P167 (continued)

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.

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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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