P132 Student Perspectives of Service-Learning in a Community Nutrition Course

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Objective: To evaluate how a service-learning component in a Community Nutrition course changed student perceptions of the benefits of service-learning.

Use of Theory or Research: Service-learning, the pedagogical practice of coupling course content with engaged service and reflection, is heralded for many student benefits including real-world experiences, increased community connection, and a broader perspective into community needs. Other benefits include development of soft skills such as communication, organization, and problem-solving.

Target Audience: Students enrolled in Community Nutrition at a southern university in Spring 2017, Spring 2018, and Fall 2018 ($n = 123$).

Program Description: Community Nutrition is a junior/senior level semester-long course required for nutrition majors. Students complete 15 required service-learning hours, three written reflections, and a needs assessment based on a target population their assigned site serves.

Evaluation Methods: Students completed an online survey on perceptions of service-learning before and after the course. Pre- and post-survey responses were analyzed using paired t-tests. Comparisons of service type (food provisions, nutrition education, and local food) and course iteration were examined using two separate one-way analysis of variances.

Results: Positive impacts included an understanding of the complexity of community nutrition, a greater feeling of connection to the surrounding community, a desire for more future service work, and recognition that nutrition education is a serious concern in Mississippi. Students struggled to recognize their soft skill development through the process, and that these skills are often not developed in a traditional classroom.

Conclusions: Results from this study demonstrate that the service-learning program has been successful for enhancing student understanding of the need for and complexity of nutrition in a community context. Further, service-learning opened the eyes of students to needs of the community and inspired future service. Careful planning of service-learning initiatives can help to develop soft skills, such as including reflective prompts that discuss skill development. More work should be completed to fully demonstrate this skill development within a service-learning context.

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P133 The Influence of Social Support on Self-Efficacy in Eating Habits Among High School Athletes

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Background: Previous studies have suggested that self-efficacy and social support are factors that influence dietary behavior in adults. However, the relationship between these two factors among high school athletes has not been adequately explored.

Objective: This study aims to determine which factor of social support (five-factors structure) is strongly associated with self-efficacy in eating habits among high school athletes.

Study Design, Settings, Participants: The acquired data in this cross-sectional study were analyzed. The subjects were 109 high school athletes. The data for this study were gathered through questionnaire (that included demographic characteristics, questions regarding nutrition education, self-efficacy and social support in eating habits of athletes). Validated self-efficacy scale and social support scale were used in this study. This social support scale includes the five-factors of "Informational Support of General Nutrition," "Informational Support for Athletes," "Tangible Support," "Appraisal Support by Praise," and "Appraisal Support by Advice."

Measurable Outcome/Analysis: A multiple regression was utilized to determine which factor of social support is strongly associated with self-efficacy. Mann-Whitney U test was utilized to examine the relationship between social support and nutrition education.

Results: The results of the multiple regression analysis revealed that the most important predictive factors in the students' self-efficacy was "Informational Support of General Nutrition" ($\beta = 0.378$, $P < .01$). The group that have gotten nutrition education before showed significantly higher score of social support ($P < .01$).

Conclusion: The results of this study showed that "Informational Support of General Nutrition" is strongly associated with self-efficacy in eating habits. Further research is needed about longitudinal study of correlation between the social support and the self-efficacy. However, the finding can be used to develop effective nutrition education program to increase self-efficacy in eating habits among high school athletes.

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P134 Using Theory of Planned Behavior to Predict the Behavioral Intention of Using or Recommending Infant Formula Among the Chinese Community in New York City

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Background: This is the first study to examine the behavioral intention of using infant formula among the overall community rather than just mothers. Inputs from community members are highly valued in choice of feed-

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ing and use theory to frame the research. It was conducted in one of the largest Chinese population outside of Asian, New York City. As the fastest growing Asian subgroup in the US, studies that focus on their health choices are long overdue.

Objective: To examine which of the constructs within Theory of Planned Behavior (TPB) best predict Behavioral Intention of using or recommending formula.

Study Design, Settings, Participants: This cross-sectional study ($n = 434$) used a validated 65-item survey instrument available in English/Chinese that asked about the key TPB constructs. More than half (53%) were born in China; more than one-third (36.5%) had less than a high school diploma; average age was 38.

Measurable Outcome/Analysis: Multiple regression was conducted and a stepwise procedure was employed. Adjusted R square index was used to account for the difference in number of predictors within each construct.

Results: The importance of each construct in predicting the Behavioral Intention varied by group. For the overall Chinese community, Beliefs, Injunctive Norms, and Perceived Behavioral Control, in that order, accounted for 44.8% of the variance of Behavioral Intention. For those who were born in China, Injunctive Norms, Beliefs, and Perceived Behavioral Control, in that order, accounted for 42.5% of the variance. For those who were in the lowest acculturation level, Injunctive Norms, Beliefs, and Perceived Difficulty, in that order, accounted for 32.1% of the variance.

Conclusion: Beliefs about the consequences and injunctive norms (approval or disapproval of significant others) are the most important motivators of the intention to use or recommend formula. Whether it is Beliefs or Injunctive Norms that produces the most variance in Behavioral intention depends on where the person was born and their acculturation level. These findings can be used to design appropriate nutrition education.

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Food and Nutrition Policy

P135 Differential Effectiveness of Go NAP SACC in Urban and Rural Childcare Centers

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Background: Preschool children's obesity rate in Nebraska is fifth in the U.S. Rural areas tend to have more health disparities comparing to urban area. Limited research has identified the differences of the policy, systems and nutrition environment between rural and urban childcare centers.

Objective: To investigate differential effectiveness of the Nutrition and Physical Activity Self-Assessment in Child Care (Go NAP SACC) in urban and rural areas in Nebraska.

Study Design, Settings, Participants: With a sample ($N = 171$) childcare centers in Nebraska ($[N = 102]$ urban and $[N = 69]$ in rural areas), a quasi-experimental longitudinal study was conducted from 2014 to 2017.

Measurable Outcome/Analysis: Paired sample t-tests were conducted to compare pre- and post-test scores within urban and rural centers, separately. Independent sample t-tests was also used to examine differential effectiveness between urban and rural centers.

Results: Go NAP SACC was found to improve the nutrition environment in most assessment items (30 out of 42 items) including food provision and feeding environment. While rural centers showed significant improvement in the beverage provision section ($P < .05$), urban centers presented high improvement in the sections of feeding practice and menu variety ($P < .05$). At the pre-test assessment, there were significant differences in the scores between rural and urban centers, specifically in some items regarding beverage provision, feeding environment, and feeding practices. However, there was no longer a significance difference in the scores of those items ($P > .05$) at the post-test assessment.

Conclusion: Go NAP SACC program is an effective program to enhance the child nutrition environment in both rural and urban centers as well as decrease disparity in nutritional environments between urban and rural centers. Future research is needed to examine how to provide more adaptive obesity intervention program based on the multiple data such as poverty, isolation and neighborhood status in rural areas.

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P136 Discrete Choice Analysis of Factors That Affect Sugar Sweetened Beverage Consumption of Young Adults in California's Central Valley

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Background: Studies have shown sugar sweetened beverage (SSB) taxes reduce consumption of SSBs, but also increase consumption of juice, milk and sugary sweets. Support of SSB taxes are largely determined by the amount of the tax, how the tax is used and population demographics.

Objective: To examine attitudes towards SSB among a predominantly young, Latino population in California.

Study Design, Settings, Participants: The Discrete Choice Experiment (DCE) included five drink attributes—each with separate related choices. Participants could

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