A year spent “in defense of food” for patients, student learning and professional development
Overview

- Focus on expansion of education regarding nutrition basics and Food insecurity at MUSC
  - Course development
  - Personal professional training

- Expanding personal IP experiences and training
  - Conference attendance
  - Increasing familiarity with IPEC Core competencies
  - Engaging in MUSC IP activities
Nutrition and Food Insecurity

Goal

- IP 700 Fall course Caring for the Community Focus on Food

Results

- Successfully implemented fall of 2016
- Small class of 9 students, Pharmacy and MPH
- Rated highly by the student participants in regard to increasing their level of confidence in providing nutrition counselling and understanding of food insecurity
- Poster presented at STFM Student Education faculty conference February 2017
- Paper in progress co-authored with Dr. Cristin Adams, based on structure of the course
- IP700 was the MUSC nominee for the SC CHE Service Learning Award competition for 2017
- Macy grant submitted but not funded
BACKGROUND

Healthcare providers report low self-confidence in their ability to provide nutrition counseling to their patients(1). Recently a new focus by national agencies has increased the importance of interprofessional approaches to providing nutrition education to trainees(2). This study will assess student confidence in their ability to offer basic nutrition guidance to an assigned class reading including review of MyPlate guidelines.

METHODS

Study Design: Cohort Study: This study is comprised of two cohorts each, both consisting of MUSC graduate students. Cohort A was enrolled in the proposed course while Cohort B had no affiliation with the course for had access to its educational content. Participants: This study consisted of participants currently enrolled at the Medical University of South Carolina (MUSC). Cohort A: participants who have self-elected to be enrolled in the course. Cohort B: students not enrolled in the study course but are graduate students at MUSC. Interventions: A baseline questionnaire was administered to students in the course. The student responses were described above. They also completed an overall course feedback form.

RESULTS

Figure 2. A higher overall percentage of participants feel they can administer nutritional counseling, in achieving weight loss goals, after the study.

Competence in Basic Nutrition Counselling by Interprofessional Students Engaged in a Novel Elective Course

Keeland Williams1, Anita Ramsetty, M.D.1
The Medical University of South Carolina School of Medicine, Charleston, SC

Figure 3. A positive correlation exist with those who have completed the course and those who feel competent to deliver nutritional counseling to patients with specific chronic conditions.

Figure 4. After taking the course more students believe their current academic curriculum to be lacking sufficient nutritional education.

CONCLUSIONS

Future Progress and Expectations

Road Blocks

- Sample size: In order for the study population to be indicative of the general population the study's sample size will have to increase. This will require an additional promotion and recruitment for the course as well as possibly a lowering of distance education component.
- Revisiting Across Various Healthcare Professions: Each profession receives varying degrees of education. A measure of comparable competency will need to be established for all professions in order to accurately compare and contrast their competencies.
- Diversifying the Participant Population: The majority of subjects were students from the College of Pharmacy, including a higher percentage of students from varying colleges must participate in comparable quantities.
- Expectations: Participation in a nutritional elective would provide a significantly higher confidence and competency in nutritional counseling when compared to the control group.
- Opportunities: Increased implementation of this course across all colleges at MUSC; Expansion of curriculum to include more involvement in MUSC's free clinic, The CARES Clinic; Individualizing each course to meet specific needs of each healthcare profession.

REFERENCES


SUMMARY

This preliminary data provides a reason to believe a gap continues to exist in healthcare education.
Nutrition and Food Insecurity

Goal

- Certification in Culinary Medicine
  - Over 50% completed
  - Exam pending
  - December 2017 end date!

Results

Eligibility Requirements for CCMS Exam

Total Credits: 22.75/60.00
- 38% Complete

Hands-on Teaching Kitchen Modules: 4/4
- 100% Complete

Required Readings: 1/2
- 50% Complete
<table>
<thead>
<tr>
<th>Goal</th>
<th>Results</th>
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<tbody>
<tr>
<td>➤ Attendance at a major IP conference/training event within the year</td>
<td>➤ Attendance at Jefferson Center IPE conference October 28-29, 2016 (took the place of the IPEC Fall Institute)</td>
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<td>➤ On campus participation in IP activities</td>
<td>➤ Facilitator for spring 2017 IP 710 course</td>
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<td>➤ In progress: development of IP course based on CARES board member activities through year of service</td>
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Some short falls

Goal

- Completion of UW Faculty tool kit (website Center for Health Sciences and Interprofessional Education, Research and Practice)
- Regular contact with peer (Dr W. Sterrett and Debra Petitpain) and senior (Dr M. Mauldin and Dr N. Gesundheit) mentors

Results

- In progress
- Moderately successful
  - Debra Petitpain participated in fall course
  - Contact with Dr Sterrett during the year
  - Some contact with Dr Mauldin. Minimal with Dr Gesundheit (but that will be rectified!)
Overall...

It has been a fulfilling experience on many levels

- I am honored to have received this Fellowship, and more so after learning more about Dr Mitcham
- My hope is that what develops through this year’s Fellowship activities will have a major impact on students and patients
- Many, many thanks to the Selection Committee for their willingness to invest time and effort into my vision and passion

THANK YOU!!!
Questions & Discussion
(or comments)