Title: A qualitative analysis of WIC/primary care intervention to improve responsive feeding among infants

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Background: During each visit to our group well-child care (GWCC)/shared medical appointments, parents learn, practice, and model asset-based responsive parenting. In a primary care/WIC partnership, we embedded a responsive-feeding curriculum within GWCC whereby the nutritionists, health care providers, and caregivers participated in Discussion, Demonstration (assembling food), and Dining.

Methods: We designed the responsive-feeding curriculum and implemented it in January 2017 such that every 3 months, synchronized with WIC appointments, families participated in the curriculum. We conducted semi-structured interviews with caregivers who participated in GWCC. Interviews were conducted in caregiver’s preferred language using an English or Spanish interview guide. The constant comparative method of data analysis was used to identify key themes.

Results: We interviewed 20 caregivers, 10 in Spanish and 10 in English and found 5 recurrent themes of caregiver experience including; 1) enjoying the food preparation and incorporating the recipes at home, 2) using responsive feeding techniques with their infants 3) utilization of various sources of nutrition information including family, healthcare providers and the Internet, and 5) apprehension in applying for WIC benefits due to public charge discourse

Conclusions: Our primary care/WIC partnership successfully created and implemented a responsive feeding curriculum. The curriculum was well-received by families. Lack of accurate nutrition information from family, supermarkets, and the Internet as well as confusion regarding the public charge necessitate further interventions.

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