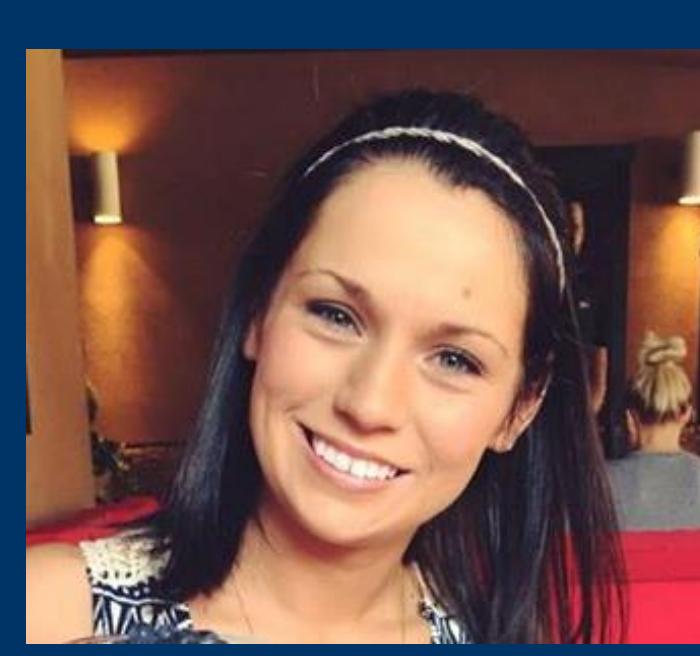




Using High School Leaders in Dissemination and Implementation through the Health Sciences Technology Academy (HSTA): iCook 4-H Study

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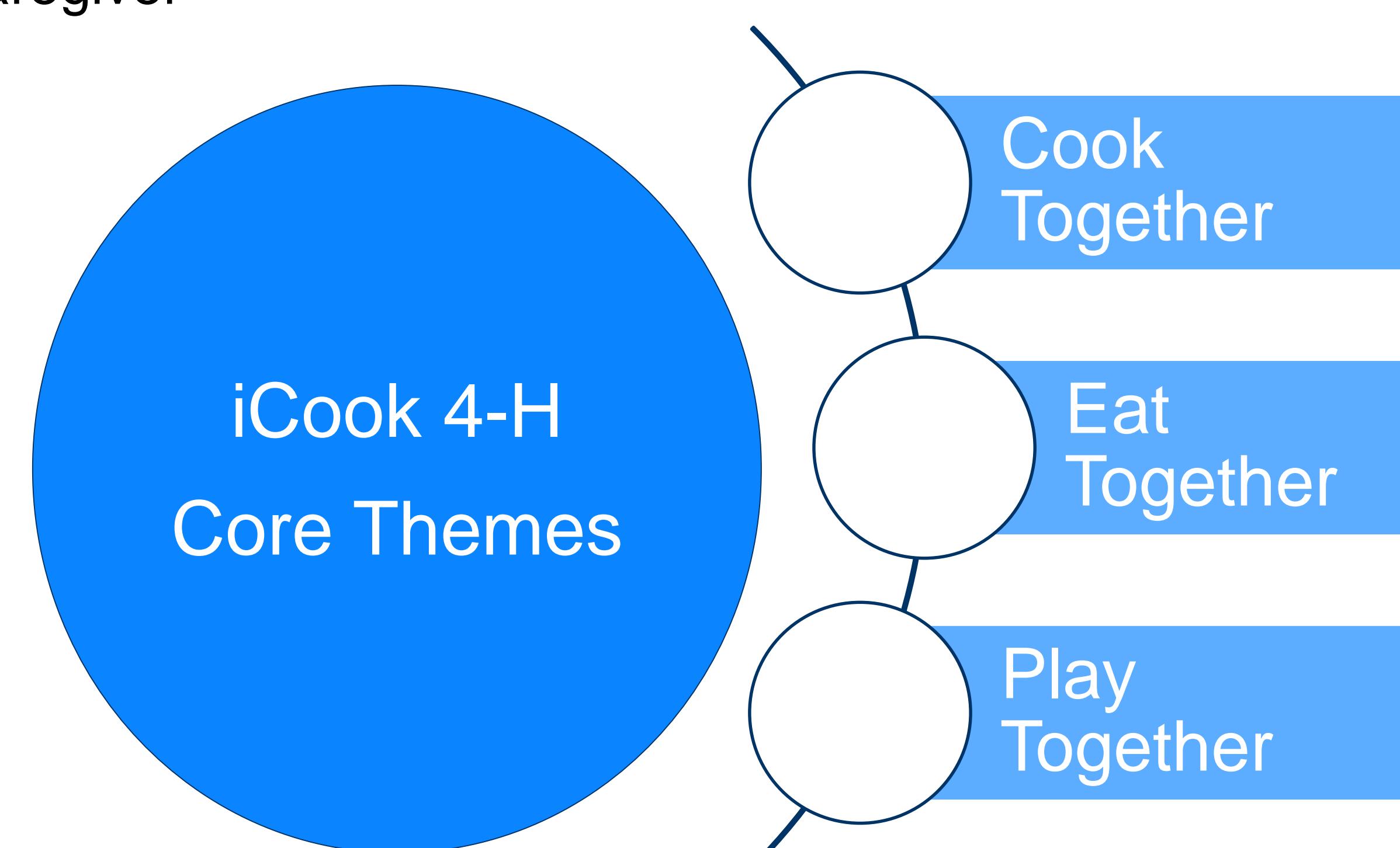
Objective

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).



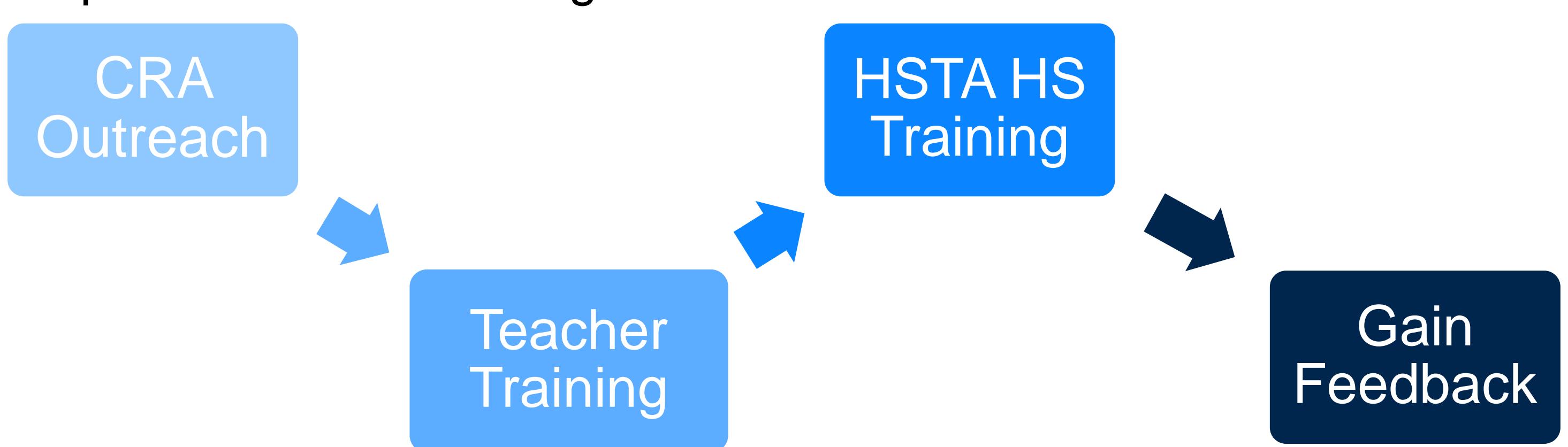
Background

- 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 caregiver



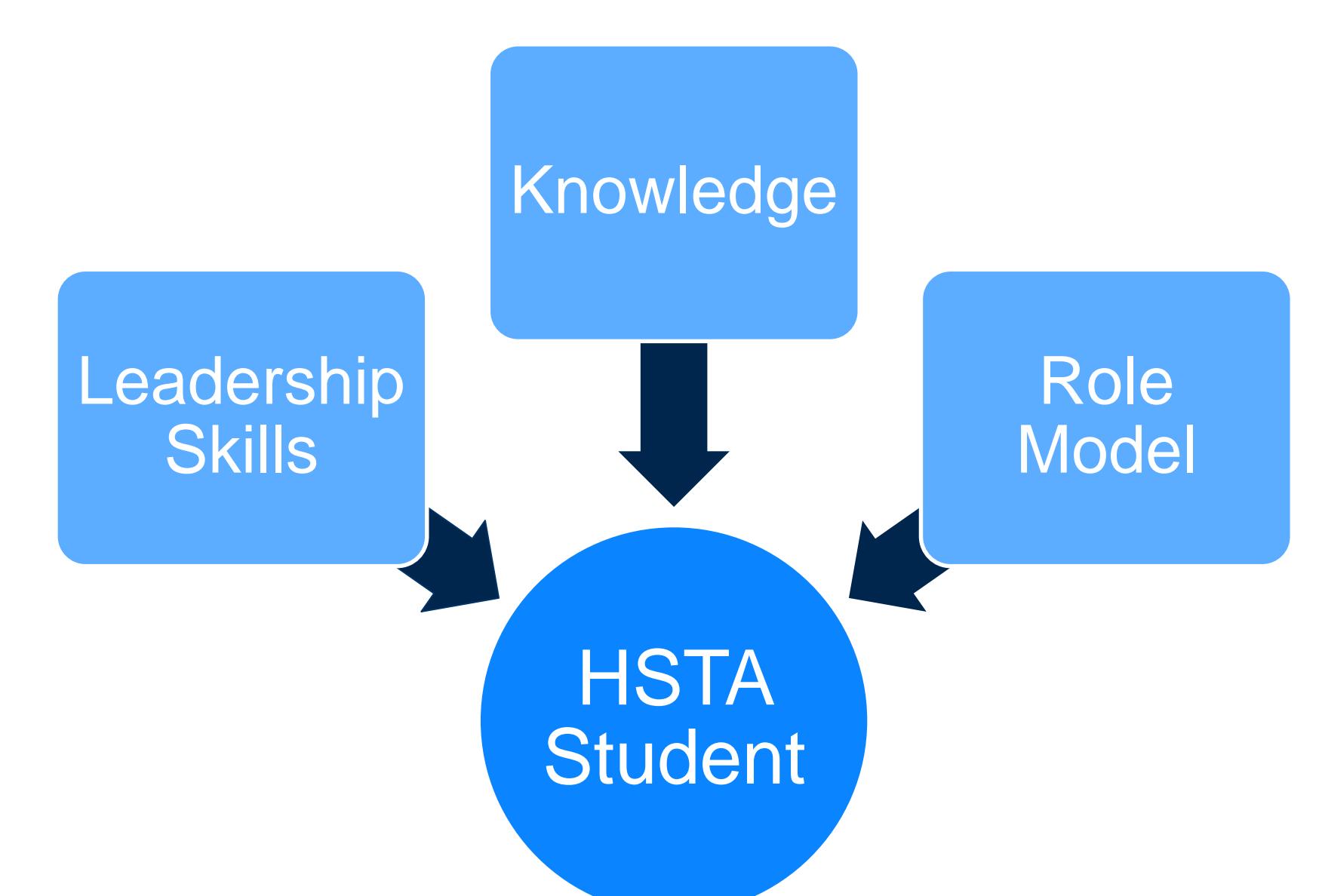
Methods

- 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.



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.
- 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



Conclusions

- Using HSTA as an avenue for CBPR gives students valuable research experience by participating in evidence based research program, while also making a positive change in the community around them
- iCook 4-H curriculum successfully fit within the HSTA model and will be further implemented into HSTA clubs



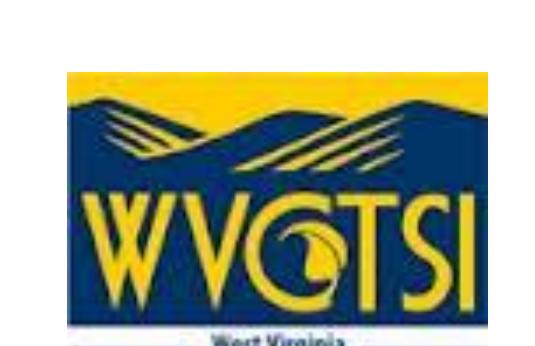
Future Research

- 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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