

and Others was greater among young adults than older adults (both $p = .03$).

Conclusions: Patient experience is consistently poorer, and disparities greater, among younger compared to older adults. This underlines the importance of recent initiatives to address inequity and improve the quality of U.S. healthcare for adolescents and young adults of all racial and ethnic origins.

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HOW MIGHT RACISM IMPACT AFRICAN AMERICAN CHILDREN'S THOUGHTS AND PLANS FOR THE FUTURE?

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Purpose: Children's academic investment and future planning are important determinants of educational attainment, socioeconomic status, and future health. Studies have shown that social determinants of health can contribute to health disparities. Few studies have shown how social stigma can impact health through the internalization of negative interpersonal judgments by one's experience or perception of racism. Among African Americans, community connectedness has been undermined by structurally-embedded stressors and inequities (e.g., poverty; disproportionate incarceration; discrimination), and care givers and community members may embrace or reject academic achievement, a goal that is valued by the larger, dominant The purpose of this study is to examine associations between different facets of African American racial identity (community connectedness, embedded achievement, awareness of racism) and children's uncertainty about the future and academic investment.

Methods: Study participants ($n = 46$ families) were African American caregivers and children aged 8-12 years ($M = 10.3, SD = 1.4$), recruited from an urban elementary school in the Midwest. The majority of caregivers (95.7%) and 21 children (45.7%) were female. The experience of being African American was assessed through Oyserman and colleagues' (2007) Racial Identity Scales: Connectedness, the extent to which the child feels a positive sense of connection to the African American community; Embedded achievement, the extent to which family members believe that the child's achievement is valued by the African American community; Awareness of racism, the extent to which family members perceive that others view the child through a lens of low, negative expectations. Children's uncertainty about the future was assessed through items developed by Bolland and colleagues (2001). Children's academic investment was assessed through items developed by the National Center for School Engagement (2006). Analyses examined the distribution of study variables and correlations between variables, adjusting for child's age and gender.

Results: When caregivers reported greater embedded achievement ($r = -.30$) and greater racism directed towards their child ($r = -.32$), children reported less connectedness to the African American community. Caregivers' report of racism was additionally associated with children's intent to graduate from high school and attend college ($r = .32$). When children reported greater racism directed towards themselves, they reported greater uncertainty about what the future held ($r = .40$). Children who reported greater connectedness to the African American community also reported greater overall academic investment ($r = .45$).

Conclusions: Awareness of racism among African American families may impact children in different ways. Children may feel less connected to their community, potentially due to stigmatization, and less certain about what the future holds; they may also address racism through becoming more academically invested. Associations involving embedded achievement suggest that caregivers and children may define the African American community in different ways. Open dialogue about African American racial identity within families, communities, and our broader society may foster resilience among children and promote their well-being and future success across the lifespan.

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PHYSICAL ACTIVITY COMPARISONS AMONG ADOLESCENTS OF SOMALI, OTHER NON-HISPANIC BLACK AND WHITE RACE

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Purpose: African American adolescents, particularly girls, are less active than their non-Hispanic white peers. However, little is known about how the physical activity levels and behaviors of ethnic sub-populations of non-Hispanic black adolescents, such as the Somali population, compare to their peers. A greater understanding of Somali adolescents' physical activity is important to inform culturally tailored clinical care and interventions. The purpose of this study was to compare moderate-to-vigorous physical activity (MVPA), as well as the prevalence and frequency of participating in different types of physical activities among Somali, other non-Hispanic black, and non-Hispanic white adolescents.

Methods: The current study includes a subsample of 1,268 participants (mean age 14.6, $SD = 2.1$; 51% female) who participated in EAT 2010 (Eating and Activity in Teens), representing Somali (9%), other non-Hispanic black (not Somali or Ethiopian) (51%), and non-Hispanic white (40%) adolescents. Participants were middle and high school students at Minneapolis/St. Paul, MN, public schools and completed survey assessments of overall leisure-time MVPA and participation in 26 different types of physical activities. Linear and logistic regressions were used to examine disparities in MVPA and participation in each type of physical activity among the three race groups. All analyses were stratified by gender, and controlled for age, socioeconomic status, nativity, and BMI.

Results: There were no significant differences in MVPA (mean = 7.4 h/w) among Somali, black, and white adolescent boys. White girls reported significantly higher MVPA levels (6.2 h/w) than black (5.1 h/w, $p < 0.001$) or Somali (3.9 h/w, $p = .02$) girls. Of the 26 physical activities, there were significant differences between Somalis and the other races groups for 9 activities among the boys, and 7 activities among the girls. For example, Somali boys participated in more dance compared to white boys, and less walking for transportation compared to black and white boys. Somali girls participated in more soccer compared to black girls, and less running compared to white girls. Among the adolescents participating in each physical activity, there were few significant differences in the number of hours of participation for the three race groups.

Conclusions: There are similarities and differences of MVPA and physical activity participation among Somali, other non-Hispanic