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evaluation ensured theory-based learning outcomes were properly implemented and participants were reached.

Target Audience: Twelve first year college students (67% female) enrolled at a large southeastern US university. Most (67%) identified as non-Hispanic White.

Course/Curriculum Description: The curriculum was used for a pilot 12-week 1-credit hour exploratory course which included guest speakers from various food system sectors, case studies, documentary viewings, a cooking demonstration, and a culminating group project. The class met 1 evening per week and students were required to receive a satisfactory grade (70% or higher) to receive credit.

Evaluation Methods: Dose delivered was evaluated by curriculum implementation and instructor effectiveness. Student engagement and likability evaluated dose received. Class attendance assessed reach, and fidelity was evaluated by curriculum completion and course implementation alignment of the theoretical framework and learning outcomes. Context was assessed via situational factors.

Results: Dose delivered was high with 92.86% of the implementation checklist met. Dose received was adequate with a score of 3.80 ± 0.63 out of 5 for engagement and 4.13 ± 0.28 out of 5 for likability. Reach was high with a class mean attendance of 11.20 ± 0.68 students. Fidelity was considered high with 100% completion reported for the curriculum checklist and high alignment of the theoretical framework and learning outcomes. Context assessment revealed external barriers prohibited lessons to be taught chronologically but did not impact curriculum delivery.

Conclusions: Well-developed food systems education may shape future sustainable food practices in college students. Process evaluation of this pilot course suggested overall adequate implementation and future scaled-up testing was deemed an appropriate next step.

Funding: NIFA.

P156 Impact of Culinary Nutrition Education on Student's Knowledge and Ability to Make Culinary Recommendations for the DASH-Diet

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Background: Dietetics students receive DASH-diet education as part of their medical nutrition therapy (MNT) curriculum. The ability for students to translate that knowledge into practice is currently unknown. There is evidence supporting that culinary nutrition education integrated into coursework has shown a positive association with nutrition knowledge and self-efficacy in students, adults, and health professionals. However, there is limited research showing the impact of culinary nutrition education on dietetics students.

Objective: To determine the impact of a combined lecture and DASH-diet culinary module for undergraduate dietetics students on knowledge and self-efficacy in making culinary-related recipe adaptations.

Study Design, Setting, Participants: This is a quasi-experimental pre-, post-study design. Using a non-probability and purposive sampling technique, students were recruited from a MNT class at San José State University (SJSU) and were randomly assigned to control ($n = 12$) and intervention ($n = 13$) group. All students received a DASH-diet lecture while only the intervention group received a culinary module following the lecture.

Measurable Outcome/Analysis: Data collection involved a questionnaire administered pre- and post-intervention and during a 1-month follow-up. Data analysis included descriptive statistics reported as means compared between and within groups using SPSS version 25.

Results: There was a statistically significant improvement in identifying maximum amount of sodium in post ($P = .009$) and ingredient substitutions in pre ($P = .12$) and post ($P = .008$) between control and intervention group. There was a statistically significant improvement in identifying sodium-containing ingredients ($P = .046$) and ingredient substitution ($P < .00$) within the intervention group.

Conclusions: This pilot study shows culinary nutrition education has the potential to positively impact dietetics students' knowledge on the DASH diet. Future programs should incorporate longer modules with additional opportunities to engage in hands-on practice and promote knowledge retention.

Funding: None.

P157 Undergraduate Nutrition Students Develop Nutrition Counseling Skills Through a Healthcare Theatre Program

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Objective: To evaluate the effectiveness of a Healthcare Theatre Program in developing counseling skills in nutrition students

Use of Theory or Research: Simulations can provide undergraduate nutrition students with experiences that develop their counseling skills, preparing them for their internships and careers. The Transformative Learning Theory maintains problem solving and self-reflection help students transform into clinicians.

Target Audience: A total of 404 nutrition students who participated in the Healthcare Theatre Program from 2013-2019.

Course/Curriculum Description: A Healthcare Theatre Program, as part of a nutrition counseling class, offers a unique simulation experience for students to develop

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their counseling skills. In a mock hospital room with a 2-way mirror, a theatre student acts out a patient scenario and nutrition students conduct a nutrition assessment. After the simulation, the theatre student and nutrition instructor provide feedback regarding counseling skills. A week after the simulation, students complete a nutrition care plan and reflect on the experience.

Evaluation Methods: An IRB-approved survey was sent by email to individuals who participated in Healthcare Theatre. Before distribution, the survey was pilot tested for face validity and content. The final version of the survey included 19 questions which asked respondents to evaluate their confidence in counseling skills, give feedback for improving the program as well as provide demographic information.

Results: Of the 121 respondents, 110 (91%) were female, 102 (84%) were white/Caucasian and 92 (76%) were between 21-26 years of age. After participation, 99 (82%) reported feeling more confident in rapport building skills and 112 (93%) stated receiving immediate feedback was helpful or very helpful. Respondents stated the experience improved their nutrition interviewing skills and ability to ask open-ended questions. To improve the program, students requested more opportunities to participate in Healthcare Theatre.

Conclusions: The Healthcare Theatre Program is an effective method for developing counseling skills in nutrition students.

Funding: None.

P158 Implementation of an I + PSE Technical Assistance Opportunity to Reduce Childhood Obesity: A Qualitative Evaluation of Facilitators, Barriers, and Outcomes

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Background: Childhood obesity is disproportionately higher among low-income women and children, racial and ethnic minorities, and rural populations. To effectively promote sustainable change, healthy eating and active living (HEAL) initiatives are beginning to apply an individual + policy, systems, and environmental (I + PSE) framework for change.

Objective: Development of strategic plans to include I + PSE into 4 states' nutrition programming.

Study Design, Setting, Participants: Four, State Department of Public Health, Title V, maternal and child nutrition leaders participated in a 12-month technical assistance (TA) opportunity to develop strategic plans to include I + PSE into each state's nutrition programming. TA was delivered through a combination of online

modules, community of practice group meetings, and individual coaching sessions.

Measurable Outcome/Analysis: Semi-structured, in-depth interviews were conducted post TA delivery with the 4 state nutrition leaders. Interviews were audio-recorded and transcribed verbatim. Two independent coders used qualitative content analysis to analyze the data characterizing themes and sub-themes.

Results: Facilitators to implementing I + PSE in state program planning included having education delivered through online modules, a community of practice to discuss ideas and issues that arose, individual coaching to address local barriers to implementation and supervisor support. Barriers identified were time and funding limitations, working in isolation, and lack of self-efficacy and infrastructure. Co-learning helped TA participants to overcome stagnancy and promote development of creative solutions. Participants recognized relationship-building as integral to systems development.

Conclusions: The TA identified factors that drive improved nutrition programming utilizing I + PSE in the planning process. Inclusion of both upstream and downstream influences is key to achieving optimal impact to improve HEAL in individuals and communities.

Funding: Health Resources Services Administration, Maternal and Child Health Bureau.

Nutrition Education Research Methods

P159 Participant Characteristics in a Community-Based Diabetes Education Program for South Asians

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Background: Type 2 diabetes is highly prevalent among South Asians/Asian Indians (AI) in the US, but standard Diabetes Self-Management Programs (DSMP) do not address AI's cultural characteristics. There is a gap of knowledge about AI's nutrition- and healthcare-related behaviors that are likely to influence diabetes outcomes.

Objective: To describe nutrition and diabetes care-related characteristics of AI who participate in DSMP.

Study Design, Setting, Participants: Cross-sectional baseline data were collected through group-administered surveys among 40 AI adults prior to participating in community-based DSMP in New Jersey in 2019. Anthropometric data were measured by trained research staff.

Measurable Outcome/Analysis: DHQ III semi-quantitative food frequency questionnaire and Healthy Eating Index 2015 (HEI) were used to measure dietary quality; Asian food preference at home was also collected. Diabetes

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