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financial pressures, difficult choices made when stretching limited income, difficulties in improving one's situation and emotional stresses and frustrations when living on a limited budget. The majority of interns (88%) successfully met the TMPSC and 75% utilized alternative forms of food access (ex. food pantries, soup kitchens, gardening).

Conclusions and Implications: The TMPSC provides interns with a social simulation experience to prepare and sensitize them for working in Maine, the state that has the third highest rate of very low food security in the United States.

Funding: None

P207 Undergraduate Nutrition Students Gain Knowledge and Skills by Leading Grocery Tours

Adrienne Fraczkowski, University of Delaware;
Maria Tsugranes; Chengshun Richard Fang, PhD, RD;
Cassandra Umile, BS, RD, Kenny Family ShopRites;
Sandra Baker, EdD, LDN, RD, bakers@udel.edu, University of Delaware, 032 Carpenter Sports Building, Newark, DE 19716

Objective: Evaluate the effectiveness of a grocery store tour program with undergraduates as tour leaders.

Theory, Prior Research, Rationale: Adult Learning Theory maintains adults learn through practical, problem oriented approaches. Grocery tours provide hands-on education but little has been published about the possible benefits for undergraduates leading tours.

Description: Target audience were upperclassmen, nutrition majors and community participants in grocery tours. University faculty and a supermarket dietitian collaborated to provide this experience for nutrition student volunteers (n=20). Using the Produce for Better Health's Store Training Guide, the retail RD led a 5-hour training. Tours were advertised through the store. In pairs, students conducted nine tours averaging 2-3 participants.

Evaluation: Almost all (n=17) of the students completed an IRB approved survey at completion of the project. Most (n=13) had little to no experience providing nutritional education prior to this experience. Over half indicated conducting the tours increased their confidence in providing nutrition information and most (n=12) felt more confident in public speaking. Most gained knowledge about the health benefits of fruits and vegetables. Almost all (n=16) gained understanding about the retail dietitian career. Most indicated more effort should be spent advertising tours in the future. Community participants (n=25) also completed an IRB approved post-experience survey and responses were very favorable. In write-in responses, participants indicated they enjoyed the informal opportunity to ask questions.

Conclusions and Implications: Students benefited from this hands on experience. The nutrition program plans to continue the partnership which gives students learning opportunities and provides nutrition education for the public.

Funding: Produce for Better Health

P208 Where Did They Go Wrong? Identifying Student Strategies Used in Analytic Thinking, Evaluating Data, and Problem Solving

Alyce Fly, PhD, afly@indiana.edu, Indiana University, 1025 East 7th Street PH 116, Bloomington, IN 47405;
Krisha Thiagarajah, PhD, Indiana University;
Lisa Kurz, PhD

Objective: This formative study was undertaken to identify and evaluate strategies students use solving nutrition problems so that ineffective strategies can be addressed in instruction to improve future course outcomes.

Theory, Prior Research, Rationale: Exploring strategies students use in answering nutrition questions will help instructors tailor instruction to improve learning.

Description: One hundred and twenty-three student volunteers (129 undergraduates enrolled) from 2 sections of an introductory nutrition course completed a 10-item quiz administered at the end of the semester. Students included nutrition majors and nonmajors seeking general education science credits. At this university general education science courses must demonstrate analytical thinking, problem solving, and interpreting/evaluating data. These types of learning are incorporated into topics on healthy eating, introductions to macronutrients, micronutrients, and food safety, with face-to-face instruction for 16 weeks.

Evaluation: Students described methods used to solve 3 quiz items. Investigators reviewed methods and the correctness of the solution. To interpret body mass index values, students who used a table (48%) were correct more often than those relying on memory (51%). To identify food group deficiencies given relevant data, most students partitioned food to groups (71%) but only one-fifth obtained necessary information from charts defining quantities and specific recommendations (21%). To calculate Estimated Energy Requirement, students used the given formula (70%) or guessed (20%). Over 60% of students using the formula gave incorrect answers due to difficulty with computations or converting units.

Conclusions and Implications: Encouraging students to use appropriate tables should increase success over relying on memory. Mastering unit conversions and reviewing order of operations should improve problem solving successes.

Funding: Indiana University

P209 Exploring Relationships between Group Readiness and Implementation of Nutrition and Physical Activity Policy among Community Sectors

Deana A. Hildebrand, PhD, RD, SNS, deana.hildebrand@okstate.edu, Oklahoma State University, Human Sciences, Stillwater, OK 74078; Jeremy Humphrey, MS, Oklahoma State University; Heather M. Ross, MS, University of Oklahoma; Rebekah R. Rhoades, MS

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Objective: Determine the extent to which readiness factors are associated with adoption and implementation of nutrition and physical activity policy.

Study Design and Setting: The cross-sectional study was conducted in Oklahoma where 50 funded community grantees address obesity related health outcomes through policy, system and environmental interventions in organizations representing a variety of community sectors (i.e., schools, businesses, community organizations and city/government). Grantees were trained to conduct assessments by the external program evaluators and technical assistance providers. Assessments were conducted in 229 organizations.

Outcomes Measures and Analysis: The comprehensiveness and strength of adopted policies and implementation practices were scored using a tool modeled after the CDC's CHANGE and Rudd Center's WellSAT tools. Group readiness to address nutrition and physical activity environments was scored using Colorado State Tri-Ethnic Center's Community Readiness Model. Correlation analyses identified associations between group readiness, adopted policy language and policy implementation. Multiple regression analyses were performed to predict policy implementation for each health topic. Each multiple regression model used policy adoption scores and total readiness score specific to each health topic as predictors of implementation.

Results: Correlation analysis revealed significant positive associations between readiness and policy implementation. All multiple regression models were significant ($P < .01$). Policy adoption and total readiness were significant predictors ($P < .05$) of policy implementation in each model. The amount of variance explained per model ranged from 10.2%-32.5%.

Conclusions and Implications: Results suggest policy and group readiness are key, independent factors that positively predict greater successes in nutrition and physical activity policy implementation among a variety of organizations. Organizations that aim to address nutrition and physical activity behaviors of people within the organization should adopt policy and utilize readiness-matched intervention strategies.

Funding: None

P210 Cooking for Kids: Culinary Training for School Nutrition Professionals Positively Affects School Nutrition Professionals' Culinary Practices and Beliefs

Jennie Till, BS, jennie.till@okstate.edu, Oklahoma State University, College of Human Sciences, 301 Human Sciences, Stillwater, OK 74078; Deana Hildebrand, PhD, RD, SNS, LD, Oklahoma State University; Barbara Brown, PhD, RD, LD; Gail Gates, PhD, RD, FAND

Objective: The purpose of this project was to evaluate the mid-term outcomes of Cooking for Kids regional skill development workshops on the beliefs related to school

meals, and food preparation and marketing practices of participating school nutrition professionals (SNPs).

Theory, Prior Research, Rationale: The Community Readiness Model was used for program development and evaluation of the program. Social Cognitive Theory constructs were implemented to improve knowledge, skills efficacy, and beliefs related to SNPs' role in student health outcomes. Past research supports the use of both theories for successful health promotion interventions.

Description: Cooking for Kids Regional Training was offered during June and July, 2015, at 6 sites in Oklahoma. Program structure included classroom lecture and instructional videos along with hands-on application in the on-site kitchen. Target audience was Oklahoma SNPs working in school districts that participate in federally funded Child Nutrition Programs.

Evaluation: Participants completed a questionnaire regarding nutrition attitudes/beliefs and culinary practices on day 1 of training and 6 months post-training. There was an increase in use of mise en place and Smarter Lunchrooms practices. SNP reported a significant increase in the belief that the food they serve tastes good, belief that teachers, administration, and staff think the food tastes good and is healthy, and belief that parents think the food tastes good. SNP also reported an increased belief that food they serve impacts health and academic performance of students.

Conclusions and Implications: A chef-based culinary training has potential to increase skills efficacy of SNPs and increase the value of school nutrition's role in student health by SNP and key stakeholders. Future training efforts should address menu planning and procurement.

Funding: Oklahoma State Department of Education Child Nutrition Programs

P211 Cross-sectional Study of Associations Between Fruit and Vegetable at School Lunch and Food-Based Programming

Randi Wolf, PhD, MPH, wolf@tc.columbia.edu, Columbia University, 525 West 120th Street, Box 137, New York, NY 10027; Matthew Graziose, PhD, Chobani; Heewon Lee Gray, PhD, RD, University of South Florida; Pamela Koch, EdD, RD, Columbia University; Raynika Trent, MS, MEd; Isobel Contento, PhD

Objective: Determine associations between consumption of fruits and vegetables (FV) at school lunch and school-based programming (nutrition education, gardening experiences, healthy school meals, schoolwide culture of health).

Study Design, Setting, Participants: A cross-sectional study design was used. Twenty FoodCorps schools in eight states, sample selected to represent range of programming and stratified on school demographics to generalize to FoodCorps schools. Participants were second and third grade students.

Outcome Measures and Analysis: FV consumption at school lunch measured with before and after meal digital photos. Inter-rater reliability for FVs, on tray was 99.5%, and for amount consumed (coded in 10% increments) was 82.7% exact match and 95.6% adjacent match.

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