O3 (continued)

period when survivors need additional support and guidance. A Phase I pre-experimental 4-month clinical trial was conducted with post-treatment cancer survivors.

Theory, Prior Research, Rationale: Motivational interviewing is a successful practice that grew out of both theoretical and practical considerations. It relies on both relational aspects between trained interventionist and client as well as behavioral reinforcement. Trained dietitians provided e-MIC to support survivors and encourage self-management of dietary patterns and positive behavior change.

Description: Program feasibility was measured by acceptability, demand, practicality, adaptability, integration, expansion, and efficacy. Program efficacy was assessed via pre- and post-intervention diet and lifestyle questionnaires, anthropometric measurements, and biomarkers of health.

Evaluation: Survivors reported minimal disruption of daily activities and high levels of satisfaction with e-MIC. Program adherence and compliance were excellent. Consumption of produce increased while consumption of red/processed meats and sugar-sweetened beverages declined. Skin carotenoids, blood glucose, and non-HDL cholesterol improved. In addition, 100% of participants reported that the intervention helped them achieve positive lifestyle behaviors that were sustained 6-months post-intervention. One hundred percent rated the program as "Very Good/Excellent," and stated they would recommend the program.

Conclusions and Implications: Findings from this study indicate that the e-MIC Program was well received and provides preliminary support for efficacy. A full-scale RCT is needed to measure the effectiveness of intervention for cancer survivors and generalizability to a variety of demographic populations.

Funding: Ohio State University Food Innovation Center

O4 Nutrition Education Works: Increasing Nutrition Literacy and Promoting Healthy Eating in Israeli Adolescents

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Objective: Currently, nutrition is not taught in most Israeli schools. However, 9th-grade Biology teachers can include 4 hours of nutrition topics. This study evaluated changes in nutrition literacy and eating behaviors following the addition of 20 hours of nutrition education to the current science curriculum.

Design, Setting, and Participants: Junior high school students (n=181), aged 14-15 years, 50% males, participated in a controlled prospective study at intervention schools (n=131) or a control school (n=50). Students completed semi-structured questionnaires before and after the program and at 2 month follow-up. Activities were carried out in a classroom setting and were based on social cognitive theory, emphasizing self-efficacy.

Frontal lectures, class discussions, games and experiential activities including food preparation were used to present a wide range of nutritional topics. Data was analyzed using student's t-test (control vs experimental) and paired t-tests for pre-post evaluation in the intervention group.

Evaluation: Baseline data was similar for control and intervention groups. Students participating in the expanded program improved their ability to correctly answer nutrition knowledge questions from 70% to 86% ($P \leq 0.05$). Significantly greater consumption of fruits and vegetables (~3 servings daily to ~5 servings), increased use of food labels and overall better food choices were also reported. Almost all students (91%) reported making at least one dietary change. No significant changes were observed in controls.

Conclusions and Implications: This study supports the efficacy of school-based nutritional programs for improving literacy and promoting healthy eating in adolescents. It is recommended that the Israel Ministry of Education expand nutrition education in this age group.

Funding: None

O5 Nutrition Behavior Modification Through Mobile Technology

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Objective: Past decades, abundant nutrition researches has developed dietary guidelines in determining what people should eat to attain optimal health and weight. Traditional approaches to public health-based initiatives have attempted to achieve our behavior change mainly through the communication of health-related information, for example: teaching of significant health risks, foods to avoid. However, traditional nutrition education approaches to changing population eating patterns have met with limited success. Recent research in the fields of Behavioral Economics and Behavioral Psychology suggests that even when people have the requisite nutrition knowledge, people often fail to act on good healthy eating when making health-related decisions.

Description: In this study, we will examine the potential of using mobile and online technologies as part of nutrition wellness program in order to achieve changes in health-related behavior. We propose a behavioral theoretical framework for the examination of eating pattern with aid of technology. The framework assists in characterizing how technology will assist as integral part to food choice practices, and direct attention when nutrition interventions aimed at changing eating patterns.

Methods: Diet tracking and weight loss were compared across participants during a 4-week nutrition

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