Inventory (BAMBI) was used to assess children’s mealt ime behaviors (Food-Variety; Food-Refusal; Features-of-Autism subscales). The intervention effects on daily food variety, fruit and vegetable intake, and mealt ime behaviors were analyzed with non-parametric Wald-test with a significance level of 0.1 for this preliminary analysis with a small sample size.

**Results:** Total Pre/Post BAMBI score (27.8/25.7 vs. 28.4/28.1; p=0.01) and Food-Refusal (14.5/10.3 vs. 12.6/12.5; p=0.069) and Features-of-Autism (12.2/10.2 vs. 9.8/11/4; p=0.07) sub-scores were significantly improved in Autism Eats vs. EUC group, respectively. Even though other outcomes do not show any statistical significance, positive trends in daily food variety and vegetable intake were observed only in Autism Eats group.

**Conclusion:** Significant improvement in mealt ime behaviors among children in the Autism Eats intervention is promising. Full data will be included in the final data analysis.

**Funding:** NIH

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**A University-Low-Income-Housing Partnership to Support Food Security, Healthy Shopping, Eating and Health Among Seniors**

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**Background:** Low-income seniors were especially vulnerable to negative impacts resulting from pandemic social distancing when meals, often the only opportunity for daily socialization, were discontinued. We implemented and evaluated an innovative, pandemic-responsive nutrition education program, Enhanced-10 Tips for Adults (e-TTA), an 8-week direct education intervention, in partnership with university health sciences students in Maine.

**Objective:** The project aims were: 1) deliver e-TTA to residents of low-income senior housing; 2) assess implementation of the intervention; 3) measure effectiveness of e-TTA on meal planning knowledge, attitudes, beliefs and skills (KABS), food security, diet, physical activity, socialization, health, and depression; and 4) disseminate findings to stakeholders.

**Study Design, Settings, and Participants:** We recruited 68 individuals ages 60+ and administered surveys and ASA-24 dietary recalls pre- and post-intervention.

**Measurable Outcomes/Analysis:** KABS related to meal planning, food purchasing, and physical activity; diet, food security, and physical activity; and socialization and reduced loneliness and depression.

**Results:** Preliminary results indicate increased perception of importance of healthy meals (94.5 post vs. 87.1% pre); increase in frequency of meals made from scratch with whole, raw foods (70.9% post vs. 57.1% pre); increased attempts to make healthier changes in meals (92.7% post vs. 75.1% pre); increased confidence in ability to choose healthy foods to buy at the grocery store (98.2% post vs. 90.0% pre); increased confidence in ability to purchase healthy foods on a budget at the grocery store (96.4% post vs. 81.4% pre); and increased confidence in ability to cook healthy meals (94.6% post vs. 91.4% pre. Our preliminary analysis indicates no significant changes in food security, loneliness, socialization (flourishing scale), or depression over the approximately 8-week duration of the program, although further analysis is required.

**Conclusion:** An evidence-based nutrition education series can be implemented in partnership with a health science university in a COVID-responsive way, to improve nutrition and other important outcomes for low-income seniors.

**Funding:** HHS ACL

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**A World of Difference: Effects of a World Foods College Course on Diet Quality**

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**Background:** College is a time of changing food patterns, and these changes often establish lifelong patterns associated with chronic diseases; thus, there is an ongoing need to identify intervention strategies to improve college students’ dietary quality.

**Objective:** To evaluate changes in students’ diet quality after taking online asynchronous undergraduate nutrition courses.

**Study Design, Settings, and Participants:** Undergraduate students in a World Foods nutrition course about foods from around the world (NUTR 216, n=410), in an introductory nutrition course (NUTR 100, n=171), and an introduction to public health course (PUBH 201, n=166) at a Land Grant University in the Southeast United States completed online surveys at the beginning and end of the Spring 2022 semester.

**Measurable Outcome/Analysis:** The online survey assessed diet quality using the short Healthy Eating Index (sHEI). An ANOVA was conducted to determine differences in diet quality scores between and within the three groups.

**Results:** Across all classes, there were increases in diet quality scores from a pre-test mean of 48.5±9.8 to a post-test mean of 49.6±9.4 (p=0.002); however, only NUTR 100 (p=0.002) and NUTR 216 (p=0.002) had significant increases in diet quality from pre to post-test. A pairwise comparison of each class revealed a significant difference in NUTR 100 (p=0.043) and NUTR 216 (p=0.006) from pre to post. PUBH 201 showed no significant change from pre to post scores in diet quality.

**Conclusion:** Results indicate that nutrition education courses can positively impact undergraduate students’ diet quality. However, students who selected the nutrition-related courses may have been more likely to have improved dietary quality than those who selected non-nutrition-related courses, independent of the impact of the course itself. Future research is needed to elucidate the

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