

Community Nutrition Paraprofessional Training Library

Title	Rutgers New Employee Training Program
Producer	Rutgers University
Date produced	The New Employee Training Manual Revised June 2008 The Nutrition Education Process Manual Revised May 2009
Cost	
How to obtain resource: Name, Phone, Email, Address, Website	Name: Dr. Debra Palmer, Specialist in Community Nutrition Phone: 732-932-9853 Fax: 732-932-6522 Email: dpalmer@njaes.rutgers.edu
General Description	<p>The Rutgers New Employee Training program consists of several training manuals, directed readings and PowerPoint presentations. New employees are required to attend 4 weeks of training for 5 hours per day. The following resources were reviewed:</p> <ul style="list-style-type: none"> • The EFNEP/FSNEP New Employee Training Manual is intended for the trainer of new nutrition educators. It consists of a series of lesson outlines used by a trainer to train new employees during their orientation. It refers to the other resources listed below. • The Nutrition Education Process Manual is the training resource given to new nutrition educators. It contains an introduction section with material on basic nutrition education, adult learning techniques, and other foundation materials. This is followed by seven steps that follow the process of conducting lessons in the community. It is broken down chronologically following a before, during, and after order for the first, second, and last class in an EFNEP/SNAP-Ed series. The last step covers the paperwork aspects of the program. • Dietary Guidelines for Americans, 2005 is the 85 page document that addresses the nutrition and exercise recommendations for the U.S. It provides a foundation for new nutrition educators on what the diet and physical activity recommendation are for the US population (basic Nutrition 101 information). • 10 Dietary Guidelines PowerPoint Presentations based on the different chapters in the Dietary Guidelines for Americans 2005. A pre-test and then a post-test is given. Participants must pass with a score of 70%.

Developed May 2009, Western Region EFNEP: Barale and Wilson. Revised at Western EFNEP Coordinators Meeting
Revision: 2/22/2011 2:41:03 PM

Date Reviewed	November 29, 2010
Reviewer Name	Jagan Butler, Kari Bachman, Peggy Martin, Rachael Leon Guerrero , Connie Schneider

Format (check all that apply):

- DVD
- CD-ROM
- Video
- Booklet
- Fact Sheet
- Game
- Poster
- Curriculum
- PowerPoint Slides
- Web Site
- Web Training
- Written training module or outline

Other:

Food, Nutrition, Physical Activity Topics Covered (check all that apply)

- Physical Activity
- Meal Planning
- Food Resource management
- Food Preparation
- MyPyramid
- Dietary Guideline for Americans
- Portion Sizes
- Vegetarian Diets
- Food Safety
- Grains/Whole Grains
- Vegetables
- Fruits
- Dairy
- Meat and Beans
- Fats and Oils
- Carbohydrates
- Sodium and Potassium
- Reducing fat and/or sugar and salt
- Calories
- Vitamins and Minerals
- Other (Under the Dietary Guidelines all the themes above are touched on)

Core Competency Topics Covered (check all that apply)

- Understand the Land Grant University System
- Time Management
- Diversity/ Cultural Competence/ Civil Rights
- Recruiting Participants
- Planning Lessons
- Collecting Data
- 24-Hour Recall
- Writing Success Stories
- Working with Volunteers
- Developing and/or maintaining partnerships
- Use of logos, disclaimers, state program-specific graphic identity standards
- Technology literacy
- Ethics
- Child Protection
- Other (please list)

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

Criteria
<p>Content</p> <ul style="list-style-type: none"> - Content appropriate to paraprofessional - Goals and objectives consistent with EFNEP program policies - 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). - Information is based on current research - References and resources are included - Materials are consistent with the current Dietary Guidelines for Americans and MyPyramid - Teaches basic nutrition for prevention of disease <p>Comments: The review team really like the process Rutgers used to organize their training program (Seven Steps), but felt that it would be difficult for another state to take this training program and run with it (the training manual provides bullets on what is to be covered in each step but not how the trainer presents it). Another area that the team liked was how New Jersey gets input on what education is given after the second lesson. Rutgers tries hard to align the lessons to the interest and needs of their clients. Much of the nutrition education given is drawn from the Dietary Guidelines for Americans and MyPyramid which supports the prevention of disease and goals of EFNEP. The Nutrition Education Process Manual was written in April 1999 and revised in May 2009 (most of the sources are documented). The New Employee Training Manual was written in may 2007 and revised in June 2008. It is still in a Draft format.</p>
<p>Format</p> <ul style="list-style-type: none"> - 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

Criteria

Comments: The resources reviewed did not include a specific lesson on cultural diversity. There are some activities built into the lessons, but it was not clear how the instructor introduces or facilitates these activities. The lesson outlines did not include learning goals and objectives. In terms of the document layout, there are places where it is hard to follow. The materials reviewed also contained some typos and there were places where it seemed fragmented (the New Employee Training Manual is currently in a draft form). In terms of the literacy level of the material reviewed, the team felt some paraprofessionals would struggle with some of the assigned reading given the varying reading levels within this group. In addition, the text was small and dense and the copies reviewed were not of the best quality (It could be that the original document is much cleaner).

For Web-based tools (Adobe Connect, BlackBoard, websites), please review 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: N/A

Adult Learning Theory

- 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

Criteria

Comments: Adult Learning Theory topics are covered in the basic information section of the process manual. The lessons are based on supporting behavior change in the clients served. There are some hands-on activities, applied teaching skill and discussion questions mentioned throughout the trainings. What is hard to gauge is to what degree the training for paraprofessionals models adult learning theory or how engaged the nutrition educators are in the process. Most of the material is written in a positive tone but there were several sections that were harsh and somewhat impersonal.

Evaluation

- Material Development
 - Author or producer of material is credible source (government, university)
 - Peer reviewed
 - Tested with Extension nutrition paraprofessionals
 - Impact evaluation has been conducted
- Evaluation tools included with materials
 - Self assessment of paraprofessional
 - Follow-up evaluation of paraprofessional

Comments: In the Introduction, it was mentioned that the process manual was created with a lot of feedback and this feedback was collected up front. The only evaluation tools reviewed were for the 10 Dietary Guidelines lessons which included a pre and post test. In terms of the effectiveness of the training program as a whole, no formal evaluation was found, but the authors did say "it works". The development of the process manual involved the input of over 90 individuals including many nutrition educators and it has been objectively reviewed by 37 reviewers.

Ease of Use

- Settings where materials can be used (Check all that apply)
 - Individual
 - Group
 - Facilitator led
 - Self-learning
 - Distance
 - On-line

Suitable for Initial training Ongoing training Both

*This training resource has a lot of good materials and ideas but would take time and energy to implement in a new state.

Overall Strength: The strength of this training resource is the way it is laid out over time. The format is based on what to do before, during, and after the different lessons are offered in a series. This logical format provides the paraprofessional with an understanding of what they will do in the field. Another strength of the curriculum is the use of behavioral inventories to identify behaviors clients are interested in. Once the behaviors have been identified another activity is used to identify specific objectives that are tied to these behaviors of interest. This process allows the educator to really customize the class lessons to the clients' interests.

There were also some nice teaching aids that are worth sharing with other programs across the country.

- The Step 1 through 6 one-page outline of a class series – provides a condensed overview of the steps a nutrition educator needs to follow throughout a whole class series.
- Lesson 1: Lets Talk About Nutrition Education – A step by step guide on completing the first lesson and 24 hour recall.
- Lesson 2: MyPyramid - A step by step guide to completing the second lesson introducing the MyPyramid to the class.
- Diet Recall Quick Reference Sheet – nice question and answer resource on questions that may come up during a 24 hour recall.
- Behavioral Inventories – list of questions that help the educator identify topics a class may be interested in. This is used to develop the lesson plans for future classes.
- Behavioral Objectives - These are the possible objectives that are tied to the Behavioral Inventories. Based on which behaviors the class is interested in, the class selects specific objectives for that behavior.
- The list of Approved Curriculum/Supplemental Materials – Provides a list of possible curriculums a state could review if they are interested in exploring new educational materials.
- Paper Work Section - This section of the process manual may be of interest to other states that are revising their forms.
- The lesson outlines in the New Educator Training Manual could give a state ideas to include in their trainings of educators.

Areas of Concerns or Questions: This training resource is not something that can be taken off the shelf and run with. It provides an outline of the topics that need to be covered in each educator training session but does not spell out how these sessions are to be taught. As a resource for other states, it can act as a framework and does provide some good material for building a foundation for new nutrition paraprofessionals. To make it more user-friendly, some of the reading material could be formatted differently. Training session lesson plans could be further developed to give trainers more information.

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

Post Review Rutgers Program Leadership Comments:

- The administrative documents for use with the Process (Manual) are available on the website: www.njsnap-ed.org, Managerial Tools/Teaching/Outreach, as well adult lessons – Educational Materials/Small Group Adult Nutrition Lessons.
- The Dietary Guideline lessons will be updated to the Dietary Guidelines 2011