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 bio medical 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

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.

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Babatunde (continued)

through their experience. Students’ reflection was guided by instructor prompts.

Evaluation Methods: Students’ reflections aimed to generate more meaning in students’ experience and engagement, with comparison to their personal cultural values and biases, were coded for themes and evaluated for “understanding” and “critical thinking” using a rubric informed by AAC&U VALUE rubrics and tailored to the assignment learning objectives by the course instructor.

Results: All students demonstrated some cultural understanding and critical thinking, with some demonstrating exemplary behaviors. Students reported awareness of their cultural values and personal biases, and attitudes, with a better understanding and appreciation of other cultures.

Conclusion: Real-life applications with self-reflection contributed to the dynamic and reciprocal interaction gained by students’ while exploring and learning from other cultures firsthand. This experience enhanced learning beyond the classroom and encouraged the development of cultural humility to empower students as food and global citizens capturing their horizons.

Funding: None

Homestyles-2 Nutrition Education Curriculum Improves Aspects of Mental Health of Parents/Caregivers of Children Ages 6 to 11

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Background: Research suggests that dietary quality has an impact on mental health. Consuming a variety of foods from all the food groups provides nutrients needed for optimal brain function. Federally funded nutrition education programs, such as the Supplemental Nutrition Assistance Program-Education (SNAP-Ed), provide nutrition education for families with low income, which may also improve aspects of mental health.

Objective: To determine whether HomeStyles-2 (HS), a virtual nutrition education program for parents/caregivers of children 6-11 years, improved the mental health (emotional eating, quality of life (QoL), and depressive symptoms) of participants compared to those in a virtual attention control (AC).

Study Design, Settings, Participants: This cluster randomized trial included six virtual lessons taught by SNAP-Ed nutrition educators who recruited and taught participants using either the HS (N=102) or AC (N=64) curriculum. The SNAP-Ed Home Obesogenicity Measure of Environment Survey was used to determine changes in mental health where decreases in values indicated improvements in measures.

Measurable Outcome/Analysis: Descriptive statistics were used to analyze demographic characteristics. Within- and between-group differences in mental health from baseline to post and post to long-term follow-up (LTFU) were determined by linear mixed effects models. Baseline value, group, language, gender, race, ethnicity, education, and age were all fixed effects for the model.

Results: Participants were 39.6±7.9 years old, primarily female (96.3%), and had overweight or obesity (82.1%). There were no within- or between-group differences in emotional eating or depressive symptoms at any time point (p>0.05). HS participant QoL trended towards significantly improving from baseline to post (4.5±6.6 vs 2.8±4.0; p=0.06). There was a significant decrease in QoL from post to LTFU (2.8±4.0 vs 4.00±4.7; p=0.04). There were no between-group differences in QoL at any time point (p>0.05).

Conclusion: These data suggest that HS positively impacted participant QoL. It is unclear whether this impact was a result of improved dietary quality. Dietary behavior data are needed to determine the reason for the impact on QoL.

Funding: USDA

Impact of HomeStyles-2 Intervention on Fruit and Vegetable Intake and Cognitions of Adults Participating in SNAP-Education

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Background: Although chronic disease risk is inversely associated with fruit and vegetable (F/V) intake, only 12% and 9% of adults eat enough F/V, respectively. Teaching adults strategies for increasing F/V intake and targeting F/V-related cognitions are effective components of nutrition interventions. SNAP-Education (SNAP-Ed) is a federally funded nutrition education program that teaches SNAP-eligible families to make better food choices and utilizes such interventions.

Objective: To determine whether HomeStyles-2 (HS), a virtual nutrition education intervention delivered through SNAP-Ed for parents/caregivers of children ages 6 to 11 years, improves F/V intake and related cognitions of participants compared to a virtual attention control (AC).

Study Design, Settings, Participants: The study was a two-arm, cluster-randomized controlled trial. Participants were recruited and taught by SNAP-Ed nutrition educators who had been randomized to teach a six-lesson HS (N=102) or AC SNAP-Ed (N=64) curriculum.

Measurable Outcome/Analysis: Demographic characteristics were analyzed using descriptive statistics. F/V intake and related cognitions were collected at baseline, post-intervention, and long-term follow-up (LTFU). Differences were analyzed using a linear mixed effects model with fixed effects (e.g., baseline value, group, language, gender, race, ethnicity, education, and age).

Results: Participants were 39.6 ± 7.9 years old, primarily female (96.3%), had a post-secondary education (71.6%), Continued on page 23