Stakeholder Input for Creating and Implementing a Meal Kit Service Program in Communities With Low Income

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Objective: To describe how community stakeholder (partners and target audience members) input was utilized to modify a meal kit (MK) program implemented in communities with low income.

Use of Theory or Research: Local partnerships increase the efficacy of community-based interventions. Recently, stakeholders provided feedback on the development and implementation of a healthy community-based MK program for communities with low income.

Target Audience: Partners (N=29) were representatives of organizations within each neighborhood who regularly engaged with the target audience. Input was also obtained from 18 eligible main food preparers, ≥ 18 years and had ≥ 1 child in the household.

Program Description: A previously piloted 6-week MK program that improved dietary and cooking behaviors was modified based on stakeholder feedback. Participants received ingredients for three meals/week for a family of four, prepared by a local nonprofit or high school culinary students, and picked up at local partner sites.

Evaluation Methods: Partner meetings were held and recorded quarterly to gain insight from stakeholders. Participants completed a survey asking about preferred recipes, meal kit access, and barriers to preparing food at home.

Results: Partners suggested using text messaging, allowing an alternate pick-up person, and utilizing flexible pick-up windows to accommodate participant schedules or unexpected events. Target audience members preferred front door delivery (55.3%) and/or central pick up (55.3%) and noted that time (60.8%) and access to grocery store/transportation (51.4%), among others, are barriers to preparing food at home. While most MK were picked up during the scheduled windows, ≥5.5% used flex pick-up for various reasons. The overall retention rate from baseline to post was 82.7%.

Conclusion: Stakeholder input is critical for participant retention and community program success. MK program stakeholders provided data on barriers to accessing a MK service, suggested asking for feedback about communication preferences, and encouraged flexibility during pickup times.

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The Acceptability and Efficacy of a Virtual vs Hybrid Wellness Program on Health Outcomes Among Faculty and Staff Post COVID

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Objective: The purpose of this research was to determine the acceptability and efficacy of a virtual versus hybrid health and wellness program for university faculty and staff and improve health outcomes and well-being while mitigating stress post COVID-19.

Use of Theory or Research: Pender’s Health Promotion Model (HPM) was used to promote behavior change and a healthy lifestyle. The underpinnings were integrated into the wellness program with assessment tools, educational sessions, and a behavior tracking app.

Target Audience: The principal investigator (PI) recruited faculty and staff members at a northeastern university in the spring of 2022. Participants (n=61) included women (77%), 30-50 years of age (67.7%), and staff (30%) vs. faculty (70%) enrolled in the study.

Program Description: Participants were randomized to virtual (V) (n = 32) and hybrid (H) (n = 29) wellness intervention groups. Upon consent, participants completed biochemical data collection, the PI conducted focus groups with these completers to assess program acceptability. Independent t-tests were performed for differences between groups using SPSS v 29.

Results: The analysis revealed no significant change in outcome measures between groups. Qualitative data analysis revealed common obstacles for participation like time, illness, work, and family. Themes for ‘lack of participation’ included: increased faculty workload, increased prevalence of COVID-19, preferred online or hybrid ses-
The Effect of Project-Based Learning (PBL) on Nutrition Students’ Learning Competencies and Career Aspirations in South Korea

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**Background:** Project-based learning (PBL) is defined as a student-centered pedagogy that involves solving authentic problems so that students acquire deeper knowledge through active exploration of real-world challenges and problems. PBL has been suggested as experiential learning strategies to enhance undergraduate nutrition education in which there is a high demand for dietetic industries.

**Objective:** The purpose of the study was to examine the effectiveness of PBL on college students’ competencies (learning motivation and problem-solving ability) and career aspirations in South Korea.

**Study Design, Setting, Participants:** This quasi-experimental one-group pre- and post-test design was used to compare the mean scores on students’ learning outcomes. A total of 30 junior college students majoring in food and nutrition participated. An eight-week PBL approach for a Food Projection Management course was designed, and the course was comprised of an introduction of the project, group presentations, food production project implementation, and project evaluation.

**Measurable Outcome/Analysis:** Research questionnaires consist of learning motivation, problem-solving ability, and career aspiration in food and nutrition industries. After the data screening process, a total of 26 responses were used for data analysis. Data were analyzed using descriptive statistics and a paired t-test used to compare pre-post mean scores of competencies. Results were considered significant at p<0.01.

**Results:** The average age of the participants was 22.0±0.5 (years), and the majority of participants were female (88%). The results showed post-test mean scores of learning motivation and problem-solving ability competencies were higher than pre-test scores (p<0.001). In terms of career aspirations, there was statistically significant improvement in the post-tests (pre-test 3.75±0.16, post-test 3.88±0.26).

**Conclusion:** These results suggest that PBL could be more effective for students in improving their academic achievement and food and nutrition career aspirations. It is important for nutrition and dietetic instructors to apply PBL on dietetic and nutrition courses. Future studies need to focus on validating the effectiveness of PBL under different student populations and conditions.

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The Relationships Between the Perception of Mood, Self-regulation, and Eating Behavior in College Students

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**Background:** Positive and negative mood patterns may affect eating behaviors in college students. When experiencing negative mood patterns, students may be less able to self-regulate, thus causing poor eating habits such as overeating and eating in the absence of hunger. However, currently, no studies have assessed the association of mood, self-regulation and eating behaviors in college students.

**Objective:** To examine the relationships between perceived mood, self-regulation, and eating behaviors in college students.

**Study Design, Setting, Participants:** Undergraduate females (n=214) completed validated questionnaires assessing mood, self-regulation, and eating behaviors. Perceived mood was collected over 8 days and averaged for an overall perception score. Students were predominantly Hispanic (75%) and Juniors (51%).

**Measurable Outcome/Analysis:** Descriptive statistics, correlations, and one-way ANOVAs were analyzed using SPSS V28.0. Results were considered significant at p<0.05.

**Results:** Students with perceived pleasant moods (vs. unpleasant moods) were more likely to have increased self-regulation skills (r=0.193, p=0.025), and intuitive eating behaviors (r=0.269, p=0.002). Inversely, those with increased unpleasant moods were more apt to experience emotional (r=0.273, p=0.001), external (r=-0.189, p=0.029), and uncontrolled (r=-0.308, p<0.001) eating behaviors. Considering between-group differences with varying levels of self-regulation, the perception of pleasant moods were significantly increased among those with moderate and high self-regulation, compared to those with low self-regulation (F=4.683, p=0.011). The between-group differences were also considered among participants with low, moderate and high eating behaviors. High emotional eaters perceived their days as significantly more unpleasant, compared to low and moderate emotional eaters (F=8.550, p<0.001). Moderate and high external eaters had increased perception of unpleasantness, compared to low external eaters (F=4.087, p=0.019). High uncontrolled eaters perceived their days as significantly more unpleasant than low uncontrolled eaters (F=5.548, p=0.005).

**Conclusion:** Perception of mood (pleasant vs. unpleasant) may affect maladaptive eating behaviors and self-regulation. Future research on self-regulatory components such as emotion regulation are needed to consider mood and its influence on eating behaviors.

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