

Artwork by Barry Demi



A PRAGMATIC REVIEW TO ASSIST PLANNING & PRACTICE IN DELIVERING NUTRITION EDUCATION TO INDIGENOUS YOUTH

Robin Kagie, **Szu-Yu (Nancy) Lin**,
Mohammad Akhtar Hussain, and Sandra C. Thompson

Overview

- What is a “more desirable” intervention over a “less desirable” one?
- Why certain strategies are more appropriate/desirable over others?
- Should we adopt programs and interventions others have developed or are using?



Research question

Project aim

No systematic assessment of approaches that work for the delivery of nutrition education for this group

Describe information that informs **best practice** for a **comprehensive approach** to **deliver nutrition education** to Indigenous youth

Methods

Peer-reviewed

e.g. PubMed, Google Scholar, Australian Indigenous HealthInfoNet, govt research databases, citation snowballing

Grey literature

Government and other relevant websites

Countries chosen:

USA

Canada

Australia

Youth age group:

5 – 18 years

Search undertaken:

Jan – Dec 2018

Key words

Nutrition, youth education, health literacy, community and settings (e.g. schools or clubs)

Significant areas of research

Challenges of finding relevant information, so information was drawn from different sources

1. Settings-based interventions described as having some success

(Crunch&Sip, 2019; Ichumar et al., 2018; Johnston et al., 2013)

2. Children as change agents in influencing their parents

(Mwanga, Jensen, Magnussen & Aagaard-Hansen, 2007; Le Roux, 1999)

3. Program materials co-developed with youth, but evidence of effectiveness is not clear

(Ingrid et al., 2015; McEwan, Crouch, Robertson, Fagan, 2013)

Common features of successful nutrition interventions (1)

1. Conduct effective assessment and feedback
2. Address community priorities and individual issues
3. Sustain long-term partnerships with community
4. Enable community engagement and capacity building
5. Develop cultural competency
6. Integrate a multi-level approach

Common features of successful nutrition interventions (2)

7. Involve:

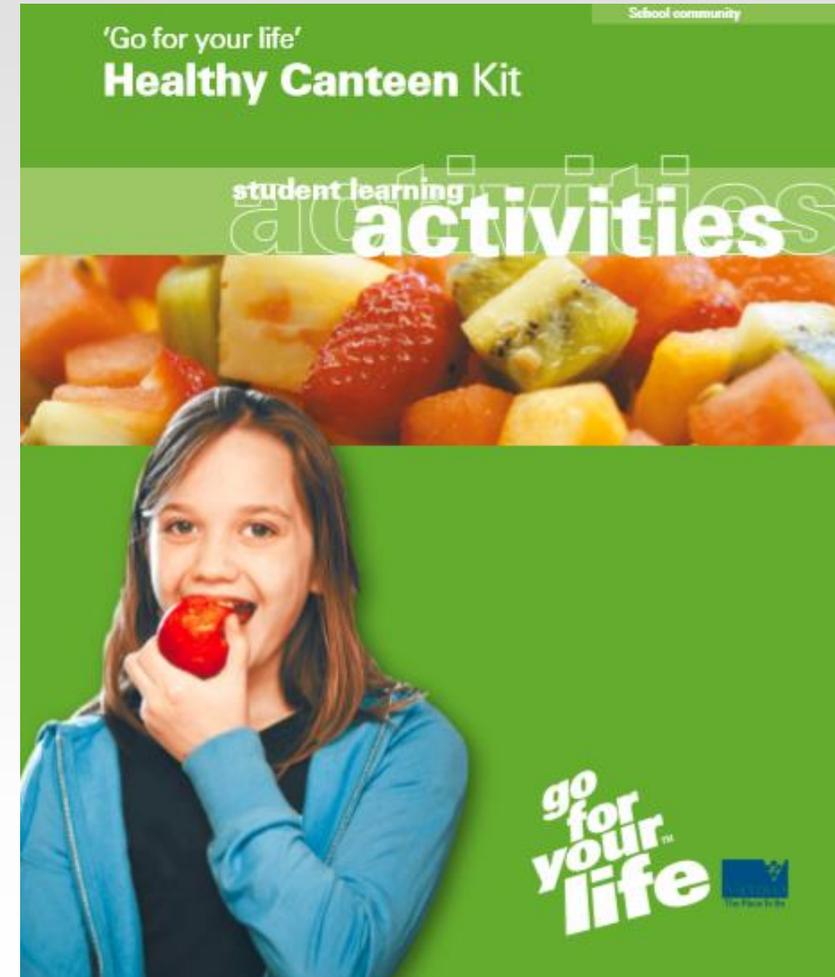
- respected Indigenous educators and/or elders
- dedicated, well-trained staff
- Indigenous Community Controlled Organisations

8. Integrate strategies with existing services (e.g. add nutrition education to school curriculum)

Tools to increase health literacy

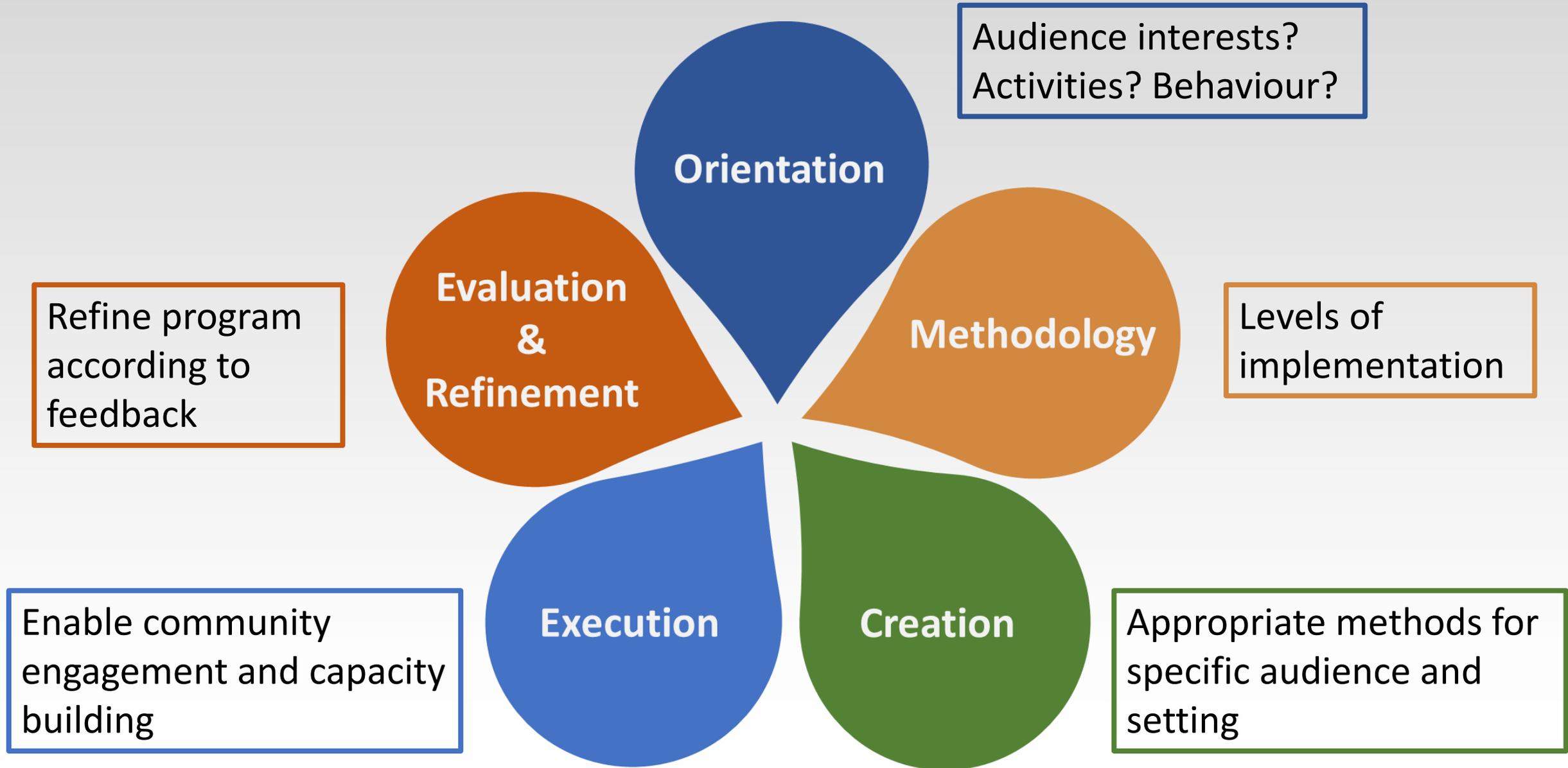
Nutrition education guides

- Can pose difficulties for people who are illiterate or are not familiar with biomedical health concepts
- Cultural inclusiveness?
- Understanding individual factors is essential



Summary of findings

- An ecological approach addressing individual, interpersonal, organisational, community and policy levels
- No studies yet to confirm long-term effects of intervention (majority: 2 years)
- Interventions should target **diet and/or exercise** with above program features



Adapted from Porter et al. (2018), the US Dept of Health (1992) and Salem et al. (2017)

Conclusion

1. Extracting information from different sources to inform our practice
2. Understanding our target groups

Next steps

Detail “what and how” nutrition education is delivered when working with Indigenous youth

pastel painting by Sian Butler



**Thank you for
your time!**



nutrients (Published as Open Access)



Review

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