Bhakta (continued)

ity and Nutrition Questionnaire (KAN-Q) to measure student PA behaviors. Little is known about the relationship between the strength of LWPs and students’ PA behaviors. **Objective:** Understand how the strength of district LWPs relates to students’ PA behaviors.

**Study Design, Settings, Participants:** We used the WellsSAT 3.0 (WellsSAT) tool to assess SNAP-Ed partner districts’ LWPs. Additionally, SNAP-Ed staff across Arizona administered the KAN-Q—which includes a PA behavior scale—to 4th-8th grade students in Spring 2022.

**Measurable Outcome/Analysis:** Using results from the WellsSAT and KAN-Q, we analyzed the number of student weekly and weekend PA bouts for students attending districts with higher versus lower scoring LWPs. We also explored how students’ PA bouts varied by WellsSAT item specific scores for recess and before-after school PA programs. Chi-square and Mann-Whitney U tests were used for between group analyses to compare LWP’s WellsSAT scores with the number of student weekly and weekend PA bouts.

**Results:** The percent of students active 3+ days/week or on both weekend days was significantly higher in schools with overall higher scoring policies, including during recess (59% vs 23%, p < 0.001, d=0.70) and after school (40% vs 17%, p<0.001, d=0.47). For item-specific scores, students’ mean number of recess-related PA bouts were higher in districts with stronger recess policies (3.0 vs 2.5, p<0.10, d=0.21), and their mean number of before-after school PA bouts was higher in districts with stronger before-after school PA policies (5.3 vs 4.2, p<0.05, d=0.33).

**Conclusion:** Stronger school LWPs were related to increased PA bouts for 4th-8th grade students in SNAP-Ed supported districts. The findings support the idea that efforts to strengthen district policy can influence student behavior outcomes.

**Funding:** Supplemental Nutrition Assistance Program - Education

SNEB Nutrition Educator Competencies: Written Oral and Social Media Communication

**Dietary Quality, Attitudes and Behaviors During COVID-19 Shelter-in-Place Sanctions:**

A Social Media-Based Study

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**Background:** Shelter-in-place (SIP) sanctions during the early COVID-19 pandemic likely altered food attitudes and eating behaviors in numerous ways, yet these effects have not been measured.

**Objectives:** To explore adults’ dietary quality, eating practices and food shopping/cooking behaviors during COVID-19 SIP mandates.

**Study Design, Settings, Participants:** This cross-sectional study disseminated exclusively through social media, used snowball sampling to leverage the high volumes of potential respondents (18 years or older) at home and online. The survey gathered self-reported information about pre-COVID-19 vs. SIP behaviors, including food choices, meal types and frequencies; food safety; alcohol consumption; cooking, ordering-in, and food shopping. A composite diet quality score was constructed to compare respondents’ reported dietary changes with MyPlate recommendations. The survey remained open for 15 days in April 2020, until 10% of U.S. states lifted SIP orders.

**Measurable Outcome/Analysis:** A simple linear regression was performed between the derived diet quality composite score and sociodemographic characteristics to assess the relationship between diet healthfulness and respondents’ characteristics. All statistical tests were 2-sided (P < 0.05).

**Results:** Respondents (n=1500) were predominantly female (91%, n=1365) and White (68%, n=1,020). Expectedly, most respondents reported increased cooking occasions and eating with family (56%), decreased in-person food shopping (71%) and more confidence in their cooking skills (27%). Respondents also expressed heightened concern for healthy eating (83%), although snacking and alcohol consumption also increased. Diet quality composite scores suggested that people of color (POC) saw the highest increase in diet quality while controlling for gender and income. Those with higher incomes reported more changes in food behaviors during SIP than those with lower resources.

**Conclusion:** Most respondents reported cooking and eating more frequently, more healthfully, and more often with family. Overall, respondents’ SIP diet quality increased slightly during SIP, particularly among POC. Those with higher resources reported more changes to their diets than others. Additional research is warranted, as the results may suggest how pre-existing inequities in the food system impacted POC during the SIP period.

**Funding:** Pace University

Engaging the Next Generation in Professional Organizations: Where Are We?

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**Background:** Professional organizations (PO) provide opportunities for networking, professional development, publications, and leadership. Little is known about university students’ awareness of PO and the resources they may be interested in receiving.

**Objective:** To evaluate university students’ awareness about and membership of health-related PO and the types of training and/or resources students are interested in receiving.

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Richards (continued)

**Study Design, Settings, Participants:** This was a cross-sectional study in which students at 12 universities across the United States majoring in nutrition and/or dietetics (N/D), public health (PH), or social work (SW) completed an online survey (n=306).

**Measurable Outcome/Analysis:** Descriptive statistics were used for demographics and to evaluate students’ awareness/membership in PO by students’ major and training/resources students would be interested in receiving.

**Results:** Most students (80.7%) self-identified as female. Overall engagement in PO was low. Highest memberships were the Academy of Nutrition and Dietetics (AND) for N/D students (37%) and the American Public Health Association for PH students (6.3%). No students were members of the International Society for Behavioral Nutrition and Physical Activity (ISBNPA), and only 2.1% and 1.5% of N/D students were members of the Society for Nutrition Education and Behavior (SNEB) and the American Society for Nutrition (ASN), respectively. Most students had not heard of SNEB and ISBNPA. Only 10.3% of N/D students (vs. 55.6% of PH, 80.7% of SW) had not heard of AND. Receiving information about career opportunities (52.9%), networking (48.7%), and professional development (42.5%) were the most preferred professional resources.

**Conclusion:** Many students are not members and are unaware of PO. Integrating benefits of PO engagement into nutrition and health-related education at universities, while prioritizing student-requested resources, may enhance students’ awareness, membership, and professional development.

**Funding:** College of Saint Benedict and Saint John’s University Nutrition Department

**Increasing Engagement in a Nutrition Course Through Development of a Student-Led Documentary About Dieting and Body Image**

**Objective:** The objective of this course project was to increase student engagement with nutrition concepts.

**Use of Theory or Research:** This course project was informed by the experiential learning theory. This educational theory focuses on different methods of engagement as drivers for learning.

**Target Audience:** Students in a nutrition course at a university in the southern portion of the United States.

**Curriculum Description:** As part of a class project, students developed and organized a documentary on dieting and body image. The documentary was entitled: Getting Bodied: The Natural Way. Groups were formed to facilitate tasks. Groups included: painters; educational content developers; interviewers; music specialists; poets; readers; videotaping/editing; and script/storyboard. Informed by content from the course textbook and instructor-approved sources, groups met weekly to discuss and execute tasks that included: drawing body-image-related art; gathering nutrition content from online sources; recording significant body image/dieting statistics; interviewing students and faculty on campus concerning their body-image ideas; developing body-image poems; and videotaping interviews and class discussions concerning body image and dieting.

**Evaluation Methods:** Engagement was evaluated based on student participation (62/64); while comments from student evaluations provided additional qualitative data.

**Results:** Student surveys revealed that over 90% of students enjoyed participating in this project; learned new facts concerning body image and dieting; and were able to engage in nutrition research (interviews; web searches; library visits; reading of peer-reviewed journals). In addition to project engagement, students were able to facilitate community engagement through a public viewing of the documentary at the university. Over a hundred were in attendance for the viewing.

**Conclusion:** This class project successfully engaged students within a basic nutrition course. Developing and implementing media-focused nutrition projects provides a source of cultural relevance to college students and engages them in non-traditional learning experiences. While student learning was not measured for this project, engagement often enhances learning experiences and can potentially advance the field of nutrition education through students’ ability to mass communicate ideas from those experiences.

**Funding:** None

**SHOP COOK EAT Healthy on a Budget: Examining Reach and Efficacy of Maine SNAP-Ed Social Marketing Campaign**

**Objective:** To examine reach and efficacy of Maine Supplemental Nutrition Assistance Program Education (SNAP-Ed) social marketing campaign messages and healthy behaviors among Maine residents.

**Use of Theory or Research:** USDA’s Food and Nutrition Service encourages use of social marketing campaigns to expand reach of SNAP-Ed messages and enhance nutrition education efforts.

**Target Audience:** SNAP-Ed eligible adult Mainers.

**Program Description:** Maine SNAP-Ed’s online social marketing campaign, SHOP COOK EAT Healthy on a Budget, aims to reinforce messages that reduce barriers to healthy behaviors and increase fruit and vegetable consumption among the focus audience. Audience-tested campaign messages are delivered through educational posts, videos and advertisements using digital channels (website, social media).

**Evaluation Methods:** Altarum, Maine SNAP-Ed’s external evaluator, conducted a population-level evaluation to assess campaign reach and efficacy. Results were weighted to reflect characteristics of Maine SNAP recipients.

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