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.

Funding: Japan Society for the Promotion of Science KAKENHI.