



Implementation of a Cooking Skills Program for Adults with Developmental Disabilities

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OVERVIEW OF CAPSTONE SITE

The Mustard Seed is a facility that aims to predominately serve adults with developmental disabilities. Their mission statement is as follows “The Mustard Seed seeks to meet the spiritual, physical, emotional, and intellectual needs of adults with developmental disabilities by providing a loving and protected Christian community with meaningful activities that allow the participants to fulfill the potential that God has created within them.” The Mustard Seed is a private, non-profit organization and by choice does not receive government funding. In addition to the Seedsters' monthly tuition, support relies on individuals, corporations, foundations, gift shop profit, churches, and others who believe in the Mustard Seed mission. Day Program clients come M-F from 8:30-4:30, and the facility has one male group home and one female group home with full-time residents.

LITERATURE SUMMARY

- One of the most prevalent comorbidities individuals with Down Syndrome have is obesity (Kinnear, et al., 2018).
- There is an identified relationship between individuals’ weight management issues to the rising number of individuals who have poor nutritional cooking skills (Wolfson, Frattaroli, Bleich, Smith, & Teret, 2017).

Theory

- The Person-Environment-Occupational-Performance Model (PEOP) was the main theory chosen to guide the development of this doctoral capstone project and was used by considering the person (each individual Seedster), environment (Mustard Seed campus, group homes, activity center facility), occupation (daily tasks/responsibilities, artwork, classes, and activities), and performance (how each component can be used together to create a desired outcome) (Fazio, 2017).

NEEDS ASSESSMENT

Phase I Needs Assessment

The Phase I Needs Assessment was an open-ended, semi-structured, face-to-face interview conducted with the capstone student mentor, Rosemary Taylor. The identified needs were internet safety, cooking skills, budgeting/shopping, how to follow a recipe, healthy nutrition, life skills, and hygiene.

Phase II Needs Assessment

The Phase II Needs Assessment was a semi-structured, face-to-face interview conducted with possible participants individually. The identified needs were knowledge of healthy nutrition and safety awareness/kitchen safety.

PROJECT GOALS

- Goal 1:** The capstone student will begin implementing a 10-week cooking skills program with four main components: Healthy Nutrition, Budgeting/Shopping, Kitchen Safety, and Cooking by week four of the capstone experience.
- Goal 2:** The capstone student will determine each participant’s competence in the four components of the 10-week cooking skills program from the data collected during the program evaluations.
- Goal 3:** The capstone student will determine each participant/staff member’s satisfaction with the 10-week cooking skills program.

PROJECT DEVELOPMENT/IMPLEMENTATION

The title of the 10-week cooking skills program was Cooking Club. The program consisted of four main components: Healthy Nutrition, Budgeting/Shopping, Kitchen Safety, and Cooking. Healthy Nutrition, Budgeting/Shopping, and Kitchen Safety consisted of two weeks of class time, and Cooking consisted of three weeks of class time. The Healthy Nutrition component aimed to educate the participants on identifying healthy foods, creating a healthy plate, and understanding healthy nutrition. The Budgeting/Shopping component was included to teach the participants how to create a grocery list, how to budget for a grocery list, and how to shop for groceries online. The Kitchen Safety component informed the participants on how to be safe in the kitchen when cooking and how to increase overall safety awareness. The Cooking component was designed to provide the participants with an experiential learning, supervised experience to practice their cooking skills.

The results of the Pre-Test/Post-Test Cooking Skills Evaluation concluded that most of the participants demonstrated a percentage increase from the pre-test to the post-test. Refer to Figure 1 for details regarding each participant’s pre-test/post-test scores.

Figure 1: Pre-Test/Post-Test Individual Scores

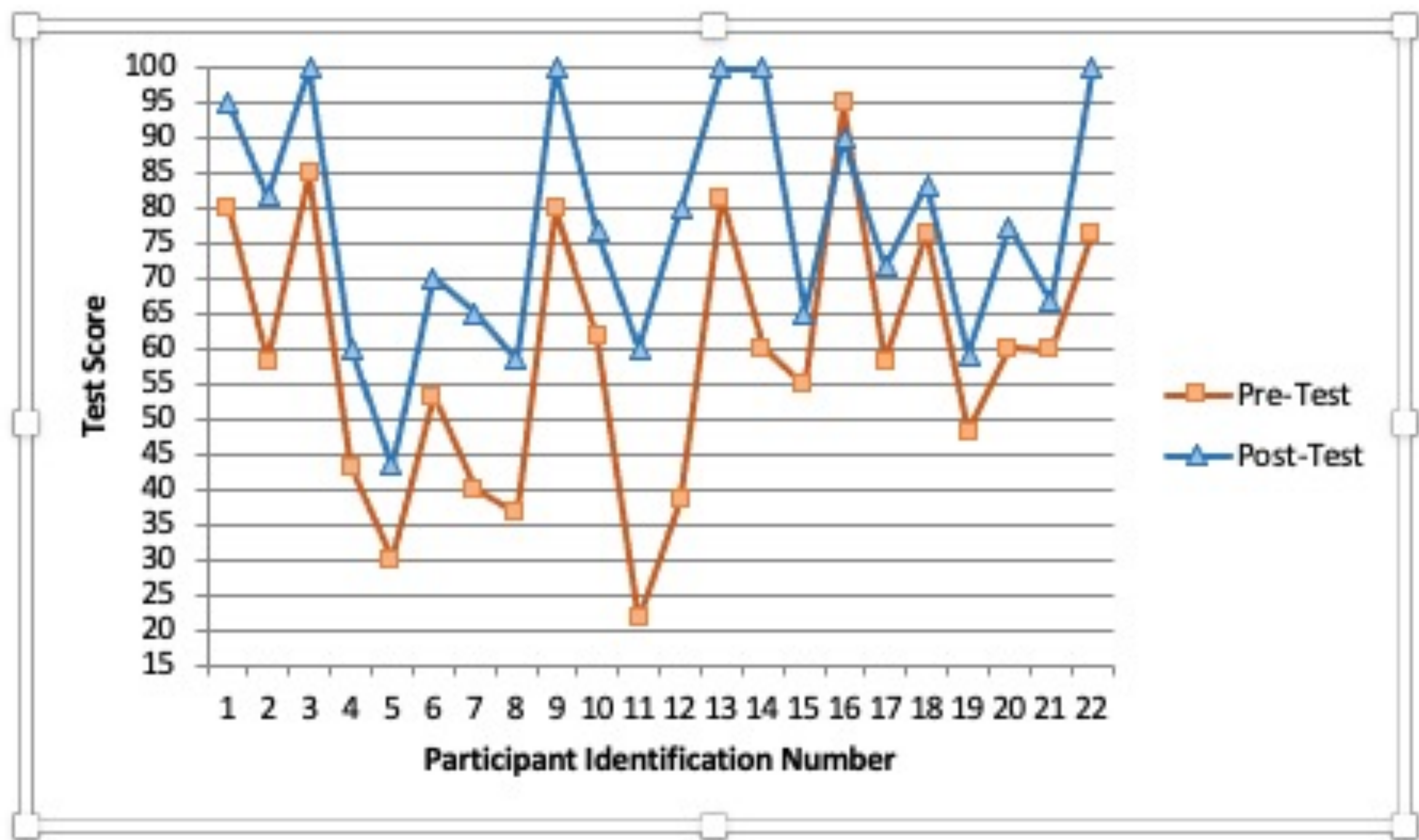
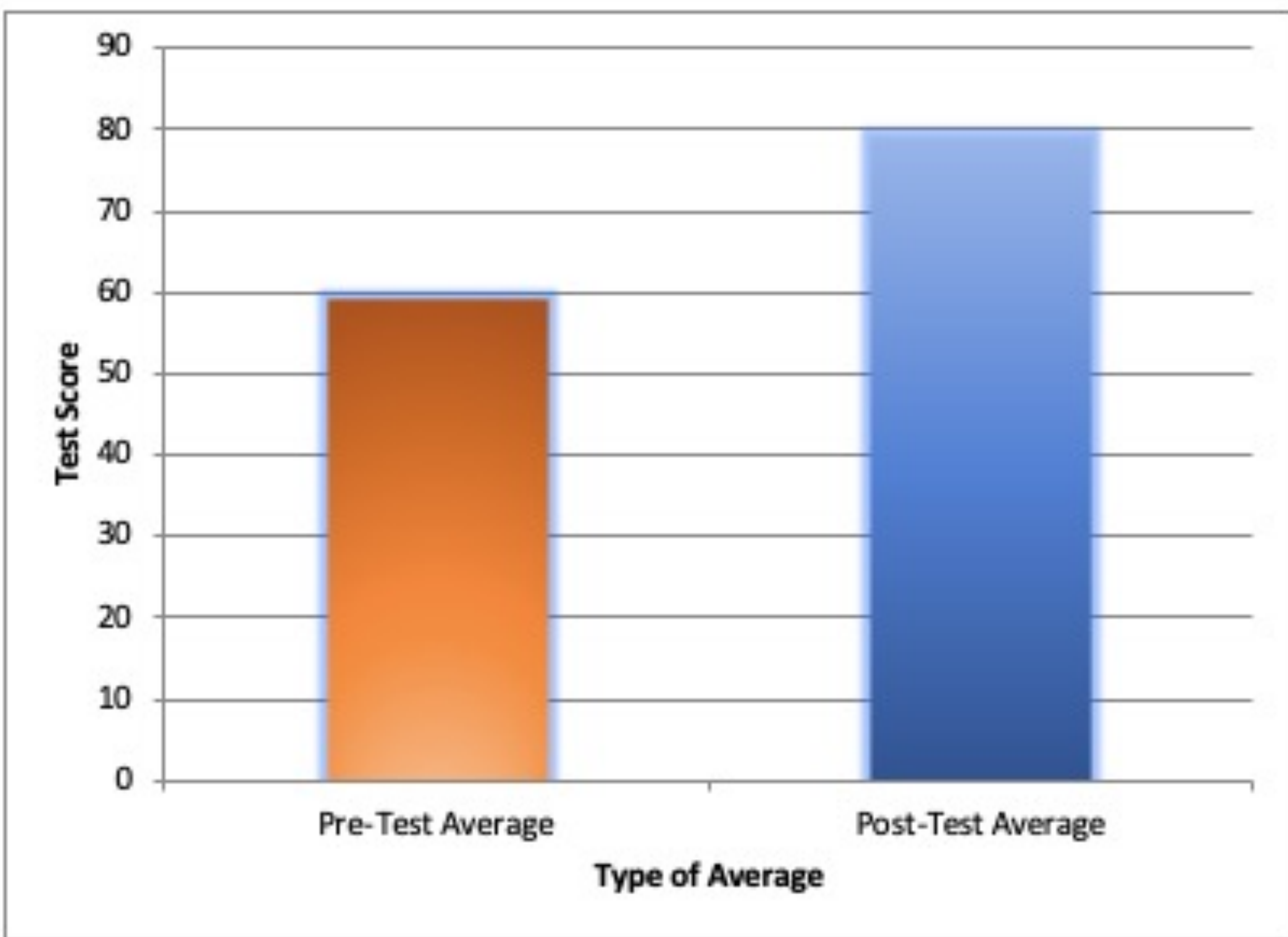


Figure 2 illustrates the cumulative average scores from the Pre-Test/Post-Test Cooking Skills Evaluations. The Pre-Test Cooking Skills Evaluation cumulative score was 59.03%, and the Post-Test Cooking Skills Evaluation cumulative score was 78.72%. Therefore, the overall percent increase was 19.69% which supports a substantial gain of the participants’ cooking skills.

Figure 2: Pre-Test/Post-Test Cumulative Averages



PLAN FOR PROJECT EVALUATION

The student developed a Pre-Test/Post-Test Cooking Skills Evaluation which aimed to generally assess each participant's cooking skills. The pre-test was utilized to determine a baseline of each participant’s cooking skills prior to implementation of the cooking skills program. The post-test was utilized to determine the growth of each participant’s cooking skills upon the completion of the cooking skills program. In addition to this, the student developed group quizzes and participant/staff satisfaction surveys. The group quizzes were utilized to assess each participant’s retention and application of acquired cooking skills throughout the 10-week program. The participant/staff satisfaction surveys were utilized to identify the individual’s satisfaction with the program and to encourage feedback, ideas for change, and offer a section for additional comments.

PROJECT SUMMARY AND FUTURE RECOMMENDATIONS

Overall, the project received positive feedback as evidenced by the responses from the Participant/Staff Satisfaction Surveys . The project was noted to promote increased cooking skills as evidenced by the results from the Pre-Test/Post-Test Cooking Skills Evaluations. Future recommendations include but are not limited to additional ideas for recipes to cook; making the class sizes smaller; grocery shopping at the store; extending the duration of the program; involving additional staff, family members, and group home parents.