P71 (continued)

effects for wave, group, wave*group, education, race/ethnicity, and income-assessed adjusted average intake and within-group changes from baseline ($\alpha = 0.05$).

Results: Baseline total FV intake averaged 2.81 times/day (Controls), 2.80 (HB), and 2.63 (Stellar). At Wave 2, all groups had non-significant increases (Controls: 0.04, $P = .734$; HB: 0.22, $P = .088$; Stellar: 0.28, $P = .114$). At Wave 3, Controls and HB had non-significant changes from baseline by -0.22 ($P = .131$) and -0.27 ($P = .054$), respectively, while Stellar significantly increased by 0.41 times/day ($P = .041$).

Conclusions: These findings indicate that Stellar programming, which includes HB, may support sustained increased FV consumption more than HB distribution alone. This study is limited by unexpectedly small sample sizes and seasonal variation between survey waves.

Funding: Centers for Disease Control and Prevention.

P72 Examining Perceptions of Obesity-Related Training Opportunities and Needs for Head Start Health/Nutrition Managers

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Background: Head Start (HS) health/nutrition managers have identified obesity as the top health concern for their preschool children. However, little information exists related to perceived training needs and professional development (PD) training opportunities available for HS managers around obesity and related measurements.

Objective: To examine perceptions of obesity-related PD training needs and opportunities reported by Ohio Head Start health/nutrition program managers.

Study Design, Setting, Participants: Phenomenology was utilized for this research study. Semi-structured, in-depth telephone interviews ($n = 13$) were conducted with HS Health and Nutrition Managers across Ohio who were recruited via emails distributed by the HS Director of Professional Development.

Outcome Measure/Analysis: Interviews were audio-recorded and transcribed. Open coding of transcripts was conducted by trained qualitative researchers. Significant statements were coded, defined, and organized into themes. Themes enabled the description of the types of opportunities and needs (the “what” and “how”) of the phenomenon.

Results: Researchers identified 5 themes. Themes around professional development opportunities included attending professional health conferences (eg nursing/nutrition/early childhood/health) as part of the professional continuing education requirements; online food and nutrition-focused trainings (eg, webinars) through state and national resources, such as USDA; health-related trainings as part of professional development days organized by

Head Start programs; and networking as informal education from internal staff, RD consultants, and partnerships with local universities and WIC. Participants identified a lack of knowledge and training specific to the understanding of BMI, BMI-for-age growth charts, and skills around BMI measurement.

Conclusions: There are a number of general nutrition, food, and health-related trainings from a variety of sources (professional organizations, USDA, Head Start), but there is a need identified for training to improve knowledge and skills specific to BMI and its measurement (height/weight) in preschoolers, and the interpretation of BMI-for-age growth charts.

Funding: Miami University College of Education, Health & Society.

Nutrition Education Research Methods

P73 Dietetics Experiential Learning at Diabetes Camp: Findings through Photovoice & Qualitative Analysis

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Background: Experiential learning provides an opportunity for students to develop hands-on experience and apply didactic learning to real-life situations. Diabetes camp is a setting that provides experiential learning on a topic that is crucial for future dietitians.

Objective: The objective of this study was to explore whether and how educational experiences at a residential camp for children with type 1 diabetes changes knowledge, perceptions, confidence, and empathy of the disease for dietetics students. Qualitative research methods were used to explore and understand participants' experience of hands-on involvement with type one diabetes.

Study Design, Setting, Participants: This study was a qualitative, 2-year longitudinal case study at Camp Kno-Koma, the Diabetes Camp of West Virginia. Four dietetic students were recruited to participate in this study through convenience sampling. Students were in varying stages of their dietetics education.

Measurable Outcome/Analysis: Multiple qualitative methods were used to collect data: interviews; observations; Photovoice, a type of participatory action research in which photographs identified significant learning experiences; journaling; and focus groups. Thematic analysis was used to identify emerging themes and summarize findings through triangulation.

Results: Qualitative data analysis revealed that experiential learning at diabetes camp provides an opportunity for dietetics students to experience in-depth learning, including: increase in knowledge of the disease, perceptions of living with the disease, confidence in treating the disease, and empathy for those who have been diagnosed. While attending camp for one week is beneficial for experiential learning, returning for another week the following year

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