Training an Indigenous Workforce to Prevent Childhood Obesity: A component of the Children’s Healthy Living Program for Remote Underserved Minority Populations in the Pacific Region (CHL)

# Training/Education Workgroup

<table>
<thead>
<tr>
<th>Hawai`i</th>
<th>Alaska</th>
<th>American Samoa</th>
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</thead>
<tbody>
<tr>
<td>Michael Dunn (Training Program Coordinator)</td>
<td>Bret Luick (Lead site Co-I)</td>
<td>Don Vargo (Lead site Co-I)</td>
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<tr>
<td>Rachel Novotny (PI)</td>
<td>Josh Greenberg</td>
<td>Agnes Fiame</td>
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<tr>
<td>Marie Fialkowski</td>
<td>Alison York</td>
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<td>Claudio Nigg</td>
<td>Rhonda Johnson</td>
<td>Guam</td>
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<td>Jamie Boyd</td>
<td>CNMI</td>
<td>Rachael Leon-Guerrero (Lead site Co-I)</td>
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<td>Jodi Leslie</td>
<td>Jang Ho Kim (Lead site Co-I)</td>
<td>Yvette Paulino</td>
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<td>Lynne Wilkens</td>
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<td>Margaret Hattori-Uchima</td>
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<td>Ashley Stokes</td>
<td>FAS</td>
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<td>Jonathan Deenik (Lead site Co-I)</td>
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Overview of Training Program Development

Steps:

1. Determine program goals and what learning outcomes & program components are needed

2. Identify degree programs that can provide these outcomes and components

3. Develop trainee recruitment and application/selection processes

4. Establish how scholarships funds will be administered and disbursed

5. Develop assessment procedures to evaluate both trainee and program
Build the social / cultural, physical / built & political / economic environment to promote active play and intake of healthy food to prevent young child obesity in the Pacific Region.

Environmental Changes

**Social/Cultural Env.**
Possible examples:
- Family, teachers, leaders, other respected role models setting example of healthy living

**Political/Economic Env.**
Possible examples:
- Change government policies to promote healthy lifestyle

**Physical/Built Env.**
Possible examples:
- Ensure water fountains are available and maintained

Promote

**Healthy Food Intake**

**Physical Activity**

Outcomes

**Obesity Prevention**

**Overall Outcome:** Healthy Young Child

Increase indigenous professional workforce capacity to foster environmental changes

Training/Education
Academic Training Program Goals and Components

► Increase the indigenous professional workforce capacity in the field of obesity prevention in the Pacific region

► Provide academic scholarships to 22 trainees from CHL jurisdictions to attend degree programs that will prepare them for careers focused on preventing childhood obesity in their home jurisdiction.

► Degree programs must be related to some aspect of obesity prevention AND be able to incorporate CHL-specific training requirements.

► CHL-specific academic requirements include a CHL orientation program, CHL seminar course, a CHL-related project, and at least one course in introductory nutrition.

► Non-academic CHL requirements include community outreach in home jurisdiction both during and after completion of degree program.
CHL - Approved Degree Programs

University of Alaska

1. Graduate Interdisciplinary Studies (MA, MS, PhD)
2. Doctor of Philosophy in Natural Resources and Sustainability (PhD)
3. Master of Science in Natural Resources Management (MS)
4. Master’s degree in Natural Resource Management and Geography (MNRMG)
5. Master of Public Health (MPH). Note: this is a distance education (online format) program.
6. Associate of Science with concentration in Rural Nutrition Services (RNS)

University of Guam

1. Bachelor of Science (BS), in Health Sciences (Public Health Track)
2. Bachelor of Science, Nursing (BSN)
University of Hawaii at Manoa

1. Bachelor of Science in Food Science and Human Nutrition (BS)
2. Master of Science in Nutritional Sciences (MS)
3. Doctor of Philosophy in Nutrition (PhD)
4. Master of Public Health (MPH)
5. Doctor of Public Health (DrPH)
6. Master of Science in Public Health (MS)
7. Doctor of Philosophy in Epidemiology (PhD)

University of Hawaii Community Colleges

1. Associate in Science in Exercise and Sports Science (AS)
2. Nursing Pathway, from Certified Nurse Aide (CNA) to Registered Nurse (RN)
Scholarships

For American Samoa students and professionals interested in studying childhood wellness.

Are you interested in getting an advanced college degree in the area of childhood wellness? Can you conduct research on childhood obesity? Do you have a strong commitment to reside and work in your home country after graduation working on childhood obesity prevention? Are you a resident of American Samoa and a US citizen, or US National, or US green-card holder? If so, the Children’s Healthy Living Program (CHL) is looking for a few dedicated students for a full scholarship starting in 2012.

There are a number of educational options and schools (listed below).

Application deadline is December 30, 2011. Go to: www.chl-pacific.org/ and click on the “Training/Education” tab for more information, selection criteria, and an application form. Contact Dr. Don Vargo (donvargo@rocketmail.com) at American Samoa Community College with questions.

<table>
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<th>CHL-Approved Degree Programs</th>
<th>University of Hawai‘i Community Colleges</th>
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<tr>
<td>University of Alaska - Anchorage</td>
<td>University of Hawai‘i Community Colleges</td>
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<tr>
<td>• Associate degree in Rural Nutrition Services</td>
<td>• Associate in Science (AS) in Exercise and Sports Science – Kapi‘olani Community College</td>
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<tr>
<td>Interm – Aleutians Campus</td>
<td>• Nursing Pathway, from Certified Nurse Aide (CNA) to Registered Nurse (RN) – Windward Community College</td>
</tr>
<tr>
<td>University of Alaska – Fairbanks</td>
<td>University of Hawai‘i at Manoa</td>
</tr>
<tr>
<td>• Graduate Interdisciplinary Studies (MA, MS, PhD)</td>
<td>• Bachelor of Science (BS) in Food Science and Human Nutrition (Dietetics, Pre-professional, and Sports and Wellness tracks are available)</td>
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<tr>
<td>• Master of Science (MS) in Natural Resources Management</td>
<td>• Master of Science (MS) in Nutritional Sciences</td>
</tr>
<tr>
<td>• Doctor of Philosophy (PhD) in Natural Resources and Sustainability</td>
<td>• Doctor of Philosophy (PhD) in Nutrition</td>
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<td>• Doctor of Philosophy (PhD) in Epidemiology</td>
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Application deadline is December 30, 2011. Go to: www.chl-pacific.org/ and click on the “Training/Education” tab for more information.

Alaska • American Samoa • Federated States of Micronesia • Guam • Hawaii • Marshall Islands • Northern Mariana Islands • Palau

CHL Children’s Healthy Living Program for Remote Underserved Minority Populations in the Pacific Region

Enhancing child wellness!
Application and Selection Process

CHL Website
http://www.chl-pacific.org/
CHL Scholarship Package

Dollar amount varies depending on academic program and is up to the discretion of the individual jurisdictions.

Covers:

- **Tuition and student fees:** USDA capped at $15,000/year

- **Stipend** for living expenses, health insurance, school supplies, & uncovered tuition costs: suggested cap at $30,000/year

- **Travel** to attend degree program and return home once/year.

- **Other expenses:** funds to attend CHL orientation, conduct CHL project in home jurisdiction, and attend one professional conference.

- **Employment terms:** trainees may be employed if permitted by their degree program. However, trainees that work more than 50% FTE cannot receive a stipend for living expenses.
## Summary of Trainee Applications Received

<table>
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<tr>
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<th>Applications received</th>
<th>Applicants admitted</th>
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<tbody>
<tr>
<td>Alaska</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Am. Samoa</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>CNMI</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Guam</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Hawai`i</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>FAS</td>
<td>8 (8 slots still open)</td>
<td>12 total</td>
</tr>
</tbody>
</table>

39 total
Introduction of CHL Trainees

First Class - Fall 2012
12 students, 6 jurisdictions
Alaska CHL Trainees

Rachel Garcia
- PhD in Natural Resources and Sustainability, University of Alaska Fairbanks

Ronald Strom
- MS in Natural Resources Management, University of Alaska Fairbanks
American Samoa CHL Trainees

Caleb Scanlon

• BS in Food Science and Human Nutrition, University of Hawai`i, Mānoa

• A 2nd trainee will be recruited for fall 2013
CNMI CHL Trainees

Rose Castro
- Master of Public Health (MPH), Distance Education Program, University of Alaska, Anchorage

Patricia Coleman
- Master of Public Health (MPH), Distance Education Format, University of Alaska, Anchorage
Freely Associated States CHL Trainees

Neelma Skilling
- BS in Food Science and Human Nutrition, University of Hawai`i, Mānoa

Edumyle Otobed
- BS in Food Science and Human Nutrition, University of Hawai`i, Kapi`olani Community College
- 10 more trainees being recruited for 2013
Guam CHL Trainees

Tanisha Aflague
- PhD in Nutrition, University of Hawaiʻi, Mānoa

Lenora Matanane
- MS in Nutrition, University of Hawaiʻi, Mānoa
Hawaiʻi CHL Trainees

Ashley Morisako
• Master in Public Health (MPH), University of Hawaiʻi, Mānoa

Monica Esquivel
• PhD in Nutrition, University of Hawaiʻi, Mānoa
CHL Student Training Curriculum

• **Purpose:**
  – To provide students with education and training on approaches and skills related to preventing childhood obesity in the Pacific region.

• **Overall Learner Outcomes:**
  1. Participants will be able to identify the key issues surrounding childhood obesity in their respective communities.
  2. Participants will be able to plan and conduct a childhood obesity intervention project, specific to the needs of and resources available within their respective communities.
CHL Seminar:
FSHN 491 - Topics in FSHN

• Offered every semester, through UH Outreach College
  – Fall 2012: Tuesdays, 1:30-3:00pm
• Each class is one-credit
• Prerequisite (or concurrent in 1st semester):
  – FSHN 185 – The Science of Human Nutrition
    (or similar introductory nutrition course)
• Hybrid class
  – Both in-person and “live” online
CHL Seminar: FSHN 491 - Topics in FSHN

• **Fall 2012:**
  – Foundations of Obesity in the Pacific

• **Spring 2013:**
  – Evidence-Based Approaches and Practices in Childhood Obesity Prevention

• **Fall 2013:**
  – Childhood Obesity Prevention: Community Engagement and Capacity Building in the Pacific

• **Spring 2014 till degree completion:**
  – Designing and Implementing Childhood Obesity Prevention Programs in the Pacific
Service-Learning Approach

• “A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.”

• Provides a “community context” to student’s education
  – Connects academic coursework to roles as citizens and in community
CHL Service Learning Approach

• Fall 2012
  – Students to be paired up with “community-sponsor” in home jurisdiction, on which the CHL student project would be based and serve as a community resource (mentor)

• Spring 2013
  – Develop a proposal on the CHL project to be conducted
  – May count towards degree requirement (final project, thesis, dissertation)
CHL Service Learning Approach

**Summer 2013**
- Direct service: *Begin project at home jurisdiction*
  - Baseline assessments, survey development and implementation, focus groups, begin acquaintance with community and identifying stakeholders (*if applicable*)

**Fall 2013**
- Indirect service:
  - Research, analysis, writing, scheduling and preparing for intervention
CHL Service Learning Approach

• Spring 2014 till degree completion
  – Indirect service:
    • Research, analysis, writing, preparing for intervention
  – Direct service:
    • Engaging and building community capacity (*as applicable*), data collection and analysis, intervention, education, evaluation
Training Workgroup Plans for 2013

- Foster the progress of the trainees in their degree programs and in meeting all CHL Training Program requirements including the CHL project, outreach, and seminar.

- Recruit and admit 1 trainee from American Samoa and up to 10 new trainees from FAS

- Develop additional ways to build the potential within jurisdictions to train their own indigenous workforce (e.g. develop existing academic programs within jurisdictions).
Mahalo! Questions?