**English and Spanish-Speaking Parents’ Interest and Acceptability of a Clinic Based EFNEP Intervention for Pediatric Obesity Prevention**

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**Background**

Obesity continues to disproportionately impact low-income, ethnically diverse youth. Existing government-funded nutrition education programs and pediatric medical clinics can partner to target and deliver relevant interventions. The nutrition education programs have expertise in delivering behaviorally-focused, culturally sensitive interventions.

**Objective**

The objective was to explore English and Spanish speaking parent interest and acceptability of a community nutrition intervention collocated in medical clinics.

**Target Audience**

Low-income English and Spanish-speaking parents with young children.

**Program Description**

Parents of pediatric patients were referred by physicians to the intervention (8-weekly, 1.5 hour sessions) delivered by Expanded Food and Nutrition Education (EFNEP) educators in medical clinics.

**Use of Theory & Research**

The EFNEP intervention, Eating Smart Being Active, based on SCT and adult learning strategies, was augmented to focus on pediatric obesity prevention:

1. Guided goal setting (GGS),
2. Healthy Kids (HK) and My Child at Mealtime (MCMT) obesity risk assessments,
3. Story-telling, and
4. Food-related parenting topics.

**Results-qualitative**

A total of 26 focus group interviews (n = 65) were conducted in English and Spanish with 97% of the parents interviewed said they enjoyed participating in the intervention.

- I like the class. I really enjoy, you know, having the time to discuss and learn. (P41, G16)
- I liked the variety of information. [It helps to] learn better and be able to apply it to our daily lives, with my children. (P64, G26)

More Spanish-speaking parents indicated the content of the intervention was relevant to their needs (P = .0003; Figure 4).

**Content Relevance**

- **Knowledge Gain**: English 21%, Spanish 37%
- **Gain by Language**: English 61%, Spanish 85%

**Results-quantitative**

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**Figure 1. Intervention Referral Process**

**Figure 2. Demographics (n=106)**

**Figure 3. Intervention**

**Table 1. Intervention referral, enrollment and attendance by English and Spanish speaking parents (n=106)**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>English n. %</th>
<th>Spanish n. %</th>
<th>P-value &amp; χ² statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinic Referrals</strong></td>
<td>709</td>
<td>496: 70%</td>
<td>213: 30%</td>
<td>--</td>
</tr>
<tr>
<td><strong>Expressed Interest</strong></td>
<td>264</td>
<td>164: 33%</td>
<td>100: 47%</td>
<td>12.29</td>
</tr>
<tr>
<td><strong>Not Interested</strong></td>
<td>445</td>
<td>332: 67%</td>
<td>112: 53%</td>
<td>P = .0004</td>
</tr>
<tr>
<td><strong>Attended &gt;4 intervention sessions</strong></td>
<td>83</td>
<td>39: 24%</td>
<td>44: 44%</td>
<td>11.78</td>
</tr>
<tr>
<td><strong>Attended &lt;4 intervention sessions who expressed interest</strong></td>
<td>181</td>
<td>125: 76%</td>
<td>56: 56%</td>
<td>P = .0006</td>
</tr>
</tbody>
</table>

**Figure 4. Intervention Appeal and Usefulness as Expressed by Spanish-Speaking vs. English-Speaking Parents during Focus Group Interviews**

**Conclusion**

Results from this study indicated that parents referred to the intervention were interested and attended with greater appeal and relevance to Spanish-speaking parents.

**Citations**


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