P132 Design and Implementation of a Garden-Based Service Learning Program for Nutrition and Dietetic Students: A CBPR Approach

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Objective: The overall goal of this project was to develop a garden literacy program tailored to undergraduate nutrition and dietetic students in order to provide hands-on, service learning opportunities in gardening and nutrition education.

Design, Setting, and Participants: This study used a community-based participatory (CBPR) approach to guide the development and implementation of the garden program at a local community garden. Participants (n = 12) were declared Nutrition majors who had little to no previous garden education. All study protocols were approved by ASU IRB.

Outcome Measures and Analysis: The mixed-method design utilized pre/post surveys, semi-structured interviews, photovoice, and direct observation. The process was measured using a logic model. Descriptive statistics were calculated with Excel. Interviews were coded by two independent researchers using Nvivo.

Results: A campus-community partnership was key in development of the garden program. Students completed a ten-class garden curriculum taught by North Carolina Cooperative Extension Agents and conducted nutrition education at a homeless shelter. At baseline, average perceived knowledge of sustainability/gardening was 3.87/10 (SD = 2.59). Major benefits that emerged were increased connections to community organizations, improved self-reported vegetable intake and local food purchasing, and enhanced self-efficacy for gardening and nutrition education. Participants agreed that the garden program could help prepare them for their future careers; from educating clients, to policy, or working with kids.

Conclusions and Implications: Although gardens are now common in K-12 farm-to-school initiatives, there currently is a deficit of research targeting adult, college-aged students. This project is important because it can guide the incorporation of garden education into undergraduate nutrition and Dietetic Internship programs.

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P133 Impacts of a Nutrition Intervention on Attitudes Towards Food Preparation and Liking of Target Vegetables Among Parents in a Home Visiting Program

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Objective: This pilot study examined the impacts of a nutrition intervention on attitudes towards food preparation and liking of target vegetables among parents of

children (0-3 years) enrolled in Early Head Start home visiting.

Design, Setting, Participants, and Intervention: Parents (n=72) of children enrolled in two Early Head Start programs in the Portland (OR) area participated in this quasi-experimental study. One program received a nutrition intervention in which home visitors conducted intervention activities (e.g. cooking with vegetables) during biweekly visits for 8 months; a second program served as a comparison group.

Outcome Measures and Analysis: At baseline and post-intervention, parents completed a survey comprised of questions that assessed cooking confidence and liking of target vegetables. Paired t-tests were used to compare mean changes between groups.

Results: Intervention parents had significantly greater improvements in food preparation attitudes and liking of target vegetables, measured across a variety of variables, compared to comparison group parents. For example, the intervention group showed higher mean liking rating for four of 12 target vegetables while the comparison group showed no differences pre- vs. post-intervention.

Conclusions and Implications: Nutrition interventions delivered through home visiting programs may positively impact attitudes towards food preparation and liking of vegetables among parents of enrolled children.

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P134 Cultural Influences on Mindful Eating Among Parents of Elementary School Children

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Objective: To examine perceptions of mindful eating and to identify factors associated with mindful eating among Hispanic and non-Hispanic white parents of elementary school children.

Design, Setting, and Participants: Four focus groups were conducted with 20 Hispanic and 15 white parents. Nineteen of Hispanic participants were born in Mexico. Two focus groups from each ethnicity (Hispanic or white) were conducted in participants' respective native languages.

Outcome Measures and Analysis: Perceptions of mindful eating and factors affecting mindful food parenting were examined. Focus groups were transcribed and translated into English. Data were independently coded by two trained researchers using grounded theory. A codebook was developed and pre-identified and newly identified themes were compared and synthesized across the focus groups by all authors.

Results: Four themes were identified in the study: parents' childhood and current mealtime traditions; divergent views on mindful eating; mindful food parenting; and mindful eating and food culture. Compared to non-Hispanic white parents, Hispanic parents reported more pleasant mealtime traditions and want to keep their

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