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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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tary, physical activity and food resource management behaviors of limited resource individuals to decrease their risk of chronic diseases. Several SNAP-Ed nutrition curricula are known to be effective at changing participants' short-term behaviors. However, less research has been done to determine the long-term effectiveness of such curricula on behavior change.

Objective: The objective of this study was to evaluate the long-term effectiveness of the Utah's Create Better Health adult nutrition curriculum 6 months after participants completed the program. Impact on nutrition, physical activity, food safety, and food resource management behaviors were evaluated.

Study Design, Setting, Participants: Adult participants ($n = 150$) in SNAP-Ed classes were contacted via e-mail or phone 6 months after completing a series of 4-8 Create Better Health classes. Participants completed a 24-question retrospective pre-post survey. Survey respondents were asked 24 nutrition, physical activity, and food resource management questions.

Measurable Outcome/Analysis: Respondents were asked to identify the frequency of behaviors prior to and after participating in the Create Better Health series. Questions included the frequency of making healthy food and physical activity choices consistent with the Dietary and Physical Activity Guidelines for Americans. Food resource management practices were also assessed. Responses were compared using paired t-tests and effect size was calculated using Cohen's d .

Results: Respondents reported statistically significant improvements in several behaviors 6 months after participating in Create Better Health classes including consuming recommended amounts of fruits ($P < .001$, $r = 1.01$), vegetables ($P < .001$, $r = .85$), stretching food dollars to last the month ($P < .001$, $r = .56$), and being active for at least 30 minutes 5 times a week ($P < .001$, $r = .85$).

Conclusions: Utah SNAP-Ed's curriculum, Create Better Health, helps adult participants make and sustain healthy behavior changes for at least six months after participating in classes. This long-term behavior changes may help reduce some of the health disparities often experienced by limited resource individuals.

Funding: Supplemental Nutrition Assistance Program - Education.

P129 Web-Based Nutrition Education Module for Health Professions Students

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Objective: To demonstrate efficacy of a web-based intervention on nutritional counseling for medical, nursing, and health professions students in improvement in 2 areas: objective nutrition knowledge and self-reported confidence in providing nutrition counseling.

Use of Theory or Research: Chronic diseases affect most of the US population and are linked to dietary risk factors, making it crucial for future cohorts of health professionals to provide quality nutritional counseling for patients.

Target Audience: Health professions students from the following schools at The University of Texas Health San Antonio (UTHSA): School of Medicine, Nursing, Health Professions.

Program Description: A 45-minute online lecture on nutritional counseling was created with principles from the USDA Dietary Guidelines, MyPlate, and DHHS Physical Activity Guidelines, and advised by MD and RD/LD faculty at UTHSA, and University of Texas San Antonio, respectively.

Evaluation Methods: Pre-post surveys composed of a 14-question knowledge assessment (KA) based on the lecture intervention and a 15-question self-reported confidence assessment (CA) were administered. CA questions were formatted on a 7-point Likert scale, and confidence was assessed in 4 areas: providing nutrition counseling to others, using nutrition guidelines (USDA, DHHS), counseling evidenced-based diets (DASH, Mediterranean), and satisfaction with current nutrition knowledge. Paired t test and 95% confidence intervals were used to assess improvement in nutritional counseling knowledge and confidence.

Results: Twenty-six health professions students fully completed the pre-post survey and lecture intervention. Fifty-four percent were medical students, 27% nursing students, and 15% health professions students. KA score significantly improved from 9.8 baseline to 12 post-intervention ($P < .01$, $t = 6.25$). Confidence in providing nutrition counseling to strangers significantly improved by 1 point on a 7-point Likert scale (95% CI [0.43, 1.18]). Furthermore, confidence in providing nutrition counseling utilizing USDA and DHHS guidelines, motivational interviewing, dietitians, and evidence-based diets all significantly improved from baseline at the $P < .01$ level post-intervention.

Conclusions: Results indicate that health professional students significantly improved their nutritional counseling knowledge and confidence after the intervention, which can simulate more nutritional counseling conversations with patients.

Funding: None.

P130 Nutrition Education With Seniors (NEWS)—Helping Older Adults with Limited Resources Make Informed Food Choices

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