P14 Attention to Food Insecurity in Clinical Practice: Continuing Medical Education Development

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Objective: Food insecurity is a predominantly economic condition that poses numerous risks to children's health and development. For many children, the doctor's office is a place of regular contact outside the home. Knowledge of indicators of food insecurity allows health providers to identify patients at risk and to provide an appropriate intervention. However, food insecurity is not routinely included in health providers' training.

Target Audience: Pediatric and family practice physicians and nurse practitioners, and other allied health providers.

Theory, Prior Research, Rationale: Professional practice gaps identified in surveys of Oregon health providers (n=186) and literature were: understanding the health impacts of food insecurity; failure to screen; and, failure to offer safety-net resources. Course content and format were reviewed by local and national experts, and is certified through the American Medical Association for continuing medical education credit (CME).

Description: The online course provides a review research on health consequences of food insecurity with a goal of increasing health provider rates of awareness and monitoring of this condition in the pediatric population.

Evaluation: A post-course exam score of 75% is required for receipt of CME. Course ratings include content, quality, and relevance to practice. Course registrants are asked to indicate whether they would make a change in their practice, and to describe that change.

Conclusions and Implications: Course content, quality, and relevance to practice were evaluated favorably. Of 415 registrants in 2014, 273 (66%) said they would make one or more of the following changes: improve screening practices, display/distribute resources, increased sensitivity to problems, and train students and staff.

Funding: Oregon State University Extension, Professional and Non-Credit Education.

P15 The Discussion-Based Lecture: A Promising New Model for Online Classrooms

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Objective: To develop a novel approach for promoting active, participatory learning in the online environment.

Target Audience: Educators.

Theory, Prior Research, Rationale: One of the greatest challenges facing online educators is creating an environment where students are connected with one another and engaged with the material. This project proposes a

model by which the online classroom becomes less passive and isolated, and instead actively integrates students into the learning experience.

Description: To align with the increasingly popular flipped classroom paradigm, several lectures for a large nutrition course were recorded and posted online using the VoiceThread platform. Because VoiceThread is designed for asynchronous video-based discussion, students were able to comment, interact, and ask questions at any point during the lectures. There were also several points in each lecture where students were prompted to comment with their thoughts on the material. This approach resulted in significant engagement and interactivity, and has the potential to be applied in a variety of diverse contexts.

Evaluation: If educators wish to evaluate students' participation in discussion-based online lectures, Voice Thread supports a number of assessment methods that integrate seamlessly with several learning management systems.

Conclusions and Implications: The discussion-based lecture holds promise as a dynamic forum for engaging and involving students in the online learning experience. We plan in the future to use this model to connect students across countries, collaborating with faculty at an Australian university to share lecture content and facilitate discussion between and among both sets of students.

Funding: None.

P16 Market Voucher/Education Program Participants Value Setting to Learn, Enhance Motivation, Involve Children, Build Community

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Objective: To assess participants' perceptions of a farmers market voucher and educational and community-building program.

Target Audience: Low-income households not eligible for the Supplemental Nutrition Assistance Program (SNAP)(target 160-250% of Federal Poverty Income Guidelines) in Adams County, Pennsylvania referred via community organizations/agencies participated in the program.

Theory, Prior Research, Rationale: Social Cognitive Theory describes how personal and environmental factors interact to influence behavior. The Healthy Options program's educational and community-building components were designed to enhance the strength of these interactions by bringing participants together to learn about and practice healthy activities.

Description: Healthy Options offered farmers market vouchers (\$44/month in 2013) to 74 households for June-September. Participants were offered a series of educational and community-building activities including

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gardening classes, cooking classes, a photovoice project, farm tours, hikes, yoga classes, “Steps to a Healthier You,” as well as a kids’ day/health fair and cooking demonstrations at the farmers markets.

Evaluation: In-depth qualitative interviews were held with 21 households (n = 24 adults and 9 children) that participated in the educational and community-building activities. Themes that emerged included: the value of health knowledge gained, involvement of children, community-building opportunities and enhanced motivation to continue healthy behaviors.

Conclusions and Implications: Coupling an incentive program to increase financial access to fresh farmers market foods with educational and community-building experiences may expand the impact to longer-term benefits beyond seasonal access to a limited amount of additional foods.

Funding: Gettysburg Hospital Foundation, Gettysburg College, local faith communities, farmer and community member donations.

P17 Mediterranean Cuisine Comes to YOU!

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Objective: The purpose of this program was to increase participants’ knowledge and behaviors by eating more healthfully following the Mediterranean Pyramid diet principles.

Target Audience: The target audience was adults from rural and suburban counties interested in Mediterranean cuisine. Materials developed include a 4-part Powerpoint lesson/ plans; oil, cheese, and greens tasting evaluation and discussion sheets; handouts, marketing and evaluation tools.

Use of Theory, Prior Research: The program was developed based on Social Cognitive theory, a study tour in Crete, Greece in 2014 and research on the Mediterranean diet/lifestyle. Adherence to the Mediterranean diet reduces risk for heart disease, Type 2 diabetes, stroke, obesity and Alzheimer’s disease. The majority of the U.S. population does not consume enough fruit, vegetables, whole grains, and dairy food; this program helps to address this need.

Description: This pilot program was offered in two locations to 26 participants during four weekly, two-hour classes. Lessons included Mediterranean lifestyle principles, hands-on food preparation, presentations by local growers and food producers, and class exercises.

Evaluation: A retrospective post-program and 6 month follow-up (in 4/15) evaluation were developed to measure gains in knowledge (five point scale) and changes in behavior.

Conclusions and Implications: In evidence reported post program, 90% (n=21) explained how the program helped them prepare more healthful meals; 81% planned to use olive oil more often; 76% planned to eat more fruits and vegetables, 71% planned to eat more plant proteins and 71% planned meals more often with Mediterranean

Pyramid principles. This program demonstrated how participants can learn to plan and implement healthful diet/lifestyle strategies in an engaging and experiential cross-cultural context including local agricultural foods.

Funding: None.

P18 Achieving Fidelity Across Intervention Groups: A 6-Week Pilot Weight Management Study

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Objective: Development of an effective nutrition education program that promotes best practices among nutrition professionals during education and evaluation of overweight/obese individuals enrolled in a weight management and mindful eating program.

Target Audience: Overweight and obese adults 18 to 80 years of age in Northern Colorado.

Theory, Prior Research, Rationale: The “Healthy You” curriculum was developed using Social Cognitive Theory to address psychosocial factors underlying specific health behaviors with a focus on reciprocal determinism, self-efficacy and reinforcement. Application of Adult Learning Theory ensured an appropriate learning environment, activation of prior participant learning and targeted a variety of learning styles.

Description: A 6-week pilot weight management and mindful eating curriculum was developed and disseminated to 37 overweight and obese individuals divided into two intervention groups. Educator training procedures required review and discussion of instructional materials and observation of lessons being taught by an experienced instructor. An observational checklist was developed and reviewed for face and content validity.

Evaluation: Educator fidelity was assessed by two separate observers completing the validated checklist for each class. Frequencies and percent agreements were calculated to establish inter-rater reliability and determine fidelity. Reliability was 87.5% between observers and educators ranged from 89-95% in degree of fidelity.

Conclusions and Implications: Fidelity can be achieved across educators and reliably evaluated using a validated observation checklist.

Funding: Kendall Anderson Nutrition Center.

P19 Community-Based Nutrition Education: Lesson Learned From the Field

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Objective: Preventing obesity in low-income, pre-schoolers, ages 3-5 by teaching mothers simple, authoritative strategies for promoting age appropriate food portions and energy intakes. This project represents the first

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