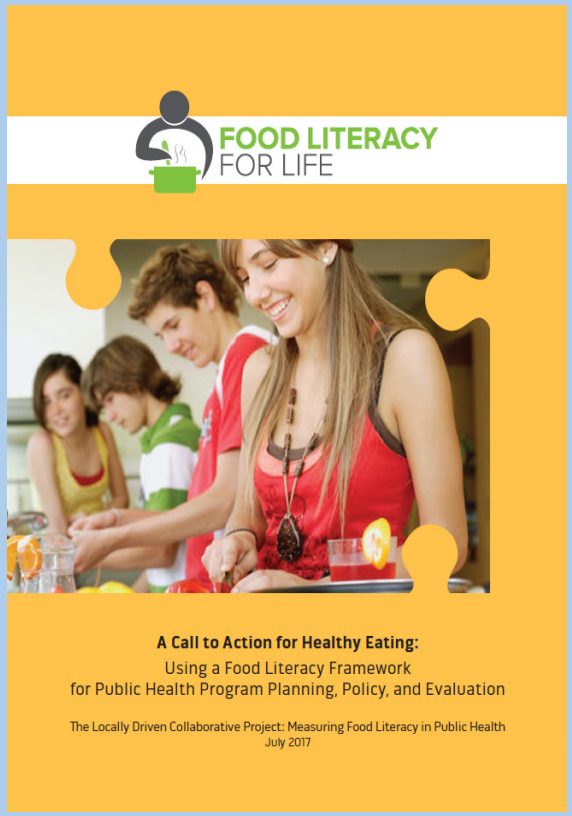
# ‘Measuring Food Literacy’ A Locally Driven Collaborative Project

**Project Update #6**

**July 2018**

# Project Update #6

- Project overview
- What we have completed
- Key activities
- What next?



# Project Overview

**Research Question**

Within the context of public health practice, how can we measure food literacy and its attributes?

We will continue focus on specific high-risk groups:

- youth (16 to 19 years of age)
- young parents (16-25 years of age)
- pregnant women (16 to 25 years of age)

# Project Overview

**Objectives:**

- **Year 1 Funding (completed June, 2017):**
  - Identify and summarize the attributes* of food literacy including food skills, in the literature.
  - Determine which attributes of food literacy including food skills, are priorities for measurement and tool development.

*Attribute defined: The quality or feature regarded as a characteristic or inherent part of someone or something

# Project Overview

**Objectives:**

- **Year 2 and 3 Funding (December 2017 to May 2019)**
  - To develop a food literacy measurement tool for use with youth (age 16-19 years), and young parents and pregnant women (aged 16-25 years) at risk for poorer health.
  - To evaluate the tool with the identified population, considering various facets of validity, reliability, sensitivity to change, and feasibility.

# What we have completed

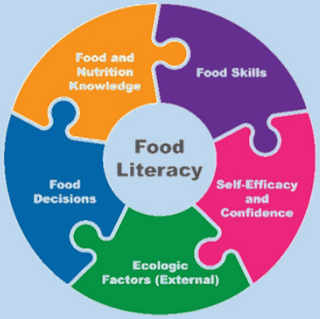
## Scoping Review & Delphi

- Rigorous and systematic review of peer reviewed and grey literature completed.
  - 15 food literacy attributes with descriptors, identified and organized into 5 categories: Food and Nutrition Knowledge, Food Skills, Self-efficacy and Confidence, Ecologic, and Food Decisions
  - Final Scoping Review report completed and manuscript published in Public Health Nutrition - Identifying attributes of food literacy: a scoping review

- 3 Delphi rounds completed with key stakeholders (n= 47 -80) , Sept. – Nov., 2016
  - 15 food literacy attributes identified via scoping review - revised and reduced to 11
  - Delphi report complete and manuscript has been submitted for publication

*EXCITING NOTE: Our scoping paper was selected for the Nutrition Society Paper for the month of August 2017!!

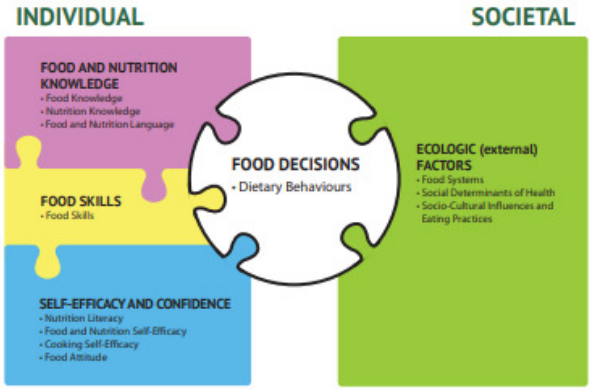
# Completed KE Activities




| Objective | Completed KE Activities 2017 |
|---|---|
| Shift public health practice to a comprehensive focus on food literacy. | • Workshops at the following 2017 conferences:<br>  • TOPHC (Mar)<br>  • OSNPPH Nutrition Exchange (May)<br>  • Canadian Association for Health Services and Policy Research (May)<br>  • Bring Food Home (Oct)<br>  • NRC Forum Online training webinar (Nov)<br>• Call to Action & Briefing Note (audience - public health management and stakeholders/decision makers from government/non-government) |
| Increase understanding of food literacy in user-friendly, relevant manner. | • Food Literacy Framework (Pictogram) – revised June 2018 |
| Increase access to our Food Literacy LDCP research findings. | • Presentations above<br>• Article published in J of Public Health Nutrition |

# Food Literacy:
## A Framework for Healthy Eating

**Food literacy includes interconnected attributes organized into the categories of food and nutrition knowledge; food skills; self-efficacy and confidence; food decisions; and ecologic (external) factors.**




FOOD LITERACY FOR LIFE

The Locally Driven Collaborative Project (LDCP) Healthy Eating Team would like to thank Public Health Ontario (PHO) for its support of this project. The Team gratefully acknowledges funding received from PHO through the LDCP program. The views expressed in this project update are those of the LDCP Healthy Eating Team and do not necessarily reflect those of PHO.

# Key Attributes of Food Literacy

Food literacy includes interconnected attributes organized into the categories of food and nutrition knowledge; food skills; self-efficacy and confidence; food decisions; and ecologic (external) factors. These attributes have been identified as important and relevant in the public health context. The descriptions are based on how food literacy attributes were discussed in the literature and feedback collected as part of the food literacy research of the Locally Driven Collaborative Project.

The interdependent nature of the food literacy attributes has important implications for public health strategies and interventions addressing healthy eating and policy. For example, it may be difficult for some individuals to achieve food literacy without having appropriate knowledge and skills, as well as the ability to apply them. However, without self-efficacy and confidence and without access to income for purchasing food, equipment, and supplies for food preparation, or access to learning opportunities, neither knowledge nor ability may be relevant. A comprehensive approach considering the social determinants of health may be required to impact food literacy and ultimately dietary behaviour.

| CATEGORIES | ATTRIBUTES |
|---|---|
| FOOD AND NUTRITION KNOWLEDGE | **FOOD KNOWLEDGE**<br>To understand the variety of foods within all food groups. To know where food comes from and what is in it.<br>**NUTRITION KNOWLEDGE**<br>To understand the nutrients in food and how these can affect health and wellbeing.<br>**FOOD AND NUTRITION LANGUAGE**<br>To understand commonly used words to describe characteristics of nutrition in food (e.g., high fibre, low sodium) and preparation of food (e.g., sauté, fold). |
| FOOD SKILLS | **FOOD SKILLS**<br>To be able to prepare meals throughout the life span using basic skills like chopping, measuring, cooking, reading recipes, and food safety. |
| SELF-EFFICACY AND CONFIDENCE | **NUTRITION LITERACY**<br>To be able to distinguish between credible and false nutrition information. Knowing how to find reliable nutrition information and how to make sense of it (e.g., reading a food label).<br>**FOOD AND NUTRITION SELF-EFFICACY**<br>To believe in one's ability to apply food and nutrition-related knowledge to select, buy, and prepare food to make healthy choices in a complex food environment.<br>**COOKING SELF-EFFICACY**<br>To have confidence in one's ability to use cooking techniques and to prepare tasty meals with available food.<br>**FOOD ATTITUDE**<br>The desire to learn how to: prepare food; develop a healthy relationship toward food; have respect for food traditions and culture; and prepare and enjoy food to eat together with others. |
| ECOLOGIC (External) FACTORS | **FOOD SYSTEMS**<br>The impact of the food system (e.g., growing, manufacturing, transportation, preparation, consumption and disposal of food products) on individual health, broader societal and economic wellbeing, and the environment.<br>**SOCIAL DETERMINANTS OF HEALTH**<br>Access to living wages, affordable housing, learning environments, healthy and adequate food, and cooking equipment.<br>**SOCIO-CULTURAL INFLUENCES AND EATING PRACTICES**<br>The influence of socio-cultural values, norms, and beliefs on food choices and eating practices; the social support to learn and share food skills; and the cultural and family food practices (e.g., eating together). |
| FOOD DECISIONS | **DIETARY BEHAVIOUR**<br>To make healthy food choices. |

**For More Information**
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Visit: **www.foodliteracy.ca**

Revised June, 2018

# Other KE Activities

- Foodliteracy.ca website:
  - Launched September 2017
  - Hosted by ODPH website
  - Helps to meet all KE objectives
- Social media (ongoing) follow us:
  @FoodLiteracyCanada
  @FoodLiteracyCAN
- Delphi manuscript submitted– will be shared when published

FOOD LITERACY FOR LIFE

www.foodliteracy.ca

# What next?

- Submitted and received renewed funding to support Year 2-3 of project proposal:
  - to develop a food literacy measurement tool for use with youth, and young parents and pregnant women at risk for poorer health
  - to evaluate the tool with the identified population, considering validity, reliability, sensitivity to change, and feasibility
- Potential tool benefits:
  - Pre- and post- measurement tool
  - Compare across populations
  - Use it as a program planning tool
  - Provide baseline data on food literacy levels within our communities

# Current work

1. In conversations with international food literacy researchers re: collaboration work.

2. Final revision of *The Call To Action for Healthy Eating: Using a Food Literacy Framework in Public Health Program Planning, Policy and Evaluation*

3. Plain Language Food Literacy Framework is currently being pilot tested

# Summary of Activities -2016-18

## January 2016 - July 2017

- Scoping review and Delphi completed!
  Reports completed
- A list of 11 core food literacy attributes in 5 categories identified
- Additional knowledge exchange funding, received . Planning, implementation and evaluation of activities completed

## July – December 2017

- Proposal for year 2-3 PHO LDCP funding completed approved
- Knowledge Exchange workshops and 'Food Literacy Framework', developed & disseminated.
- Knowledge Exchange Call to Action, Briefing Note, website and social media developed
- Scoping review article published

## January-March 2018

- Research Consultant (year 2-3) Hired
- Conduct literature search and review for measurement tools for food literacy
- Delphi manuscript submitted for publication
- LDCP Food Literacy lead approached to collaborate with International researchers

## March - June 2018

- Orientation of research consultant
- Literature Review Completed
- Draft Inventory of Questions Started
- Knowledge Exchange activities continue

## What's Next

- Complete ethics review application
- Confirm data collection sites, and conduct face validity testing
- Initial Draft of Food Literacy Measurement Tool
- Final Evaluation Plan

# 2018 Cast and Crew

**Lead/Co-Lead:**

- Elsie Azevedo Perry, Haliburton Kawartha and Pine Ridge District Health Unit
- Heather Thomas, Middlesex -ondon Health Unit

**Core Team:**

- Lucy Valleau, York Region Public Health
- Lyndsay Davidson, Chatham-Kent Public Health Unit
- Shannon Edmonstone, Perth District Health Unit
- Ella Manowiec, Toronto Public Health
- Ruby Samra, City of Hamilton Public Health Services
- Julie Slack, Northwestern Health Unit
- Carolyn Doris, Peterborough Public Health

# 2018 Cast and Crew

**Academic Advisor:**

- Sharon Kirkpatrick, University of Waterloo

**Librarians:**

- Amy Faulkner, Simcoe Muskoka District Health Unit
- Carolynne Gabriel, Middlesex-London Health Unit

**Year 2 Research Consultants:**

- Rob Schwartz, Emily Taylor, Michael Chaiton, Michael Wong

**Knowledge users:**

- Karen Bellemore, Windsor-Essex County Health Unit
- Diana Chard, Hastings Prince Edward Public Health
- Carolyn Doris, Peterborough Public Health
- Lana Smith, Lambton Public Health
- Laura Needham, Grey Bruce Health Unit
- Lynn Roblin, Nutrition Resource Centre
- Jessica Love, North Bay & District Health Unit
- Magdalena Wasilewska, Toronto Public Health
- Ivan Ho, Thunder Bay District Health Unit
- Brittney Urban, Waterloo Region Public Health

# Acknowledgement:


- The LDCP Healthy Eating team would like to thank Public Health Ontario for its support of this project.
- The team gratefully acknowledges funding received from PHO through the Locally Driven Collaborative Projects program.
- The team would also like to acknowledge our respective health units for allowing dedicated time to team members for this project.


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# For More Information

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Read about the first LDCP on food literacy at
https://www.osnpph.on.ca/food-literacy