**Background**

- Novel approaches are needed to deliver relevant, trusted healthy eating supports to populations experiencing health disparities.
- The Patient Activated Learning System (PALS) is a publicly available web-based resource designed to provide engaging, easily understood, and well-researched information for people who want to know more about health and disease management.
- On PALS, evidence-based information is presented in single-objective webpages.

**Objectives**

- Develop evidence-based PALS webpages about relevant nutrition and cardiovascular disease (CVD) topics.
- Evaluate acceptability of the PALS nutrition webpages using interviews with Expanded Food and Nutrition Education Program (EFNEP) educators and participants.

**Methods**

- Pilot study conducted between 2019-2021
- Multidisciplinary partnership: Cornell University Division of Nutritional Science, Cornell Cooperative Extension and New York State EFNEP, Weill Cornell General Internal Medicine, PALS

**Process and Results**

**Conducted online surveys with EFNEP educators to determine nutrition topics**

- **Survey 1**: Purposive sample (n=12)
  - Submitted common nutrition questions about CVD
  - Questions grouped thematically, condensed, and included in Survey 2
- **Survey 2**: Convenience sample (n=45)
  - Rated questions on perceived relevance

- Identified 33 common high priority CVD-related nutrition questions
- Highest ranked questions informed topics for 4 new PALS nutrition webpages
  1) Coconut oil and heart health
  2) Saturated and unsaturated fats
  3) Dietary fiber and heart health
  4) Soluble and insoluble fiber

**Developed 4 PALS nutrition webpages**

- Built a rapid systematic review process integrating evidence from nutrition research and practice guidelines to inform page content
- For each PALS webpage developed an:
  - Evidence Review Summary for professionals
  - Public-facing content at the 6-8 grade reading level
  - Manualized the evidence review process

**Assessed webpage acceptability for EFNEP audience with EFNEP educators**

- Conducted 6 virtual semi-structured focus groups (n=10)
- 2 researchers iteratively coded group transcripts, independently summarized feedback, and discussed findings.
- Pages contain clear, concise information
- Content acceptable for educators and participants
- Combination of text and figures helpful for range of learning needs
- Appreciated behaviorally-focused content in particular

**Assessed page acceptability with EFNEP participants**

- Conducted virtual semi-structured individual interviews (n=12)
- Solicited feedback about page content clarity, appeal, helpfulness
- 3 researchers iteratively coded interview transcripts, independently summarized feedback, and discussed findings
- Pages offer relevant, easily digestible content
- Identified appealing aspects, e.g., practical information in colorful figures
- Demonstrated understanding of content
- Most found content helpful and would return to PALS, citing clarity of information and perceived trustworthiness of source

**Conclusions & Implications**

- Collaborative effort by Cornell Division of Nutritional Sciences and Weill Cornell PALS team led to creating a strong pipeline to produce nutrition-related PALS content.
- Engaging EFNEP educators and participants in development and review helped generate relevant, useful, and appealing content that these stakeholders found trustworthy.
- The PALS nutrition content development process is a replicable method to produce acceptable evidence-based nutrition information for underserved populations.
- Lessons learned may apply to other eHealth platforms.