**Corcoran (continued)**

**Conclusion:** A CHW-specific MI training is acceptable and perceived positively by practicing CHWs, and should be integrated earlier in training.

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**Project FRIENDS: A Qualitative Study on Food-Related Lived Experiences of Individuals With Low Income in New York State**

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**Background:** Nutrition security, the consistent access and availability of affordable foods that promote a diet that supports optimal health, is a priority area in nutrition, yet more context is needed to understand its meaning and implications for nutrition science, practice, and policy.

**Objective:** The Food Research Initiative on the Experience of Nutrition Diversity and Security (Project FRIENDS) aims to generate and test hypotheses on food-related lived experiences and programming preferences to attaining nutrition security among adults eligible for federal food assistance programs.

**Study Design, Settings, Participants:** During the qualitative phase of this exploratory sequential mixed methods study, a purposive sample of New York residents eligible for food assistance benefits (n=26) participated in hour-long interviews via phone or video chat.

**Measurable Outcomes/Analysis:** An interview facilitation protocol was developed and pilot tested prior to conducting this study. The protocol assessed constructs such as food purchasing, food preparation, diet and healthy eating, among others. Audio recordings of interviews were transcribed verbatim and analyzed using open, selective, and theoretical coding.

**Results:** Findings suggest that food-related strategies (ie, budgeting, modifying recipes) are central to efficiently acquire and consume adequate food in quantity and quality among study participants. These strategies may vary depending on participants’ life history (eg, cultural background, upbringing) and their food work stage (eg, food planning). For example, when purchasing food, study participants leveraged sales and discounts and a majority stored and repurposed food to avoid food waste. Overall, these strategies are strongly correlated with the support and resources available to participants (public assistance, transportation, etc). These strategies enable study participants and their family to access and eat more nutritious foods.

**Conclusion:** To achieve nutrition security in this population, our data supports the development of programs that prioritize the application of food-related strategies. The quantitative phase of Project FRIENDS will create and launch a statewide assessment that tests the association between the construct of food-related strategies and nutrition security while considering additional determinants (eg, capital, life history).

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**Repeated Critical Reflection Aids Soft Skills Development and Professionalism in a Dietetics Curriculum**

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**Objective:** Repeated critical reflection as a mechanism for facilitating personal growth, academic learning, and civic engagement in dietetics courses for career preparedness and professionalism

**Use of Theory or Research:** Incorporating service-learning into dietetics curriculum is an avenue to provide understanding more complex problems within the discipline, broadening perspectives and increasing awareness of self and others’, and enhancing preparedness for civic and professional responsibility. Constructivist educational theory through service-learning supports active learner participation as they experience and interact with others that challenge their prior understanding. Critical reflection models such as DEAL (Describe, Examine, Articulate Learning) and ERA (Experience, Reflection, Action) guide the continuity of possible learning, and ensure the progress of the individual.

**Target Audience:** Students from 4 cohorts (N=73) enrolled in an undergraduate Nutrition and Dietetics (DPD) program during 2018-22

**Course/Curriculum Description:** A sequence of 2 consecutive Community Nutrition courses integrated service activities/assignments including repeated critical reflection journals at regular and purposefully constructed intervals (before, during, and after service) using the ERA and DEAL models.

**Evaluation Methods:** Written reflective journal responses were reviewed and coded using an instructor created assessment rubric informed by AAC&U’s VALUE rubrics.

**Results:** Students identified organization and communication as areas for personal growth; they made connections to policies, programs, and people in their academic learning especially related to conceptual skills; and they

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