

**SEC, TOPIC 3. NUTRITION & HEALTH EDUCATION COMMUNICATION PROCESS**

Probable question

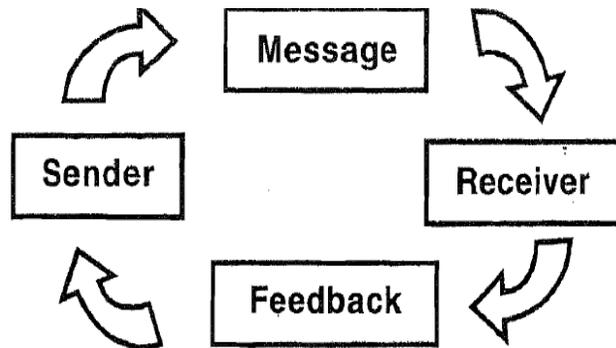
- (1) Enumerate the components of communication process
- (2) What are the four phases of the process of nutrition education?
- (3) Explain the process of nutrition education communication with relevant example.

**NUTRITION & HEALTH EDUCATION COMMUNICATION PROCESS**

Before we going to discuss the process of nutrition and health education communication, let us first understand what we mean by Communication.

**Communication** simply defined, is *the act of transmitting information, ideas and attitudes from one person to another such that intended goals are met.* There are four basic components of the communication process.

These are *sender or communicator, message, receiver and the feedback*



Components of communication process

The communication process is simple.

- The *sender or the communicator* wants to communicate something and decides to speak, write, and send non-verbal or visual signals known as *message*.
- The *receiver* wants to understand the sender's meaning and therefore listens, reads or observes non-verbal information or visual information and sends verbal or non-verbal *feedback* to the sender

**FOUR PILLARS OF A SUCCESSFUL COMMUNICATION PROCESS**

COMPONENT	CHARACTERISTIC	EXAMPLE
<b>The sender or communicator (source):</b>	People are exposed to communications from many different sources and more likely to believe a communication from a source they trust, that is, has high credibility. The reason why the same individual responds differently to	E.g-A educator who demonstrate Home based Supplementary food preparation method in rural settings with low cost available resources in simple and familiar way is well accepted than the educator who only projected the utility

	different communications also resides in sender controlled characteristics of communication i.e. the communicator's attributes.	of already prepared Supplementary food without considering the available resources.
<b>The Message</b>	<p>The message consists of what is actually communicated, including the appeals, words, pictures and sounds that are used to get people's ideas across for motivation or practice change. A well designed message addresses itself clearly to the problem to be dealt with. It recommends a solution or action after taking into account the resistance points to the desired action and has a motivational element.</p> <p>The presence of a <i>channel</i> is very important for delivery of message. This is also sometimes referred to as the communication method. It is same as the medium, which is the delivery system or channel of communication for a message. This medium can be a person and/or an audio visual aid like radio or a television.</p>	E.g-A good educator always try to construct his/her message i.e supplementary food preparation method either through demonstration or through audio-visual aids (Channel) in rural settings as most of them are illiterate. Supplementary food preparation method demonstration motivates audience to learn and prepare home based low cost Supplementary food for their children.
<b>Receiver (audience):</b>	<p>The first step in planning any communication is to consider the intended audience. A method that will be effective with one audience may not succeed with another.</p> <p>Different individuals respond differently to the same message, with the significant causes being present in attributes of the receivers themselves.</p>	<b>E.g-</b> A educator who demonstrates the method of home based supplementary food preparation in rural settings must consider the type of audience present. It is totally dependent both on educators and receivers inherent quality that how much people are able to prepare the same formula at their home in near future. Success rate of this programme also depend on type of audience present.
<b>The Feedback</b>	Feedback is defined as the response or information provided as a result of an event, the event in this case being the transmission of information. Feedback occurs when the receiver receives the message from it source through a medium/channel .The receiver listens, reads, or observes nonverbal signals or visual information and sends verbal or non-verbal feedback to the communicator/source who can modify the messages to make it more persuasive to the receiver.	E.g-After demonstration of home based supplementary food preparation method, audience may ask different types of question or put some queries like that how long this food can be preserved ?or about the amount suitable for different age group ,i.e the feedback. On the basis of these feedbacks communicator can able to modify his/her demonstration (message).

Thus, communication is effective if all these elements are present.

**Imparting Nutrition and Health Education is totally based on this communication process and presence of these 4 elements makes it effective one.**

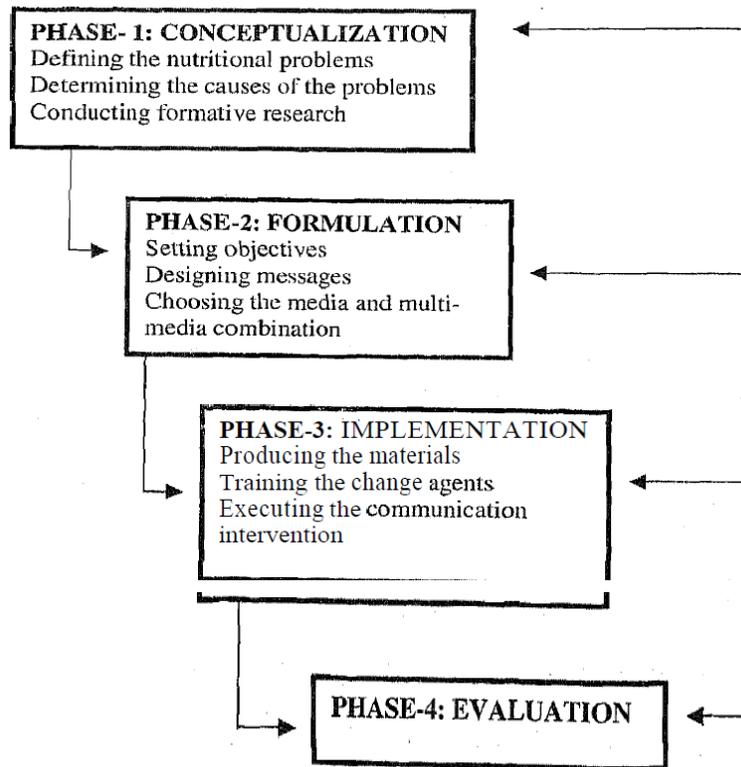
There are many steps involved in the process of conducting a nutrition and health education programme.

- During this process, **identification and analysis of problem** is most important.
- Educator should also know **what message to give** and **methodology to use to communicate** to the people so that they are able to improve their nutrition and health behaviors.
- **Educators then introduce the process of nutrition education.**

Now look at the process of nutrition education communication. Nutrition education communication involves a carefully planned and thought out process to achieve the objectives of improved health and nutritional behaviors in the vulnerable population. The scheme for planning a nutrition education is based on a theoretical framework and consists of four phases namely:

- Conceptualization,
- Formulation,
- Implementation and
- Evaluation

**Process of nutrition education phases**



PHASE	
<p><b>First phase</b> <b>A. Conceptualization</b></p>	<p>Conceptualization phase, includes</p> <ul style="list-style-type: none"> <li>• Determination of the type and extent of nutritional problems</li> <li>• Identification of the population groups at risk and</li> <li>• Analysis of the causes of nutritional problems.</li> </ul> <p><b>Causal analysis:</b> It is very important to analyze the causes of the problems as it helps to identify the factors which influence these problems. Therefore, problem analysis is the first step in conceptualization. Problem analysis is conducted by a method called <u>causal analysis</u>.</p> <p><b>Formative research:</b> This method has proven very useful in nutritional diagnosis. It involves drawing up a network of factors known or presumed to affect nutritional</p>

	<p>status in a given context.</p> <p>For conducting causal analysis specific to a community, formative research was conducted. <i>Formative research is, in fact a term which describe investigations conducted for programme design and planning.</i></p> <p>Formative research helps us to understand</p> <ul style="list-style-type: none"> <li>• The context, need and characteristics of a community before we plan a nutrition education communication programme.</li> <li>• It helps to understand specific human actions and behaviors and</li> <li>• The cultural, social, economic, environmental and political factors that influence these human actions and food behaviors.</li> </ul> <p>Food behaviors are affected by environmental factors such as social, physical, economic and informational environment and interpersonal factors. They are also influenced by experiences which an individual might have had with the food and some biological factors. The findings of formative research show the undesirable behaviors and factors affecting these behaviors. Educators thus identify behaviors which should be adopted by the target group and the actions which must be taken in order to modify the behaviours in question.</p>
<p><b>Second phase B.Formulation</b></p>	<ul style="list-style-type: none"> <li>• The first step in formulation phase is to define the clear objectives for the Nutrition Education Communication Programme. These objectives should be specific, measurable and time bound. Identification of the audience who will be targeted for behaviour change must be noted. For example, educator may identify the mothers of children below the age of 6 years, especially children below 2 years and pregnant and lactating mothers for nutrition education. From this finding of the formative research, the current behaviors and the factors affecting these behaviors are determined. This process facilitates the development of messages during formulation phase.</li> <li>• Again the findings of the formative research can identify the popular channels of communication or media in the community. It will help to develop a choice of media mix in order to develop optimum synergy between the channels. After identification of the media mix, educator can decide on the support materials to be developed for the programme. Support materials are those on which messages are transmitted for example, posters, radio programme. The next step in the formulation phase is to formulate a communication strategy in which all the communication activities as discussed in the previous are integrated with each other.</li> </ul>
<p><b>Third Phase C.Implementation</b></p>	<p>Implementation means carrying out the activities in the field. Implementation of NEC programme basically includes being ready with the software (the people or the nutrition educators) and the <i>hardware</i> (the messages, material and communication strategies). Implementation phase has three aspects:</p> <ul style="list-style-type: none"> <li>• production of <i>support materials</i>,</li> <li>• <i>training</i> and</li> <li>• executing the communication intervention.</li> </ul> <p>In the formulation phase educator identified messages and media mix and decided on the support materials. Educator should realize that support materials serve to reinforce person-to-person communication. Prior to implementation, the nutrition educators should be trained appropriately in all aspects of NEC, particularly counseling and</p>

	<p>communication methods, monitoring and evaluation of the programme and learning from the experiences. Educators need to ensure that all persons involved in various communication activities <i>carry</i> out adequately their roles in their respective sectors. Implementation involves a multidisciplinary team trained for the NEC programme. They should very well understand and know the messages content, as well as, the technique to effectively communicate these messages. There are different methods of communication which can be used to disseminate messages to the community. It is also important during implementation that the health system and health nutrition services are geared to meet the increased expectations and demands for quality services from audiences who have been exposed to NEC.</p>
<b>Fourth Phase D.Evaluation</b>	<p>After activities are implemented in the field, educator must assess how audiences are doing. For this educator conduct evaluation.</p> <ul style="list-style-type: none"> <li>• Evaluation is the measurement and assessment of the success of a communication programme in reaching its goals.</li> <li>• Evaluation must be considered as a necessary support activity, an instrument for refining or restructuring communication activities. Educators should try to make evaluation a participatory process, which will involve the educators, service providers, planners and the community. The evaluation must respond to two fundamental questions. These are: <ol style="list-style-type: none"> <li>1) Have the objectives been met?</li> <li>2) Has the implementation process satisfied the various persons involved in the intervention and above all the population concerned?</li> </ol> </li> </ul> <p>An evaluation plan would guide an educator about what, how, where and when he/she will evaluate the nutrition education programme.</p>

### Key elements in the intervention design for behavior change

