Higher Education

01 WITHDRAWN

02 Impact of an Online Service-Learning Course on Students' Understanding of Community Food Security

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Objective: The purpose of this study was to qualitatively evaluate student learnings from an online community food security (CFS) service-learning (SL) course where students self-selected a community partner for an in-person service experience.

Use of Theory or Research: Service-learning is an effective pedagogy for engaging students with course material in the community. The delivery method of course material and service components can vary, spanning from fully in-person to fully online. The process of community partner identification for SL courses varies, and there are few studies about the impact of community partner self-selection in an online SL course.

Target Audience: Students enrolled in an online CFS course with an in-person SL experience

Course/Curriculum Description: The online curriculum focused on the complexity of CFS and multidisciplinary approaches to CFS programming. Students chose a community partner engaged in CFS efforts and completed 15 hours of in-person service with the partner. They completed a series of assignments related to the SL experience, including a post-experience critical reflection paper.

Evaluation Methods: The research team engaged in thematic analysis of 60 student critical reflection papers. Two researchers open coded papers to facilitate codebook development. They independently coded the papers, using the codebook, and came to consensus. Through weekly discussion, the research team determined dominant emergent themes.

Results: Four themes emerged from the data: (1) "food insecurity doesn't have a single face," (2) understanding of the complexities and nuances of food insecurity, (3) use of emotion to describe and discuss the service component of the SL experience, and (4) expression of appreciation and respect for organizations working to address food insecurity. Ultimately, students developed an understanding of the complexity of CFS while developing civic mindedness and professional skills, such as empathy.

Conclusion: This framework facilitates student understanding of the complexity of course content and provides an effective and scalable model for instructors seeking to build students' professional skills and civic mindedness.

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03 Minimal Interprofessional Education Experience Positively Influences Collaborative Behaviors in Dietetic Interns

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Objective: Dietitians play key roles in collaborative practice; however, little evidence exists on the effects minimal interprofessional education (IPE) experience may play in improving collaborative behaviors amongst dietetics interns.

Use of Theory or Research: IPE involves healthcare students from multiple disciplines learning together as part of professional training. The goal of IPE is to nurture collaborative behaviors amongst healthcare professionals once they enter the workforce.

Target Audience: Dietetic interns.

Course/Curriculum Description: Interns attended 2, half-day clinical rotations at an IPE-focused geriatric general practice clinic, on separate weeks, as part of their internships. A 10-minute PowerPoint presentation on clinic expectations was viewed prior to the first week of rotations. Trained preceptors directly observed interns' interactions with patients and other health professions, with debriefing/coaching provided after every rotation.

Evaluation Methods: Collaborative behaviors for all interns ($n = 42$) were assessed by 1 trained preceptor using the Individual Teamwork Observation and Feedback Tool (iTOFT), a validated tool used to measure 11 interprofessional collaborative behaviors. Behaviors were scored as 0=not applicable to this activity, 1=beginner, 2=meets expectations, and 3=exemplary. Differences in score between weekly iTOFT collaborative behaviors were analyzed using Wilcoxon signed rank tests for related samples, while differences between weekly mean iTOFT scores were analyzed using paired-samples t -tests.

Results: Interns improved in all 11 iTOFT collaborative behaviors from Week 1 to Week 2 ($P < 0.01$ for all behaviors, respectively). Mean iTOFT scores improved from Week 1 to Week 2 (20.60 vs 25.43, $P < 0.001$).

Conclusion: Dietetic interns improved significantly in collaborative behaviors, with little previous IPE experience. These findings highlight the positive effects minimal experience in IPE settings may have on improving collaborative behaviors.

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04 Improving Student Confidence for Engaging in the Nutrition Policy Process Through Authentic Assignments and Class Activities

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