DEVELOPMENT OF NUTRITION EDUCATION CONTENT FOR CLEMENTE COURSE PARTICIPANTS USING THE TRANSTHEORETICAL MODEL

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Objective: The purpose of this study was to utilize foundations of the transtheoretical model in optimizing nutrition education content for Charleston, SC Clemente Course participants. *Design:* The course is part of a nationwide program offering free humanities courses to disadvantaged, motivated, adult community members. Our institution partnered with the local program affiliation to offer a Health Awareness Certificate option to participants, with health-related lessons including nutrition. The role of the dietetic intern is to develop and present nutrition content for an in-person presentation, and to assist in adaptation to an online format. *Methods/Instruments:* The presentation topic was suggested by the program's student advisor, and course content was developed as a PowerPoint presentation, 5 reflection questions, 5 action statements, an additional resources handout, and a 10-15-minute video with slides and script delivered by a registered dietitian. *Results:* Main topics built upon nutrition questions asked during an initial questionnaire. Talking points were selected from preexisting SNAP-Ed content and customized for adults at a 5th grade reading level, and an additional survey was administered at time of presentation to assess participants' locations within the stages of change. While survey results indicated the majority were within the action stage, results were limited by low response rate and incomplete responses. *Conclusions:* Based on the limited survey response, future content may be best optimized by including stages-of-change questions on the initial program questionnaire. Its verbal administration may allow better understanding and adequacy of answers, and gathering of additional data in a shorter amount of time.