sugar-sweetened beverages. The association has been inconsistent for children, while fewer studies have investigated adolescents and young adults.

**Objective:** We examined the association between food insecurity and daily sugar-sweetened beverage consumption among young adults in community colleges.

**Study Design, Settings, Participants:** We used baseline data (N = 2,020) from an ongoing cluster randomized trial on health at 29 community colleges in California and Texas. Participants were first-year students assigned female at birth aged 18-25 years. Participants completed an online survey at baseline with measures of health, access to health care and other socio-economic characteristics.

**Measurable Outcome/Analysis:** We used multivariate logistic regression analyses for clustered data to compare daily consumption of sugar-sweetened beverages by food insecurity, adjusting for sociodemographic characteristics (age, race and ethnicity, living with parents, language spoken at home and state of residence).

**Results:** Ten percent of participants consumed sugar-sweetened beverages daily, 38% a few times a week, 39% a few times a month, and 13% never drank sugar-sweetened beverages. Almost one-third (28%) reported being food insecure. Food insecurity was associated with significantly increased odds of daily consumption of sugar-sweetened beverages (adjusted odds ratios [aOR] 1.52; 95% confidence interval [CI] 1.11-2.09). The odds of daily consumption of sugar-sweetened beverages also were significantly higher for Black participants (aOR 1.90; 95% CI 1.02-3.53) than for White participants. Daily consumption of sugar-sweetened beverages was not significantly associated with other socio-demographic covariates.

**Conclusion:** Young adults experiencing food insecurity reported higher daily consumption of sugar-sweetened beverage consumption. There is a need to improve information and resources to reduce sugar-sweetened beverage consumption as an effort to encourage healthy dietary patterns for community college students, especially those with difficulty accessing food.

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**Food Insecurity in the US: An International Student Perspective**

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**Background:** Food insecurity prevalence among international college students has ranged from 5-37%. Most research to date in this population has been quantitative, with limited focus on international students’ unique experiences and challenges outside of a single university.

**Objective:** To qualitatively examine international college students’ experiences related to personal, environmental, and behavioral factors associated with food insecurity.

**Study Design, Settings, Participants:** Trained researchers conducted qualitative interviews with international students (n=27) at three universities in the western U.S. Interviews were audio recorded and averaged 58 minutes in length. Students completed the U.S. Department of Agriculture’s Six-item Short Form Food Security Survey Module and demographic questions.

**Measurable Outcome/Analysis:** Researchers used a content analysis approach. Two researchers independently coded transcripts and met to discuss and reconcile any differences. Data were aggregated by code and food security classification. Researchers independently reviewed the data again and collectively determined overarching themes.

**Results:** Sixteen (59.3%) participants were food secure, and 11 (40.7%) were food insecure. Compared to two food secure students, many food insecure students reported finances and a different food environment from their home country as barriers to obtaining food. Food insecure and food insecure students mentioned not owning a car as another barrier, with cultural aspects cited as a reason for not wanting to ask for rides from others. Most food insecure students were unaware of U.S. food assistance programs, whereas most food secure students were familiar with them. Students suggested campus initiatives to increase awareness about available resources and that cooking and budgeting classes could help students integrate into the U.S. food culture.

**Conclusion:** This study provides an in-depth perspective on food insecurity among international college students in the US. Better understanding these experiences can provide researchers with insights into how to address food insecurity in this unique student population.

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**Food Literacy: An Emergent Concept for Dietetic Education**

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**Background:** Food literacy is an emerging concept that has the potential to help address society’s relationship with food and eating that in the last 50 years has led to human and planetary health crises. In 2020, food literacy was added as a required competency to the Integrated Competencies for Dietetic Education and Practice (IC-DEP), the blueprint for undergraduate training of entry-level Canadian dietitians. To date, no information is available about the incorporation of this complex topic into
undergraduate food and nutrition programs that train dietitians.  

**Objective:** To explore the experiences and perspectives of dietetic educators in incorporating food literacy into Canadian undergraduate food and nutrition programs.  

**Study Design, Settings, Participants:** Dietetic educators from accredited undergraduate programs across Canada (faculty; staff; sessional lecturers) were recruited from Nov/2021-Apr/2022 through email and dietetic educator email lists to complete a semi-structured interview via Zoom. Interviews were recorded and transcribed verbatim.  

**Measurable Outcome/Analysis:** Interview transcripts were analyzed using Interpretive Description. Transcripts were coded, and the codes were organized into categories and themes using NVIVO v12.  

**Results:** Eighteen participants (83% were dietitians) from 12 Canadian programs were recruited. Interviews were approximately 1 hour in length. Participants reported teaching a variety of undergraduate nutrition, food and dietetics courses. Analysis revealed food literacy to be a highly valued and important concept to teach in dietetic training. However, understanding of the concept of food literacy was still developing amongst educators. Participants indicated that components of food literacy were covered throughout curriculums but there was room for increased inclusion of food systems education as well as a strengthening of teaching the overall conceptualization of food literacy.  

**Conclusion:** The enthusiastic reception for food literacy in the educational standards reflects these dietetic educators’ appreciation for situating nutritional health within a socio-ecological context. Additional supports may help educational programs in implementing food literacy which departs from a traditional biomedical perspective.  

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**Food System Factors Associated With Diet Quality in Nigerian Women of Reproductive Age**  

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**Background:** Improved diets are an important outcome of food systems transformation. Poor diet quality is a major cause of malnutrition and disease globally and in Nigeria. However, few empirical studies of factors associated with diet quality in Nigeria exist, especially for adults, and using representative data.  

**Objective:** This study assessed diet quality among Nigerian women of reproductive age (15–49 years old) and identified factors associated with diet quality.  

**Study Design, Settings, Participants:** The study was cross-sectional, used the most recent (2018) Nigeria Demographic and Health Survey, and included 41,140 women. Data was representative of the six geopolitical zones and 36 states of Nigeria. The sample was selected using a two-stage cluster randomized design.  

**Measurable Outcome/Analysis:** Logistic regression with complex survey design in Stata 15.1 was used. The global diet quality project indicator, which measures whether a woman eats food from each of the five food groups specified by national dietary standards around the world, was used to define the outcome (ALL-5). These food groups are starchy staples; vegetables; fruits; animal-source foods; pulses, nuts, and seeds. Individual factors (wealth index, education, employment, exposure to media index) and consumer behaviour factors (clean fuel access, refrigerator ownership, and distance to water source) of the food systems framework were primary exposures. Covariates included woman’s age and cohort, religion, rural residence, and geopolitical zone.  

**Results:** ALL-5 was achieved by 24% of women; 40% of women ate ≤3 food groups. There was no association between wealth index or consumer behaviour factors and achieving ALL-5. Odds of achieving ALL-5 increased (p<0.001) by 24%, 47%, and 69% with primary, secondary, and tertiary education, compared to no education. Odds of achieving ALL-5 increased by 62% (p<0.001) with increasing media exposure. Yet, 55% of women had zero exposure to media (radio, newspaper, television, or the internet).  

**Conclusion:** Nigerian women have poor diet quality. Increased access to information likely improves diet quality. Barriers to media access and use among Nigerian women must be identified and addressed.  

**Funding:** None

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**Foundation Nutrition Course Promotes Diversity, Encourages Cultural Humility, and Empowers Students as Food Citizens**  

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**Objective:** To assess students’ exposure to diverse cultural foodways on developing cultural humility and appreciation of other cultures.  

**Use of Theory or Research:** Constructivism educational learning theory and constructs of Bandura’s social cognitive theory.  

**Target Audience:** Undergraduate students.  

**Course/Curriculum Description:** An online asynchronous foundation nutrition course (Cultural Foods) open to all undergraduate students (2-course sections, N=110, Fall 2022) included foundation knowledge on factors that influence food habits and culture, during the first 4 modules. An assignment followed the modules for real-life application and demonstration of foundation knowledge concepts. This “ethnic grocery store” assignment required each student to visit a local ethnic food market of choice and to reflect on their perspectives of another ethnic group’s cultural foodways. The purpose of the structured activity was to provide exposure to other cultures firsthand and to build cross-cultural skills, and empower, embrace diversity and develop cultural humility.