

**Dear Health Professional:**

This Suitability Assessment of Materials (SAM) questionnaire is a brief systematic method used to objectively assess the suitability of the Diet Quality Screening Tool for use with diverse patient populations and settings. This screening tool provides a diet quality score for self-assessment and to guide counseling.

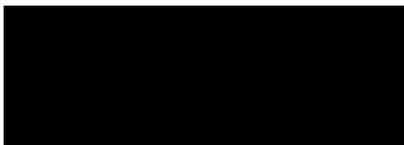
SAM provides a guide to rating materials on factors that affect readability (the relative difficulty of decoding the words) and comprehension (the relative difficulty of understanding the meaning).

**SAM rates materials in 6 areas:**

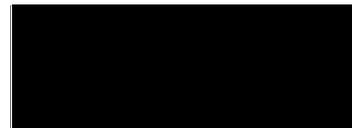
1. Content
2. Literacy Demand
3. Graphics
4. Layout and Type
5. Learning Stimulation and Motivation
6. Cultural Appropriateness

**Scoring Instructions:** For each of the 22 factors in this assessment packet, please rate the Diet Quality Screening Tool “Superior = 2 points,” “Adequate = 1 point,” or “Not Suitable = 0 points.” We also encourage you to write comments in the comments section or directly on the screener. Comments can be very useful to the developers of the Diet Quality Screening Tool.

In advance, thank you for sharing your time and expertise.



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## Suitability Assessment for the Diet Quality Screening Tool

### Content

- 1. Purpose:** It is important that readers understand the purpose of the materials. If they do not clearly perceive the purpose, they may miss the main points.

*Circle one:*

2 = Superior                      Purpose is explicitly stated in the title, cover illustration or introduction.

1 = Adequate                      Purpose is not explicit. It is implied or multiple purposes are stated.

0 = Not Suitable                      No purpose is stated in the title, illustration or introduction.

N/A = Not Applicable                      This question does not apply to the Diet Quality Screening Tool.

*Comments:*

- 2. Content Topics:** Adult learners usually want to solve their immediate problems, rather than learn medical facts. The content of most interest and use to readers is behavior information to help solve their problems.

*Circle one:*

2 = Superior                      Majority of material is application of knowledge aimed at desirable reader behavior.

1 = Adequate                      At least 40% of content topics focus on desirable behaviors or actions.

0 = Not Suitable                      Nearly all topics focus on non-behavior facts.

N/A = Not Applicable                      This question does not apply to the Diet Quality Screening Tool.

*Comments:*

**3. Scope:** Scope is limited to purpose or objective(s).

*Circle one:*

2 = Superior                      Scope is limited to essential information directly related to the purpose.

1 = Adequate                      Scope is expanded beyond the purpose; no more than 40% is nonessential information.

0 = Not Suitable                      Scope is far out of proportion to the purpose and time allowed.

N/A = Not Applicable              This question does not apply to the Diet Quality Screening Tool.

*Comments:*

**4. Summary & Review:** A review offers readers a chance to see the key points in other words, examples, or visuals and increases comprehension.

*Circle one:*

2 = Superior                      Summaries are included and retell key message in different words or examples.

1 = Adequate                      Some key topics are reviewed.

0 = Not Suitable                      No summary or review is included.

N/A = Not Applicable              This question does not apply to the Diet Quality Screening Tool.

*Comments:*

## Literacy Demand

**5. Reading Level:** The reading level is a critical factor in comprehension.

*Circle one:*

2 = Superior                      5<sup>th</sup> grade level or lower.

1 = Adequate                    6<sup>th</sup> to 8<sup>th</sup> grade.

0 = Not Suitable                9<sup>th</sup> grade or above.

N/A = Not Applicable        This question does not apply to the Diet Quality Screening Tool.

*Comments:*

**6. Writing Style:** Conversational style and active voice are easy to understand. Passive voice, embedded information and long or multiple phrases slow reading and reduce comprehension.

*Circle one:*

2 = Superior                      Conversational style and active voice are used throughout. Simple sentences are used extensively.

1 = Adequate                    About half the text uses conversational style and active voice. Less than half of sentences are complex with long phrases.

0 = Not Suitable                Passive voice used throughout. Over half of sentences have long or multiple phrases.

N/A = Not Applicable

This question does not apply to the Diet Quality Screening Tool.

*Comments:*

**7. Sentence Construction:** Context is given before new information. We learn new facts and behaviors more quickly when told the context first. Example: “To stop the bleeding (context first), apply pressure to the wound” (new information).

*Circle one:*

- |                      |  |
|----------------------|--|
| 2 = Superior         | Consistently provides context before presenting new information. |
| 1 = Adequate         | Provides context first about half the time.                      |
| 0 = Not Suitable     | Context is provided last or not at all.                          |
| N/A = Not Applicable | This question does not apply to the Diet Quality Screening Tool. |

*Comments:*

**8. Vocabulary:** Common explicit words are used (example: use *doctor* instead of *physician*). Few or no words express general terms such as categories (example: use *beans* instead of *legumes*), and value judgment (use *pain that lasts more than 5 minutes* instead of *excessive pain*). Imagery words are used because these are words people can “see” (example: use *runny nose* instead of *excess mucus*).

*Circle one:*

- |                      |   |
|----------------------|---|
| 2 = Superior         | Common words are used all the time. Technical, category, value judgement words are explained. Imagery words are used.                           |
| 1 = Adequate         | Common words are used frequently. Technical, category, value judgement words are explained sometimes. Some jargon or social math is used.       |
| 0 = Not Suitable     | Uncommon words are used frequently. No explanation or examples are given for technical, category, value judgement words. Extensive jargon used. |
| N/A = Not Applicable | This question does not apply to the Diet Quality Screening Tool.  |

*Comments:*



**11. Type of Graphics/ Illustrations:** Simple line drawings can promote realism without distracting details. Visuals are accepted and remembered better when they portray what is familiar and easily recognized. Viewers may not recognize the meaning of medical drawings or abstract symbols.

*Circle one:*

2 = Superior                      Includes both factors:

- Simple adult-appropriate line drawings/sketches are used.
- Illustrations are likely to be familiar to readers.

1 = Adequate                      One of the superior factors is missing.

0 = Not Suitable                      None of the superior factors is present.

N/A = Not Applicable                      This question does not apply to the Diet Quality Screening Tool.

*Comments:*

**12. Relevance of Illustrations:** Nonessential detail such as room backgrounds, elaborate borders, and unneeded color can be a distraction and cause the viewer's eyes to be drawn away from the key points. Illustrations should display key points.

*Circle one:*

2 = Superior                      Illustrations present key message visually so the reader can grasp the key ideas from illustrations alone. No distractions.

1 = Adequate                      Illustrations include some distractions.

0 = Not Suitable                      Confusing illustrations, no illustrations or an overload of illustrations.

N/A = Not Applicable                      This question does not apply to the Diet Quality Screening Tool.

*Comments:*

**13. Lists, tables, charts, forms:** Many readers do not understand the purpose of lists and charts. Explanations or directions are essential.

*Circle one:*

2 = Superior                      Provides step-by-step directions with an example that will build self-efficacy (confidence).

1 = Adequate                      “How to” directions are too brief for readers to understand and use the graphic without help.

0 = Not Suitable                      Graphics are presented without explanation.

N/A = Not Applicable              This question does not apply to the Diet Quality Screening Tool..

*Comments:*

**14. Captions used for Graphics:** Captions can quickly tell the reader what the graphic is all about and where to focus. A graphic without a caption is usually an inferior instruction and missed learning opportunity.

*Circle one:*

2 = Superior                      Explanatory captions with all or nearly all illustrations and graphics.

1 = Adequate                      Brief captions are used for some graphics.

0 = Not Suitable                      Captions are not used.

N/A = Not Applicable              This question does not apply to the Diet Quality Screening Tool.

*Comments:*

## Layout and Typography

**15. Subheadings:** Few people can remember more than 7 independent items. For those with low literacy skills, the limit may even be 3 or 5 items. Longer lists need to be partitioned into smaller chunks.

*Circle one:*

2 = Superior                      Lists are grouped under descriptive subheadings. No more than 5 items are presented without a subheading.

1 = Adequate                      No more than 7 items are presented without a subheading.

0 = Not Suitable                      More than 7 items are presented without a subheading.

N/A = Not Applicable              This question does not apply to the Diet Quality Screening Tool.

*Comments:*

**16. Typography:** Type size and fonts can make text easy or difficult to read for all skill levels. For example, type in ALL CAPS slows everyone's reading comprehension. When too many (6+) fonts and sizes are used on a page, the appearance becomes confusing and the focus uncertain.

*Circle one:*

2 = Superior                      At least three of the following **four** factors are present:

- Text type is in uppercase and lowercase readable font.
- Type size is at least 12 point (this is 12 point).
- Typographic cues (bold, size, color) emphasize key points.
- No ALL CAPS for long headers or running text.

1 = Adequate                      Two of the superior factors are present.

0 = Not Suitable                      One or none of the superior factors are present. Or, six or more type styles and sizes are used on a page.

N/A = Not Applicable              This question does not apply to the Diet Quality Screening Tool.

*Comments:*

**17. Layout:** The layout has substantial influence on the suitability of materials.

*Circle one:*

2 = Superior

At least **five** of the following **eight** factors are present:

1. Illustrations are on the same page as the related text.
2. Layout and order of information is consistent, making it easy for the reader to predict the flow of information.
3. Visual queuing (shading, boxes, arrows) is used to direct attention to specific points or key content.
4. Pages do not appear cluttered.
5. Use of color supports and is not distracting to the message.
6. Line length is 30 to 50 characters and spaces.
7. There is high contrast between type and paper.
8. Paper has a non-gloss or low-gloss surface.

1 = Adequate

At least three of the superior factors are present.

0 = Not Suitable

Two or fewer of the superior factors are present. Looks uninviting or hard to read.

N/A = Not Applicable

This question does not apply to the Diet Quality Screening Tool.

*Comments:*

## Learning Stimulation & Motivation

**18. Interaction Used:** When a reader does something to reply to a question or problem, chemical changes take place in the brain that enhance retention in long-term memory. Readers should be asked to solve problems, make choices, demonstrate, etc.

*Circle one:*

2 = Superior

Problems or questions are presented for the reader's response.

1 = Adequate

Question and answer format is used to discuss problems and solutions (passive interaction).

0 = Not Suitable

No interactive learning or stimulation is provided.

N/A = Not Applicable

This question does not apply to the Diet Quality Screening Tool.

*Comments:*

**19. Desired Behavior Patterns Modeled:** People often learn more readily when specific, familiar instances are used rather than abstract or general concepts.

*Circle one:*

- 2 = Superior                      Instructions model specific behavior and skills. Example: nutrition instructions emphasize changing eating patterns or cooking patterns.
- 1 = Adequate                      Information is a mix of technical and common language the reader may not easily interpret in terms of daily living.
- 0 = Not Suitable                      Information is presented in nonspecific or category terms such as food groups.
- N/A = Not Applicable                      This question does not apply to the Diet Quality Screening Tool.

*Comments:*

**20. Motivation:** People are motivated to learn when they believe the tasks and behaviors are doable.

*Circle one:*

- 2 = Superior                      Complex topics are subdivided into smaller parts so the reader may experience small successes in understanding or problem solving, leading to self-efficacy (confidence).
- 1 = Adequate                      Some topics are subdivided to improve the reader's self-efficacy (confidence).
- 0 = Not Suitable                      No partitioning is provided to create opportunities for small successes.
- N/A = Not Applicable                      This question does not apply to the Diet Quality Screening Tool.

*Comments:*

## Cultural Appropriateness

**21. Culture Match – Logic, Language, Experience (LLE):** A valid measure of the cultural appropriateness of materials is how well it's logic, language and experience (inherent in the instruction) match the LLE of the intended audience (*not the reviewer*). Example: nutrition instruction is a poor cultural match if it tells readers to eat vegetables that are rarely eaten by people in a certain culture or not sold in the reader's neighborhood.

*Circle one:*

2 = Superior                      Central concepts of material are culturally similar to the LLE of the target culture.

1 = Adequate                      Significant match in LLE for 50% of central concepts.

0 = Not Suitable                      Clearly a cultural mismatch in LLE.

N/A = Not Applicable              This question does not apply to the Diet Quality Screening Tool.

*Comments:*

**22. Cultural Image and Examples:** To be accepted, an instruction must present cultural images and examples in realistic and positive ways.

*Circle one:*

2 = Superior                      Images and examples present culture in positive ways.

1 = Adequate                      Neutral presentation of cultural images and foods.

0 = Not Suitable                      Negative images such as exaggerated or caricatured cultural characteristics, actions, or examples.

N/A = Not Applicable              This question does not apply to the Diet Quality Screening Tool.

*Comments:*

**Please use this space to address any other comments regarding the Diet Quality Screening Tool.**