P124 (continued)

Background (Background, Rationale, Prior Research, and/or Theory): Head Start (HS) teachers are important partners in encouraging health behaviors among young children. Unfortunately, some Head Start teachers may not be prepared to serve as positive role models for children, due to their own limited knowledge surrounding healthy eating and physical activity.

Objective: The objective of the study was to examine the effectiveness of Eating Smart, Moving More, a 7-week hands-on, food-based program designed to improve HS teachers' healthy eating and physical activity behaviors.

Study Design, Setting, Participants, Intervention: Seven HS centers ($n = 40$ teachers) across two Eastern North Carolina counties received six, 30-minute nutrition education lessons over 7 weeks. Two trained Expanded Food and Nutrition Program (EFNEP) Program Associates (PA) delivered the lessons with teachers' respective centers ($n = 7$) in each county. Teachers were provided with continuing education credit for completing the course.

Outcome Measures and Analysis: Researchers measured teachers' dietary intake, and physical activity was measured using a single 24-hour recall at baseline and post-intervention. Researchers also measured self-efficacy toward teaching-related tasks important for promoting positive health behaviors in the classroom using the validated Confidence about Activity and Nutrition (CAN) Teach questionnaire (1 = Not Confident, 7 = Very Confident). Analyses were conducted using basic descriptives and Related-Samples Wilcoxon Signed-Rank tests.

Results: All teachers were female, primarily African-American (82.5%), and had an average of $11.52 \pm .81$ years of teaching experience. Twenty-nine teachers completed the full program (73% completion rate). Significant improvements were observed for fruit ($P = .001$), vegetable ($P = .001$), add fat/sugar intakes ($P = .002$), and physical activity ($P = .000$). Teacher reported self-efficacy scores for promoting positive health behaviors in the classroom did not significantly improve (baseline and post-intervention score = 5.68 ± 0.75).

Conclusions and Implications: Findings revealed a hands-on, food-based education program can help teachers improve their own health behavior, however, additional professional development is warranted to help teachers feel confident in their ability to apply learned skills in the classroom.

Funding: East Carolina University.

P125 Young Adult Perception of Label Claims and Dietary Variety: A Short Survey

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Background (Background, Rationale, Prior Research, and/or Theory): A critical thinking exer-

cise based on Food Rules: An Eater's Manual (Pollan, 2011) and Dietary Guidelines for Americans 2010 resulted digitally archived essays that were textually analyzed as a precursor to a student survey.

Objective: To analyze patterns in student essays and use results to design a survey that explores perceptions of healthy eating habits and understanding of food label information.

Study Design, Setting, Participants, Intervention: Two investigators carried out NVivo™ textual analysis of archived student essays, compared results, and described patterns. Insights informed design of a survey that was conducted with current undergraduate students. Expert review of questions estimated face validity and a test-retest established reliability.

Outcome Measures and Analysis: Word Cloud representation of themes lead discussion and contributed to an iterative process that enhances inter-rater reliability. Survey outcomes included demographics and perceptions of package claims, fruit and vegetable consumption, and dietary variety.

Results: Most (63.8%) of the students surveyed ($n = 392$) disagreed with a statement that Americans ate an appropriate amount of food while less than a majority (48.2%) agreed that packaged portion sizes were unrealistically small. A majority (64.2%) agreed that foods labeled "natural" were less processed while 47.0% agreed that packaged foods with restrictions such as "gluten-free" were more processed. Most (53.6%) agreed that Americans ate a more varied diet when compared to five year ago while only 28.8 % agreed that fruit consumption had increased.

Conclusions and Implications: Student respondents were not confident that Americans ate an appropriate amount of food or that consumption of fruits and vegetables had increased. Students were confused about food processing, label claims, and healthfulness. Educational outreach that reinforces healthy food choices and helps college students interpret the claims on packaged foods is recommended.

Funding: None.

Behavior and Education Theory

P126 Young Adult Ambivalence Toward the Revised Nutrition Facts Label Format

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Background (Background, Rationale, Prior Research, and/or Theory): The U.S. Food and Drug Administration's Final Rule updating the Nutrition Facts Label (NFL) describes a format that draws attention to specific label items, including serving size, calories, fat, and added sugars, that individuals desiring to control their weight would be expected to track. While studies of

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information-seeking behaviors suggest that consumers should logically rely on NFLs when making food choices, actual usage is often inflated when self-reported.

Objective: To compare young adult preference for the revised label (FDA Food Labeling: Revision of the Nutrition and Supplement Food Labels, 2016) when compared to the current label, and to determine if weight or nutrition-consciousness influences preference.

Study Design, Setting, Participants, Intervention: This choice experiment, with the revised label and current label viewed side-by-side, measured label preference by presenting ten manufactured food items, such as crackers, soda, and pizza, that were described in Final Rule instructions to survey participants. A total of 771 students at a U.S. southwest university were surveyed (2017), with scaled and open-ended questions pertaining to NFL usage, current weight, dieting efforts, knowledge of nutrition, and preference for the revised label versus the current label. The average age was 23 years old.

Outcome Measures and Analysis: Outcomes included weight management intention measured on a 5 point scale; attention to nutrients as indicated by ranking, and label choice via a survey option.

Results: Preference for the revised label was insignificant across all measured categories, including individuals who expressed a desire to lose weight, were currently dieting, or believed to have an average knowledge of nutrition. Many participants expressed frustration in not understanding how to interpret or apply the revised label, or they associated label-usage as an action that only needs to be taken when an individual is obese, rather than as a health-promoting habit.

Conclusions and Implications: We're encouraged to conduct further research regarding nutrition education for young adults, as the sample represents a population that underestimates the importance of nutrition-driven information to current and future health.

Funding: None.

Basic Food and Nutrition Knowledge

P127 Helping People Understand Confusing Food Label Claims Related to How Food is Grown or Processed

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Objective: To reduce confusion and help individuals understand current food label claims about how food is grown or processed within a food system.

Target Audience: Consumers and consumer educators.

Theory, Prior Research, Rationale: In a prior research study, 63.7% of respondents in our state (n = 1,208) identified food labels as their major food information

source. Unfortunately, there is confusion about the meaning of some label claims about how food is grown or processed (i.e. "natural") within the food system (Consumer Reports National Research Center, 2015; International Food Information Council Foundation, 2017).

Description: A PowerPoint, "What's on a Food Label?" was created to address not only food labeling basics (Nutrition Facts Label, ingredient listings, etc.) but also, many current, confusing claims (i.e. claims about natural, hormones, and GMOs). It was available for download from a webpage, and could be viewed as an online slideshow on the webpage and on a separate national slide-hosting service. Additionally, an online quiz focusing on confusing claims was created. These materials were promoted via national and state electronic mailing lists and social media.

Evaluation: After the materials were placed on the internet, the slideshow was viewed 3,399 times; the quiz webpage, 1,433 times; and the PowerPoint, 1,576 times (October 4 through December 31, 2017). Fifty-four individuals completed a short feedback form on the webpages; 93% learned something new or reinforced something they already knew. Sample comments included: "Thank you for sharing this! I plan to use it in my food science class!" "I will be showing it to consumers!" "Concise and full of info, encouraging one to read the labels and question the advertising."

Conclusions and Implications: As nutrition educators, part of our programming should include helping people become more knowledgeable about food label claims that address how food is grown or processed within our food systems.

Funding: None.

Written Oral and Social Media Communication

P128 Using a Mobile Device for Smart Programming, Promotion, Marketing, and Evaluation: An Assessment of Workshop Attendees

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Objective: To assess if workshop attendees gained confidence, knowledge, and/or skills in applying methods for using a mobile device (smartphones, tablets) for programming, promotion, marketing, and evaluation.

Target Audience: Adult workshop attendees working in nutrition education and related fields.

Theory, Prior Research, Rationale: The number of people reached with face-to-face programming is limited with the internet becoming an important information source. Smartphone ownership is at 77%, up from 35% in 2011 (Pew Research Center). As marketers of education, it is important to become savvier with using mobile devices.

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