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Conclusions and Implications: This program supports child care providers to implement responsive feeding practices with children in their care.

Funding: USDA Nebraska Extension.

P165 Effect of Cooking Classes on Healthy Eating Behavior Among College Students

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Background (Background, Rationale, Prior Research, and/or Theory): Many college students do not understand how to prepare healthy meals accounting for food safety, which can prompt students to consume convenient, often unhealthy foods.

Objective: To determine if cooking classes tailored to college students would improve knowledge and behavior to eat healthfully and practice food safety.

Study Design, Setting, Participants, Intervention: A one-group, pre- and post-test model was used. Three cooking-classes were developed with parameters of limited cooking skills, limited access to kitchen equipment, and shelf-stable ingredients that are readily available on campuses (i.e. convenience stores and salad bars). Participants (n = 38) were recruited using tabling, posters, email, and social media.

Outcome Measures and Analysis: Pre- and post- surveys assessed nutrition knowledge, frequency of healthy eating, cooking confidence, cooking ability, cooking frequency, and food safety knowledge. Participants were also queried on their perception of the cooking classes and their dietary behaviors post-intervention.

Results: Scores for nutrition knowledge ($P = .000$), cooking confidence ($P = .026$), ability to put together ready-made ingredients to make a complete meal ($P = .016$), and preparing dishes from basic ingredients ($P = .006$) increased. There were no changes in ability to cook convenience foods, cooking frequency, food safety knowledge, nor frequency of healthy food consumption. However, 83% of participants perceived that they were consuming healthier diets because of the cooking classes.

Conclusions and Implications: Cooking classes tailored to college students with limited access to cooking facilities, equipment, and ingredients that can be purchased on campus were effective in improving nutrition knowledge, cooking confidence, the ability to put together ready-made ingredients to make a complete meal, and the ability to prepare dishes from basic ingredients. Despite participants' reports that their diets were healthier after the cooking classes; there was no significant change in the frequency of choosing healthier foods detected via survey assessments. Cooking classes tailored to the college student population can be used to educate about nutrition and food safety and improve confidence and cooking ability.

Funding: USDA.

P166 Effects of Fruvapalooza Health Fair: An Evaluation of Intended Health Behaviors

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Background (Background, Rationale, Prior Research, and/or Theory): Get Fruved is a multi-state social marketing and environmental change intervention designed to promote healthy behaviors associated with obesity prevention among older adolescents.

Objective: To identify intended health behavior changes reported after attending a health fair event.

Study Design, Setting, Participants, Intervention: As a part of the Get Fruved project, college students mentored high school students in collecting data on student health behaviors. High school students then creatively communicated the findings (oral presentations, posters, songs, children's books, visual art, videos, or interactive exhibits) at a high school health fair called "Fruvapalooza."

Outcome Measures and Analysis: Fruvapalooza attendees were asked to complete anonymous surveys on experiences at the event and any resulting changes in intended health behavior.

Results: Out of approximately 200 attendees, 31 surveys were completed. Most (90%) rated the event as excellent and 74% reported that they planned to make a health change because of attending the event. Intended behavior changes included sleeping more, getting more exercise, drinking more water, eating healthier food, and managing stress.

Conclusions and Implications: High school health fairs may be effective in influencing behavioral intentions of attendees. Future research is needed to determine if these changes in intention translates into behavior change.

Funding: NIFA.

P167 Experiential Learning: Community Nutrition Class Field Trip to Rural Community With Associated Program Planning

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Objective: Evaluate the impact of a rural community-based experiential learning (EL) project and field trip on upper-division nutrition student knowledge and understanding of challenges and opportunities of healthcare professionals working in a rural community.

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Target Audience: Faculty, students, and community partners.

Theory, Prior Research, Rationale: Experiential learning has been well-documented to enhance student knowledge and professional preparation, but such high-impact activities can be challenging in high-enrollment courses.

Description of Course and Curriculum: Undergraduate nutrition students at the University of Kentucky take a two-semester Life Cycle and Community Nutrition course sequence. In Part II of the course, students work in groups to develop a community programming intervention and evaluation plan. For spring 2017, a semester-long project and day-long field trip to rural Whitesburg, Kentucky, was included as part of the course to expose students to real-world challenges and opportunities in such a rural setting.

Evaluation: Students completed anonymous surveys ($n = 77$) at the end of the semester. Survey results indicated that, on a Likert-scale of 1–7 with 1 being completely disagree and 7 being completely agree, students rated “The EL activity helped me to have a better understanding of my role as a community member” as a 5.3 ± 1.4 , “I understand the attitudes of rural communities toward seeking and receiving healthcare” as 5.7 ± 1.2 , and “I am sensitive to the psychological, cultural, and social factors that affect rural patients’ health” as a 6.1 ± 0.9 . On a similar scale with 7 being incredibly important, “How important do you think real-life applications are in your college coursework” was rated as a 6.5 ± 0.9 .

Conclusions and Implications: Overall, students reported that the EL activity provided real-life application to the course and exposed them to opportunities working as a healthcare provider in a rural setting. Students provided valuable feedback on improvements that could be made to the project and field trip structure, which are being incorporated during the spring 2018 semester.

Funding: None.

P168 Exploratory Thematic Analysis of Strategies to Improve the Healthfulness of the Food Pantry Environment

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Background (Background, Rationale, Prior Research, and/or Theory): Private food assistance can provide up to 25% of low-income Americans’ monthly diets. Improving the healthfulness of food pantry environments may improve the health of people living in poverty and potentially reduce the prevalence of diet-related chronic diseases. Anecdotal evidence of existing strategies provides little insight on the interventions that influence pantry environments.

Objective: Identify the processes food pantries and food banks implement to promote healthy environmental strategies. Characterize the challenges pantries and food banks face during these processes.

Study Design, Setting, Participants, Intervention: Qualitative semi-structured phone interviews were conducted with key informants representing food pantry managers, food bank personnel, and community partners ($n = 42$) selected through purposive and snowball sampling of the western United States.

Outcome Measures and Analysis: Interviews were transcribed and analyzed using Atlas.ti 8. Data were coded using a hierarchical coding scheme. Descriptive codes included “strategy codes” defining the program and “process codes” that outlined the characteristics of initiation, challenge, and evaluation. Cross-coding of process codes was applied to strategies. Exploratory thematic analysis and inductive modeling was completed to build models of resulting interventions.

Results: Four dimensions of a healthy pantry environment were discovered: food, emotional, physical, and informational. The emotional and physical dimensions were closely related and generated eight “healthy environment strategies.” Approaches addressing the informational dimension generated four “service strategies.” Findings resulted in eight initiation characteristics (e.g. external support), 11 challenges (e.g. high client volume), and seven evaluation methods (e.g. survey).

Conclusions and Implications: The strategy models identified can benefit future program planning and evaluation for interventions within the food pantry environment. Successful program evaluation may ensure that effective strategies are carried out to improve diet quality and health outcomes for pantry clients.

Funding: NIFA Regional Nutrition Education, Obesity Prevention Center of Excellence Grant.

P169 Exploring Quality Assessment in Community-Based Nutrition Education

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Background (Background, Rationale, Prior Research, and/or Theory): Quality of program delivery is a major component in community-based nutrition education and is also considered “an art and a science”; and while this is associated with positive outcomes, little is known about how the quality of implementation is assessed in community nutrition programs. Padres Preparados, Jóvenes Saludables (PPJS) is a federally funded, longitudinal prevention intervention. We focus on strengthening family-skills of immigrant Latino parents (especially fathers) of adolescents, aimed to promote healthy energy balance-related behaviors.

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