reviewed</b>	<b>March 21, 2011</b>
<b>Reviewer Name</b>	<b>Linda Gossett, University of Idaho</b>

- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **90 minutes**

Supports training educators delivering programming to Youth  or  Adults or  Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
  - Grains/Whole Grains
  - Vegetables
  - Fruits
  - Dairy
  - Meat and Beans
  - Fats and Oils
  - Physical Activity
- Macronutrients
  - Calories
  - Carbohydrates
  - Protein
  - Fat
- Micronutrients
  - Vitamins
  - Minerals
  - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)



Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p>Comments:</p> <p>While some of the food-related references were appropriate to paraprofessionals, the overall topic was more suitable for a returning college student. Having a good knowledge of general chemistry, plus some knowledge of organic chemistry would be helpful. The opening statement, "Chemistry will be part of this discussion as we talk about lipids" set the tone of the lesson.</p> <p>This reviewer questioned the necessity and depth of this lesson for teaching "practical nutrition" to low-income audiences; it seemed like overkill. This reviewer struggled to complete the lesson in 90 minutes. There was a lot of reading, and it was important to take copious notes because the terminology was technical.</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>

<b>Criteria</b>	
<p>Comments: The 5 (complex) goals were clearly stated; the information was well organized, and the instructions were easy to follow. The literacy level of the materials was high. For those who hire indigenous paraprofessionals, the vocabulary level could be labeled difficult for our ESL employees.</p>	
<p><b>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</b></p> <ul style="list-style-type: none"> <li>- Web site information is current, hyperlinks work</li> <li>- Easy to follow sequence; layout user friendly</li> <li>- Readability               <ul style="list-style-type: none"> <li>Text size is adequate for viewing</li> <li>Good contrast between text and background</li> </ul> </li> <li>- Navigation through the web site is logical               <ul style="list-style-type: none"> <li>• navigation buttons</li> <li>• site map or search tool available</li> </ul> </li> <li>- No advertising</li> </ul>	
<p>Comments: The on-line site was easy to access and navigate.</p>	
<p><b>Adult Learning Theory</b> <span style="float: right;"><input type="checkbox"/> <b>Not Included</b></span></p> <ul style="list-style-type: none"> <li>- Design is learner centered and interactive</li> <li>- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)</li> <li>- Opportunities are provided for learner               <ul style="list-style-type: none"> <li>▪ to share experiences</li> <li>▪ reflect on importance</li> <li>▪ connect to real world examples</li> <li>▪ apply knowledge to other situation</li> </ul> </li> <li>- Learning activities support objectives</li> <li>- Paraprofessionals are actively involved in the learning process</li> <li>- Paraprofessional voices are heard more than trainer's during learning activities</li> <li>- Materials have a positive and respectful tone</li> </ul>	
<p>Comments: This lesson was learner centered and included a variety of educational activities. That said, the subject matter and vocabulary were above the ability level of many paraprofessionals hired for EFNEP.</p>	

<b>Criteria</b>	
<b>Evaluation</b> - Material Development <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> </ul> - Evaluation tools included with materials <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul>	<b>XX</b> <input type="checkbox"/> <b>Not Included</b>
Comments: Throughout the lesson there were short self-tests; at the end of the lesson there was a test over all of the topics covered in the lesson.	

Suitable for  Initial training  Ongoing training  Both – This reviewer was not sure which area to select.

**Overall Strength: (also list on cover page)**

Easy to access and navigate.

**Areas of Concerns or Questions:**

This lesson covered a complex topic (fats and lipids), used a variety of carbon chains to illustrate ideas, and included subject matter that is not included in our EFNEP curriculum. Unless someone has recently taken an anatomy and physiology course (when discussing lipid digestion in the small intestine), and a couple of chemistry courses (so that one recognized a “phosphate group from a sterol”) the subject matter would be difficult to comprehend and of limited value.

References:

Criteria for Evaluating Training Materials. Lester, Richard Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 7 – Protein</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>No cost</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is the 7<sup>th</sup> lesson in the online curriculum. The objectives of the lesson are:</b> <ul style="list-style-type: none"> <li>• Define what protein and amino acids are</li> <li>• Identify essential and non-essential amino acids</li> <li>• Name protein containing foods</li> <li>• Outline protein metabolism</li> <li>• Define the dietary recommendations for protein consumption</li> <li>• Describe the relationship between protein and health</li> </ul>
<b>Overall Strength</b>	<b>Good overall lesson on the role of protein and health.</b>
<b>Date Reviewed</b>	<b>March 17, 2011</b>
<b>Reviewer Name</b>	<b>Mary Wilson, University of Nevada</b>

- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth  or  Adults or  Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
  - Grains/Whole Grains
  - Vegetables
  - Fruits
  - Dairy
  - Meat and Beans
  - Fats and Oils
  - Physical Activity
- Macronutrients
  - Calories
  - Carbohydrates
  - Protein
  - Fat
- Micronutrients
  - Vitamins
  - Minerals
  - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Consider the criteria listed in each section when reviewing the materials.

Criteria
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p>Comments:</p> <p>The content may be complex for less-educated paraprofessionals. While we don't teach about the details of protein and amino acids in EFNEP lessons, it is still helpful for paraprofessionals to have a basic understanding of protein and amino acids in general.</p> <p>The materials were error free. I found no typographical or grammatical errors in the lesson.</p> <p>One reference was listed for the lesson.</p> <p>The information was current – it even addressed the issue of combining incomplete proteins to create a complete protein within a given day rather than at the same meal.</p> <p>The lesson does teach about basic nutrition and the role of protein and health.</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>
<p>Comments:</p> <p>Because the lesson was about the role of protein in the diet, it was not necessary for it to be culturally and ethnically sensitive. One game did include a variety of protein sources such as beans and soybeans.</p> <p>The learning objectives were clearly stated and met.</p>

<b>Criteria</b>	
<p>The information was well-organized, fairly easy to understand and easy to us.  The layout was simple and easy to follow.  The literacy level may be high for some paraprofessionals as with the other lessons.  The text was legible and easy to read.</p>	
<p><b>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</b></p> <ul style="list-style-type: none"> <li>- Web site information is current, hyperlinks work</li> <li>- Easy to follow sequence; layout user friendly</li> <li>- Readability <ul style="list-style-type: none"> <li>Text size is adequate for viewing</li> <li>Good contrast between text and background</li> </ul> </li> <li>- Navigation through the web site is logical <ul style="list-style-type: none"> <li>• navigation buttons</li> <li>• site map or search tool available</li> </ul> </li> <li>- No advertising</li> </ul>	
<p>Comments:  The lesson was done in BlackBoard and was easy to follow. The text size was adequate and it was easy to navigate through the lesson.</p>	
<p><b>Adult Learning Theory</b></p> <ul style="list-style-type: none"> <li>- Design is learner centered and interactive</li> <li>- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)</li> <li>- Opportunities are provided for learner <ul style="list-style-type: none"> <li>▪ to share experiences</li> <li>▪ reflect on importance</li> <li>▪ connect to real world examples</li> <li>▪ apply knowledge to other situation</li> </ul> </li> <li>- Learning activities support objectives</li> <li>- Paraprofessionals are actively involved in the learning process</li> <li>- Paraprofessional voices are heard more than trainer's during learning activities</li> <li>- Materials have a positive and respectful tone</li> </ul>	<input type="checkbox"/> <b>Not Included</b>
<p>Comments:  The games help reinforce the information though the correct answers to the questions need to be displayed if you miss a question.  The games did support the objectives.  Because the lesson is to be done by an individual, there is no opportunity for sharing experiences, etc.</p>	

Criteria	
<b>Evaluation</b> - Material Development <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> </ul> - Evaluation tools included with materials <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul>	<input type="checkbox"/> Not Included
Comments: The material was developed by Utah State University Extension, a credible source. It has been peer-reviewed and tested with nutrition paraprofessionals but I don't know what the results of that testing were. There were self-assessment games throughout the lesson and a final testing at the conclusion of the lesson.	

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

Good overall lesson on the role of protein and health.

**Areas of Concerns or Questions:**

The literacy level may be too high for some paraprofessionals. The quizzes don't always tell you the correct answers if you've got the question wrong.

**References:**

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971  
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.  
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>  
 4-H Curriculum Review Score Sheet.  
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>  
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>  
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.  
 Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>  
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009  
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009



## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 8 – Vitamins, Mineral, Water, and Phytochemicals</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>No cost</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is the 8th lesson of the Food \$ense Certification Program titled Vitamins, Mineral, Water, and Phytochemicals. The lesson objectives are as follows:</b> <ul style="list-style-type: none"> <li>• Describe basic functions of vitamins, minerals, water, and phytochemicals</li> <li>• ID sources of fat and water soluble vitamins and minerals</li> <li>• ID deficiencies and toxicities of vitamins and minerals</li> <li>• ID sources of phytochemicals and their health claims</li> </ul>
<b>Overall Strength</b>	<b>Good holistic curriculum of EFNEP and SNAP-Ed competencies involving the various tasks and knowledge that a NEA must perform. The unit is a great confidence booster for ongoing training needs.</b>
<b>Date Reviewed</b>	<b>March 22, 2011</b>
<b>Reviewer Name</b>	<b>Carissa Holley, University of Hawaii at Manoa</b>

- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth  or  Adults or  Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
  - Grains/Whole Grains
  - Vegetables
  - Fruits
  - Dairy
  - Meat and Beans
  - Fats and Oils
  - Physical Activity
- Macronutrients
  - Calories
  - Carbohydrates
  - Protein
  - Fat
- Micronutrients
  - Vitamins
  - Minerals
  - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

**Scope of Practice**

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p><b>Comments:</b></p> <p>The content covers an overall understanding of water soluble vs. fat soluble vitamins and minerals beyond what NEA's teach in their classes. Deficiencies and toxicities are well defined and are helpful for paraprofessionals to have a basic understanding of the functions of vitamins, minerals, water, and phytochemicals and the importance of eating a balanced diet to maintain these levels. The materials were grammatical and error free with sound science-based information. References and resources are included and are consistent with the Dietary Guidelines for Americans 2005 and the MyPyramid. This lesson teaches basic nutrition for the prevention of disease and the role of micronutrients in overall health.</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>
<p><b>Comments:</b></p> <p>The lesson did not necessarily need to be culturally or ethnically sensitive because it mentioned balancing food groups, not specific foods. The lesson prepares paraprofessionals the background knowledge to emphasize eating a variety of foods to maintain overall health. The learning goals and objectives were clearly stated and the layout and content was organized in a logical manner throughout the lesson. The literacy level may be too high for a paraprofessional to read and comprehend on their own. The text was legible and easy to read.</p>

<b>Criteria</b>	
<p><b>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</b></p> <ul style="list-style-type: none"> <li>- Web site information is current, hyperlinks work</li> <li>- Easy to follow sequence; layout user friendly</li> <li>- Readability                             <ul style="list-style-type: none"> <li>Text size is adequate for viewing</li> <li>Good contrast between text and background</li> </ul> </li> <li>- Navigation through the web site is logical                             <ul style="list-style-type: none"> <li>• navigation buttons</li> <li>• site map or search tool available</li> </ul> </li> <li>- No advertising</li> </ul>	
<p>Comments:</p> <p>In Lesson 8- Vitamins, Minerals, Water, and Phytochemicals, the “self checks” were not active when in “print mode”. All the material is readable and presented in an organized manner and navigation throughout the website was logical. For paraprofessionals who have never experienced a web-based course, a tutorial may be necessary to navigate them throughout the use of BlackBoard.</p>	
<p><b>Adult Learning Theory</b></p> <ul style="list-style-type: none"> <li>- Design is learner centered and interactive</li> <li>- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)</li> <li>- Opportunities are provided for learner                             <ul style="list-style-type: none"> <li>▪ to share experiences</li> <li>▪ reflect on importance</li> <li>▪ connect to real world examples</li> <li>▪ apply knowledge to other situation</li> </ul> </li> <li>- Learning activities support objectives</li> <li>- Paraprofessionals are actively involved in the learning process</li> <li>- Paraprofessional voices are heard more than trainer’s during learning activities</li> <li>- Materials have a positive and respectful tone</li> </ul>	<input type="checkbox"/> <b>Not Included</b>
<p>Comments:</p> <p>The lessons are designed to be interactive involving self-checks, reviews within the lesson, and post-lesson quizzes. Sharing of experiences and opportunities for reflection are not included as this is an online lesson done by the individual. Paraprofessionals may need or want a shared learning experience, as this is the way their group classes are normally set up. The materials appear to be positive and delivered in a respectful tone.</p>	
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- Material Development                             <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> </ul> </li> </ul>	<input type="checkbox"/> <b>Not Included</b>

<b>Criteria</b>
<ul style="list-style-type: none"> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> <li>- Evaluation tools included with materials                             <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul> </li> </ul>
<p>Comments:</p> <p>USU Extension is a credible source. The lessons have been peer-reviewed and tested with SNAP-Ed NEA's. Results of the testing are unknown. Evaluation tools included self-assessment games throughout the lesson and a short final testing at the conclusion of the lesson. The final test at the end of the lesson reflected comprehensive knowledge of Lesson 8.</p>

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

Good holistic curriculum of EFNEP and SNAP-Ed competencies involving the various tasks and knowledge that a NEA must perform. The unit is a great confidence booster for ongoing training needs.

**Areas of Concerns or Questions:**

If EFNEP paraprofessionals are expected to utilize this interactive lesson, face-to-face instructions may be helpful. The literacy level as well as the technology level may be too high for paraprofessionals. Quizzes do not let you know the correct answer after answering them incorrectly. Opportunities for reflection and discussion may also be necessary, especially in advising the paraprofessionals on what to do with the knowledge they have just learned. For example, after completing Lesson 8, it may be necessary to layout what information is most beneficial to EFNEP clients, and emphasize that EFNEP does not do medical nutrition therapy (e.g. diagnose deficiencies or toxicities).

**References:**

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.  
Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.  
Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.  
Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> accessed April 30, 2009

## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 9 – Energy Balance and Body Composition</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>No cost</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is the 9<sup>th</sup> lesson of the Food \$ense Certification Program. The objectives for the lesson are:</b> <ul style="list-style-type: none"> <li>• Describe basic functions of vitamins, minerals, water, and phytochemicals</li> <li>• Identify sources of fat and water soluble vitamins and minerals</li> <li>• Identify deficiencies and toxicities of vitamins and minerals</li> <li>• Identify sources of phytochemicals and their health claims</li> </ul>
<b>Overall Strength</b>	<b>Interactive Web based Very thorough and scientific Research based</b>
<b>Date Reviewed</b>	<b>3/10/2011</b>
<b>Reviewer Name</b>	<b>Mindy Meuli, University of Wyoming</b>

- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **45-60 minutes**

Supports training educators delivering programming to Youth  or  Adults or  Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
  - Grains/Whole Grains
  - Vegetables
  - Fruits
  - Dairy
  - Meat and Beans
  - Fats and Oils
  - Physical Activity
- Macronutrients
  - Calories
  - Carbohydrates
  - Protein
  - Fat
- Micronutrients
  - Vitamins
  - Minerals
  - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

**Satiety Scale**  
**Energy Balance**

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p>Comments:</p> <p>Calculate BMI – requires higher math skills.</p> <p>Must complete prior modules to do this lesson. Covers material taught in previous lessons – calculating calories.</p> <p>High literacy level.</p> <p>Reviews thermal effect of food and BMR - ? relevant to paraprofessionals.</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>
<p>Comments:</p>



<b>Criteria</b>	
<p><b>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</b></p> <ul style="list-style-type: none"> <li>- Web site information is current, hyperlinks work</li> <li>- Easy to follow sequence; layout user friendly</li> <li>- Readability                             <ul style="list-style-type: none"> <li>Text size is adequate for viewing</li> <li>Good contrast between text and background</li> </ul> </li> <li>- Navigation through the web site is logical                             <ul style="list-style-type: none"> <li>• navigation buttons</li> <li>• site map or search tool available</li> </ul> </li> <li>- No advertising</li> </ul>	
<p>Comments:  <a href="#">BlackBoard</a>  <a href="#">No advertising</a>  <a href="#">Not sure if passed or not.</a>  <a href="#">High literacy level – did not realize you could scroll over green words to get definitions.</a></p>	
<p><b>Adult Learning Theory</b></p> <ul style="list-style-type: none"> <li>- Design is learner centered and interactive</li> <li>- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)</li> <li>- Opportunities are provided for learner                             <ul style="list-style-type: none"> <li>▪ to share experiences</li> <li>▪ reflect on importance</li> <li>▪ connect to real world examples</li> <li>▪ apply knowledge to other situation</li> </ul> </li> <li>- Learning activities support objectives</li> <li>- Paraprofessionals are actively involved in the learning process</li> <li>- Paraprofessional voices are heard more than trainer’s during learning activities</li> <li>- Materials have a positive and respectful tone</li> </ul>	<input type="checkbox"/> <b>Not Included</b>
<p>Comments:  <a href="#">No feedback on correct answer</a></p>	

<b>Criteria</b>	
<b>Evaluation</b> - Material Development <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> </ul> - Evaluation tools included with materials <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul>	<input type="checkbox"/> <b>Not Included</b>
Comments: No evaluation tools included	

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

Web based.

**Areas of Concerns or Questions:**

Scoring

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971  
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.  
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>  
 4-H Curriculum Review Score Sheet.  
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>  
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>  
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.  
 Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>  
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009  
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

## Community Nutrition Paraprofessional Training Library

**Please review the curriculum and/or materials prior to completing this review form.**

**Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)**

<b>Title</b>	<b>Food \$ense Certification: Lesson 10 – Menu Planning and Smart Shopping</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>No cost</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is the 10<sup>th</sup> lesson of the Food \$ense Certification Program. The objectives for the lesson are:</b> <ul style="list-style-type: none"> <li>• Create a meal plan using MyPyramid recommendations</li> <li>• Identify time saving tips for shopping</li> <li>• Explain shopping behaviors and how shopping tools can help individuals and families save money</li> <li>• Identify basic grocery store layout and its impact on shopping behavior</li> <li>• Identify components of food labels, their purpose and how they benefit health</li> <li>• Identify meal preparation methods</li> <li>• Explain shortcuts to clean up</li> </ul>
<b>Overall Strength</b>	<b>It is interactive for an online format and it breaks complex concepts down into small bites of information.</b>
<b>Date Reviewed</b>	<b>March 21, 2011</b>
<b>Reviewer Name</b>	<b>Mary Kay Wardlaw, University of Wyoming</b>

- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth  or  Adults or  Both

- Meal Planning
  - Food Resource management
  - Food Preparation
  - Dietary Guideline for Americans
  - MyPyramid
    - Grains/Whole Grains
    - Vegetables
    - Fruits
    - Dairy
    - Meat and Beans
    - Fats and Oils
    - Physical Activity
  - Macronutrients
    - Calories
    - Carbohydrates
    - Protein
    - Fat
  - Micronutrients
    - Vitamins
    - Minerals
    - Sodium and Potassium
  - Fiber
  - Portion Sizes
  - Food Safety
  - Reducing fat and/or sugar and salt
  - Vegetarian Diets
  - Fast Foods
- Other (please list)

- **Shopping tips**
- **Food labels**

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p><b>Comments:</b>                      The content is appropriate and consistent with the objectives. The information is based on research with the citations shared at the end of the lesson.                      There were a few errors or challenging areas:</p> <ul style="list-style-type: none"> <li>• New bullet needed in Objectives list – the fifth bullet includes two objectives.</li> <li>• Self-check questions on page 7. As a mathematical question, the answer is correct, as multiple choice, it is not. I would revamp these to emphasize the best value, not the math equation.</li> <li>• On page 10 in the interactive box, expiration is misspelled.</li> <li>• I did not understand the interactive box on page 12. I don't know what I am supposed to do.</li> </ul> <p>I wonder about a worksheet for menu planning. We use one in Wyoming that allows participants to fill in the squares for a week. It follows the same basic steps, just in an-easy-to-use format. We would be happy to share the worksheet.</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>
<p><b>Comments:</b>                      To add some diversity, there could be more variety in the photos. Also, some sample menu plans could be shared that could include varying cultural foods.</p>

<b>Criteria</b>	
<p>The literacy level may be a little high for some paraprofessionals. There is a lot of text.                      The objectives are clear and reinforced throughout the lesson with the quizzes and interactive boxes.</p>	
<p><b>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</b></p> <ul style="list-style-type: none"> <li>- Web site information is current, hyperlinks work</li> <li>- Easy to follow sequence; layout user friendly</li> <li>- Readability                             <ul style="list-style-type: none"> <li>Text size is adequate for viewing</li> <li>Good contrast between text and background</li> </ul> </li> <li>- Navigation through the web site is logical                             <ul style="list-style-type: none"> <li>• navigation buttons</li> <li>• site map or search tool available</li> </ul> </li> <li>- No advertising</li> </ul>	
<p>Comments:                      The sequence was easy to follow and the format seemed readable for the most part. I could see benefit to one larger font size, or bolding the font for slightly easier reading.                      The navigation was easy.                      There could be some hyperlinks added to access appropriate supporting information like MyPyramid and the Nutrition Facts panel.                      The Plate Method and Nutrition Facts Panel graphics are not in clear focus – may need a higher resolution for these.</p>	
<p><b>Adult Learning Theory</b></p> <ul style="list-style-type: none"> <li>- Design is learner centered and interactive</li> <li>- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)</li> <li>- Opportunities are provided for learner                             <ul style="list-style-type: none"> <li>▪ to share experiences</li> <li>▪ reflect on importance</li> <li>▪ connect to real world examples</li> <li>▪ apply knowledge to other situation</li> </ul> </li> <li>- Learning activities support objectives</li> <li>- Paraprofessionals are actively involved in the learning process</li> <li>- Paraprofessional voices are heard more than trainer’s during learning activities</li> <li>- Materials have a positive and respectful tone</li> </ul>	<input type="checkbox"/> <b>Not Included</b>
<p>Comments:                      The online format is challenging but I thought this lesson was organized and presented in a clearly.                      The self-check questions reinforced the main concepts and kept me engaged. I did note questions with the self-checks on page 7.                      I was not sure how and when to do the assignment. I wonder if a video segment on how to do a menu plan could be helpful then have students complete their own.</p>	

Criteria	
<b>Evaluation</b> - Material Development <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> </ul> - Evaluation tools included with materials <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul>	<input type="checkbox"/> Not Included
Comments: These lessons were peer-reviewed and tested with nutrition paraprofessionals. Not sure about follow-up with paraprofessionals.	

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

Somewhat interactive for an online format.

**Areas of Concerns or Questions:**

One idea could be to have an audio option where educators can listen to the content instead of reading the words. The literacy level may be a little high for some paraprofessionals. A potential addition is to have a blog on online chat/discussion for educators to interact with each other after the lesson.

I have noted above a few places that need to be corrected or addressed.

**References:**

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 11 – Nutrition and Chronic Diseases</b>
<b>Producer</b>	<b>Utah State University</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>No cost</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is the 11<sup>th</sup> lesson in the Food \$ense Certification Program. Lesson 11 acknowledges that while chronic diseases are not part of the scope and practice for a paraprofessional, it is important to understand them and help prevent them. All chronic diseases that are discussed are affected by diet and exercise and are preventable or slowed by choosing a healthy lifestyle. The objectives for the lesson are:</b>  <ol style="list-style-type: none"> <li>1. List the major chronic diseases affecting Americans</li> <li>2. Know the incidence and prevalence of major chronic diseases</li> <li>3. Understand how major chronic diseases develop</li> <li>4. Identify the relationship between diet and major chronic diseases</li> </ol>
<b>Overall Strength</b>	<b>Very comprehensive</b>
<b>Date Reviewed</b>	<b>4/26/2011</b>
<b>Reviewer Name</b>	<b>Linda Gossett, University of Idaho</b>



- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-60 minutes**

- Meal Planning
  - Food Resource management
  - Food Preparation
  - Dietary Guideline for Americans
  - MyPyramid
    - Grains/Whole Grains
    - Vegetables
    - Fruits
    - Dairy
    - Meat and Beans
    - Fats and Oils
    - Physical Activity
  - Macronutrients
    - Calories
    - Carbohydrates
    - Protein
    - Fat
  - Micronutrients
    - Vitamins
    - Minerals
    - Sodium and Potassium
  - Fiber
  - Portion Sizes
  - Food Safety
  - Reducing fat and/or sugar and salt
  - Vegetarian Diets
  - Fast Foods
- Other (please list)

- Heart Disease
- Cancer
- Diabetes

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Supports training educators delivering programming to Youth  or  Adults or  Both

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p>Comments:</p> <p>The lesson objectives are: the paraprofessional will be able to:</p> <ol style="list-style-type: none"> <li>1) List the major chronic diseases affecting Americans,</li> <li>2) Know the incidence and prevalence of major chronic diseases,</li> <li>3) Understand how major chronic diseases develop,</li> <li>4) Identify the relationship between diet and major chronic diseases.</li> </ol> <p>Because this lesson topic doesn't satisfy any of the paraprofessional training topics makes it highly questionable to include. The materials are error free and the information is based on current research.</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>

<b>Criteria</b>	
<p>Comments:</p> <p>There were no references made for cultural or ethnic sensitivity; neither was there information for diverse audiences. This is a crash course about chronic diseases. The information was well organized and easy to use but one must have a large vocabulary and background in biology and health to understand the concepts. All of the multi-syllable words were defined (such as atherosclerosis, myocardial infarction, homocysteine, transient ischemic attacks, etc.), but one had to keep copious notes in order to complete, and do well on the quizzes. The vocabulary was higher than the average high school graduate is comfortable with.</p>	
<p><b>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</b></p> <ul style="list-style-type: none"> <li>- Web site information is current, hyperlinks work</li> <li>- Easy to follow sequence; layout user friendly</li> <li>- Readability                             <ul style="list-style-type: none"> <li>Text size is adequate for viewing</li> <li>Good contrast between text and background</li> </ul> </li> <li>- Navigation through the web site is logical                             <ul style="list-style-type: none"> <li>• navigation buttons</li> <li>• site map or search tool available</li> </ul> </li> <li>- No advertising</li> </ul>	
<p>Comments:</p> <p>An important diagram (for one of the quizzes) showing the progression of atherosclerosis used a small font, was grainy and hard to read.</p> <p>There was no advertising.</p>	
<p><b>Adult Learning Theory</b></p> <ul style="list-style-type: none"> <li>- Design is learner centered and interactive</li> <li>- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)</li> <li>- Opportunities are provided for learner                             <ul style="list-style-type: none"> <li>▪ to share experiences</li> <li>▪ reflect on importance</li> <li>▪ connect to real world examples</li> <li>▪ apply knowledge to other situation</li> </ul> </li> <li>- Learning activities support objectives</li> <li>- Paraprofessionals are actively involved in the learning process</li> <li>- Paraprofessional voices are heard more than trainer's during learning activities</li> <li>- Materials have a positive and respectful tone</li> </ul>	<input type="checkbox"/> <b>Not Included</b>
<p>Comments:</p> <p>Two scenarios asked the paraprofessional to evaluate a health risk:</p>	

<b>Criteria</b>	
<p>1) What should the client do to reduce his risk of heart disease? 5 choices were given                      2) How would you classify a client who has a blood pressure of 150/90? 5 choices were given                      The appropriate answer, "tell the client to consult with his personal medical doctor," was not one of the choices.</p>	
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- Material Development                             <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> </ul> </li> <li>- Evaluation tools included with materials                             <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul> </li> </ul>	<p><input type="checkbox"/> <b>Not Included</b></p>
<p>Comments:                      Utah State University is a credible state university.                      No mention of peer review process; possibly tested with other paraprofessionals.                      No evaluation included.                      Self assessment is included but not user friendly. One had to take notes throughout the lesson.</p>	

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

Comprehensive.

**Areas of Concerns or Questions:**

This lesson is not suitable for the EFNEP.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971  
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.  
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>  
 4-H Curriculum Review Score Sheet.  
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>  
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>  
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.  
 Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>  
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009  
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009



## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 12 - Nutrition in Pregnancy, Lactation, and Infancy</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>No cost</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is the 12<sup>th</sup> lesson of the Food \$ense Certification Program. The lesson objectives are:</b> <ul style="list-style-type: none"> <li>• Describe normal changes in maternal physiology during pregnancy.</li> <li>• Describe the implications of poor maternal nutrition on the infant.</li> <li>• Define energy requirements in pregnancy and pregnancy weight gain recommendations.</li> <li>• Name important nutrients to obtain in pregnancy and foods that contain these nutrients.</li> <li>• Name substances to avoid during pregnancy and their related health consequences.</li> <li>• Explain food safety issues related to pregnancy and their health consequences.</li> <li>• Define common health problems or ailments associated with pregnancy and ways to alleviate the symptoms.</li> <li>• Identify an appropriate diet for a lactating woman.</li> <li>• Identify community resources available to lactating women.</li> <li>• Describe appropriate feeding practices in early infancy.</li> <li>• Describe the development of infant feeding skills.</li> <li>• Explain the progression of the introduction of solid foods.</li> <li>• Explain unsafe feeding practices in infants.</li> </ul>
<b>Overall Strength</b>	<b>Good overview of nutrition during pregnancy, lactation and infancy.</b>
<b>Date Reviewed</b>	<b>April 21, 2011</b>
<b>Reviewer Name</b>	<b>Mary Wilson, University of Nevada</b>

- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth  or  Adults or  Both

- Meal Planning
  - Food Resource management
  - Food Preparation
  - Dietary Guideline for Americans
  - MyPyramid
    - Grains/Whole Grains
    - Vegetables
    - Fruits
    - Dairy
    - Meat and Beans
    - Fats and Oils
    - Physical Activity
  - Macronutrients
    - Calories
    - Carbohydrates
    - Protein
    - Fat
  - Micronutrients
    - Vitamins
    - Minerals
    - Sodium and Potassium
  - Fiber
  - Portion Sizes
  - Food Safety
  - Reducing fat and/or sugar and salt
  - Vegetarian Diets
  - Fast Foods
- Other (please list)

**Nutrition during pregnancy, lactation, and infancy**

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p><b>Comments:</b></p> <p>The content is appropriate to educate a paraprofessional. I found under the section "Nutrient Needs during Pregnancy" in the calcium section, it seemed to be contradictory. It first says, "Although calcium is not necessarily needed in higher amounts during pregnancy, it is an important nutrient that is difficult for some women to get enough of." The next sentence says, "During the last trimester of pregnancy, calcium needs increase by 300 mg per day." These two sentences seem inconsistent.</p> <p>The lesson seems consistent with the goals and objectives of EFNEP program policies.</p> <p>The information is based on current research and lists reference at the end of the lesson. In addition to teaching about nutrition during pregnancy, lactation, and infancy, the lesson teaches about infectious diseases and toxic minerals found in foods that a pregnant woman is vulnerable to as well as foods, beverages, drugs and smoking that can harm a fetus or infant.</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>



<b>Criteria</b>	
<p>Comments:                      There was nothing in the lesson that addressed cultural or ethnic differences, values, practices, etc., during pregnancy or lactation. The information was easy to understand and follow. The learning goals and objectives were clearly stated. The layout was easy to follow.</p>	
<p><b>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</b></p> <ul style="list-style-type: none"> <li>- Web site information is current, hyperlinks work</li> <li>- Easy to follow sequence; layout user friendly</li> <li>- Readability                             <ul style="list-style-type: none"> <li>Text size is adequate for viewing</li> <li>Good contrast between text and background</li> </ul> </li> <li>- Navigation through the web site is logical                             <ul style="list-style-type: none"> <li>• navigation buttons</li> <li>• site map or search tool available</li> </ul> </li> <li>- No advertising</li> </ul>	
<p>Comments:                      The links worked and the layout was user friendly. The text was easy to read and the lesson was easy to navigate.</p>	
<p><b>Adult Learning Theory</b> <span style="float: right;"><input type="checkbox"/> Not Included</span></p> <ul style="list-style-type: none"> <li>- Design is learner centered and interactive</li> <li>- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)</li> <li>- Opportunities are provided for learner                             <ul style="list-style-type: none"> <li>▪ to share experiences</li> <li>▪ reflect on importance</li> <li>▪ connect to real world examples</li> <li>▪ apply knowledge to other situation</li> </ul> </li> <li>- Learning activities support objectives</li> <li>- Paraprofessionals are actively involved in the learning process</li> <li>- Paraprofessional voices are heard more than trainer's during learning activities</li> <li>- Materials have a positive and respectful tone</li> </ul>	
<p>Comments:                      I thought this lesson was not as technical as some of the lessons I previously reviewed, though, the online educational lessons may be difficult for some professionals to follow who are not computer savvy nor are familiar with this type of educational technique.</p>	

Criteria	
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- Material Development                             <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> </ul> </li> <li>- Evaluation tools included with materials                             <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul> </li> </ul>	<input type="checkbox"/> <b>Not Included</b>
<p>Comments:</p> <p>The lessons were peer reviewed and tested with paraprofessionals but I'm not aware of any follow-up with paraprofessionals.</p>	

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

Good review of nutrition during pregnancy, lactation, and infancy. The games reinforced the learning though after completing them, it should tell you the correct answers.

**Areas of Concerns or Questions:**

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.

Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

4-H Curriculum Review Score Sheet.

Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>

Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>

2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.

Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 13 - Nutrition in Childhood</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>No cost</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is the 13th lesson of the Food \$ense Certification Program titled Nutrition In Childhood. The lesson objectives are as follows:</b> <ul style="list-style-type: none"> <li>• Identify childhood obesity statistics and possible causes.</li> <li>• Identify recommended servings from each food group.</li> <li>• Identify ways to make family meals approachable</li> <li>• Identify the reasoning behind the importance of food safety for children</li> <li>• Identify appropriate snacking</li> <li>• Identify appropriate physical activity</li> </ul>
<b>Overall Strength</b>	Good overview of childhood nutrition.
<b>Date Reviewed</b>	April 21, 2011
<b>Reviewer Name</b>	Carissa Holley, University of Hawaii at Manoa

- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth  or  Adults or  Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
  - Grains/Whole Grains
  - Vegetables
  - Fruits
  - Dairy
  - Meat and Beans
  - Fats and Oils
  - Physical Activity
- Macronutrients
  - Calories
  - Carbohydrates
  - Protein
  - Fat
- Micronutrients
  - Vitamins
  - Minerals
  - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods

Other (please list)  
**Family mealtime**

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p><b>Comments:</b>                      The content is appropriate to the paraprofessional. Goals and objectives seem to be consistent with the EFNEP program policies, and follow USDA guidelines. On the first page, the objectives should have an "objectives" heading above the bullets. The information presented is based on current research at the time of its development and should be updated respectively. For example, the Childhood Obesity section mentions the DOH survey from 2006, which was essentially 5 years ago. If there is more current data that DOH has done, it should be made known to the paraprofessionals.</p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>
<p><b>Comments:</b>                      The materials did not address cultural or ethnic sensitivity, nor did it reflect diversity of paraprofessionals, values, practices, etc. in childhood nutrition. The materials do not address working with diverse audiences. Learning goals and objectives were clearly stated and the information was well organized, easy to understand, and easy to use. The layout is practical with timely follow questions and activities. The literacy level is a bit high for paraprofessionals. The text was legible and easy to read.</p>

<b>Criteria</b>	
<p><b>For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:</b></p> <ul style="list-style-type: none"> <li>- Web site information is current, hyperlinks work</li> <li>- Easy to follow sequence; layout user friendly</li> <li>- Readability                             <ul style="list-style-type: none"> <li>Text size is adequate for viewing</li> <li>Good contrast between text and background</li> </ul> </li> <li>- Navigation through the web site is logical                             <ul style="list-style-type: none"> <li>• navigation buttons</li> <li>• site map or search tool available</li> </ul> </li> <li>- No advertising</li> </ul>	
<p>Comments:                      The links worked and the layout was user friendly. The text size was adequate for viewing and the navigation of the web site is logical.</p>	
<p><b>Adult Learning Theory</b></p> <ul style="list-style-type: none"> <li>- Design is learner centered and interactive</li> <li>- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)</li> <li>- Opportunities are provided for learner                             <ul style="list-style-type: none"> <li>▪ to share experiences</li> <li>▪ reflect on importance</li> <li>▪ connect to real world examples</li> <li>▪ apply knowledge to other situation</li> </ul> </li> <li>- Learning activities support objectives</li> <li>- Paraprofessionals are actively involved in the learning process</li> <li>- Paraprofessional voices are heard more than trainer's during learning activities</li> <li>- Materials have a positive and respectful tone</li> </ul>	<p><input type="checkbox"/> <b>Not Included</b></p>
<p>Comments:                      The design is learner centered and technologically interactive, but not interactive in sharing of ideas or how these concepts are translated in nutrition classes, particularly youth classes, in the field. There is no opportunity for reflection and minimal ideas for how to apply the knowledge in class situations. The online format itself may be difficult and possibly frustrating for paraprofessionals who are unfamiliar with the computer and online learning. There are no opportunities for paraprofessionals to give feedback during the lessons.</p> <p>The Card Game reviews do not inform the student of correct or incorrect answers, but showed a final score at the end. For all self checks, you may only answer once.</p>	

Criteria	<input type="checkbox"/> Not Included
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- Material Development                             <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> </ul> </li> <li>- Evaluation tools included with materials                             <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul> </li> </ul>	<input type="checkbox"/>
<p>Comments:                      The lessons were peer reviewed and tested with paraprofessionals of SNAP-Ed, but I am unaware if they were tested with EFNEP paraprofessionals in other states.</p>	

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

Good overall lead into childhood nutrition.

**Areas of Concerns or Questions:**

It would help paraprofessionals if key messages to share during classes were extracted. It would also help if there were hypotheticals of adult and youth class situations in which a client asks the paraprofessional a nutrition question related to the concepts taught in this lesson and how a paraprofessional should address the client's question.

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971  
 Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.  
 Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>  
 4-H Curriculum Review Score Sheet.  
 Available at: <http://www.4-hcurriculum.org/projects/visualarts/Other/Report-From-Natioanl-Jury.pdf>  
 Written Nutrition Education Materials Review Form. Available at: <http://www.extension.iastate.edu/Publications/SP120.pdf>  
 2009 Supplemental Nutrition Assistance Program Nutrition Education Plan Guidance.  
 Available at: <http://www.nal.usda.gov/fsn/Guidance/2009.1SNAP-Ed%20Guidance.pdf>  
 SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009  
 Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009

## Community Nutrition Paraprofessional Training Library

Please review the curriculum and/or materials prior to completing this review form.

Format (check all that apply):    Subject Matter Covered (check all that apply):    Core Competency Covered (check all that apply)

<b>Title</b>	<b>Food \$ense Certification: Lesson 14 – Food Safety</b>
<b>Producer</b>	<b>Utah State University Extension</b>
<b>Date produced</b>	<b>2010</b>
<b>Cost</b>	<b>No cost</b>
<b>How to obtain resource: Name, Phone, Email, Address, Website</b>	<b>Web-based curriculum, access is required Debra Christofferson and Heidi LeBlanc 8749 Old Main Hill, Logan, UT 84322-8700 Debra 435-797-3725; Heidi 435-797-3923 Utah State University SNAP-Ed, Food \$ense <a href="mailto:Debra.christofferson@usu.edu">Debra.christofferson@usu.edu</a>; <a href="mailto:heidi.leblanc@usu.edu">heidi.leblanc@usu.edu</a></b>
<b>General Description</b>	<b>This is the 14<sup>th</sup> lesson of the Food \$ense Certification Program. The objectives for the lesson are:</b> <ul style="list-style-type: none"> <li>• Differentiate between foodborne infections and intoxications.</li> <li>• Define the four steps to FightBac! (Clean, Separate, Cook, Chill).</li> <li>• Describe commonly seen natural toxicants in foods and ways to avoid them in food preparation.</li> <li>• Identify types and uses of pesticides, and how to handle food safely.</li> <li>• Describe the regulations governing additives and differentiate between intentional (direct) and indirect food additives.</li> <li>• Describe how to choose and store fresh, frozen, and canned products.</li> </ul>
<b>Overall Strength</b>	<b>Technical and science based. Provides interaction. Uses USDA Materials</b>
<b>Date Reviewed</b>	<b>4/22/2011</b>
<b>Reviewer Name</b>	<b>Mindy Meuli, University of Wyoming</b>



- DVD
- CD-ROM
- Video
- Print material
  - Booklet
  - Fact Sheet
  - Written training module or outline
  - Curriculum
- Electronic documents
- Multi-media
  - PowerPoint Slides
  - Web Site
  - Multimedia with written materials
- Game
- Poster

Other:

**Delivery Mode:**

- Face-to-face
- Online
- Distance
- Self Study
- Individual
- Group session
- Facilitator-led

Estimated delivery or study time for lesson: **30-45 minutes**

Supports training educators delivering programming to Youth  or  Adults or  Both

- Meal Planning
- Food Resource management
- Food Preparation
- Dietary Guideline for Americans
- MyPyramid
  - Grains/Whole Grains
  - Vegetables
  - Fruits
  - Dairy
  - Meat and Beans
  - Fats and Oils
  - Physical Activity
- Macronutrients
  - Calories
  - Carbohydrates
  - Protein
  - Fat
- Micronutrients
  - Vitamins
  - Minerals
  - Sodium and Potassium
- Fiber
- Portion Sizes
- Food Safety
- Reducing fat and/or sugar and salt
- Vegetarian Diets
- Fast Foods
- Other (please list)

**Additives in food**  
**Pesticides**

- Understand the organization
- Understand and respect diversity
- Achieve excellence in teaching
- Conduct program evaluation
- Maintain accurate records and reports
- Maintain effective internal and external partnerships
- Communicate program value
- Ensure productive interpersonal relationships
- Demonstrate technology literacy
- Demonstrate personal accountability
- Technology literacy

Other (please list)

**Additional Areas:**

- Cultural/ethnics/gender sensitive
- Working with Volunteers
- Ages and Stages
- Child Development
- Time Management
- Civil Rights
- Ethics
- Child Protection

Refer to Food Stamp Nutrition Education (FSNE) Paraprofessional Nutrition Educators Core Competencies  
[http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof\\_core\\_comp.pdf](http://www.csrees.usda.gov/nea/food/fsne/pdfs/paraprof_core_comp.pdf)

Consider the criteria listed in each section when reviewing the materials.

<b>Criteria</b>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>- Content appropriate to paraprofessional</li> <li>- Goals and objectives consistent with EFNEP program policies</li> <li>- Materials are error free (Typo's, sentence structure, hearsay ie: no research re: the calcium carbonate causing stomach upset; but people have suggested calcium citrate does not upset stomach).</li> <li>- Information is based on current research</li> <li>- References and resources are included</li> <li>- Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid</li> <li>- Teaches basic nutrition for prevention of disease</li> </ul>
<p>Comments:  <a href="#">Research based.</a>  <a href="#">USDA – Fight BAC Materials</a></p>
<p><b>Format</b></p> <ul style="list-style-type: none"> <li>- Materials are culturally and ethnically sensitive, and reflect diversity among paraprofessionals ie, includes information on a variety of values, practices, and/or food patterns representative of different lifestyles, cultures, and socioeconomic levels.</li> <li>- Materials prepare paraprofessionals to work with diverse audiences</li> <li>- Learning goals and objectives clearly stated</li> <li>- Information is well organized, easy to understand and easy to use</li> <li>- Instructions for material are easy to follow</li> <li>- Layout makes it easy to follow the sequence of the materials</li> <li>- Literacy level based on reading grade level appropriate for paraprofessional</li> <li>- Text legible and easy to read</li> </ul>
<p>Comments:  <a href="#">Literacy level is advanced.</a></p>

**Criteria**

**For Web-based tools (Adobe Connect, BlackBoard, websites), please consider these additional topics:**

- Web site information is current, hyperlinks work
- Easy to follow sequence; layout user friendly
- Readability
  - Text size is adequate for viewing
  - Good contrast between text and background
- Navigation through the web site is logical
  - navigation buttons
  - site map or search tool available
- No advertising

Comments:

Blackboard

A little difficult to navigate.

**Adult Learning Theory**

Not Included

- Design is learner centered and interactive
- Materials include a variety of educational experiences for varied learning styles (hearing, seeing, doing)
- Opportunities are provided for learner
  - to share experiences
  - reflect on importance
  - connect to real world examples
  - apply knowledge to other situation
- Learning activities support objectives
- Paraprofessionals are actively involved in the learning process
- Paraprofessional voices are heard more than trainer's during learning activities
- Materials have a positive and respectful tone

Comments:

Interactive

Specific Questions regarding Food \$ense Program – use of a recipe and teaching the curriculum.

<b>Criteria</b>	
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- Material Development                             <ul style="list-style-type: none"> <li>▪ Author or producer of material is credible source (government, university)</li> <li>▪ Peer reviewed</li> <li>▪ Tested with Extension nutrition paraprofessionals</li> <li>▪ Impact evaluation has been conducted</li> </ul> </li> <li>- Evaluation tools included with materials                             <ul style="list-style-type: none"> <li>▪ Self assessment of paraprofessional</li> <li>▪ Follow-up evaluation of paraprofessional</li> </ul> </li> </ul>	<input type="checkbox"/> <b>Not Included</b>
<p>Comments:</p> <p>Credible Source – University Course</p> <p>Pilot tested</p> <p>I did not realize that you have to do the course content lesson and also take the quiz.</p>	

Suitable for  Initial training  Ongoing training  Both

**Overall Strength: (also list on cover page)**

Scientific  
Interactive

**Areas of Concerns or Questions:**

Results of pilot testing?

References:

Criteria for Evaluating Training Materials. Lester, Richard. Training and Development Journal, August 1971

Evaluating Professional Development Resources: Selection and Development Criteria. August 2003.  
Available at: <http://www.aalpd.org/Evaluating%20Professional%20Development%20PDF.pdf>

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Available at: <http://www.nal.usda.gov/fns/Guidance/2009.1SNAP-Ed%20Guidance.pdf>

SNE My Pyramid Catalog Materials Form. <http://www.sne.org/mypyramid/materials.php> Accessed April 30, 2009

Standardized SNE e-Catalog Review Criteria Form <http://www.sne.org/mypyramid/about.php> Accessed April 30, 2009