

P145 (continued)

to improve children's self-efficacy may be necessary for behavior change, particularly among low income students. Future research should be conducted to determine if these results are reproducible in a larger sample.

**Funding:** USDA.

### **P146 Availability of Nutrition and Health Education Resources for Service Providers to a Diverse Local Refugee Population**

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**Objective:** In 2012, North Carolina ranked in the top ten for refugee resettlement. Newly arrived refugees are at risk for elevated food insecurity, nutrition related health conditions (chronic diseases, malnutrition) and have poor skills navigating the local food environment. The objective of this study was to examine availability of targeted, appropriate and/or translated nutrition and health resources to local providers serving refugees.

**Design, Setting and Participants:** Participants (n=19) included WIC nutritionists, registered dietitians, medical providers, and other regular service providers (ie: resettlement caseworkers).

**Outcome Measures and Analysis:** Semi-structured interviews were audio-recorded and transcribed verbatim. Themes were identified using content analysis.

**Results:** Very few (n=2) reported access to translated nutrition and health educational resources. Some (n=4) reported creating their own resources using online pictures and information. Access to resources was non-existent (n=3) or only "generalized" resources that were either not refugee specific or refugee specific but not related to health or nutrition (n=10). Most training focused on general diversity (n=4) with very few (n=2) receiving training specific to refugee ethnic group(s) health and nutrition concerns. Some providers reported educating themselves on refugee groups cultural background and needs (n=5) with online resources.

**Conclusions and Implications:** Service providers report few targeted, culturally appropriate or translated resources for specific refugee ethnic groups. Lack of resources likely limits the effectiveness of nutrition and health education and counseling. Findings are currently being used for a project titled "Our Voice, Our Health" with a local school for newcomers to: explore nutrition and health behaviors and barriers and develop nutrition and health promoting educational resources.

**Funding:** None.

### **P147 Impact of Federal, State, and Center Policies and Regulations on Nutrition Education in North Carolina Head Start Preschools**

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**Objective:** The purpose of this study was to explore federal, state, and center-level policies and regulations and their affect on nutrition education in North Carolina-based Head Start preschools.

**Design, Setting and Participants:** Researchers conducted 63 semi-structured phone interviews with North Carolina Head Start teachers (n=32) and Health/Nutrition Coordinators (n=31).

**Outcome Measures and Analysis:** All interviews were transcribed and coded for emergent themes. Interrelated themes were condensed and aligned within a substantive-level grounded theory model. Researchers triangulated the findings by reading federal and state policies capable of impacting nutrition education; triangulation helped researchers distinguish between the actual policies versus participant perceived policies.

**Results:** Researchers identified four primary interrelated themes that impacted teachers ability to teach nutrition education including: classroom-based factors (e.g. federal education policies, state sanitation policies, teacher- and child-related factors), mealtime-related factors (e.g. federal mealtime requirements, quality of meals served, mealtime education), administrative-related factors (e.g. administrative priority, oversight), and policy perceptions (e.g. job-related responsibilities, policy interpretations, policy changes). Findings indicated that the provision of quality nutrition education is impacted by a multitude of policies and regulations; state-and center-level policies posed the greatest barriers for teachers and administrators. For instance, some teachers could not follow federal recommendations of educating children through hands-on food activities because of local sanitation and safety regulations.

**Conclusions and Implications:** Despite policies being in place to facilitate education, development, and child safety, the cumulative effect of multiple policies and regulations may impose unintended limitations on teacher's ability to provide quality nutrition education to preschool children. Future research is needed to explore the origin and impacts of center-level policies on nutrition education.

**Funding:** None.

### **P148 Effectiveness of Nutrition Education Program Using Nutrition Quotient Evaluation Tools on Children in Community Child Center**

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**Objective:** The aim of this study was to develop nutritional education programs for children in a Community Child Center, through investigation of sodium intake habits and dietary behavior using nutrition quotient (NQ) evaluation tools with five categories of balance, diversity, moderation, regularity and practice.

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