

## 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.

*Continued on page S7*

O12 (continued)

**Objective:** To better understand attitudes related to access, availability, and consumption of SSBs by conducting virtual focus groups among youth in North Carolina.

**Study Design, Setting, Participants:** Youth ages 11-17 in communities with a high proportion of SNAP eligible households were selected to participate in virtual focus groups during the summer of 2021. Semi-structured focus groups were used to explore youth perceptions, attitudes, and behaviors around SSBs and SSB messaging.

**Measurable Outcomes/Analysis:** Focus group discussions centered around general health perceptions; SSB perceptions and behaviors; information sources and messaging preferences; and reactions to previous SSB campaign materials and messages. A thematic analysis was used to summarize knowledge, beliefs, attitudes, and perceptions around SSBs and advertising preferences.

**Results:** Thirty-six youth participated across 4 focus groups. Parents/caregivers influenced youth the most when it came to making beverage choices. Positive SSB opinions included liking the taste and the association with special times and social events. Negative opinions focused on associated health risks (diet-related chronic disease and poor oral health). Some youth acknowledged SSBs were not healthy but suggested they could be consumed occasionally. Very few participants mentioned any benefits from SSBs; those that mentioned benefits stated they provided energy, replaced electrolytes, and tasted good. Youth suggested SSB campaigns focus on short- and long-term health consequences. Youth saw advertising about health topics through a range of channels; however, youth were mixed on whether they paid attention.

**Conclusions:** Findings provide several key insights that can contribute to the development of messages aimed at curbing SSB consumption. For example, focusing on catching youth attention, and sharing short- and long-term health consequences of high SSB consumption resonated with youth, but occasional SSB intake was not seen as consequential.

**Funding:** Supplemental Nutrition Assistance Program - Education.

## Apps and Social Media Applied to Nutrition Education

### O13 Photo-Based Food Journaling and Self-Reflection on SMART Eating in Adults

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**Background:** Photo-based food journaling as means to improve SMART (Small, Measurable and Achievable dietary changes by Reducing fat, sugar and salt consumption and Trying different fruits and vegetables) eating is still elusive in Sri Lanka.

**Objective:** To explore the effectiveness of photo-based food journaling on meal tracking experience, self-reflection, and self-assessment of SMART eating of adults using a meal tracking app developed in the Sri Lankan context named 'SnaT' (Snap & Track).

**Study Design, Setting, Participants:** A sequential explanatory mixed-method was used. Data were collected via a telephone survey focusing on the food consumption pattern, perceived benefits, and barriers for photo-based food journaling from a conveniently selected group of adults (n=25) through snowball sampling technique. SnaT included about 180 commonly consumed Sri Lankan food items with app outputs showcasing under 7-major food groups, with photo capturing to enhance the self-reflection on meals.

**Measurable Outcome/Analysis:** The participants were asked to maintain a three-day photo food diary manually and by meal tracking using the 'SnaT'. The pre and post-food consumption changes were analyzed using significance testing while evaluating the benefits and barriers to photo-based food journaling and acceptance of SnaT.

**Results:** Participants (n=25; mean age=24±6.08; females=80%; graduates=56%) show a significant increase in healthy food consumption [fruits and vegetables ( $P = 0.00$ ), legumes ( $P = 0.001$ ), fish, meat and poultry ( $P = 0.00$ ), eggs ( $P = 0.00$ ), and milk ( $P = 0.001$ )] and a significant decrease in unhealthy food consumption [salt ( $P = 0.025$ ), sugar and sweet food ( $P = 0.00$ )]. Improved self-awareness on meals was identified as the major benefit of photo-based food journaling while forgetting to capture photos before eating was identified as the main barrier. However, SnaT was widely accepted (21/25; 84%) as an easy and accessible novel tool to replace manual photo-based food journaling in the Sri Lankan context.

**Conclusions:** SnaT as a meal tracking application was well received. Though, further evaluation of acceptance of SnaT in different demographic groups by restructuring the app to include features of digital nutrition education to promote healthy eating should be warranted.

**Funding:** None.

### O14 Digital Nudging as a Trigger for Healthy Eating Among Young Adults

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**Background:** A diet rich in fruits and vegetables is associated with a myriad of health and nutritional benefits. Although the use of digital nudging concepts to improve health behaviors are popular in other countries, in Sri Lanka, such research is scanty.

**Objective:** To evaluate the effectiveness and acceptance of a text and email messaging digital nudging concept

*Continued on page 58*