

# Begin with the End in Mind

Doctoral Portfolio Presentation

February 14, 2018

Amy Gannon, MS, RD, LD



# Introduction

- Who am I?
- Why Curriculum & Instruction?
- Why did I choose the theme “Begin with the End in Mind”?





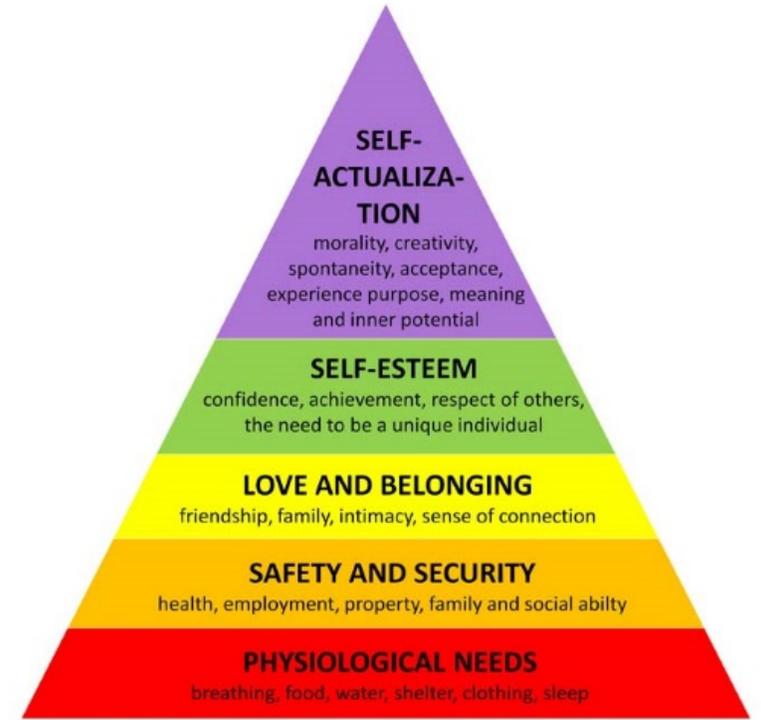
# Academic Background and Goals

- Registered Dietitian
  - Professor and Clinician
- Continue teaching in the Department of Dietetics at Marshall
- Continue serving as the Director of the Didactic Program in Dietetics
- Continue working with the department's USDA nutrition education grant
  - Provide consultative work for nutrition education curricula in private and public sector
- Apply for tenure and promotion when the doctorate is finished
- Promotion video developed by Marshall →

[https://www.facebook.com/marshallu/videos/10155336283851482/?hc\\_ref=ARSuChvzYqu36OmlhZML\\_YPDpMKAKdAa8Aau4YkreTC05CD8-CKCyNEgZP4G57Ovhk&pnref=story](https://www.facebook.com/marshallu/videos/10155336283851482/?hc_ref=ARSuChvzYqu36OmlhZML_YPDpMKAKdAa8Aau4YkreTC05CD8-CKCyNEgZP4G57Ovhk&pnref=story)

# Collaboration

- Selected experiences:
  - Humanism Project, CI 703: Learning Theories (spring 2008)
    - Abraham Maslow and Maslow's Hierarchy of Needs
  - Marshall University School of Medicine Curriculum Development, DTS 585 (summer 2008)
  - The move to Huntington's Kitchen and development of the Distance Dietetic Internship proposal (spring 2016)



# Scholarship

- Final Technology Paper, CIEC 700 (fall 2015)
  - Use of Technology in SNAP-Ed nutrition education curriculum
  - Review of DTS quantitative data and interviews with graduate students
  - Survey development and poster publication



# Scholarship

- *What's Cooking in the Kitchen?* Review article of the DTS department's move to downtown Huntington, CI 677 (spring 2016)
- Conference proposal: *Downtown Meets Dietetics: Integrating Dietetics Education into the Community* (panel presentation with Mallory Mount)
  - Appalachian Studies Conference, Cincinnati, OH, April 2018

Nutrition and Dietetic Educators and Preceptors  
Academy of Nutrition and Dietetics  
eat right.

## NDEP-Line

Summer 2016

### From the Chair...

Sylvia Escott-Stump, MA, RD, LDN  
Director, Dietetic Internship  
East Carolina University  
Greenville, North Carolina  
escottstumps@ecu.edu



Dear colleagues:

It has been a privilege to serve as your Chair this past year. Council members, our headquarters liaisons and team members work very hard to meet your expectations! Now it is time for the rest of us to accept the bigger challenges facing our profession.

The NDEP Council has taken steps this year to facilitate a closer working relationship with programs addressing malnutrition, child and adult nutrition, hunger, food insecurity, legislation and public policy. Students should leave us with the goal of resolving these health problems at local, state, national and international levels. While food and nutrition scientists have had separate roles within our educational system, the "farm to cell" approach is more holistic. We are food and nutrition science educators, but we also translate healthy food options through our students. If we do not take action, who will?

I look forward to our three regional NDEP meetings in 2017 and thereafter. Following the Academy's 100-year anniversary celebration, dietetics educators and preceptors will be the pioneers who will make the "Second Century" even greater than the first! Thank you to everyone who made this a productive year and I wish each of you the very best in this wonderful profession.

Sylvia Escott-Stump  
NDEP Chair, 2015-16

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## What's Cooking in the Kitchen? The Future of Dietetics Education at Marshall University

Amy M. Gannon, MS, RD, LD  
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Department of Dietetics  
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A sizzling steak in a cast-iron skillet to demonstrate a Maillard reaction. A braided loaf of freshly-baked bread to teach the concept of leavening. Foamed egg whites dollop a cream pie to explain the denaturing of protein. If experience is the most effective teacher, students at Marshall University's Department of Dietetics are learning from the best as they study food science in the state-of-the-art Huntington's Kitchen in Huntington, West Virginia. Kitchen tips and tricks are just part of what makes the space so unique. In addition to providing hands-on experience for dietetics students, Huntington's Kitchen is a place where the entire community embraces healthy food and, in the process, becomes a vital part of the city's mission to revitalize a once-thriving downtown.

Huntington's history is punctuated by both success and tragedy. It is the largest city in the Tri-State region, which includes a number of Ohio River towns in the bordering states of West Virginia, Ohio, and Kentucky.<sup>1</sup> Huntington is home to Marshall University, a mid-size school with about 13,000 students. Steel manufacturing, and the processing and shipping industries provided good paying jobs in the city for many years. In 1970, the city mourned when a plane carrying the Marshall football team, coaching staff, and prominent Huntington citizens crashed, killing all on board. Both socially and economically, this marked a downward spiral for the once-thriving city. In the years since the crash, de-industrialization cost the city thousands of jobs.<sup>2</sup> Residents of Huntington are now facing a

number of challenges, including high unemployment rates, drug abuse, and obesity.

Over the past ten years, West Virginia has shuttled back and forth between the country's first and third most obese state. In 2006, Huntington garnered national media attention when it was deemed by the Centers for Disease Control and Prevention as the most obese city, in the most obese state, in the US. It was a sad time for the city, and for the people who lived there. A city accustomed to thinking of itself as an educational and industrial hub became suddenly notorious for its abundance of obese, unfit, disease-ridden people.<sup>3</sup>

A few months later, Jamie Oliver, renowned chef, restaurateur, and media personality created a reality television show, Jamie Oliver's Food Revolution, in an effort to help city get healthy. In fall 2009, Oliver's crew descended on the city and spent the next five months working with local schools and families to improve the community's health. Oliver also founded Jamie's Kitchen, located in downtown Huntington, to teach people how to make healthier, wholesome meals with fresh ingredients.<sup>4</sup> While the national spotlight of the Food Revolution wasn't flattering, the aftermath proved Huntington's resilience as the city fought to win back its residents' health. Jamie's Kitchen, now Huntington's Kitchen, has played a central role in this transformation.

After the show ended in 2010, the kitchen was taken over by Ebenezer Medical Outreach Center, a local non-profit healthcare entity. Several years later, Cabell-Huntington Hospital

# Scholarship

- Accreditation Review, CI 705 (fall 2016)
  - Accreditation Process Review Poster, presented at the WV Academy of Nutrition and Dietetics Conference, Huntington, WV, May 2017
  - DPD Accreditation Logic Model



# Research

- Research Projects:
  - Data collection for NEP
  - SNAP-Ed Technology Survey
  - SNAP-Ed Garden Survey:
    - Submitted to FNCE for October 2018 in Washington, D.C.
  - Huntington's Kitchen Case Study, qualitative review of the DTS department's move downtown:
    - Panel presentation at Appalachian Studies Conference in April 2018
    - Submitted to FNCE for October 2018 in Washington, D.C.

- DTS 460- Research in Dietetics
  - Teacher Focus Group Project



## Focus Group Results Provide Teacher Evaluation of Marshall University's NEP Program

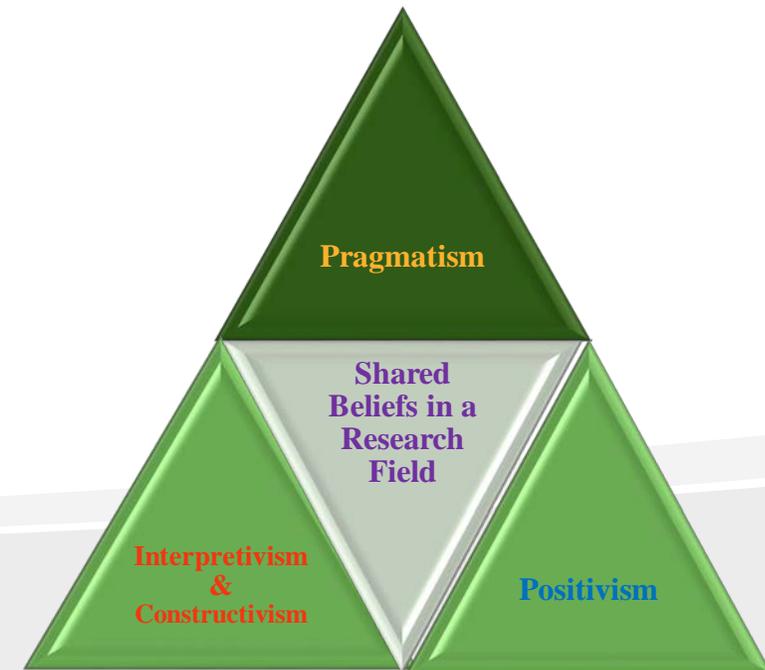
Jessica Walden & Lauren Wilson  
Marshall University Dietetic Program Undergraduate Students



Introduction	IRB Questions	Discussion						
<p>Reliable and valid information is necessary to create, implement, evaluate, improve, and maintain efficient programs. A variety of tools and means of measurement are used to collect information. Applied systematically, the information collected can aid in decision-making and resource appropriation decisions.</p> <p>A focus group is a research tool used to collect information. The process involves a research entity that constructs, presents, and analyzes the responses of a diverse group of people (Crabtree, 2011). The questions constructed are approved by an Institutional Review Board and asked in a way that facilitates open discussion responses from the group.</p> <p>The richness of the qualitative results from a focus group can guide future planning and provision (Moolenaar, Keegan, &amp; Henderson, 2012) when the qualitative data is properly analyzed to generate quantitative results (Doody, Slavin, &amp; Taggart, 2013). Understanding that focus groups provide multi-leveled valuable feedback beneficial for effective program evaluation, the Marshall University Nutrition Education Program (NEP) has chosen to conduct focus group sessions to aid in the evaluation, improvement, and maintenance of their services.</p> <p>Focus groups led by Marshall University Dietetic Research students as well as a NEP program facilitator and composed of teachers that have participated in NEP will generate reliable and valid information that can be analyzed and used for program evaluation.</p>	<p><b>IRB approved questions used during the focus group:</b></p> <ul style="list-style-type: none"> <li>• Do you believe the NEP has been beneficial to the children in the class?</li> <li>• Do you feel that the NEP has in any way benefited you directly within your class?</li> <li>• Would you recommend this program as a beneficial tool to be incorporated in other, similar schools?</li> <li>• Can you share why or why you do not feel the students learn from the program?</li> <li>• What is the strong point of the program?</li> <li>• What do you feel is the weakest point of this program?</li> </ul>	<p>Focus groups led by Marshall University Dietetic Research students as well as a NEP program facilitator and composed of teachers that have participated in NEP generated reliable and valid information that could be analyzed and used for program evaluation. Open discussion, informal answering facilitated in the focus groups revealed recurring and group agreed comments/answers that provided a thorough review of the NEP experience.</p> <p>Analysis of the information gathered through the focus groups reveals that providing nutrition education in the format in which NEP is designed provides an efficient learning environment. Hands-on, colorful, age-appropriate lessons provide stimulation that holds attention. Engaging participants with educational materials that include hard-copy handouts, food taste-testing, interactive games, and themed books are credited for the success of NEP.</p> <p>The use of focus groups to evaluate teacher's experience with the NEP proved to be a valuable source of feedback that extended beyond the structured interview or general questionnaire.</p> <p>Limitations of the study design to acknowledge: (1) Primary interviewees were junior/senior level college students with no prior experience conducting focus groups. (2) IRB-approved questions included some closed-ended formats that did not allow for elaboration. (3) While focus groups provide further insight, members' responses may be influenced by the presence of other peers or interviewers. This is especially true, having had a program facilitator present throughout the interview. (4) Teachers in both groups were unable to confirm behavior modification. (5) Spatial contexts and seating arrangement differences within the conducted groups appeared to have correlated to a difference in the amount of open dialogue between participants and researchers.</p>						
Nutrition Education Program (NEP) Background	Results	Conclusion						
<p>Marshall University Nutrition Education Program (NEP) is a federally funded grant program through the USDA Food and Nutrition Services and Supplemental Nutrition Assistance Program Education (SNAP-Ed). NEP provides an array of services, primarily nutrition education, led by a nutrition educator/Registered Dietitian Nutritionist (RD/N) in the classroom of selected public schools that meet the criteria of 50% or more of the student population being eligible to receive free and/or reduced lunches under the National School Lunch Program.</p> <p>NEP educators use multiple tools to educate in the classroom such as bulletin boards, posters, nutrition-themed books (Accelerated Reading Program Approved), gardening resources (vegetable/fruit seeds, soil, gardening tools, watering cans, gardening gloves, etc.), and extension lessons to reinforce healthy eating and promote physical activity. The nutrition educators provide opportunity for the students to not only learn about healthy foods through lecture and paper materials but also through a hands-on taste-testing of foods that correspond to the lesson.</p> <p>In addition to in classroom material, nutrition newsletters are sent home with the students after each session. The newsletters reinforce the lesson and encourage discussion in the home ("Nutrition Education Program," 2015).</p>	<p><b>Results</b></p> <p>Four out of five of the emergent themes were consistent amongst both groups, despite having been held in different locations and interviews consisting of different people. The parallelism of compiled results improves both the reliability and validity of the data. Three simultaneous emergent themes resulted:</p> <ul style="list-style-type: none"> <li>• Exposure and New Tasting Opportunity</li> <li>• Knowledge Gain</li> <li>• Access to Food in Low Income Areas</li> </ul> <p>Analysis led to the conclusion that NEP is effective, engaging, and beneficial in providing well-received nutrition education by both the students and the classroom teacher.</p> <p>The use of the focus group tool for information collecting allowed for the gathering of true personal experience feedback because participants were able to express in detail how they perceive NEP. Noting the responses that were supported by other participants in the informal answering process allowed for better understanding of how NEP is received in the classroom from the viewpoint of the classroom public education teacher.</p> <p>Focus groups led by Marshall University Dietetic Research students as well as a NEP program facilitator and composed of teachers that have participated in NEP generated reliable and valid information that was analyzed and used for program evaluation.</p>	<p><b>Conclusion</b></p> <p>The use of the focus group data collection technique to assess the perceived experience of teachers participating in the Marshall University Nutrition Education Program (NEP) proved to be a valuable tool.</p> <p>Analysis indicated that the information gathered was reliable and valid. Therefore, the research allowed for quality evaluation of the NEP design and execution.</p>						
Materials & Methods	Consistent Themed Quotes	References						
<p>Two separate focus group interviews consisting of four interviewees, four interviewees, and one program facilitator were conducted at Atizer Elementary School in two different locations. Primary interviewees were junior/senior level college students; teachers in Focus Group 1 taught second grade; Focus Group 2 taught kindergarten.</p> <p>Focus Group 1 was conducted in the school gymnasium; participants sat in a linear arrangement along 2 double sided cafeteria tables. Focus Group 2 was conducted in a Kindergarten classroom with a circular arrangement of student size chairs in a classroom in which the participants sat.</p> <p>The focus groups were led by the researchers in an informal fashion lasting a duration of approximately 30 minutes. Six Marshall University Institutional Review Board (IRB) approved questions were used as a guide to facilitate discussion.</p> <p>To capture all of the responses, the focus group sessions were recorded using hand-held recording devices. The audio was later transcribed manually by the research facilitators.</p> <p>Transcriptions were analyzed using theme categorization and phrase frequency methods that corresponded to emergent themes.</p>	<p><b>Consistent Themed Quotes</b></p> <table border="1"> <thead> <tr> <th>NEP has been beneficial to both students and teachers</th> <th>NEP increases student exposure to new foods</th> <th>NEP increases food knowledge</th> </tr> </thead> <tbody> <tr> <td>"I think that the NEP has been beneficial to both students and teachers. I think that the students are learning a lot about healthy eating and they are also learning about the importance of eating healthy foods."</td> <td>"I think that the NEP has been beneficial to both students and teachers. I think that the students are learning a lot about healthy eating and they are also learning about the importance of eating healthy foods."</td> <td>"I think that the NEP has been beneficial to both students and teachers. I think that the students are learning a lot about healthy eating and they are also learning about the importance of eating healthy foods."</td> </tr> </tbody> </table>	NEP has been beneficial to both students and teachers	NEP increases student exposure to new foods	NEP increases food knowledge	"I think that the NEP has been beneficial to both students and teachers. I think that the students are learning a lot about healthy eating and they are also learning about the importance of eating healthy foods."	"I think that the NEP has been beneficial to both students and teachers. I think that the students are learning a lot about healthy eating and they are also learning about the importance of eating healthy foods."	"I think that the NEP has been beneficial to both students and teachers. I think that the students are learning a lot about healthy eating and they are also learning about the importance of eating healthy foods."	<p>Doody, O., Slavin, E., &amp; Taggart, L. (2013). Focus group interviews: Part 2: analysis. <i>British Journal of Nursing</i>, 22(3), 266-269.</p> <p>Nutrition Education Program, Dietetics, Marshall University. (2015). Retrieved from <a href="http://www.marshall.edu/dietetics/marshall-university-nutrition-education-program/">http://www.marshall.edu/dietetics/marshall-university-nutrition-education-program/</a></p> <p>Moolenaar, G., Keegan, E., &amp; Henderson, H. (2012). A qualitative exploration of stakeholder perspectives on a school-based multi-component health promotion nutrition programme. <i>Journal of Human Nutrition &amp; Dietetics</i>, 25(6), 647-656. doi:10.1111/j.1365-3113.2012.04526.x</p> <p>Slavin, R. J. (2011). <i>Exploring research: international edition</i> (8th ed.). Boston, MA, United States: Pearson Education, Inc.</p>
NEP has been beneficial to both students and teachers	NEP increases student exposure to new foods	NEP increases food knowledge						
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	<p><b>Consistent Theme Results</b></p> <p>Graph 1. Consistent theme results within Group 1 and Group 2</p>	<p>We acknowledge the research work of DTS 460 Fall 2016 students.</p> <p>We would like to give thanks to Professor Amy Cannon for her dedication to the development of students into professionals and her assistance on this project.</p> <p>We would also like to thank MU SAND for providing the printing of this poster.</p> <p><b>Contact</b> Jessica Walden <a href="mailto:jwalden@suddenlink.net">jwalden@suddenlink.net</a> 304.634.0325 Lauren Wilson <a href="mailto:wilson553@marshall.edu">wilson553@marshall.edu</a> 304.634.9369</p>						

# Research

- EDF 625, Qualitative Research in Curriculum Course, Personal interview with Father John Finnell, Blessed Sacrament Parish, South Charleston, WV
  - Final paper → compared epistemological approaches in research, such as social deconstruction and constructivism, related ethics and participant-generated meaning and value to themes from the interview
  - Based on readings from Lincoln and Guba
- EDF 627, Mixed Methods Research in Curriculum
  - My personal paradigm → pragmatism, constructivism, positivism, phenomenology, and interpretivism



# Curriculum and Instruction

## DPD Director responsibilities:

- Complete yearly program reports
- Manage data for accreditation
- Maintain current information on the DTS website and DPD handbook
- Work with prospective students

## I taught the following courses while enrolled in the doctoral program:

- DTS 210 → Nutrition (for non-majors)
- DTS 201 → Introductory Nutrition and laboratory
- DTS 202 → Introductory Foods and foods laboratory
- DTS 314 → Nutrition and Diet Therapy for nursing students
- DTS 310 → Nutrition across the Lifespan
- DTS 320 → Intermediate Nutrition
- DTS 460 → Research in Dietetics
- DTS 468 → Chemistry of Foods and laboratory
- DTS 476 → Senior Seminar in Dietetics

Marshall University  
Didactic Program in Dietetics



*Undergraduate Student  
Handbook*

Department of Dietetics

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# Curriculum and Instruction

- CI 702 (summer 2007) with Dr. Meyers
  - Reflection on this experience
- What is curriculum?
  - Complex influences, personal values, & opinions
- What speaks to me?
  - Constructivism
    - Piaget, Vygotsky, Dewey
    - Scaffolding
    - Creating a makerspace in the foods lab
  - Humanism
    - Maslow, Rogers



# Accreditation

- Distance Dietetic Internship Proposal
- Self-Study Report for the DPD
- Accreditation site visit, February 2017
- Updated DPD ACEND standards June 2017
- Reflection on the accreditation process
  - Shaping my personal curriculum theory





# Reflection on the Qualifying Assessment Rubric

- Team teaching requirement
  - Reflection on the intentionality of teaching experiences
- Communication
- Depth of Understanding
- Reflection on experiences
  - First time through the program and now
- My portfolio website:  
<https://amymgannon998419627.wordpress.com/>

# Questions?



Begin with the  
end in mind.

My last doctoral  
class.

One journey  
ends and  
another begins.



# References

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