P22 (continued)
total fruit and vegetable intake). However, fruit consump-
tion was moderately correlated (0.33). Similar results were
observed when recall results were compared with DILQ
findings.
Conclusions and Implications: While agreement was
low, these instruments may be more useful for measuring
fruit than vegetable intake in 3rd-grade students.
Funding: Supplemental Nutrition Assistance Program -
Education

P23 After-School Nutrition Clubs Increase
Fruit and Vegetable Preference Among
Youth Participants
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Objective: To utilize after-school Nutrition Clubs to help
youth experience new foods, develop cooking skills, and
become more accepting of a wider variety of foods.
Target Audience: Elementary and middle school youth
aged 8-14 years.
Theory, Prior Research, Rationale: Social cognitive
theory was used for program development.
Description: During the 2012-2013 school year, 7 after-
school Nutrition Clubs were created to deliver nutrition
education and help students develop cooking skills, pro-
vide opportunities to experience new foods, and become
accepting of a wider variety of foods.
Evaluation: Surveys assessing student consumption and
preference of fruits, vegetables, dairy, and whole grains,
and student efficacy in choosing and preparing fruits and
vegetables, were administered at the beginning of the first
club session and at the final club session. A total of 80
matched pairs of pre/post surveys were analyzed for
changes.
Conclusions and Implications: A total of 104 youth
were reached through 7 after-school Nutrition Clubs.
Club length ranged from 7-16 sessions, with students
receiving an average of 13.6 hours of nutrition education.
Students reported that on the day prior to survey admin-
istration, they doubled the number of fruits eaten from 1
fruit at the beginning, to 2 fruits at the conclusion of the
program. Preference increased significantly for 8 of 25
food items assessed: squash, peaches, pears, oranges,
bananas, brown breads, brown rice, and oatmeal. When
grouped, preference increased significantly for fruits,
vegetables, and whole grains, from “like a little” to “like
a lot.” Students reported a significant increase in their
ability to prepare their favorite fruits and vegetables at
home.
Funding: Supplemental Nutrition Assistance Program -
Education
Additional Funding: Maryland Department of Human
Resources and the University of Maryland

P24 Application of the Social Cognitive Theory
to the Design and Evaluation of a Community-
Based Diabetes Education Program
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Objective: Create and evaluate a diabetes education
program modeled after the “Dining with Diabetes” curric-
ulum utilizing Social Cognitive Theory (SCT).
Target Audience: People with diabetes or their care-
givers.
Theory, Prior Research, Rationale: Social Cognitive
Theory.
Description: “Dining with Diabetes” is a community-
based diabetes education program that originated from
West Virginia Extension. University of Illinois Extension
implemented the program in 2000 and evaluation indi-
cated significant improvements in participant knowledge
and self-efficacy. Since then, participant feedback indi-
cated that more information regarding carbohydrate
counting, dining out, physical activity, and managing
doctor’s visits is needed. Additionally, instructors noted
that SCT mediators of behavior change were not fully ad-
dressed in the design of the original intervention. There-
fore, the program was redesigned to incorporate
participant feedback and target behavioral mediators.
The new program consisted of four, 3-hour sessions that
included four major goals: managing meal plans, manag-
ing diabetes-related complications, meal preparation, and
physical activity. The evaluation included 20 questions
measuring outcome expectancies, self-efficacy, and
behavior change related to the four major goals.
Evaluation: 238 participants completed the new pro-
gram. Student’s t-test of the summed score was significant
(Pre-mean 53.19 + 11.02, Post-mean 63.84 + 10.09,
p<.001). Self-efficacy and behaviors for meal planning
and preparation showed the most improvement. Areas of
least improvement were related to outcome expectancies
and self-efficacy for doctors’ visits, and physical activity
behavior.
Conclusions and Implications: The redesigned dia-
betes education program indicated significant overall im-
provements for the participants. Self-efficacy and behaviors
related to meal planning and preparation improved the most. Revisions for managing health compli-
cations and physical activity should be considered.
Funding: None

P25 Promotora Impact on Participation in
Community Nutrition Programs in New Mexico
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