P41 (continued)

Background: Food insecurity is associated with high rates of obesity and morbidity and mortality. The goal of food programs is to reduce food insecurity. Inaccurate data and decreased participation in food programs minimizes impact. Rural Appalachia has disproportionately higher rates of food insecurity than non-Appalachian areas. This region also has unique cultural norms that pose challenges in addressing food-insecurity issues.

Objective: The purpose of this qualitative study in rural Appalachia was to explore cultural issues related to food insecurity and childhood hunger.

Study Design, Setting, Participants: Semi-structured interviews were conducted with participants living in rural Appalachia (n=13) to elicit perceptions of assessments and interventions addressing food insecurity.

Measurable Outcome/Analysis: Using nVivo software, content analysis was conducted separately by the principal investigator and peer researcher to isolate major themes. Asynchronous themes were discussed and resolved.

Results: Stigma related to self-reliance expectations emerged as a major barrier to reporting food insecurity, childhood hunger, and participation of children in food-assistance programs. These expectations resulted in the fear of being perceived as having poor parenting skills, not providing food for children, fear that child protective services would take the child/ren away due to lack of proper food, concerns about breaking cultural norms of not accepting charity or publicly “airing laundry” and mistrust of government authority.

Conclusions: This study suggests that food security assessments and interventions are likely influenced by the self-reliance, respect for privacy, and the need for earned trust characteristics of the Appalachian culture. Assessment of food security and interventions should be culturally sensitive in order to obtain accurate baseline and post-intervention data, and increase participation in programs. Potential improvements to address stigma-related barriers in data collection and intervention design include omitting questions specific to children since general questions on the HFSSM accurately measure household food insecurity, and interventions with a community-based design.

Funding: University of Kentucky Faculty Research Funds.

P42 Empower WIC Breastfeeding Experts: Use of Interactive Training Platform to Increase Staff Knowledge and Confidence in Breastfeeding Counseling

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Objective: To increase knowledge and confidence of WIC staff in Breastfeeding counseling and education through an interactive, visual breastfeeding curriculum platform.

Use of Theory or Research: Self-efficacy Theory is guiding the training to strengthen WIC staff confidence to train the trainer, promote and support breastfeeding WIC participants. Research suggests interactive learning opportunities provided through face-to-face learning, computer-based learning, and website design contribute to enhanced learning and retention, as well as improved relationship building. Furthermore, presenters who provide meaningful, full-screen imagery while verbally discussing content enhance their ability to engage participants.

Target Audience: WIC State and local breastfeeding coordinators across the United States.

Program Description: US Department of Agriculture, Food and Nutrition Service (FNS) new WIC Breastfeeding Curriculum was unveiled nationally via 7 regionally located in-person trainings to WIC staff. As a skills-based train-the-trainer approach, the trainings provided numerous opportunities for hands-on practice and application and trainer tips. Attendees accessed the interactive training platform as trainers provided orientation to the platform’s visual design, including full-screen visuals, animations, videos, and other instructional components. This training empowers WIC staff to deliver effective breastfeeding counseling and education to participants.

Evaluation Methods: Training attendees completed surveys at the conclusion of the training.

Results: In spring 2019, FNS trained 358 WIC Staff for a total of 140 hours of training. All attendees completed the survey, of which 63% identified the training approaches as excellent and 25% as good. Case studies and role playing were identified as most useful. Approximately 41% rated very confident in their ability to understand and train others on content, and 39% rated confident.

Conclusions: Findings from the trainings suggest training approach is effective; there is a need for interactive, visual curriculum platforms to both increase knowledge and trainer confidence. The training strengthens WIC breastfeeding program and nutrition services delivery to participants.

Funding: USDA-FNS.

P43 Partnering with 4-H and High School Culinary Club to Provide School-Based Nutrition Education to Engage Latino Youth in Teaching Cooking Classes to Younger Youth and Adapting Healthy Eating Behaviors

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Objective: To implement Teens as Teachers Cooking Academy Program (TAT CAP) to underrepresented adolescents and explore their experiences in teaching younger youth and how the experience influences their attitudes and behaviors around healthy eating.