Armstrong (continued)

Conclusion: Incorporating a “nudging” teaching strategy can encourage students to complete an activity they otherwise might not have been interested in. When developing learning activities, nutrition educators should consider this behavioral modification strategy in online, blended, and face-to-face courses.

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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 course system.

Course/Curriculum Description: Students are expected to come prepared to take an individual readiness assurance 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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