P126 (continued)

Use of Theory or Research: Adult Learning Theory maintains that adults learn through experience. To gain experience in working with those with disabilities, nutrition majors established the Nutrition and Disability Club (NDC). Since club activities often focus on adults, faculty mentors and the NDC planned an event featuring feeding issues impacting nutritional status and growth of children with intellectual and physical disabilities. Undergraduate nutrition students have little exposure in providing care for this population or the team approach to treatment in coursework, so an extracurricular seminar can meet this need.

Target Audience: Undergraduate and graduate students in nutrition and health-related majors.

Course/Curriculum Description: A 1.5-hour evidence-based seminar featured presentations by a pediatric hospital's Feeding Team (Registered Dietitian Nutritionist, Physician, Speech Language Pathologist, and Psychologist). Each provider reviewed their discipline's role and approach to addressing feeding issues in children with autism spectrum disorder, down syndrome, and cerebral palsy. Nutrition majors and students with health-related majors were invited.

Evaluation Methods: Immediately following the seminar, participants were sent an IRB-approved survey via e-mail. Before distribution, the survey was tested for face validity and content.

Results: Of the 138 students who attended, about half ($n = 76$) completed the survey. Most respondents were undergraduate ($n = 71$), female ($n = 70$), and nutrition majors ($n = 44$). Most students ($n = 48$) strongly agreed their attitude about working with a child with disabilities improved due to the seminar. The majority ($n = 55$) responded the seminar had a strong positive impact on their ability to work as part of a multidisciplinary team. Most ($n = 59$) strongly agreed their understanding of their role as a health care provider improved, and most ($n = 59$) grew in their awareness of the need for support from other professions.

Conclusions: An extracurricular seminar can be an effective way to expose students to treatment of pediatric disability-related feeding issues.

Funding: University of Delaware Career Services Center Faculty & Staff Career Innovation Grant.

Nutrition Education Program Design Implementation and Evaluation

P127 A Statewide Survey of SNAP Participants: Barriers to Achieving a Healthy Diet

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Background: Per the SNAP-Ed Guidance, states are required to demonstrate knowledge of the needs of the target population and barriers to accessing healthy foods and physical activity. To help ensure that Nevada's SNAP-Ed plans meet these criteria, a comprehensive needs assessment was conducted in 3 phases from 2016 to 2019. The third and final phase involved a statewide survey of SNAP households.

Objective: To measure the opinions of SNAP participants regarding nutrition, food security, and physical activity needs; barriers to making behavioral changes; and preferences for information and assistance.

Study Design, Setting, Participants: A descriptive, cross-sectional survey was conducted among a stratified random sample of Nevada's SNAP participants ($n = 1,014$). Participants had the option of completing the survey online (42%) or by telephone (58%); and in English (93%) or Spanish (7%).

Measurable Outcome/Analysis: Each participant was assigned a weight to ensure that estimates reflected key characteristics of Nevada's SNAP population. Descriptive and inferential statistics were computed using SAS; $\alpha < .05$. Results reported here are limited to 1 survey part.

Results: Respondents overwhelmingly agreed (92%) that choosing healthy foods and drinks was important to them. The most common barriers to achieving a healthy diet were cost (52%), the convenience of unhealthy foods (35%), concerns that healthy foods spoil too quickly (32%), peer norms (22%), difficulty in getting to a store that sells healthy options (21%), and time (20%). Regression analysis results revealed that having less than a high school education and living alone were related to a greater number of barriers.

Conclusions: Needs assessment results indicate that SNAP participants are interested in choosing healthy foods and drinks but are confronted with barriers. Some of these barriers may be better addressed with direct education, while others through the use of policy, system, and environmental (PSE) approaches. Program development should consider the unique needs of participants living alone and those with limited education.

Funding: Supplemental Nutrition Assistance Program - Education.

P128 Measuring the Long-Term Effectiveness of a SNAP-Ed Curriculum

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Background: The Supplemental Nutrition Assistance Program-Education (SNAP-Ed) aims to improve the die-

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