P98 (continued)

Results: One-third of respondents were aware of the campaign, primarily through campus events (61.4%). Students favored the promotional items distributed at events most (59.7%). 53.9% agreed/strongly agreed they were more aware of the importance of including dairy in their diets due to the campaign. 47.9% agreed/strongly agreed they were more likely to consume more dairy as a result of the campaign.

Conclusions and Implications: A campaign designed to promote dairy calcium has potential to engage its target audience of college students and positively impact awareness of calcium intake, as well as dietary behaviors.

Funding: American Dairy Association Mideast

P99 Parents With Limited Resources Use Highly Controlling Food Behaviors Regardless of Their Child

Sharon L. Hoerr, PhD, RD, FACN, hoerrs@msu.edu, Michigan State University, 469 Wilson Road, 204 GM Trout Building, East Lansing, MI 48824; J. Karp, RD; M. K. Scott, PhD, RD, Michigan Fitness Foundation; S. O. Hughes, PhD, Baylor College of Medicine; D. Harris, MPH, RD, Michigan Fitness Foundation

Objective: Determine the relationship between child weight status and parent's feeding behaviors, especially those considered unhealthy—highly controlling, high contingency and unhealthy food modeling.

Study Design, Setting, Participants, and Intervention: SNAP-Ed eligible parents ($n=191$) with children 2 ½ to 5 years old comprised this baseline sample. These parents volunteered for a 6-week program to help them feed their child.

Outcome, Measures and Analysis: Upon recruitment, research aides measured the parents' and children's height and weight. Parents completed a questionnaire on child feeding behaviors and concerns about their child's weight. Researchers documented prevalence of various types of feeding behaviors and analyzed the relationship between parental concern for child weight and child feeding behaviors.

Results: Parents reported race and ethnicity; 69% were white, 18.6% were black and 12.4% Hispanic. Of parents, 21% were overweight and 50%, obese. Fewer children (36%) were overweight or obese, and few parents (8%) were concerned about their child's weight. Most parents reported highly controlling (75.5%) and high contingency (60%) feeding behaviors, and 68.5% modeled unhealthy snacking. Non directive child feeding behavior correlated with both parent food modeling/availability ($r=0.365$), with eating fruit and vegetables ($r=0.206$), and modeling of drinking milk ($r=0.214$). Parents' concern for their child's weight correlated with both their child's weight ($r=0.216$) and their own weight

($r=0.234$), but correlated with none of the child feeding behaviors.

Conclusions and Implications: These findings did not support that parents of obese children use more controlling or contingent child feeding behaviors. Nevertheless, it is concerning that so many parents with limited resources reported using unhealthy child feeding practices.

Funding: Supplemental Nutrition Assistance Program - Education

P100 Measuring Educational Dose in a Process Evaluation About Parent Feeding of Preschoolers

Jamie Karp, RD, karpjami@msu.edu, Michigan State University, 204 GM Trout Building, 469 Wilson Road, East Lansing, MI 48824; M. Scott, PhD, RD, Michigan Fitness Foundation; S. L. Hoerr, PhD, RD, Michigan State University

Objective: For process evaluation, examine how quality of educational delivery related to duration of lessons as aspects of educational “dose.”

Study Design, Setting, Participants, and Intervention: Nutrition educators delivered 1-6 lessons to SNAP-Ed eligible parents ($n=106$) of 2 ½- to 5-year-old children using a combination of home visits and phone calls.

Outcome, Measures and Analysis: Educators reported educational dose—lesson duration (min), parent engagement, parent reaction to key messages and extent delivered as designed. Educators scored the last three aspects using 5-point Likert scales. Each data point ($n=499$) comprised educators' reports for each lesson delivered. Dose can be categorized as “dose delivered” and “dose received.” Principal component analysis resulted in one 2-item construct for “dose received” as parent engagement and parent reaction to key messages, Cronbach $\alpha=0.753$. “Dose delivered” remained as separate variables—lesson duration and extent to deliver as designed.

Results: “Dose received” positively and significantly correlated with extent delivered as designed, $r=0.402$, $p=0.000$. Lesson duration and extent to deliver lessons as designed were inversely correlated, $r=-0.102$. As educators scored higher on extent to deliver lesson as designed, the less time it took to teach each lesson. The relationship of lesson duration with other dose variables was unsupported.

Conclusions and Implications: Educators' ability to deliver lessons as designed related to greater parent engagement and parent reaction to key messages, suggesting that the more capable an educator was, the more parents engaged. This implies time spent training educators is a key investment for nutrition education.

Funding: USDA

Additional Funding: SNAP-Ed