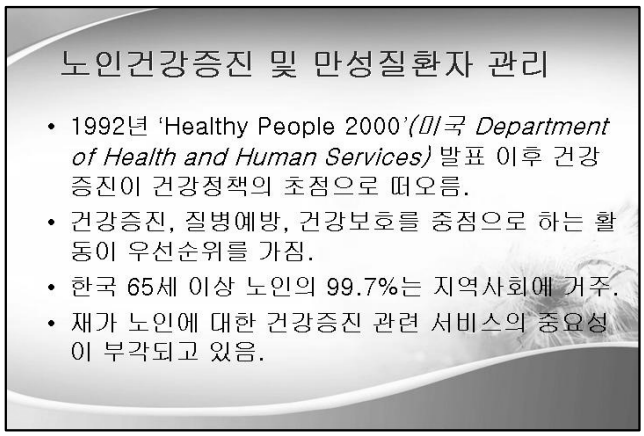
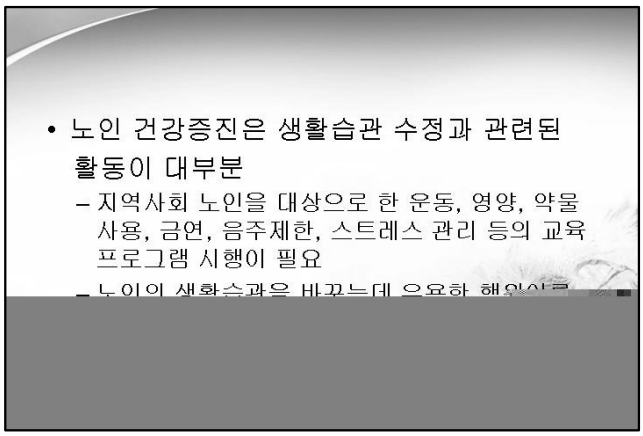
[심포지움]

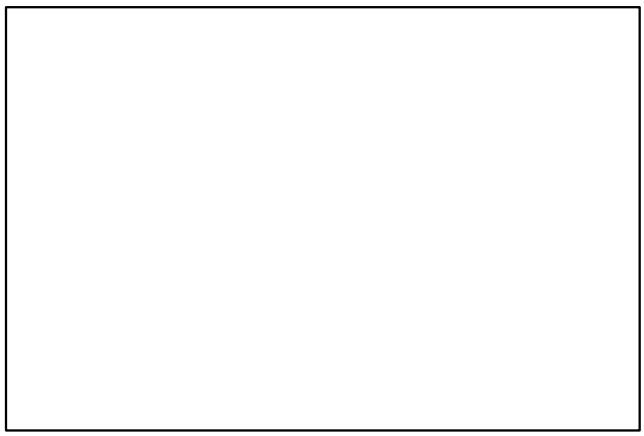
건강증진을 위한 노인 영양교육 프로그램

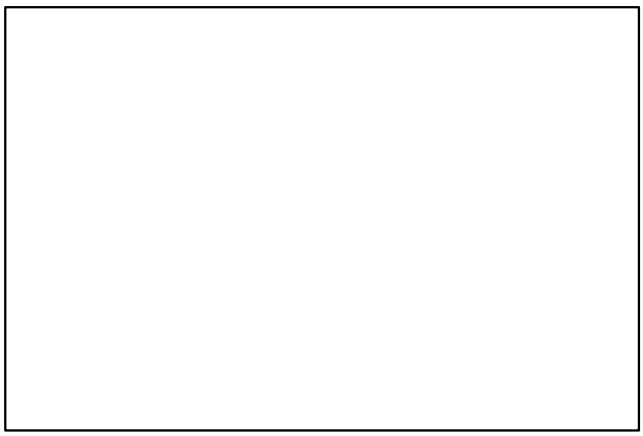
손 정 민

분당서울대학교병원









영양교육 전략

- Cooperative learning
  - Small groups work together, exchanging information, teaching each other, providing support and assistance to each other
- Inquiry learning
  - Given problematic situation
  - Gather and analyze information, describe the problem, and examine potential alternative solution
- Nutrition Experiments

Cooperative learning

- Advantages
  - Diverse groups share strengths, perspectives
  - Makes use of knowledge from other content areas
  - Once group is set, learners generate new information
  - More solutions are generated by the group than by one
  - Flexible method, it allows work with varied group sizes (from 2 on up)

Cooperative learning

- Disadvantages
  - Takes time to build group/team empathy
  - Group may take longer to accomplish an outcome than an individual
  - Need commitment of learners and teacher to make it work

Inquiry Learning

- Advantage
  - Flexibility: learners can pursue a topic a their own speed and choose a specific direction
  - Learners work out their own conclusion: it is not told to them
  - Teacher does not need to think of all possible alternatives for potential answers: in fact, groups of learners can brainstorm man strategies and often generate more diverse answers

Inquiry Learning

- Disadvantage
  - Learners who want direction may feel lost
  - Need to allow enough time for learners to develop inquiry strategies
  - Learner needs to be able to distinguish types of information sources, such as distinguishing between accurate. Objective information and biased information

Nutrition Experiments

- Advantage
  - Attempting to forecast outcome stimulates curiosity
  - Maintains motivation through planning and in analyzing results
  - Reinforces analytical thinking about food, nutrition
  - Learners participate at their own level, arrive at their own conclusions
  - Learners construct their own meanings to build structures for subsequent learning

Nutrition Experiments

- Disadvantages
  - Only certain lessons can be learned through experiments
  - Can be costly; need facilities, materials, space
  - Need time to plan and carry out experiments

Tips for written nutrition education materials

- 12-16 point fond
- Bold type
- High contrast (black on white)
- Avoid glossy paper to decrease glare
- Avoid blue, green, and violet due to decreased ability t discriminate between these colors
- Use personal pronous such as I, you, we
- 5th to 8th grade reading level

노인을 위한 영양교육 자료에 관한 조사

- 건강문제
  - 퇴행성 관절염, 당뇨병, 고혈압, 위장질환, 심장병 등
- 식습관의 문제점
  - 과식이 가장 많이 언급됨
  - 음주, 결식, 우유의 섭취 문제, 불규칙한 식사, 맵고 짜게 먹는 식습관
- 바람직한 식습관의 저해요인
  - 경제적 문제
  - 젊은 층과의 입맛 차이
  - 식욕통제의 어려움
  - 직접조리시 번거로움
  - 결식
  - 치아불량

- 선호하는 교육 주제
  - 노인의 일반적 영양관리
  - 관절염 예방
  - 당뇨병, 고혈압, 골다공증 등
  - 노인에게 유익한 음식 소개
- 교육방법
  - 개별적인 영양상담 선호
  - 포스터를 통한 방법, 강의형 집단교육도 선호
  - 강의 외에 토론, 참여, 비디오시청, 게임 등 다양한 방법 요구
  - 손을 사용하여 하는 3차원적 활동 선호
- 교육매체
  - 소책자, 리플렛

- 교육자료 개발시 어려운 점
  - 노년기 변화(시력, 청력)에 맞는 자료 제작
  - 노인의 인지도 차이
  - 기존의 노인자료 부족
- 교육 자료 개발시 고려 사항
  - 시각적으로 노인에게 적합한 자료
  - 쉽게 이해할 수 있는 자료
  - 그림 위주로 간단명료하고 내용을 반복하는 자료
  - 실천가능한 자료

- When material is perceived as relevant and useful to enhance personal health and well-being, *older adults are likely to learn new dietary patterns*.