P61 (continued)

Region of the United States related to advancing policy, system and environmental changes, selecting common evaluation indicators and partnership development. The Center facilitated the Evaluation Workgroup, which selected three common evaluation indicators from the Western Regional Evaluation Framework. The Center analyzed existing tools and measures to identify common data collection methods that will be used in 2017.

Evaluation: In Federal Fiscal Year 2017, all eight states will report on common indicators and measures related to MyPlate Behaviors, Shopping Behaviors and Nutrition Supports Adopted. Collection tools will be shared at this session.

Conclusions and Implications: The methods used by the Evaluation Workgroup to come to consensus on common indicators can be used by groups that want to collect similar data. Collecting common measures across a large geographical region has the potential to show population impact on specific nutrition education and environmental changes that influence behaviors.

Funding: Center for Disease Control and Prevention

P62 A Comparison of Peer Mentors' and Mentees' Health Behaviors: GetFruved

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Objective: To determine if differences exist in health behaviors between upperclassmen college peer mentors and their freshmen mentees at four state land-grant universities (FL, SD, TN, WV) involved in the GetFruved project.

Study Design, Setting, Participants, Intervention: The GetFruved project is a social marketing and environmental change intervention designed and implemented by students in partnership with researchers and Extension professionals. As a part of the intervention process, upperclassmen mentors (n=135) were matched with freshmen mentees (n=1,070). Mentors guide freshmen in the areas of diet, physical activity, and stress management, with the goal of preventing unwanted weight gain.

Outcome Measures and Analysis: Mentors and mentees completed surveys in fall of 2015. Survey questions included fruit and vegetable intake, physical activity, hours of sleep, and stress. Data were analyzed using one-way ANOVA.

Results: No differences were found in levels of physical activity between mentors and mentees ($p=0.71$; 2808 ± 1809 vs. 2767 ± 2022 MET-minutes/week). Health behaviors in mentors were better than in mentees for fruit

and vegetable intake ($p=0.002$; 3.30 ± 2.33 vs. 2.60 ± 2.52 number/day), sleep ($p=0.03$; 7.32 ± 1.32 vs. 7.07 ± 1.26 hours/night), and stress ($p<0.0001$; 21.17 ± 6.59 vs. 25.20 ± 7.34 , on Cohen's perceived stress scale).

Conclusions and Implications: Overall, mentors did have better health behaviors than their matched mentees; an important indicator that upperclassmen may be suitable to serve as health behavior guides for freshmen.

Funding: USDA

P63 Potential Use of Classroom Response Systems (CRS, Clickers) in Foods, Nutrition, and Dietetics Higher Education

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Objective: After this presentation, the learner will be able to determine the viability for using a classroom response system (CRS, clickers) within his/her teaching and describe two benefits of and two ways he/she might use CRS in a foods, nutrition, and/or dietetics course to enhance those benefits.

Target Audience: The target audience includes higher education instructors/faculty in foods, nutrition, and dietetics.

Theory, Prior Research, Rationale: Although hundreds of authors have described and reviewed CRSs in higher education, few have addressed use in foods, nutrition, and dietetics courses, particularly upper level major courses. This technology, when employed to support appropriate pedagogical practices such as contingent teaching, has been implemented successfully, especially in the sciences, to increase student motivation and engagement, learning-based opportunities, assessment, and, possibly, learning outcomes. The simple behaviorist theory of stimulus-response integrated with Kolb's Learning cycle is applied.

Description of Course and Curriculum: The potential benefits and challenges will be presented to help the higher education instructor determine viability for using CRS in foods, nutrition, and dietetics courses. Examples from varied class sizes and content areas will be described.

Evaluation: Course evaluation data will be presented as it relates to implementation.

Conclusions and Implications: Guidance for implementing this technology will be offered considering successful practices in other academic subjects, the theoretical basis, and the author's experiences.

Funding: None

P64 Examining the Relationship Between Physical Activity Levels and Social Behaviors on Elementary School Recess Yards

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