P78 (continued)

conducted to establish the impact of Lifestyle Medicine interventions in reducing an unhealthy way of thinking and stimulating food pleasure.

Funding: None.

P79 Making the Healthy Choice the Easy Choice: An Online Training for Nutrition Education and Public Health Professionals Engaged in Policy, Systems, and Environmental (PSE) Approaches

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Objective: Implement and evaluate an asynchronous online course to build capacity of professionals developing, implementing, and evaluating effective PSE approaches in their communities.

Use of Theory or Research: Developed using the socio-ecological model and results of a national needs assessment of SNAP-Ed and EFNEP educators and administrators.

Target Audience: Nutrition education and public health professionals serving low-income communities.

Program Description: The online, self-paced, six-module course introduces PSE terminology and approaches. Readings, interactive content, and videos then help learners design a PSE effort in their own communities. A personalized interactive workbook and group discussion guide help learners engage with content. The course provides links to newly developed and widely used resources. Graduates are required to pass six module tests based on course objectives. Enrollees have one year to complete the course.

Evaluation Methods: Enrollees complete pre-course surveys to collect demographics. Graduates complete an anonymous post-course program evaluation survey.

Results: In the first six months, 341 learners enrolled and 130 graduated. Graduates reported that level of content was just right (85%), too advanced (12%), or too basic (3%), and that course content extended their knowledge of PSE approaches (88% agree/strongly agree) and related to their responsibilities (83% agree/strongly agree). Graduates believed instructional material was well organized (85% agree/strongly agree) and the materials including readings, videos, and case studies conveyed content well (73% agree/strongly agree). Graduates agreed or strongly agreed that content met course objectives, preparing them to identify community needs (88%); build partnerships (87%); and create (82%) and implement (83%) PSE action plans.

Conclusions: This online training on PSE approaches met the learning needs identified by SNAP-Ed and EFNEP professionals. Course graduates felt prepared to plan, implement, and evaluate PSEs in their own communities.

Funding: None.

P80 Mixed Methods Evaluation of Healthy Schools' Healthy Students: Implementation and Outcomes From a School-Based Intervention

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Objective: To assess the implementation of the Healthy Schools, Healthy Students (HSHS) intervention and evaluate its impact on knowledge, fruit and vegetable (FV) attitudes, FV preferences, and MyPlate awareness.

Use of Theory or Research: Prior school based nutrition-education interventions have been shown to positively impact knowledge, FV attitudes, and FV preferences, which are important determinants of dietary intake.

Target Audience: The HSHS intervention targeted 4th grade students (n intervention = 567 and n control = 490) in a rural, Midwestern state during the 2017-2018 school year.

Program Description: HSHS was a multi-component intervention featuring classroom-based nutrition education using a modified version of the USDA's Serving Up MyPlate curriculum, cafeteria coaching with older students, and FV taste tests.

Evaluation Methods: We used a mixed methods evaluation featuring a cluster randomized controlled trial. We matched 20 schools on demographic characteristics and randomized them to intervention or control conditions. We used matched pre- and post-intervention surveys to evaluate quantitative impact, measuring knowledge, FV attitudes, FV preferences, and MyPlate awareness. We used student fixed effects regression models to estimate the intervention effect on post-intervention outcomes. To better understand implementation, we conducted in-depth interviews with project stakeholders and nutrition educators and focus groups with cafeteria coaches.

Results: For the quantitative evaluation, we observed a significant intervention effect for knowledge ($\beta = 0.27$, $SE = 0.13$, $P = .04$), taste test vegetable preferences ($\beta = 0.25$, $SE = 0.09$, $P = .01$), and MyPlate awareness ($\beta = 0.21$, $SE = 0.05$, $P < .001$). For the qualitative evaluation, all participants described HSHS as successful and easy to implement. Both project stakeholders and cafeteria coaches requested more communication, technical assistance, and training. Nutrition educators approved of the lessons, but noted that there was not enough time to complete all the activities and wanted to cover broader topics.

Conclusions: The HSHS intervention was well received by the schools implementing it and had a modest impact on knowledge and vegetable preferences. Wider implementation of interventions like HSHS could positively impact students without overburdening schools.

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