

clinical setting but also in educating the public and other professionals as well as research.

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## The Effect of Maternal Beliefs and Behavior on the Body Weight Status of Preschool-aged Children

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**Emerging Knowledge for Clinical Practice Podium Presentations focusing on Research Agenda Priority of Healthy Promotion and Disease Prevention Presented at the 35<sup>th</sup> Annual NAPNAP Conference, March 2014, Boston, MA**

**Purpose:** The purpose of this study was to determine the extent to which maternal beliefs and behavior regarding the child's body weight status influenced the child's actual weight beyond the known risk factors for childhood obesity.

**Background:** Childhood obesity has become one of the leading health concerns in the country. One group that is disproportionately affected by the obesity epidemic is low-income preschoolers. Around the age of three children stop eating from deprivation and start eating based on how they are socialized to the mealtime environment. Maternal behaviors are postulated to have a strong influence in the development of a child's eating habits, food choices, food preferences, and weight control behaviors. One of the specific behaviors believed to affect a child's body weight status is maternal feeding style. However, few studies have examined how maternal beliefs and concern about the child's weight status affect the development of maternal behaviors. In addition, limited studies have been conducted to evaluate the relationship between maternal behaviors, such as feeding style and a child's actual weight.

**Specific Aims:** (a) Determine which maternal beliefs (i.e., nutritional belief, perceptions and concerns regarding the child's weight) are most predictive of maternal behavior (b) Determine the extent to which maternal behaviors predict a child's body weight status. (c) Determine the combined effect of maternal beliefs and maternal behavior on a child's body weight status (d) Determine the extent to which the relationship between maternal behaviors and the body weight status of a preschool-aged child is moderated by either the

child's behavior and/or pregnancy and infancy factors known to affect a child's weight.

**Methods:** IRB approval was obtained prior to the start of data collection. A descriptive correlational design was utilized. One hundred and twenty-six low-income mother/child dyads were enrolled in the study. Mothers completed a research packet at home that included two feeding style questionnaires that evaluated the mother's mealtime feeding style and overall feeding style. The child's height and weight were obtained from the child's Head Start file. Chi-square, correlations, regression, and moderated regression were utilized using the latest version of SPSS.

**Results:** Mothers who utilized an authoritarian feeding style had children with a lower body weight status than mothers who utilized the other feeding styles. Additionally, the relationship between an indulgent maternal feeding style and the child's body weight status was moderated by the child's screen time. Lastly, the relationship between a prompting/encouraging feeding style and the body weight status of a preschool-aged child was moderated by the mother's weight at the time of pregnancy.

**Clinical Implications:** Maternal feeding styles influence the body weight status of preschool-aged children. It may also influence the food preferences and eating habits that the child develops during the preschool years. Primary care providers need to assess not only what a mother is feeding the child, but also how is the child being fed and how is the child being socialized to the eating and mealtime environment.

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## An Intervention to Address Bullying in 5<sup>th</sup> Grade Students

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**Emerging Knowledge for Clinical Practice Podium Presentations focusing on Research Agenda Priority of Healthy Promotion and Disease Prevention Presented at the 35<sup>th</sup> Annual NAPNAP Conference, March 2014, Boston, MA**

**Purpose:** The purpose of this study was to measure the effectiveness of a comprehensive anti-bullying training program on child health outcomes, bullying behaviors,

and educational outcomes among 5th graders in an urban public school setting.

**Background and Significance:** Bullying has received increasing attention among pediatric nurse practitioners (PNP's), pediatric nurses, public health nurses and educators. It is relevant to the health of children and adolescents and includes physical, psychological and/or verbal behaviors that are repeated and involve an intention to harm. Children who bully others and those who are victimized are at higher risk of many biopsychosocial problems including depression and low self-esteem, sleep problems, low moods, abdominal pain, headaches, and nocturnal enuresis. Bullying has been in the national spotlight recently with media reports of severe injuries, deaths, and suicides. Equally worrisome is the pervasiveness of among youth in general and its impact on the health of children. PNP's can join other professionals in identifying bullying behaviors and developing and evaluating interventions to combat this issue and improve children's lives.

**Research Questions:** What is the prevalence of bullying among fifth graders in an urban school? What self-reported health issues are associated with being bullied?

**Methods:** Johns Hopkins University School of Nursing, in partnership with Elev 8, (a school-based initiative of East Baltimore Development Inc [EBDI], that collaborates with schools, families and community) and two elementary public schools conducted an anti-bullying program focused on 5th graders. The study is a quasi-experimental pretest, posttest control group design with one middle school receiving the anti-bullying program intervention and the comparison school receiving the same anti-bullying program in a delayed intervention. The intervention involved six weekly classroom sessions and the sample included students from two 5th grade classrooms, one classroom in the intervention school and the other in the delayed intervention school. The study is approved by the Johns Hopkins Medicine Office of Human Subjects Research - Institutional Review Boards. All students who had a signed parental consent completed two instruments (approximately 35-40 minutes to complete) to provide baseline health data and bullying prevalence data. Descriptive statistics and Chi Square analyses provided information about the extent of bullying behavior among the 5th graders pre and post intervention, their health related behaviors, and the relationship of being bullied and health of the children.

**Findings:** The prevalence of bullying behaviors among fifth graders in one school (N=23) was approximately 30% for those reporting being bullied once to

several times per week. Seventeen percent reported bullying others 2-3 times per month to several times per week. There was a significant relationship between bullying behaviors and children's feelings of sadness and being afraid.

**Clinical Implications:** Pediatric nurse practitioners in primary care must be proactive in identifying bullying behaviors and victims of bullying in their pediatric patients and work with parents and educators to protect children. Further research must be done to determine the best ways for PNP's to identify and educate children with respect to bullying to diminish the deleterious effects of bullying and promote child health.

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## “I've Accomplished Something Here” The Lived Experience of Employed Breastfeeding Mothers: A Phenomenological Analysis

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**Emerging Knowledge for Clinical Practice Podium Presentations focusing on Research Agenda Priority of Healthy Promotion and Disease Prevention Presented at the 35<sup>th</sup> Annual NAPNAP Conference, March 2014, Boston, MA**

**Purpose:** Despite current recommendations, appropriate encouragement from healthcare providers, and known health benefits of breastfeeding, most employed mothers do not breastfeed in the US. Traditionally, focusing on promoting health benefits is considered the most important aspect of health promotion and is the dominant discourse in encouraging breastfeeding. It is presumptuous for health professionals to believe that simply providing knowledge of the health benefits of breastfeeding will increase breastfeeding rates without a critical examination of social and cultural influences that hinder breastfeeding in employed mothers. The purpose of this study is to describe the experience of employed breastfeeding mothers. Using a phenomenological approach, the researcher completed 13 interviews in which mothers with experience working full-time while breastfeeding were asked to describe their experiences. The interviews were transcribed and analyzed using a hermeneutical approach developed by Pollio and applied to nursing research by Thomas. Participants experienced the world of the workplace as largely unsupportive and grounded in the context of