P242 (continued)

mealtimes. Logistic regression models were fit to predict feeding practices and training participation.

Results: More than half the sample reported that they did not drink soda, eat snack foods, or sweets in front of the children; television was off during mealtimes; food was not used as a reward or to regulate emotions; and they had attended a training about mealtimes. Less than half the sample reported eating the same foods as the children and role modeling. Group differences were found such that compared to home-based providers, Head Start (HS) teachers and center-based providers were less likely to use food as a reward ($p < .001$ and $p < .05$, respectively), more likely to role model healthy eating ($p < .001$ and $p < .001$), and more likely to always eat the same foods as the children ($p < .001$ and $p < .001$). Head start teachers were more likely ($p < .05$) and center-based providers less likely ($p < .01$) than home-based providers to have attended a training.

Conclusions and Implications: Results suggest a need for training around feeding practices and targeting training based on type of care setting.

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P243 “Fill Their Belly or Expose Them to New Foods?”: A Qualitative Study of Early Educators’ Nutrition Experiences and Beliefs

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Objective: Given that 59.3% of low-income children between ages 3 and 4 are in childcare more than 30 hours per week, the educators in this setting are crucial for promotion of child nutrition and adoption of optimal feeding and role modeling practices. This study explores nutrition experiences and beliefs of early educators relevant to this role.

Design, Setting, and Participants: Qualitative interviews with 29 Early Childhood Educators (ECEs) were conducted using an interview guide informed by Belsky’s model of parenting. Interviews explored ECEs’ personal backgrounds, beliefs, and work context related to child feeding and nutrition.

Outcome Measures and Analysis: Directed content analysis was employed to code interviews using theoretical constructs as sensitizing concepts. An abstract of each interview was created to assess individual fit with the theoretical model. Thereafter, coding across cases was completed to identify common themes. The principal investigator and one research assistant completed coding after reaching Kappas of .80 across all codes on a random sample of 6 interviews.

Results: A history of personal food insecurity, labeling of “kid” foods, and their perceived role in making sure children eat at school were themes across educators. The themes from this study highlight how personal experiences and beliefs may contribute to a failure to implement

evidence-based practices, adhere to existing policies, and avoid counterproductive behaviors (e.g., pressure to eat).

Conclusions and Implications: Future training and intervention efforts with educators in the area of obesity prevention and nutrition promotion should consider the personal backgrounds that educators may bring to the classroom and how these experiences may impact their ability and readiness to integrate new knowledge and change practices.

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P244 The Need to Promote Changes Related to Meeting Dietary Recommendations Among University Students

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Objective: To assess university student nutrient intake compared to recommendations, before and after the completion of an introductory nutrition elective course.

Design, Setting, and Participants: Cross-section study of undergraduate students enrolled in introductory nutrition course at a small university campus.

Outcome Measures and Analysis: Actual intake was compared to recommended intake for total energy, protein, total fat, saturated fat, cholesterol, dietary fiber, calcium, sodium, iron, vitamin A, vitamin C, vitamin D, vitamin E, vitamin K, and folate. Dietary nutrient intake was evaluated as meeting or not meeting the recommendations. Descriptive statistics and categorical variables analyzed using chi-squared were conducted using SPSS 21. Significance was set at $P \leq .05$.

Results: Of the 250 students in the samples (198 females), proportion of the study sample meeting recommendations after course completion were very low for energy (21%), protein (43%), fiber (29%), total fat (31%), saturated fat (33%), cholesterol (30%), calcium (38%), potassium (11%), sodium (20%), iron (16%), vitamin A (35%), vitamin C (37%), vitamin D (9%), vitamin E (11%), vitamin K (36%), and folate 27%. There was a general shift towards meeting recommendations for most nutrients at the end of the course but the difference was not significantly higher.

Conclusions and Implications: In addition to gaining diet analysis skills, making adequate changes to meet recommendation for key nutrients should be emphasized to promote health.

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P245 A Case for Vitamin D Supplementation: Deficient and Insufficient Levels During Pregnancy

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