

INTRODUCTION

- In the Tri-county area, 1 in 7 adults read at the lowest measurable literacy level.
- Low health literacy is associated with poor health outcomes, increased healthcare costs, and decreased life expectancy.^{1,2}
- Trident Literacy Association (TLA) promotes increased literacy through individualized curriculums.
- Purpose was to develop and implement a self-paced **nutrition label reading** module that could be incorporated into TLA's existing curriculum.

METHODS

- Initial assessment of health literacy of the TLA student population.
- Developed evidence-based education module in partnership with TLA to address nutritional label literacy.
- Module reading level was at a 7.4 grade level or 68.3 based on the Flesch-Kincaid readability tool.
- Pre-module assessment and post-module satisfaction surveys were used to assess impact of health literacy education among TLA students.

RESULTS

Pre-module Survey Results (n = 13)	
What does nutrition mean?	92% Correct 8% Unsure
Do you read nutrition labels?	92% Sometimes 8% Always
Is nutrition important to you?	85% Always 15% Sometimes
How would you describe your overall health?	69% Fair 23% Good 8% Poor
Which is best to eat for your health? (Fiber, Sugar, Fat)	100% Fiber
What is another name for salt?	92% Sodium 8% Sulfur
Which drink has less sugar? (Sweet tea, Diet Coke, Mountain Dew, Gatorade)	77% Gatorade 15% Diet Coke 8% Sweet tea
Do you know what a serving size is?	69% Yes 23% Maybe 8% No
Where is the serving size found on a nutrition label?	70% Top - Correct 15% Middle 15% Bottom
Does what you eat affect your health?	69% Always 31% Sometimes

Table 1. Results from the pre-module assessment of health literacy. Data were collected from 13 students at the Trident Literacy Association Sunnyside site.

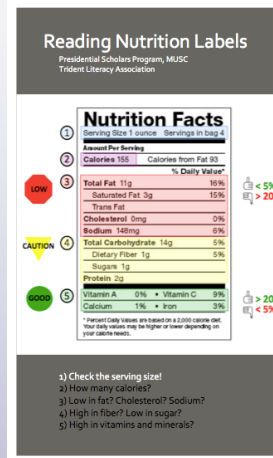


Figure 1. Nutrition label reading guide used throughout the module. Key terms and regions of the nutrition label are highlighted. Color schemes were used to simplify broad concepts for nutritional food groups.

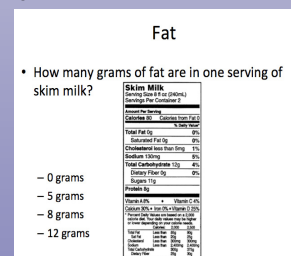


Figure 2. Sample question from the nutrition label reading module. The module was prepared in Powerpoint format and printed for individual student use. Following each educational section, sample nutrition labels were used to generate practice questions for self-assessment.

DISCUSSION

Preliminary results demonstrates familiarity with key nutritional terms and basic concepts regarding leading a healthy lifestyle through nutrition. Misconceptions exist about nutrition labels, such as the amount of sugar in various drinks, and the exact location of important markers on a nutrition label (Table 1).

TLA students could benefit from nutritional education integrated into the standard curriculum. The incorporated module can be sustained by TLA and has the potential to have a positive impact on future TLA students.

The module was well received and considered useful to the study group. Data analysis for the post-module survey is ongoing. Further evaluation can be performed with TLA facilitators and students to determine long-term outcomes of the nutritional module on nutrition label reading and healthful dietary decision making.



REFERENCES

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