

Promoting Peer Learning on Nutrition through Cognitive and Social Interaction via Telehealth



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Background

- Full Life Care (FLC) is a non-profit organization committed to improving the well-being of persons with disabilities through community-based care.
- Adult Day Health (ADH) provides community-based, client-centered health promotion for clients with chronic conditions and respite for caregivers.
- As UW nursing students, we facilitated an educational opportunity that encourages clients to be proactive in their food choices, as well as allowing them to interact with others to improve cognitive and social functioning.
- Typically, ADH programming takes place at a community health center, but due to Covid-19, the program is currently delivered via telehealth modalities (phone, zoom, email)

Assessments

- Observed and participated in FLC ADH telehealth Zoom programming with physical, cognitive and social components (ex- dance parties and trivia)
- Reviewed literature regarding the effectiveness of group education in creating patient centered, problem based, culturally relevant, empowering health promotion programmings
- Engaged FLC stakeholder in a needs assessment in order to identify most common health concerns among FLC clients
- Determined that Nutrition/Diet education were community needs
- Determined that clients do not often have control over food choices in Adult Family Home living situations

Objectives

- To provide virtual, interactive education on nutrition in order to support healthy food choices
- To provide an activity that was engaging to a majority of the group with specific attention to diverse health diagnoses. To present information on nutrition with an emphasis on dietary approaches to managing diabetes and hypertension.

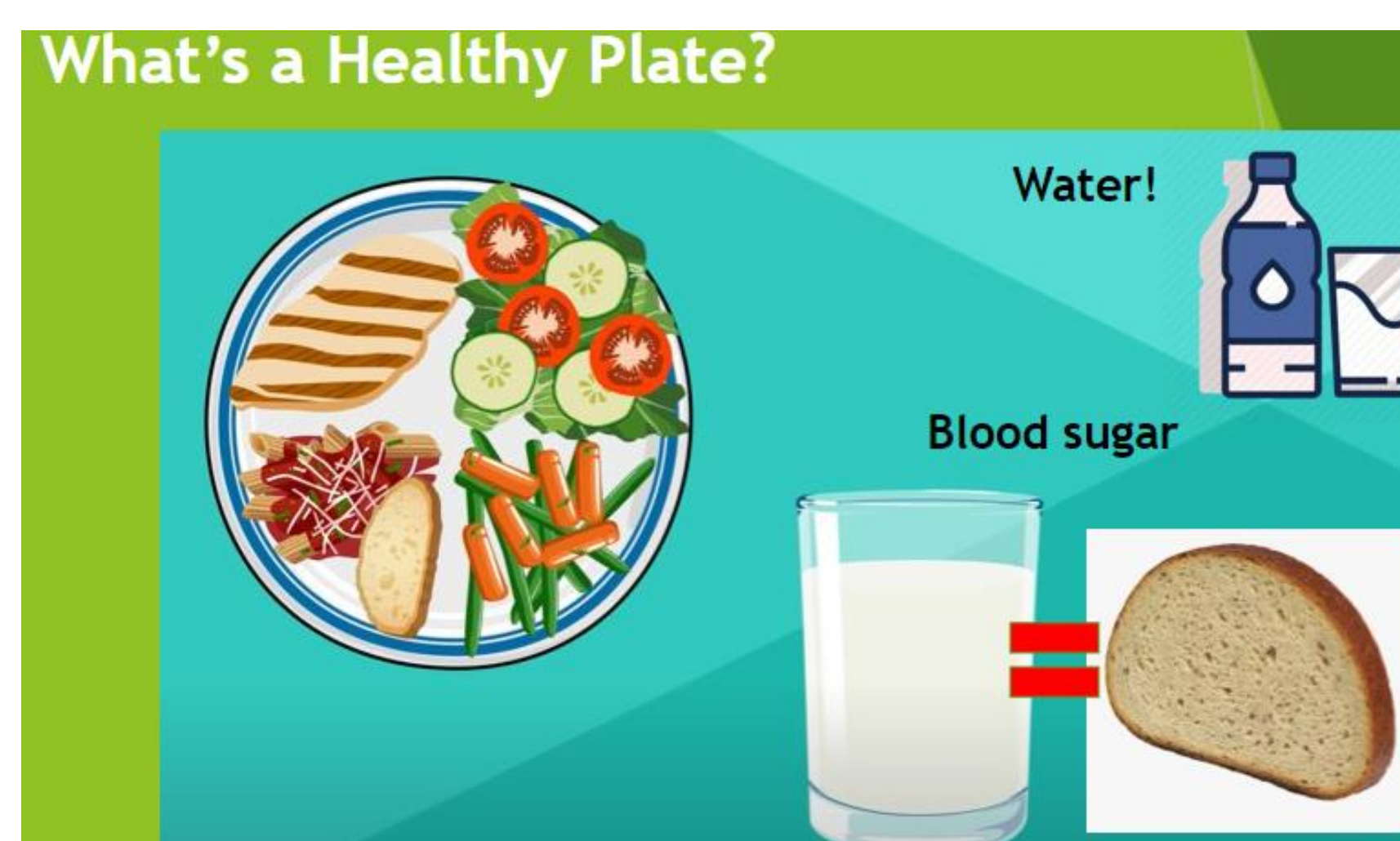
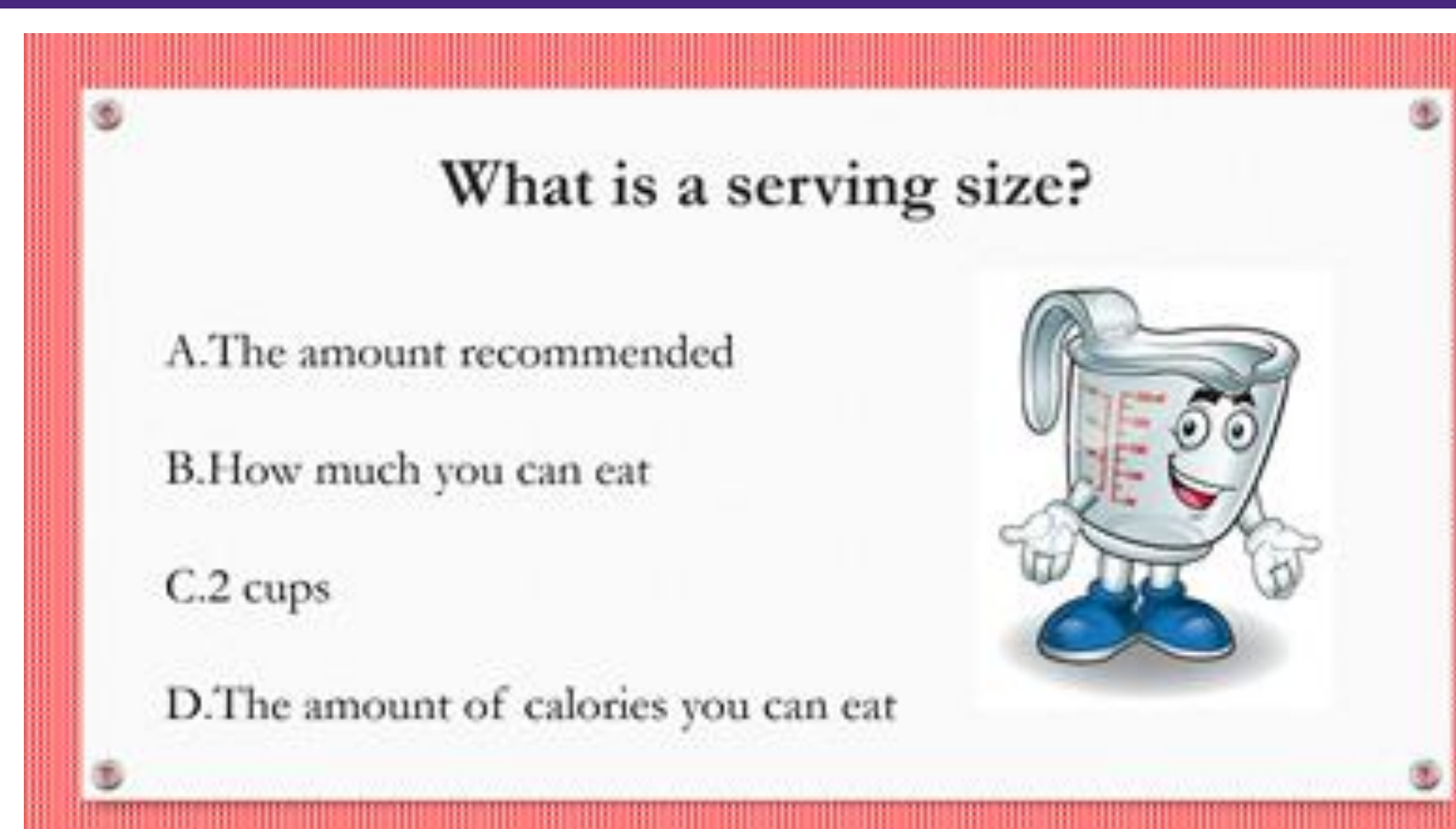
Design and Implementation

Community and Evidence Based Research

- Conducted a community-based needs assessment to identify and prioritize needs
- Engaged in meetings with key stakeholders (FLC staff) to promote collaboration
- Utilized evidence-based Group Education Strategies to engage clients in peer-based health promotion programmings

Design

- Established Nutrition as area of needed education based on FLC staff and client feedback
- Created trivia based nutrition education and an interactive game based on FLC's successful zoom activity model
- Used the MyPlate framework to promote healthy food choices for clients (reference for MyPlate)
- Engaged clients and caregivers in an interactive learning environment
- Facilitated learning activities via telehealth technologies (Zoom)
- Observed level of client engagement and knowledge during session and adjusted teaching and games components for client-centered delivery



Nursing Implications

- Used community based participatory approach to conduct a needs assessment informed by key stakeholders in order to determine areas of focus for health promotion programming
- Engaged consistently with FLC stakeholders and clients via FLC online Zoom programming, nurse meetings and stakeholder planning meetings to build trust and a relationship founded in respect, understanding and cultural humility
- Assessed health literacy in the community in order to effectively guide clients in comprehending evidence-based nutrition information

Outcome Evaluations

Three variables:

1. Number of clients present for the activity: 22
2. Client engagement (as defined by observed active participation): 100% engagement
3. Knowledge synthesis:
81% correct answers of nutrition trivia on first attempt of multiple choice, 96% on second attempt
80% correct identification of healthiest MyPlate food choice on first attempt, 96% on second attempt

Process Evaluation:

- **Trivia:** Student leader facilitated engagement (Clients were muted on Zoom until FLC co-host picked a client to answer each question)
- **Build-A-Plate Game:** Student leader facilitated engagement (Clients were muted on Zoom until FLC co-host picked a client to answer each question)
- 22 clients and 15 staff (including UW SoN members) joined the session
- Many clients spontaneously spoke, and were eager to answer the questions with enthusiasm
- Minor technical difficulties, but no delays in client's answering questions

Future Recommendations

- Evaluation of feasibility of utilizing Zoom breakout rooms to facilitate small group trivia in order to foster healthy competition and provide greater facilitation in smaller groups
- Further addressing barriers to technology access and use via virtual learning platforms
- Presentation of separate education and teach-back sessions to avoid learning fatigue and allow facilitators more flexibility to adapt programming to be client-centered

References

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