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enjoyment of vegetables), negative (e.g., disliking of fruit) affective associations, and reported intake of fruits, vegetables, and grains. Understanding these relationships can help to develop healthy eating interventions for college students.

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P126 Relationship Between Affective and Cognitive Factors in Self-Reported Physical Activity and Food Intake in Adolescents

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Objective: This study examines how affective associations and cognitive beliefs are related to diet and physical activity in adolescents.

Design, Setting and Participants: A convenience sample of approximately 1500 students in 9th-12th grades attending Detroit Public Schools completed a questionnaire during February 2015. The instrument was 18 closed-ended questions to measure feelings and beliefs about food, National Youth Risk Behavior Survey (YRBS) questions regarding diet and physical activity, and demographic information.

Outcome Measures and Analysis: Questions measuring beliefs, positive feelings and negative feelings regarding four domain activities (eating fruits, eating vegetables, drinking soda pop, being physically active) and cognitive questions are predictor variables. YRBS questions assessing behavior related to the four domains are criterion variables. Descriptive statistics report frequencies, means and standard deviations. Chi-square tests assess relationships in the categorical independent variables.

Results: Preliminary results show that approximately 65% of students are not consuming enough fruits and vegetables. Results showed that as student's negative feeling about vegetables (e.g. disgust and sadness) increased, student self-report of eating vegetables decreases ($p < 0.05$). Also, as positive feelings towards pop soda (e.g. joy and delight) increased, reported pop consumption also increases ($p < .01$).

Conclusions and Implications: The results can improve understanding of how feelings and cognitive beliefs are related to diet and activity behaviors in high school students. This research, in a racially and ethnically diverse population of inner city adolescents, provides the opportunity to study individuals not often included in health behavior studies. The findings can be used to develop more comprehensive and effective interventions to change behaviors associated with chronic disease.

Funding: None.

P127 Awareness is Power: Evaluation of an Inner-City After School Program Teaching Nutrition, Mindfulness, and Media Literacy

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Objective: To evaluate the effects of a 5-week after school nutrition class on dietary intake, knowledge of nutrition, weight status, and mindful eating behavior.

Design, Setting and Participants: The experimental group ($n = 21$) was comprised of two sections of a Boys & Girls Club of Trenton after school program site, and control participants ($n = 22$) were drawn from the same program site. The intervention was a five-week discussion-and-activity-based class focused on increasing knowledge and practical skills relating to nutrition, mindful eating, and media literacy.

Outcome Measures and Analysis: Surveys assessing dietary habits, nutritional knowledge, and mindful eating practices were administered to all participants before and after the intervention. Physical measurements and a covert behavioral measure of mindless eating were also taken. Differences in outcome between experimental and control groups were compared using multiple regression, with standard error clustered at the classroom level and while controlling for baseline scores and demographic variables.

Results: The experimental group showed significantly higher comprehension of nutrition facts ($p < .05$), decreased mindless eating on the behavioral test ($p < .05$), and a trend toward higher nutrition knowledge ($p = .13$). No other significant intervention effects were detected.

Conclusions and Implications: This study demonstrates the plausibility and efficacy of working with existing after school programs to implement short-term, interactive classes about healthy eating. While the small sample size and lack of true randomization detract from its validity, this study serves as an example of a nutrition education intervention that uses comprehensive evaluation mechanisms - including self-report, physical, and behavioral measures - to determine intervention effects on knowledge, attitudes, and behaviors relating to nutrition.

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P128 Role of Acculturation on Food Label Use and Understanding of Food Label Information Among Hispanics in the United States

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Objective: Recent estimates suggest that Hispanics are the largest and fastest growing minority group in the United States. Degree of acculturation has been associated with individual differences in health-related perceptions, attitudes, and behaviors among Hispanics. This study examined the role of acculturation on food label use and understanding of label information among Hispanics.

Design, Setting and Participants: The study sample ($n=1,795$) consisted of adults aged 18 years or older in the United States from probability-based online consumer non-volunteer access panels KnowledgePanel® and KnowledgePanel LatinoSM. Sampled panel members were

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