

O10 (continued)

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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