

P45 Improving Dietetic Curriculum with Latino Community Nutrition Intervention

Charlotte Kerber, BS, charlotte.kerber@gmail.com, California State Polytechnic University, Pomona, Department of Human Nutrition & Food Science, 3801 W. Temple Avenue, Pomona, CA 92606; L. A. Kessler, MPH, DrPH, RD; S. Wallace, PhD, RD; B. Burns-Whitmore, MPH, RD, DrPH

Objective: Our research objective was to improve the quality of dietetic instruction in our university by producing graduates with increased experience interacting with a Latino community in real life situations.

Target audience: Latina women (n=45) were recruited to participate in nutrition and cooking skills classes.

Theory, Prior Research, Rationale: According to the Academy of Nutrition and Dietetics, it is critical that registered dietitians (RDs) who work with Latinos are prepared to provide culturally and linguistically appropriate nutrition care to best serve the needs of this growing segment of the population. Additionally, the Accreditation Council for Education in Nutrition and Dietetics (ACEND) requires all dietetic students to learn recipe modification skills as a component of their curriculum.

Description: Three focus groups conducted by Spanish-speaking students in the USDA Estudiante de Dietetico program provided information regarding dietary concerns, dietary patterns, and recipes used. Dietetic students in Experimental Foods Class modified 6 traditional recipes and were instructed to make the recipes "healthier." Examples of modifications include decreasing sodium and fat, and increasing fiber. Students in the Service Learning Nutrition Education class will then provide 6 lessons on healthy cooking techniques to the Latina women and create a Spanish recipe booklet using the modified recipes.

Evaluation: Student satisfaction surveys were submitted anonymously by participating dietetics students at the end of each intervention phase. The Dietetic students report gaining valuable additional experience since their classwork involved "real" people.

Conclusions and Implications: Integrating an intervention into the Dietetics curriculum appears to be a win-win providing students with valuable real-life experience and allowing an intervention to occur.

Funding: The California State University Agricultural Research Institute 2280.

P46 Let's Cook Minnesota!: An Evaluation of Cooking-based Curricula

Sara Van Offelen, MPH, RD, vanof001@umn.edu, University of Minnesota Extension, 715 11th Street N, Suite 107C, Moorhead, MN 56501; J. May, MEd; E. Johnson, MPH

Objective: Let's Cook Minnesota! compared the feasibility and effectiveness of cooking-based nutrition education

programs to a traditional nutrition education delivery model in rural communities. "Simply Good Cooking (SGC)" and "Cooking Matters™(CM)" were the cooking-based curricula featured in this study.

Target audience: Participants were SNAP-eligible adults with children in rural settings.

Theory, Prior Research, Rationale: Focus group interviews conducted by the University of Minnesota Extension's Simply Good Eating (SGE) program indicate that participants prefer nutrition education programs that are hands-on and include cooking. Limited research exists in comparing the effectiveness of cooking-based programs to traditional nutrition education.

Description: Participants were enrolled either in programs featuring cooking-based (SGC or CM) or knowledge-based curricula (comparison). To evaluate programs, group interviews were conducted with Community Nutrition Educators, volunteers and partner agencies. Participants were given pre-, post- and follow-up questionnaires that evaluated confidence, skills and behavior change.

Evaluation: Group interviews of staff revealed that cooking-based programs resulted in better attendance and greater enthusiasm from participants and facilitators. A community engagement strategy strengthened collaborative agency involvement. Post course evaluation results of all 3 curricula indicated increased skills and confidence in participant's ability to purchase healthy foods, plan and prepare healthy meals. Behavior change outcomes varied between curricula, but were typically consistent with the focus the curriculum placed on specific outcomes.

Conclusions and Implications: Cooking-based curricula were an effective method of conducting nutrition education. Notably cooking-based curricula offered additional behavior outcomes not observed in knowledge-based curricula. Because much enthusiasm for cooking-based curricula was reported by staff, agency partners and participants; this approach is being expanded in Minnesota SGE programs.

Funding: NIFA.

P47 Increasing Fruit and Vegetable Consumption among Low Income Ethnically Diverse Students through Afterschool Cooking Clubs

Leika Suzumura, RD, leikasuzumura@seattletilth.org, Seattle Tilth, 4649 Sunnyside Avenue N, Seattle, WA 98103

Objective: Community Kitchens Northwest hosts 8 afterschool cooking clubs with the objectives that students increase their fruit and vegetable consumption, gain basic cooking skills, and build confidence to cook balanced meals at home.

Target audience: More than 140 students in 3rd to 12th grade in schools in an ethnically diverse, low income

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neighborhood participated in after school cooking clubs in 2011-2013. Weekly classes were based on a curriculum that included teaching “My Plate,” knife skills, and flavor combining to make foods taste satisfying.

Theory, Prior Research, Rationale: Previous studies showed that hands-on cooking positively influenced students to try new foods, especially fruits and vegetables.

Description: The after school cooking programs focus on hands-on cooking using seasonal produce. Recipes are seldom used with the emphasis of “freestyle” cooking using what is locally available. This more closely reflects the reality of home cooking and can greatly reduce the cost when preparing a meal.

Evaluation: Evaluation using bi-weekly surveys and focus groups at the end of the 10 week program identified students made healthier food choices. Students reported increased knowledge of green and root vegetables, and had new cooking skills, especially knife skills. Students responded they now eat more whole grains and more vegetables such as spinach, broccoli, and green beans. Students also reported eating fruits for snacks and they helped to prepare meals at home using healthy cooking methods.

Conclusions and Implications: These positive results suggest that having more after school cooking programs can promote students to make healthy choices to eat more fruits and vegetables and cook more at home.

Funding: United Way of King County.

P48 Evaluating Long-Term Success: Reunion Class for Low-Income Adults

Kathleen Fantozzi, MS, kshicks@uwyo.edu, University of Wyoming, 1000 E. University Avenue, Department #3354, Laramie, WY 82071

Objective: Data collection from low-income nutrition education programs is usually limited to short-term quantitative outcomes. The reunion class goals are to gather participants’ qualitative success stories 3 to 12 months after participation through an open dialogue approach and reconnect them with past learning and lifestyle changes.

Target audience: Participants of the reunion class are adult graduates of Wyoming’s low-income nutrition education program who have completed the series 3 to 12 months before the class.

Theory, Prior Research, Rationale: Participatory Action Research was used to create the program. This allowed for a self-representation of the experience of the participant to be seen, which is not possible from an outside observation. Action planning used during the reunion class emphasized prior knowledge which allowed for problem solving, reflection, and goal setting.

Description: Data was collected through educator focus groups, graduate focus groups, and individual interviews. Using Healthy Interactions® Healthy Eating in the Real World Conversation Map’sR methodology, participants

shared personal successes and struggles with applying what they learned into their daily lives since graduating from the program. Groups of 5 to 10 individuals from different class series throughout the state were reunited to allow for varying perspectives.

Evaluation: The triangulation of data allowed for a through look at the program’s development. After each stage, the program was revised and re-tested. Pilot programs were recorded, transcribed, and analyzed for reoccurring themes.

Conclusions and Implications: The reunion lesson was taught to program educators at an in-service training for implementation across Wyoming. Educators can gather long-term success stories and further the transfer of learning for past participants through the reunion class.

Funding: Expanded Food and Nutrition Education Program, Supplemental Nutrition Assistance Program - Education.

P49 School Pantry and Meals (SPAM): A Pilot Study of Individualized Meal Planning and Food Preparation Instruction

Meghan Leineweber, BS, mjleineweber@eiu.edu, Eastern Illinois University, 600 Lincoln Avenue, School of Family and Consumer Sciences, Charleston, IL 61920; M. T. Burns, PhD, RD

Objective: To provide high school students with individualized meal planning and food preparation skills so they can better provide nutritious family meals using foods available from their School Food Pantry Program.

Target audience: Food insecure high school students participating in the new, bi-monthly School Food Pantry Program that is sponsored by the regional foodbank.

Theory, Prior Research, Rationale: Based on research using the Stage-Environment Fit Theory, increasing decision making opportunities for adolescents within the home, such as preparing food, will result in higher self-esteem and confidence. The Behavior Capability construct of the Social Cognitive Theory was also applied.

Description: A pilot test of the SPAM nutrition education program, which includes meal planning, food preparation, food safety practices, and tips for selecting more nutritious food was designed and implemented. Students prepared four different meals using foods received from the school food pantry and combined written recipes to fulfil the “MyPlate” recommendations. The students ate the meal together, taking remaining food home to their families.

Evaluation: Based on pre- and post- questionnaires, students’ ability to correctly identify MyPlate food groups increased 30% with a high level of satisfaction and a desire for future classes noted.

Conclusions and Implications: Students improved basic nutrition knowledge during this pilot program and enjoyed the individualized cooking instruction, finding it

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