NP50 Healthy Babies Through Infant-Centered Feeding

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Objective: Evaluate effectiveness of the Healthy Babies (HB) intervention compared to a control group on maternal responsiveness, feeding style, and feeding practices, and compare infant feeding self-regulation and growth pattern of infants.

Description: The HB Curriculum is a series of 6 in-home lessons and 3 follow-up telephone contacts, based on the Theory of Planned Behavior.

Evaluation: Over time, the intervention showed positive ($p < .05$) impacts on mothers' beliefs about introduction of cereal, and infant awareness of satiety.

Conclusions and Implications: Preventive feeding interventions are necessary during age-appropriate transition to solid foods.

Funding: USDA Grant #2009-55215-05220, Michigan State University (MSU), College of Nursing, MSU Families and Communities Together, MSUE EFNEP, and CSUE EFNEP.

NP51 Choose to Change - The West Virginia Early Childhood Obesity Prevention Project

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Objective: Choose to Change is a five year study designed to assess contributors to early childhood and design, implement and evaluate home-school- and community-level obesity prevention initiatives.

Description: Components included multi-level assessment of behavioral and environmental contributors to childhood obesity, implementation of community-, school-, and home-level interventions, and assessment of intervention efficacy. Study population: 485 children in HeadStart/pre-kindergarten in two West Virginia counties.

Evaluation: Change in physical activity and eating behavior in children and families from pre- to post-intervention.

Conclusions and Implications: Characteristics of home and neighborhood environments may be important influences on eating and physical activity behaviors in families of very young children.

Funding: USDA Grant #2011-68001-30049.

NP52 Connecticut Fitness and Nutrition Clubs In Motion (CT FANs IM): Fitness and Nutrition via 4-H STEM

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Objective: This 4-H STEM program incorporates technology to improve fitness and nutrition for youth.

Description: Family nights are conducted to introduce students and their families to the program. Activity stations include WiiFit, scooter basketball and circuit games, arts/crafts and a healthy dinner. Students were provided iPads during the family night to video document their experiences.

Evaluation: Evaluation includes iPads for surveys, fitness and observational data. The student video clips were compiled into a YouTube video.

Conclusions and Implications: Technology is an innovative tool for fitness and nutrition education for youth and their families.

Funding: USDA Grant #2012-68001-19956.

NP53 The Illinois Transdisciplinary Obesity Prevention Program (I-TOPP)

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Objective: Establish an innovative research-based joint degree program focused on child obesity prevention.

Description: Scholars complete the MPH degree and are pursuing doctoral degrees in six programs.

Evaluation: In addition to annual student reviews, barriers and facilitators of transdisciplinary education are evaluated through mixed methods.

Conclusions and Implications: Eleven scholars have produced 40 abstracts and 11 publications in the first 4 years. Two new transdisciplinary graduate courses, two symposia, two visiting faculty, and fourteen lecturers have been featured through I-TOPP. These interactions provided for rich dialogue and collaborations to address the complex problem of childhood obesity.

Funding: USDA Grant #2011-67001-30101, University of Illinois College of ACES, College of AHS and Vice Chancellor for Research matching funds for 3 fellows.

NP54 Starting the Spark: An Updated Protocol for the Community-Based Participatory Research Model in the Prevention of Adolescent Obesity

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Objective: To develop a community-based program that targets overweight and obesity prevention among adolescents in limited resource, minority communities.

Description: Five year, tri-state, quasi-experimental project. One control and one intervention community

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from each state are responsible for creating and implementing one nutrition and one physical activity program addressing overweight and obesity among 6-8th grade youth.

Evaluation: Using mixed method baseline data, a questionnaire was developed, disseminated to youth in the six communities and analyzed to capture youth health behaviors, determinants of behaviors, and youth engagement and empowerment prior to program intervention.

Conclusions and Implications: Identifying a potential framework for creating community-focused, sustainable and effective adolescent obesity prevention programs.

Funding: USDA Grant #2012-68001-19619, Agriculture and Food Research Initiative.

NP55 The Pennsylvania State University Childhood Obesity Prevention Graduate Training Transdisciplinary Program

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Objective: This training program prepares pre-doctoral fellows for careers in childhood obesity prevention through transdisciplinary coursework, research, and internships.

Description: This program includes programmatic areas: nutritional sciences, child development and family studies, prevention and intervention, and research methodology and statistics.

Evaluation: Evaluation is accomplished through yearly external advisory meetings, program evaluation from trainees, ongoing publications and professional accomplishments of trainees, and biweekly meetings of key personnel.

Conclusions and Implications: 13 fellows have produced 51 presentations and 13 publications in the first 4 years of the program.

Funding: USDA Grant #2011-67001-30117, Pennsylvania State University Matching Funds.

NP56 “Get Fruved:” A Peer-Led, Trained-the-Trainer Social Marketing Intervention to Increase Fruit and Vegetable Intake and Prevent Childhood Obesity

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Objective: Community based participatory research (CBPR) was used on university campuses to develop peer-led, social marketing and environment change interventions to aid students in preventing obesity through improved overall wellness.

Description: Students (n=323) from four treatment universities participated in courses where they co-created interventions (with 154 student researchers and 42 researchers) and learned about peer mentoring.

Evaluation: Treatment students along with control students (n=100) at four universities were assessed on a wide range of health-related factors. Campus environments (n=8) were audited.

Conclusions and Implications: Assessment data are being analyzed. Campus-specific interventions were successfully designed using CPBR.

Funding: USDA Grant #2014-67001-21851-A2101.