

**Title of Intervention:** Stanford Nutrition Action Program (SNAP)

**Website:** <http://hprc.stanford.edu/pages/store/itemDetail.asp?28>

**Intervention Strategies:** Group Education, Supportive Relationships

**Purpose of the Intervention:** To reduce dietary fat intake

**Population:** Low-income/low-literacy adults who were students in county-sponsored vocational and basic skills training classes

**Setting:** Vocational and basic skills training classes in San Jose, California; school-based

**Partners:** University, vocation and basic skills training programs

**Intervention Description:**

- **Group Education:** The SNAP curriculum included six or seven 60 minute classes. Instructors were health educators who were familiar with the participants' lifestyles and cultures. The primary goal of the SNAP curriculum was to teach skills for lowering dietary fat intake and to decrease nutrition-related risk factors for cardiovascular disease by reducing total and saturated fat intake. The curriculum used a variety of learning modalities. Experiential and participatory learning, didactic presentation, video, auditory and limited print materials were used to teach participants about nutrition behavior related to reducing dietary fat. The curriculum emphasized decreasing intake of foods that are high in fat as well as increasing foods, such as fruits, vegetables and grains that are low in fat. The materials were designed for English speaking adults with low literacy skills. Most written materials were modified for a second grade reading ability, but some materials had a reading ability up to a fifth grade level. All written, visual and verbally presented information used an active voice, familiar terms and avoided figures of speech, jargon, idioms and slang terms. Food illustrations and figures depicting nutrition information used photographs or realistic drawings accompanied by concrete explanations. When possible, foods, food models or product labels were used to show realistic examples.
- **Supportive Relationships:** Six maintenance contacts were made by telephone or mail during the 12-week follow up period.

**Theory:** Adult Learning Theory, Social Learning Theory

**Resources Required:**

- **Staff/Volunteers:** Class instructors
- **Training:** Not mentioned
- **Technology:** Audio-visual equipment
- **Space:** Classroom
- **Budget:** Not mentioned
- **Intervention:** Materials adapted for low-literacy, photographs, food labels, food models
- **Evaluation:** Questionnaires

**Evaluation:**

- **Design:** Randomized controlled trial
- **Methods and Measures:** Survey questionnaires were conducted in a group setting to assess nutrition knowledge, dietary intake and literacy level

**Outcomes:**

- **Short Term Impact:** The intervention groups had greater improvements in nutrition knowledge and self efficacy scores.
- **Long Term Impact:** The SNAP intervention group had a significant decrease in dietary fat consumed as compared to the non-intervention group. However, no positive changes were seen for intake of fruits, vegetables or grains.

**Maintenance:** Not mentioned

**Lessons Learned:** SNAP was carefully designed to create an interactive learning environment that relies very little on reading abilities.

**Citation(s):**

Winkleby, M. A., B. Howard-Pitney, et al. (1997). "Predicting achievement of a low-fat diet: a nutrition intervention for adults with low literacy skills." *Prev Med* 26(6): 874-82.