P24 Evaluating the Effectiveness of Nutrition Education for WIC Service Clients In Manhattan, Kansas

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Objective: The improvement of nutrition education and the realization of the importance of healthy dietary patterns are still needed among vulnerable groups (e.g. women and children). Therefore, healthy nutrition education is beneficial to increase low income families knowledge about healthy food choices.

Design, Setting, and Participants: The objective of this study was to evaluate participant satisfaction of nutrition education methods; individual counseling, interactive notebooks, and online nutrition education; used by the Women, Infants, Children (WIC) program.

Results: A cross-sectional survey design of one hundred WIC participants from Manhattan, KS, WIC program were assigned to receive nutrition education through individual counseling (n=20), notebooks (n=40), and online education (n=40). The participants received two nutrition education sessions using a single education method. Education topics were consistent for all methods and focused on whole grains, fruits and vegetables, breastfeeding, MyPlate, and infant feeding. Questionnaires assessing participant satisfaction related to education method were administered after education. One-way ANOVA and Tukey- Pairwise Comparisons test were performed to find which method has highest participant satisfaction. Tukey-Pairwise test shows that individual counseling had significantly higher participants satisfaction scores than online nutrition education method ($P=0.0149$). However, there is no significant difference between individual counseling and notebooks education method ($P=0.0695$), neither between online education and notebooks education method ($P=0.4322$).

Conclusions and Implications: These findings indicate that participants who were assigned to use individual counseling were more likely to be satisfied than participants assigned to use online nutrition education method.

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P25 Long-Term Reduction in Sodium Intake After Online and In-Person Group Nutrition Education in WIC Participants

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Objective: Excess sodium intake is associated with increased blood pressure and heart disease, with low-income populations at increased risk. The purpose of this

study was to examine the long-term impacts of online and in-person group nutrition education on changes in knowledge, self-efficacy, and behaviors related to sodium reduction in a diverse sample of low-income women enrolled in the Women, Infants, and Children (WIC) Program.

Design, Setting, and Participants: Randomized trial of 514 WIC participants held in 3 Los Angeles, CA WIC clinics between November 2014-October 2015. Traditional in-person group and online nutrition education on sodium reduction was conducted.

Outcome Measures and Analysis: Knowledge, self-efficacy and behaviors related to sodium reduction with two nutrition education modalities were assessed at baseline, 2-4 months and 9 months following the intervention. ANCOVA and GEE were used to compare changes between groups in knowledge, self-efficacy, and behavior outcomes.

Results: Positive changes in knowledge and self-efficacy improved between pre-questionnaire and was retained 9 months later for both groups ($P<0.05$). Both groups reported significant improvements in behaviors related to using less salt in cooking, adding less salt to foods at the table, and eating less fast-food and restaurant foods at 2-4 months ($P<0.01$) and 9-months later ($P<0.01$).

Conclusions and Implications: Both online and in-person group education resulted in long-term improvements in knowledge, self-efficacy, and behaviors related to reducing sodium intake in a low-income population. Making nutrition education available for WIC participants in multiple modalities could broaden the reach of nutrition education and lead to long-term positive dietary changes, which could improve cardiovascular health.

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P26 The Hook for Recruiting Nutrition Series Based Programming: One-Time Encounters

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Objective: To determine the effectiveness of one-time education lessons as a recruitment or marketing tool to encourage adults to participate in future series programming was evaluated.

Target Audience: Limited resourced adults aged 18 to 59.

Rationale: As adults hold the purchasing power, targeting this group for nutrition education is key in combating obesity. Barriers to working with a limited resource adult population include transportation, work and family obligations, and an overall lack of interest. One-time lessons, often paired with community events, can spark interest in learning healthier habits and lead to participation in extended lessons and potential for long-term behavior change.

Continued on page S19

P26 (continued)

Description: Many school-based and community events were used to recruit adult participants for series-based SNAP-Ed programming. Short 15 to 30 minute food demonstrations were presented. Demonstrations occurred at schools with parents and school staff, community health fairs, libraries, WIC and Department of Health waiting rooms. Participants were provided information about series-based programming opportunities.

Evaluation: At the start of a new series-based SNAP-Ed class, participants were screened for prior exposure to programming. School-based demonstrations were successful at recruiting adult participants, including food service professionals, bus drivers, and parents.

Conclusion: Single encounter nutrition education lessons are useful for inciting a desire for behavior change, as well as recruiting adult participants to participate in series based programming. The extended lessons increase the likelihood of adoption of healthier eating habits. Targeting SNAP-eligible adults in school-based settings can increase adult participation in SNAP-Ed programming.

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P27 Integrating Student Engagement and Effective Pedagogy in a Nutrition Education Context: A Conceptual Framework Approach

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Objective: This project aimed to develop a conceptual framework demonstrating the interaction between student engagement, effective pedagogy and how these can be utilised in an adolescent nutrition education context.

Design, Setting, and Participants: A literature review was undertaken to identify existing food literacy, student engagement and pedagogy frameworks. Whilst current literature extensively explores these constructs, little is known on how they can be conceptualised in a practical manner to guide resource development in nutrition education. Using a qualitative approach, teacher interview and student focus group protocols were then developed and a series of Year 7-8 student focus groups and teacher interviews were conducted across Western Australian non-government schools. In total 37 students and 5 teachers have participated.

Outcome Measures and Analysis: Using QSR NVivo 10, data was analysed in relation to the project's core research questions and involved the use of both inductive and deductive content and thematic analysis techniques.

Results: Preliminary analyses revealed support for the inclusion of nutrition topics such as what affects what you eat, meal planning and how does food affect your health.

Further, the majority of teachers and students indicated the framework needed to consider teaching activities which had elements of showing, doing or investigating. Such concepts mirror key principles of student engagement and effective pedagogy.

Conclusions and Implications: Key research findings guided the development of the conceptual framework. It is intended this framework will enable teachers, curriculum writers and academics to develop early adolescence food and nutrition teaching resources which consider student engagement and effective pedagogy as its key focal point.

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P28 Perceived Needs and Barriers to Provide Nutrition Education at Food Pantries

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Objective: To explore the interest in providing, the perceived barriers, and needs to offer nutrition education to food pantry clients expressed by food pantry coordinators.

Design, Setting, and Participants: Food pantry coordinators (N=41) in an urban area were interviewed in person onsite or over the telephone. The coordinators (mean age = 63.4 ± 9.1 years) were mostly non-Hispanic white (73%), female (73%) and well educated (at least a bachelor's degree, 61%).

Outcome Measures and Analysis: In-depth interviews focused on assessing coordinators' interest level and perceived barriers and needs to offer nutrition education programs. Interviews were transcribed verbatim and analyzed with NVivo following content analysis.

Results: Seventy-five percent of the food pantries offered choice distribution where clients selected items. While most pantry coordinators were interested in offering nutrition education, only 29% had previously provided nutrition education. Commonly reported barriers to providing nutrition education were lack of personnel with nutrition expertise and funding. Most coordinators reported positive feasibility if the need for trained personnel and/or educational material was provided. Those who previously offered nutrition education programs shared limited results due to low attendance rates and perceived limited client interest.

Conclusions and Implications: Pantry coordinators expressed the desire to provide nutrition education to clients if their needs could be met. Considering the barriers identified, fundraising for nutrition education programs within a food drive or via local donors and service-learning projects can be tested as strategies to overcome the barriers. In addition, food pantry clients' interest and barriers to attending to nutrition education program should be explored.

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