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Title: Process Evaluation of Preferred Educational Delivery Strategies among Limited Resource Elderly

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Abstract: Current trends indicate that effective instructional strategies are important to meet the needs of increases in the elderly population throughout the United States. The aim of this study was to determine preferred educational delivery methods among a limited resource elderly population who were eligible to participate in the Food Stamp Nutrition Education Program in Oklahoma. Fifty-nine limited income elderly individuals ages 60 years and older participated in this study. Participants viewed three educational delivery strategies commonly used by paraprofessionals including a PowerPoint presentation, a short video, and a handout from the series *Food Safety for Seniors*. A single researcher administered all educational delivery methods to minimize procedural bias. Following the viewing of the educational strategies, participants were asked open-ended questions in a focus group format by a research assistant not involved in the instructional delivery process. Questions were developed by Austin Wells et al (2003) to identify concerns about educational delivery preference. Questions were pilot tested prior to use in the current study. Thematic analysis was used to identify major themes and patterns. Frequency counts were used to identify educational delivery preference. Results indicate that participants preferred the video learning strategy, followed by PowerPoint presentation. Participants preferred the video as the best instructional medium because of the depiction of real life situations and their ability to relate to the elderly person in the video. Participants also identified the importance of involving multiple senses through the use of interaction and reading for reinforcement of material presented. Recommendations for future educational strategies include developing and using videos/DVDs depicting elderly individuals and development of PowerPoint presentations presented by one instructor as participants mentioned challenges reorienting from one instructor or speaker to the next. Additionally, because not all elderly in the study favored only one medium, it is important to attend to individual learning needs whenever possible.

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