FN3 (continued)

recruiting and training interested students, an intervention would be developed that would increase the likelihood of relevance and acceptability of incoming college freshmen.

Description: Seventy-five students were recruited (8 = SD, 12 = TN, 26 = WV, and 29 = FL); with the population being predominately female (85%), Caucasian (79%), and sophomore standing (63%). Over the course of the semester, class content was delivered by current scientists, health professionals and community extension agents. Topics ranged from health behavior change, policy influences, environment influences, physical activity, stress management, healthful dietary behavior, marketing, art design, and environmental assessment.

Evaluation: Upon completion of course material, Social Marketing and Environment Intervention students developed 24 weeks of intervention events focused on diet, physical activity, stress management, sleep, and time management. Each week had corresponding advertisements, artwork, and social media posts. Students ultimately gained skills and knowledge of leadership and scientific research that aided them in developing an accurate and acceptable intervention.

Conclusions and Implications: Training students through CBPR allows for the development of an intervention that is factually based and accepted by incoming students.

Funding: USDA

FN4 Extension Leadership Training Program for Teen Researchers to Deliver Community Based Programing Through the Health Science Technology Academy (HSTA)

Melissa D. Olfert, DrPH, MS, RDN, melissa.olfert@mail.wvu.edu, West Virginia University, G016 Ag Sc Building, Morgantown, WV 26506; O. A. Famodu, MS, RDN; M. L. Barr, BS; S. J. King, MS; S. E. Colby, PhD, RD, University of Tennessee; L. Franzen-Castle, PhD, RD, University of Nebraska Lincoln; K. Kattelmann, PhD, RD, South Dakota State University; A. White, PhD, RD, University of Maine

Objective: To develop and implement an effective teen leadership/research training program that empowers teen researchers in HSTA to deliver intervention programs and collect data in community health.

Description: This program was developed to provide extension leadership training for teen researchers prior to delivery of community based participatory research (CBPR). The training was delivered to the HSTA, a STEM-based program that promotes research education for underrepresented students. Training materials included videos, quizzes, and teach backs that focused on community based approaches and extension leadership materials.

Target Audience: HSTA teens interested in implementing CBPR.

Theory, Prior Research, Rationale: Previously teen HSTA students were trained on research methods in basic

sciences, with little focus in CBPR interventions that focused on policy, system, and environmental (PSE). Support materials and training is needed to assist young researchers to measure impact and effectiveness in the community, especially Extension collaborations. This training program highlighted PSE awareness, guiding teen researchers through effective leadership skills, social-effective teaching across ages (youth to adult) participants, data collection and data analysis.

Evaluation: Following a conference call of expectations, clubs were sent resources and divided into groups of three to review. Fifteen HSTA clubs (n=44 students) started with 10 completing the training program. Feedback from the HSTA teachers reported: training materials were clear, age appropriate for teens and accessible. Students reported video and quizzes helped to enrich learning but printed manuals were somewhat overwhelming at times. Students are currently running CBPR interventions and collecting data.

Conclusions and Implications: Training program will allow the teen researchers in HSTA to gain knowledge and data on CBPR and PSE change in nutrition education.

Funding: USDA

FN5 University Student Auditors Report on Experience and Impact of Campus Environment and Policies

Melissa D. Olfert, DrPH, MS, RDN, melissa.olfert@mail.wvu.edu, West Virginia University, G016 Ag Sc Building, Morgantown, WV 26506; M. L. Barr, BS; O. A. Famodu, MS, RDN; R. L. Hagedorn, BS; S. J. King, MS

Objective: To evaluate student environment, auditors who assessed their university environment on the process of data collection, their perception of findings on the health of the student population, and possible policy to be implemented.

Design, Setting, and Participants: In Spring/Fall 2015 semesters, a team of West Virginia University students were trained to evaluate the healthfulness of the campus environment using the Healthy Campus Environmental Audit (HCEA), a tool developed by a multi-state team of researchers assessing: walkability/ bikeability, vending, dining halls, convenience stores, recreation services, and health policies in place.

Outcome Measures and Analysis: Data were entered into the audit tool and the campus received a score for each area audited. Student auditors then reported these observations at 2 town hall meetings of their peers highlighting policy, systems and environment sectors and dialoging about possible change. A focus group and survey of audit team experience over the two semesters was collected and thematically analyzed.

Results: Student auditors reported town hall meetings with their peers highlighted: the campus lacked healthy dining and vending options; recreation services were not sufficient to support the student population; audit tool needed further development to be user-friendly; tool did collect accurate depiction of campus environment; and

Continued on page S144