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Theory, Prior Research, Rationale: The project was informed by Deardorff's Process Model of Intercultural Competence and the concept of "digital citizenship" which promotes competence in the use of internet-related tools to foster civic engagement.

Target Audience: Students in two community nutrition (CN) courses at University of Costa Rica (UCR) and Western Michigan University (WMU).

Description of Course or Curriculum: Four activities were integrated into the existing CN courses in each country. Students produced and posted 30-second autobiographical videos in native language, watched classmates' videos via UCR website, created a list of questions about the other's country pertaining to public health and community nutrition, interacted with students from the other country to address these questions, and presented findings to classes in real time via Skype.

Evaluation: Students (n=38) provided feedback to improve the experience, by completing an 8-item survey with multiple choice and open-ended questions. Participating in the group Skype call was rated as the most helpful activity. The interest for topics addressed through this project increased in 21% of participants, and 84% would recommend the activities for future CN courses.

Conclusions and Implications: Students enriched their learning by exposure to the health system, professional roles, and community nutrition practices of a country different than their own. With suggested improvements, this low-cost activity can be replicated as a way to encourage international collaboration in the classroom while practicing web-based skills.

Funding: None

P159 In Defense of Food (IDOF) Curriculum: A Formative Evaluation of an Afterschool Middle-School Intervention

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Objective: This formative evaluation examined the impact of the *In Defense of Food (IDOF) Curriculum* aimed at decreasing intake of highly-processed foods (HPF) and increasing intake of fruits and vegetables (FV).

Target Audience: The study was conducted in 3 afterschool classrooms in urban low-income neighborhoods with 32 multi-ethnic middle-school aged children.

Theory, Prior Research, Rationale: Social cognitive theory and self determination theory served as the theoretical framework to develop preferences and cognitive self-regulation skills needed for autonomous motivation to successfully navigate a complex food supply.

Description: The curriculum provided experiential activities including: preparing and eating whole plant-based foods, learning marketing techniques used to convince people to purchase HPF, performance poetry, and peer-to-peer learning. Throughout, students investigated

"What should I eat to be healthy?" by thematically following Michael Pollan's axiom "Eat Food. Not too Much. Mostly Plants," and Pollan's *Food Rules* provided memorable ways for students to put what they learned into action in their lives. Film clips from the IDOF documentary were viewed during each lesson.

Evaluation: Students received 10 weekly 2-hour sessions. A pretest-posttest evaluation design using a previously-validated survey, measured FV and HPF consumption and theory-based determinants. Paired t tests revealed significant behavior changes: students decreased intake of HPF (p=0.04) and increased intake of FV (p=0.0001). Theory-based determinants changed significantly for FV: beliefs (p=0.01) and self-efficacy (p=0.009) but not autonomous motivation and goal setting skills.

Conclusions and Implications: Results suggest food tasting and preparation experiences, eating whole foods with peers, using film clips, and providing actionable rules provide a promising approach to nutrition education in this context.

Funding: None

P160 Qualitative Needs Assessment: Pedagogical and Pragmatic Considerations for Afterschool Nutrition Education Programs

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Objective: Little information is available about planning effective nutrition education in afterschool settings. The purpose of this study was to examine the perspectives of teachers and afterschool program coordinators on the positive aspects and challenges of afterschool education for middle school-aged children in order to guide the development of a nutrition education (NE) curriculum.

Design, Setting, Participants, and Intervention: Thirty-minute semi-structured in depth interviews with a purposeful sample of 4 teachers and 8 afterschool program coordinators were conducted. Teachers had an average of 12.6 years of teaching experience; and program coordinators were selected from non-profit and public sectors with experience serving at-risk youth.

Outcome Measures and Analysis: Interviews were audio-recorded, transcribed verbatim, and analyzed using inductive content analysis to identify, count, and compare themes. Content analysis of themes was performed using QSR-NVivo.

Results: Themes were organized into two meta-themes: pedagogical elements for successful learning with this age group; and pragmatic considerations for hosting NE programs in the afterschool context. Four pedagogical elements were derived as specific and essential for afterschool programing: the importance of student-centered learning, such as "voice and choice" activities; use of scaffolding strategies; differentiation strategies to

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engage different intelligences; and tailoring activity duration to be developmentally appropriate. Pragmatic considerations included: essential elements, such as developing culturally relevant educational materials; and logistics, such as working within the financial, time, and space constraints of community-based after-school programs.

Conclusions and Implications: The insight gained from this study lays the foundation for understanding the necessary components for well-implemented and effective interventions for youth-focused NE programs in community-based afterschool settings.

Funding: None

P161 In Defense of Food Curriculum: Investigating Students' Understanding and Application of Food Rules in their Lives

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Objective: The In Defense of Food (IDOF) Curriculum provides students with tools to eat a nutritious diet, despite our complex, confusing food environment. This study examined if learning practical, actionable messages through Michael Pollan's *Food Rules* increased students awareness and understanding.

Design, Setting, and Participants: Post-only design with 22 middle school students in sixth and seventh grade, primarily African American and Hispanic, living in a low-income, urban neighborhood.

Outcome Measures and Analysis: After receiving the IDOF Curriculum, student were asked to state the meaning of the 11 Food Rules they learned in their own words, and to provide examples of how to apply it in their lives. The researcher who conducted the interviews wrote down students' responses verbatim. Each response was scored on a three-point scale, 1=no understanding to 3=full understanding. Descriptive statistics calculated mean scores for each Food Rule. Qualitative analysis determined themes by Food Rule and by the three big messages of the curriculum (Eat food. Not too Much. Mostly Plants.)

Results: Students had good understanding of the Food Rules with 54% of responses receiving a score of 3. For these responses students were able to accurately describe and apply the Food Rule. The mean scores for each Food Rule ranged from 1.73 to 2.68. The qualitative analysis overall indicated that the Food Rules supported the students in understanding and applying the three big messages.

Conclusions and Implications: These findings indicate that learning the Food Rules in IDOF appeared to be an effective way to guide students toward eating better. Further studies with a larger randomized controlled designs are warranted.

Funding: National Science Foundation

P162 'Let's Work Together Towards Children's Nutrition': Building Bridge Between Child Care Providers and Parents for Promoting Child Health

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Objective: To investigate childcare providers' perspectives for communicating with parents to promote children's nutrition and health.

Design, Setting, and Participants: In-person, semi-structured interviews. Licensed center-based child care. Eighteen full-time childcare providers caring for children 2-5 years old, 67% caring for children who pay with federal subsidy.

Outcome Measures and Analysis: Participants were selected using maximum variation purposive sampling. Interviews were conducted until saturation was achieved. NVivo, thematic analysis used to code and identify themes and meta-themes regarding providers' perspectives for parent communication.

Results: Two meta-themes emerged from providers' responses: barriers to communication, and strategies to communication. Barriers to communication include: parents are too busy to talk, parents prioritize food concerns over nutrition, parents allow unhealthy foods, providers are unsure about communicating, and providers weren't sure parents were receptive to nutrition education materials. Five strategies were identified for communication and building bridges between providers and parents: recognize the benefits of engaging and educating parents about nutrition to promote health; leverage policy to communicate positively and avoid conflict with parents; implement center-level practices to reinforce policy; build partnerships with parents through education; foster a respectful relationship between providers and parents.

Conclusions and Implications: Policy and center strategies were identified for fostering a respectful relationship and building bridges between providers and parents to promote child health and nutrition.

Funding: Administration for Children and Families Office of Planning and Evaluation Research, Illinois Transdisciplinary Obesity Prevention Program (I-TOPP)

P163 Evaluation of the Effectiveness of the Drexel University Eat.Right.Now. High School Curriculum in Pennsylvania SNAP-Ed

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Objective: To demonstrate a positive impact on eating behaviors in Philadelphia high school students after

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