P148 (continued)

Results: Measureable improvements in targeted shopping behaviors were observed. While the number of participants comparing food labels doubled from pre-to post-, those comparing unit prices, shopping for whole grains, and reading nutrition facts labels increased by more than 30%. 89% reported saving money on food purchases after attending the tour. Focus group participants expressed a high degree of satisfaction with the program and intent to change their shopping behaviors as a result of the tour.

Conclusions and Implications: Results of this study suggest that CM@S supported or otherwise encouraged participants to adopt key shopping behaviors. Findings support skills-based nutrition education in the store environment as a promising strategy to encourage behavior change.

Funding: Share Our Strength

P149 Dietary Management of Phosphorus in Hemodialysis: Content Analysis of Clinical Nutrition Textbooks
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Objective: The purpose of this work was to conduct content analysis of college-level clinical nutrition textbooks, specifically text coverage of dietary management of phosphorus for individuals with chronic renal disease undergoing hemodialysis treatment.

Study Design, Setting, Participants, and Intervention: Seven clinical nutrition textbooks were identified in Books-in-Print electronic database (Bowker LLC) using title keywords, namely “clinical” AND “nutrition,” and publication dates 2011 to 2014. The evidence base for phosphorus management was determined from a systematic literature review (Kalantar-Zadeh et al. Clin J Am Soc Nephrol. 2010; 5:519-530) and organized into discrete content categories. Two researchers independently reviewed the clinical nutrition textbooks relative to the content categories of the evidence base.

Outcome, Measures and Analysis: Content categories (i.e., outcome measures) included phosphorus from animal sources, phosphorus from plant sources, phosphorus from food additives, and phosphorus-to-protein ratio.

Results: Restricting phosphorus intake was mentioned in general in all seven clinical nutrition textbooks. Managing phosphorus, however, from animal sources was mentioned in only three textbooks; managing phosphorus from plant sources was also mentioned in these three textbooks but with no qualification that phosphorus in grain products is phytate bound. Managing phosphorus derived from food additives was mentioned in only one textbook yet this inorganic phosphorus is more bioavailable than organic phosphorus from animal sources as well as increas-ingly prevalent in the food supply. Phosphorus-to-protein ratio (mg/g) was not mentioned.

Conclusions and Implications: Content analysis of clinical nutrition textbooks suggested that the majority of textbooks do not address the complexity of phosphorus management, particularly with respect to food additive sources, which may inhibit optimal evidence-based education and subsequent clinical practice.

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P150 Directors’ Perspectives on Early Care and Education (ECE) Centers’ Interactions With Parents About Food Brought From Home
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Objective: To identify factors that influence the role of Early Care and Education (ECE) centers in family-focused nutrition education and advocacy.

Study Design, Setting, Participants, and Intervention: As part of the cluster-randomized trial of the Lunch is in the Bag intervention at ECE centers (15 intervention, 15 control), center directors completed a questionnaire pre- and post-intervention (baseline and 28 weeks later). Core components were newsletters and notes to parents, center-based parent-child nutrition learning stations, and classroom lessons.

Outcome, Measures and Analysis: Questions for directors asked about nutrition education for children and parents, written guidelines about food brought from home, and informal nutrition policies and practices (e.g., talking with parents about their child's eating). Data were evaluated using cross-tabulations and thematic analyses.

Results: Compared to control, directors at intervention centers reported more nutrition education procedures for parents (Mann Whitney U, P=0.041), but overall scores remained low. Across groups one-third of directors at baseline answered it is “very important” to offer nutrition education, but also reported their center does not offer nutrition education for parents. Directors’ narratives indicated teachers may not communicate with parents about the healthiness of child eating habits because of concern about offending parents, feeling uncomfortable, or the lack of nutrition education for teachers.

Conclusions and Implications: ECE center directors consider nutrition education important even if there is little center-wide nutrition education or discussion. This study illustrates the need for centers to not only offer nutrition programs but to focus on specific communication strategies with parents.

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