

Texas Nutrition Environment Assessment in Restaurants (TxNEA-R) Tool Project Coordinator Training

Slides available at <http://www.dshs.texas.gov/Obesity/TXNEAR/>



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Welcome to the Texas Nutrition Environment Assessment in Restaurants, or TxNEA-R, tool project coordinator training developed by the Texas Department of State Health Services, Health Promotion and Chronic Disease Prevention Section. This training describes the protocols for project coordinators to oversee a community assessment from beginning to end. Project coordinators work with raters, who visit prepared food outlets to assess the nutrition environment. Before completing this training, complete the Background training to learn about the reasons to use the TxNEA-R tool and the characteristics of the tool.

An accessible copy of the slides and script is available at the link on the slide for anyone who wants to follow along. Other important materials available at the link include the trainings, tool, manual, strategy documents, and forms to organize the project. You may want to follow along in the TxNEA-R Manual, which outlines the same protocols in this training and includes additional information.

Training Objectives

After successful completion of this training, project coordinators will be able to understand:

- **Protocols for planning and implementing the assessment with raters**
- **Protocols for planning, implementing, evaluating, and sustaining strategies to improve the prepared food environment**

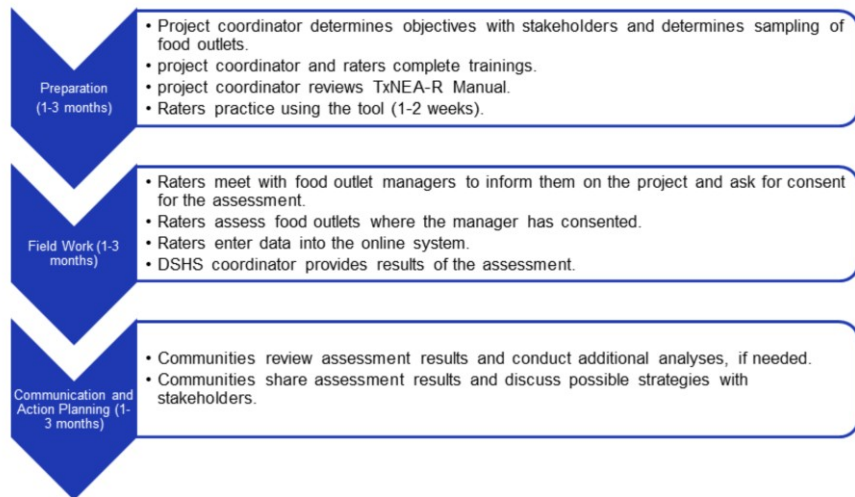
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After successful completion of this training, project coordinators will understand:

- Protocols for planning and implementing the assessment with raters; and
- Protocols for planning, implementing, evaluating, and sustaining strategies to improve the prepared food environment.

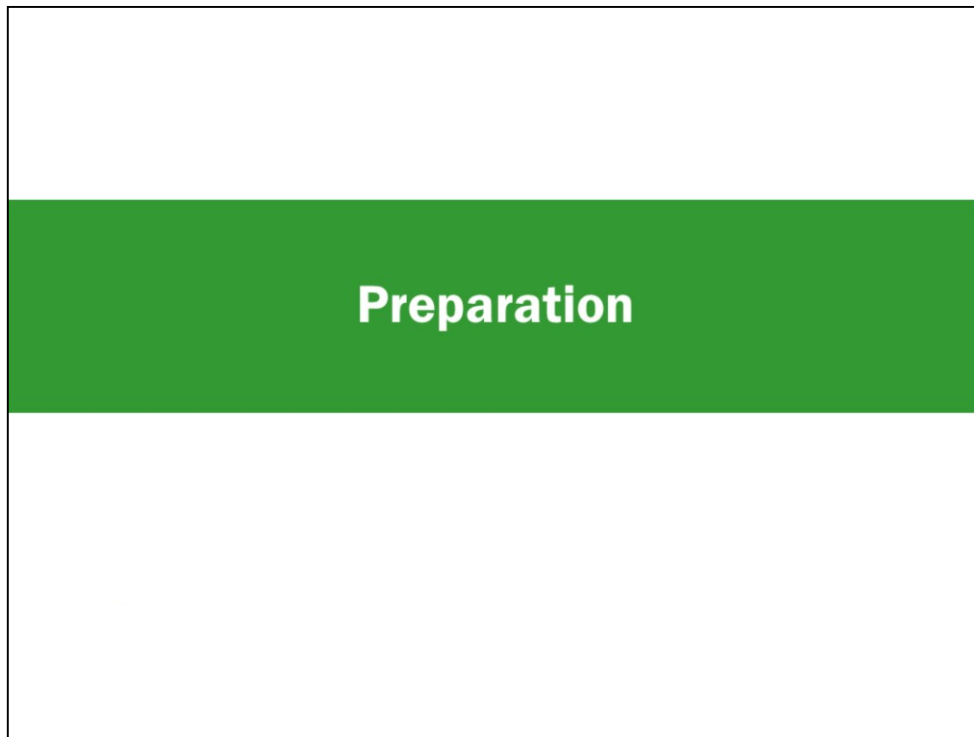
Toward the end of the training, there will be activities to test your knowledge and reminder of the next steps.

Sample Timeline



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- Here is a sample timeline that gives an overview of a community TxNEA-R assessment. It includes the roles of project coordinators, raters, and the DSHS coordinator who provides technical assistance to project coordinators. The duration of an assessment varies depending on your objectives and the scope of your project, as you can see in the time ranges on the left-hand side.
- The sample timeline begins when the project coordinator decides to use the TxNEA-R tool and ends when the project coordinator shares the assessment results and practice opportunities with stakeholders.
- Take a moment to look at the steps in each phase.
- In Preparation, objectives are determined, the coordinator and raters complete trainings, the coordinator reviews the manual, and raters practice using the tool.
- In Field Work, raters explain the project to food outlet managers and form a partnership with them. They complete an assessment, enter data into the online system. Then the DSHS coordinator provides the results of the assessment.
- In Communication and Action Planning, communities review, complete, and share assessment results and discuss possible strategies with stakeholders.



There are three phases to a community-level assessment from the perspective of a project coordinator:

Preparation;

Field work; and

Planning, implementing, evaluating, and sustaining strategies.

First, we will discuss the preparation protocols.

Complete this training and review the TxNEA-R Manual.

- **Complete this training.**

- **The TxNEA-R Manual includes:**

- Background on the tool
- Protocols for project coordinators and raters
- Sample timeline
- Logic model

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The first step in preparation is to complete this training. This training gives a good overview of the protocols for project coordinators. More detailed information is found in the Manual.

The TxNEA-R Manual, which can be found at the link on the title slide, is used by the project coordinator to oversee a community assessment using the TxNEA-R tool. Reviewing the manual informs the project work plan and includes:

- Information about the TxNEA-R tool;
- Protocols for project coordinators and raters for the entire assessment project from sampling to assessment to taking action;
- A sample timeline; and
- A logic model, which describes the theory of change related to a TxNEA-R assessment.

The protocols for raters is discussed in this training and are also included in the manual. The Manual also includes steps after the assessment related to implementation, evaluation, and sustainability of the resulting intervention.

Identify objectives with stakeholders

- **Identify stakeholders. Conduct a stakeholder analysis if necessary.**
- **Discuss possible interventions.**
- **Identify and agree on SMART objectives.**
 - Specific
 - Measurable
 - Attainable
 - Realistic
 - Time-bound

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Next, the project coordinator contacts stakeholders of a restaurant environmental intervention. Involving stakeholders from the beginning of the project gains their support, helps to coordinate efforts, and enhances sustainability of the intervention. For example, if one objective is to recognize food outlets with healthy environments or policies, the stakeholders could be a coalition whose mission is to promote healthy eating. Examples of stakeholders could include the local restaurant association, nutrition educators in the community who may refer their patients or clients to the food outlets, policy makers, nonprofit and public health organizations working on chronic disease prevention, local residents, and healthcare administrators and professionals.

When recruiting stakeholders, describe any health outcomes of interest and the role of food outlets in influencing behavior. Describe your project to interested stakeholders. Ask stakeholders if they are interested and if so, what role they would want to have in the assessment or intervention. Discuss and agree on possible interventions and roles and a method of communication as the project progresses. Identify and agree on SMART objectives for the assessment.

Complete the training for raters.

- **Protocols**
- **Tool components**
- **Practice questions**

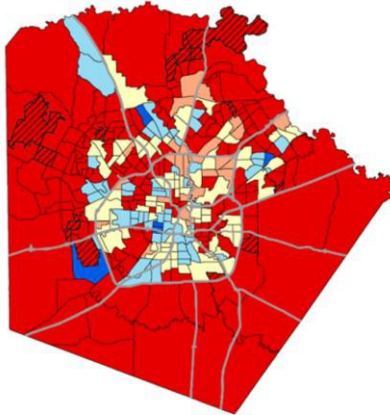
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After identifying objectives and recruiting raters, project coordinators should complete the training for raters located at the link on the title slide. This training describes the protocols for the assessment and the tool components, including the survey, glossary, and instructions. Practice questions are placed throughout the training to help raters become more comfortable with using the tool.

Project coordinators should complete this training to gain knowledge of the of all protocols in the project and to be able to assist raters with questions.

Sampling

**Bexar County food access map
of modified retail food
environment index (mRFEI),
2015**



- **Decide on and implement a sampling method.**
- **Consider food swamps, areas with high burden of chronic diseases, and possible reach.**
- **Make a list of the food outlets.**

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Next, decide on a sample of prepared food outlets to assess. The sample will depend on the geographic area of interest for your assessment and your planned intervention. This represents the target area where you will try to make changes to the environment of prepared food outlets. This may be a county, city, metropolitan statistical area (MSA), neighborhood, census tract, or zip code.

Consider areas with higher need, such as food swamps, areas with high burden of chronic disease, and consider the possible reach of the food outlets. One way to identify food swamps is by mapping food access patterns, such as with the map on the screen of Bexar County. You may contact the Texas Department of State Health Services to request a map of food access patterns using the modified retail food environment index, or mRFEI. Allow at least 3 weeks to receive the map.

Based on your project's objectives and resources, decide on and implement a sampling method for food outlets in your community.

Support raters - preparation

- **Determine the number of raters and recruit raters if necessary.**
- **Direct raters to complete the Background training and rater training.**
- **Train raters on your materials to engage food outlet managers.**
- **Confirm that raters have successfully completed the online rater training and piloted the tool.**
- **Assign raters to food outlets.**

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Based on the timeline and sample size for your project and capacity of raters, determine the number of raters needed. Raters are responsible for engaging food outlet managers to obtain their consent in the assessment and for using the TxNEA-R tool to assess prepared food outlets. A recommended practice is to pair two raters to talk to each food outlet manager. Recruit an appropriate amount of raters.

It is recommended to work with raters who would be interested or benefit from doing the assessment and who are detail-oriented and knowledgeable in nutrition. Students of public health or nutrition who are responsible and detail-oriented are a good choice.

Allocate food outlets to raters and note the assignment on the Coordinator Tracking Tool. Based on the capacity of raters, assign 1 or 2 raters to each food outlet. It may be better to send students in pairs. A rater may need to meet with a food outlet manager more than once to gain their consent to participate in the project, so recommended time frame for raters to complete data collection is 4-6 weeks. Provide to raters a list of food outlets with their survey numbers and Rater ID. Also let pairs know which rater they are paired with and the other rater's contact information. You may want to assign groups of restaurants that are close together to one rater or pair of raters to be considerate of their time and resources. Be considerate of travel distance for volunteers whose mileage is not paid.

Checking Practice Assessments

Use the same food outlet and compare practice assessments to an answer key.



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- In order for raters to get feedback on their practice assessment, you may have them all complete their practice assessment on the same food outlet and then have them compare their answers to an answer key. If this practice is used, encourage all raters to complete the practice individually and emphasize that it's ok if some answers are wrong because it is a learning experience.
- You may ask them to turn in the paper copy of their practice assessment which includes the Rater ID. If they complete the practice assessment online, you may request their assessments from the DSHS coordinator.
- This method allows the coordinator to get an idea of inter-rater reliability based on the training the raters received.
- If you choose this option, consider using an online menu or to-go menu. The drawback of using an online or to-go menu is that the raters will not practice interacting with the manager.

<http://www.gettyimages.com.au/license/90079709>

Recommended: Informative Materials

- **Locate or develop materials that describe the project, related health outcomes, and the role of food outlet managers.**

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- During the field work phase of the assessment, raters will approach food outlet managers to inform them and gain their consent to participate in the project. You may wish to develop informative materials for them to use when engaging food outlet managers that describe the project, related health outcomes, and benefit to food outlet managers.
- Use recent data to describe the prevalence of chronic diseases related to eating out. Use data to describe the demand for healthy options or the role of healthy options in a good business model. Do NOT blame food outlet managers for adverse health outcomes related to eating out. Emphasize how they could support healthy choices for children and adults in the community and how this could improve their business.
 - Emphasize how the business would benefit - what it's in it for them?
 - Use plain language and visuals to support your message.
 - If a foodservice manager is visually impaired, provide accommodations for accessibility.
 - If a foodservice manager is more comfortable in a language other than English, provide materials in their language.

Optional: Prepare for in-person training(s)

- **Request presentations.**
- **Practice the training.**

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Some coordinators may prefer training data collectors themselves. If you prefer to train data collectors yourself instead of having them complete the online training, email bringinghealthyback@dshs.texas.gov to request copies of the presentations. Familiarize yourself with and practice the content.



The next phase of the project is field work.

Support raters – field work

Support raters as they:

- **Visit food outlet managers to gain their consent.**
- **Assess the food outlets where managers have consented and enter the data into Survey Monkey.**
- **Track progress using the Rater Form.**

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During the field work phase, be prepared to assist raters with technical assistance needs. During this phase, raters:

- Visit food outlet managers to gain their verbal consent.
- Assess the food outlets where managers have consented and enter the data into Survey Monkey.
- Track progress using the Rater Form and send the completed form to the project coordinator when data collection is complete.
- If raters are experiencing the same barriers, it may be worth communicating to all raters how to overcome the barriers.

Alternatively, you may prefer to collect the paper copies from data collectors and enter the data yourself. If you choose this option, review the paper surveys for completion.



Planning, Implementing, Evaluating, and Sustaining Strategies

The next phase of the project is planning, implementing, evaluating, and sustaining strategies to improve the prepared food outlet environment.

Assessment results

- **Request the results of our assessment from DSHS. Email bringinghealthyback@dshs.texas.gov**
- **DSHS will send:**
 - Assessment results
 - Data for each food outlet
- **Review assessment results and their implications. Conduct additional analyses if needed.**

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- Contact bringinghealthyback@dshs.texas.gov to request the results of your assessment.
- DSHS will send the assessment results and data for each food outlet. The assessment results report lists the result for each prepared food outlet and for all the food outlets aggregated. The Survey Implications document describe options of interventions based on the survey results.
- Review assessment results and discuss their implications for practice within your organization. You may wish to share the aggregated results with volunteer raters so that they can include it in their portfolio. If the results do not help answer questions related to your objectives, you will need to conduct additional data analysis using the raw data.

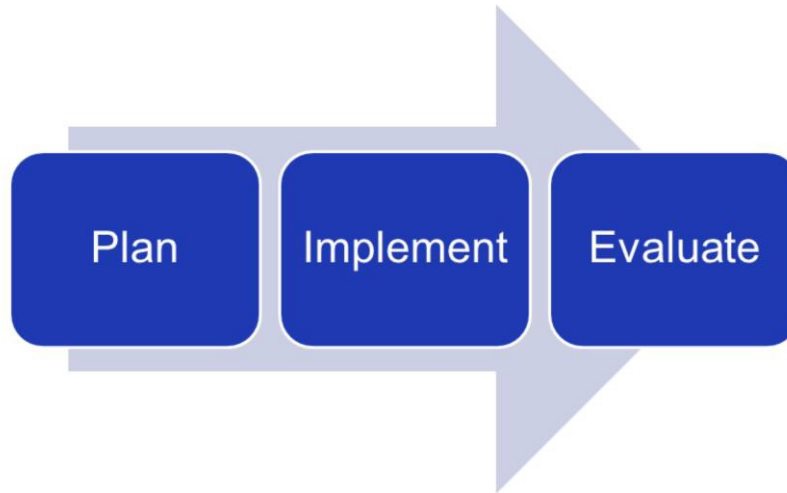
Share assessment results with stakeholders



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- Share results of the assessment and any practice implications with stakeholders and community members. This will increase their awareness of the food environment and to inform actions to improve the environment and practices of prepared food outlets.
- Some examples of ways to communicate are a presentation at a coalition meeting or other meeting, discussion, one-pager, webinar, Twitter, Facebook, blog post, email, abstract, manuscript, or a written report posted online.
 - Methods of communication depend on the community's objectives and culture.

Plan, implement, and evaluate the intervention



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Decide on an intervention with stakeholders and create a plan to implement the intervention. A recommended practice is to pilot the intervention on a small scale and then conduct an evaluation.

Create and implement an action plan with stakeholders. Evaluate the intervention. Contact DSHS for technical assistance. On the action plan, include SMART objectives, a timeline, roles, plans for sustainability, and budget information. You may want to create a logic model for your intervention. You may recruit an evaluator to ensure that a piloted intervention is evaluated correctly and that appropriate data are being collected to inform the evaluation.

The process of creating a plan with stakeholders helps obtain their buy-in. The plan may help prepare to apply for funding or if funding is already secured, to launch into implementing an intervention.

Sustainability plan

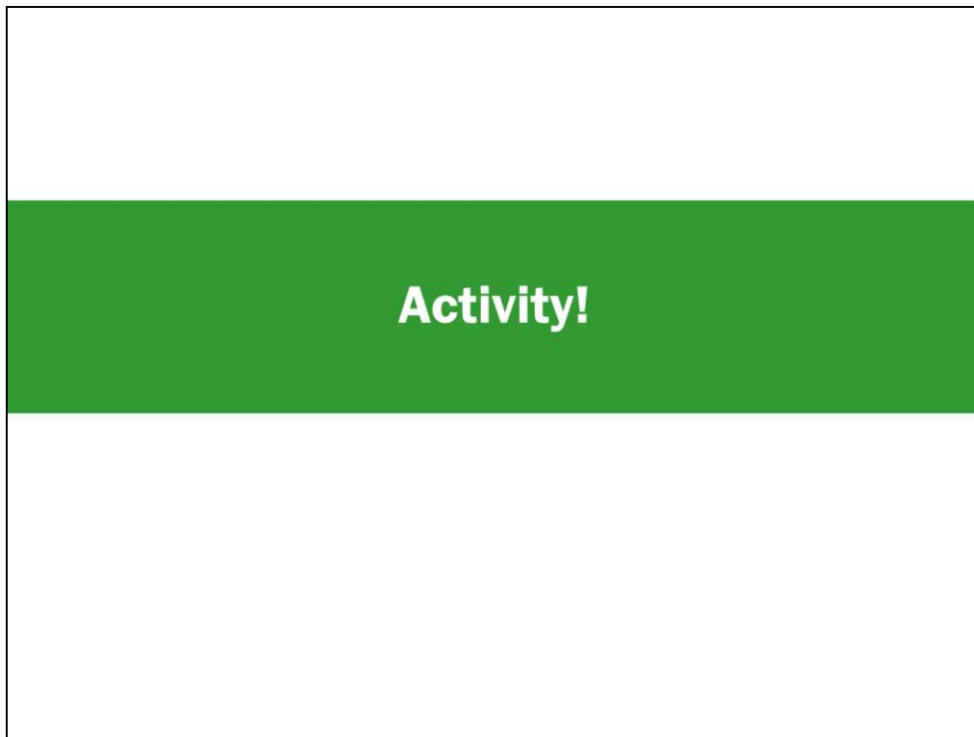
- **If evaluation results are favorable, create a sustainability plan.**
- **Food outlets need support to sustain health interventions.**
 - High turnover means new staff need to be trained.
- **Add maintenance activities to job descriptions in your organization.**

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If the results of the evaluation are favorable, collaborate with stakeholders to create a sustainability plan. Effective interventions need to be sustainable, and interventions in food outlets often need outside support from a health organization to sustain the intervention. One example of a need for support from a health organization is that restaurants tend to have high turnover and need periodic training for new and old staff on protocols for the intervention in order to maintain fidelity. One way to help this is to use a “train the trainer” method and train the owner or manager who is responsible for training staff. Even then, your organization may want to periodically check in with the owner or manager to see if they need a refresher or are still implementing the intervention.

One way to ensure sustainability is to institutionalize the intervention by adding activities to maintain the intervention to job descriptions of your organization’s staff.

One example of a tool is the Program Sustainability Assessment Tool which can help create a plan. <https://sustaintool.org/>



Next is an activity on coordinator protocols.

Put the following protocols in order:

- A. Identify objectives with stakeholders.**
- B. Complete this training.**
- C. Prepare raters for field work.**
- D. Review the TxNEA-R Manual.**
- E. Decide on a sample of prepared food outlets.**

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Put the following protocols in order:

- A. Identify objectives with stakeholders.
- B. Complete this training.
- C. Prepare raters for field work.
- D. Review the TxNEA-R Manual.
- E. Decide on a sample of prepared food outlets.

Pause this slide until you are ready to continue.

The order of preparation protocols is:

B. Complete this training.

D. Review the TxNEA-R Manual.

A. Identify objectives with stakeholders.

E. Decide on a sample of prepared food outlets.

C. Prepare raters for field work.

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If your order was B, D, A, E, C, you are correct. This is the correct order of preparation protocols.

At what point in the process should I contact DSHS?

- A. After I have decided to use the TxNEA-R tool to request a Survey Monkey link.**
- B. To request the results of the assessment.**
- C. During sampling to ask for maps of chronic disease burden, population density, or food access patterns**
- D. Any time I need help and have reviewed the resources**
- E. All of the above**

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- C. During sampling to ask for maps of chronic disease burden, population density, or food access patterns**
- D. Any time I need help and have reviewed the resources**
- E. All of the above**

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If you chose answer E, all of the above, you are correct.

Put the following protocols in order:

- A. Create a sustainability plan if evaluation results are favorable.**
- B. Evaluate the intervention.**
- C. Review assessment results and discuss their practice implications.**
- D. Create an action plan for the intervention.**
- E. Share assessment results with stakeholders.**
- F. Implement the intervention.**
- G. Request results of assessment from DSHS.**

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Put the following protocols in order:

- A. Create a sustainability plan if evaluation results are favorable.
- B. Evaluate the intervention.
- C. Review assessment results and discuss their practice implications.
- D. Create an action plan for the intervention.
- E. Share assessment results with stakeholders.
- F. Implement the intervention.
- G. Request results of assessment from DSHS. Pause the slide until you are ready to move on.

The correct order of protocols is:

- G. Request results of assessment from DSHS.**
- C. Review assessment results and discuss their practice implications.**
- E. Share assessment results with stakeholders.**
- D. Create an action plan for the intervention.**
- F. Implement the intervention.**
- B. Evaluate the intervention.**
- A. Create a sustainability plan if evaluation results are favorable.**

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If your order was G, C, E, D, F, B, A, you are correct.

What is the next step after completing this training?

- **A. Develop materials for food outlet managers.**
- **B. Review the TxNEA-R Manual.**
- **C. Complete the rater training and pass the quiz at the end.**
- **D. Decide on a sampling method.**

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What is the next step for project coordinators after completing this training?

- A. Develop materials for food outlet managers.
- B. Review the TxNEA-R Manual.
- C. Complete the rater training and pass the quiz at the end.
- D. Decide on a sampling method.

What is the next step after completing this training?

- **A. Develop materials for food outlet managers.**
- **B. Review the TxNEA-R Manual.**
- **C. Complete the rater training and pass the quiz at the end.**
- **D. Decide on a sampling method.**

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If you chose answer B, you are correct. The next step is to review the TxNEA-R Manual, located at the link on the title slide. The step after that is to complete the rater training and pass the quiz at the end.

Questions? Contact your project coordinator or DSHS.

Nutrition Specialist

bringinghealthyback@dshs.texas.gov



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You have completed the Texas Nutrition Environment Assessment in Restaurants (TxNEA-R) Tool training for on protocols for project coordinators. If you have questions, contact the nutrition specialist at the Texas Department of State Health Services.