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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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eat fewer high-fat and high-sugar foods; and play actively 60 minutes a day. CHFFF was developed iteratively by nutrition and youth development experts and front-line educators to fill a void in practical, evidence-based curricula focused on obesity prevention behaviors for this age group.

Evaluation: CHFFF was evaluated in 3rd-6th grade EFNEP participants during the 2014–2015 school year in 27 after-school and 28 in-school groups taught by six specially-trained educators in five NY counties. Youth completed the self-reported behavior survey three times: twice pre-intervention about 6 weeks apart, and one post-intervention. The survey had moderate-to-good reliability. Dietary intake scores were created based on factor analysis. Results were based on 561 youth who completed all three surveys and participated in at least four of the six lessons. Statistical analyses included linear and logistic mixed models, controlling for both group and educator as random effects. Following CHFFF, youth improved significantly compared to their no-intervention control period in overall diet quality, vegetable intake, fruit intake, soda/fast food intake and choice, and the frequency with which they read nutrition facts labels, shared about healthy eating with their family, and tried a new food.

Conclusions and Implications: Results provide evidence for the effectiveness of this user-friendly and readily available curriculum, already used in at least 30 states.

Funding: USDA.

P159 Clearing the Path to Hispanic Health: Improving Awareness of Healthy Eating and Family Dynamics

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Objective: This study aimed to examine Hispanic mothers' perceptions of the nutrition education and family routines lessons of Abriendo Caminos, a culturally-tailored childhood obesity prevention intervention.

Target Audience: Hispanic mother-child dyads ($n = 36$) with at least one child between the ages of 6–18 in central Illinois.

Theory, Prior Research, Rationale: There is a need to implement and evaluate health programs that address the high prevalence of obesity among Hispanic children. Community-based programs that are culturally-tailored and incorporate the family unit can facilitate the

adoption of healthy behaviors. Evaluation findings will enable cultural adaptation of the lessons' content and activities.

Description: Abriendo Caminos is a randomized-controlled intervention consisting of six 2-hour weekly workshops. Participants received nutrition lessons focused on healthy dietary patterns that follow federal dietary recommendations and include traditional Hispanic foods. The family routines lessons promote planning of shared family mealtimes, positive family interactions, and cultural traditions.

Evaluation: Four focus groups were conducted with mothers in Spanish after workshop lessons were complete by bilingual and bicultural researchers. Two researchers took detailed notes. Data were analyzed using thematic coding analysis to consider areas of improvement for nutrition and family routines lessons. Major themes identified were: increased child self-efficacy in applying healthy dietary practices; mothers were motivated to incorporate new foods into meals; greater emphasis on family-oriented activities is needed, and inclusion of mental/emotional health topics would support positive parenting practices.

Conclusions and Implications: Overall, mothers were satisfied with the Abriendo Caminos program. They reported learning new ways to improve their family's health and observed positive behavior changes in their children. However, mothers seek to learn about emotional health topics to improve communication with their children. Therefore, Abriendo Caminos adaptations will incorporate activities that foster the parent-child relationship and maintain program fidelity and goals.

Funding: USDA.

P160 College Students Find Social Media Effective in Promoting USDA's MyPlate Guidelines

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Objective: To evaluate the impact of using Instagram to promote MyPlate guidelines.

Theory, Prior Research, Rationale: Social Cognitive Theory asserts that individuals learn by observation. Nutrition majors can model healthy eating by posting pictures of their nutritious meals on Instagram and pointing their peers to the USDA's MyPlate website.

Target Audience: University students and nutrition majors.

Description: Coached by faculty, senior nutrition majors in a one-credit MyPlate Ambassador class collaborated using an Instagram account to encourage healthy eating on campus. Prior to beginning, they set guidelines for posts and agreed each picture would depict their plates featuring at least three food groups. Captions described the foods, health benefits, recipes and links to

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