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NUTR 501
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**Create a series of SOCIAL MEDIA POSTS**

Summary:

Creatine: What, When, and How. The targeted audience for these three social media, in thise case Instagram, posts are avid weightlifters and athletes from high school to adulthood that are looking to or have been supplementing with creatine. I imagine this post having the most impact on the high school and college athletes because of how popular weightlifting and dietary supplements are with those generations.
Learning Objectives:
1. What creatine is
2. Scientific backing of creatine
3. When and how to use creatine

I chose social media because I am on the younger side (age 22) and am still very active on social media. I may one day actually post this information to a social media platform. Being 22 I believe I know what will draw and maintain avid social media users attention to ensure they are reading the whole message and not just picking and choosing what they want to hear. I often am asked questions by my friends and family members around my age what creatine really is and how it is used, and so I believe a social media post can educate many people on creatine and its uses by giving them simple facts and pointers.

Post #1
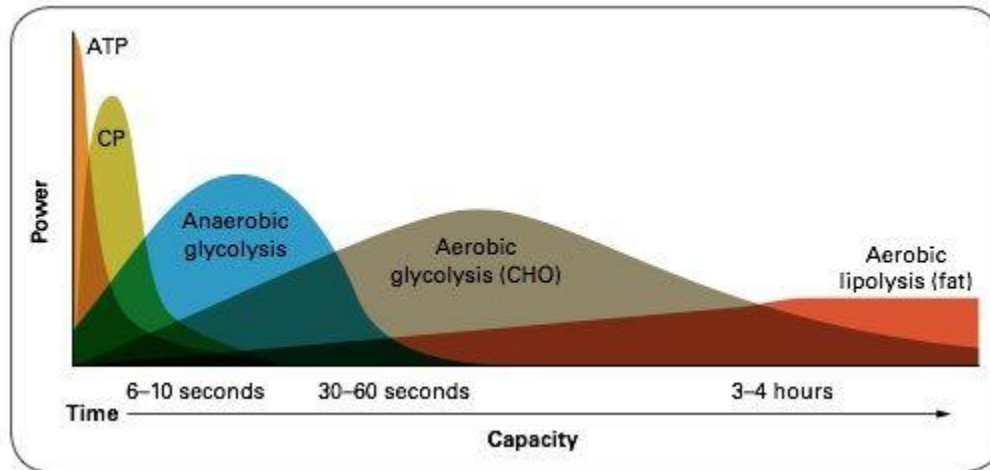
Caption: Unlocking the Power of Creatine! 💪 💡 Did you know the Creatine-Phosphate (CP) is naturally occurring in the body? The CP system is just one way our muscles get energy, but only lasts for short bursts like bench pressing and a 100 yard dash. Creatine monohydrate attaches to a phosphate (P) and when our bodies require a burst of energy, that phosphate is added to an ADP group to create muscular energy in the form of ATP ⚡ . #Creatine #Supplements #Nutrition #NutrtionEducation #Weightlifting #FitnessEducation #Lightweight #bodybuilding

Source:

Creatine. Mount Sinai Health System. (n.d.). https://www.mountsinai.org/health-library/supplement/creatine#:~:text=Creatine%20is%20a%20naturally%2Doccurring,it%20is%20used%20for%20energy.

Post #2

Caption: The Science 🧪 Behind Creatine's Benefits: Creatine supplementation isn't just a fitness trend; it's backed by extensive research! Here are some more proven benefits: Enhanced muscle strength and power, Improved exercise performance 🏋️, faster post-workout recovery

Check out these studies to read more! 🧐

https://www.sciencedirect.com/science/article/pii/S0273230006000912?casa_token=Fvr6-S3HeWgAAAAA:9nGy8t87j5oWB5EqIK9wkOj4LeJK2afUSCBHeorEw0wWH85l1QbNDY0DglrrvxdHJWZEdAHPQn0

https://link.springer.com/article/10.1023/A:1022465203458#citeas

https://link.springer.com/article/10.1007/s00726-011-0878-2

#CreatineScience #Nutrition #NutritionEducation #FitnessFacts #MusclePower #Recovery #Science #Research

Source:

Shao, A., & Hathcock, J. N. (2006). Risk assessment for creatine monohydrate. *Regulatory Toxicology and Pharmacology*, *45*(3), 242–251. https://doi.org/10.1016/j.yrtph.2006.05.005

Kreider, R.B. Effects of creatine supplementation on performance and training adaptations. *Mol Cell Biochem* **244**, 89–94 (2003). https://doi.org/10.1023/A:1022465203458

Kim, H.J., Kim, C.K., Carpentier, A. *et al*. Studies on the safety of creatine supplementation. *Amino Acids* **40**, 1409–1418 (2011). https://doi.org/10.1007/s00726-011-0878-2

Post #3

Caption: Mastering Creatine: Dosage and Timing 💊 ⏰ Remember, consistency is key! 💪
#CreatineDosage #SupplementGuide #FitnessTips #Howtocreatine #creatine #getbig #gains

Source:

Naderi A, de Oliveira EP, Ziegenfuss TN, Willems MT. Timing, Optimal Dose and Intake Duration of Dietary Supplements with Evidence-Based Use in Sports Nutrition. J Exerc Nutrition Biochem. 2016 Dec 31;20(4):1-12. doi: 10.20463/jenb.2016.0031. PMID: 28150472; PMCID: PMC5545206.

Nutrition Education Handout Checklist Scoring Criteria Content: Current, accurate, and consistent with USDA Dietary Guidelines and MyPlate

(required 'yes' for approval)

Yes

Check "yes" if the content promotes current, evidence-based recommendations, and is consistent with USDA Dietary Guidelines and MyPlate.

No

Check "no" if the content is based on outdated information (including MyPyramid).

Comments: _____

_____

Promotes relevant health issues for target audience

Yes

Check "yes" if the content addresses a relevant health issue of the target audience (i.e., reducing sodium for African-American audiences).

 No

Check "no" if the content is not relevant to the target audience (i.e., eating organic fruits and vegetables for low-income audiences).

Comments: _____

_____

Clear purpose

Yes

Check "yes" if it is immediately clear what the handout will tell you or how it can help you.

No

Check "no" if you have to read much of the content before you realize what the handout will tell you or how it can help you.

Comments: _____

_____

Total Content Score _____ (3 possible 'yes' responses)

3 Behavior Focus:

One or two main themes

Yes

Check "yes" if the handout contains no more than two main themes. For example, a handout with ten strategies to shop on a budget has one main theme, shopping on a budget.

No

Check "no" if the handout contains three or more main themes. For example, a handout that covers tips for healthy snacks, physical activity, and bedtime routines contains three main themes.

Comments: _____

_____

Specific examples of desired behavior

Yes

Check "yes" if the handout clearly instructs a person what to do, and how to do it through specific examples. For example, "Play active games with your kids, like hide-and-go-seek, double Dutch jump rope, or tag."

No

Check "no" if the handout provides vague recommendations without specific examples of desired behavior. For example, "Be more physically active."

Comments: _____

_____

Total Behavior Focus Score _____ (2 possible 'yes' responses)

Cultural Sensitivity: Culturally appropriate content for target audience

<mark>Yes</mark>

Check "yes" if the handout is intended for a general audience and includes many cultural food and behavior practices. Check "yes" if the target audience is a specific culture, and the handout includes appropriate food and behavior examples for that culture.

No

Check "no" if the handout is intended for a general audience and does not include culturally diverse food and behavior practices. Check "no" if the target audience is of a specific culture and the handout does not represent appropriate food and behaviors for that culture.

Comments: _____

_____

Culturally appropriate images for target audience

<mark>Yes</mark>

Check "yes" if the handout is intended for a general audience and includes images that respectfully represent many cultures, including the people, places and foods pictured. Check "yes" if the target audience is a specific culture, and the handout includes images of people, places, and foods from that culture.

No

Check "no" if the handout is intended for a general audience and does not include images that respectfully represent many cultures. Check "no" if the target audience is of a specific culture and the handout does not include appropriate images representing that culture.

Comments: _____

_____

Total Cultural Sensitivity Score _____ (2 possible 'yes' responses)

Written Word: Simple, common words

<mark>Yes</mark>

Check "yes" if simple, common words are used frequently, with limited use of abbreviations, acronyms, and technical jargon.

No

Check "no" if complex and unfamiliar words are used frequently or if abbreviations, acronyms, and technical jargon appear excessively.

Comments: _____

_____

Positive messages

<mark>Yes</mark>

Check "yes" if messages focus mostly on the positive behavior desired, i.e. "do this."

No

Check "no" if the messages focus mostly on the negative behavior to change, i.e. "don't do this."

Comments: _____

_____

Active voice, second person (you/your), conversational tone

<mark>Yes</mark>

Check "yes" if the handout refers to the second person (i.e. "you/your"), stays in the present tense, and uses a conversational/friendly tone. For example, "Offer healthy and tasty after school snacks for your kids, like grapes or cheese sticks."

No

Check "no" if handout refers to the third person, uses the past tense, and/or is too formal. For example, "Parents need to provide nutrient-dense foods in between meals for their children and adolescents."

Comments: _____

_____

Repetition of key words and/or new concepts

<mark>Yes</mark>

Check "yes" if key words and/or new concepts are repeated effectively for reinforcement, or if repeating key words is not necessary (i.e. for a very short handout).

No

Check "no" if repeating key words and/or new concepts would be effective for reinforcement, but are missing.

Comments: _____

Total Written Word Score _____ (4 possible 'yes' responses)

Developing and Assessing Nutrition Education Handouts (DANEH) Page 6

Organization and Readability Logical order, most important message first

<mark>Yes</mark>

Check "yes" if the information is displayed in a logical order, with the most important messages listed first.

No

Check "no" if information is disorganized, and/or the most important messages do not appear until later in the handout.

Comments: _____

_____

Short paragraphs

<mark>Yes</mark>

Check "yes" if each paragraph is short (60 words or less) and only contains one topic. Check "yes" if the handout does not contain paragraphs.

No

Check "no" if each paragraph is long (over 60 words) and/or contains two or more topics.

Comments: _____

_____

Space around headings and text

<mark>Yes</mark>

Check "yes" if there is a ½ inch margin around the perimeter of the handout and has at least a double space before headings.

No

Check "no" if the margins are less than ½ inch around the perimeter of the handout and/or there is little space before headings.

Comments: _____

_____

Blocks of text are left-justified

<mark>Yes</mark>

Check "yes" if blocks of text are left-justified. No Check "no" if blocks of text are centered or right-justified.

Comments: _____

_____

Bullets, numbers, and tables

<mark>Yes</mark>

Check "yes" if bullets, numbers, and/or tables appear often.

No

Check "no" if the handout contains mostly text, and few bullets, numbers, or tables.

Comments: _____

_____

Several informative headings/subheadings

<mark>Yes</mark>

Check "yes" if several headings/subheadings are present to help identify what the text will tell you next. No Check "no" if few headings/subheadings are present, and/or if the headings/subheadings do not inform you what the text will tell you next.

Comments: _____

_____

Easy to read font

<mark>Yes</mark>

Check "yes" if font is at least 12 point, and is serif (with feet, like Times Roman) or sans serif (without feet, like arial).

No

Check "no" if font is smaller than 12 point, and is fancy or curly.

Comments: _____

_____

Important text is bolded or underlined if necessary

<mark>Yes</mark>

Check "yes" if emphasizing text, bolding and underlining are used. Check "yes" if no emphasis of text is needed, (i.e. for a very short handout).

No

Check "no" if emphasizing text uses all caps or italics.

Comments: _____

_____

Purposeful and relevant images

<mark>Yes</mark>

Check "yes" if images show instruction or the desired behavior, are placed near relevant text, and include captions when necessary to describe the behavior or emphasize a point.

No

Check "no" if images do not show instruction or the desired behavior, are not placed near relevant text, or do not include captions as necessary.

Comments: _____

_____

5 th grade reading level

<mark>Yes</mark>

Check "yes" if handout is written at or below a 5th grade reading level.

No

Check "no" if handout is written at a 6th grade reading level or higher.

Three options for determining reading level:

Option #1: Word Readability Program

1. Set up readability program:
   a. Click Review
   b. Click Spelling & Grammar
   c. Click Options
   d. Select Show readability statistics
2. Select, copy, and paste text into Word. Fix any sentences that were separated when cutting and pasting from pdf to Word.
3. Under Review, click Spelling and Grammar Check.
4. Look for the FleschKincaid Grade Level of the bottom of the Spelling and Grammar box.

Option #2: Readability Score Website

1. Visit https://readabilityscore.com/.
2. Select, copy, and paste text into the online readability score tool. (No need to fix any separated sentences.)
3. Look for the FleschKincaid Grade Level at the right of the screen.

Option #3: Readability Formula By Hand

1. Select three samples of 100 word passages randomly.
2. Count the number of sentences in all three 100 word passages, estimating the fraction of the last sentence to the nearest 1/10th.
3. Count the number of syllables in all three 100 word passages. Make a table as follows: Number of Sentences Number of Syllables First 100 words _____ _____ _____ Second 100 words _____ _____ _____ Third 100 words _____ _____ _____ Total _____ _____ _____ Average _____ _____ _____
4. View http://www.readabilityformulas.com/graphics/frygraph2lg.jpg and enter the graph with Average Sentence Length and Number of Syllables. Plot where the two lines intersect. Area where dot is plotted signifies the approximate reading grade level of the content.
5. If you find a great deal of variability, you can put more sample counts into the average. *(Source: Readability formulas. http://www.readabilityformulas.com/frygraphreadabilityformula)

Comments: _____

_____

Total Organization and Readability Score <mark>Using option 2 I received a 4.84 on the Flesch-Kinkade Grade</mark> Level (10 possible 'yes' responses)

Total Score _____

Overall Comments:

Approval In my professional opinion, I consider this handout a quality nutrition education handout.

==Yes==

No

By: _____ Date: ___/___/____