

**Oregon State University College of Health and Human Sciences**

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**Year: 2012**

***Teaching, Advising and Other Assignments***

***Nutrition Education***

**A. Non-credit Courses/Workshops in Nutrition Education**

<b>Topic</b>	<b>Audience</b>	<b>No. of Classes</b>	<b>No. of Participants</b>	<b>Delivery Method</b>
Feeding your family & stretching your food dollar	Low income adults, seniors, agency staff	24	390	Single classes & series
5-A-Day, food safety, meal planning, nutrition, use of emergency foods	Low income families, some Spanish speaking, youth, food pantries	58*	4,773*	Displays, bulletin boards, book bags & short education or demonstration by volunteers
Nutrition, food safety & physical activity	Elementary school age youth	9	210	4- part series in classroom/afterschool
Nutrition, Food Safety & Preservation, Physical Activity	General public, volunteers	7	100	Classes with demonstration; volunteer assisted classes
Nutrition	Professionals, college students	2	35	Single classes, invited speaker
Cooking for better health, various other health topics	General public, study groups, older adults, students	4	60	Classes with demonstration and group interaction
FFEV Training	General public	1	8	2-day class train volunteers in nutrition, food safety, cultural sensitivity

\*reflects T.Nagorski food demonstrations in food pantry & grocery stores

Supervised four SNAP-ed staff who delivered direct nutrition education class series to 2696 youth, K-6<sup>th</sup>, (402 sessions) and 248 adults (44 sessions). Indirect education in the form of food demonstrations, public displays and parent newsletters to an additional 12,729 people (71 events).

Led strategic planning to reorganize delivery methods that will concentrate program resources on fewer participants but at greater depth. This approach reflects current research and SNAP-Ed's transition to the social ecological model for behavior change.

## **B. Nutrition Educational Impact**

**SSER**, grade 2, n= 316. 3% of students improved their knowledge about how many days/wk kids should eat breakfast (94% were correct on pre-test; 97% were correct on post-test). 11% improved their ability to select healthy breakfast choices (86% were correct on pre-test; 97% correct on post-test). 18% improved their ability to identify grains (76% correct on pre-test, 94% on post-test).

**Process Evaluation:** Brief mail in survey completed by teachers (n=14) following nutrition education series in classroom, grades K-5. When asked to rate the quality of the series, the average rating was 4.96 (1 being poor, 5 being excellent). When asked if the teacher observed students making an effort to increase physical activity and selection of nutritious foods, 50% and 64% respectively answered yes. When asked to choose whether the series was very worthwhile, worthwhile or not worthwhile, 86% chose "very worthwhile."

### ***Success Story: Youth Share Healthy Recipes with Family***

Nutritious food is only good for you if you actually eat it. This year we provided more opportunities for youth to prepare and taste healthy foods in our nutrition classes including fresh salsa, bean dip and yogurt cheese. Teachers reported that numerous parents inquired about the nutrition/cooking classes and how the youth wanted to try the recipes at home. One father was surprised when his daughter prepared the salsa because previously she had refused to eat foods containing onions and tomatoes.

## **C. Curriculum Development in Nutrition Education**

**The Efficient Cook**. Busy lifestyles often mean fewer home prepared meals and the loss of benefits to health and family that accompany them. This lesson explores ways to increase cooking efficiency and includes leader guide, learning activities, participant handouts and evaluation. Over 70 participants, primarily Extension study groups, in 5 counties received this lesson.

**Impact:** 66 evaluations received and currently being analyzed.

## **D. Team or Collaborative Efforts in Nutrition Education**

**Cooking with Kids**: Over the past several decades, families have dramatically increased purchases of convenience/fast food while fewer meals are prepared and eaten at home. This trend has a negative impact on children's dietary quality and weight balance. This class emphasized adults and youth partnering in the kitchen for better food and family meals. 20 youth/adults participated in a series of 4 sessions that included nutrition education and cooking sessions. The

series was taught in cooperation with Sky Lakes Medical Center staff and chef. A video was created using clips from the cooking class and shared on the medical center website.

**Impact:** Knowledge and behavior survey was collected after each session (n=30). When asked how much the session improved knowledge of specific nutrition information, the average response was 4.32 (1 being very little, 5 being very much). When asked how much the session increased knowledge of how to cook with kids, the average response was 4.43 (1 being little, 5 being very much). Based on retrospective self-evaluation, 57% were more likely to cook with their children and 14% were more likely to eat meals together as a result of participating in the class.

**Success Story:** Two young men in the class participated in 4-H cooking contest and regularly prepare meals for their families. When asked to set goals at school, one young participant in our class chose: cook more at home.

**Generating Rural Options for Weight-Healthy Kids and Communities**. NIFA Grant. (2011-present). Researchers have suggested that rural residency is a risk factor for children being overweight or obese. OSU researchers and field faculty in three counties (Klamath, Clackamas, Columbia) are working collaboratively with community members, schools and families to assess supports and barriers to healthy living in 6 rural cities. In this community based participatory research project, our local team is helping stakeholders alter the environment in ways that will prevent childhood obesity and create a model that can be used in similar communities. I coordinate project in intervention and comparison communities and supervise EPA2. Activities to date include height and weight assessments, key informant interviews, training for photo mapping, community meetings, stakeholder/network mapping.

**SNAP Outreach** (2011-present). One in four people receive food benefits in Klamath County. Vulnerable groups such as older adults or those living in rural regions of the county are more likely to be food insecure. I initiated this outreach component to help such groups learn how to access food benefits. We have one PT EPA1 whom makes regular site visits to Open Door Clinic, Sprague River Community Center and Senior Center. Over 4000 contacts were made this year resulting in ten families we are aware of that signed up for benefits as result of our help.

**Success Story:** One lady a spoke with had just lost her husband and had no income, she owned a house and vehicles so she wasn't sure how to survive. I helped her fill out paperwork, she took it straight to DHS and got her benefits that day. I ran into her the next day at the grocery store and she was stocking up, she was so thrilled to be able to buy so much food.

**Better Health Partnership** (2010-present). Collaboration with Skylakes Medical Center and other health partners to create educational opportunities. Resulted in nutrition education for parents in 2010, followed by cooking class for youth/parents in 2012. My role was to participate in needs assessment, program planning, evaluation. I served in advisory capacity when the collaborative launched a website (<http://www.healthyklamath.org/>) featuring population data and community health statistics.

**Grow and Preserve Your Own** (2012). Collaborated with Master Gardener coordinator to offer a unique educational 5-part series that combined food production with food preservation and emphasized adaptations needed for high desert regions. Participants (n=22) rated the class overall as 4.9 (1 being poor and 5 being excellent).

**Klamath Youth Harvest 4-H Club** (2011-2012). Gardens grow more than produce—they cultivate positive youth development and healthy food choices. Twenty five urban youth, ages 10-13, joined our 6-month summer garden/cooking 4-H club (Youth Harvest). Members learned to grow and cook healthy foods while being mentored by teen and adult leaders; they developed “work readiness” attributes by attending s summer skill building camp, exhibiting produce at the county fair and selling produce at a farmers market. The members formed connections with the community by donating their proceeds to the Food Bank and participating in 4-H Cooking Contest in the spring. As a result of this project a new 4-H club was formed that combines the best of 4-H and FCH—growing and preparing nutritious, sustainable foods. Video (3 min) of the project can be found at: [http://www.youtube.com/watch?v=jFAKX0R\\_0Oc](http://www.youtube.com/watch?v=jFAKX0R_0Oc).

My role was to coordinate the project team, manage budget, assist in managing volunteers, develop learning objective/activities, recruit members/volunteers and assist in evaluation/IRB. Project funded by HHS Outreach Collaborative for Healthy Oregon (OCHO).

***Impact:***

Although we only had seven completed surveys, of note was that 100% of youth agreed/strongly agreed to these statements “I increased my interest in gardening; “I know how to prepare vegetables to eat;” and “I am more willing to try new health foods in the future.” All of these positive responses reflect the main intent of the project.

Youth participants also garnered marketable skills with 100% agreeing/strongly agreeing to each of these statements (n=7):

- I learned how to ask others for help
- I learned how to help others
- I learned how to sell produce to customers
- I learned how to work as a member of a team
- I developed a good attitude about work

The Positive Youth Development scale demonstrated a statistically significant change in levels of all constructs (competence, connection, caring, contribution, confidence) except for Character. Thus the changes in youth development were not due to chance despite the low number of respondents.

Teen leaders also completed a retrospective survey on their experiences. Although the changes were not significant, they did trend in the positive direction (n=3) which suggests teens felt their contribution to the project was valued. When asked if they felt differently about ability as a teacher or mentor to younger youth as a result of this project, one teen answered, “Yes, because before I only had been a leader for a few different programs that didn’t give me as much experience as this program did. I feel I gained a lot more experience to make me a stronger leader.”

***Diabetes and Other Chronic Disease Education***

**A. Non-credit Courses/Workshops in Diabetes/Chronic Diseases Education**

<b>Topic</b>	<b>Audience</b>	<b>No. of Classes</b>	<b>Total No. of Participants</b>	<b>Delivery Method</b>
Meal planning for	People with	1	16	4-part series

diabetes	diabetes, pre-diabetes, family & caregivers			includes demonstration
Diabetes prevention & awareness	General public	1	20	Displays, bulletin boards & short education or demonstration
Chronic Disease Self-Management	People/caregivers w/chronic illness	0	0	6-part class, co-taught

**B. Diabetes/Chronic Disease Educational Impact**

*Meals Made Easy for Diabetes* (2010-2012): Of those surveyed (n=24), 58% increased their intention to improve behaviors related to planning and/or cooking healthy meals for diabetes

**C. Team or Collaborative Efforts in Diabetes/Chronic Disease Education**

**Weight of the Nation** (2012): Collaborated with Klamath County Library to host viewing and discussion using DVD series on the issue of obesity in the nation. Held 5-part sessions in Klamath, Bonanza and Chiloquin with help from local librarians.

*Evaluations of Instruction*

**Participant Evaluations**

Year	No. of Participants	No. of Evaluations	Class Topic	Rating
2012	15	14	Nutrition for Drug/Alcohol Rehab	5.71
2012	9	9	The Efficient Cook	5.67
2012	12	14	Meals Made Easy for Diabetes	5.78

**Peer Evaluations**

Year	Faculty Reviewer	Program Observed
2012	Jamie Fitch	Creating Successful Groups

*Other Assignments*

**Oregon Family Nutrition Program (OFNP) Klamath-Lake Unit.** Responsible for Klamath County program coordination, budget, strategic planning, marketing, reporting, partnership building, participant recruitment, staff training/supervision/performance evals (four employee and approximately 9 volunteers), communication with statewide program leaders & maintaining advisory committee. Incorporated Lake County into unit plan this year.

**Public Health Intern:** Provided opportunities and supervision for public health intern during the summer. Collaborated with public health to provide broad experience. Student improved understanding of public health needs in rural communities and Extension/Public Health improved collaboration to offer valuable experiences for students in health careers.

**Requests for information** (e-mail, phone):

Professional Requests	11
General Community	69
Individual consult	2
eXtension As Expert	6

**Marketing.** Marketing is an essential component of maintaining and expanding my clientele base. I use press releases, brochures and television to market my programs while at the same time delivering brief educational message. Following the description of methods and my role, is a listing of the number of times each methods was used.

Press Releases. Published in Herald and News. 35,600 readers. Wrote press releases announcing classes to be offered or information that was available through Extension.

Program Fliers and Brochures. These are marketing tools that I have created to promote programs or classes that are distributed to target audiences.

Newspaper Articles. Provided research based data to journalist and arranged interviews with local spokespeople featured in articles. Published in Herald and News. 35,600 readers.

Television Spots. Presented brief educational message; most used for Farm & Garden Report, KOTI Channel 2, <60 seconds. Approximately 30,000 viewers. Several of the spots are longer.

State, Regional and National Publications. Provided information on local programs that are featured in state, regional or national publications such as AARP, OSU Synergies. Approximately 50,000 readers. Articles are generally short in length ie. 4-5 paragraphs.

Topic	No. Press Releases	No. Flier/Brochure	No. Newspaper Articles	No. Radio Spots	No. TV
Nutrition & Diabetes Education	4	900	5	1	0

***Scholarship and Creative Activity***

## Refereed State/Regions Publications

**Case, P.** (2011-12) The Efficient Cook. Extension Family and Community Health, Oregon State University. FCH12-04, 06, 07. Lesson (teacher guide, participant handouts & activities) used by 5 counties.

## Non Refereed Evaluation and Educational Tools

**Case, P.** County Website. Maintained Health and Nutrition pages on county website.

## Refereed Presentations at Professional Meetings

### *State*

**Case,P.** (March 2012). *Creating successful groups*. FCH/4-H Conference. Wilsonville, OR

## Grants, Contracts and Fundraising

### *Non-competitive*

**Case, P.** (2012). “Klamath-Lake Unit Oregon Family Nutrition Program,” Food and Nutrition Service/USDA, \$157,000. Authored county portion of state grant only.

**Case,P.** (2011). Skylakes Medical Center Foundation. Secured \$600 to provide community education, *Food Hero Cooking Class*.

### *Competitive*

**Case, P.** (2012). “Training Lay Health Advisors to Prevent Diabetes: Assessing the viability of this approach for Hispanic communities in rural Klamath County.” Hoecker Extension Innovative Grants. \$2993.

Todd, S., **Case, P.** (2012). “Growing Community Health Starts in an Educational Garden.” Hoecker Extension Innovative Grants, \$3,000.

Hall, E., **Case, P.**, R.Palmer. (2012-13). “Increasing capacity of Living Well in Klamath & Lake Counties.” Oregon Health Authority and Area Agency on Aging, \$10,000.

## *Service*

2012	PPHS Personnel Committee	Member
2008-present	Journal of Nutrition Education & Behavior	Ad Hoc Reviewer
2005-present	Klamath Head Start Health Advisory Board	Member
2009-present	Klamath County Schools Wellness Committee	Member
2010-present	Klamath County CASA	Board Mebr/Secretary
2010-present	Sky Lakes Diabetes Advisory Committee	Member
2010-present	SNE FNEE Program Planning Committee	Member/Reviewer
2011-present	eXtension Ask an Expert	Member
2011-2012	Graduate Committee for Julie Thomas	Member

2012	Search Committee SNAP Outreach, Klamath	Chair
2012	Search Committee EPA2 GROW Grant, Klamath	Chair
2012	Search Committee NEP EPA1, Klamath	Chair
2012	NEP Adult Curricula Work Group	Member
2012	Peer teaching evaluation K.Gunter	Evaluator
2012	Letter support Klamath Healthy Com Grant	Supporter
2012	Search Committee SNAP Ed State Coordinator	Member
2012	Oregon Academy of Nutrition Nominating Comt	Chair elect

## **Awards**

Oregon School Wellness Award, Bonanza Elementary School. Served on school team that implemented exemplary wellness practices. One of 3 schools in Oregon recognized by Oregon Department of Education in 2012.