P85 (continued)

students' knowledge of healthy meal preparation, improving food safety skills, and increasing awareness of their daily fruit and vegetable intake.

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P86 Impact of Healthy Meal Kits on the Home Food Environment of African Americans with Low Income

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Background: The Home Food Environment (HFE) consists of the home's physical and the sociocultural environments and plays a key role in the healthfulness of one's diet. No known studies have evaluated the impact of healthy meal kits on the HFE of African American (AA) adults with low income.

Objective: To determine the impact of a 6-week healthy meal kit intervention on the HFE of AA adults with low income and with children.

Study Design, Setting, Participants: Participants were recruited for a 6-week healthy meal kit study. Participants received 1 meal kit each week with 3 meals, which included recipe cards, necessary ingredients, a nutrition handout, and a cooking tool. At baseline, all participants completed a demographic survey and the USDA 18-item Food Security Module. Participants also completed the HFE tool at baseline and post, assessing foods available in the home; food preparation tools; grocery shopping practices and frequencies; non-home food sources; eating and screen viewing; cooking self-efficacy, attitudes, and behaviors; and social supports.

Measurable Outcome/Analysis: Descriptive statistics were used to describe participant demographic and food security information. Linear Mixed-Model analysis with an unstructured covariance was used to analyze significant changes in the HFE survey from baseline to post.

Results: Participants ($n = 36$) were on average 43 years old, female (89%), had some college (47%), and had 2 children living in the home. Low or very low food security was reported by 68% of participants, and 48% of participants had an annual household income of less than \$25,000. Eating and screen viewing significantly decreased from baseline to post ($P = 0.04$). No significant changes were found in any other HFE items.

Conclusion: Meal kits may promote a healthy HFE, but additional efforts are needed to improve the overall HFE. Future meal kit studies should incorporate more education on improving the HFE to see more of an impact.

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P87 Imparting Anti-Diet and Weight Inclusive Approaches in a University Dietetics Curriculum

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Objective: To evaluate student agreement with weight-inclusive principles in a university Medical Nutrition Therapy (MNT) course.

Use of Theory or Research: Preoccupation with diet culture is an emerging topic in dietetics education that is shifting how students view weight and body image. This course introduced Health at Every Size® and Intuitive Eating concepts to the existing weight-normative approaches typically delivered in dietetics coursework.

Target Audience: One hundred undergraduate students enrolled in a senior-level MNT course.

Course/Curriculum Description: The 4-credit course includes weight-normative approaches to obesity prevention and treatment with an emphasis on body weight in defining health and disease management, including diet, exercise, and behavior change. Weight-inclusive concepts, which uncouple weight and health, center body diversity, and advocate for non-stigmatizing healthcare, were added to the course in spring 2020 through class discussions, guest speakers, and the assigned popular-press book *Anti-Diet*, along with required reflections after each chapter.

Evaluation Methods: Student agreement with weight inclusive principles was assessed using a 5-point scale with 1 referring to agreement that dieting is appropriate for weight loss and 5 in agreement of the use of weight inclusive approaches. Statistical analyses included multivariate linear regression, paired t test, and Wilcoxon signed rank test.

Results: Agreement with weight-inclusive principles increased significantly by 0.051 units/chapter, with statistically significant spikes in upward agreement after chapters 3, 6, and 8. The paired t test showed a mean gain in agreement from the end of chapter 1 to the end of chapter 11 of 0.565 points (33%) with a 95% CI of (0.369, 0.760). A Wilcoxon signed rank test likewise showed a significant increase in agreement from chapters 1-11 ($P < 0.0001$).

Conclusion: Introducing anti-diet principles into a traditional weight-normative curriculum was effective in shifting student agreement with weight-inclusive practices. This project also demonstrated feasibility of incorporating a contemporary companion book project within a pre-existing MNT curriculum that is inclusive of the many ways in which nutrition professionals approach health.

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