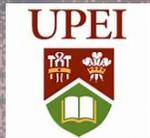


Doing the same thing and expecting different results: Reimagining dietetics education

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Deb MacLellan, PEI Canada



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LAND ACKNOWLEDGEMENT

*The University of PEI and Acadia
University are proudly located on
Mi'kma'ki, the unceded ancestral
territory of the Mi'kmaq People*



INTRODUCTION

Debbie: overview of our presentation

**Kerry: her experiences as a dietetics student
(of harm being done)**

**Cath: challenging the status quo in dietetics
education (harm reduction?)**



DOING THE SAME THING AND EXPECTING DIFFERENT RESULTS

- What is dynamic conservatism (Schön)?
- Dynamic conservatism and dietetics education
- Harm is being done.....
- Little change during my 30+year career
- Most practices in education, research and practice perpetuate the status quo



DIETETICS EDUCATION: WHO GETS IN?

Four phases:

- Naivete
- Competition
- Devastation
- Frustration

(Brady et al., 2013)



DIETETICS EDUCATION

Even students who do get in to an internship program suffer during the process:

- Multiple stressors
- Gaps in understanding between interns and preceptors

(Lordly & MacLellan, 2008)



NEW PRACTITIONERS

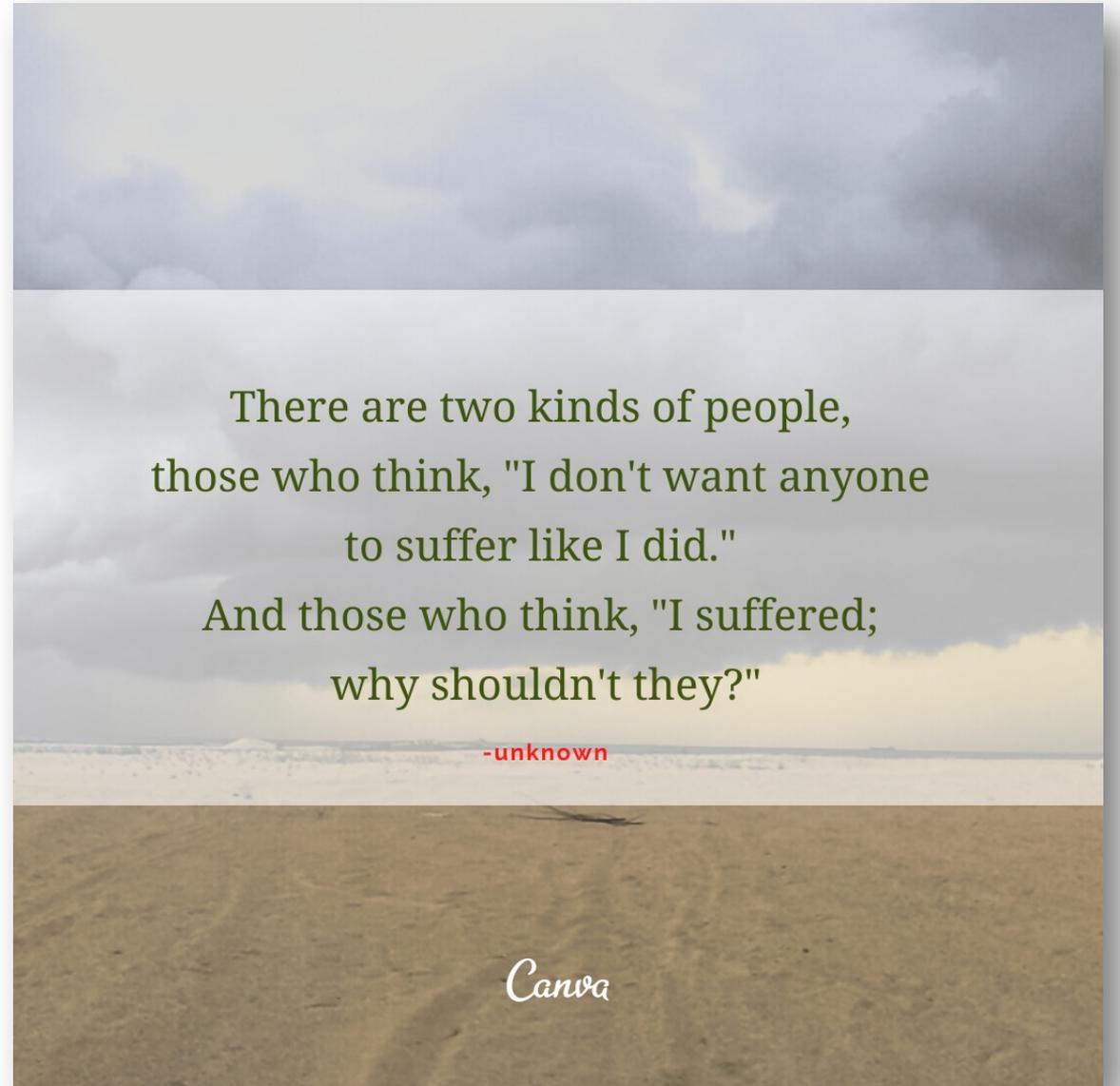
- Yet another hurdle to get over....the “Exam”
- Finally.....the transition from intern to dietitian
 - Not prepared for the ‘hidden’ aspects of dietetic work
 - Burnout due to a disconnect between the ‘ideal’ and the ‘reality’



KERRY

- I wish to acknowledge the Mandjoogoordap Bindjareb Noongar traditional owners and community of the land upon which I live, and pay respects to elders, past, present and emerging.
- I identify as a white, cis, hetero, fat, able-bodied, middle-aged, female, full-time carer, part-time nutrition lecturer living in Western Australia.
- I will be briefly sharing my story of discrimination in my dietetic training
- My hope is to end the silent acceptance of bias, and silent conformity that exists in dietetics to create a more inclusive and diverse profession.

K Beake



CATH'S STORY:



At interview, critique of dietetics education

- VP Academic, Dean of Faculty of Pure and Applied Science, and interview panel liked what they heard
- Associate Professor (hired 2011; tenure 2017)

Teaching approaches:

- Interactive, (student facilitated) discussion-based classes
- Weekly journalling and forums (& overall end of term reflection)
- Scaffolded assignments
 - Critique of the literature (including PEN) & what's missing?
- Future oriented; address realities of work in food, nutrition and/or dietetics (non dietetics students too)
- Relevance for practice, education, research

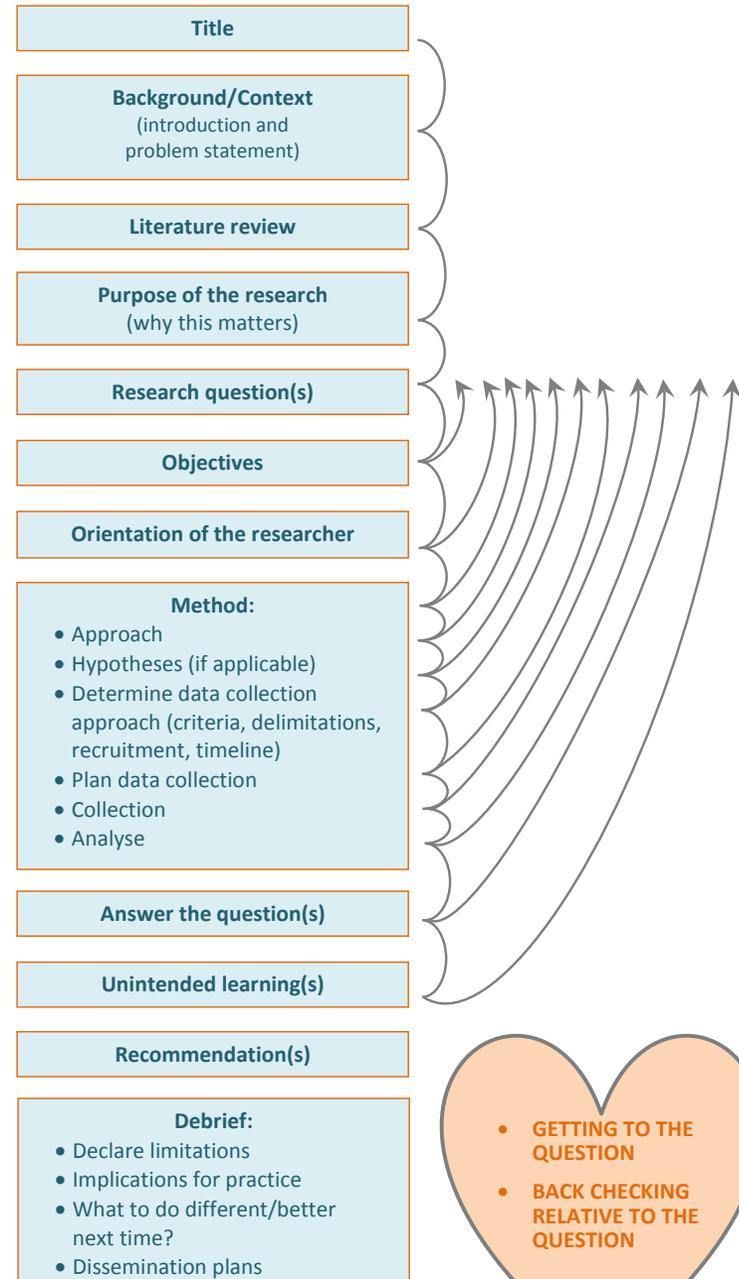


PREFERRED SCENARIO

Introduction to Nutrition and Health Research (NUTR 3013):

Goals:

1. Students become critical readers of the literature
2. Students develop a research proposal



- GETTING TO THE QUESTION
- BACK CHECKING RELATIVE TO THE QUESTION



Sept 24	<ul style="list-style-type: none"> • Introduction: assignment overview • You and your ideas matter • How does knowledge advance: Why developing proposals, conducting research, and publishing findings matters • Getting to the question (GTTQ) • Importance of rigour • Reminders re: APA and Zotero or equivalent 	Oct 1	<ol style="list-style-type: none"> 1. Levels of participation in research 2. Who should participate in research? ‘experts’ or others? 3. Whose voice matters?
		Oct 8	<ol style="list-style-type: none"> 1. With whom do we share research findings? Who cares? 2. Ontology 3. Epistemology
Oct 1	Imagining one’s research can feel overwhelming: a step by step progression GTTQ revisited: the question is key!	Oct 15	<ol style="list-style-type: none"> 1. Rigor; why this matters. 2. Reflection and reflexivity; why these matter. 3. Modernism and postmodernism – why does this distinction matter?
Oct 8	Survey design	Oct 22	<ol style="list-style-type: none"> 1. Positivism and post positivism – what does that have to do with me? 2. Orientation of the researcher and the effect on the research process
Oct 15	Methodologies and Methods	Oct 29	<ol style="list-style-type: none"> 1. Making sense of the literature: synthesis 2. How does one cope? So much to think about.
Oct 22	Quantitative research methods	Nov 5	<ol style="list-style-type: none"> 1. “Come prepared to discuss your current state of confusion”; help or hindrance? 2. Quantitative approaches – analytic methods (stats); is there a way to simplify this?
Oct 29	Qualitative research methods	Nov 19	<ol style="list-style-type: none"> 1. Qualitative approaches – analytic methods; is there a way to simplify this? 2. How does one choose a methodology and method? There are so many choices!
Nov 5	Mixed methods Conducting Interviews and focus groups	Nov 26	<ol style="list-style-type: none"> 1. Ethics: key considerations 2. GTTQ – how does this help a researcher/does it?
Nov 19	Environment scanning Historic research	Dec 3	<ol style="list-style-type: none"> 1. Arts based or informed – is this really research? 2. Knowledge mobilization
Nov 26	Knowledge mobilization Arts in research Honours students’ presentations		
Dec 3	Faculty presentations		
Dec 10	Showcase		

‘Come prepared to discuss your current state of confusion’



From November 6, 2020 journal entry:

“The nutrition and dietetics field is constantly updated with new diets, trends, and fake news so it is okay if we are confused about a whole load of that. I agree that we do not have to be worried about not knowing something; we should normalize the confusion we have about topics.

I think that if we know everything about anything, then what is the point of schooling and researching?

Learning and coping are tough for university students; as long as we are open to talk about what we don't know, accept our shortcomings and allow ourselves time to work on it, we will eventually get there.

If I am not vocal about what confuses me, no one will know where I am at in order to guide me and I will continue staying confused.

There can be confusion, tangled thoughts and clueless ideas about our topics of interest, but those are the motivation for us to conduct research to answer our questions.”



“Cath is constantly asking our opinions on class topics, research ideas, and her teaching methods.

I liken it to an individual taking 50 some dogs to a dog park. I say dog park because she does not hold us on a leash and take us where she wants to go (I think trying to walk 50 dogs at once on a leash would be quite difficult anyway).

Cath’s teaching method gives us the freedom to roam free in a safe environment; some would go to the edge of the fence, some would stick close to others and they would go off together, and some would stay near, but she cared for us all the same. After letting us indulge in our curiosities, she would call us back and hear our questions with appreciation. These questions often lead to thoughtful class discussions where Cath mediated, asking questions and providing insights as the conversation flowed. This teaching method provides us the space to learn from each other’s thoughts, opinions, and considerations, rather than those of one professor. “ (April 2020 student)



CM's interpretation

Toward reimagining dietetics education...

- Honouring students' ideas and ways of learning
- Plant seeds of ideas (students to explore further at will)
- Learning to trust oneself (for the post university experience of lifelong learning)
- Question what is



OBSERVATIONS ON OUR EXPLORATION

There are two kinds of people,
those who think, "I don't want anyone
to suffer like I did."
And those who think, "I suffered;
why shouldn't they?"

-unknown

Canva



BREAKING THE SILENCE: AN INVITATION TO DISCUSSION

Doing the same thing and expecting different results: Reimagining dietetics education

- What's possible?
- What's holding us back?
- What are we afraid of?
- What do we need to do to make the necessary changes?
- How do we support each other?
- What, if any, tangibles do we need? (papers? Statements? Etc.?)
- How do we shift expectations about learning facilitators' roles (as professor, preceptor, etc.)



THANK YOU!

