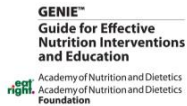


The Guide for Effective Nutrition Interventions and Education



Introducing GENIE



Learning Objectives



- 1) Explain the process used in developing and validating the Guide for Effective Nutrition Interventions and Education (GENIE).
- 2) Develop skills to utilize the online GENIE checklist and become familiar with GENIE's resources.
- 3) Apply GENIE's criteria to benefit your professional practice.

Outline



- 1) Why was GENIE created
- 2) How was GENIE created
-Reliability and validity testing
- 3) Introduction to the GENIE checklist and scoring
- 4) GENIE's online resources
- 5) How GENIE can be used

Meet Today's Presenters



Rosa Hand, MS, RDN, LD
Senior Manager
Dietetics Practice Based Research Network
Academy of Nutrition and Dietetics



Jenica Abram, MPH, RDN, LDN
ConAgra Foods Foundation Nutrition Education
Research Fellow
Academy of Nutrition and Dietetics



Katie Brown, Ed.D., RDN, LDN
National Education Director
Academy of Nutrition and Dietetics Foundation

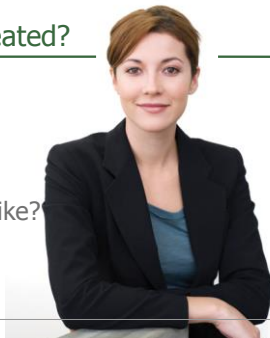


Why was GENIE created?



Nutrition education is
important

What does 'good' look like?



The GENIE Team



Rosa K Hand, MS, RDN, LD ¹
Senior Manager, Dietetics Practice Based Research Network

Jenica K Abram, MPH, RDN, LDN ¹
ConAgra Foods Foundation Nutrition Education Research Fellow

Katie Brown EdD, RDN ²
National Education Director

Paula J Ziegler, PhD, RDN, CFCS ¹
Senior Director, Research and Evidence Analysis

J. Scott Parrott, PhD ³
Associate Professor

Alison L Steiber, PhD, RDN ¹
Chief Science Officer

¹ Academy of Nutrition and Dietetics, ² Academy of Nutrition and Dietetics Foundation, ³ Rutgers University

Academy Fellowships



Provides opportunities:

- Work solely on one project
- Mentorship by Academy staff
- Meet experts in the area
- Publish and present results of work

Goal is a mutually beneficial experience

Fellow is selected by Academy staff based on application and interview

GENIE fellowship

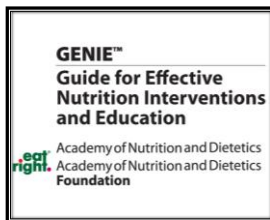


- First time this model has been used
- Received 28 applications
- Has resulted in 3 accepted conference sessions, 2 pending manuscript submissions, and 1 pending abstract submission
- Provided proof of concept for the fellowship model
- Unique opportunity for collaboration between Foundation and Research team

Background



What is GENIE?



- A simple-to-use online checklist
- A rigorously validated tool for designing, modifying or comparing nutrition education programs
- A tool kit of resources for program planners

Who should use GENIE?

- Nutrition education program planners
- Program reviewers and funders



How was GENIE created?



3 Step Process

- Criteria development and expert panel
- Reviewer testing
- Systematic literature review



Study Flow Chart



1. Establish Face and Content Validity

- Identify thought leaders to participate in testing (n=10).
- Identify proposals to be reviewed (n=16). Proposals sent to thought leaders for review and evaluation without knowledge of the new tool.
- Expert Panel Meeting
 - Day One-Expert panel to come to consensus on quality of each proposal (criterion establishment)
 - Day Two- Expert panel to determine essentiality and clarity of each element of GENIE (Face and Content validity).

Study Flow Chart

2. Criterion Validity and Inter- rater Reliability

- Develop data collection tool and procedures for evaluating proposals, based on thought leader group input.
- Recruit 13 reviewers from Academy's Dietetics Practice Based Research Network (DPBRN)
- Training in person at Academy Headquarters; completion of three calibration proposals
- Assessment of 12 proposals completed by 13 reviewers

Results

Reviewers agreed with experts

- Strong relationship between expert and reviewer score groups

Reviewers agreed with each other

- Good agreement between reviewers across proposals and across categories

Reviewer characteristics had no influence

- Differences among reviewers accounted for a low proportion of differences in proposal scores

Conclusions

GENIE performs well across reviewers and across various proposals- can be applied to a variety of programs

Trained reviewer GENIE scores agreed with expert panel assessments- high degree of validity

Trained reviewers agreed with each other- high degree of reliability

GENIE Format

GENIE Categories

1) PROGRAM DESCRIPTION AND IMPORTANCE
2) PROGRAM GOAL
3) PROGRAM FRAMEWORK
4) PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN
5) INSTRUCTIONAL METHODS
6) PROGRAM CONTENT
7) PROGRAM MATERIALS
8) EVALUATION
9) SUSTAINABILITY

sm.eatright.org/GENIE


The GENIE Checklist

Guide for Effective Nutrition Interventions and Education

Welcome to the Guide for Effective Nutrition Interventions and Education - GENIE. The GENIE checklist can be used to help you create a new nutrition education program, improve an existing program, or conduct effective nutrition education programs.

The checklist consists of 9 Categories with various quality criteria within each category. Simply check "Yes" if the criterion is present in your program or "No" if it is not present. The "Important" and "Consider" columns provide additional information about your program and the steps to take to improve the information for each criterion. After completing the GENIE checklist, your program will be given a score based on how many quality criteria you met as present.

How to use the checklist: When scoring your program, when to mark into criteria that are clearly described in your plan. Since it can be difficult to score a program plan that you have not yet implemented, consider using a checklist to complete the GENIE checklist for you. A final score for a program is provided at the end of the checklist. When scoring your nutrition education program, understand that having a checklist for every criterion is ideal, but may not be realistic. If your program will not include a certain feature, please indicate in your plan why it is not included.

1. PROGRAM DESCRIPTION AND IMPORTANCE	
1.1 The proposed program provides evidence of feasibility.	Yes No
1.2 The proposed program describes why it is well-timed and/or novel.	Yes No
1.3 The proposed program defines the target group and need (think about health inequalities).	Yes No
1.4 The proposed program justifies that the target group will benefit from the program or intervention, based on robust research, best practice examples, or a needs assessment.	Yes No
2. PROGRAM GOAL	
2.1 The proposed program promotes healthy eating behaviors.	Yes No
2.2 The proposed program includes realistic related goals that address personal outcomes.	Yes No
2.3 The proposed program includes realistic related goals that address intermediate or distal outcomes - if weight is the outcome, including appropriate physical activity is goals is encouraged.	Yes No

GENIE Criteria

1. PROGRAM DESCRIPTION AND IMPORTANCE

- i *** 1.1 The proposed program provides evidence of feasibility.
- ☐ Yes
- ☐ No
- i *** 1.2 The proposed program describes why it is well-timed and/or novel.
- ☐ Yes
- ☐ No
- i *** 1.3 The proposed program defines the target group and need (think about
- ☐ Yes
- ☒ No

Checklist Features

1. PROGRAM DESCRIPTION AND IMPORTANCE

- i *** 1.1 The proposed program provides evidence of feasibility.
- ☒ Yes
- FEASIBLE - capable of being done;
reasonable
- ☐ No
- i *** 1.2 The proposed program describes why it is well-timed and/or novel.
- ☐ Yes
- ☐ No
- i *** 1.3 The proposed program defines the target group and need (think about
- ☐ Yes
- ☒ No

GENIE checklist, con't.

1. PROGRAM DESCRIPTION AND IMPORTANCE

- i *** 1.1 The proposed program provides evidence of feasibility.
- ☐ Yes
- ☐ No
- i *** 1.2 The proposed program describes why it is well-timed and/or novel.
- ☐ Yes
- ☐ No
- i *** 1.3 The proposed program defines the target group and need (think about health inequities).
- ☐ Yes
- ☐ No
- i *** 1.4 The proposed program justifies that the target group will benefit from the program or intervention, based on related research, best practice examples, or a needs assessment.
- ☐ Yes
- ☐ No

2. PROGRAM GOAL

- i *** 2.1 The proposed program promotes healthy eating behaviors.
- ☐ Yes
- ☐ No
- i *** 2.2 The proposed program includes nutrition related goals that address proximal outcomes.
- ☐ Yes
- ☐ No
- i *** 2.3 The proposed program includes nutrition related goals that address intermediate or distal outcomes - if weight is the outcome, including appropriate physical activity or goals is encouraged.
- ☐ Yes
- ☐ No
- i *** 2.4 The proposed program includes measurable goals.
- ☐ Yes
- ☐ No

GENIE checklist, con't.

3. PROGRAM FRAMEWORK

- i *** 3.1 The proposed program uses research or best practice examples to show how a model or framework integrates with the program goal.
- ☐ Yes
- ☐ No
- i *** 3.2 The proposed program includes partnerships with other groups and explains how these partners aid the program.
- ☐ Yes
- ☐ No
- i *** 3.3 The proposed program meets the needs of the target group.
- ☐ Yes
- ☐ No
- i *** 3.4 The proposed program addresses external influences on food and eating.
- ☐ Yes
- ☐ No

4. PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN

- i *** 4.1 The proposed program describes an appropriate setting for target group.
- ☐ Yes
- ☐ No
- i *** 4.2 The proposed program describes realistic recruitment and retention of participants.
- ☐ Yes
- ☐ No

GENIE checklist, con't.

5. INSTRUCTIONAL METHODS

- i *** 5.1 The proposed program includes several techniques to promote learning.
- ☐ Yes
- ☐ No
- i *** 5.2 The proposed program includes several techniques to motivate participants.
- ☐ Yes
- ☐ No
- i *** 5.3 The proposed program includes several techniques to promote nutrition behavior change.
- ☐ Yes
- ☐ No
- i *** 5.4 The proposed program explains why the planned teaching time and dose are adequate/fitting use related research or best practice examples as support.
- ☐ Yes
- ☐ No

6. PROGRAM CONTENT

- i *** 6.1 The proposed program content relates to program goals.
- ☐ Yes
- ☐ No
- i *** 6.2 The proposed program content is based on best practice examples or related research with citations from relevant research or government/health society guidance.
- ☐ Yes
- ☐ No
- i *** 6.3 The proposed program content is supported by experts or key informants.
- ☐ Yes
- ☐ No

7. PROGRAM MATERIALS

- i *** 7.1 The program cites and explains that the materials have social and cultural relevance including language, reading level, food identifiers, household status, food/shelf needs, interests, age/development stage matched, learning style and/or format.
- ☐ Yes
- ☐ No

GENIE checklist, con't.

8. EVALUATION

- i *** 8.1 The proposed program includes measurement tools that address program goals.
- ☐ Yes
- ☐ No
- i *** 8.2 The proposed program includes measurement tools that are reliable, valid, and chosen based on related research or best practice.
- ☐ Yes
- ☐ No
- i *** 8.3 The proposed program's evaluation method is cited, based on related research, best practice or includes pilot testing to support its use.
- ☐ Yes
- ☐ No
- i *** 8.4 The proposed program includes process evaluation to check that the program is implemented as planned.
- ☐ Yes
- ☐ No
- i *** 8.5 The proposed program includes outcome evaluation measures for proximal goals.
- ☐ Yes
- ☐ No
- i *** 8.6 The proposed program includes outcome and/or impact evaluation measures for intermediate or distal goals.
- ☐ Yes
- ☐ No
- i *** 8.7 The proposed program evaluates outcome/impact at multiple time points.
- ☐ Yes
- ☐ No
- i *** 8.8 The proposed program includes an appropriate analysis plan.
- ☐ Yes
- ☐ No

GENIE checklist, con't.

9. SUSTAINABILITY

(i) * 9.1 The proposed program addresses the potential for the program to continue.

☐ Yes

☐ No

* 9.2 The proposed program is supported by evidence of prior/current program success.

☐ Yes

☐ No

* 9.3 The proposed program describes shared roles and duties of program partners.

☐ Yes

☐ No

* 9.4 The proposed program implies potential for broader reach, replication and growth.

☐ Yes

☐ No

(i) * 9.5 The proposed program addresses the collective program impact within the community and/or among program partners.

☐ Yes

☐ No

Checklist Features

* 9.2 The proposed program is supported by evidence of prior/current program success.

☐ Yes

☐ No

* 9.3 The proposed program describes shared roles and duties of program partners.

☐ Yes

☐ No

* 9.4 The proposed program implies potential for broader reach, replication and growth.


☐ Yes

☐ No





(i) * 9.5 The proposed program addresses the collective program impact within the community and/or among program partners.

☐ Yes

☐ No

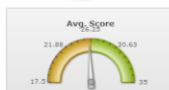

 Submit Responses

GENIE Score Page

Thank you for completing the survey. Your score is **26**

You may view your results below or click on the Download link to save a PDF version for later review.



1. PROGRAM DESCRIPTION AND IMPORTANCE

1.1.1 The proposed program provides evidence of feasibility.

Yes

No

2.1.2 The proposed program describes why it is well-timed and/or novel.

Yes

No

3.1.3 The proposed program defines the target group and need (think about health inequities).

Yes

No

3.1.3 The proposed program defines the target group and need (think about health inequities).

Yes

No

4.1.4 The proposed program justifies that the target group will benefit from the program or intervention, based on related research, best practice examples, or a needs assessment.

Yes



Score: 1
Recommended Practice
If you scored 3 or 4 - Great job! Your score indicates that your program meets 50% or more of the GENIE criteria for this category.

If you scored 0, 1 or 2 - It is important that your program plan is achievable and meets the needs of your target audience. It's important to explain how your program is not only necessary to meet those needs, but sufficiently planned to be effective. A literature review is strongly recommended to gather best practice recommendations and give you a sense of other effective interventions that address a similar target population or a similar topic. If you are not familiar with how to do a literature search or needs assessment, there are some tools in the GENIE Resource Kit to help you.

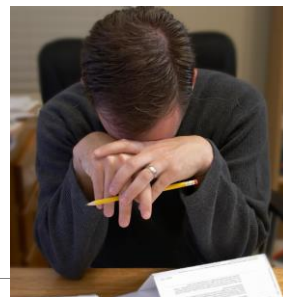
GENIE Score Page

Thank you for completing the survey. Your score is **26**

 Download  Email Results

This seems like a lot of work...



3. PROGRAM FRAMEWORK

3.1 The proposed program uses research or best practice examples to show how a model or framework integrates with the program goal.

6. PROGRAM CONTENT

6.2 The proposed program content is based on best practice examples or related research with citations from relevant research or government/health society guidance.

In one POS intervention, which factor was a better predictor of people using the information?

A) Participants needed to **like** the information

B) Participants needed to **understand** the information

Participants needed to **like** the information



"This finding highlights the need for communication efforts and research to move beyond a focus on "understanding of nutrition information" and to emphasize more the liking and attractiveness of information formats."

Hoefkens, Christine, Zuzanna Pieniak, John Van Camp, and Wim Verbeke. "Explaining the effects of a point-of-purchase nutrition information intervention in university canteens: a structural equation modeling analysis." *International Journal of Behavioral Nutrition and Physical Activity* 9.1 (2012): 111.

"...information characteristics (e.g. display size, color scheme), which are key determinants of consumers' attention to nutrition information and liking of the information, may offer a window of opportunity to improve the effectiveness of nutrition information in terms of targeted dietary change."

Hoefkens, Christine, Zuzanna Pieniak, John Van Camp, and Wim Verbeke. "Explaining the effects of a point-of-purchase nutrition information intervention in university canteens: a structural equation modeling analysis." *International Journal of Behavioral Nutrition and Physical Activity* 9.1 (2012): 111.

What can we learn from effective advertising models, such as AIDA (Attention, Interest, Desire, Action)?

What can we learn from behavior change models, such as the Transtheoretical Model?

How can we apply evaluations from other interventions into your design?

What can we learn from other types of POS interventions?

7. PROGRAM MATERIALS

7.1 The program cites and explains that the materials have social and cultural relevance including language, reading level, food likes/dislikes, household status, food/diet needs, interests, age/development stage matched, learning style and/or format.

EVALUATION

8.3 The proposed program's evaluation method is cited, based on related research, best practice or includes pilot testing to support its use.

The Effectiveness of Interventions to Increase Physical Activity A Systematic Review

Signs were effective for both obese and non-obese people, but greater for those who were obese; Among obese people, linking stair use to the potential for weight loss was more effective than signs for general health benefits;

Effects on African Americans was mixed;


This type of intervention is effective, when adapting the messages for the population.

Hoefkens, Christine, Zuzanna Pieniak, John Van Camp, and Wim Verbeke. "Explaining the effects of a point-of-purchase nutrition-information intervention in university canteens: a structural equation modelling analysis." *International Journal of Behavioral Nutrition and Physical Activity* 9.1 (2012): 111.

Resource Kit

[Home](#)
[About](#)
[Contact](#)
[How to Use GENIE](#)
[Videos and Resource Kit](#)



Many resources  GENIE to assist nutrition educators at any level of experience in developing the most effective programs possible

Definitions
To download a complete listing of defined terms and program examples found within the GENIE checklist, click [here](#).

Videos and Tutorials
A series of informational videos and tutorials have been created to help you familiarize yourself with GENIE and learn how GENIE can help you develop your nutrition education program. Click on the links below to access each presentation:

Tutorial	Video
Category 1: Program Description and Importance	Category 1: Program Description and Importance
Category 2: Program Goal	Category 2: Program Goal
Category 3: Program Framework	Category 3: Program Framework
Category 4: Program Format, Recruitment and Retention Plan	Category 4: Program Format, Recruitment and Retention Plan
Category 5: Intended Outcomes	Category 5: Intended Outcomes
Category 6: Program Content	Category 6: Program Content
Category 7: Program Timeline	Category 7: Program Timeline
Category 8: Evaluation	Category 8: Evaluation
Category 9: Sustainability	Category 9: Sustainability

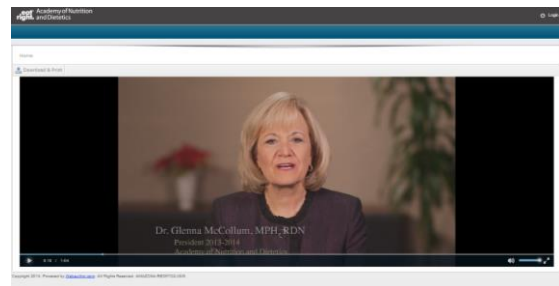
Additional Presentations

- [Link to the Technical Definition of Nutrition and Education as Intervention in GENIE](#)
- [A Message from ConAgra Foods Foundation](#)
- [Why GENIE with GENIE?](#)
- [Why is GENIE Important?](#)
- [Link to page 9/10/11](#)

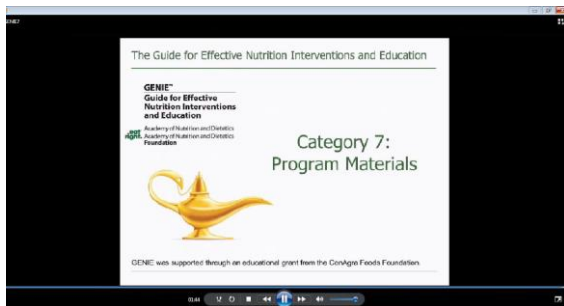
Sample Proposals
Familiarize yourself with GENIE by viewing this brief video presentation and using the sample proposals and scoring benchmarks.

Presentation
[GENIE Sample Proposals](#)

Videos



Tutorials



Sample Proposals
Familiarize yourself with GENIE by viewing this brief video presentation and using the sample proposals and scoring benchmarks.

Presentation
[GENIE Sample Proposals](#)

First Draft

- [Sample Proposal - First Draft Blank](#)
- [Sample Proposal - First Draft Coded](#)
- [First Draft Benchmarks](#)

Revised Draft - Composition Format

- [Sample Proposal - Revised Draft Composition Blank](#)
- [Sample Proposal - Revised Draft Composition Coded](#)
- [Revised Draft Benchmarks - Composition](#)

Revised Draft - GSA Format

- [Sample Proposal - Revised Draft GSA Format Blank](#)
- [Sample Proposal - Revised Draft GSA Coded](#)
- [Revised Draft Benchmarks - GSA](#)

PDF Note: You will need Adobe Reader to view these files. A free download is available from <http://tinyurl.com/adobe-reader>. To skip to a specific category or term, you can search within the PDF files using the function CTRL+F.

Additional Resources
To download a complete listing of online program planning resources, click [here](#).



Additional Resources

Sample Proposals

Familiarize yourself with GENIE by viewing this brief video presentation and using the sample proposals and scoring benchmarks.

Presentation

GENIE Sample Proposals

First Draft

- [Sample Proposal - First Draft Blank](#)
- [Sample Proposal - First Draft Colored](#)
- [First Draft Benchmark](#)

Revised Draft - Composition Format

- [Sample Proposal - Revised Draft Composition Blank](#)
- [Sample Proposal - Revised Draft Composition Colored](#)
- [Revised Draft Benchmark - Composition](#)

Revised Draft - GSA Format

- [Sample Proposal - Revised Draft GSA Format Blank](#)
- [Sample Proposal - Revised Draft GSA Colored](#)
- [Revised Draft Benchmark - GSA](#)

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GENIE™
Guide for Effective
Nutrition Interventions
and Education

GENIE Resources

GENIE : Guide for Effective Nutrition Interventions and Education Resources

For information on the intended purpose of this document visit <http://um.eatright.org/GENIE/>

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Category 1- Program Description and Importance:

Centers for Disease Control- Resources for Implementing the Community Health Needs Assessment Process

Background, planning, and data resources for conducting needs assessments.

<http://www.cdc.gov/policy/chna/>

USDA- Food Security in the US

Data on food security in the United States and its impact on individuals and communities.

<http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us.aspx?lbnfy=4000>

American Psychological Association- Socioeconomic Status

Facts about socioeconomic determinants including their impact on physical health, well-being, and educational outcomes.

<http://www.apa.org/topics/socioeconomic-status/>

Sample Proposals

GENIE : Guide for Effective Nutrition Interventions and Education Sample Proposal-First Draft

For information on the intended purpose of this document visit <http://um.eatright.org/GENIE/>

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Locally based ABC insurance company is offering open grant funding, up to \$1,000 for community-based projects to improve the health of area citizens. Robin Green, is a registered dietitian at a long term care facility in the town of Franklin. She is passionate about leading a healthy lifestyle and helping others do the same. Robin sees unhealthy eating habits as a major problem in Franklin and wants to do something about it. Each year, Franklin offers evening adult continuing education classes and she sees this as a good venue for providing nutrition education. Robin decides to apply for ABC's grant program to subsidize a healthy eating class as part of the adult education series.

First Draft- Page 2

- 1 Robin's first attempt at writing a proposal:
- 2 Program Overview and Population
- 3 The Town of Franklin is a place I love to call home. I am a Registered Dietitian at Franklin Gardens, a local long term care facility and my son attends Franklin Elementary School. Our town is a great place to work, play and learn, but I wish Franklin were a healthier place for my family. I think that the people of Franklin need to eat healthier foods. Other parents I've talked to say that they wish they could prepare healthier meals for their families, but feel they don't have the time or knowledge to do so. Instead, many rely on fast food restaurants or take-out options like pizza or Chinese food. As a mother, I know caring for my family is important and I have also struggled to find a balance between my busy schedule and a healthy lifestyle. From my experience, I have learned that preparing healthy meals is not hard, but does take a little planning and practice. I would like to share my experiences and knowledge with others in my town by offering a series of 4 cooking workshops as part of the established Franklin Adult Education program. I think these workshops will provide my community with the skills they need to prepare fast, healthy meals at home. Funding from ABC would allow us to reduce the cost to participants attending the workshop.

Scoring Benchmarks

GENIE : Guide for Effective Nutrition Interventions and Education Benchmark Score-First Draft

For information on the intended purpose of this document visit <http://um.eatright.org/GENIE/>

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1) PROGRAM DESCRIPTION AND IMPORTANCE			
1.1	Provides evidence of feasibility	___X___	Line 12-13: Establish setting and small number of workshops implies feasibility
1.2	Describes why it is well-timed and/or novel	---	The descriptions implies need, but does not make a case for why this program is the best fit for the populations at this time, so evidence of novelty
1.3	Defines the target group and need (think about health inequities)	___X___	Line 6-7: Weak evidence indicating need among this audience
1.4	Justifies that the target group will benefit from the program or intervention, based on related research, best practice examples, or a needs assessment	---	It is suggested that Robin spoke with other parents about her program, but there's no evidence to show how a cooking program will address family eating habits

Criterion 1.1 Example

1) PROGRAM DESCRIPTION AND IMPORTANCE			
1.1	Provides evidence of feasibility	Y	Line 12-13: Establish setting and small number of workshops implies feasibility

First Draft Coded

GENIE: Guide for Effective Nutrition Interventions and Education

Sample Proposal-First Draft

For information on the intended purpose of this document visit:
<http://www.academyofnutritionanddietetics.org/genie>

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GENIE:
Guide for Effective
Nutrition Interventions
and Education

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CATEGORY COLOR CODE
1) PROGRAM DESCRIPTION AND IMPORTANCE
2) PROGRAM GOAL
3) PROGRAM FRAMEWORK
4) PROGRAM SETTING, RECRUITMENT AND RETENTION PLAN
5) INSTRUCTIONAL METHODS
6) PROGRAM CONTENT
7) PROGRAM MATERIALS
8) EVALUATION
9) SUSTAINABILITY

Color Coding

- Robin's first attempt at writing a proposal:
- Program Overview and Population
- The Town of Franklin is a place I love to call home. I am a Registered Dietitian at Franklin Gardens, a local long-term care facility and my son attends Franklin Elementary School. Our town is a great place to work, play and learn, but I wish Franklin were a healthier place for my family. I think that the people of Franklin need to eat healthier foods. Other parents I've talked to say that they wish they could prepare healthier meals for their families, but feel they don't have the time or knowledge to do so. Instead, many rely on fast food restaurants or take-out options like pizza or Chinese food. As a mother, I know caring for my family is important and I have also struggled to find a balance between my busy schedule and a healthy lifestyle. From my experience, I have learned that preparing healthy meals is not hard, but does take a little planning and practice. I would like to share my experiences and knowledge with others in my town by offering a series of cooking workshops as part of the established Franklin Adult Education program. I think these workshops will provide my community with the skills they need to prepare fast, healthy meals at home. Funding from ABC would allow us to reduce the cost to participants attending the workshop.

CATEGORY COLOR CODE
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1) PROGRAM DESCRIPTION AND IMPORTANCE			
1.1	Provides evidence of feasibility	Y	Line 12-13: Establish setting and small number of workshops implies feasibility
1.2	Describes why it is well-timed and/or novel	Y	The description implies need, but does not make a case for why this program is the best fit for the population at this time; no evidence of novelty
1.3	Defines the target group and need (think about health)	Y	Line 6-7: Weak evidence soliciting need among this audience

Revised Drafts

Sample Proposals

Familiarize yourself with GENIE by viewing this brief video presentation and using the sample proposals and scoring benchmarks.

Presentation

GENIE Sample Proposals

First Draft

- Sample Proposal - First Draft Blank
- Sample Proposal - First Draft Coded
- First Draft Benchmark

Revised Draft - Composition Format

- Sample Proposal - Revised Draft Composition Blank
- Sample Proposal - Revised Draft Composition Coded
- Revised Draft Benchmark - Composition

Revised Draft - Q&A Format

- Sample Proposal - Revised Draft Q&A Format Blank
- Sample Proposal - Revised Draft Q&A Coded
- Revised Draft Benchmark - Q&A

PDF Note: You will need Adobe Reader to view these files. A free download is available from <http://get.adobe.com/reader>. To skip to a search within the PDF files using the function CTRL-F.

Additional Resources

To download a complete listing of online program planning resources, click [here](#).

How GENIE can be used

Your hospital wants to start a nutrition outreach program in the local middle school. It doesn't make sense for you to design a program from scratch, so you decide to select an existing curriculum to implement.

How GENIE can be used



You counsel clients at three locally owned fitness facilities. For the past year, you've been paid on commission, but you've built up a large clientele and now the facility is considering adding you as a salaried employee with benefits. They've given you the next year to show that your work helps clients and creates revenue.

How GENIE can be used



Twice a year, you are asked to provide a training to a group of afterschool care providers. The group already uses an established nutrition education program, but has some autonomy in deciding how the program is implemented. The providers look to you for guidance on how the program should be implemented.

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