SNAP-Ed Webinar Series
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Understanding Theory

THE INTERSECTION OF THEORY AND NUTRITION EDUCATION
outline

What is theory?
Why does it matter?
What theories are out there...

By the end of the session participants will have gained an understanding of the importance and role of theory in nutrition education programming.
What are we looking for? What do we see?
What we see on the surface

Is not the whole picture.
What is theory????????

a coherent group of tested general propositions, commonly regarded as correct, that can be used as principles of explanation and prediction for a class of phenomena.

Synonyms: principle, law, doctrine.
Theory evolves

Based on observational data
Accumulate evidence
Test hypotheses
Accumulate evidence
Synthesize concepts
Refine and adapt
Create models

Notion
Idea
Observable data
Patterns
Synthesized concepts
Models
Theory provides a framework

For addressing mediators of behavior

Person centered mediators

Environmental factors
Why use theory???????????

Interventions based on health behavior theory are not guaranteed to succeed, but they are much more likely to produce desired outcomes.

To replicate success, theoretical frameworks should be clearly stated and understood.
Theory guides nutrition education

Theory in nutrition education provides a conceptual map derived from evidence to help us understand how the various influences on food and nutrition related behavior change are related to each other and to behavior itself.

Contento, 2007
The Social Ecological Model

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<td>How can we motive individuals to change?</td>
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<td>A Model of Inter-sectoral Action</td>
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<td>Community</td>
<td>How do we approach community behavior change?</td>
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<td>Who are critical stakeholders?</td>
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Theory sampler

Adult Learning Theory
The Health Belief Model
Theory of reasoned action/Planned behavior
Self Determination Theory
Stages of Change
Social Cognitive Theory
Diffusion of Innovations
Adults andragogy

Assumptions drive:
- style
- organization
- presentation
- language
- visuals
- learning tasks
- assignments
- evaluation

Adult learning theory

Motivation
Autonomy
Prior learning
Experience
Dignity
Self efficacy
Health Belief Model
Theory of planned behavior

Copyright © 2006 Icek Ajzen
Figure 3. Theory of Reasoned Action and Theory of Planned Behavior

- Behavioral beliefs
- Evaluation of behavioral outcomes
- Normative beliefs
- Motivation to comply
- Control beliefs
- Perceived power
- Perceived behavioral control
- Attitude toward behavior
- Subjective norm
- Behavioral intention
- Behavior

Note: Upper blue section shows the Theory of Reasoned Action; the entire figure shows the Theory of Planned Behavior.
Self-Determination Theory

Competence

- need to be effective in dealing with environment

Humans' three basic needs

Autonomy

- need to control the course of their lives

Relatedness

- need to have a close, affectionate relationships with others
If based on Self Determination Theory – what features would you expect this curriculum to have?
Stages of Change
Trans-theoretical Model

1. Precontemplation
   No recognition of need for or interest in change

2. Contemplation
   Thinking about changing

3. Preparation
   Planning for change

4. Action
   Adopting new habits

5. Maintenance
   Ongoing practice of new, healthier behavior
Social Cognitive Model

https://www.youtube.com/watch?v=-Gx4pZ-HT7U
Diffusion of Information

- Innovators: 2.5%
- Early Adopters: 13.5%
- Early Majority: 34%
- Late Majority: 34%
- Laggards: 16%

Source: Everett Rogers, Diffusion of Innovations model
Ah-ha moment?

Was there anything you hear this morning that surprised you?

How might this change how you approach your work?

How might this information change what you do?
rooted in a body of reinforcing work that supports an idea or hypothesis
What questions do you have?
Contact information

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