



CULINARY MEDICINE:

How does a One-Time Nutrition Education Class Impact Student Physician’s Confidence and Ability to Counsel Patients on Health Promoting Diet and Lifestyle Changes

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BACKGROUND

Improving education for student providers regarding counseling patient diet and lifestyle practices has been recognized and emphasized in programs across the country (Tan, et al., 2022).

The Culinary Medicine team at UAMS is seeking ways to implement a Culinary Medicine curriculum and evaluate students’ nutrition choices, to better train the next generation of providers.

PURPOSE

To examine the impact of a one-time Culinary Medicine class on Medi-scores and student satisfaction, knowledge, skills, and confidence on counseling patients.

METHODS

Setting

UAMS Summer 2023 - Summer 2024

Participants

Third year Medical students

Procedures

Pre and Post Mediterranean diet surveys were administered to students in their one-time OBP class and 6 weeks after, as well as a post-class survey. Learning took place in the hands-on teaching kitchen and through case and counseling discussion in the classroom afterwards

Measures

Pre-and post-Medi scores (ranging from 0-9), as well as qualitative feedback from their surveys.

Analysis

Pre- and post- Medi scores were evaluated as class averages to deduce if there were changes after the class was completed. Additionally, student responses regarding class impacts on confidence and knowledge were evaluated.

RESULTS

FIGURE 1. Medi Scores: pre- and post-OB Pilot Class (N=55)



FIGURE 2. Student responses to the question “How informative and useful did you find the Culinary Medicine class?”

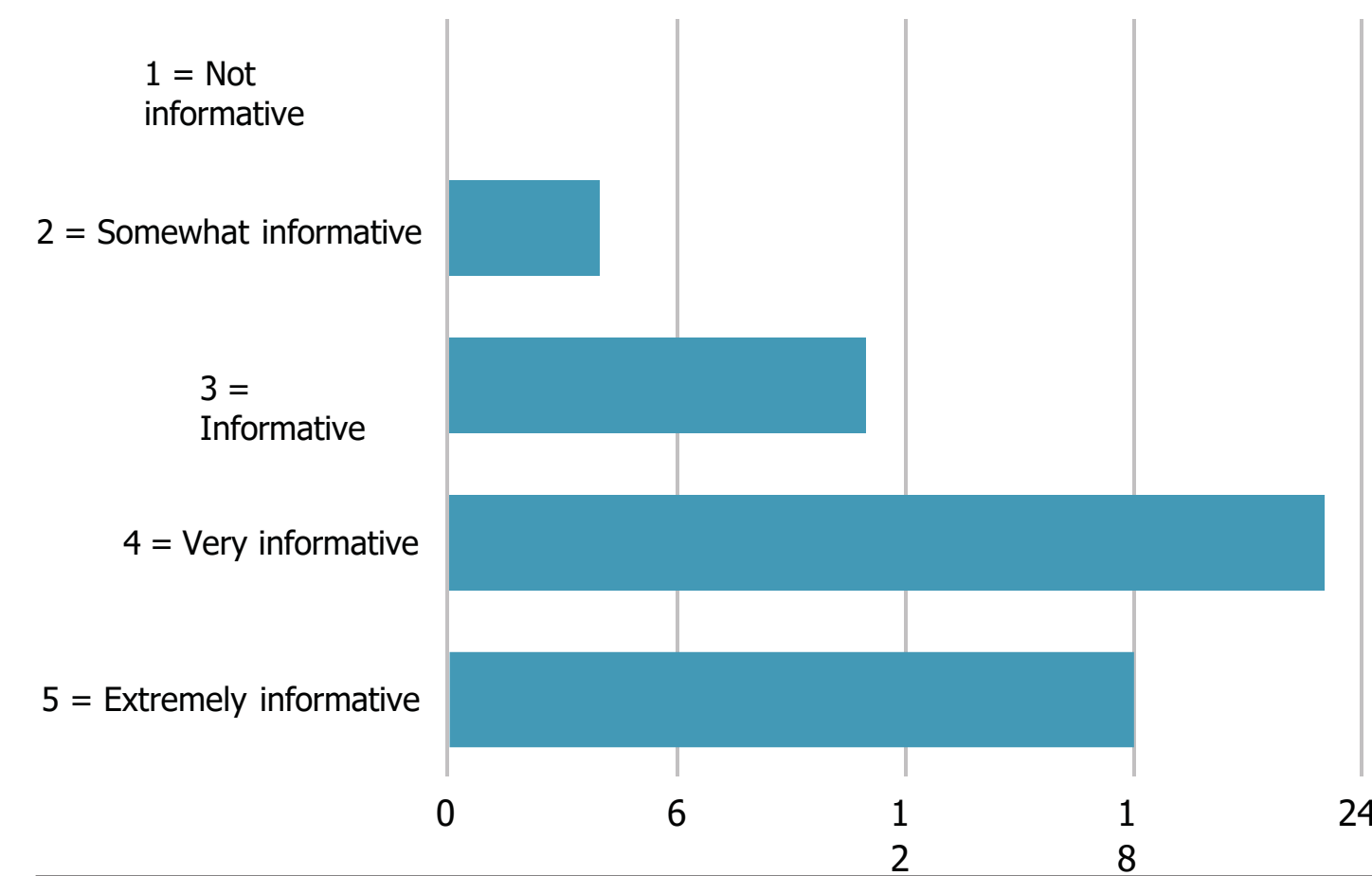


TABLE 1. 1-time OBP Class Student Responses

Deductive Themes	Inductive Sub-themes	Illustrative Quotes
Knowledge	Teaching about the Mediterranean diet	<i>Actually cooking a meal gave me a good idea of what the process is actually like, and going through cases was helpful to think of what to recommend in different situations.</i>
	How to counsel patients on nutrition	
Confidence	Ability to counsel patients	<i>The pre-lecture on the significance of healthy eating including statistical evidence and how we can help improve that data in our future practice.</i>
	Willingness to initiate nutrition education	
Skills	Hands-on practice during session	<i>Learning about the Mediterranean diet and how to improve my own diet. I liked the statistics that supported why it was helpful.</i> <i>It was good to learn to prepare the food that was healthy and see how a diet of that type of food can have broader health implications.</i>
	Personal habit changes	

Areas for Improvement:

- (1) Scheduling classes with student schedules in mind,
- (2) taking student feedback into account when developing the lecture material

WHAT’S NEXT?

- Students largely reported that after the class they felt moderately to extremely more confident and knowledgeable about nutrition education and counseling patients.
- Overall, students reported more positive dietary and lifestyle habits 6 weeks after their one-time class.
- We plan to incorporate student feedback into the scheduling and curriculum of the class to continue to improve efficacy of the class.
- A large number of students reported they wished there were more one-time classes that occurred earlier in medical student education like this one. We plan to continue implementing this one-time class, as it has had a significant impact on students and their knowledge of nutrition education.