



## 7. Lessons Learned

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# Methodology Lessons

- **Integration of research and extension produces synergy**
- **Online focus groups with college students for this topic are more efficient, less expensive and reduce variance by using a single moderator**
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- **Centralized training increases methodological fidelity**
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- **Standardization of all aspects of the work e.g. training manuals, conference calls with participants, anthropometric measures, is essential**

# Methodology Lessons Cont'd

- **The use of trained second line project managers at each university increased standardization and minimized dropouts**
- **Qualitative research in developing interventions is essential (50 focus groups)**
- **The use of instructional and motivational design models is important in curriculum development**
- **Bringing in consultants and additional technical expertise is effective**

# Management Lessons

- **A management plan which addresses communications, costs and publications**
- **Sufficient time for development and pilot testing (2 yrs)**
- **Frequent, regularly scheduled communication**
- **The right mix of people -- visionaries and detail people, provocateurs and peacemakers. All must be willing to live with consensus, & share responsibilities/ success**
- **Add on projects can be done with a little additional funding e.g. sleep quality, gene assessment in relation to eating competence, adaptations for other audiences**
- **Prioritize - there is never enough time or money**

# Team Products

- **Manuals for conducting online, multi-state focus groups and for conducting physical assessments**
- **A web-based, non-diet curriculum for weight management for college students**
- **In-service education on the Transtheoretical Model for Behavior Change for Extension personnel**
- **Eating Competence, as measured by the ecSatter Inventory has been tested as a way of measuring the effectiveness of educational interventions**
- **Ed materials: <http://www.nutrisci.wisc.edu/fav/>**

# Baseline Findings

- **Most students were of normal wt & fitness, but very few met recommendations for fruit & veg**
- **Normal wt males wanted to gain wt; normal wt females wanted to lose wt**
- **Cardiorespiratory fitness & wt were inversely related**
- **Heavier students ate fewer fruits & veg**
- **Sleep quality was associated with eating behavior – adequate sleepers reported less uncontrolled eating & higher eating competence**
- **Striking psychological & physiological differences by cluster – carefree, proactive, vulnerable**

# Intervention Findings

- **Very high completion rate – 84%.**
- **Heavier young adults spent less time on lessons**
- **Non completers -**
  - **Higher BMI, Wt, emotional eating, freshman**
  - **Lower eating competence**
- **Intervention:**
  - **Did not prevent wt gain or improve cardiorespiratory fitness**
  - **Did lessen the decline in physical activity**
  - **Did strongly increase fruit & veg intake (+0.9C), but not completely sustained, but still 0.5C more than control**

# Team Members

