P101 Integration of a Field Experience Component in the Child Health Assessment in the Pacific (CHAP) Undergraduate Summer Fellowship Program

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Objective: To evaluate the field experience component of the Child Health Assessment in the Pacific Undergraduate Summer Fellowship Program (CHAP).

Theory, Prior Research, Rationale: Experiential learning is a pedagogical approach to reinforce concepts taught in a didactic learning environment. In a region with limited childhood health assessment programs, experiential learning may increase the likelihood that students learn key CHAP concepts.

Description: The target audience was ten undergraduate students participating in CHAP from institutions in Hawaii, Commonwealth of the Northern Mariana Islands, Chuuk, and Guam. Students were paired with a mentor for a child health assessment summer field experience. Students completed two online courses, a one-week hands-on training, and monthly virtual sessions for background knowledge and skills. Each student had a \$400 budget. Upon completion, students submitted a written and video summary. Students were provided feedback using program rubrics.

Evaluation: Eight students completed all field experience components with at least a satisfactory performance. Eight students provided field experience feedback through an on-line end of program evaluation. All eight students strongly agreed/agreed that the field experience was a valuable component, that their mentor provided meaningful guidance, and that they were provided with satisfactory assistance. Positive aspects included applying their skills, creativity, and leadership, as well as engaging with the community. Areas of improvement were related to providing clearer expectations and having more time to complete the experience, and for hands-on training.

Conclusions and Implications: The field experience contributed positively to the CHAP student learning experience. Long-term follow-up is needed to determine if these skills are being applied by this interdisciplinary cohort of students post-program.

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P102 Meeting the Grand Challenges

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Objective: Overview the project, including its rationale, key collaborators and funding sources; highlight program

features such as transdisciplinary courses, systems thinking training, 'personal responsibility projects', undergraduate research, social media integration, and community partnerships; share formative assessment results indicating strong positive student and faculty participation and learning outcomes; engage presentation attendees in a discussion about other innovative ways to help students prepare to meet the grand challenges. From our project, several student research efforts have been presented on campus and at regional and national venues.

Target Audience: This presentation highlights a collaborative project to develop a food/agricultural sciences workforce that is well prepared to meet the grand challenges associated with USDA priority need areas, i.e. hunger/food security, sustainable energy, childhood obesity, climate change, and food safety.

Description of Course or Curriculum: Program components include transdisciplinary grand challenge courses; undergraduate research and service learning experiences in the priority need areas; and development of grand challenge youth outreach materials delivered via student interns through Extension and Boys and Girls Clubs—locally and in tribal communities. A special certificate designates students as 'Grand Challenges Scholars' at graduation.

Conclusions and Implications: Progress has been made toward cultivating student success among program participants. Survey responses indicate students feel more aware of the grand challenges, have a stronger sense of personal connection to the challenges, have thought critically and creatively about solutions to the challenges, have engaged their communities on grand challenge issues, and, importantly, feel better prepared to help meet the challenges.

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P103 Phenomenology of Classroom Teachers' Experience with Nutrition Education

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Objective: Nutrition education delivered by classroom teachers is an intervention format increasing in popularity, however few in-depth qualitative studies have explored the experience of nutrition education with teachers. The objective of this study was to explore how elementary school teachers describe their experience with nutrition education.

Study Design, Setting, Participants, Intervention: A qualitative transcendental phenomenological research design was utilized, with a post-positivism paradigm to form the foundation of the study. The intent of this research design is to describe commonalities of a lived experience (delivering nutrition education) for several individuals. Early elementary (K-2) school teachers were

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