P131 Beliefs and Barriers to Limiting Screentime Behaviors by Parents of Preschoolers

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Objective: To examine screentime behaviors and beliefs, barriers to limiting screentime, and methods for coping with barriers of parents of preschool children.

Design, Setting and Participants: Parents of preschool children (2 to 5 years old) completed surveys (n=133); a subset participated in focus group interviews (English-speakers=16; Spanish-speakers=14). Constant data comparison occurred concurrently with data collection to establish when data saturation was reached.

Outcome Measures and Analysis: Three trained researchers independently conducted content analyses of data to identify themes and trends.

Results: Parents reported their children spent 2.4 ± 1.7 SD hours daily watching television, with no significant differences in this time occurring among parent education levels, language spoken, or parent age. Parents were divided on the importance of limiting screen time and unaware of recommendations for acceptable amounts. Parents reported they used television as a “babysitter” and to calm their children. Some felt children’s television viewing needed to be monitored because TV is commercialized and can lead to “unacceptable behavior,” “obesity,” or “bad habits” as children imitate what they watch. Some parents believed that food/beverage advertisements could influence their children. Barriers to limiting television included lack of affordable alternate activities, convenience, inclement weather, parent fatigue, and desire to have time away from children to complete other activities. To overcome barriers to limiting screentime, parents found alternate activities for children, removed TVs from children’s bedrooms, set daily routines/screentime limits, and set an example by not watching television themselves.

Conclusions and Implications: Obesity prevention interventions should encourage parents to limit screentime and provide cost-effective alternative activities and convenient strategies for limiting children’s screentime.

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P132 Nutrition Education Content in Curricula Used to Teach EFNEP Adults and a Comparison to the U.S. Dietary Guidelines

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Objective: The purpose of this study was to identify nutrition-related content employed nationally in curricula used

by the Expanded Food and Nutrition Education Program (EFNEP) with adult participants, and to compare this to the EFNEP program policy requirements to teach the U.S. Dietary Guidelines.

Design, Setting and Participants: A content analysis was used to assess the type, frequency, and depth of nutrition content in adult curricula most-used by EFNEP nationally, compared to the 2010 Dietary Guidelines for Americans.

Outcome Measures and Analysis: Two independent reviewers captured nutrition content from the three most-frequently used adult curricula nationally (46 of 75 programs and 78% of participants) to teach EFNEP. Nutrition content was compared in each lesson of the curricula to the 23 specific 2010 U.S. Dietary Guidelines nutrition messages using a tested instrument.

Results: All EFNEP curricula reviewed employed the majority of the 2010 Dietary Guidelines nutrition recommendations, with differences in the frequency and depth of nutrition content. Curricula included recommendations to increase nutrient dense foods, fruits and vegetables, whole grains, low-fat dairy products or fortified soy products, and lean protein foods and to choose smaller portions, cook and eat more at home, and monitor food intake. Curricula content less emphasized included to reduce intake of sodium, saturated fats, cholesterol, trans fats, refined grains, and alcohol.

Conclusions and Implications: The results can strengthen the effectiveness of nutrition education curricula for low-income populations, including EFNEP. Further research is needed to determine which Dietary Guidelines recommendations are most important to teach and evaluate within low-income populations.

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P133 Making EFNEP Work: From Rural to Urban Communities

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Objective: To demonstrate how EFNEP Extension Agents approach unique challenges of tailoring EFNEP to distinct needs of rural and urban communities.

Design, Setting and Participants: The University of Arizona EFNEP provides nutrition education to participants in rural and urban communities. Two counties-Cochise/rural, Maricopa/urban-joined to survey EFNEP staff regarding similarities, differences, and barriers. Research shows that differences in delivering EFNEP oftentimes involve curtailing the program to meet the needs of urban/rural clientele (<http://www.joe.org/joe/2003april/a4.php>).

Outcome Measures and Analysis: Following general focus group protocol, raw data were entered into Excel, categorized by theme and subthemes, descriptive statements were formed, and interpreted.

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Results: Over 60% of EFNEP staff perceived overall delivery is easier in urban environments. Over 50% assumed urban areas would involve less travel and have an outpour of participants, however, traveling (20+ miles) was not uncommon to meet with groups with less than 10 in both rural and urban classes. Additionally, it was found that classes with <5 participants were meaningful and acceptable in rural environments, yet in urban environments, classes were oftentimes rescheduled due to low-participation rates (<5/group). More than 70% stated difficulty in retaining 100% of class participants for the entire EFNEP lesson-series.

Conclusions and Implications: Extension agents have the responsibility to train EFNEP staff to meet the unique needs of urban and rural clients. Results from this research provides information for agents to adjust program planning, delivery, and staff training to aid educators to become more united as they understand the diversity between urban and rural counties and share how successes in these counties can bolster the Arizona's overall success in EFNEP.

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P134 Mutually Benefitting: Annual EFNEP Peer Lessons Increase EFNEP Staff Members' Knowledge and Teaching Skills

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Objective: To demonstrate how EFNEP peer lessons strengthen group presentation skills and increase health-related knowledge among EFNEP paraprofessionals.

Design, Setting and Participants: At the beginning of the calendar year, peer lesson topics are chosen by staff and approved by the agent. The agent assigns the date of each presentation. The presentation must be a Power-Point, 45-60 minutes in length, and information must come from reputable, research sources. The week before a presentation, the supervisor reviews it for content validity. At each peer lesson, the presenter is evaluated by each (peer) attendee. Evaluation comes in written and verbal form following a rubric. Once the written evaluations are viewed by the presenter and discussed with the supervisor, they are placed in the presenter's personnel file.

Outcome Measures and Analysis: A survey was designed and distributed to EFNEP staff. Data was entered in Microsoft Excel and analyzed.

Results: Nearly 82% of EFNEP staff reported an increase in nutritional knowledge with only 17% stating they already had the knowledge presented, and 76% reported that the peer lesson was beneficial to their position and gave them knowledge to answer EFNEP clients' questions. The peer lesson concept is seen among staff as a positive way to learn and increase skills.

Conclusions and Implications: Research shows that professional development trainings are important to increase in knowledge and professionalism among staff and faculty (<http://epa.sagepub.com/content/24/2/81.full.pdf+html>). Results from this research shows that peer lessons are valued among EFNEP staff, increase knowledge, hone presentation skills, and are an effective manner to train staff.

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P135 Development and Validation of a General Nutrition Knowledge Questionnaire for Adults in Uganda

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Objective: At a basic level, nutrition knowledge is a determinant of nutrition behavior. The relevance of the content in a general nutrition knowledge questionnaire (GNKQ) targeting adult head teachers and health workers in Uganda as the first validation step was examined.

Design, Setting and Participants: The GNKQ comprised of 59 questions and structured into demographic information and six constructs assessing knowledge on recommendations, food groups, food choices, nutrition and disease relationship, food fortification, and sources of nutrition information. Five experts in the fields of health education, nutrition, agriculture and education reviewed the survey online using Qualtrics.

Outcome Measures and Analysis: The relevance, simplicity, ambiguity and clarity of questions were evaluated using a Likert scale (1-4). Experts were asked to recommend deletion/addition of items, change of language, foods and content, and its alignment with current nutrition policies in Uganda.

Results: The raw agreement proportion (RAP) for the whole survey on relevance was 0.89 (Gwet's AC1=0.75, $P<0.05$). The RAP on relevance of questions was 0.85 (Gwet's AC1= 0.6, $P<0.05$) on recommendations; 0.88 (Gwet's AC1=0.81, $P<0.05$) on food groups; 0.84 (0.62, $P<0.05$) on food choices; 0.96 (Gwet's AC1=0.91, $P<0.05$) on nutrition and disease relationship; 0.73 (Gwet's AC1=0.23, $P>0.05$) on food fortification; and 0.9 (Gwet's AC1=0.7, $P>0.05$) on sources of nutrition information. Experts recommended addition of more questions to the fortification construct.

Conclusions and Implications: All questions had "good" to "excellent" reliability agreement and were relevant to evaluate nutritional knowledge. Reviews are necessary to improve its clarity. Once validated, this self-administered instrument will be used to gather nutrition knowledge among adults in Uganda.

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