

008 (continued)

June 2020. Adult recipients were first invited to complete quarterly surveys, containing a demographic questionnaire and the HFSSM, for one year. Based on HFSSM-based food security categorizations, a purposively selected subsample of respondents were invited for in-depth semi-structured interviews (n = 16, May-June 2021). Our maximal variation sample included households demonstrating consistent food security (n = 7, 44%), transient insecurity (n = 5, 31%), and persistent insecurity (n = 4, 25%). Interviewees reflected on whether the HFSSM-based status aligned with how they would characterize their household's food security status.

Measurable Outcome/Analysis: Verbatim transcripts were coded in NVivo and themes identified via template analysis, a process that leveraged both a priori codes (based on HFSSM constructs) and emergent codes reflecting measure-diverging constructs.

Results: While individuals characterized their food insecurity experiences in partial convergence with the HFSSM measure (e.g., noting insufficient money for food), there were several diverging themes. Food security was primarily discussed through a communal, and notably non-monetary, lens in which food reciprocity (e.g., bartering), collective responsibility (i.e., thinking beyond one's own household), and resourcefulness (e.g., gardening) defined their food (in)security experience.

Conclusion: This study demonstrates that food security may be conceptualized in ways that account for non-monetary assets and embody a communal ideology. The development and testing of a food security measure containing items in line with these constructs may be warranted for – and help to capture food insecurity more accurately in – rural regions where traditions of resourcefulness and reciprocity persist.

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Digital Education for Youth and Students

009 Exploring Challenges, Successes, and Benefits of Online YPAR Programming from Both Nutrition Educators and Youth's Perspectives

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Background: Implemented as part of a Supplemental Nutrition Assistance Program-Education (SNAP-Ed) program, YPAR (Youth-led Participatory Action Research) aims to empower youth to achieve policy, systems, and environmental (PSE) changes that support community health and nutrition. During the COVID-19 pandemic, YPAR programming had to be adapted to online delivery, in compliance with health and safety guidelines.

Objective: The objective of this study was to ascertain the challenges, successes, and benefits of online YPAR programming, plus future program implications, from the perspectives of the youth and the nutrition educators.

Study Design, Setting, Participants: Qualitative interviews were conducted via Zoom with all 8 nutrition educators who aimed to implement YPAR programming during the 2020-2021 school year. A retrospective Qualtrics survey was used to gain information from 54 youth who participated in the online YPAR program.

Measurable Outcome/Analysis: Researchers performed a thematic analysis of the interviews and youth survey responses to the open-ended questions. Descriptive statistics were calculated for youth and educators' preferences for future programming.

Results: Top challenges for nutrition educators were difficulties building relationships – especially when cameras were off; adapting the in-person YPAR curriculum for online delivery; and planning and facilitation required more time for online meetings. The top successes and benefits were online format encouraged innovative use of technology; it allowed folks to connect with each other even during tumultuous times; made some planning, documentation, and logistics elements of meetings easier. Top challenges for youth were internet and technical difficulties; communication and connection; difficulty focusing or lack of engagement. Finally, 50% of nutrition educators and 45% of youth respondents preferred using a hybrid format (a mix of in-person and online delivery).

Conclusions: Delivering the YPAR program online presented expected challenges, but also provided successes and benefits. Consequently, most participants preferred a hybrid format (mix of in-person and online) for future YPAR programming.

Funding: Supplemental Nutrition Assistance Program - Education.

010 Incorporating Experiential-Learning and Reflection Related to Sustainable Food Systems in an Undergraduate Dietetic Course

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Objective: To explore the effects of the inclusion of an experiential-learning and curricular unit related to food system sustainability on dietetic student learning and perception in two community nutrition courses.

Use of Theory or Research: Sustainable food system knowledge is becoming a priority in dietetic undergraduate and graduate programs and embedded in curriculum due to its inclusion in program accreditation standards set by the Accreditation Council for Education in Nutrition and Dietetics. Grounded theory was utilized to qualitatively explore student reflections following their experiential learning with sustainable food systems via University-based farms.

Target Audience: The purpose of this research was to explore the perception of undergraduate dietetic student learning after participating in an experiential learning experience combined with traditional teaching methods. Students from two community nutrition courses across two universities (mid-sized private university and one public university) in the Midwestern US participated in the learning experience.

Course/Curriculum Description: In each of the community nutrition courses, students completed the Sustainable Food Systems Primer from the Academy of Nutrition and Dietetics Foundation, engaged in course discussion related to sustainability and completed 2-5 hours learning and working on the university farm.

Evaluation Methods: At the end of the semester course, students completed a guided, written reflection on their food system sustainability experience. The Mirror, Microscope, and Binoculars reflection prompts were adapted and utilized to organize student reflection responses. Two trained coders engaged in a line-by-line and selective coding process to identify course themes and categories related to the influence of experiential and classroom learning.

Results: Main themes included an increased awareness, interest, understanding and sense of connection to the food system; appreciation for farming, farmers, and local food production; transferable skills to community and personal behaviors and exploring the integration of knowledge and skills to future dietetic practice.

Conclusions: Incorporating experiential learning and reflection into curriculum related to food system sustainability can provide students a more profound learning experience.

Funding: None.

O11 Development and Pilot Implementation of an Online Trauma-Informed Care (TIC) Educational Module for Graduate-Level Nutrition Students

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Objective: To improve students' attitudes and empathy for creating therapeutic relationships by introducing a trauma-informed approach to nutrition care.

Use of Theory or Research: We adapted a published educational approach tested with pediatric residents. The teaching strategy included principles of Sociocultural Learning Theory.

Target Audience: Participants included 25 students pursuing a master's degree in nutrition.

Curriculum Description: We implemented the TIC educational module within an online nutrition counseling course strategically placed after two modules focused on patient-centered care, cultural humility, and health equity. Students took a pre-test, and we provided them with pre-class reading about TIC, the origins of the Adverse Childhood Experiences (ACE) study, and the National Institute of Minority Health and Health Disparities research framework. The live and synchronous online classroom time for the TIC module included a didactic presentation on the rationale for practicing universal TIC, the link between trauma and chronic disease, examples of TIC practices in nutrition care, and an interactive neonatal abstinence syndrome case-based scenario. In addition to a post-test, we required students to post a learning diary reflection within three days of the TIC module.

Evaluation Methods: We assessed attitudes with an 8 item pre and post-test (5-point Likert scale) in Qualtrics and through online learning diary entries within the Canvas learning management system.

Results: We conducted a paired-samples t-test to evaluate the impact of the TIC education module on students' attitudes with the pre to post-test. There were statistically significant ($P < 0.05$) changes in attitudes in 5 out of 8 questions with moderate (.37) to large (.95) effect sizes. In the learning diaries, all students reported that the TIC education module was impactful, and most students wrote about how the module challenged their biases and assumptions.

Conclusions: Participation in an online trauma-informed care education module led to significant differences in attitudes that may enhance students' abilities to create therapeutic relationships in future nutrition practice.

Funding: None.

O12 Perceptions of Sugar-Sweetened Beverage Among Youth in North Carolina

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Background: Sugar-sweetened beverage (SSB) consumption among youth contributes to diet-related chronic disease including obesity, type 2 diabetes, and poor oral health.

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