P171 Evaluation of an Education Program for Improving Dietary Quality of the Elderly With Risk of Dysphagia in South Korea

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Objective: This study aimed to evaluate an education program for improving the dietary quality of community-dwelling elderly persons with risk of dysphagia in South Korea.

Design, Setting, and Participants: To evaluate the program, we conducted a test operation of an intervention program with 27 elderly persons with risk of dysphagia aged 65 years and older as experimental group (EG) and other 26 elderly persons with risk of dysphagia aged 65 years and older as control group (CG), during September 2015. A combined dietary and exercise program was applied to the EG for 6 weeks.

Outcome Measures and Analysis: We examined changes in the participants' knowledge level and attitude and dietary behavior score concerning dysphagia risk. The nutrition intake of the participants was measured before and after the intervention by using 24-hr dietary recall.

Results: A significant increase was found in knowledge level concerning dysphagia risk in the EG, which increased from 3.7 to 7.1 out of 10 points ($p < 0.001$). The attitude score of the EG increased significantly from 15.2 to 16.7 out of 20 points ($p = 0.016$). There was also significant increase in the dietary behavior score after the intervention, from 21.9 to 28.3 out of 36 points ($p < 0.001$) in the EG. However, there were no significant differences in the CG. In terms of nutrition intake, both EG and CG did not change.

Conclusions and Implications: These results suggest that the education program in this study could be helpful in reducing the risk of malnutrition that could be caused by the dysphagia that accompanies aging.

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P172 A Train-the-Trainer Nutrition Education Program for Improving Preschoolers' At-Home Diet

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Objective: To assess whether a train-the-trainer nutrition education program implemented in child-care centers is associated with healthy behavior changes among parents.

Target Audience: Parents of children enrolled in New York City (NYC) preschools serving low-income families.

Theory, Prior Research, Rationale: Child-care settings are ideal for educating families about nutrition. Sixty-one percent of preschool-aged children in the U.S. attend child-care programs and children's food preferences are influenced by caregivers. Informed by the Diffusion of Innovation theory, Growing Healthy Children (GHC) uses a train-the-trainer model to equip child-care staff to provide nutrition education to parents and children in child-care settings.

Description: Staff from child-care centers serving low-income families attended a 6-hour training to implement a nutrition education curriculum based on Eat Well Play Hard in Child-Care Settings. Participating centers received a toolkit and technical assistance to implement six child and six parent lessons. The program was implemented by the NYC Department of Health.

Evaluation: Pre- and post-surveys were administered to 1,238 parents at 17 intervention and 18 comparison centers to assess changes in knowledge, behaviors, and self-efficacy of parents. There were significant increases in the percentage of parents offering children fruits at least daily and vegetables at least daily in intervention centers relative to comparison centers ($p = 0.005$ and $p = .002$, respectively). In participating centers, the percentage of parents whose children helped them prepare meals increased by 9%, versus 2% in comparison centers ($p = .042$).

Conclusions and Implications: Findings provide support for the GHC model to improve healthy behaviors among parents of preschool-aged children.

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P173 Undergraduate College Students' Perceptions of Effective Nutrition Education Interventions

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Objective: To examine college students' perceptions of the effectiveness of nutrition education interventions conducted as experiential learning experience for undergraduate course at New Jersey state university.

Target Audience: Over the past 3 years, 84 undergraduate nutrition and dietetics students have engaged in a nutrition education intervention as a required project in Nutrition Education Techniques course.

Theory, Prior Research, Rationale: The nutrition education intervention project is a form of experiential learning that entails conducting a comprehensive needs assessment of a specific target audience. This process is followed by the design and implementation of a lesson plan incorporating Bloom's taxonomy of learning objectives reflecting cognitive, affective, and psychomotor domains.

Description: A single nutrition education intervention (1-hour duration) was designed and implemented by students targeting diverse age groups ranging from pre-school