

论著

西部某贫困县初中生营养与食品安全知信行健康教育效果评估

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摘要:

目的: 对西部某贫困县初中生营养与食品安全教学干预效果进行评估, 为进一步完善和改进健康教育手段提供依据。方法: 采用多阶段整群抽样, 在我国西部某国家级贫困县随机抽取4所中学, 再随机分成干预组与对照组, 在所每所中学7~9年级各随机抽取1个班, 共12个班初中生进行营养与食品安全知识、态度、行为基线问卷调查, 以此为参考编写教材, 对干预组学生进行为期1学年的营养与食品安全试点教学, 对照组不予教学干预。干预后使用相同问卷对干预组与对照组再次进行调查。结果: 基线调查初中生410人, 干预后调查474人, 基线调查和干预后调查两组人口学基本特征均衡可比, 基线资料两组的营养与食品安全知识、态度、行为得分差异无统计学意义( $P>0.05$ ); 干预后调查, 单因素分析结果显示干预组知识总分及各维度得分、营养知识学习态度、健康饮食习惯等维度得分高于对照组( $P<0.05$ ); 多阶段整群抽样两水平线性混合效应模型分析结果显示干预是提高知识总分的显著因子( $P<0.05$ ), 在营养相关疾病、合理膳食维度效果明显( $P<0.05$ )。两种分析均显示干预对提高态度得分效果不明显( $P>0.05$ )。结论: 营养与食品安全课程教学能有效提高贫困地区初中生营养与食品安全知识水平, 但培养健康饮食理念和行为需要进一步规范课程, 对不同年级初中生教学应各有侧重。

关键词: 营养与食品安全 知识、态度、行为 干预

Effect of nutrition and food safety education among middle school students in a poverty-stricken county in west China

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Abstract:

Objective: To evaluate the effect of nutrition and food safety education among middle school students in a poverty-stricken county in west China, and to explore the better education model for further education.

Methods: Students of grade 7 to 9 were selected from 4 middle schools in the country through multi-stage cluster sampling for the questionnaire, and the schools were assigned into an intervention group or a control group. After students in the intervention schools completed one year nutrition and food safety education with the textbooks, students were chosen from the same 4 schools to finish the same questionnaire again.

Results: A total of 410 students from grade 7 to 9 were selected at the baseline study, and 474 students in the final study. The essential characteristics of the 2 groups were not statistically significant ( $P>0.05$ ). In the baseline investigation, the differences in the scores on nutrition and food safety knowledge, attitude and practice between the 2 groups were not significant ( $P>0.05$ ). In the final study, the scores on the knowledge, attitude of nutrition knowledge learning, and dietary habits among students in the intervention group were significantly higher than those in the control group ( $P<0.05$ ). School-students mixed model demonstrated that the intervention was protective factor on scores of knowledge, in particular with nutrition related diseases and reasonable diet ( $P<0.05$ ). But the intervention didn't affect the scores on attitude in both ways ( $P>0.05$ ).

Conclusion: Nutrition and food safety education can improve the nutrition and food safety knowledge effectively. The curriculum should be further standardized and different emphases should be set up to different grades to cultivate healthy diet behaviors.

Keywords: nutrition and food safety knowledge, attitude, practice intervention

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