

# Investigation of Comparison of Diets and Conflict Management Style Influencing Diet Selection

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## Background

The first year students (N=56) received a 30 minute presentation highlighting how variability in meal selection impacted the daily recommendations for calories, fiber, sodium, protein, saturated fat, and added sugar. Second, they completed the intrapersonal food choices questionnaire (IFCQ) and the interpersonal conflict handling styles questionnaire (ICHS); (Leung & Kim, 2007). The IFCQ is an adaption of the ICHS reflecting conflict between healthy and unhealthy food choices.

The second year students (N=76) and the accelerated (SDAP, N=53) students completed the IFCQ and ICHS as comparison groups designed to replicate the intrapersonal and interpersonal findings from the first year students. Cox (2003) reports the importance of intrapersonal and interpersonal comparisons.

## Aim

The purpose of this educational intervention was to present Bachelor of Science in Nursing (BSN) students with four diets, and how the combination of two meals per day from OmniHeart with one meal from any of the other three diets resulted in positive energy balance with potential for significant weight gain.

## Method

The 30 minute presentation to first year students included a nutrient analysis per meal for four diets: OmniHeart (based on the DASH Diet), Fancy Fast Foods (e.g., Panera), Fast Foods (e.g., McDonalds), and Snack Diets. *First*, students were presented with recommendations for goal intakes of selected nutrients (i.e., calories, fiber, sodium, protein, saturated fat, and added sugar) based on the Dietary Guidelines for Americans (U.S. Department, 2015 December). *Second*, we explored how different diet choices hinder one's ability to meet those recommendations. For example, the combination of two meals per day from OmniHeart with one meal from any of the other three diets resulted in positive energy balance with potential for significant weight gain.

Hypothesis 1: Participants (N=56) completed five cognitive questions which were administered before and after the independent variable (30 minute presentation). A significant difference on the post-test will be used to assess the impact of the 30 minute presentation.

## Method (Cont'd)

Hypothesis 2: Students (N=76, N=53) completed the intrapersonal food choices questionnaire (IFCQ) and the interpersonal conflict handling styles questionnaire (ICHS; Leung & Kim, 2007). The IFCQ is an adaption of the ICHS reflecting conflict between healthy and unhealthy food choices. A significant difference will measure the correlational relationship between food choices and conflict.

Hypothesis 3: Determine the coefficient alpha reliability estimates for the scales on the IFCQ and ICHS scales.

## Findings

Hypothesis 1: Using SPSS 25, the dependent t-test found statistically significant differences (p=.001) for each of the five cognitive questions. Mean scores were higher on the post-test. Attached to the pre-/post-test questions were a number of open-ended brief essay questions, the qualitative theme analysis of first year students revealed meaning, relevancy to nursing practice.

Hypothesis 2: Using SPSS 25, the correlational analysis analyzed IFCQ and ICHS scales. Since the IFCQ is based on the ICHS, the IFCQ (intrapersonal) and ICHS (interpersonal) use the same eight scale names.

First, when the *Integrating* IFCQ and ICHS scales were analyzed, significant correlations were found for 1st year, 2nd year, and the SDAP students. Second, the correlation coefficients were significant for *Avoiding/Smoothing* scales for all three student groups. Third, in the SDAP sample, a significant correlation was found between the IFCQ and ICHS *Deceiving* scales. Fourth, the correlation between the IFCQ and ICHS *Obliging* scale were significant for the 1st year and 2nd year students. Fifth, in the 1st year student sample, a significant correlation was found between IFCQ and ICHS *Compromising* scales. All statistically significant correlations were 2-tailed and ranged between p=.001 to p= .028. The correlation coefficients ranged between .635 to .249.

Hypothesis 3: Reliability coefficient estimates are presented in the table.

## Discussion

The statistical findings of this educational intervention evaluated the effectiveness of the 30 minute presentation and the relationship between intrapersonal (healthy, unhealthy) conflict and interpersonal conflict. The results of these two types of measurement were supported by the data.



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## Coefficient Alpha

	SDAP	2nd Year	1st Year
Number of Participants	53	76	56
Ingratiating-Intra	.668	.624	.768
Deceiving-Intra	.829	.449	.762
Coercing-Intra	.908	.731	.809
Dominating-Intra	.747	.536	.604
Compromising-Intra	.904	.727	.873
Integrating-Intra	.933	.826	.859
Obliging-Intra	.929	.835	.882
Avoiding/Smoothing-Intra	.945	.802	.842
Ingratiating-Inter	.903	.811	.751
Deceiving-Inter	.873	.875	.707
Coercing-Inter	.902	.809	.740
Dominating-Inter	.802	.811	.832
Compromising-Inter	.836	.828	.838
Integrating-Inter	.712	.905	.963
Obliging-Inter	.721	.781	.748
Avoiding/Smoothing-Inter	.841	.882	.901

## References

- Cox, K. (2003). *The effects of intrapersonal, intragroup, and intergroup conflict on team performance effectiveness and work satisfaction.* Nursing Administration Quarterly, 27(2), 153-163.
- Leung, T. & Kim, M. (2007). *Eight conflict handling styles: Validation of model and instrument.* Journal of Asian Pacific Communication 17:(2),173-198.
- U.S. Department of Health and Human Services & U.S. Department of Agriculture. (2015 December). *2015 - 2020 Dietary Guidelines for Americans (8<sup>th</sup> Edition).* Retrieved from <http://health.gov/dietaryguidelines/2015/guidelines/>