Conclusions

The results showed, based on the four-part questionnaire answered by the HSTA teachers (n=2), that the iCook 4-H curriculum fit within the HSTA model.

It was reported that using the iCook 4-H curriculum increased the high school student’s leadership skills, allowed them to gain knowledge on a healthy lifestyle, and the 8-10 year old participants looked to the high school students as role models.

Qualitative data collected from HSTA students (n=13) supported the iCook program.

HSTA students reported gains in leadership skills and insight on health while being a positive role model for the younger participants.

It was also reported that the HSTA club will continue to offer iCook 4-H as a research project in the future.

Methods

• Community Research Associates (CRA’s) for HSTA met with the Principal Investigator of the WV iCook 4-H intervention program to see if implementing iCook 4-H into the HSTA clubs was feasible.

• HSTA teachers underwent a day long training on the recruitment and curriculum of iCook 4-H.

• Students were then trained on the iCook 4-H curriculum by their teacher, developed their own research question, recruited participants from their community, and delivered the curriculum.

• To measure how the iCook 4-H curriculum worked with the HSTA model, a questionnaire was developed to understand the pros and cons of using the curriculum.

Background

• CBPR is a collective approach between researchers and community stakeholders that engages the community to become involved in the research process in order to increase quality of life within their community.

• HSTA is a West Virginia University science-based program that gives students from underrepresented families the opportunity to receive a scholarship to attend college and pursue a professional career.

• The iCook 4-H curriculum was altered to fit the HSTA model in order for the teens to become leaders of the curriculum and teach the 6-session iCook 4-H classes to children and their caregivers.

Future Research

• iCook is looking to disseminate the program through HSTA programs throughout the state in the following year.

• Training materials including videos and quizzes are being developed and will be made available in an online format.

• Time and recruitment restraints are being evaluated in order to make iCook 4-H a successful program for HSTA Teen Researchers.

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Objective

To pilot test dissemination and implementation of iCook 4-H program, using community-based participatory research (CBPR) through the Health Science Technology Academy (HSTA) in West Virginia (WV).

Results

• The results showed, based on the four-part questionnaire answered by the HSTA teachers (n=2), that the iCook 4-H curriculum fit within the HSTA model.

• It was reported that using the iCook 4-H curriculum increased the high school student’s leadership skills, allowed them to gain knowledge on a healthy lifestyle, and the 8-10 year old participants looked to the high school students as role models.

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iCook 4-H Core Themes

- Cook Together
- Eat Together
- Play Together

Using High School Leaders in Dissemination and Implementation through the Health Sciences Technology Academy (HSTA): iCook 4-H Study

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