

P8 (continued)

groundwork laid and effective messages already developed, this pilot project could be rolled out statewide.

Funding: Supplemental Nutrition Assistance Program - Education.

P9 Withdrawn

P10 Adapting Online Body Image Education to Address Needs Unique to Low-income Adult Females

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Objective: To assess efficacy and appeal for incorporation of 2 lessons about body size initially designed for college students into About Eating, an online intervention.

Target audience: Low-income females.

Theory, Prior Research, Rationale: About Eating, based on the ecSatter model of eating competence, improves food resource management skills—one ecSatter tenet. Addressing body image strengthens model fidelity.

Description: SNAP-Ed participating agencies helped recruit from 3 geographically disparate Pennsylvania community settings. Respondents completed an online survey and a face-to-face cognitive interview while viewing lessons online; presentation order was alternated to reduce interview fatigue. Outcome measures included demographic information, verbalizations about graphics, design, navigation, pertinence, and 7-item lesson evaluation collected via online survey, interviews, and website survey respectively. Audio recordings were analyzed using Atlas.ti; data were analyzed with SPSS 19.0.

Evaluation: Cognitive interviews were conducted with 24 low-income females, mostly white (75%) ranging from 21 to 48 y; 88% SNAP-Ed participants. Mean BMI was 32.8 ± 7.5; 91% were either overweight or obese. Both lessons were denoted as “definitely interesting” (87% and 79% for each lesson) and “useful” (70% and 79%). Cognitive testing provided the rationale for lesson consolidation and modification. Suggestions were to add photos of diverse body sizes, and ages; show running/jogging examples; eliminate research terminology and drawing activity. Lesson merger into one, About My Size, was identified as a valid option.

Conclusions and Implications: Cognitive interviews supported incorporation of body image concepts, but with revisions to better reflect unique needs of low-income women. Adding these concepts to About Eating will better address intake regulation concepts and give broader appeal to low-income women.

Funding: USDA.

P11 Who Wants to Be a Veggie-naire? and Other Games to Bridge the Gap from ‘Weird’ to ‘I Like It!’

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Objective: After 26-weeks of food-related games, 5th graders would increase frequency and variety of foods consumed, especially fruits and vegetables. Children’s enthusiasm would encourage parents to prepare more of these foods.

Target audience: Rural, low-income, many Hispanic 5th grade children (n=52) and parents. Half received intervention.

Theory, Prior Research, Rationale: “Research from psychology, anthropology and education suggests that play is a powerful mediator for learning.” (Reiber, LP. ETR&D 1996) Games can introduce new foods in fun and challenging ways.

Description: Games and food preparation introduced new foods in weekly classes. One based on “Who wants to be a Millionaire?” was extremely popular. Activity sheets based on board games, collecting produce stickers to advance, brought competition, prizes and involved parents. Physical activity was incorporated. Children gave parents weekly bi-lingual newsletters based on classroom activities.

Evaluation: School was not able to provide cafeteria consumption data as promised so no inter-class evaluation was done. Difference in diet recalls from pre- to post-program in intervention classes was not significant. However at end-of-year students self-reported eating more fruits and vegetables, and eating ones that they previously did not like or eat. Children took home leftover samples from class and asked for more. Parents approached dietitians asking for help improving family diets.

Conclusions and Implications: Games and challenges can introduce new foods in non-threatening ways, making it more likely that children will try them, and will pass the new experiences on to their parents. Improving health through better eating can be fun.

Funding: Tampa Dietetic Association.

P12 Health at Every Size: A New Opportunity for General Education

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Objective: A Health at Every Size® (HAES) course that fulfills general education (GE) requirements at a university was developed and addresses influences of body esteem, size discrimination, and mindful eating and exercise.

Target audience: First and second year undergraduate students enrolled in GE nutrition courses.

Theory, Prior Research, Rationale: Young adults are at risk for body dissatisfaction and adopting unhealthy dieting techniques. Despite evidence that weight loss interventions are ineffective longterm, weight management is still promoted in college-level nutrition curriculum. The HAES paradigm encompasses weight-neutral messages, mindful eating and enjoyable exercise and may be best for promoting permanent health behavior changes. GE courses offer an opportune setting to introduce the

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