P1 Student Outcomes and Perceptions of a Blended Graduate Level Nutrition Course

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Objective: To evaluate student outcomes and perceptions of the use of a blended format in a graduate level nutrition course.

Target Audience: Master's degree students enrolled in a graduate level nutrition course at a Midwestern university (n = 16).

Theory, Prior Research, Rationale: Blended learning is commonly described as any combination of online and face-to-face teaching formats within one course. This format can provide flexibility while also promoting oral communication skills important to the dietetics profession. Blended courses may become more relevant to graduate level nutrition programs due to the future change in qualifications to become an entry-level RD.

Description: The nutrition course utilized a blended format. Each week included an online lecture and face-to-face meeting for discussion activities and student presentations regarding material from the online lecture. Final grades included 4 exams and 4 research article presentations per student.

Evaluation: Final grades for students completing the course: 10 A, 3 A-, 1 B+, 1 B, 1 B-. Upon conclusion of the course, students were invited to complete a questionnaire regarding their perceptions of the blended format. Nine of the 11 students who completed the questionnaire reported they would enroll in another blended course. Eighty two percent reported the same or higher level of learning compared to a traditional face-to-face course and 70% reported a higher level of learning compared to an online only course. Students liked the flexibility in viewing lectures, but disliked the lack of immediate feedback and amount of student presentations.

Conclusions and Implications: Results indicate this format can be a successful teaching strategy that allows flexibility for students.

Funding: None.

P2 Teaching the Health At Every Size® Curriculum to Dietetics Students: Do Anti-Fat Attitudes Change?

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Objective: The purpose of this study was to determine if teaching about the Health At Every Size (HAES) paradigm, using the recently developed HAES curriculum could decrease anti-fat attitudes among dietetics students.

Target Audience: The aim of this research was to contribute to the literature on possible interventions for

preparing dietetics students to work with people of all shapes and sizes without bias.

Theory, Prior Research, Rationale: Evidence suggests that anti-fat attitudes are pervasive among dietetics students and professionals. According to the theory of cognitive dissonance, teaching the HAES paradigm could shift thinking away from anti-fat attitudes.

Description: A pretest/posttest study design was used to compare changes within a non-random experimental group (n = 31) and between groups using a non-random control (n = 33). Surveys were used to measure three constructs related to anti-fat attitudes: dislike, fear of fat, and willpower, as well as four constructs about HAES: knowledge, attitudes, beliefs and self-efficacy. The experimental group received the HAES curriculum as part of their dietetics coursework and the control received their dietetics coursework without the curriculum.

Evaluation: Results showed that after the curriculum, anti-fat attitudes were significantly decreased in the experimental group, compared to the control (p = .005). Though not significantly, positive attitudes about HAES decreased after the intervention, while positive beliefs and self-efficacy improved. Knowledge about HAES improved significantly (p < .001), compared to the control group.

Conclusions and Implications: These findings provide support for using the HAES curriculum as a way to influence dietetics students' anti-fat attitudes, HAES beliefs and self-efficacy related to preparing them for ethical practice.

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P3 Service Learning: Plate It Up! Kentucky Proud Recipe Development Project

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Objective: The objective of this research was to use student feedback to provide practical recommendations for sustaining service learning (SL) in an upper-level nutrition course.

Target Audience: Over the past 6 years, 400 undergraduate dietetics and human nutrition students have engaged in the Plate It Up! Kentucky Proud (PIUKP) SL activity as a component of a required Experimental Foods course.

Theory, Prior Research, Rationale: SL is a form of experiential learning that emphasizes relating a community service activity to course learning outcomes through a mutually-beneficial activity. In higher education, SL promotes student engagement, improves critical thinking and communication skills, and augments academic curriculum.

Description: Students use nutrition and food preparation knowledge to develop healthy recipes using locally grown

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