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Program Description: University of Arkansas, Division of Agriculture, Cooperative Extension Service (UACES) and Cleveland County Childhood Obesity Prevention Committee collaborated to implement nutrition and gardening education with tasting activities to encourage increases in student willingness to consume fruit and vegetables in 2 school districts. Arkansas Farm Bureau funded raised beds for each elementary grade. Master Gardeners helped with installation. UACES provided Whole Kids Foundation School Garden Lesson Plans. UACES Agriculture and FCS Agents developed Constant Contact newsletters for teachers containing schedules, recipes, photos, and success stories. UACES assisted with hands-on education in the garden. School cafeteria staff implemented UACES Arkansas Foods curriculum, which provides lessons, tasting activities, and parent newsletters for Arkansas-grown foods. Students planted strawberries, cabbage, sweet potatoes, tomatoes, zucchini, cucumbers, and more. At 1 school, students grew more than 300 pounds of sweet potatoes, cured, and tasted them in the cafeteria.

Evaluation Methods: Students completed tasting surveys. Teachers were surveyed on student behaviors.

Results: Eighty percent of students surveyed reported liking sweet potatoes they tasted. Teacher surveys show 72% reported increased student willingness to eat fruits and vegetables.

Conclusions: Students increased willingness to eat fruits and vegetables, based on student tasting surveys and teacher observation of student behavior. Programming will continue in future years to sustain behavior change, with the goal of decreasing obesity rates.

Funding: Supplemental Nutrition Assistance Program - Education.

P58 Healthy Eating and Staying Active as We Age Curriculum: Pilot Initial Efficacy

Camille McGuire, MS, cback@vt.edu, Virginia Tech, 295 West Campus Drive, Blacksburg, VA, 24073; Anne-Carter Carrington, MS, Virginia Tech; Johanna Hahn, MA, Virginia Tech; Lauren Kennedy, PhD, Virginia Tech; Samantha Harden, PhD, Virginia Tech; Keely O'Keefe, MS, Virginia Tech; Elena Serrano, PhD, Virginia Tech; Sarah Misyak, PhD, Virginia Tech

Objective: To assess changes in nutrition, physical activity, food safety, and food resource management practices as a result of participation in Healthy Eating and Staying Active as We Age (HESA).

Use of Theory or Research: Older adults are at a greater risk for malnutrition, chronic diseases, and falls. By 2034, older adults are projected to outnumber children for the first time in US history. Due to this shift in demographics, nutrition education and health-related resources for older adults has become increasingly critical.

Target Audience: Virginia SNAP-eligible adults (n = 278) ages 45 years and older.

Program Description: HESA is a nutrition education program developed by Virginia SNAP-Ed consisting of

nine 60-minute lessons (including nutrition education, food tasting experiences, physical activity, and hands-on learning activities). Lessons were implemented by SNAP-Ed Peer Educators in community settings across Virginia.

Evaluation Methods: Paired t-tests were used to analyze pre- and post-intervention surveys rated on a Likert type scale. Participants' food resource management, nutrition and physical activity, food safety behaviors, and perceptions of food accessibility and affordability were evaluated.

Results: A sample of HESA participants (n = 278) reported statistically significant ($P < .003$) improvements in frequency of shopping with a grocery list and planning their grocery shopping, consumption of fruits (2.73 ± 1.15 pre to 3.40 ± 1.18 post), vegetables (2.76 ± 1.22 pre to 3.39 ± 1.13 post), dairy (2.64 ± 1.18 pre to 3.14 ± 1.20 post), lean protein (3.15 ± 1.10 pre to 3.61 ± 1.03 post), sugar-sweetened beverages (SSBs, 2.36 ± 1.26 pre to 2.00 ± 1.06 post), and physical activities levels (2.95 ± 1.22 pre to 3.27 ± 1.16 post). There were also statistically significant increases ($P < .003$) in the perceived affordability and accessibility of healthy foods, and perceived opportunities to be physically active.

Conclusions: SNAP-Ed implementing agencies such as Virginia's FNP are required to use evidence-based curricula. This was the initial step in the process of creating an evidence-based curriculum to address the needs of older adults.

Funding: Supplemental Nutrition Assistance Program - Education.

P59 The Future of Clinical-Community Linkages – Nutrition Education Takes Root in Maine's Underserved Communities Through a Learning Partnership with SNAP-Ed

Pamela Bruno, MPH, pbruno2@une.edu, University of New England, 716 Stevens Ave, Portland, ME, 04101; Kira Rodriguez, MHS, University of New England; Tasha Gerken-Nelson, MS, RD, University of New England; Lori Kaley, MS, LD, RDN, MSB, University of New England; Ian Imbert, MPH, University of New England; Emily Estell, RD, University of New England; Patricia Dushuttle, MA, State of Maine DHHS, Office for Family Independence

Objective: Explore the impact of exposing health professions students to the social determinants of health through a learning partnership with Maine Supplemental Nutrition Assistance Program-Education (SNAP-Ed).

Use of Theory or Research: SNAP-Ed's program theory is informed by the Social-Ecological Model, supporting training competencies for health professions students to understand the social determinants of health and ensure a Social-Ecological Approach to clinical care.

Target Audience: Students enrolled in health professions programs (eg, medicine, physical therapy, physician assistant, dental medicine).

Course/Curriculum Description: The learning partnership exposes Maine's Care for the Underserved

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Pathways Area Health Education Center Scholars (CUP AHEC Scholars) to SNAP-Ed evidence-based curricula. The two-year program combines didactic and experiential activities for students interested in working in underserved communities. Scholars gain competencies in inter-professional education and practice, social determinants of health, and culturally sensitive clinical care. The collaboration promotes an understanding of how nutrition-related supports create healthier, food-secure communities. Scholars complete an online module covering SNAP-Ed program theory and participate in community-based activities alongside a nutrition educator.

Evaluation Methods: Post-activity surveys from scholars collect immediate qualitative information on trainings, focused on quality improvements and learning outcomes. Annual post-surveys collect quantitative and qualitative data measuring competency outcomes. A storytelling approach with photographic evidence will highlight results from the collaboration's first 2 years.

Results: Since 2018, 9 students have participated in the Maine SNAP-Ed learning partnership. The majority of students (89%) report they would recommend the activity to fellow students. Qualitative feedback was overwhelmingly positive, and the most commonly cited learning outcome was increased understanding of "the link between poor nutrition and its impacts on health and wellness."

Conclusions: The health professions training collaboration demonstrates that exposure to SNAP-Ed's approach to addressing social determinants of health provides valuable real-world clinical-community linkages experience. Scholarly partnerships with SNAP-Ed have the potential to create fundamental, systemic change in local capacity to reduce the burden of hunger and improve health outcomes.

Funding: Supplemental Nutrition Assistance Program - Education.

P60 The Effectiveness of Nutrition Education: Comparing Registered Dietitian Educators and Dietetic Interns

Amy Gannon, EdD, LD, RDN, amy.gannon@marshall.edu, Marshall University, Department of Dietetics, One John Marshall Dr, Huntington, WV, 25755

Background: The Marshall University Nutrition Education Program (MUNEP) delivers nutrition education to needy elementary schools (grades K-2) in rural West Virginia. This dissertation research reviewed pre-/post-tests and teacher focus group findings comparing effectiveness of RDN educators and dietetic intern (DI) educators in program delivery. DI educators have no formal educational training or pedagogical practice compared to RDNs, yet they play a significant role in program implementation.

Objective: To examine differences in knowledge/behavior change based on pre-/post-scores after an intervention of nutrition education lessons by RDN educators/DI educators; and to compare the effectiveness of RDN educators/DI educators through teacher focus group findings.

Study Design, Setting, Participants: A mixed-methods, retrospective study of (15) knowledge/behavior-change questions on student pre-/post-tests (n = 1160) comparing RDN/DI educators; and results of teacher focus groups (n = 4), with teachers (n = 30) examining the effectiveness of RDN/DI educators in program implementation.

Measurable Outcome/Analysis: Quantitative analysis included independent t-tests comparing pre-/post-test scores for overall knowledge/behavior change; independent t-tests examining post-test scores for overall behavior/overall knowledge and comparing RDN/DI educators; post-hoc Bonferroni ANOVA analysis comparing post-test scores to free/reduced-priced (FR) meals in needy schools. Qualitative inquiry included thematic analysis to compare effectiveness of RDN/DI educators.

Results: Overall knowledge change from pre- to post-test was statistically significant ($P = .000$); no significant difference in overall behavior change from pre- to post-test ($P = .710$), or comparison between RDN/DI educators ($P = .175$ for knowledge change; $P = .479$ for behavior change) were found. Statistical significance existed for post hoc review of students' post-tests and socio-economic status based on percentage of FR school meals for students in the 50%-59% FR meal category vs students in the 90%-100% FR meal category ($P = .017$). Focus groups showed that RDN educators were empowered in the classroom and had better management than DI educators; taste-testing is a critical component for both RDN/DI educators.

Conclusions: This study adds to limited data comparing effectiveness of RDN/DI educators in nutrition education. Results will be used to inform DI training, improve MUNEP participant experience related to knowledge and behavior change, and to improve MUNEP experience in needy schools.

Funding: Supplemental Nutrition Assistance Program - Education.

P61 SNAP-Ed Participants Improved and Maintained Healthy Eating and Shopping Behaviors Following the 4-Week 10 Tips Intervention

Patricia Dushuttle, MA, Patricia.Dushuttle@maine.gov, State of Maine-DHHS Office for Family Independence, 109 Capitol Street, SHS #11, Augusta, ME, 04333; Margaret Wilkin, MPH, Altarum; Rebecca Hofer, MPH, Altarum; Brenda Wolford, MS, RD, Altarum; Brent Walker, MS, RD, Altarum

Objective: To assess the impact of 10 Tips for Adults on healthy eating and shopping behaviors.

Use of Theory or Research: The Social Cognitive Theory states behavior change is predicted by knowledge of health risks and benefits and perceived self-efficacy. 10 Tips aims to increase the likelihood participants will make healthy choices on a budget.

Target Audience: Adults in Maine eligible for Supplemental Nutrition Assistance Program Education (SNAP-Ed).

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