

Research Week 2020

Increasing Self-Efficacy and Body Appreciation in Collegiate Athletes as Part of a Cooking Education Intervention

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Keywords

Sports nutrition, body appreciation, self-efficacy, cooking, nutrition education

Abstract

Purpose

Collegiate athletes often consume inadequate diets and have a high prevalence of disordered eating behaviors and body dissatisfaction. To improve dietary intake, previous research suggests that the use of a cooking and nutrition curriculum may support nutrition knowledge and self-efficacy. While these studies have provided insight into the relationship between nutrition education and confidence in cooking skills, incorporating a body appreciation component to the curriculum may support optimal health, athletic performance, and overall well-being. The purpose of this study was to assess the effectiveness of a nutrition and cooking education curriculum in improving self-efficacy and body appreciation in collegiate athletes.

Methods

A four-week nutrition education and cooking curriculum was developed and implemented in college athletes. A mixed methods approach was used to assess the effectiveness of the intervention. Quantitative data was collected at baseline and completion of the intervention to assess changes in self-efficacy and body appreciation. Qualitative data was collected at completion of the intervention to assess feasibility of the intervention.

Results

Ten athletes participated in the intervention. Quantitative results indicated significant improvements in self-efficacy (P=.003) and no change in body appreciation (P=.28). Qualitative data confirmed quantitative findings suggesting improvements in nutrition knowledge and self-efficacy in meal preparation.

Conclusions

Our findings indicate that the implementation of a cooking and nutrition education curriculum is indeed feasible and significantly increases self-efficacy in cooking and meal preparation as well as increases nutrition knowledge among collegiate athletes.