P39 (continued)

Objective: A large urban food pantry explored ethnic group perceptions of its nutrition education program, and associated changes in participant nutrition and health behaviors.

Use of Theory or Research: The theoretical framework for the program is Social Cognitive Theory, which considers the social environment and participant self-efficacy.

Target Audience: Low-income English-, Spanish-, and Chinese-speaking participants who frequent the nutrition education program.

Program Description: The 6-session program provides hands-on learning activities, including cooking demonstrations. Sessions are translated and presented in multiple languages.

Evaluation Methods: A focus group protocol was developed, translated, and implemented with 6 groups (1 English-speaking, 2 Spanish-speaking, and 3 Chinese-speaking) with a total of 56 past nutrition education program participants. Findings were summarized and then compared across ethnic groups. Separately, pre- and post-program data from nutrition education classes ($n=181$) implemented in the prior 2 years was analyzed using a repeated measures analysis of variances.

Results: Focus group participants reported few barriers and agreed on their preference to combine a pantry visit with class attendance. Participants from all ethnic groups preferred to attend nutrition education programming with friends, however only the Chinese speaking groups made a point of coming with their friends. They reported increased consumption in the amount and variety of fruits and vegetables, as well as increased use of food labels prior to purchase. The analysis of the survey data from the prior 2 years confirmed participants had made significant changes ($P < .01$) in 5 areas: they increased the number of servings of fruit and vegetables, the variety of fruits and vegetables, and how often they read beverage labels to see if it had added sugar.

Conclusions: Results suggest that a nutrition education program, when adapted for language and culture, can assist different ethnic groups in building their capacity in health literacy and making positive health behavior changes. Results also indicate there is an opportunity to deliver more nutrition education when classes are offered in conjunction with a food pantry visit.

Funding: USDA NYS SNAP-ED.

Nutrition Across the Life Cycle

P40 Nutrition and Other Wellness Indicators are Associated with Healthy Weight Status in Emerging Adults

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Background: Adult obesity is a complex multi-factorial condition that is associated with weight gain in emerging adulthood. Currently, there is limited understanding about all of the biopsychosocial contributors to weight status in emerging adulthood.

Objective: To examine the association between various wellness dimensions and weight status in emerging adults.

Study Design, Setting, Participants: Analysis of cross-sectional health assessment data of post-secondary students ($n=374$; 17-26 years) was conducted.

Measurable Outcome/Analysis: The outcome, BMI, dichotomized as 18.5 to 24.9 and ≥ 25 kg/meters-squared. The independent variables included the 10 wellness dimensions of the National Wellness Institute's TestWell Wellness Inventory: physical fitness, nutrition, self-care and safety, emotional wellness, social awareness, emotional awareness and sexuality, emotional management, intellectual wellness, occupational wellness, and spiritual wellness. Scores for each of the wellness dimensions were categorized as excellent/good (30-50) and needs improvement (<30). Covariates included age, sex, ethnicity (eg, Caucasian and non-Caucasian), and living situation (eg, with someone or living alone). Bivariate and binary logistic regression analyses were applied to examine associations between weight status and the dimensions of wellness while adjusting for all covariates.

Results: Most participants were in their first year of post-secondary studies (72%), female (80.3%), had healthy body mass index (BMI) status (77.3%), were non-Caucasian (63.3%), and lived with others ($n=327$, 87.4%). Bivariate analysis indicated that average BMI significantly differed by emotional awareness and sexuality categories ($t = -2.99$, $P = .003$). Based on logistic regression analysis, the likelihood of healthy BMI was increased when scores for nutrition (aOR = 2.3, 95% CI = 1.05-5.02, $P = .037$), emotional awareness and sexuality (aOR = 2.68, 95% CI = 1.07-6.74, $P = .036$), and occupational wellness (aOR = 2.07, 95% CI = 1.02-4.19, $P = .044$) were higher.

Conclusions: Integrated efforts that target nutrition, relationships, and work-life balance may help with healthy weight maintenance in emerging adults.

Funding: MITACS; Professional Development Fund.

Nutrition Education Program Design Implementation and Evaluation

P41 Exploring the Stigma of Childhood Food Insecurity in Appalachia

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P41 (continued)

Background: Food insecurity is associated with high rates of obesity and morbidity and mortality. The goal of food programs is to reduce food insecurity. Inaccurate data and decreased participation in food programs minimizes impact. Rural Appalachia has disproportionately higher rates of food insecurity than non-Appalachian areas. This region also has unique cultural norms that pose challenges in addressing food-insecurity issues.

Objective: The purpose of this qualitative study in rural Appalachia was to explore cultural issues related to food insecurity and childhood hunger.

Study Design, Setting, Participants: Semi-structured interviews were conducted with participants living in rural Appalachia (n=13) to elicit perceptions of assessments and interventions addressing food insecurity.

Measurable Outcome/Analysis: Using nVivo software, content analysis was conducted separately by the principal investigator and peer researcher to isolate major themes. Asynchronous themes were discussed and resolved.

Results: Stigma related to self-reliance expectations emerged as a major barrier to reporting food insecurity, childhood hunger, and participation of children in food-assistance programs. These expectations resulted in the fear of being perceived as having poor parenting skills, not providing food for children, fear that child protective services would take the child/ren away due to lack of proper food, concerns about breaking cultural norms of not accepting charity or publicly “airing laundry” and mistrust of government authority.

Conclusions: This study suggests that food security assessments and interventions are likely influenced by the self-reliance, respect for privacy, and the need for earned trust characteristics of the Appalachian culture. Assessment of food security and interventions should be culturally sensitive in order to obtain accurate baseline and post-intervention data, and increase participation in programs. Potential improvements to address stigma-related barriers in data collection and intervention design include omitting questions specific to children since general questions on the HFSSM accurately measure household food insecurity, and interventions with a community-based design.

Funding: University of Kentucky Faculty Research Funds.

P42 Empower WIC Breastfeeding Experts: Use of Interactive Training Platform to Increase Staff Knowledge and Confidence in Breastfeeding Counseling

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Objective: To increase knowledge and confidence of WIC staff in Breastfeeding counseling and education through an interactive, visual breastfeeding curriculum platform.

Use of Theory or Research: Self-efficacy Theory is guiding the training to strengthen WIC staff confidence to train the trainer, promote and support breastfeeding WIC participants. Research suggests interactive learning opportunities provided through face-to-face learning, computer-based learning, and website design contribute to enhanced learning and retention, as well as improved relationship building. Furthermore, presenters who provide meaningful, full-screen imagery while verbally discussing content enhance their ability to engage participants.

Target Audience: WIC State and local breastfeeding coordinators across the United States.

Program Description: US Department of Agriculture, Food and Nutrition Service (FNS) new WIC Breastfeeding Curriculum was unveiled nationally via 7 regionally located in-person trainings to WIC staff. As a skills-based train-the-trainer approach, the trainings provided numerous opportunities for hands-on practice and application and trainer tips. Attendees accessed the interactive training platform as trainers provided orientation to the platform's visual design, including full-screen visuals, animations, videos, and other instructional components. This training empowers WIC staff to deliver effective breastfeeding counseling and education to participants.

Evaluation Methods: Training attendees completed surveys at the conclusion of the training.

Results: In spring 2019, FNS trained 358 WIC Staff for a total of 140 hours of training. All attendees completed the survey, of which 63% identified the training approaches as excellent and 25% as good. Case studies and role playing were identified as most useful. Approximately 41% rated very confident in their ability to understand and train others on content, and 39% rated confident.

Conclusions: Findings from the trainings suggest training approach is effective; there is a need for interactive, visual curriculum platforms to both increase knowledge and trainer confidence. The training strengthens WIC breastfeeding program and nutrition services delivery to participants.

Funding: USDA-FNS.

P43 Partnering with 4-H and High School Culinary Club to Provide School-Based Nutrition Education to Engage Latino Youth in Teaching Cooking Classes to Younger Youth and Adapting Healthy Eating Behaviors

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Objective: To implement Teens as Teachers Cooking Academy Program (TAT CAP) to underrepresented adolescents and explore their experiences in teaching younger youth and how the experience influences their attitudes and behaviors around healthy eating.