P51 (continued)

Outcome Measures and Analysis: Type, frequency, and self-efficacy of cooking in relation to FV and BMI was examined using one-way ANOVA (SPSS IBM statistics 23, 2015); $p \leq 0.05$.

Results: Participant FV intake was 2.4 ± 2.2 cups/day (mean $\pm$ sd) and BMI was 24.4 ± 5.07 . Those preparing meals from basic ingredients reported higher FV (2.7 ± 2.4) than those whose cooking skills are limited to mostly convenience foods (2.1 ± 1.8 , $p = 0.018$). Individuals reporting preparing meals from basic ingredients 4-7 times weekly reported greater FV (3.1 ± 2.4) than those reporting preparing meals 1-3 times weekly (2.4 ± 2.2 , $p = 0.041$) and less than 1 time per week (2.4 ± 2.1 , $p = 0.019$). Cooking 4-7 times weekly was also related to higher BMI (26.1 ± 5.5), compared to those participants reporting cooking less than 1 time per week (23.9 ± 4.4 , $p = 0.037$). There was no association between cooking self-efficacy and FV or BMI.

Conclusions and Implications: Cooking skills and frequency of first year college students are related to greater FV. It may be beneficial to include cooking education in wellness programming for college students to improve dietary behavior. More research needs to be conducted on the association between cooking frequency and BMI.

Funding: USDA

P52 Qualitative Results of Meal Make-Over Contest Narratives Following a Nutrition Intervention in Rural Appalachia

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Objective: The typical diet of Appalachia reflects adaptation to sparse resources and the limited variety of food options. Following a 12 month USDA Cooperative Extension cooking skills/nutrition education program in six Appalachian counties, a qualitative study was conducted to explore themes related to participants' perceptions of the impact of the intervention using a holiday meal make-over contest. The Theory of Planned Behavior (TPB) was used to categorize themes into attitudes, social norms and perceived behavioral control.

Design, Setting, and Participants: Participants ($n = 72$) described in written narratives how they would alter their favorite holiday meal to include foods/cooking techniques associated with positive health outcomes.

Outcome Measures and Analysis: Content analysis was conducted to identify themes in the TPB constructs.

Results: Positive attitudes included incorporating new recipes and cooking techniques associated with healthier outcomes (i.e., grilling or broiling). Family attachments and historical food traditions overwhelmingly dictated subjective norms. Perceived behavior control was related to an increased awareness of the local availability of healthy foods, food preparation skills acquired during the

program and the ability to gradually introduce healthy food ingredients into meals.

Conclusion and Implications: Family acceptance of new recipes/cooking methods strongly influenced participants' willingness to change their typical methods of cooking. For most participants, family preference was the most decisive factor in whether or not they replicated healthy recipes prepared during the cooking classes. The influence of family food preference is prevalent in Appalachian and cooking skills interventions must account for this influence. The TPB provides a framework for the development, implementation and evaluation of interventions aimed at improving dietary habits in this region.

Funding: NIH

P53 A Training Approach to Build Capacity in Policy, Systems, and Environmental Change for Nutrition Program Staff

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Objective: To build capacity in Policy, Systems, and Environment change (PSE) interventions for a Supplemental Nutrition Assistance Program - Education (SNAP-Ed) program.

Target Audience: Extension SNAP-Ed local leaders and front line staff.

Theory, Prior Research, Rationale: SNAP-Ed programs have a mission to foster community partnerships that change the environments in which clients eat, live, shop, work, and play. Staff needs knowledge, skills, and abilities to incorporate PSE into comprehensive programs, including relationships with partners that are inherently different than those used in delivering core nutrition education.

Description: Presenters from both public and private sectors along with Extension staff provided skills building sessions. These were followed by break-out blocks to apply PSE skills and foster partnerships for PSE planning. During the first two days of training, local leaders and staff had opportunities to integrate new concepts and skills into local projects. Local leaders also participated in strategic planning to identify statewide directions.

Evaluation: In an evaluation completed by $n = 84$ SNAP-Ed staff, all training sessions were rated by a majority as "moderately useful" or "very useful". More than one-half of participants reported improved understanding and skills with PSE activities. Using Stages of Change to evaluate readiness for PSE activities, 89% reported they were at least in the Preparation Stage for identifying partners and sharing ideas with partners.

Conclusions and Implications: Outcomes of this in-person training included increased readiness of staff to interact with potential partners and engage in PSE activities. Staff also increased capacity for strategic planning at the local and state level.

Funding: Supplemental Nutrition Assistance Program - Education