P36 (continued)

food insecurity was associated with barriers to using nutrition assistance, including difficulty traveling to apply/recertify ($r = 0.24$; $P < 0.001$) and frequency of experiencing food access challenges during COVID-19 ($r = 0.16$ – 0.33 ; $P \leq 0.002$).

Conclusion: Challenges with food access and barriers to utilizing nutrition assistance during COVID-19 are associated with food insecurity among SNAP-eligible individuals, potentially resulting in reliance upon more compensatory food affordability strategies. Efforts should be taken to minimize these barriers to ensure adequate food quantity and quality among food insecurity individuals.

Funding: Utah State University Extension.

P37 Theory of Planned Behavior Describes Oklahoma Cooperative Extension Educators' Intent to Use PSE Approaches

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Background: A nation-wide focus on Policy, Systems, and Environmental (PSE) strategies has emerged as a complementary approach to individual based strategies for obesity prevention. PSE changes are community-based and aim to create environments that facilitate healthy eating and physical activity to support prevention of obesity and related chronic disease. Efforts are often planned and implemented through collaborative efforts with agencies, such as Cooperative Extension and community partners.

Objective: Use a previously established survey to determine factors affecting Oklahoma Cooperative Extension Educators' (OCEE) intentions to use PSE strategies as an approach to address public health issues in local communities.

Study Design, Setting, Participants: The cross-sectional study used a 66-item online survey administered to OCEE working in the areas of Family and Consumer Sciences, SNAP-Ed/EFNEP, 4-H and Agriculture.

Analysis: Principal component factor analysis with oblique rotation analyzed 52 items describing factors related to use of PSE strategies. Factor loadings >0.05 were retained. Cronbach alpha ≥ 0.70 was used to determine internal consistency. Frequency analysis of the remaining 14 items described beliefs related to obesity and related chronic disease, demographic and employment characteristics of the responding OCEE.

Results: Obesity, diabetes and cardiovascular disease were identified as community health issues of concern. Extension resources, outcome expectancies of PSE strategies, and networking with community agencies and

organizations were the 3 components describing OCEE's intention to use PSE to address obesity and related chronic disease (Cronbach alpha >0.88).

Conclusion: Findings from this study provide insight to factors related to OCEE's intent to use PSE approaches and reflect Theory of Planned Behavior constructs. The findings will be used to develop a second survey specific to OCEE to identify if intentions differ between groups of educators and providing context for development of PSE training and technical assistance specific to OCEE addressing public health issues using PSE approaches.

Funding: None.

P38 Understanding Food Insecurity in a College Student Population

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Background: The prevalence of food insecurity on college campuses has been found to be higher than reported in U.S. households. Despite the prevalence and negative health and academic consequences associated with food insecurity in college students, barriers exist in food access resource utilization, especially in the wake of COVID-19.

Objective: The purpose of this study is to determine the prevalence of food insecurity at Mississippi State University and explore college students' perceptions of food access resources and resource utilization.

Study Design, Setting, Participants: This study employed a mixed methods design. Quantitative data was gathered from an online survey to assess the prevalence, demographics, and food insecurity status from undergraduate students at Mississippi State University. The 1157 survey respondents then provided the recruitment pool for qualitative data collection, which was obtained via focus groups and open-ended questionnaires to explore student perspectives of food insecurity and food access resources.

Measurable Outcomes/Analysis: SPSS 27 was used to determine food security status based on the USDA's Household Food Security Survey Module 6-item short form. NVivo 12 was used for coding and thematic analyses to examine college student perspectives of food insecurity and food access resources.

Results: The prevalence of food insecurity among college students was 34.1%. Key influencers emerged as the major theme associated with students' views about food insecurity, and the resources available to address the issue. These influencers were personal beliefs, life skills, and the university. Student perceptions of what it means to need food access resources and the value of a resource were interconnected.

P38 (continued)

Conclusion: Food insecurity continues to occur at a higher prevalence in college student populations than in U.S. households. When addressing food insecurity in this group, key influencers of food insecurity status should be considered when exploring viable intervention strategies that produce acceptable resources that students will use.

Funding: None.

P39 Using Food Challenges and Cooking Videos in a College Nutrition Course to Improve Students' Self-Efficacy and Eating Habits

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Background: Theory-based nutrition education programs utilizing the Social Cognitive Theory (SCT) have been effective in changing behavior. SCT consists of several core constructs including self-efficacy, outcome-expectations, goal setting, self-regulation and social support. Interventions using a blend of goal setting and self-monitoring have been shown to be effective in changing dietary behaviors of college students.

Objective: Evaluation of adding weekly food challenges (initiating goal setting and self-monitoring) and cooking videos in a college nutrition course on student behaviors and self-efficacy in cooking and eating healthy food.

Study Design, Setting and Participants: A pre- and post-intervention model was used. College students ($n = 141$) registered in a Human Nutrition course participated in weekly food challenges to translate nutrition knowledge into behavior change. A guided goal setting strategy was used to implement the food challenges. Each challenge (major goal) was coupled with 10-15 minor goals based on the topic of the week. Students independently selected 2 of the minor goal options to implement, and wrote a reflection about their experiences. To encourage home cooking, minor cooking goals and cooking videos that focused on food preparation skills were included with each challenge. A cooking challenge encouraged students to practice their cooking skills.

Measurable Outcome/Analysis: Data from pre- and post-intervention surveys was used to assess changes in cooking attitudes, cooking and eating behaviors, and cooking self-efficacy. Data was evaluated using descriptive statistics and paired sample t tests.

Results: Analyses showed significant increases in fruit consumption ($P < 0.001$), vegetable consumption ($P < 0.001$), produce consumption self-efficacy ($P < 0.004$), cooking self-efficacy ($P < 0.005$), and using fruit/vegetables and seasonings self-efficacy ($P < 0.001$).

Conclusion: A goal setting strategy coupled with online cooking videos is an effective and cost efficient

intervention for increasing cooking self-efficacy and the consumption of fruits and vegetables of college students.

Funding: None.

P40 What do Japanese Preschoolers with High Vegetable Intake Eat for Dinner?

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Background: Although some Japanese preschoolers eat enough vegetables, many do not adhere to daily vegetable intake guidelines.

Objective: This study explored the association between vegetable consumption and picky eating and examined what Japanese preschoolers eat for dinner to identify ways to increase their vegetable intake.

Study Design, Setting, and Participants: Overall, 121 preschoolers aged 4-6 years and their mothers participated in this cross-sectional study. Mothers completed the preschoolers' dietary records and took pictures of meals for 5 days.

Measurable Outcome/Analysis: The average vegetable intake per dinner was calculated. Participants were classified into 3 groups based on quartiles. Socio-demographic characteristics of preschoolers and mothers, preschoolers' picky eating, and dinner contents were compared among the groups using the chi-square test or Kruskal-Wallis test.

Results: Data of 118 participants with no defects were analyzed; 24.6% ($n = 29$) were classified into the high vegetable intake group (>75 g/meal), 50.8% ($n = 60$) into the medium vegetable intake group (38–75 g/meal), and 24.6% ($n = 29$) into the low vegetable intake group (<38 g/meal). The high intake group had a lower degree of picky eating ($P = 0.03$). The number of vegetable dishes, fish or meat dishes with vegetables, and the number of vegetable per dinner in the high intake group were higher. In the high intake group, the median number of vegetable dishes (25, 75th percentiles) was 1.0 (1.0, 1.2) and the median number of vegetables included per dinner was 5 (4.2, 5.8).

Conclusion: To increase preschoolers' vegetable intake, it is recommended to include 1 vegetable dish, add vegetables to the fish or meat dishes, and use 5 kinds of vegetables per dinner.

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