

Changes in Student Confidence For Giving Grocery Store Tours After Participating in a Store Tour Training Program

Author(s): E. Hilliard, A. Brunt, C. Stangl, M. Borr; North Dakota State University

Learning Outcome: Participants will be able to explain the benefit of training Nutrition and Dietetics students in giving grocery store tours.

Objective: To determine if a grocery store tour training program increases student confidence in giving tours.

Methods: During the fall 2015 semester, 25 Nutrition and Dietetics students participated in a grocery store tour-training program required for a Community Nutrition course. Student trainees also gave 2 grocery store tours to student volunteers.

Analysis: Paired sample t-tests analyzed the change in trainee pre and post rankings of their confidence in giving tours and desire to give tours. Qualitative data were also collected and summarized.

Results: On a scale of 1-5, students had significantly more confidence in giving grocery store tours after the training program (pre = 3.8/5.0; post = 4.3/5.0; $p = .009$). There was no significant change for whether students would consider giving a store tour in the future (pre = 3.64/ 5.00; post 3.68/ 5.00; $p = .894$). Students indicated they learned about the benefits (10/25) and selection and storage of produce (5/25), and cost comparisons for various produce types (6/25).

Conclusions: After the grocery store tour training program, Nutrition and Dietetics students were significantly more confident in giving grocery store tours, although the program did not increase their desire to do so. Training students on giving grocery store tours may increase their confidence in working with clients, teaching others how to use produce, and increase the student's own ability to select and use produce. This may, in effect, also help these future practitioners promote produce intake in the general public and become more effective food and nutrition professionals.

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College Athletes in North And South Carolina Desire Better Access to a Registered Dietitian Nutritionist in Order to Improve Athletic Performance

Author(s): E. Smith, M. Murphy, M. Noviello, M. Edward, W. Koszewski; Winthrop University

Learning Outcome: Participants will be able to identify attitudes and level of confidence student athletes have towards nutrition education in relation to their athletic performance.

Background: To date, many studies have examined the diet quality and nutrition knowledge of college athletes. However, few studies have looked at athletes' attitudes toward nutrition education and its effect on performance.

Objective: The aim of the study is to determine whether NCAA athletes in North and South Carolina believe the nutrition education they are receiving helps improve their athletic performance.

Methods: In a descriptive research study, quantitative and qualitative data were used to determine the amount of nutrition education athletes are receiving and their attitudes toward the education in relation to athletic performance. Participants After receiving permission from athletic directors, 406 athletes at NCAA-sanctioned colleges in North and South Carolina chose to participate in the study. The valid and reliable survey was designed to measure the impact of nutrition education on performance and the type and confidence level of nutrition education available to them. Statistical analyses performed was an independent samples t-test used to examine differences in perception between different demographic groups.

Results: Overall, males are 17% more confident than females ($P=0.01$) that any nutrition education they have received in college has improved their athletic performance. At schools employing a sports dietitian, males are 22% more confident than females ($P=0.002$) that the sports dietitian has helped improve their performance. Division II athletes are 17% more confident than Division I athletes ($P=0.02$) that their school's sports dietitian has helped improve their performance.

Conclusion: Athletes believe the nutrition education they are receiving has a positive impact on athletic performance. Athletes desire more frequent nutrition education.

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A Gardening Needs Assessment for Food Pantry Patrons and Public Housing Residents

Author(s): B. Miller, V.B. Thompson, A. Fichtner, M. Guggenheimer, D. Chan; Miami University

Learning Outcome: By the end of the session participants will be able to: identify barriers to gardening for low-income patrons of a food pantry and housing complex; list benefits of gardening identified by low-income participants; identify factors that need to be considered in delivering a gardening program at a food pantry or low-income housing complex.

Objective: The objective of this study was to conduct a needs assessment to understand interests, needs, and barriers to gardening of food pantry/public housing patrons to inform the design of a gardening program and improve access to fresh produce.

Background: Home gardening has been associated with increased fruit and vegetable consumption. Previous studies have utilized community gardening initiatives to increase vegetable consumption and combat rising obesity rates, but little knowledge exists about gardening programs with patrons of food pantries or residents of public housing complexes.

Methods: This was a cross-sectional mixed-methods study utilizing surveys and interviews. Participants were adult patrons of a local food pantry and adjacent public housing complex. Surveys were distributed to 85 housing residents; Interviews were conducted with 2 residents, 4 food pantry patrons, the public housing manager, and food pantry staff. Questions included interest in and knowledge of gardening, barriers to gardening, and needs related to garden skills and education.

Results/Findings: Barriers included basic gardening knowledge, safe environment, animal invaders, fear of theft, space, and HUD housing complex rules. A wide range of gardening knowledge exists among residents who also identified interest in a program and agreed on its benefits. Benefits included reduced stress, creation of sense of community, improved health, and money savings.

Implications for Nutrition Practice: Nutrition professional can use this information to design programs at food pantries or public housing complexes, but need to consider housing policies, limitations at food pantries, and variable levels of knowledge and skills of the participants.

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College-aged Women's Knowledge and Perceptions of Prenatal Supplements

Author(s): M. Schmidt, K. Bone, D. Glazier; Southern Utah University

Learning Outcome: Participants will identify college-aged women's knowledge and perceptions of prenatal supplements.

The U.S. has approximately four million births every year. Consuming essential vitamins/minerals during pregnancy can be critical for avoidance of neural tube defects and other developmental issues. According to the Center for Disease Control and Prevention: one in every six women are vitamin deficient from low dietary intake. Prenatal supplementation is one way women can help to achieve the proper nutrients. There are limited studies examining females' knowledge of prenatal supplements or what they look for while selecting a prenatal. The study's purpose was to examine college-aged women's prenatal knowledge and what factors go into choosing a prenatal supplement. Twenty-nine single/childless females, mean age of 21.1 ± 2.3 completed the study. Six different prenatal supplements were shown to the participants. Each supplement differed in cost, percent daily values, visual appeal, and other factors. After viewing each supplement, subjects completed a survey. Results indicated that 82.8% were able to identify folic acid, calcium, and iron as key ingredients in prenatal supplements and 89.7% were able to recognize that folic acid reduces the risk of spina bifida. When selecting a prenatal 62% of subjects would look for appropriate percentages for daily value while avoiding those with proprietary blends. When asked where the subjects would obtain information regarding prenatal supplements only 3.4% would select a registered dietitian; the majority would turn to parents or doctors. Although data suggests that most subjects demonstrated knowledge about prenatal supplements, future education could focus on clearing up some common misbeliefs such as prenatal supplements promoting hair and nail growth.

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