P154 (continued)

Objective: To seek feedback from intended users regarding short videos designed to educate low-income parents about evidence-based recommendations for feeding young children, and guidance for development of future videos.

Study Design, Setting, Participants, Intervention: Participants (n = 18) included parents (94% female; 89% Hispanic) of children enrolled in Head Start or Early Head Start in Hays and Caldwell counties in south central Texas. Participants viewed eight 90-second, bilingual videos instructing on evidence-based recommendations for feeding practices, and completed scorecards that posed questions, with 5-point Likert scale responses, about perceptions of the videos with respect to quality, entertainment, pedagogical efficacy, intent to use the educational content, and overall reaction. Additionally, semi-structured interviews, conducted in English or Spanish, asked about perceived benefit of videos and requested suggestions for design of future videos.

Outcome Measures and Analysis: Frequencies of responses to scorecard questions were calculated. Interviews were transcribed, with Spanish interviews first translated to English and back-translated. A three-coder model was used to code interviews for emergent themes.

Results: The majority of participants rated video quality as positive, and were enthusiastic about learning from videos. Participants expressed intent to use comparable videos to obtain nutrition and food-related information.

Conclusion and Implications: Brief instructional videos show promise as an effective method for disseminating feeding practice recommendations for young children to parents. As bilingual videos were preferred by Spanish-speaking and bilingual parents, implementing a bilingual design for videos for use by Head Start parents in Texas may be warranted.

Funding: Caminitos Research Initiative, Texas State University.

P155 What's for Dinner? Analyzing the Dinner Meal of Parent-Preschool Child Dyads Using Food Photography

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Background (Background, Rationale, Prior Research, and/or Theory): Despite the substantial contribution of dinner meals to preschoolers' nutrient intake, limited data on dinner meals exists from families with young children. These data are important since the home environment influences eating behaviors and meals in the home are a potential intervention target.

Objective: To utilize the Remote Food Photography Method® (RFPM) to characterize typical dinner meals of parent-preschooler dyads.

Study Design, Setting, Participants, Intervention: Participants were recruited from five Head Start/preschool centers in rural, eastern Colorado. Participants attended a 1.5-hour training on the RFPM and SmartIntake app and were provided iPads to take photos of the dinner meal for themselves and their child for seven consecutive dinner meals. Data were wirelessly transmitted in near real-time for review of data quality and completeness.

Outcome Measures and Analysis: Food intake data from the dyads were analyzed to quantify meal timing and concordance in parent-child meal composition and meal quality, as assessed by comparison to a variety of indices, including Child and Adult Food Care Program (CACFP) guidelines and the Healthy Meal Index (HMI), a validated tool for assessing the quality of meals served to preschoolers.

Results: Participants were mothers (97%), 45% Hispanic, and 77% low-income. Mothers ate similar foods during 74% of meals and at the same time during 93% of meals as their preschooler. Few meals met CACFP guidelines for milk (14%) or whole grains (17%). The mean HMI score was 66.7 ± 8.9 (possible score = 105). Protein and dairy (mostly cheese) were the highest scoring components, with whole grains, fruit, vegetable variety and added saturated fat being the lowest scoring components.

Conclusions and Implications: Mothers and preschoolers in this sample ate similar foods together at the same time for dinner, providing an opportunity for role modeling of healthy eating behaviors. Future intervention targets may include serving milk, more variety of whole grains, nutrient-rich vegetables, and fewer foods high in saturated fat.

Funding: NIFA.

Nutrition Education Program Design Implementation and Evaluation

P156 Assessment of Policy, Systems and Environmental (PSE) Change Strategies Delivered Through Maine SNAP-Ed

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Objective: To assess the implementation of PSE change strategies through Maine's Supplemental Nutrition Assistance Program-Education (SNAP-Ed).

Target Audience: Maine SNAP-Ed educators, administrators and partners.

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Theory, Prior Research, Rationale: USDA's Food and Nutrition Service requires that PSE strategies, multi-level interventions that address underlying environmental and societal barriers, be integrated into SNAP-Ed plans to support healthy behavior change among the target audience. PSE strategies have the potential to reach more individuals and be more effective than nutrition education alone.

Description: In 2015, Maine SNAP-Ed began delivering PSE strategies in nutrition education settings. In 2017, nutrition educators were required to select two PSE strategies from six predetermined options.

Evaluation: Altarum, the external evaluator for Maine SNAP-Ed, conducted a process evaluation to assess educator ability to establish community partnerships and implement PSE strategies. Evaluation activities included interviews (n = 6) with SNAP-Ed administrators at the University of New England (UNE), interviews (n = 8) and web-based surveys (n = 18) with nutrition educators and local directors, and interviews (n = 11) with SNAP-Ed partners involved with PSE strategies.

Conclusions and Implications: Maine SNAP-Ed administrators agreed that PSE strategies enhanced nutrition education efforts, helping the target audience to make healthy choices where they eat, live, learn, work, shop and play. Nutrition educators felt prepared (61%) to deliver PSE strategies due to previous experience and ongoing support from UNE administrators and local directors. Educators (90%) leveraged existing relationships to facilitate new partnerships to implement PSE strategies. One-third of educators (33%) reported ease implementing PSE strategies, attributing success to strong partnerships. Most nutrition educators (79%) indicated that partners were supportive of PSE strategies although less than a quarter (22%) were confident that strategies will be maintained. Implications of this evaluation suggest that SNAP-Ed agencies can successfully deliver PSE strategies by leveraging community partnerships and providing ongoing support to nutrition educators; however, more research is needed to understand the sustainability of PSE strategies.

Funding: Supplemental Nutrition Assistance Program—Education.

P157 Assessment of Students' Transdisciplinary Attitudes and Behaviors From the Beginning to Midway Through Doctoral Training

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Objective: To assess development of transdisciplinary (TD) knowledge, attitudes, and behaviors during students' doctoral training in a childhood obesity prevention program.

Target Audience: Higher education department heads and administrators as well as faculty and students interested in TD.

Theory, Prior Research, Rationale: The Six-Cs model for contributors to childhood obesity is a theoretical framework that emphasizes six levels of social ecology (cell to culture) that need to be considered when researching and intervening in the childhood obesity epidemic from a TD perspective.

Description: Eleven doctoral students were enrolled in a federally-funded joint MPH/PhD program 2011–2013. Data were collected at enrollment and midway through the program to assess TD knowledge of obesity determinants at six levels using the Six-Cs model and TD attitudes and behaviors. The following assessments were used: kinetic drawings with verbal explanations, survey short answers, and two validated indices (Behavior Change Collaborative Activities Index [BCCAI] and Interdisciplinary Perspectives Index [IPI]).

Evaluation: Using a mixed methods design, data were analyzed using thematic coding or t-test. When analyzing the individual students' change in TD understanding, two students increased on all three measures of six dimensions of TD, five students increased on two measures, three students increased on one measure; one student decreased on two of the measures. In addition, as a group, the mean score on the measure of collaboration (the BCCAI) was significantly higher midway through the program compared to the beginning (5.0 vs. 3.6, $P = .021$), while there was no change on the attitude toward interdisciplinarity scores (the IPI) (4.2 vs. 4.2, $P = .941$).

Conclusions and Implications: These preliminary findings suggest that a TD doctoral program can increase students' collaborative TD behavior and knowledge of TD contributors to obesity midway through the program.

Funding: USDA.

P158 Choose Health: Food, Fun, and Fitness Curriculum Promotes Positive Behaviors in Youth Compared to Control Period

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Objective: To assess the impact of the Choose Health: Food, Fun, and Fitness (CHFFF) youth curriculum on child diet and other targeted behaviors.

Target Audience: CHFFF was designed for 3rd–6th graders.

Theory, Prior Research, Rationale: Informed by social cognitive theory, CHFFF focuses on research-based behaviors that decrease child obesity and chronic disease risk. Lesson structure supports the 4-H youth development Experiential Learning Model, ensuring youth interaction and engagement.

Description: CHFFF's six lessons use experiential learning, food preparation, active games, goal setting, and a family newsletter to teach children to drink fewer sweetened drinks; eat more vegetables, fruits, and whole grains;

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