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

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