The Guide for Effective Nutrition Interventions and Education

GENIE™
Guide for Effective Nutrition Interventions and Education
Academy of Nutrition and Dietetics Foundation

GENIE E: Your Nutrition Wishes Have Been Granted!

Tuesday, July 15, 2014
2:15-3:15pm

Katie Brown, EdD, RDN
National Education Director
Academy of Nutrition and Dietetics Foundation

Jenica Abram, MPH, RDN
Nutrition Education Research Fellow
Academy of Nutrition and Dietetics Foundation
The Guide for Effective Nutrition Interventions and Education

sm.eatright.org/ GENIE

GENIE was supported through an educational grant from the ConAgra Foods Foundation.
Learning Objectives

1. Identify reasons why nutrition education programs often fall short of meeting desired outcomes.

2. Explain the process used in developing and validating the Guide for Effective Nutrition Interventions and Education (GENIE).

3. Develop skills to utilize the online GENIE to develop effective school-based nutrition education programs.
Disclosures

Funding was provided by the ConAgra Foods Foundation through an educational grant to the Academy of Nutrition and Dietetics Foundation, which included salary support for the investigators and travel/lodging and honoraria for GENIE's expert panelists and reviewers.
Real Life Nutrition Education: What’s Wrong with This Scenario?

School Health Fair

Starring:
What’s wrong?

- Too many topics (not realistic)
- Theme not well defined
- Some topics not related to theme (content does not relate to goal)
- Content not based on reliable scientific evidence
- Materials not appropriate for audience
- Materials not current
Why was GENIE created?

Nutrition education is important

What does ‘good’ look like?
The GENIE Team

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ConAgra Foods Foundation Nutrition Education Research Fellow

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National Education Director

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Senior Director, Research and Evidence Analysis

J. Scott Parrott, PhD ³
Associate Professor

Alison L Steiber, PhD, RDN ¹
Chief Science Officer

¹ Academy of Nutrition and Dietetics, ² Academy of Nutrition and Dietetics Foundation, ³ Rutgers University
Background

What is GENIE?

- A simple-to-use online checklist
- A rigorously validated tool for designing, modifying or comparing nutrition education programs
- A tool kit of resources for program planners
How was GENIE created?

3 Step Process

• Criteria development and expert panel
• Reviewer testing
• Systematic literature review
1. Establish Face and Content Validity

- Identify thought leaders to participate in testing (n=10).
- Identify proposals to be reviewed (n=16). Proposals sent to thought leaders for review and evaluation without knowledge of the new tool.
- Expert Panel Meeting
  - Day One-Expert panel to come to consensus on quality of each proposal (criterion establishment)
  - Day Two- Expert panel to determine essentiality and clarity of each element of GENIE (Face and Content validity).
2. Criterion Validity and Interrater Reliability

- Develop data collection tool and procedures for evaluating proposals, based on thought leader group input.
- Recruit 15 reviewers from Academy's Dietetics Practice Based Research Network (DPBRN)
- Training in person at Academy Headquarters; completion of three calibration proposals
- Assessment of 12 proposals completed by 13 reviewers
Research Questions

Did our reviewer objective scores match their subjective scores?

Did our reviewers agree with our experts?

Did our reviewers agree with each other?

Across proposals?
Within categories?

Did any reviewer characteristics influence scoring behavior?
Conclusions

- GENIE performs well across reviewers and across various proposals - can be applied to a variety of programs

- Trained reviewer GENIE scores agreed with expert panel assessments - high degree of validity

- Trained reviewers agreed with each other - high degree of reliability
Who should use GENIE?

- Nutrition education program planners
- Program reviewers and funders
### GENIE Categories

| 1) PROGRAM DESCRIPTION AND IMPORTANCE |
| 2) PROGRAM GOAL                           |
| 3) PROGRAM FRAMEWORK                     |
| 4) PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN |
| 5) INSTRUCTIONAL METHODS                  |
| 6) PROGRAM CONTENT                       |
| 7) PROGRAM MATERIALS                     |
| 8) EVALUATION                            |
| 9) SUSTAINABILITY                        |
The Guide for Effective Nutrition Interventions and Education (GENIE) is provided for your use by the Academy of Nutrition and Dietetics and its Foundation with funding support from the ConAgra Foods Foundation. GENIE was designed as a simple, practical, and evidence-based tool to help nutrition education practitioners design high quality and effective programs. Program planners can benefit from GENIE during the design process to build effective nutrition education programs with a higher likelihood of achieving their outcomes. Program reviewers can also use GENIE to efficiently compare various nutrition education program proposals and inform funding decisions.

We invite you to view these brief video presentations and welcome you to this exciting resource:

- Guide for Effective Nutrition Intervention and Education
- An Introduction to GENIE
- Message from ConAgra and ConAgra Foods Foundation

GENIE was designed as a self-assessment tool. The results of your assessment will not be shared with anyone and the feedback is intended to help you improve your education programs. A high score is indicative of a high quality program, but does not necessarily indicate that your program may be more likely to receive funding. Keep in mind that while many of GENIE’s criteria will apply to your program goals, some may not.

Clicking the I Agree/Start button below takes you directly to the GENIE tool. However, if this is your first time using GENIE, we strongly recommend that you familiarize yourself with the tool first before assessing your program. Click on the “How to Use GENIE” link at the top of the page to access our sample proposals and scoring benchmarks. These tools were designed to help you learn how to effectively rate programs using GENIE. You can also skip directly to GENIE’s resources by clicking on the Videos and Resource Kit link at the top of the page. When you’re ready to evaluate your program, click on the Home tab to return to this page.

I Agree/Start
# The GENIE Checklist

## Guide for Effective Nutrition Interventions and Education

Welcome to the Guide for Effective Nutrition Interventions and Education – GENIE. The GENIE checklist can be used to help you create a new nutrition education program, improve or modify an existing program, or compare different nutrition education programs.

The checklist consists of 9 Categories with various quality criteria within each category. Simply check "Yes" if the criterion is present in your program or "No" if it is not present. The "information" icons explain potentially unfamiliar concepts. Hover your cursor over the icon to view the information for each criterion. After completing the GENIE checklist, your program will be given a score based on how many quality criteria you marked as present.

**Tips for program planners:** When scoring your program, strive to mark only criteria that are clearly described in your plan. Since it can be difficult to score a program plan that you have written yourself, consider asking a colleague to complete the GENIE checklist for you. It may be easier for an outsider to provide an objective assessment. When scoring your nutrition education program, understand that having a checkmark for every criterion is ideal, but may not be realistic. If your program will not include a certain feature, provide rationale in your plan as to why it will be excluded.

## 1. Program Description and Importance

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>The proposed program provides evidence of feasibility.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>The proposed program describes why it is well timed and/or novel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>The proposed program defines the target group and need (think about health inequities).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4</td>
<td>The proposed program justifies that the target group will benefit from the program or intervention, based on related research, best practice examples, or a needs assessment.</td>
<td></td>
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</tbody>
</table>

## 2. Program Goal

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>The proposed program promotes healthy eating behaviors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>The proposed program includes nutrition related goals that address proximal outcomes.</td>
<td></td>
<td></td>
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<tr>
<td>2.3</td>
<td>The proposed program includes nutrition related goals that address intermediate or distal outcomes - if weight is the outcome, including appropriate physical activity in goals is encouraged.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 1. PROGRAM DESCRIPTION AND IMPORTANCE

<table>
<thead>
<tr>
<th></th>
<th>1.1 The proposed program provides evidence of feasibility.</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1.2 The proposed program describes why it is well-timed and/or novel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td>Yes</td>
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<tr>
<td></td>
<td>No</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1.3 The proposed program defines the target group and need (think about</th>
</tr>
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<tbody>
<tr>
<td>i</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>
## Checklist Features

### 1. PROGRAM DESCRIPTION AND IMPORTANCE

<table>
<thead>
<tr>
<th></th>
<th>1.1 The proposed program provides evidence of feasibility.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td></td>
<td><strong>FEASIBLE - capable of being done; reasonable</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>1.3 The proposed program defines the target group and need (think about content, time, and budget)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Yes</strong></td>
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<tr>
<td></td>
<td><strong>No</strong></td>
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</tbody>
</table>

### 3. PROGRAM FRAMEWORK

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>3.1</strong> The proposed program uses research or best practice examples to show how a model or framework integrates with the program goal.</td>
<td></td>
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<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td><strong>3.2</strong> The proposed program includes partnerships with other groups and explains how these partners aid the program.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td><strong>3.3</strong> The proposed program meets the needs of the target group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
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<tr>
<td><strong>3.4</strong> The proposed program addresses external influences on food and eating.</td>
<td></td>
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<tr>
<td></td>
<td>Yes</td>
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<tr>
<td></td>
<td>No</td>
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</table>

### 4. PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>4.1</strong> The proposed program describes an appropriate setting for target group.</td>
<td></td>
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<tr>
<td></td>
<td>Yes</td>
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<tr>
<td></td>
<td>No</td>
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<tr>
<td><strong>4.2</strong> The proposed program describes realistic recruitment and retention of participants.</td>
<td></td>
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<tr>
<td></td>
<td>Yes</td>
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<td></td>
<td>No</td>
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## 5. INSTRUCTIONAL METHODS

<p>| | | | | |</p>
<table>
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<th></th>
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<tbody>
<tr>
<td></td>
<td>5.1 The proposed program includes several techniques to promote learning.</td>
<td></td>
<td>Yes</td>
<td></td>
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<tr>
<td></td>
<td>No</td>
<td></td>
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<tr>
<td></td>
<td>5.2 The proposed program includes several techniques to motivate participants.</td>
<td></td>
<td>Yes</td>
<td></td>
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<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>5.3 The proposed program includes several techniques to promote nutrition behavior change.</td>
<td></td>
<td>Yes</td>
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<td></td>
<td>No</td>
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<tr>
<td></td>
<td>5.4 The proposed program explains why the planned teaching time and dose are adequate/fitting use related research or best practice examples as support.</td>
<td></td>
<td>Yes</td>
<td></td>
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<tr>
<td></td>
<td>No</td>
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## 6. PROGRAM CONTENT

<p>| | | | | |</p>
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<tbody>
<tr>
<td></td>
<td>6.1 The proposed program content relates to program goals.</td>
<td></td>
<td>Yes</td>
<td></td>
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<tr>
<td></td>
<td>No</td>
<td></td>
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<tr>
<td></td>
<td>6.2 The proposed program content is based on best practice examples or related research with citations from relevant research or government/health society guidance.</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
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<tr>
<td></td>
<td>6.3 The proposed program content is supported by experts or key informants.</td>
<td></td>
<td>Yes</td>
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<tr>
<td></td>
<td>No</td>
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## 7. PROGRAM MATERIALS

<p>| | | | | |</p>
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<tbody>
<tr>
<td></td>
<td>7.1 The program cites and explains that the materials have social and cultural relevance including language, reading level, food likes/dislikes, household status, food/diet needs, interests, age/development stage matched, learning style and/or format.</td>
<td></td>
<td>Yes</td>
<td></td>
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<tr>
<td></td>
<td>No</td>
<td></td>
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</tr>
</tbody>
</table>
8. EVALUATION

* 8.1 The proposed program includes measurement tools that address program goals.
   - Yes
   - No

* 8.2 The proposed program includes measurement tools that are reliable, valid, and chosen based on related research or best practice.
   - Yes
   - No

* 8.3 The proposed program’s evaluation method is cited, based on related research, best practice or includes pilot testing to support its use.
   - Yes
   - No

* 8.4 The proposed program includes process evaluation to check that the program is implemented as planned.
   - Yes
   - No

* 8.5 The proposed program includes outcome evaluation measures for proximal goals.
   - Yes
   - No

* 8.6 The proposed program includes outcome and/or impact evaluation measures for intermediate or distal goals.
   - Yes
   - No

* 8.7 The proposed program evaluates outcome/impact at multiple time points.
   - Yes
   - No

* 8.8 The proposed program includes an appropriate analysis plan.
   - Yes
   - No

9. SUSTAINABILITY

* 9.1 The proposed program addresses the potential for the program to continue.
   - Yes
   - No
<table>
<thead>
<tr>
<th></th>
<th>Checklist Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.2</td>
<td>The proposed program is supported by evidence of prior/current program success.</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>9.3</td>
<td>The proposed program describes shared roles and duties of program partners.</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>9.4</td>
<td>The proposed program implies potential for broader reach, replication and growth.</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>9.5</td>
<td>The proposed program addresses the collective program impact within the community and/or among program stakeholders.</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

[Submit Responses]
Thank you for completing the survey. Your score is **26**

You may view your results below or click on the Download link to save a PDF version for later review.

---

### 1. PROGRAM DESCRIPTION AND IMPORTANCE

1. 1.1 The proposed program provides evidence of feasibility.

   - Yes
   - No

2. 1.2 The proposed program describes why it is well-timed and/or novel.

   - Yes
   - No

3. 1.3 The proposed program defines the target group and need (think about health inequities).

   - Yes
   - No
3. 1.3 The proposed program defines the target group and need (think about health inequities).

Yes
No

4. 1.4 The proposed program justifies that the target group will benefit from the program or intervention, based on related research, best practice examples, or a needs assessment.

Yes
No

Score: 3
Recommended Practice
If you scored 3 or 4 - Great job! Your score indicates that your program meets 50% or more of the GENIE criteria for this category.

If you scored 0, 1 or 2 - It is important that your program plan is achievable and meets the needs of your target audience. It's important to explain how your program is not only necessary to meet those needs, but sufficiently planned to be effective. A literature review is strongly recommended to gather best practice recommendations and give you a sense of other effective interventions that address a similar target population or a similar topic. If you are not familiar with how to do a literature search or needs assessment, there are some tools in the GENIE Resource Kit to help you.
This seems like a lot of work…
PROGRAM FRAMEWORK
3.1 The proposed program uses research or best practice examples to show how a model or framework integrates with the program goal.

PROGRAM CONTENT
6.2 The proposed program content is based on best practice examples or related research with citations from relevant research or government/health society guidance.
In one POS intervention, which factor was a better predictor of people using the information?

A) Participants needed to **like** the information

B) Participants needed to **understand** the information
Participants needed to like the information

“This finding highlights the need for communication efforts and research to move beyond a focus on “understanding of nutrition information” and to emphasize more the liking and attractiveness of information formats.”

“...information characteristics (e.g. display size, color scheme), which are key determinants of consumers’ attention to nutrition information and liking of the information, may offer a window of opportunity to improve the effectiveness of nutrition information in terms of targeted dietary change.”

What can we learn from effective advertising models?

What can we learn from behavior change theories?

What can we learn from other types of POS interventions?

How can we apply evaluations from other interventions into our design?
Guide for Effective Nutrition Interventions and Education
Many resources are available to assist nutrition educators at any level of experience in developing the most effective programs possible.

**Definitions**

To download a complete listing of defined terms and program examples found within the GENIE checklist, click [here](#).

**Videos and Tutorials**

A series of informational videos and tutorials have been created to help you familiarize yourself with GENIE and learn how GENIE can help you develop your nutrition education program. Click on the links below to access each presentation:

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1: Program Description and Importance</td>
<td>Category 1: Program Description and Importance</td>
</tr>
<tr>
<td>Category 2: Program Goal</td>
<td>Category 2: Program Goal</td>
</tr>
<tr>
<td>Category 3: Program Framework</td>
<td>Category 3: Program Framework</td>
</tr>
<tr>
<td>Category 4: Program Setting, Recruitment and Retention Plan</td>
<td>Category 4: Program Setting, Recruitment and Retention Plan</td>
</tr>
<tr>
<td>Category 5: Instructional Methods</td>
<td>Category 5: Instructional Methods</td>
</tr>
<tr>
<td>Category 6: Program Content</td>
<td>Category 6: Program Content</td>
</tr>
<tr>
<td>Category 7: Program Materials</td>
<td>Category 7: Program Materials</td>
</tr>
<tr>
<td>Category 8: Evaluation</td>
<td>Category 8: Evaluation</td>
</tr>
<tr>
<td>Category 9: Sustainability</td>
<td>Category 9: Sustainability</td>
</tr>
</tbody>
</table>

**Additional Presentations**

- The Guide for Effective Nutrition Interventions and Education
- An Introduction to GENIE
- A Message from ConAgra Foods Foundation
- Why GENIE was Developed?
- Why is GENIE Important?
- How to Use GENIE

**Sample Proposals**

Familiarize yourself with GENIE by viewing this brief video presentation and using the sample proposals and scoring benchmarks.

Presentation

- GENIE Sample Proposals
Video Tutorials
Sample Proposals

Familiarize yourself with GENIE by viewing this brief video presentation and using the sample proposals and scoring benchmarks.

Presentation

- GENIE Sample Proposals

First Draft

- Sample Proposal - First Draft Blank
- Sample Proposal - First Draft Coded
- First Draft Benchmark

Revised Draft - Composition Format

- Sample Proposal - Revised Draft Composition Blank
- Sample Proposal - Revised Draft Composition Coded
- Revised Draft Benchmark - Composition

Revised Draft - Q&A Format

- Sample Proposal - Revised Draft Q&A Format Blank
- Sample Proposal - Revised Draft Q&A Coded
- Revised Draft Benchmark - Q&A

PDF Note: You will need Adobe Reader to view these files. A free download is available from http://get.adobe.com/reader. To skip to a specific category or term, you can search within the PDF files using the function CTRL+F.

Additional Resources

To download a complete listing of online program planning resources, click here.
Additional Resources

Sample Proposals
Familiarize yourself with GENIE by viewing this brief video presentation and using the sample proposals and scoring benchmarks.

Presentation

OPENGENIE

GENIE Sample Proposals

First Draft

• Sample Proposal - First Draft Blank
• Sample Proposal - First Draft Coded
• First Draft Benchmark

Revised Draft - Composition Format

• Sample Proposal - Revised Draft Composition Blank
• Sample Proposal - Revised Draft Composition Coded
• Revised Draft Benchmark - Composition

Revised Draft - Q&A Format

• Sample Proposal - Revised Draft Q&A Format Blank
• Sample Proposal - Revised Draft Q&A Coded
• Revised Draft Benchmark - Q&A

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Additional Resources

To download a complete listing of online program planning resources, click here.
GENIE Resources

GENIE: Guide for Effective Nutrition Interventions and Education

Resources

For information on the intended purpose of this document visit
http://sm.eatright.org/GENIE

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Category 1 - Program Description and Importance:

Centers for Disease Control- Resources for Implementing the Community Health Needs Assessment Process

Background, planning, and data resources for conducting needs assessments.
http://www.cdc.gov/policy/chna/

USDA- Food Security in the US

Data on food security in the United States and its impact on individuals and communities.

American Psychological Association- Socioeconomic Status

Facts about socioeconomic determinants including their impact on physical health, well-being, and educational outcomes.
http://www.apa.org/topics/socioeconomic-status/
Sample Proposals

Familiarize yourself with GENIE by viewing this brief video presentation and using the sample proposals and scoring benchmarks.

Presentation

- GENIE Sample Proposals

First Draft
- Sample Proposal - First Draft Blank
- Sample Proposal - First Draft Coded
- First Draft Benchmark

Revised Draft - Composition Format
- Sample Proposal - Revised Draft Composition Blank
- Sample Proposal - Revised Draft Composition Coded
- Revised Draft Benchmark - Composition

Revised Draft - Q&A Format
- Sample Proposal - Revised Draft Q&A Format Blank
- Sample Proposal - Revised Draft Q&A Coded
- Revised Draft Benchmark - Q&A

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Additional Resources

To download a complete listing of online program planning resources, click [here](http://get.adobe.com/reader).
Locally based ABC insurance company is offering open grant funding, up to $1,000 for community-based projects to improve the health of area citizens. Robin Green, is a registered dietitian at a long term care facility in the town of Franklin. She is passionate about leading a healthy lifestyle and helping others do the same. Robin sees unhealthy eating habits as a major problem in Franklin and wants to do something about it. Each year, Franklin offers evening adult continuing education classes and she sees this as a good venue for providing nutrition education. Robin decides to apply for ABC’s grant program to subsidize a healthy eating class as part of the adult education series.
# Scoring Benchmarks

**GENIE: Guide for Effective Nutrition Interventions and Education**  
**Benchmark Score-First Draft**

For information on the intended purpose of this document visit [http://sm.eatright.org/GENIE](http://sm.eatright.org/GENIE)

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<table>
<thead>
<tr>
<th>1) PROGRAM DESCRIPTION AND IMPORTANCE</th>
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<tbody>
<tr>
<td><strong>1.1</strong> Provides evidence of feasibility</td>
<td><em>X</em></td>
</tr>
<tr>
<td><strong>Line 12-13:</strong> Establish setting and small number of workshops implies feasibility</td>
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<tr>
<td><strong>1.2</strong> Describes why it is well-timed and/or novel</td>
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<tr>
<td><strong>The description implies need, but does not make a case for why this program is the best fit for the population at this time; no evidence of novelty</strong></td>
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<tr>
<td><strong>1.3</strong> Defines the target group and need (think about health inequities)</td>
<td><em>X</em></td>
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<tr>
<td><strong>Line 6-7:</strong> Weak evidence indicating need among this audience</td>
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<tr>
<td><strong>1.4</strong> Justifies that the target group will benefit from the program or intervention, based on related research, best practice examples, or a needs assessment</td>
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<tr>
<td><strong>It is suggested that Robin spoke with other parents about her program, but there’s no evidence to show how a cooking program will address family eating habits</strong></td>
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Color Coding

Robin’s first attempt at writing a proposal:

Program Overview and Population

The Town of Franklin is a place I love to call home. I am a Registered Dietitian at Franklin Gardens, a local long term care facility and my son attends Franklin Elementary School. Our town is a great place to work, play and learn, but I wish Franklin were a healthier place for my family. I think that the people of Franklin need to eat healthier foods. Other parents I’ve talked to say that they wish they could prepare healthier meals for their families, but feel they don’t have the time or knowledge to do so. Instead, many rely on fast food restaurants or take-out options like pizza or Chinese food. As a mother, I know caring for my family is important and I have also struggled to find a balance between my busy schedule and a healthy lifestyle. From my experience, I have learned that preparing healthy meals is not hard, but does take a little planning and practice. I would like to share my experiences and knowledge with others in my town by offering a series of 4 cooking workshops as part of the established Franklin Adult Education program. I think these workshops will provide my community with the skills they need to prepare fast, healthy meals at home. Funding from ABC would allow us to reduce the cost to participants attending the workshop.

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<th>CATEGORY COLOR CODE</th>
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<td>3) PROGRAM FRAMEWORK</td>
</tr>
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<td>4) PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN</td>
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<tr>
<td>5) INSTRUCTIONAL METHODS</td>
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<tr>
<td>6) PROGRAM CONTENT</td>
</tr>
<tr>
<td>7) PROGRAM MATERIALS</td>
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<tr>
<td>8) EVALUATION</td>
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<tr>
<td>9) SUSTAINABILITY</td>
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1. Robin’s first attempt at writing a proposal:

2. Program Overview and Population

3. The Town of Franklin is a place I love to call home. I am a Registered Dietitian at Franklin Gardens, a local long term care facility and my son attends Franklin Elementary School. Our town is a great place to work, play and learn, but I wish Franklin were a healthier place for my family. I think that the people of Franklin need to eat healthier foods. Other parents I’ve talked to say that they wish they could prepare healthier meals for their families, but feel they don’t have the time or knowledge to do so. Instead, many rely on fast food restaurants or take-out options like pizza or Chinese food. As a mother, I know caring for my family is important and I have also struggled to find a balance between my busy schedule and a healthy lifestyle. From my experience, I have learned that preparing healthy meals is not hard, but does take a little planning and practice. I would like to share my experiences and knowledge with others in my town by offering a series of 4 cooking workshops as part of the established Franklin Adult Education program. I think these workshops will provide my community with the skills they need to prepare fast, healthy meals at home. Funding from ABC would allow us to reduce the cost to participants attending the workshop.

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Revised Drafts

Sample Proposals

Familiarize yourself with GENIE by viewing this brief video presentation and using the sample proposals and scoring benchmarks.

Presentation

◊ GENIE Sample Proposals

First Draft

- Sample Proposal - First Draft Blank
- Sample Proposal - First Draft Coded
- First Draft Benchmark

Revised Draft - Composition Format

- Sample Proposal - Revised Draft Composition Blank
- Sample Proposal - Revised Draft Composition Coded
- Revised Draft Benchmark - Composition

Revised Draft - Q&A Format

- Sample Proposal - Revised Draft Q&A Format Blank
- Sample Proposal - Revised Draft Q&A Coded
- Revised Draft Benchmark - Q&A

PDF Note: You will need Adobe Reader to view these files. A free download is available from http://get.adobe.com/reader. To skip to a search within the PDF files using the function CTRL+F.

Additional Resources

To download a complete listing of online program planning resources, click here.
How GENIE can be used

Practice Scenarios

• Identify and explain how five or more specific GENIE categories and criteria could be help you in each scenario.
How GENIE can be used

Example: Middle School Health Curriculum

Your middle school health teacher wants to enhance his nutrition focus next year and is asking for your advice on programming. It doesn’t make sense for you to design a program from scratch, so you decide to select an existing curriculum to implement. How can GENIE help you?
How GENIE can be used

Example: Middle School Health Curriculum

3.3 *Meets the needs of the target group*

3.4 *Addresses external influences on food and eating*

5.2 *Includes several techniques to motivate participants*
How GENIE can be used

Example: Middle School Health Curriculum

6.2 Is based on best practice examples or related research with citations from relevant research or government/ health society guidance

7.1 The program cites and explains that the materials have social and cultural relevance, including: Language, reading level, food likes and dislikes, household status, food/ diet needs, interests, age/development stage matched, learning style, and/ or format.
How GENIE can be used

Now it’s your turn!

• As a pair or group, choose a scenario

• Identify and explain how five or more specific GENIE categories and criteria could be help you in each scenario.

• Prepare to report back!
How GENIE can be used

Now it’s your turn!

Scenario 1: Afterschool Provider Training

Twice a year, you are asked to provide a training to afterschool care providers at your elementary school. The group already uses an established nutrition education program, but has some autonomy in deciding how the program is implemented. The providers look to you for guidance on how the program should be implemented. How can GENIE help you?
How GENIE can be used

Now it’s your turn!

Scenario 2: Farm-to-School Promotion

You are enhancing your Farm-to-School program this year and are trying to market more fruits and vegetables at the high school. You advise a group of students who are helping to market the program to their peers. How can GENE help you?
How GENIE can be used

1. Choose a scenario
2. Identify and explain how five or more specific GENIE categories could be help you in each scenario.
3. Report back!

Scenario 1: Afterschool Provider Training
• Train providers to teach nutrition

Scenario 2: Farm-to-School Promotion
• Advise student group to promote program
Acknowledgements

Thank you to the individuals and organizations who shared their proposals for the purposes of this study.

**Expert panelists:**
Maria Ali, Amanda Birnbaum, Karen Chapman-Novakofski, Sarah Colby, Phyllis Crowley, Amy Knoblock-Hahn, Donna McDuffie, Megan Nechanicky, Sandy Proctor, Margie Tate

**DPBRN reviewers:**
Sara Beckwith, Elsa Ramirez Brisson, Frances Catinella, Mary Ellen DiPaolo, Sari Edelstein, Beth Gillham, Heather Heefner, Kate Hoy, Jill Kennedy, Kate Machado, Robin Nwankwo, Susan Parks, Kathy Tigue.
Evaluate this session **online**.

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Click the “Evaluate Your Sessions” link.

**THANK YOU!**