P214 (continued)

Outcome Measures and Analysis: A survey assessing 6 dimensions of CR was self-administered (online or paper). Possible dimension CR scores range from 1 (No Awareness) to 9 (High Level of Community Ownership). Each dimension was totaled and divided by the number of participants per community. The total for all dimensions was divided by 6 (number of dimensions) to determine an overall CR score for each community.

Results: CR scores remained relatively consistent post-intervention from baseline. In AK, CR scores went from 3 – 4 (n = 23) to 4 – 5 (n=32) while in CNMI scores went from 3 – 4 (n = 22) to 3 – 5 (n=35). AS scores remained high; 6 – 7 (n = 39) at baseline to 6 – 8 (n=48) at post. HI remained the same 4 – 5 at both time points (n = 24 and n=30, respectively). GU went from 5 – 6 (n = 34) to 4 – 5 (n=29).

Conclusions and Implications: CR results will be useful in interpreting the results of the community-based intervention to modify the food and physical activity environment to prevent child obesity in these five jurisdictions.

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P215 Use of Athlete Heroes to Improve Determinants of Fruit- and Vegetable-Eating Behaviors of School Children

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Objective: To determine whether athlete heroes can improve determinants of student fruit- and vegetable-eating behaviors.

Design, Setting, Participants, and Intervention: Longitudinal study with 3 measurements: spring pre-show(T1) , spring post-show(T2), delayed post-show-early fall(T3); an assembly (“Find Your Favorites”) conducted at 12 schools with a sports team mascot, a master of ceremonies and a film technology to create an illusion that video calls were made to male and female sports stars who promoted tasting new fruits and vegetables. Participants were 3-6th grade boy and girl students (n=2400).

Outcome Measures and Analysis: Self-reported fruit/vegetable preferences, familiarity, neophobias, and variety were measured using validated items on a survey administered at 3 times. Other items included the influence of athlete heroes on students’ intention to try more fruits and vegetables, their attitude about the program and a knowledge item (amount of plate for fruits and vegetables). Data were analyzed using linear mixed models with repeated measures of participants at 3 times. Significance was set at $\alpha=0.05$.

Results: There was an improvement in overall fruit and vegetable preferences from T1 to T2 but no change from

T1 to T3. Familiarity of fruits and vegetables improved from T1-2, and remained high at T3. Fruit and vegetable neophobias both decreased from T1 to T2 but returned to baseline at T3. Knowledge item increased from T1 to T2 and T3. Self-reported variety of fruit and vegetables did not increase, but most students reported intention to eat more variety due to athlete heroes.

Conclusions and Implications: Short term improvements were found in many outcome markers, however additional program components may be needed to extend improvements in more determinants past summer break.

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P216 The Importance of Cognitive Interviews as a Face Validity Method for Nutrition Education Surveys for Limited-Resource Audiences

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Objective: To test face validity of survey questions related to food safety, food insecurity and physical activity for the Expanded Food and Nutrition Education Program (EFNEP), a national nutrition education program for limited-resource adults.

Design, Setting, Participants, and Intervention: EFNEP uses common measures nationally to demonstrate effectiveness. Current assessments measure five domain areas including the three areas discussed here—food safety, food insecurity, and physical activity. Iterative rounds of cognitive interviews were conducted by professionals using a standard protocol, including a script. Four phases of testing occurred over one year for a total of 164 interviews with low-income adults (primarily women) in nine states.

Outcome Measures and Analysis: Data were analyzed using qualitative methods. Questions were modified based on feedback from participants and expert panels. Modified questions were tested in subsequent cognitive testing rounds.

Results: Food safety items were perceived as straightforward and easy to understand. These items provided a good introduction for the interview process and built rapport with the subjects for the more sensitive questions about food insecurity and more complicated questions about physical activity. Participant feedback helped determine questions to revise particular terms that could be misinterpreted, regional differences in wording, and wordy or unclear phrasing.

Conclusions and Implications: When assessing sensitive topics, it is critical that interviewers put subjects at ease, especially working with diverse audiences with varying levels of education and regional differences. Cognitive interviews were one part of an extensive validity and reliability project to revise the questions.

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