Appelbaum (continued)

counties received walking signs, (50% installed). All counties received active design plans.

Conclusion: HT implemented obesity prevention PSE interventions with varying degrees of sustainability. Staff identified grant restrictions, large geographic spread, and limited human and material resources as significant challenges for rural communities which can inform future strategy selection.

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Innovating Clinical Dietetics Instructional Methods: Placed-Based Case Studies for Teaching Clinical Nutrition

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Objective: Our objective is to share the process of developing culturally adapted case studies for a Medical Nutrition Therapy (MNT) course and the impacts on student learning.

Use of Theory or Research: The University of Hawai‘i at Mānoa (UHM) is the only Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited program for Registered Dietitian Nutritionists (RDNs) located in the US Pacific Region. UHM is a Native Hawaiian serving institution and the dietetics program has aimed to enhance the cultural competency, safety, and humility preparedness of its graduates through activity-based learning and ensure that students are meeting all knowledge requirements for RDNs outlined by ACEND.

Target Audience: Senior dietetics students at UHM who were enrolled in the Medical Nutrition Therapy (MNT) courses.

Course/Curriculum Description: Case studies were first developed using an interprofessional and community-based approach by faculty in dietetics and nursing. The faculty identified health conditions and cultures that are commonly served by health care providers in Hawai‘i. Next, case study material was developed using the Electronic Health Record (EHR) Go software program with input from subject matter experts from the US Pacific Region (Hawai‘i, Guam, American Samoa). Cases included medical and health histories, social histories, and dietary intake histories. Culturally adapted case studies were assigned to students in MNT 1 and 2.

Evaluation Methods: Students completed a survey on the contribution of these culturally adapted case studies to their gains in knowledge and awareness of other cultures.

Results: All students found that the case studies enhanced their understanding of other cultures and how to deliver nutrition care to them (35 out of 35 students either agreed or strongly agreed). Fewer students reported an awareness of how personal culture could bias or influence the care they provide (18 students disagreed with this statement).

Conclusion: Integration of culturally adapted case studies can enhance nutrition training outcomes of dietetics students. Future innovations on connecting self-awareness can be added to enhance implicit bias training of students.

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Maximizing Reach of SNAP-Ed Resources Through Dosage Data

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Background: Utah’s SNAP-Ed program Create Better Health (CBH), provides programming to improve healthy behaviors among low-income adults, including an 8-class nutrition education series. Due to the demand for SNAP-Ed education and limited funds, CBH conducted a study to determine the minimum number classes in a series that would influence significant behavior change.

Objective: The study’s objective was to better understand how the number of classes attended impacts behavior to identify the most cost-effective duration of nutrition education for limited-resource adults in Utah.

Study Design, Settings, Participants: A nonexperimental study design was used. The study sample included CBH nutrition education series participants from June 2020 to June 2022. Using a pre-post survey design, participants self-reported a variety of nutrition, physical activity, and food resource management behaviors before and after participating in the series.

Measurable Outcome/Analysis: Descriptive statistics were collected and analyzed. Responses to questions about health behaviors (eg, stretching food dollars to last the entire month and using MyPlate to make food choices) were compared between groups who participated in 1-3 classes, 4 classes, 5-7 classes, and 8 or more. Differences among groups were analyzed using an Independent Samples Kruskal-Wallis Test. Significance was defined as p <0.05. Bonferroni correction was used in pairwise comparisons.

Results: There were 151 study participants. Analysis indicated that participants who only attended 1-3 classes showed significantly less improvement in 4 behaviors compared to participants who attended 4 or more classes: stretching food dollars (p= 0.021), choosing a variety of foods (p=0.023), shopping with a grocery list (p=0.018), and following USDA food safety recommendations (p=0.001). Additionally, no significant differences among any assessed behavior occurred among participants in 4 classes compared to those that participated in 5-7 classes, or 8 or more classes.

Conclusion: This study’s findings suggest that a 4-class series would provide a similar impact on healthy behaviors as an 8-class series. Offering a 4-class series requires fewer resources and allows for more series to be offered without losing significant behavior outcomes.

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