P98 (continued)

Conclusions: This population of students may benefit from educational outreach that provides them with a better understanding of how food selection can impact climate change, and how protein requirements can be met even when meat is partially or fully replaced with various plant sources.

Funding: None.

Behavior and Education Theory

P99 Improved Self-efficacy and Nutrition Knowledge Among Indiana High School Teachers After Training in and Implementation of a New Nutrition Curriculum

Elizabeth Kaschalk, MA, Indiana University; Elizabeth Foland, MS, RD, Indiana Department of Education-Office of School and Community Nutrition; Alyce Fly, PhD, afly@indiana.edu, Indiana University, 1025 E 7th St #116, Bloomington, IN, 47405

Background: Professional development can improve teacher self-efficacy and knowledge to enhance their delivery of food guidance. This may result in improvements in students' knowledge about and skills for healthy eating.

Objective: To explore effects of a training on a nutrition curriculum, Forecasting Your Future: Nutrition Matters, on teachers' self-efficacy to teach nutrition and knowledge of 2015 Dietary Guidelines. To explore teachers' outcome expectations for students.

Study Design, Setting, Participants: Family and Consumer Sciences high school teachers were recruited for training at a state conference and divided into 9-strata based on school location and size, then randomly assigned to intervention (INT, $n = 18$) or control (CON, $n = 18$). INT were trained (spring 2018), then implemented the new curriculum in the classroom (fall 2018); CON implemented the usual curriculum. Both completed a 60-item pre-test (spring 2018) and 55-item post-test (late fall 2018). Follow-up semi-structured telephone interviews were conducted ($n = 32$) to expand on multi-opt results. Teachers answered 6 open-ended questions about outcome expectations for their students.

Measurable Outcome/Analysis: Survey data were analyzed by hierarchical linear modeling to determine whether changes from INT differed from CON for self-efficacy to teach nutrition and nutrition knowledge. Interviews were recorded, transcribed and imported into NVivo software, then thematically analyzed.

Results: After training then teaching the curriculum, INT had greater increases in nutrition knowledge of the 2015 Dietary Guidelines ($P = .028$) and self-efficacy to teach nutrition ($P = .010$) vs CON. Interviews with INT revealed they did not expect immediate behavior changes but hoped to affect students' future health by giving them the knowledge and skills necessary to make healthy choices.

Conclusions: Professional development sessions and providing updated curricula has promise for improving

teachers' nutrition knowledge and self-efficacy to teach nutrition. More research should be done on outcome expectations to guide future curriculum development.

Funding: USDA Team Nutrition.

Basic Food and Nutrition Knowledge

P100 Exploring the Concept of Sustainability in Nutrition and Dietetics: Student, Academic and Practitioner Perspectives

Sarah Burkhardt, PhD, sburkhar@usc.edu.au, University of the Sunshine Coast, Locked Bag 4, Maroochydore, Queensland, Australia, 4556; Michele Verdonck, PhD, University of the Sunshine Coast; Theresa Ashford, PhD, University of the Sunshine Coast; Judith Maher, PhD, University of the Sunshine Coast

Background: Nutrition and dietetic (N&D) professionals can contribute to sustainable development and achievement of the United Nations' Sustainable Development Goals. However, there are diverse understandings of what sustainability means in the N&D context which may be constraining higher education curricula.

Objective: To explore the concept of 'sustainability' in the context of N&D from student, academic, and practitioner perspectives.

Study Design, Setting, Participants: An action research process was used to explore the concept of sustainability. Data was collected sequentially, first from undergraduate students' self-reported perceptions of sustainability ($n = 95$, self-administered online survey, open question) and then academics' perceptions of sustainability-related teaching practice ($n = 7$, workshop) at a regional Australian university. Semi-structured interviews were then undertaken with Australian N&D practitioners ($n = 10$) having longevity in the dietetic/nutrition profession as well as a specialist practice area. Data was analysed concomitantly and used as a sensitising device with each subsequent group.

Measurable Outcome/Analysis: Students provided 4 keywords/phrases conveying their personal understanding of sustainability within the N&D context. Academics provided a written response to the question; how do you perceive sustainability? Practitioners answered questions from an interview protocol developed to enable exploration of sustainability both conceptually and in practice. Each data set was analysed for theme by 2 independent researchers. Findings across participant groups were then analysed for overarching themes.

Results: Across groups, sustainability was perceived as a broad, future-focused concept, multi-factorial (environment, culture, social, economic), and relating to dietary recommendations and practices. Themes from student responses were sustainable food systems and system influencers. Academic and practitioner themes diverged to include sustaining the profession, sustaining the effects of our work, and stewardship of resources. Sustainability was