P6 (continued)

Objective: To determine whether maintaining a nutrition blog increased student confidence in developing consumer nutrition messages.

Target Audience: 36 undergraduate and 3 graduate students enrolled in a community nutrition course.

Theory, Prior Research, Rationale: The project was based on the Theory of Planned Behavior. The purpose was to increase students' confidence about communicating nutrition to consumers, thus increasing students' intentions to do so as professionals.

Description: After choosing a nutrition topic, students posted one original blog weekly for 8 weeks. Each student assessed the literacy level on one blog using the SMOG Readability Index and the Flesch – Kincaid Grade Level. At completion of the assignment, students evaluated the blog project using a 10 item, 5-point Likert scale questionnaire. Students reported the change in their self-efficacy to write for low literacy groups and use technology to disseminate nutrition information.

Evaluation: Survey item response differences were evaluated using the Wilcoxon signed-rank test. Median before and after Likert responses were significantly different ($p=.000$) for 3 items: comfort writing about nutrition for the public; understanding how to use the internet to communicate nutrition to the public; and writing for low literacy audiences. Median responses improved from somewhat agree on all three items to agree and strongly agree on writing.

Conclusions and Implications: Writing nutrition blogs may allow students to develop skills and confidence communicating health message using technology. Projects based on practical application and utilizing relevant technology may create confident entry level practitioners.

Funding: Supplemental Nutrition Assistance Program.

P7 Comparison of Exam Completion Order to Grade in College Students Enrolled in a Nutrition Science Class

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Objective: To determine if exam completion order is predictive of exam score and final grade in the class.

Design, Setting and Participants: Four exams (3 -100 points each and 1 - 150 points) were administered to 120 undergraduate students enrolled in an introductory nutrition science course. Students completed exams in class, and the instructor maintained exams in the order in which they were submitted. Exam scores and student ID's were recorded by finish order, and final course grade was also recorded.

Outcome Measures and Analysis: Using SPSS, linear regression assessed whether finish order was predictive of exam score and final grade. Correlation was used to determine if finish order was associated with exam score and final grade.

Results: Finish order did not predict exam score ($p=.249$), $R = 0.054$ and $R^2=0.003$. Exam 2 finish order was a weak, significant predictor of final grade ($p=.05$), $R = .213$ and $R^2=.045$. Exam 2 and 3 finish orders were positively correlated with final course grade, those finishing later earned higher final grades ($p=.027$ and $.047$ respectively). Finish orders were correlated with each other, meaning students finished consistently around the same time ($r = .721 - .833$, $P<.05$).

Conclusions and Implications: Finish order did not predict exam grade. Exam 2 and 3 finish orders were weakly, positively correlated with final course grade. Factors related to this correlation include: better student understanding of exam format and content leading to better student preparation, and more challenging content on exams. Further research should explore student exam preparation versus exam finish order.

Funding: None.

P8 Promoting Cultural Competency in Nutrition Students Through Training Paraprofessionals in an International Setting

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Objective: An international community-based nutrition education model was developed between US and Caribbean partners to integrate diversity training, cultural competence, and nutrition education through a train-the-trainer program.

Target Audience: Dietetic students, Caribbean nationals.

Theory, Prior Research, Rationale: Diversity training and cultural competence must become fundamental components of university curricula.

Description: Dietetic students ($n=5$), university nutrition science faculty ($n=2$), and Caribbean nationals ($n=7$) developed eight culturally specific nutrition education modules on basic nutrition, sanitation and safety, and risk reduction and management of prevalent non-communicable chronic diseases during spring semester 2009. Nutrition students presented the modules for Community Health Aides ($n=20$) onsite in the Commonwealth of Dominica during summer 2009.

Evaluation: Students responded to structured prompts pertaining to challenges of course development, personal and community impact of the program, and memorable/learning experiences through reflective journals. Participants completed a satisfaction survey and discussed their opinions in a focus group. Themes of personal growth, improved cultural competence, and skill development emerged. Participants agreed that the workshop was a wonderful avenue to connect amongst their communities, establish collegial partnerships, and work with others from different cultures.

Conclusions and Implications: Nutrition education workshops for Community Health Aides can be extremely useful tools for developing a larger base of knowledge,

Continued on page S14