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

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

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
impact of course selection on changes in diet quality before requiring students to enroll in nutrition courses as a strategy to improve dietary quality.

**Funding:** None

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**Advancing Dietetics and Nutrition Through LEADers Learning Community at a Hispanic-Serving Institution**

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**Objective:** To describe initial student acceptance and perception of the LEADers program, as a model for recruiting, engaging, and supporting students at a Hispanic-Serving Institution (HSI).

**Use of Theory or Research:** Using the socio-ecological model, students work on self-assessment (individual), leadership and skills development (interpersonal), and network building (professional). LEADers focuses on research engagement, and peer and near-peer mentorship in nutrition and dietetics programs.

**Target Audience:** Any student enrolled in an undergraduate or graduate nutrition programs at Texas State University.

**Program Description:** LEADers is a USDA-funded learning community that intentionally recruits Latino/a students and underrepresented students. The student-led food pantry (“Bobcat Bounty”) serves as a research laboratory. Research projects focus on USDA priority areas, such as food/nutrition security. LEADers events, activities, and assessments prioritize workforce development for careers within USDA priority areas.

**Evaluation Methods:** Outcome evaluations take place at the end of each semester and academic year. For year 1, students completed surveys at baseline to assess initial individual characteristics and engagement with events/activities. Process evaluation activities are ongoing, including observations and reflections from participating students and faculty to provide the opportunity to consolidate their experiences within the program, consider personal meaning, and identify aspects for future development. Process evaluations to understand acceptance and perceptions included qualitative and quantitative data, such as post-event observations and reflections and participation logs.

**Results:** During the first semester, 14 students participated in LEADers (64% Hispanic or Latino/a). Preliminary findings suggested involvement in the program helped students connect with nutrition research, feel motivated to network with peers and mentors, build a community, and discover professional development opportunities and career possibilities. Consistent participation of students suggested acceptance during its first semester of implementation.

**Conclusion:** Future work will prioritize marketing to boost membership and engagement of students, increasing opportunities for experiential learning with research labs, and mentor/mentee activities. Positive reception and perception of the program suggests this model may be a promising strategy to strengthen the public health nutrition workforce.

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**Appropriateness and Relevance of Infant Feeding Mobile Applications for Lesbian, Gay, Bisexual, Transgender, or Queer Mothers**

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**Background:** For mothers of Lesbian, Gay, Bisexual, Transgender, or Queer identity (LGBTQ mothers, for brevity), infant feeding (IF) mobile applications (apps) represent new avenues for easily-accessible information and support tailored to their unique experiences and challenges. However, the appropriateness or relevance of commercially-available IF apps for LGBTQ mothers is unknown. Healthcare providers (HCPs) who provide IF education to mothers of diverse backgrounds, may provide valuable input on IF app quality for this group.

**Objective:** Assess the appropriateness and relevance of commercially-available IF apps for LGBTQ mothers from HCPs’ perspectives.

**Study Design, Setting, Participants:** Researchers selected apps using an iterative process, only including free apps with breastfeeding and solid-foods information. HCPs (n=10), including Registered Dietitians and lactation consultants, evaluated each app using the App Quality Evaluation Tool (AQEL). The present analysis was part of a larger study assessing app quality for low-income mothers. Therefore, while HCPs had experience with mothers of diverse backgrounds, experience with mothers of LGBTQ identity was not assessed.

**Measurable Outcome/Analysis:** Five AQEL questions on app appropriateness and relevance, which are modifiable for specific audiences, were tailored for LGBTQ mothers and analyzed using descriptive statistics (proportion of respondents who answered ‘yes’ to each question). We used interclass correlation coefficients (ICC) to assess intrarater reliability (ICC>0.6=good agreement).

**Results:** Six apps were evaluated: WebMD Baby, Baby+, Text4Baby, BabyCenter, What to Expect, and The Bump. All evaluators were White, female, with a bachelor’s degree or higher. Most respondents (70%) agreed that Baby+ and The Bump were appropriate for LGBTQ mothers; only 20-30% agreed for other apps. Half of respondents (range:40-60%) agreed app content met infant nutrition needs for LGBTQ mothers. Fewer agreed apps contained relevant topics (average:18%; range:0-40%), representative content (average:27%; range:10-50%), nor inclusive images or videos (average:20%; range:0-40%). There was good agreement (ICC>0.6) across evaluators for all apps.

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