P83 (continued)

they leave sports. The WAVE~Ripples for Change (WAVE) project is a 2-year obesity prevention study, aimed to improve HS soccer players' sports nutrition knowledge, promote healthy eating, physical activity (PA) and life skill building.

Objective: Evaluate the impact of the WAVE project on HS soccer players' fruits and vegetable (FV), saturated fat, and added sugar intake; and their PA in- vs. out-of-soccer season.

Study Design, Setting, Participants, Intervention: Based on geographic location (non-randomized), participants were assigned to the intervention group (IG) or comparison groups (CG) by school teams. IG received sports nutrition lessons, life-skill workshops, newsletters, and virtual experiential learning, while CG received none.

Outcome Measures and Analysis: Participants ($n = 388$) completed pre-intervention demographic questionnaire, self-reported Block Food Frequency Questionnaire, and measured PA using Fitbit-Zip; 52% completed post-intervention assessments. ANOVA was used to examine pre-/post intervention changes, and ANCOVA models to examine the between-group changes in diet and PA.

Results: The IG significantly decreased in added sugar (12 g/d) and saturated fat (3 g/d) intakes over the 2 years; the decrease of added sugar intake was significantly higher (10g/d) than the CG. No change in pre/post FV intake or differences between-groups. During soccer season, mean steps per day for all participants was 9,937 ($M = 10,734$; $F = 9,353$), matching the step threshold consistent with compliance to the 2008 PA Guidelines for Americans. As expected, PA was 1,800 steps per day lower out-of-soccer season vs. in-season.

Conclusions and Implications: Over a 2-year period, the WAVE project successfully decreased added sugar and saturated fat intakes, and maintained FV intake in HS soccer players. Team sports play a critical role in keeping HS youth active.

Funding: NIFA.

P84 Results of a Community Initiative in Rural Georgia: Healthy Retail and Social Marketing

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Objective: To showcase methods and results of implementing a community initiative that focused on healthy retail changes and a social marketing campaign in three low income rural communities in Georgia.

Target Audience: SNAP-Ed practitioners and partners, nutrition educators, program implementers and evaluators, retail industry representatives.

Theory, Prior Research, Rationale: In 2016 HealthMPowers and the Public Health Institute collaborated to implement a community initiative to increase access to fresh fruits and vegetables (FV) at local retail-

ers, establish an engaging social marketing campaign to influence behavior changes among residents, and ultimately increase purchasing and consumption of fresh FV. Extensive formative research in summer 2016 informed the social marketing campaign and healthy retail strategies: focus groups, key informant interviews, Communities of Excellence in Nutrition, Physical Activity, and Obesity Prevention (CX3) store environmental scans, and baseline shopper intercept surveys.

Description: Three low resource counties were selected for the initiative: Baldwin (Milledgeville), Washington (Sandersville) and Chatham (West Savannah) based on organizational readiness and local partnerships, existing obesity prevention infrastructure and community involvement efforts, and high poverty areas with strong participation in the Supplemental Nutrition Assistance Program and other federal food assistance nutrition programs. Based on formative research, the initiative developed a social marketing campaign, secured billboards in the communities, and provided participating retail stores with point of sales marketing materials and cues for consumers to easily identify healthier foods and beverages when shopping.

Evaluation: Survey respondents who recalled at least one social marketing ad also reported thinking more frequently about healthy food choices when deciding what to feed their family ($P = .0293$). Seventy-one percent of residents who recalled at least one social marketing ad also reported purchasing fresh fruits and vegetables at least one time per week. About half of respondents indicated that they were eating more fruits and vegetables since last July (50.4% and 45.1%, respectively), and more than half (60.1%) reported drinking less soda. Survey respondents that recalled at least one social marketing ad had a significantly higher self-efficacy score for fruit and vegetable consumption compared to respondents that did not recall social marketing ads ($P = .0022$). In addition, the total number of social marketing images recalled by respondents was positively correlated with fruit and vegetable consumption self-efficacy, such that respondents who recalled more social marketing images had a higher self-efficacy score ($P = .0122$).

Conclusions and Implications: Retail environmental changes coupled with social marketing campaigns can influence shoppers to make healthier choices. This program's success demonstrates to businesses that residents want healthier choices in their neighborhoods, making the case for future policies that reduce unhealthy food options and incentivize healthy ones.

Funding: USDA.

P85 Self-Efficacy of Low-Income 5th Grade Students who Participated in a Policy, Systems, and Environmental Intervention

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Continued on page S48

P85 (continued)

Background (Background, Rationale, Prior Research, and/or Theory): Improving children's self-efficacy to ask for fruits and vegetables may help promote fruit and vegetable (FV) consumption.

Objective: The primary aim was to compare between group changes for self-efficacy in asking for FV at school and home after the implementation of an 8-lesson policy, systems, and environment (PSE) nutrition intervention.

Study Design, Setting, Participants, Intervention: Data were collected January 2017 and April 2017 as part of a 2x2 quasi-experimental study. Two schools were randomized into intervention or control with the intervention school receiving a PSE intervention and the control group not receiving this intervention. The curriculum was based on a previously developed PSE curriculum. Lessons focused on providing 5th grade students opportunities to influence nutrition PSE through participation in a recipe contest, taste-testing recipes, marketing activities, and influencing the school menu cycle. A total of 147 5th grade students ($n = 85$ intervention, $n = 62$ control) from two urban Rhode Island public elementary schools completed a demographic survey pre-intervention and a self-efficacy survey pre- and post-intervention measuring asking self-efficacy at home (4-items) and school (2-items).

Outcome Measures and Analysis: Repeated measures of analysis of variance was used to compare change in self-efficacy between groups over time.

Results: Mean student age was 10.5 years old, 46% identified as female, and 60–70% identified as Hispanic. There were no significant differences in school self-efficacy (pre 3.1 ± 1.2 , post 3.2 ± 1.3) compared to the control group (pre 2.8 ± 1.3 , post 2.8 ± 1.2), $F(1,145) = 0.87$, $P > .10$. There were no significant differences in home self-efficacy (pre 4.3 ± 0.8 , post 4.2 ± 1.0) compared to the control group (pre 3.9 ± 1.0 , post 4.1 ± 0.9), $F(1,145) = 1.9$, $P > .10$.

Conclusions and Implications: Although there were no changes in self-efficacy as measured by a self-efficacy instrument in this study, additional qualitative work is needed to assess perceived changes in changes in PSE interventions.

Funding: None.

P86 SNAP-Ed: A Platform for Teaching Motivational Interviewing and Behavior Change Skills

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Objective: For nutrition students and staff to apply effective behavior change techniques during SNAP-Ed interactions.

Target Audience: The target audiences are nutrition students and SNAP-Ed staff.

Theory, Prior Research, Rationale: SNAP-Ed interactions are often spontaneous and brief. Providing meaningful information in a strategic way can be challenging. The Brief Action Planning (BAP) model provides

an effective guide for nutrition students and staff, to deliver nutrition education within a framework of evidence-based behavior change techniques. This model incorporates a client-centered approach, and three distinct skill sets that have been shown to promote successful behavior change including: basic motivational interviewing (MI) responses, self-efficacy, and SMART goal setting.

Description of Course and Curriculum: Nutrition Communication and Counseling is a 3-credit course for upper level nutrition students within the B.S. in nutrition at the University of Saint Joseph and fulfills many of the knowledge and competency requirements for the didactic program in nutrition (DPD). Skills are presented, modeled (by instructor and through videos), and practiced by students in the classroom. Then students move to various community sites to practice skills in actual SNAP-Ed interactions, with the guidance of experienced SNAP-Ed staff. The nutrition education curriculum, Eat Healthy Be Active, is used for delivery of nutrition content, which is based on the 2015–2020 USDA Dietary Guidelines for Americans and encourages open questions and goal setting.

Evaluation: Students submit a video-taped segment of a nutrition education session, which is scored using a detailed rubric. Students' self-efficacy for performing the skills is measured pre/post course/field experience, using an adaptation of Resnicow's OnePass measure for MI. In this pilot year the mean score on graded rubrics was 87.5%, ($n = 17$). Pre/post self-efficacy also showed significant increases ($P < .05$).

Conclusions and Implications: The BAP is an effective model to teach behavior change skills to nutrition students and staff, and adapts well to the time constraints of SNAP-Ed settings.

Funding: Supplemental Nutrition Assistance Program—Education.

P87 The Obesity Food Insecurity Paradox: Student Focus Group Feedback to Guide Development of Innovative Curriculum

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Objective: Development of higher education coursework and programming related to the obesity food insecurity paradox to prepare graduates for work in health-care professions.

Target Audience: Administrators, faculty, students, and community partners.

Theory, Prior Research, Rationale: Innovative curriculum and programming on the topic of the obesity and food insecurity paradox are timely and important given that nearly 7 out of 10 Americans are overweight or obese and 1 in 6 are food insecure. Future health professionals will be better equipped for professional practice when

Continued on page S49