

# Development of WHISK (Wellness and Health, Inspired Student Kitchens), Student-led Nutrition Education Programming

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## Abstract

According to Wilson, Matthews, Seabrook, and Dworatzek (2017), the majority of college students are not cooking frequently. Research performed by Tiwari, Aggarwal, Tang, and Drewnowski (2017) indicated that the majority of Americans are not cooking frequently as well. Barriers such as the beliefs that cooking is too expensive, cooking takes too much time, and a lack of cooking knowledge hinder students from cooking. Li et al. (2012) reported that college students are eating much less than the recommended amount of fruits and vegetables. Not only is the fruit and vegetable intake of college students impeded by the perceived barrier of taste, it is impeded by the above mentioned barriers to cooking. Cooking is associated with increased fruit and vegetable intake; increasing student's cooking frequency could increase their fruit and vegetable intake.

The WHISK program was conceived to provide student-led nutrition education and cooking demonstrations for the SJSU campus community with the aim of promoting healthy food behaviors and cooking. Crouch, Catherine H., and Mazur, Eric (2001) supported that the peer to peer model is an effective strategy in delivering programming to college students and young adults. Demo participants will see WHISK peer instructors prepare simple, plant-forward, budget friendly recipes, thus addressing perceived barriers and improving attitudes towards cooking and intake of fruits and vegetables. WHISK ambassadors will be recruited and trained from within the NuFS & Pkg Department providing these students an opportunity for practical application of their academic coursework to increase their efficacy in delivering nutrition education programming while in a safe and supportive environment.

## Project Activities

### 1) AIM 1: Program Development

- Administrative tasks associated with creating and operating WHISK
- Recruitment and training of WHISK ambassadors
- Scheduling programming and assigning students to lead demos,
- Ordering ingredients needed for demos and maintaining the WHISK pantry
- Maintaining the website/ social media accounts.
- Ensuring programming and recipes developed facilitate collection of data for assessment and research purpose

### 2) AIM 2: Research Component

- Finalize data collection instruments
- Submit IRB proposal.
- Collect data to measure
  - (a) program effectiveness (the number of participants and how many demonstrations are being conducted),
  - (b) food and cooking behaviors (cooking frequency and skills/knowledge learned),
  - (c) attitudes about cooking pre and post program, and
  - (d) impact on self-efficacy of students serving as WHISK ambassadors in delivering nutrition and cooking related programming.



## Research Questions

### Program Assessment

- What is the impact reach of WHISK. How many students of those that participate does WHISK reach per semester/academic year?
- What effect does WHISK have on cooking frequency, cooking skills/ knowledge, and cooking attitudes/self-efficacy.

### Objective Measures

- How many WHISK demonstrations are conducted in 1 year?

### Subjective Measures

- How does WHISK effect participant cooking frequency?
- What cooking skills and knowledge does WHISK impart on participants?
- What cooking skills and knowledge does WHISK impart on ambassadors?
- How does WHISK effect participant's attitudes about cooking pre and post program?
- Does WHISK have an impact on ambassador's self efficacy in delivering nutrition and cooking programming?
- Does the WHISK program have an effect on participant's intention to cook?

## Citations

- Crouch, Catherine H., & Mazur, Eric. (2001). Peer Instruction: Ten years of experience and results. *American Journal of Physics*, 69(9), 970-977.
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- Wilson, Matthews, Seabrook, & Dworatzek. (2017). Self-reported food skills of university students. *Appetite*, 108, 270-276.