

P42 (continued)

vegetables, in addition to implementing Project ReFresh activities, may increase their selection of these foods. Based on student pre/post survey responses, fewer students receiving classroom education and cafeteria nudges consumed no fruit or vegetable the previous day, as compared to students who received no education or cafeteria only intervention.

Conclusions and Implications: Engaging and empowering foodservice staff on design and implementation of simple strategies for promoting fruits and vegetables can influence students to choose more of them. Integrating classroom nutrition education and cafeteria within the school environment may improve student fruit and vegetable consumption.

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P43 Integrating Pacific Cultural Concepts into the Introductory Nutrition Curriculum: The Children's Healthy Living Program (CHL)

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Objective: To evaluate online methods for integrating food, culture, and environmental concepts from the U.S. Affiliated Pacific (UAP) into an introductory nutrition course at the University of Hawaii at Manoa (UHM) that has a foundation in traditional nutrition curriculum (e.g., concepts in a basic nutrition textbook).

Target audience: Students enrolled in the UHM introductory nutrition course which includes UAP residents.

Theory, Prior Research, Rationale: In the UAP there is a lack of nutrition trained professionals to adequately address the high non-communicable (chronic) diseases rates. An introductory nutrition course at UHM that integrates concepts of the UAP may enhance comprehension, applicability, and interest in the course material.

Description: Multiple methods for integrating UAP concepts included piloting weekly online discussion questions that address UAP food related issues in a previous semester of the course. Previous students of the introductory nutrition course at UHM as well as informants from across the UAP are being surveyed for their perceptions on the how to integrate UAP concepts into the course. Supplementary materials highlighting a wide range of foods unique to the UAP are also being developed to enhance learning objectives.

Evaluation: Student performance evaluations from the first offering of the course (Fall 2013) will be used to evaluate success in learning outcomes and suggest areas for continued cultural adaptation.

Conclusions and Implications: The online platform of the introductory nutrition class has potential for wide dissemination across the region where there is currently a nutrition education shortage. Course development needs to maintain a focus on sustainability and integration into other efforts in the UAP to enhance nutrition capacity.

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P44 Estudiante de Dietetico: Dietetics Undergraduate Curriculum and Mentoring Program

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Objective: Estudiante de Dietetico is a curriculum designed to improve the cultural competence, confidence and Spanish skills of undergraduate dietetic students to provide more culturally sensitive nutrition services for the Latino community and decrease health disparities.

Target audience: Four cohorts have been recruited totaling 95 undergraduate dietetic students.

Theory, Prior Research, Rationale: The nutritional health of Hispanics is of particular importance because Hispanics are the fastest growing minority in the United States. According to the U.S. Census Bureau, the Hispanic population in 2006 was over 44 million, comprising more than 14% of the US total population (U.S. Census Bureau, 2006).

Description: This curriculum consists of 6 1-unit courses that mirror the dietetics curriculum along with intermediate level of Spanish language attainment. Two cohorts of students (n= 54) have completed the curriculum and 24 completed the concurrent extra mentoring program. The mentoring program was based on Tinto's Theory of Student Retention and included 4 components: Retention Coordinator, workshops, mentoring/shadowing nutrition professional and social events to foster group cohesion.

Evaluation: Students provided feedback on the curriculum and mentoring program in journal and interview formats. Students report a greater understanding of cultural competency, great satisfaction with the curriculum and the mentoring program commenting that, "the social events that included and recognized family members really meant allot." Many expressed gratitude for this opportunity.

Conclusions and Implications: This curriculum and mentoring program appear to be a promising way to improve the ability of the students to better serve the Hispanic population and to improve their educational experience.

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