

Omega-3s: Leader's Guide

INTRODUCTION

Messages about fat consumption have focused on decreasing intake. However, one type of fat, omega-3, has been shown to be important in reducing risk and severity of several diseases or conditions, and an increase in consumption is recommended. The purpose of this program is to familiarize participants with the health-promotional value of omega-3 fats and instill self-confidence about increasing omega-3 intake. Web-free and Web-access program delivery options are available.

Educational objectives

After participating in this program, learners will be more able to:

- Delineate functions and sources of omega-3 fats.
- Identify related health benefits.
- Select and prepare good food sources of omega-3 fats as part of a health promoting diet.
- Reflect on readiness to make personal dietary changes.

Intended audience

This program was planned for persons with symptoms of or at risk for conditions known to be helped by increasing omega-3s: arthritis, heart disease, allergies, bipolar disorder, depression, stroke, lupus and renal disease. The preventive as well as the treatment roles of omega-3s need further study, so providing this program to all persons appears prudent.

BEFORE THE PROGRAM

Web-free option: Complete steps marked with *

Web-access option: Complete each step below

- * Review this *Omega-3s: Leader's Guide* and *Omega-3s: Fats You Should and Can Eat*, MF-2519.
For each participant, make a copy of the *Learning Record* on the back of this publication.
Browse the K-State Research and Extension Omega-3 Web page: www.oznet.ksu.edu/humannutrition/omega3.htm. Print the omega-3 content page for reference during the program.
- * You may want to prepare one of the Web site recipes or bring recipes on cards.
- * Check out the local availability of omega-3 food sources and purchase some examples to use in the program.
- * Secure poster paper, flip chart or writing board, a highlighter and markers to help record the group discussion.
Browse the K-State Research and Extension Problem-based Learning Facilitator page www.oznet.ksu.edu/humannutrition/pbl.htm to familiarize yourself with the techniques required for successful facilitation of a problem-based learning unit.

Community Awareness Activities

Plan an omega-3 recipe contest.

Work with local food retailers to make sources of omega-3s more widely available.

Develop a public service announcement for your local radio/television station or newspaper about the value of omega-3s.

Present this lesson to disease-specific support groups, e.g. lupus support group.

Encourage local restaurants to serve omega-3 foods and to identify them as high in omega-3 fats.

Facilitate local elderly congregate and home-delivered meal sites to include omega-3 sources in their menus.

Plan a bake sale or potluck meal around the theme of omega-3 rich products.

Other ideas for your area:

By Barbara Lohse Knous, PhD, RD, LD

Omega-3s: Leader's Guide

Web-free option

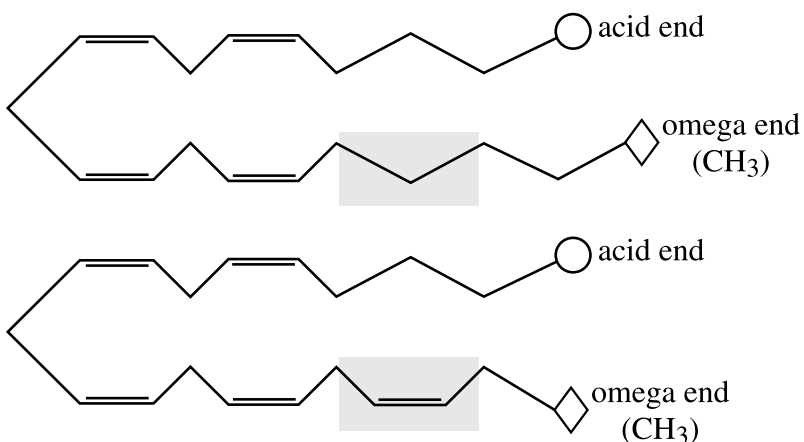
If you do not have Web access, guide participants through the lesson, then complete the *Ask Yourself* and *Examine Your Food Choices* activities in fact sheet MF-2519.

Web-access option

1. Indicate to participants that the program on omega-3s will be conducted using a small group, participatory format.
2. Provide each participant with fact sheet MF-2519. Briefly outline the sections of the lesson. Distribute copies of *The Learning Record*, found on the back page of this leader's guide.
3. Plan to have either a participant or you read aloud *Jim's Health Concern*, also on the back page.
4. Divide the group into small groups. Assign each group a number to record on their *Learning Record*. Let participants work in small groups to apply the lesson information to Jim's problem.
5. Ask the small groups to list **on the *Learning Record*** requests for additional information that would help them give advice to Jim. You may need to give examples, e.g. "Does Jim have any food allergies?" Use the *Problem Data* (at right) to provide each group with answers to their questions. Each small group may ask different questions; that is OK. At the end of the program, participants will be able to learn from the unique approach of each small group. Follow documentation directions on the *Problem Data* page.
6. As a larger group, discuss the advice each small group planned to give Jim.
7. Next, encourage participants to identify new knowledge and new or continuing questions raised by this program; have them record these on the *Learning Record*. Collect and mail completed *Learning Records* to:

Barbara Lohse Knous, PhD RD LD, Kansas State University, 203 Justin Hall, Manhattan, KS 66506.

8. Now help participants apply the lesson information to themselves by having them complete the *Ask yourself* and *Examine your choices* activities found in MF-2519 *Omega-3s: Fats You Should and Can Eat*. Discuss their answers as a larger group. Review lesson information not covered or discussed by the small groups. Encourage browsing of the K-State Omega-3 Web site.



The shaded regions denote the structural difference between omega-6 (top) and omega-3 (bottom) fatty acids.

—figure by Judy Speer, graphic designer, Department of Human Nutrition

References used to prepare this lesson are cited on the K-State Research and Extension Omega-3 Web site: www.oznet.ksu.edu/humannutrition/omega3.htm.

Program leaders will want to contact an RD or MD to answer questions or provide information about medical nutrition therapy.

Omega-3s: Leader's Guide

Problem Data (for use with the Web-access option)

Using a highlighter, mark the facts that participants request. If an item is requested by more than one group, then use a pen to circle or underline the already highlighted item.

Age: 53 **Height:** 5'10" **Weight:** 208 pounds

Health: Mild heart attack six months ago. History of some depression, but has never visited a counselor or used medication for this.

Current supplement usage: 400 IU vitamin E; multivitamin; heart combo of B6, B12 and folate

Medications: Aspirin, 1/2 tablet a day

Alcohol and tobacco use: Smoked 1/2 pack per day for 30 years until six months ago. Drinks two or three glasses of wine occasionally, but no more than weekly.

Food allergies: Shrimp

Food preferences: Jim likes all foods; no dislikes noted

Exercise: No participation in a exercise program; aware of need to be active

Background: Accountant; married, two grown children; golfs, gardens, reads

Facilitator Survey:

Please complete the survey and mail this entire page with the participants' *Learning Records* to: Barbara Lohse Knous, PhD RD LD, Kansas State University, 203 Justin Hall, Manhattan, KS 66506.

Lesson used First time 2 - 5 times >5 times

The format used for the omega-3 FACS lesson was: (Please circle the number that most closely agrees with your opinion.)

| | | | | | | | | |
|-------------|---|---|---|---|---|---|---|-------------|
| Enjoyable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Frustrating |
| Challenging | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Simple |

The content of the omega-3 FACS lesson was: (Please circle the number that most closely agrees with your opinion.)

| | | | | | | | | |
|------------------|---|---|---|---|---|---|---|----------------|
| Useful | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Not useful |
| Understandable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Confusing |
| Beneficial to me | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Not beneficial |

Check the statement that best describes your opinion.

I plan to use this small group format with this lesson again.

I plan to use the lesson, but modify the format. (Explain.)

I will probably not use this lesson again. (Explain.)

Approximately how much time did you spend preparing for this program? Minutes

Learning Record: **Group #** ___ **Date** _____ **County** _____

Jim’s Health Concern

Jim was diagnosed six months ago with rheumatoid arthritis and has been feeling very depressed lately. A friend told him about a study that had used cod liver oil to help depression and arthritis. Jim already takes some medications, so he is reluctant to try another supplement, especially ones that would increase his fat intake. However, he would like to try some dietary changes if this treatment is helpful. Jim is really uncertain about his choices.

Information requests

Advice for Jim

Identify some facts you learned by studying about Jim’s problem.

What new questions have been raised by your study of this situation?

Please circle the number that most closely agrees with your opinion.

| | | | | | | |
|---|---|---|---|---|---|--|
| I learned a lot | 1 | 2 | 3 | 4 | 5 | I learned very little |
| I would like to study more topics using this small group format | 1 | 2 | 3 | 4 | 5 | I prefer to use another method to study this topic |
| I found this learning format enjoyable | 1 | 2 | 3 | 4 | 5 | The format was <u>not</u> enjoyable to me |

Comments:

Please mail to Barbara Lohse Knous, Kansas State University, 203 Justin Hall, Manhattan, KS 66506.

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