P128 (continued)

Description: The 3-hour session covered taking and editing photos; making movies; Facebook live presentations; social media; and evaluation. Evaluations included pre- and post-workshop, process, and 3-month follow-up with a random gift card drawing incentive.

Evaluation: Respondents represented 21 states, were female, and ranged from 26 to 69 years old. Pre-workshop surveys (n = 48) indicated top barriers to working with mobile devices included lacking knowledge (26%), time (24%), and institutional training (20%). Majority (75%) were very confident with taking photos, with few very confident in editing, movies, Facebook live, social media, and evaluation (average of 7%). Process and demonstrative evaluation techniques during the presentation included completing surveys with online survey software and interactive audience polls. Post-workshop participants (n = 38) rated the workshop as: good to excellent (95%); met expectations (86%); found material informative and useful (95%); and gained relevant knowledge/skills that could be used immediately (89%). Three-month follow-up results (n = 26) indicated 92% shared information with others (colleagues, staff, administrators). Top implemented items were creating photos and collages (25%), editing photos (20%), and social media posting (14%). Gains in feeling very confident were noted across taking (84%) and editing (38%) photos, social media (31%), and evaluation (23%).

Conclusions and Implications: Using multiple forms of evaluation helped demonstrate workshop participants' change in confidence and skill attainment and showcased how they could use the various techniques demonstrated in future programming.

Funding: None.

P129 WITHDRAWN

P130 Applying the Transtheoretical Model to Nutrition Facts Label Use Among College Students

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Background (Background, Rationale, Prior Research, and/or Theory): The Nutrition Facts Label was recently updated to further help consumers make informed nutrition choices. A majority of people report reading labels at least sometimes, but only half report using them most of the time or always in making decisions.

Objective: The purpose of this study was to explore college students' label reading behavior to improve health using the transtheoretical model (TTM) as a framework.

Study Design, Setting, Participants, Intervention: College students from a mid-sized, midwestern university were recruited to complete an online survey including an open-ended question about their label use.

Outcome Measures and Analysis: Responses from 403 college students were analyzed by three researchers. Content analysis was used to stage participants using the TTM and explore themes in the responses.

Results: Participants in precontemplation (n = 111) reported not caring or choosing foods based on taste or price. Contemplators (n = 45) often reported lacking knowledge to effectively use labels. Participants in preparation (n = 82) were curious and used the label at times to limit calories or nutrients such as fat or sugar. Action and maintenance stages (n = 100) were marked by a desire for knowledge and health concerns such as diabetes or allergies. Responses from 65 participants were unable to be staged.

Conclusions and Implications: To optimize the impact of food labels, interventions should be tailored based on stage of behavior change. For example, focusing on disease susceptibility may influence precontemplators to progress to contemplation, while education on using the label could increase self-efficacy of contemplators to prepare or act. Individuals in preparation already show an interest but aren't using the label regularly to make healthy decisions. Education focusing on the health applications of the label, rather than for dieting, would be appropriate. Ultimately, updating the label format may not be enough for consumers to use labels in decision-making. Nutrition educators can use the TTM to tailor messages to improve label reading behaviors.

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P131 Food Environments in the Classroom: Testing of an Experiential Learning Curriculum Intervention on Dietary Behavior

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Background (Background, Rationale, Prior Research, and/or Theory): Food environments are implicated as factors in adolescent food behaviors and choices.

Objective: To explore the impact of adolescents evaluating their food environments (community, home, and school) on the adolescents' dietary behavior.

Study Design, Setting, Participants, Intervention: Quasi-randomized control trial with two arms: food environment curriculum (n = 13) and food environment curriculum and environmental audit (n = 17) of high school wellness classes in one school in the southeastern U.S. (total participants = 30). The food environment intervention (FEI) was delivered as part of a required high school wellness course, with both intervention and comparison groups receiving the same nutrition and food environment lectures (twice weekly; total of 10 classes);

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