

P3 (continued)

Description: We researched and implemented ways to add more visuals to our online marketing. This included easy, inexpensive methods of making videos for YouTube and Vimeo; Pinterest Boards; SlideShare; Flickr; visuals on Facebook; images in tweets; and using visuals on LinkedIn posts.

Evaluation: After using several types of visual social media, we examined the Google Analytics for our food-related website for views related to social media. Our results indicated there were 12,659 website views from social media referrals.

Conclusions and Implications: Think “visual” when implementing a social media strategy to engage clientele to seek more information from a website. Other educators can benefit from our examples in creating their own engaging social media.

Funding: None.

P4 Sustainable Me! Engaging Middle School Students

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Objective: Conduct a highly interactive in-school event for students in grades 5-8 that focuses on sustainable: personal and community health, personal and global environment, personal relationships, local foods, and personal finances.

Target audience: Middle school students in grades 5 to 8 in New Jersey.

Theory, Prior Research, Rationale: The CDC identified several key behaviors to prevent obesity, including increasing intake of fruits/vegetables and increasing physical activity. Community agencies and nutrition educators can find middle school students difficult to engage in nutrition/health related programs.

Description: A group of committed community collaborators joined forces to tackle the sustainability issues, health, environment, personal relationships, local foods, and finances, by interacting students with a variety of community health agencies. Sustainable Me encourages action about sustaining wellness for students, grades 5 to 8.

Evaluation: 1,115 students in grades 5 to 8 in 9 schools participated in a pre-survey (3-5 days prior to event) and a follow-up survey (2 weeks after then event). The in-school event includes 60 minutes of targeted mini-lessons appropriate for students. Follow-up survey data (n=940 students): 75% reduced bullying 54% recycled more often 45% changed behavior to prevent disease 37% increased consumption of fruits & vegetables 24% increased practice of personal safety Additional writing activity assignment: Design your personal plan to sustain good health and a healthy environment.

Conclusions and Implications: Sustainable Me can be replicated by nutrition educators. Collaboration with a group of local health-related agencies is essential for a successful event. Students can be successfully engaged in a highly active, educational setting.

Funding: None.

P5 Healthy Teen Expo: Community Collaboration to Defeat Childhood Obesity

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Objective: Conduct an in-school event that engages teens in a series of hands-on physical activities and mini-lessons that increase physical activity, increase consumption of fruits and vegetables, and reduce consumption of sugar-sweetened beverages.

Target audience: 3,805 teens in grades 5 to 12 in 11 schools in New Jersey.

Theory, Prior Research, Rationale: The CDC recommends that students increase their level of physical activity and consumption of fruits and vegetables, and decrease consumption of sugar-sweetened beverages.

Description: The Healthy Teen Expo program is a 1-day, non-competitive event engaging students (grades 5 to 12) in Atlantic County, New Jersey. The focus is for students to cycle through a series of physical activity challenges (30 minutes), and highly interactive mini-lessons (30 minutes) in 1-hour as they complete the Passport to Good Health.

Evaluation: Students completed the anonymous pre-survey 5 days prior to the event, and follow-up survey 2 weeks after the in-school event. Collaborators agree the event meets their goals for community engagement and is replicable in other states. In the follow-up survey students reported an increased consumption of fruits/vegetables, increased level of physical activity, decreased screen time, and decreased intake of sugar-sweetened beverages. Data (analyzed via Survey Monkey) indicate: Follow-Up Survey, n=2,785 (53% female, 47% male) 44% increased consumption of fruits and vegetables 7% managed food portion size 2% increased level of physical activity 8% decreased screen time 44% decreased intake of sugar-sweetened beverages.

Conclusions and Implications: The Healthy Teen Expo is an effective health promotion program for the teenage population. Community collaborators are essential to the success of the program. This event is replicable in other schools when facilitated by a community nutrition educator with strong community partnerships.

Funding: Supported by the Atlantic County Health Department, Atlantic City Health Department, Atlantic County Healthy Living, Coalition/Shore Medical Center, Atlantic Hospital System, 4-H Youth Development of Atlantic County, South Jersey Family Medical Center and the Supplemental Nutrition Assistance Program – Education.

P6 Experiencing the DGA: A New Approach to Teaching Community Nutrition Educators

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Objective: To provide an experiential learning opportunity for Community Nutrition Educators (CNEs),

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a facilitative 'flipped classroom' model was utilized to help CNEs increase their understanding of the 2010 Dietary Guidelines for Americans (DGA) and how it impacts their work.

Target audience: Community Nutrition Educators/paraprofessionals.

Theory, Prior Research, Rationale: Branch and Paranjape's (2002) feedback and reflection based teaching provides a foundation for the development, implementation and evaluation of this effort. The reflection component has its basis in the Social Learning Theory and posits that important cognitive processes must precede behavior changes.

Description: In an effort to provide an experiential learning opportunity to CNEs, a 'flipped classroom' model was utilized to increase their understanding and application of the DGA. Prior to monthly staff meetings CNEs were assigned to read sections of the 2010 DGA Policy Guide and to complete activities. At the meetings, a facilitated discussion of the assigned readings and activities took place and CNEs shared what they had learned and posed questions. To add to the experience, food items related to the assigned readings were served and included as part of the discussion.

Evaluation: 79% agreed or strongly agreed that facilitated discussion increased their knowledge of the DGA and 87% agreed or strongly agreed the readings and discussion were relevant to their work. In addition, 49% of CNEs indicated they would be 'very interested' to use facilitative discussions to learn new information in the future.

Conclusions and Implications: The 'flipped classroom' process enhances CNE understanding and application of new information which increases the likelihood of positive teaching outcomes.

Funding: Supplemental Nutrition Assistance Program - Education.

P7 Food Voyage: Nutrition Education for International Students and Their Spouses

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Objective: The objective of the Food Voyage program was to increase international students' self-efficacy for purchasing and preparing healthier versions of American foods.

Target audience: Thirty international students or spouses of international students participated.

Theory, Prior Research, Rationale: International students face unique nutrition issues as they may be unfamiliar with American dietary practices and often make dietary changes after relocating. These changes could result in increased risk for chronic disease if students adopt common western dietary patterns, which are often high in fat and low in fruits and vegetables. Few, if any, nutrition education programs have been developed for international students. The Food Voyage program was a Social Cognitive Theory based cooking class series designed for international students.

Description: The program consisted of four interactive cooking classes in which students learned how to prepare healthier versions of American foods. Participants were given opportunities to ask questions and try new foods.

Evaluation: Each session included pre-and post-class self-efficacy questionnaires. Participants also completed a 6-month follow-up questionnaire. Over 70% of participants reported using the recipes learned through the program at home. Self-efficacy for purchasing and preparing healthier versions of American foods increased from pre-class to post-class for three of four classes and from pre-class to the six-month follow-up for all four classes.

Conclusions and Implications: International students' self-efficacy for purchasing and preparing healthier versions of American foods increased during the Food Voyage program. This suggests that a cooking class format is an effective vehicle for nutrition education amongst this population. Although this program was moderately successful, it was short and limited in scope.

Funding: None.

P8 Effectiveness of a Text Message Pilot Program Targeting Low-Income Latinos' Dietary Behaviors

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Objective: To assess the effectiveness of an innovative texting program on fruit and vegetable (FV) and sugar-sweetened beverage (SSB) consumption among low-income Latinos in California.

Target audience: Low-income Latinos (n=579) in the Central Coast region of California.

Theory, Prior Research, Rationale: Recent studies have shown text messages are a viable means to reach Latinos with healthcare-related information. Seventy percent of English-speaking Latinos report frequent text messaging, versus just over 50% of non-Hispanic Whites.

Description: For up to 16 weeks, participants received 2 weekly text messages addressing FV and SSB consumption. Messages included nutrition facts, links to useful websites, and recipes. Participants chose to receive messages in Spanish (n=451) or English (n=128). Messages were tailored based on the existence of children in the home. Participants were recruited passively through posters and flyers and actively by lay health educators and could opt out at any time.

Evaluation: Pre-post test questions were included in the text messages at the beginning and end of the program, respectively. There was a 17% increase in frequency of filling half their plates with FV (p=0.006). Seventy percent of participants reported meeting or exceeding their SSB goals. Unprompted, some participants replied to text messages indicating they had lost weight and their children had stopped drinking SSBs as a result of the program.

Conclusions and Implications: Study findings support the effectiveness of texting programs at improving dietary behaviors. The Network for a Healthy California would like to continue to support and expand this program. With the

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