P87 (continued)

provided with learner-centered classroom and experiential learning opportunities.

Description of Course and Curriculum: Through a collaboration with the University of Kentucky Center for the Enhancement of Learning and Teaching (CELT), faculty in the Department of Dietetics and Human Nutrition (DHN) have undertaken course and curriculum development based on student focus group feedback. Three learner-centered, innovative, and experiential-learning based courses examining the obesity food insecurity paradox have been developed or are in the development phase. One such course is a practicum experience whereby students shadow a health professional at a medically-supervised obesity clinic and develop related educational materials.

Evaluation: Curriculum development was based on feedback from three focus groups comprised of students ($n = 12$) in DHN. A thematic analysis of the focus group transcriptions revealed that, in general, the students perceived the idea of incorporating experiential learning (EL) opportunities into new coursework favorably. Students most frequently operationalized EL as a job shadowing experience and indicated a preference for the shadowing to be embedded as part of a course requirement. With this feedback, seven students to date have enrolled in a trial-run of the EL course and three additional students are being recruited to participate during the Fall 2018 semester.

Conclusions and Implications: Student focus group feedback has guided the development of innovative and timely coursework related to the obesity and food insecurity paradox. The newly developed coursework will be evaluated, modified as needed, and shared with other colleges and universities.

Funding: NIFA.

P88 Understanding Vegetable Feeding Practices Among Families with Young Children Using Farmers' Market Coupon Programs: Does Participation Increase Children's Vegetable Consumption?

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Background (Background, Rationale, Prior Research, and/or Theory): Children consistently consume low levels of vegetables. Research shows that adults participating in incentivized vegetable programs purchase and consume more vegetables. It is not clear if children in those households eat more.

Objective: To understand vegetable feeding practices of families with young children using farmers' market coupon programs: current experiences, program impacts, and additional supports.

Study Design, Setting, Participants, Intervention: A mixed-methods design was used including a demographic survey, children's vegetable screener, and semi-

structured interview. Participants were parents/caregivers ($n = 24$) of children ages 2 to 5 years, using coupons (WIC Farmer's Market Nutrition Program, Health Bucks) at a downtown farmers' market in a northeastern state in summer 2017.

Outcome Measures and Analysis: Experiences of feeding vegetables to young children, impacts of coupon programs, additional supports needed to increase children's vegetable intake were examined using qualitative data analysis techniques.

Results: Participants had mixed familiarity with feeding guidelines, received feeding advice from a range of sources, and used a variety of strategies for introducing vegetables into children's diets. Common barriers to children's vegetable consumption include cost, time, negative influences of others, pickiness, parent not having or cooking vegetables at home. The majority think their child eats enough vegetables and also want them to eat more. Program benefits included increasing accessibility to fresh vegetables and providing supports in using vegetables. In addition to lower cost and more coupons, participants wanted greater support in feeding practices.

Conclusions and Implications: Participants stated strong preference for fresh produce and valued that coupon programs gave them access to it. The program providing samples gave parents/caregivers a low-risk way to introduce new/previously rejected vegetables to children and to overcome their own food dislikes. Because many were neither able to articulate what the general feeding recommendations were nor had consistent social support while introducing vegetables indicates a need for these services as they relate to child feeding practices.

Funding: None.

P89 U.S. Army Dining Facility Staff Considerations in Dietary Interventions: A Qualitative Analysis

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Background (Background, Rationale, Prior Research, and/or Theory): A high quality diet is imperative for soldiers' operational readiness, health and resiliency. However, warfighter diet quality remains poor and interventions at military dining facilities have produced only modest improvements in diet quality.

Continued on page S50

P89 (continued)

Objective: This study takes an in-depth look at operational barriers within Dining Facility (DFAC) in order to guide future interventions.

Study Design, Setting, Participants, Intervention: Three iterations of anonymous DFAC staff focus groups were conducted four months apart at two separate facilities ($n = 66, 79$ and 71 , respectively per iteration; 18% supervisors). Each session was led by a registered dietitian and audio-recorded then transcribed and reviewed twice for validity. Common themes were coded and analyzed using NVIVO 11 software.

Results: Although each DFAC possessed unique barriers to program success, the most common barrier was low DFAC staff morale (201 references over 97% of sessions) related to high workloads, poor communication and long work hours. Program non-compliance barriers were also connected to three themes: management standards (158 references over 94% of sessions) related to internal and external DFAC operating procedures that interfere with resource optimization and recipe compliance; insufficient culinary skills training (124 references over 89% of sessions) reflective of menu and recipe adaptation of new foods; and nutrition knowledge (78 references over 74% of sessions) relevant to a lack of understanding behind reasons for the intervention and how to maintain compliance of the nutritional standards.

Conclusions and Implications: The findings of this study support that attention to the needs of the culinary staff with adequate communication of rationale behind DFAC changes will improve diet quality and patron dining satisfaction. Specific recommendations are to provide culinary staff: classes in basic nutrition knowledge and culinary skills; continuous on-the-job training; resource management training and new production SOPs specifically adapted for the intervention.

Funding: Department of Defense.

P90 Wellness in the Schools (WITS): Evaluating a Program that Promotes Healthy School Lunch and Active Recess

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Background (Background, Rationale, Prior Research, and/or Theory): A positive school lunch and recess experience promotes healthy behaviors.

Objective: To evaluate the two-year impact of WITS programming on school lunch consumption, physical activity levels, and pro-social behaviors at recess.

Study Design, Setting, Participants, Intervention: Quasi-experimental, matched-control study in 14 NYC public elementary schools with second and third graders. WITS programming provides scratch-cooked, less processed school lunch and organized activities at recess by placing trained chefs and coaches in the school.

Outcome Measures and Analysis: School lunch consumption, as well as physical activity and pro-social behaviors at outdoor and indoor recess, were measured using standardized tools and protocols. Data were collected at three time points (no baseline): Time 0 (early intervention), Time 1 (one school year post intervention) and Time 2 (two school years post intervention) and compared using Repeated Measures Analysis of Variance.

Results: For school lunch consumption, there were early intervention effects. Students in the WITS schools ate more vegetables and fruit at Time 0 than students in control schools (.27 cups vs. .18 cups, $P < .05$), with the same differences found at Time 1 and Time 2. However, students in WITS schools ate less entrée (42% of portion versus 46%, $P < .05$) and drank less milk (29% of portion versus 38%, $P < .05$) at Time 0, with these differences also remaining through Time 2. Outdoor recess had no difference in physical activity levels. Indoor recess had a higher percentage of WITS students vigorously active (46% vs. 3% at Time 1, $P < .05$; 29% vs. 4% at Time 2, $P < .05$; and was not measured at Time 0). Pro-social behavior scores were higher in WITS schools at all time points for outdoor and indoor recess ($P < .05$).

Conclusions and Implications: WITS programming changed school lunch consumption with both positive and negative results. WITS is a promising school-wide intervention. Further research is needed to better understand how students could eat more of all school lunch components and how to get students more physically active during outdoor recess.

Funding: Wellness in the Schools.

P91 What Helps Community Food Pantries Make Changes? The Safe and Healthy Food Pantry Project: A Socio-Ecological Model to Addressing Facilitators and Barriers in the Food Pantry Environment

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Objective: This presentation describes the facilitators and barriers to making healthy and safe changes in community food pantries using the Safe and Healthy Food Pantry Project (SHFPP) toolkit.

Continued on page S51