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P129 WITHDRAWN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.

Funding: None.

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);

Continued on page S70

P131 (continued)

the intervention group also conducted hands-on assessments of their own food environments over the five weeks outside of class using the Healthy Campus Environmental Audit (HCEA) tool. Fidelity testing was conducted in both classes to ensure lesson consistency in both arms.

Outcome Measures and Analysis: The effects of the intervention were tested using pre-and post-health behaviors surveys [fruit and vegetable intake (FV) and meal patterns]. Analysis of variance and chi-square tests were conducted to evaluate differences between the two arms.

Results: The baseline consumption of FV for both groups was 1.63 (SD = 2.64) cups daily. Only 36.7% of both groups met the recommendations for FV at baseline. There were no significant changes in FV or meal patterns after the intervention for either group. More variance was noted in the intervention group for change in weekly fast food intake from pre to post-test, with 18.75% decreasing consumption and 31.25% increasing consumption.

Conclusions and Implications: This intervention, designed to increase awareness of food environment issues (with or without experiential food environment audits), was not effective in changing adolescent food behavior. Future research is needed to confirm or challenge the role of individuals' awareness of food environments as a non-factor in food behavior.

Funding: NIFA.

P132 Longitudinal Associations of Intuitive Eating with Weight Status and Dietary Intake

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Background (Background, Rationale, Prior Research, and/or Theory): Intuitive eating has been associated with healthier weight status, but less is known about long-term associations between intuitive eating and weight.

Objective: This study measured how intuitive eating related to weight status and dietary intake five years later.

Study Design, Setting, Participants, Intervention: Young adult (N = 1,830, 57% women, ages 25–36) participants in Project EAT (Eating and Activity in Teens and Young Adults)-III and -IV, the third and fourth waves of a longitudinal cohort study.

Outcome Measures and Analysis: Intuitive eating scale at EAT-III; healthy weight status (BMI < 25 kg/m²) at EAT-III and EAT-IV; daily servings of fruit, vegetables, whole grains, dairy, protein, and sugar-sweetened beverages (SSBs) measured via semi-quantitative food frequency questionnaire at EAT-IV. Stratified by gender, relative risks and adjusted means controlled for sociodemographic characteristics, EAT-III weight status for EAT-IV weight status models, and total caloric intake for dietary models.

Results: Intuitive eating at EAT-III (13.6%, n = 96 men and 12.2%, n = 117 women) was associated with a 17% [RR: 1.17 (1.01, 1.33)] greater chance of healthy weight status at EAT-IV for women, but was unrelated to weight status in men [RR: 0.99 (0.80, 1.21)]. For dietary intake among women at EAT-IV, prior intuitive eating was related to more fruit servings (2.2 ± 0.2 vs. 1.8 ± 0.1 for non-intuitive eaters, P = .038), marginally more vegetable servings (3.5 ± 0.2 vs. 3.0 ± 0.1, P = .063), and fewer SSB servings (0.3 ± 0.1 vs. 0.4 ± 0.0, P = .058). Intuitive eating at EAT-III was unrelated to EAT-IV intake of protein, dairy, or whole grains among women, and was not associated with any dietary variables measured among men.

Conclusions and Implications: Suggesting gender differences in weight management, intuitive eating was associated with lower weight status five years later among women, but was unrelated to weight status or dietary intake longitudinally among men.

Funding: NIH.

P133 The Effect of Family Environment and Behaviors on Child Weight Status, Physical Activity, and Diet

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Background (Background, Rationale, Prior Research, and/or Theory): The association between the family environment and behaviors with obesogenic behaviors such as diet and physical activity between sexes is unknown.

Objective: To determine the association between family environment and behavior with child weight status, diet, and physical activity by sex.

Study Design, Setting, Participants, Intervention: Mother-child dyads with children aged 5.0 to 7.9 years were recruited. Parents completed the Family Nutrition and Physical Activity questionnaire (FNPA) to evaluate family environment and behaviors with 10 individual construct scores and a total sum score; a higher score was associated with desirable environment and behaviors. Waist circumference (WC), weight, and height were measured and percentiles calculated for age and sex. Parents logged child diet for two week days and one weekend day. Healthy Eating Index score (weekday and weekend) and total kcal/age were calculated. Child physical activity (PA) was measured using an accelerometer, evaluating counts per minute (CPM), sedentary time (percent time), and moderate-to-vigorous PA/hour. Linear regression models were stratified by sex.

Continued on page S71