and had overweight or obesity (82.1%). There were no within or between group differences in F/V intake or cognitions from baseline to post-intervention or post-intervention to LTFU (p>0.05).

Conclusion: These results suggest that HS did not improve F/V intake or cognitions, which is likely a result of several uncontrollable factors. COVID required the adaptation of HS to a virtual format. COVID also negatively impacted recruitment and retention, which resulted in an underpowered study. Also, the SNAP-Ed contract changed scope during the intervention to no longer include adults, so recruitment was cut short. Future research should include a larger sample. Researchers need to be flexible when working with community members and organizations, which could potentially impact research protocols and outcomes but preserves relationships for future partnerships.

Funding: USDA

Improving Student-to-Student and Student-to-Instructor Connection Through the Use of a Novel Community-Building Platform
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Objective: Compare student connection achieved through Yellowdig to that achieved through typical, online discussions.

Use of Theory or Research: Social identification, an important aspect of social identity theory, is the process of identifying as a group member. This process promotes feelings of connection, which is essential for student satisfaction, academic success, and retention. Online discussions are utilized to connect students, yet it is difficult to encourage participation beyond what is required. Thus, new methods are needed to improve connection in online courses.

Target Audience: Online, asynchronous students in the Nutrition Education Methods (NEM) course in the Master of Science in Nutrition Education program at American University.

Curriculum Description: Yellowdig is an online learning platform that leverages an understanding of human behavior and gameful technology to build healthy online learning communities. Unlike typical discussions where everyone responds to the same prompt, Yellowdig lets students share and discuss real-world content that they feel is relevant.

Evaluation Methods: A group of students (n=10) enrolled in NEM were sent a 5-question survey on the online discussions utilized in their previous graduate courses. From strongly disagree to strongly agree, students indicated feelings of connection to both classmates and instructors. Yellowdig was then implemented into NEM as a replacement for online discussions. At the end of the course, the same survey was conducted on Yellowdig.

Results: From the initial survey, 20% of students agreed that discussions allowed them to feel connected with their classmates; 80% strongly agreed the same. Additionally, 30% agreed that discussions allowed them to feel connected with their instructor; 20% strongly agreed the same. From the Yellowdig survey, 20% of students agreed that Yellowdig allowed them to feel connected with their classmates; 80% strongly agreed the same. Additionally, 40% agreed that Yellowdig allowed them to feel connected with their instructor; 50% strongly agreed the same.

Conclusion: The use of Yellowdig as a replacement for typical, online discussions allowed for a greater sense of both student-to-student and student-to-instructor connection.

Funding: None

Inclusion-Promoting Teaching Strategy: Can “Nudging” Activities Encourage Students to Record Their Name and Gender Pronouns?
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Objective: To explore if adding ungraded inclusion-promoting activities to the beginning of the semester course orientation module in two online nutrition courses “nudges” students to voluntarily record the pronunciation of their name and add their preferred gender pronouns for sharing within the course and campus community.

Use of Theory or Research: Learning the correct pronunciation of a person’s name and addressing them with their preferred pronouns is a sign of respect and helps foster a more inclusive learning environment. Research suggests that nudging, a behavioral theory used in marketing, can be an effective teaching strategy for encouraging students to complete an activity they otherwise might have ignored.

Target Audience: Undergraduate students enrolled in two asynchronous online nutrition courses taught by the same instructor at a Midwestern urban university during seven semesters (Fall 2021-Spring 2023).

Course/Curriculum Description: Beginning with the Fall 2022 semester, two ungraded, optional activities were developed and added to the course orientation module. One activity encouraged students to record the pronunciation of their name and the other to indicate their preferred pronouns. Students were told completing these voluntary activities was an important step toward helping create an inclusive learning climate.

Evaluation Methods: The data set was generated using each semester’s class roster (student’s pronouns and academic level) and the learning management system’s name recording tool. Data from 269 students (n=143; Before, n=126; After) were examined.

Results: Significantly more students recorded the pronunciation of their name, 72.1±4.1%; range 67.4-78.6% versus 12.9±9.7%; range 0.0-26.7% (p<0.0001), and more students indicated their preferred gender pronouns, 41.8±11.6%; range 32.1-60.7% versus 12.0±7.5%; range 0.0-23.3% (p<0.01), after the nudging activities were added to the course orientation module. There was no significant difference in the academic level between Before and After students.

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Increasing Legume Consumption to Promote Health and Sustainability - Israeli Dietitians’ Barriers to Counseling Clients

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Background: There is universal consensus regarding the health and environmental benefits of legume consumption, but intake levels in most countries fail to meet current guidelines. The 2020 Israeli recommendations emphasize the Mediterranean dietary pattern and consider sustainability a foundation for menu planning. Legumes are included as a food category that should be eaten daily.

Objective: To determine barriers towards counseling clients on legume intake among Israeli dietitians.

Study Design, Settings, Participants: An electronic cross-sectional survey was carried out among a convenience sample of Israeli dietitians (n=309) who all were counseling in community or clinical settings.

Measurable Outcome/Analysis: COM-B behavior change model (Capability, Opportunity and Motivation Model of Behavior Change) and the Theoretical Domains Framework (TDF) were used to determine barriers to counseling clients. Outcomes were determined using 11 statements ranked on a Likert scale (1-5). Questions focused on confidence in capabilities, motivation, importance, time constraints and available resources.

Results: Approximately half of the dietitians (47.4%) reported recommending legumes to most of their clients, while only 21% ate legumes more than 4 times a week. Personal knowledge and understanding the importance of legumes was generally high and most participants felt confident that they knew when to discuss the topic. Time was not a significant barrier and it was felt that counseling would lead to increased consumption (4.17 ±0.89). Interestingly, digestibility was not perceived as a serious barrier but preparation time was considered problematic. Lack of didactic resources for counseling was ranked as the greatest barrier (2.74 ±1.22). Environmental factors/sustainability in nutritional counseling received a score of 3.64 ±1.14.

Conclusion: Dietitians in Israel do not sufficiently promote legume consumption to clients. Despite clear guidelines from the Ministry of Health, there is a need to motivate dietitians to increase counseling on the topic. This would potentially improve adherence to national guidelines and support sustainable food systems.

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Integrating Nutrition Into a Neurology Course for Osteopathic Medical Students Through Team-Based Learning

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Objective: Vitamin A is fat-soluble and easy to consume in excess through supplementation; vitamin A deficiency is the leading cause of preventable blindness in lower-income countries. Medical students have minimal education on nutrition or dietary supplements. We aimed to create and test a nutrition education module for osteopathic medical students to relate practical nutrition knowledge on vitamin A supplementation and deficiency to the preclinical curriculum topic, biochemistry of the eye.

Use of Theory: Team-based learning (TBL) is an educational strategy that uses small group interactive sessions to allow students to work together and solve problems. We utilized TBL to build on the knowledge provided in pre-lecture reading and work through cases to build critical thinking skills while integrating nutrition into a biochemistry and physiology-based preclinical session.

Target Audience: First-year osteopathic medical students during their neurology system course.

Course/Curriculum Description: Students are expected to come prepared to take an individual readiness assessment test (iRAT) and then a team readiness assurance test (tRAT) based on prework. Material provided to students consisted of the biochemistry of vitamin A, safe supplementation practices, and guidelines. Students then engaged in team-based practice cases, with an undergraduate nutrition student presenting a current topic on vitamin A and global health.

Evaluation Methods: Pre and post-questionnaires and a one-year follow-up questionnaire were administered via Qualtrics survey software.

Results: Respondents (n=152) reported improved knowledge of vitamin A supplementation. Over half reported taking a multivitamin - of those, 93% reported they would check their supplements for vitamin A content following the session. In the one-year follow-up completed by cohort one only, over half of the respondents agreed the session helped them prepare to discuss supplement safety with patients and to identify food sources of vitamin A.

Conclusion: This session was positively reviewed by students, free of cost, and a collaborative opportunity for nutrition and medical students to engage in interdisciplinary learning. Students indicated the session was meaningful and had clear ties to future patient care.

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