blood sugar, and weight loss), the effectiveness of health coaching on self-efficacy and motivation for lifestyle changes, and social support (eg, group classes). Preferences included hands-on and discussion-based group classes (eg, activities, cooking, taste-testing), expanded education around diabetes self-management, additional cooking support (eg, direct involvement in cooking vs. demonstrations, more recipes), and scheduling of classes (evening vs. afternoon).

**Conclusion:** The FSPRx program was well received by rural uninsured patients with type-2 diabetes. Future programs should continue to examine and evaluate the experience, perceptions, and preferences of participants in PRx programming within rural regions to better understand and overcome barriers to implementation and utilization of a PRx.

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**Extension State-wide Nutrition Education Needs Assessment Survey Development**

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**Background:** For over one hundred years, Colorado State University Extension has been providing up-to-date nutrition education to the local community to meet their emergent needs.

**Objective:** Identify Coloradans’ nutrition education needs and preferred methods of information delivery, so that researchers and educators can redevelop and deliver education materials that best support Coloradans.

**Study Design, Settings, and Participants:** In phase 1 of the needs assessment, researchers designed and conducted eight phone focus groups. Researchers conducted four with Latina and four with non-Latina women from four different urban and rural regions within Colorado. Questions were scripted and pertained to nutrition concerns and information and information delivery methods.

**Measurable Outcome/Analysis:** Focus group recordings were transcribed by a third party. Each participant response was entered into Excel, listed under the column labeled with the question from the protocol. Two researchers used content analysis and manually and independently coded responses from each focus group and independently compiled summaries for each of the focus groups and an overall summary, achieving 100% intercoder agreement. Together, researchers analyzed their summaries for themes.

**Results:** Focus groups included 19 non-Latina and 15 Latina participants. Common themes identified were health or nutrition related and pertained to challenges with accessibility and affordability of fresh fruits and vegetables and a need for more information and resources on shopping and cooking on a budget, gardening, and food preservation.

**Conclusion:** Focus group results provided direction for developing a survey, incorporating selected themes, that more accurately identifies the needs of Coloradans related to nutrition education. Researchers are conducting cognitive interviews to assure face validity of the survey. Analysis of the survey results will take place after dissemination via Qualtrics online to adult Coloradans next summer. Once completed, survey results will guide researchers in the creation of appropriate education materials and delivery methods to meet the needs of Coloradans.

**Funding:** None

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**Feasibility of a Nutrition Label Education Intervention With Computer Gamification to Promote Learning With Year 10 Students**

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**Background:** Nutrition label education promotes healthier diets via the use and understanding of this information, whilst gamification of nutrition education is already known to influence knowledge acquisition and health-related behavioural change among younger people.

**Objectives:** Evaluate the feasibility of a nutrition label education intervention with school students which features a new computer game “Food Decisions” where players can make food choices using virtual products in various settings; assess potential for enjoyable learning and impact on confidence and knowledge mediators of healthier food choices.

**Study Design, Settings, Participants:** A non-controlled, pre-post experimental intervention delivered at a UK secondary school by Teachers and Researchers to students in Year 10 (14 yrs old) in January 2023. The Intervention includes a 1-hour classroom nutrition label education session and individual computer game play. All 30 pupils in the year group were invited to participate following University ethical approval.

**Measurable Outcome/Analysis:** Pre and post-questionnaire instruments adapted from validated tools were used to assess confidence (10 point scale) and knowledge (% correct quiz answers) of making healthier choices (MHC) and levels of perceived learning and enjoyment playing the game (five point “emoji” scales). Descriptive statistics and pre-post mean differences were analysed using paired t-tests and Chi-Squared.

**Results:** Consent was obtained for 27 pupils, with 20 participants’ submitting both pre and post questionnaires (94% White British, 56% female, 93% played computer games at least once a week). Most participants’ perceived the game was “fun” (95%) and rated it “really good” (65%). Participants’ pre-post levels of confidence in MHC

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Feasibility of Adding Weekly Goal Setting Activities to an Adolescent Nutrition Curriculum for UGA EFNEP Youth Programming

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Objective: The objective of this study was to assess the feasibility and implementation of goal setting activities added to the Teen Cuisine (TC) nutrition education curriculum with youth participating in the Expanded Food and Nutrition Education Program at the University of Georgia (UGA EFNEP).

Use of Theory or Research: TC, developed by Virginia Cooperative Extension, utilizes a learner-centered approach and Experiential Learning Model. The Social Cognitive Theory, commonly used in adolescent nutrition education, identifies goal setting as a component of health behavior change. UGA EFNEP adapted the original curriculum to include SMART (Specific, Measurable, Achievable, Realistic, Timely) goal setting in each session.

Target Audience: High school-aged youth participating in UGA EFNEP (9th-12th grade).

Program Description: TC is a six-session, evidence-based adolescent nutrition education curriculum. UGA EFNEP adapted TC to include goal setting activity sheets, including instructions and an example for creating a SMART goal. EFNEP nutrition peer educators presented these sheets to participants at the end of each session.

Evaluation Methods: Implementation of goal setting activities during TC programming was evaluated by EFNEP state staff observations and informal interviews with peer educators. A question to assess self-report goal setting was included in post survey data collection. The use of goal setting was explored as a factor of diet quality improvements measured by the EFNEP Youth 9th-12th Nutrition Education Survey using independent t-tests.

Results: Preliminary analyses suggest that mean overall diet quality improvements did not significantly differ between classes using goal setting activities (n = 290, 0.24 ± 0.54) vs. those that did not (n = 241, 0.28 ± 0.57) (p = 0.478). Both the goal setting activities and non-goal setting activity groups demonstrated improvements in diet quality such as increased consumption of fruits and vegetables.

Conclusion: Implementation and promotion of SMART goal setting activities with high school-aged youth is feasible and can be a part of UGA EFNEP youth programming. Further research is needed to assess if this population will self-report setting SMART nutrition/health goals.

Funding: None

Formative Assessment of Beverage Consumption Among SNAP-eligible Alabamians to Inform SNAP-Ed Social Marketing Messages

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Background: In 2015, Alabama Cooperative Extension (ACES) at Auburn University launched a social marketing billboard campaign to reach a larger segment of SNAP-eligible residents and, in 2016, ACES’ Nutrition Education Program was rebranded as Live Well Alabama. To inform campaign delivery channels and messages, ACES contracted Altarum to conduct multi-year formative and outcome evaluations. Altarum recently conducted focus groups to learn about beverage consumption among the priority population.

Objective: To examine attitudes and behaviors related to beverage consumption among SNAP-eligible Alabama adults to inform future campaign messages.

Study Design, Settings, Participants: Altarum conducted ten virtual focus groups in 2022 consisting of 32 participants recruited by Alabama SNAP-Ed educators and administrators.

Measurable Outcome/Analysis: Focus group discussions examined attitudes and behaviors related to beverage consumption and the kinds of communication, messages, and images that would cause SNAP-eligible Alabamians to change beverage consumption behaviors. Focus group audio recordings were transcribed and analyzed using qualitative analysis software.

Results: Focus group participants regularly drink sugary beverages compared to other options, such as water. While more than half reported the desire to limit sugary beverages and increase water, participants expressed difficulty changing consumption patterns. Family is a substantial motivator and influencer for beverage selection and consumption; participants are primarily concerned about providing healthy beverage options to their family mem-