O18 (continued)

Outcome Measures and Analysis: Eating behaviors measured with Three Factor Eating Questionnaire (TFEQ), Satter Eating Competence Inventory (ecSI 2.0); BMI, waist circumference (WC), DRD2/ANKK1 allelic expression. Analyses included General Linear Modeling controlling for covariates.

Results: Of 65 (mean age 40.6 ± 5.2 y; BMI 31.2 ± 4.4) providing DRD2/ANKK1 data, 60 completed ecSI 2.0 and/or TFEQ; 14% were eating competent (EC), mean ecSI 2.0 score was 26.1 ± 6.1 . ecSI 2.0 was not associated with BMI or WC, but significantly inversely correlated with TFEQ cognitive restraint (CR), emotional eating (EE), and uncontrolled eating (all $P < 0.05$). ANKK1/DRD2 allele distribution was AA-1, AG-25, and GG-39. When controlled for TFEQ-EE, ecSI 2.0 was higher ($P = 0.035$) in GG ($27.4 \pm 177; 0.9$) than AG ($24.1 \pm 177; 1.3$). ecSI 2.0 Food Acceptance subscale, which was significantly greater in GG without any controls ($P = 0.009$) remained significant when controlling for TFEQ-EE ($P = 0.008$). ecSI 2.0 contextual skills tended to be greater in GG ($P = 0.06$), continuing so when controlling for TFEQ-EE ($P = 0.07$) and significant when controlling for TFEQ-CR ($P = 0.047$).

Conclusions and Implications: EC was related to ANKK1/DRD2 polymorphisms; ecSI 2.0 scores were lower for heterozygotes carrying the A1 allele associated with cognitive behaviors interfering with healthful eating. These findings provide support for the design of genetically personalized EC education and suggest further research into the role of dopamine in EC.

Funding: USDA, Rochester Institute of Technology

O19 Beyond Health: Extending Teaching About Sustainability of the Mediterranean Diet in Malta

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Objective: To assess whether educational reforms in Malta are promoting a holistic valuation of the Mediterranean Diet (MD).

Target Audience: University and Secondary students.

Theory, Prior Research, Rationale: Recently, there were developments in the Maltese national Secondary level curriculum and in the undergraduate Home Economics (HE) training at the University of Malta. Simultaneously, promotion of the value of the MD has expanded and increased by national health authorities and by international experts.

Description of Course and Curriculum: The BSc HE program and the learning outcomes of various Secondary school subjects were analysed to identify the extent to which they promoted the four dimensions of a recently proposed framework on sustainability of the MD.

Evaluation: Results indicate that the health and nutrition benefits of the MD are tackled most, though to varying levels, in both the degree program and different school subjects. The HE degree also addresses the other three dimensions – namely richness in biodiversity and low environmental impact, high socio-cultural food value, and positive local economic returns – though in less detail. The Core Science Secondary school subject has good potential for including the biodiversity and environmental impact dimension; whereas Personal, Social and Career Development and Social Studies have good potential for incorporating the socio-cultural and economic dimensions. There is some coverage of the latter dimensions in HE; yet potential for integration is much higher.

Conclusions and Implications: In Maltese Secondary and Tertiary education there is moderate coverage of the health benefits of the MD. Attention is required to expand students' appreciation of the other sustainability dimensions of this diet to help strengthen adherence to it for individual and community wellbeing.

Funding: None

O20 Cultivating Healthful Eating in Families (CHEF): A Family-Based Program Targeting Whole Plant Foods

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Objective: To create a family-based program for improving diet quality.

Target Audience: This program is applicable to families seeking to improve dietary quality in a clinic-based setting, and could be used by nutrition researchers, extension workers, and practitioners conducting behavioral nutrition interventions and programs.

Theory, Prior Research, Rationale: The approach was guided by self-regulation, social cognitive, and self-determination theories. An applied problem-solving structure, which has demonstrated efficacy in improving various health behaviors, was adapted for application to eating behaviors.

Description: The curriculum comprises six core and three booster sessions, and can be delivered by non-professionals or professionals. Sessions integrate a motivational interviewing style of interaction to increase internal motivation for healthful eating, active learning to facilitate skill-building and engagement with the educational information, and applied problem-solving to facilitate goal-directed behavior and self-regulation skills. An initial overview session addresses key principles of healthy eating, focusing on whole plant foods (fruits, vegetables, whole grains, legumes, nuts, seeds). The next five sessions apply these principles to specific eating contexts - breakfast, lunch, dinner, snacks, and eating away-from-home. Three booster sessions address overcoming challenges associated

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O20 (continued)

with social eating, meal planning, and the food environment.

Evaluation: Efficacy was evaluated in an 18-month randomized controlled trial of 136 youth with type 1 diabetes and their parents. Youth in the intervention condition demonstrated greater intake of whole plant foods and conformance to US dietary guidelines.

Conclusions and Implications: The CHEF program demonstrated improved diet quality in youth with type 1 diabetes, and could be incorporated into a variety of other settings and populations. Program materials are available at no charge.

Funding: NIH

O21 Development of a Farmers Market Based SNAP-Ed Nutrition Education Curriculum-Food Talk: Farmers Market

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Objective: To develop a culturally relevant evidence-based nutrition education program provided at both mobile and stationary farmers markets for SNAP-Ed eligible individuals.

Priority Audience: SNAP-Ed eligible Georgian adults who attend farmers markets.

Theory: Health Belief Model.

Description: Food Talk: Farmers Market (FTFM) includes eight 30 minute stand-alone lessons taught by paraprofessionals focusing on making healthy, budget-friendly choices regarding food and physical activity. The curriculum was adapted from a Georgia-based, validated nutrition education curriculum titled Food Talk. Lesson topics focus on: menu planning, sodium reduction, fruit and vegetable consumption, food safety, and physical activity. Each session includes a didactic lesson with dialogue based interactive component and a cooking demonstration/tasting. A choice of 16 recipes featuring Georgia grown fruits and vegetables are interchangeable, allowing for seasonal variability. Participants receive recipe cards and nutrition education extenders to enhance healthful practices at home.

Evaluation: A qualitative formative evaluation was conducted to assess acceptability of the content and format of the preliminary version of FTFM among SNAP-Ed eligible participants, paraprofessional, and county extension agent participating in a mobile farmers market in one pilot county (DeKalb County). Process and outcome evaluation was undertaken based on program administrative data and a self-administered post-lesson survey.

Conclusions and Implications: The development of FTFM is based on a validated curriculum for low-income Georgians and includes rigorous evaluation methods. FTFM will be used statewide to promote healthy eating, increase access to fresh produce, and serve as a foundation to

develop Policy, Systems, and Environmental change interventions available for SNAP-Ed eligible Georgians.

Funding: Supplemental Nutrition Assistance Program - Education

O22 Lessons Learned: A Survey of Farmers Who Received Funding from a Locally Grown Produce Initiative

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Objective: The objective of the survey was to evaluate the effectiveness of the Locally Grown Produce Initiative from the perspective of key stakeholders so they can be better served by similar initiatives in the future.

Target Audience: In 2015, a telephone survey of New York State farmers who received HPNAP Locally Grown Produce Initiative funds was conducted. Farmers from a food bank region in Upstate New York were asked to provide feedback about what they perceived to be the strengths and limitations of the HPNAP Locally Grown Produce Initiative.

Theory, Prior Research, Rationale: Increasing access to locally grown produce for patrons of emergency food programs may improve health in vulnerable populations while stimulating the farming economy.

Description: The Hunger Prevention and Nutrition Assistance Program (HPNAP) provides New York State funds to food banks and other organizations within the emergency food network. In 2012, HPNAP received a one-time \$2 million funding allocation for a Locally Grown Produce Initiative, which was divided among eight regional food banks to make purchases between July 1, 2012 and June 30, 2013.

Evaluation: Likert scale questions were analyzed with simple statistical analyses to determine the range and frequency of responses. Open-ended questions were analyzed using a systematic analysis of recurring themes.

Conclusions and Implications: The results of the survey indicate that future initiatives to promote locally grown produce need to account for the seasonality of produce by being implemented in a manner that allows farmers to have adequate time to make produce projections.

Funding: None

O23 Evaluation of a Food Waste Reduction Campaign in a University Dining Hall

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Objective: The purpose of this study is to determine the efficacy of a student-centered food waste reduction

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