

“Anything but a PowerPoint”: Nutrition and Dietetics students’ arts-based approaches to share insights into eating and feeding with changed health status

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The decision to integrate arts-based assignment options into *Nutrition Communications* and *Nutrition and Disease* courses was inspired by Dr. Kip Jones’ (2006) words on Performative Social Science, “...my reciting papers to audiences or, worse, reading text from PowerPoint presentations directly to them (audiences who were certainly capable of reading slides for themselves) contributed to my self-inflicted discontent”. Opportunities for students to present term projects using the arts creates conditions for students to: 1) communicate familiarity with the *Organizational Framework for Exploring Nutrition Narratives*, the conceptual framework grounding these courses; 2) demonstrate that they have achieved learning outcomes that align with the *Integrated Competencies For Dietetics Education and Practice* (Partnership for Dietetics Education and Practice) integral to accreditation of Dietetics programs in Canada; 3) express their growing appreciation of the mission and focus of the international critical dietetics movement (www.criticaldietetics.org) in preparation for their work as nutrition professionals as clinicians, nutrition educators, counsellors, and members of interprofessional health care teams; and, 4) engage in critical conversations with classmates, professors, and guests about complex food and nutrition issues. This pecha kucha presentation will feature examples of students’ work in 2D, 3D, video, and as performatives.

Objectives:

Learners will:

1. become familiar with how arts-based term projects are used in courses within a Nutrition and Dietetics program
2. gain knowledge of how illness affects eating and feeding in families
3. view examples of student work as inspiration for encouraging student arts-based projects in their own settings
4. become familiar with how arts-based projects can create conditions for students to develop critical perspectives related to their chosen work as health professionals.