P153 (continued)

Michael Smith, Brigham Young University; Megan Gwilliam-Bell, Brigham Young University; Cathy Merrill, MS, Utah State University Extension; Casey Coombs, RD, MS, CD, Utah State University; Heidi LeBlanc, MS, Utah State University; James LeCheminant, PhD, Brigham Young University; Rickelle Richards, PhD, MPH, RDN, Brigham Young University

Background: Utah State University Extension, Brigham Young University, the Utah Supplemental Nutrition Assistance Program-Education (SNAP-Ed), and a local homeless resource center, the Food and Care Coalition (FCC), have partnered to develop and evaluate the effectiveness of a nutrition and physical activity program aimed to improve behaviors of adults experiencing or transitioning out of homelessness.

Objective: Formative research was conducted to identify factors influencing healthy food and physical activity choices among people experiencing or transitioning out of homelessness in Utah. The information obtained was used to modify an adult nutrition education curriculum, Create Better Health, for this specific population.

Study Design, Setting, Participants: Trained research assistants conducted semi-structured, in-person interviews with key stakeholders at the FCC. Nine interviews were conducted with FCC's administration/staff (n = 4) and transitional housing residents (n = 5). Interviews lasted about 60 minutes and were audio-recorded and transcribed. Questions included topics of interest for nutrition classes, the structure of transitional housing units, challenges to healthy eating and physical activity, influences on food choices, and local healthy food access.

Measurable Outcome/Analysis: Transcriptions were independently coded by 4 reviewers with expertise in nutrition, exercise science, and health education. Codes were then compared to identify patterns and overarching themes. Data was used to tailor the Create Better Health curriculum.

Results: Preliminary analysis identified emergent themes including: how residents obtain food; barriers to healthy eating, exercise, and obtaining food; food preparation resources and living environment; and ideas for effective program implementation.

Conclusions: Formative evaluation is essential to developing effective programming to improve behaviors of specific populations, including those transitioning out of homelessness. Improving dietary and physical activity behaviors may help individuals build a foundation of wellness.

Funding: Association for Utah Community Health; Community Foundation of Utah.

P154 Impact of Cooking Classes on Students' Knowledge and Ability to Make Culinary Recommendations for Low-Phe Diets

Daniela Crabill, BS, CLAD, San Jose State University; Jamie Kubota, MS, RD, jamie.kubota@sjsu.edu, San José State University, One Washington Square, San José, CA, 95192; Colette LaSalle, PhD, RD, San Jose State University

Background: Nutrition students receive traditional theoretical instruction in Medical Nutrition Therapy (MNT) concepts. Integrating culinary instruction into academic coursework has been shown to improve medical students' ability to counsel patients on nutrition-related topics. Little is known on the impact of culinary nutrition for nutrition students.

Objective: This pilot study examines the impact of a hands-on cooking module on nutrition students' knowledge of low-phenylalanine (Phe) foods and their ability to make appropriate culinary recommendations to adapt recipes for low-Phe diets.

Study Design, Setting, Participants: Using quasi-experimental design with a non-probability, purposive sampling technique, students (n = 10) were recruited from advanced MNT classes at San Jose State University and randomly assigned to either control or treatment group. All students received a lecture on PKU and low-Phe diet principles. Following the lecture, the intervention group received a 1-hour culinary module related to the low-Phe diet. A 49-question survey was administered at 3 time points (Pre, post, and 6-week follow-up) with a 100% response rate testing student's knowledge of Phe-containing foods and techniques for adapting standard recipes.

Measurable Outcome/Analysis: Data was indexed (Knowledge, Cooking Habits, Cooking Confidence, and Application Confidence) and descriptive statistics reported as means compared pre-, post-, and follow-up scores using SPSS version 25.

Results: The treatment group's mean knowledge of low-Phe foods doubled from 14 (SD = 6.24) to 27.2 (SD = 2.77) from pretest to post-test. The treatment group recipe modification mean test score improved from 4.8/10 (SD = 2.38) questions correct to 6.6/10 (SD = 1.14) after intervention while decreasing for the control group.

Conclusions: Positive trends indicate improvement in knowledge of low-Phe foods and in participants' ability to make culinary recommendations for low-Phe recipes. Culinary nutrition may be a beneficial addition to nutrition coursework warranting future investigation with a larger population and a longer cooking module.

Funding: None.

P155 Process Evaluation of a Sustainable Food Systems Course for First-Year College Students

Chelsea Allison, BS, clessard@vols.utk.edu, University of Tennessee, 1215 W. Cumberland Ave, Jessie Harris Building 229, Knoxville, TN, 37996; Leah Patrick, University of Tennessee; Elizabeth Anderson Steeves, PhD, RD, University of Tennessee; Chad Hellwinckel, PhD, University of Tennessee; Wenjun Zhou, PhD, University of Tennessee; Sarah Colby, PhD, RD, University of Tennessee

Objective: To describe process evaluation findings for a pilot sustainable food systems course.

Use of Theory or Research: The Value-Belief-Norm Theory, a pro-environmental behavior theory used to describe socially responsible behavior, was used. Process

Continued on page S90