

TEACHING KITCHEN RESEARCH CONFERENCE

NOVEMBER 11–12, 2020 | VIRTUAL CONFERENCE



TWO DAYS OF ORIGINAL RESEARCH INVOLVING TEACHING KITCHENS AND THEIR POTENTIAL TO POSITIVELY IMPACT BEHAVIORS, RELEVANT BIOMARKERS, CLINICAL OUTCOMES, AND TO REDUCE HEALTHCARE COSTS.

Hosted By



HARVARD T.H. CHAN
SCHOOL OF PUBLIC HEALTH

In
Collaboration
with



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“ Just incredible to realize how many people from all over the world are passionate about teaching healthy cooking skills. ”



COMMITTEES

CONFERENCE COMMITTEE



David Eisenberg, MD
Harvard T.H. Chan School of Public Health



Sian Cotton, PhD
University of Cincinnati College of Medicine,
USA



Aviad Haramati, PhD
Georgetown University School of Medicine



Kate Janisch, MPH, RD
Harvard T.H. Chan School of Public Health, USA



Mary Jo Kreitzer, PhD, RN, FAAN
University of Minnesota, US



Jennifer Massa, ScD
Harvard T.H. Chan School of Public Health



Theresa Stone, MD
MedStar Institute for Innovation, USA



Priceless, inspiring, well-planned and very well-presented. Truly 5 stars!



SCIENTIFIC REVIEW COMMITTEE

Chrissy Badaracco, MPH, RD, LDN
Avalere Health

Deanne Brandstetter, RD
Compass Group

Jenny Breen, MPH
University of Minnesota,
Earl E. Bakken Center for Spirituality & Healing

Jill Christensen, MD, MPH
Providence Medical Group-Milwaukee

Sian Cotton, PhD
University of Cincinnati,
Center for Integrative Health and Wellness

Liz Fitzgerald, MLIS
Free Library of Philadelphia

Brian Frank, MD
Oregon Health and Science University

Mary Jo Kreitzer, PhD, RN, FAAN
University of Minnesota,
Earl E. Bakken Center for Spirituality & Healing

LeeAnna Lavoie, MPH
MaineGeneral Health

Auden McClure, MD
Dartmouth Hitchcock Medical Center

Wesley McWhorter, DrPH, MS, RDN, LD, CSCS
University of Texas School of Public Health

Melinda Ring, MD
Osher Center for Integrative Medicine
at Northwestern University

Andrew Vaughan, MD, MBA
Marshall Health

CONFERENCE OVERVIEW

Teaching kitchens, as currently designed and implemented across the United States and globally, have been designed as learning environments that include a kitchen; however, they are more than culinary instruction sites.

The 2020 Research Conference on Teaching Kitchens and Related Self Care Practices is an international scientific meeting hosted by the Harvard T.H. Chan School of Public Health's Department of Nutrition, in close collaboration with the Teaching Kitchen Collaborative. (www.teachingkitchens.org). The purpose of this scientific meeting is to enable researchers to present original findings on teaching kitchen curricula, facilities, and research strategies, with the purpose of advancing the design, methodology, implementation, and evaluation of replicable teaching kitchen programs across a wide range of populations. The Conference, which was held virtually on November 10-11, 2020 due to the COVID-19 pandemic, attracted over 2500 registrants from 75 countries.

Emerging teaching kitchen models serve as in-person or virtual life skills learning laboratories intended to promote health and wellness, and as clinical research centers whereby the impact of diet and lifestyle change on a range of behavioral, metabolic, genetic, clinical, and financial variables can be rigorously evaluated.

Teaching kitchens typically include instruction in most, if not all, of the following: (1) nutrition education, specifically what to eat more of or less of and why; (2) hands-on culinary instruction, that is, basic cooking skills for the home cook; (3) information about physical activity and its critical importance in health optimization; (4) mindfulness and its critical relationship to diet, portion control, satiety, and resilience; (5) the judicious use of web-based resources and information technologies; (6) the relationship between food choices and the environment; and (7) motivational interviewing strategies and health coaching techniques whereby personal motivations can be identified and leveraged to successfully achieve sustained behavioral change.¹

The 2020 TKRC included presentations from five plenary speakers in addition to 24 oral abstract presentations, 37 poster presentations, and 2 panel discussions. The panel discussions focused on (1) methods currently in place to use teaching kitchens to educate health care professionals and (2) research challenges and opportunities involving the evaluation of teaching kitchens during and after the COVID-19 pandemic.



This photo was taken in a Teaching Kitchen in 2019

Virtual conference sessions were viewed over

16,500 times

with Plenary Session 01 receiving over

3000 views

1. Eisenberg DM, Imamura A. Teaching kitchens in the learning and work environments: The future is now. *Global Adv Health Med* 2020; DOI: 10.1177/ 2164956120962442.

CONFERENCE FACTS & STATS

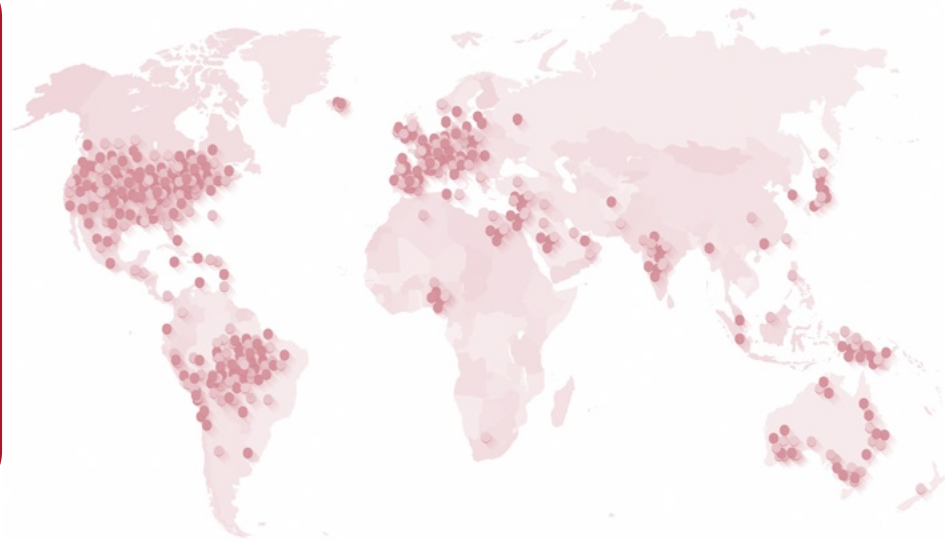
Registrants by Country

Total registrations followed by (#) of those registrants with Teaching Kitchens

2572
REGISTRANTS
OVERALL

REPRESENTING
75
COUNTRIES

Ratio of
Women
to Men: **6:1**



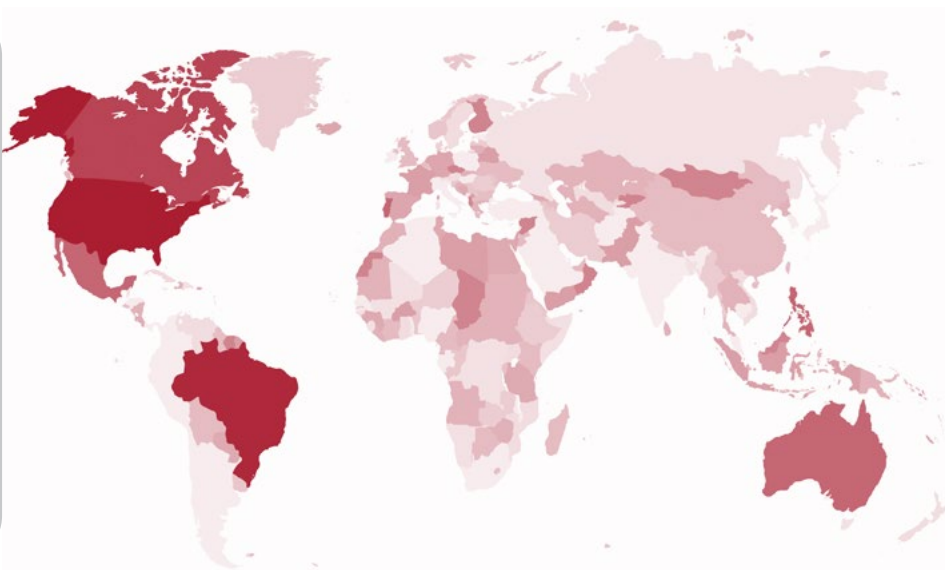
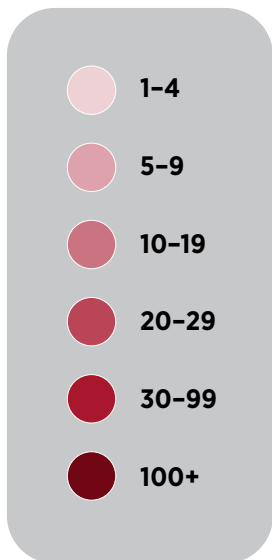
- 1 Algeria (1)
- 3 Argentina (1)
- 19 Australia (10)
- 1 Bahamas
- 1 Bermuda
- 76 Brazil (36)
- 181 Canada (59)
- 7 Chile (2)
- 2 China
- 7 Columbia (2)
- 2 Croatia
- 1 Cyprus (1)
- 1 Denmark
- 1 Dominican Republic
- 1 Ecuador (1)
- 1 Egypt
- 1 Estonia (1)
- 3 France
- 12 Germany (6)
- 4 Greece
- 2 Grenada
- 1 Guatemala (1)
- 2 Hong Kong
- 3 Hungary
- 7 Iceland (5)
- 13 India (4)
- 4 Indonesia
- 1 Iraq (1)
- 11 Ireland (4)
- 21 Israel (9)
- 5 Italy (1)
- 3 Jamaica (2)
- 15 Japan (3)
- 2 Lebanon (1)
- 1 Lithuania
- 1 Luxembourg
- 5 Malaysia (2)
- 1 Malta
- 27 Mexico (18)
- 1 Myanmar
- 4 Netherlands
- 2 New Zealand
- 1 Nicaragua
- 13 Nigeria (3)
- 1 Oman
- 3 Pakistan
- 2 Panama (1)
- 1 Papua New Guinea
- 7 Peru (3)
- 37 Philippines (18)
- 9 Poland (1)
- 20 Portugal (10)
- 28 Puerto Rico (7)
- 3 Qatar
- 2 Romania
- 1 Russia
- 1 St Kitts and Nevis
- 1 Samoa (1)
- 6 Saudi Arabia (1)
- 5 Singapore (1)
- 2 South Africa (2)
- 5 South Korea
- 18 Spain (9)
- 1 Sweden
- 4 Switzerland (2)
- 1 Syria
- 1 Taiwan
- 3 Thailand
- 2 Trinidad and Tobago
- 2 Tunisia
- 1 Turkey (1)
- 1 United Arab Emirates
- 25 United Kingdom (5)
- 1 Uruguay
- 2 Zambia

Does your institution or organization currently have a demonstration kitchen used for educational purposes?

Yes 38% (972)

No 60% (1,549)

Number of Registrants with Teaching Kitchens per Country

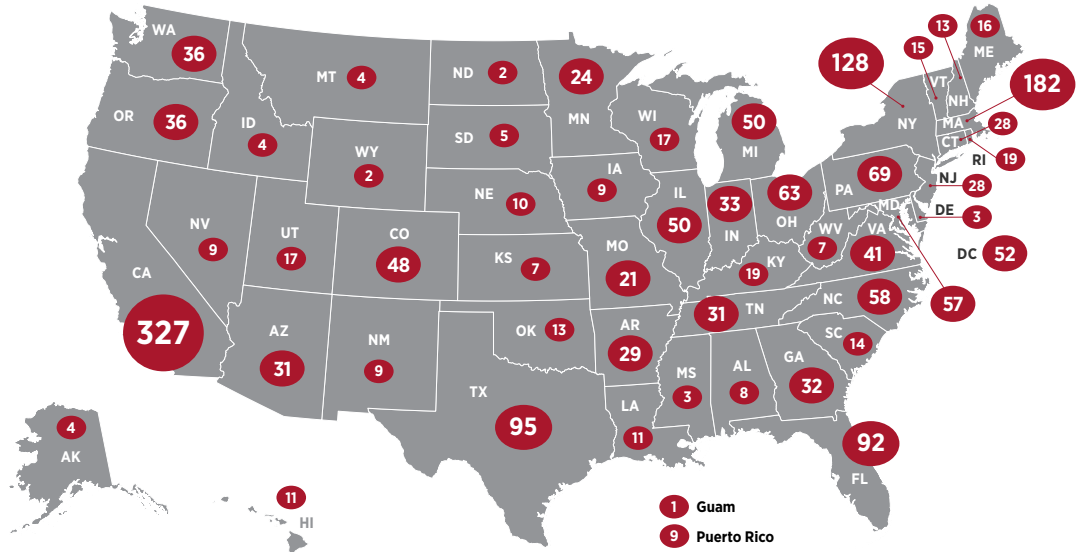


CONFERENCE FACTS & STATS

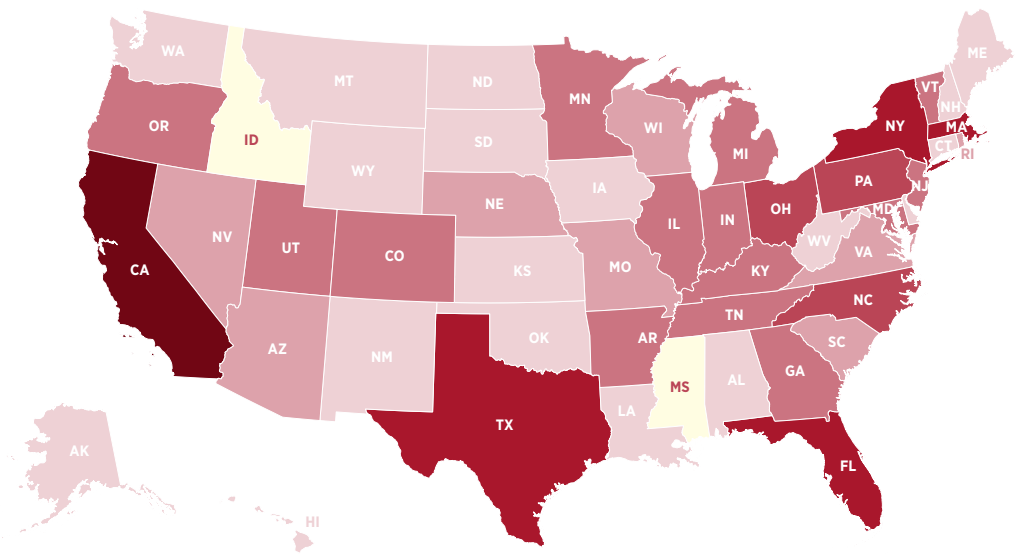
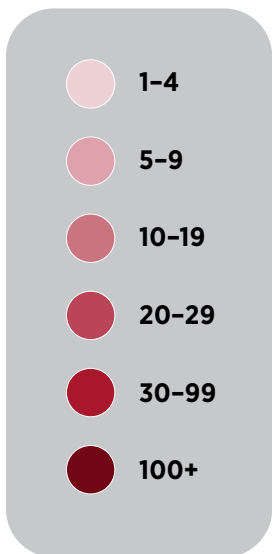
US Registrants by State

1903
REGISTRANTS
OVERALL

736
REGISTRANTS
WITH TEACHING
KITCHENS



Number of US Registrants with Teaching Kitchens per State

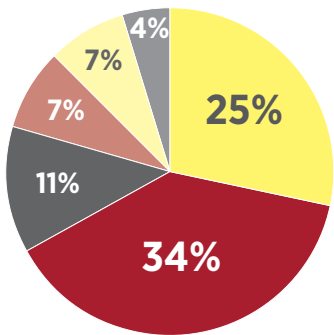


I was impressed by the number of viable teaching kitchens that are already established and showing success. I had no idea! Love the google map so that those in my community can continue to follow and be motivated by the work of other teaching kitchens.



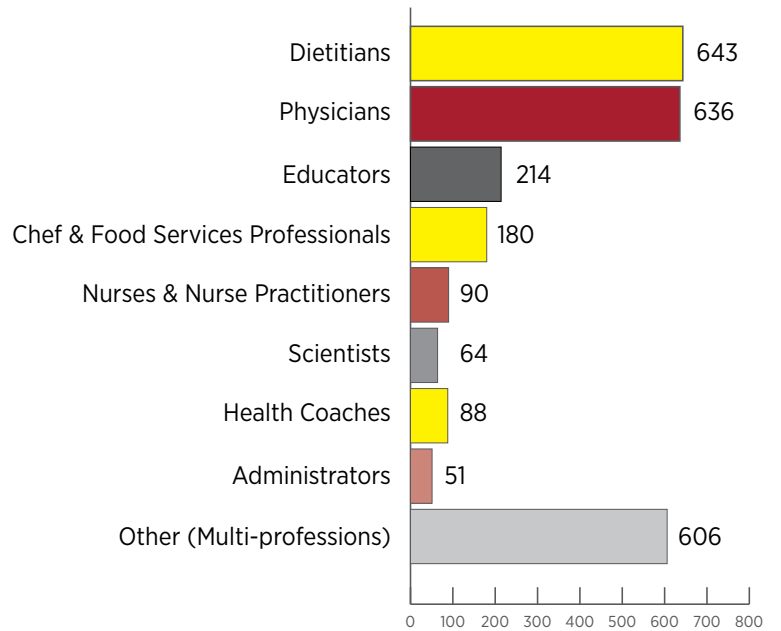
CONFERENCE FACTS & STATS

ATTENDEE CATEGORIES



■ M.D. / D.O. / N.D.	634	25%
■ Other Licensed Healthcare Professional (Non - M.D.)	875	34%
■ Fellow or Student	289	11%
■ Food Service Professional	182	7%
■ Ph.D. Researcher	179	7%
■ Non-Ph.D. Researcher	92	4%

PRIMARY PROFESSIONS



ATTENDEES' STUDENT STATUS

62

Undergraduate Students

212

Graduate Students

1,556

Non full-time students

PLENARY SPEAKERS



David M. Eisenberg, MD

Director of Culinary Nutrition, Adjunct Associate Professor, Department of Nutrition, Harvard T.H. Chan School of Public Health, Boston, MA

Synopsis

Dr. Eisenberg, director of Culinary Nutrition at the Harvard T.H. Chan School of Public Health and principal investigator of this NIH-sponsored research conference, provided a welcome and overview of the field. He discussed the development of teaching kitchens in the context of the annual educational conference, “Healthy Kitchens, Healthy Lives” (www.healthykitchens.org) cosponsored by the Harvard T. H. Chan School of Public Health and the Culinary Institute of America and offered to health care professionals since 2006; the launch of the Teaching Kitchen Collaborative (www.teachingkitchens.org), a group of 38 organizations with teaching kitchens committed to building best practices and to the evaluation of teaching kitchen interventions with respect to changes in behaviors, clinical outcomes, and costs; and the launch of a new “Food is Medicine Map” (<https://teachingkitchens.org/map-fim>) being built for the purpose of identifying and showcasing teaching kitchen programs, as well as other “Food Is Medicine” programs, nationally and globally. Dr. Eisenberg also described current challenges in light of the COVID-19 pandemic and ongoing efforts by TKC members to pivot from in-person instruction to virtual teaching platforms. Lastly, Dr. Eisenberg shared thoughts about the design, use, and evaluation of teaching kitchens of the future in both the working and learning environments.

Dr. Eisenberg is the Director of Culinary Nutrition within the Department of Nutrition at the Harvard T.H. Chan School of Public Health. He is also the founding Co-Director of the Healthy Kitchens, Healthy Lives conference, and the Founder and Executive Director of the Teaching Kitchen Collaborative.

From 2000-2010, Dr. Eisenberg served as the Bernard Osher Distinguished Associate Professor of Medicine at Harvard Medical School, founding director of the Osher Research Center and the founding chief of the Division for Research and Education in Complementary and Integrative Medical Therapies at Harvard Medical School. He simultaneously served as the director of the Program in Integrative Medicine at the Brigham & Women’s Hospital. In 2016, Dr. Eisenberg received the Academic Consortium for Integrative Medicine and Health’s Bravewell Distinguished Service award.

Dr. Eisenberg is a graduate of Harvard College and Harvard Medical School. He completed his fellowship training in general internal medicine and primary care and is Board Certified in Internal Medicine. In 1979, under the auspices of the National Academy of Sciences, Dr. Eisenberg served as the first U.S. medical exchange student to the People’s Republic of China. In 1993, he was the medical advisor to the PBS Series, *Healing and the Mind* with Bill Moyers.

Dr. Eisenberg has served as an advisor to the NIH, the FDA and the Federation of State Medical Boards with regard to complementary, alternative and integrative medicine research, education and policy. From 2003-2005 Dr. Eisenberg served on a National Academy of Sciences Committee responsible for the Institute of Medicine Report entitled, *The Use of Complementary and Alternative Medicine by the American Public*. More recently, Dr. Eisenberg has served as a member of the US National Board of Medical Examiners Clinical Skills Committee and its Communications Task Force.

Dr. Eisenberg has authored numerous scientific and educational articles involving complementary, integrative and lifestyle medicine and continues to pursue research, educational and clinical programs relating to integrative and lifestyle medicine. As the son and grandson of professional bakers, Dr. Eisenberg aspires to bring together the culinary, medical, public health and educational communities to enhance comprehensive care for all.



I learned of the Food as Medicine map as a tool to connect with others in the area with similar goals and potential for collaboration.



PLENARY SPEAKERS



Frank Hu, MD, MPH, PhD

Fredrick J. Stare Professor of Nutrition and Epidemiology Chair, Department of Nutrition, Harvard T.H. Chan School of Public Health, Boston, MA

The Role of Teaching Kitchens in Precision Nutrition Research and Practice

Synopsis

Recent advances in personalized or precision nutrition have the potential to offer more effective approaches tailored to individual characteristics such as the genome, metabolome, and microbiome for chronic disease prevention and management. Although this area holds promise, precision nutrition research is in the early stage and is not yet ready for widespread clinical use. Nonetheless, Teaching Kitchens can play an important role in facilitating precision nutrition research and practice. In particular, Teaching Kitchens can serve as clinical research sites and learning laboratories for conducting dietary intervention studies that incorporate precision nutrition tools including biomarkers – guided interventions, the use of wearables such as continuous glucose monitoring, and mobile apps for dietary assessment. This line of research aligns with the strategic goals of recently released 2020-2030 Strategic Plan for NIH Nutrition Research, in which precision nutrition and Food as Medicine are emphasized as major research areas.

Dr. Frank Hu is Chair of the Department of Nutrition, Fredrick J. Stare Professor of Nutrition and Epidemiology at Harvard T.H. Chan School of Public Health and Professor of Medicine, Harvard Medical School and Brigham and Women's Hospital. He serves as Co-director of the Program in Obesity Epidemiology and Prevention at Harvard and Director of Boston Nutrition and Obesity Research Center Epidemiology and Genetics Core. His major research interests include epidemiology and prevention of cardiometabolic diseases through diet and lifestyle; gene-environment interactions and risk of obesity and type 2 diabetes; nutritional metabolomics in type 2 diabetes and cardiovascular disease. He has served on the Institute of Medicine Committee on Preventing the Global Epidemic of Cardiovascular Disease, the AHA/ACC Obesity Guideline Expert Panel, and the 2015 Dietary Guidelines Advisory Committee, USDA/HHS. He has served on the editorial boards of Lancet Diabetes & Endocrinology, Diabetes Care, and Clinical Chemistry. Dr. Hu is a member of the National Academy of Medicine.



As a NBC-Health & Welfare Coach with training in Lifestyle Medicine, Culinary Coaching and Emotional Eating, I found this to be incredibly inspirational and found a new networking community I am excited to be a part of and to collaborate with going forward.



PLENARY SPEAKERS



Richard Rothstein

Joseph M. Huber Professor and Chair, Department of Medicine, Senior Associate Dean for Clinical Affairs, Geisel School of Medicine at Dartmouth, Hanover, NH

Teaching Kitchens in Academic Health Systems: Superfluous, Advocated or Essential

Synopsis

Academic health systems and their health care providers are assumed to be effective and trustworthy resources for nutrition information and lifestyle guidance. Given how important these modifiable risk factors are for prevention and treatment of common chronic diseases, it might be assumed that adequate time and support are provided and dedicated to the education of our inter-disciplinary learners and our health care workforce. Lamentably, less attention to instruction in these areas than is necessary is the norm for undergraduate medical education, graduate residency/fellowship training, and continuing medical education. A lack of expert role-modeling, poor adherence to nutrition education guidelines, and undervaluing of importance are common reasons for this inadequacy in our academic centers of care, discovery and learning. Teaching Kitchens have the capability to be essential effectors for addressing these shortcomings through education across the continuum and with scientific evaluation. Building upon the early framework of Teaching Kitchens as advocated components within medical systems (with best-practice consensus-driven curricular offerings already demonstrating meaningful clinical outcome improvements) these “learning laboratories” are poised to be at the center of transformative clinical practice change while



Great to see medical schools beginning to take seriously the need for future physicians to understand the impact of diet on health and advocate for more Teaching Kitchens — I was unaware the movement is already taking place!



facilitating new knowledge creation and academic scholarship. Consideration of Teaching Kitchens and the practice of Culinary Medicine as modalities for health promotion/illness prevention and as therapeutic interventions to be studied in rigorous prospective trials will raise awareness and establish them as essential components of health care systems. As future health care payment evolves from a predominantly fee-for-service model to managed care/population health strategies, the importance of Teaching Kitchen education and research will grow. Their contribution to value-based care (increasing quality/lowering cost) will be better understood and their relevancy increasingly appreciated and endorsed.

Dr. Richard Rothstein is Chair of the Department of Medicine and the Joseph M. Huber Professor of Medicine at the Geisel School of Medicine at Dartmouth. He is also a Professor of Surgery, the Senior Associate Dean for Clinical Affairs at Geisel and an active clinician investigator in the field of gastroenterology and gastrointestinal endoscopy. Together with colleagues,

he launched the Weight and Wellness Center at Dartmouth, which serves as an essential institutional resource for clinical care and academic scholarship. This center focuses on multi-disciplinary care delivery, research and education including the areas of nutrition, culinary medicine (including portable demonstration kitchen and use of an active-participant Teaching Kitchen), lifestyle, pharmacotherapy, endoscopic metabolic treatments and surgical intervention. Most recently, Dr. Rothstein was the principal investigator for a multi-center trial of a novel endoscopically placed weight-control device. He is currently a principal investigator for an international study of the efficacy and safety of an endoscopic treatment for insulin-dependent Type 2 diabetes. While working to push the boundaries of new technology, Dr. Rothstein’s clinical practice and medical teaching addresses the importance of providing high-value care – highlighting patient-centered goals and beliefs through a process of shared-decision making and cost-effective consideration.

PLENARY SPEAKERS



Zoe Schweitzer (far left)

Global User Enablement Program Manager, Compass at Google

Ruthie Schwab (left)

Global Food Program Manager, Google

Google as a Case Study for Corporate Food Education

Synopsis

Google's teaching kitchens have hosted over 20,000 (nearly 20% of) employees for in-person classes and events. In 2020, however, the world changed. In response to COVID-19, Google's food program has made its most dramatic shifts to date: moving completely online and supporting employees as they navigate the challenges of working remotely. Teaching Kitchen Program Managers from Compass and Google will share learnings from the past seven years of teaching kitchen evolution. They will also share how Food at Google is reimagining education programming moving forward.

Zoe Schweitzer joined Compass at Google in 2017 to co-lead the development and expansion of Google teaching kitchens as a continuation of her commitment to creating innovative teaching programs on food. Zoe has had multi-sector experience with public health departments, nonprofits, community clinics, school districts, and community groups, which has given her strategic expertise in nutrition, sustainability, policy, program management, outreach, and marketing. Previously, she spent four years managing programs and grants to improve food access and health equity across Los Angeles County. Zoe holds a M.S. degree in Food Policy and Applied Nutrition with a focus on community nutrition and public health from the Friedman School of Nutrition Science and Policy, Tufts University. She received a B.A. from the Gallatin School of Individualized Study, New York University in Art and the Urban Environment, that derived from her interest and experience in design, the built environment, and communications.

Ruthie Schwab manages Food at Google's Global User Enablement Programs, a set of programs that connect Google employees with their broader food system to improve well-being. This ranges from guest speakers to hands-on cooking and gardening classes to market tours and producer visits. In partnership with Compass, ISS, and other food service vendors, Ruthie has scaled these programs to over 50 Google offices, reaching >20,000 people/yr and 20% of Googlers with 98% satisfaction. She's also collaborated with X as they explore product development in the food space. Before Google, Ruthie was Walmart's Senior Manager on the Food Finance & Strategy team. There, she built the five-year plan for Global Food Sourcing and secured

approval for supply chain improvements that increased freshness and averted millions in wasted meat and produce. Ruthie also worked on Walmart's Sustainability and Produce Merchandising teams while completing a joint MBA/MSci at Stanford. Before business school she worked at High Meadows Fund, a VT-based environmental fund. Ruthie studied Biology at Princeton, where she created a 1.5 acre garden and farm to table program, and founded the first student-run farmers' market in the US.



All you need is a phone and a bowl. If we keep this simple, we can start to help people now!



PLENARY SPEAKERS



Nicole Farmer

Staff Scientist, National Institutes of Health (NIH), Bethesda, MD

The Role of Teaching Kitchens in Precision Medicine Nutrition In Relationship to the Strategic Plan for NIH Nutrition Research

Synopsis

During her keynote address, Dr. Farmer discussed the potential role of Teaching Kitchens as centers for learning about Precision Nutrition and advancing our understanding of nutrition research for prevention of chronic disease. Recently, the National Institutes of Health (NIH) released the 2020-2030 Strategic Plan for Nutrition. The plan highlights four strategic goals to advance the role of nutrition in clinical research and medicine. As centers where experiential learning around nutrition and dietary behaviors occur, Teaching Kitchens can serve as centers of discovery that can help further advance some of these goals. During her presentation Dr. Farmer will present work from the NIH Clinical Center's efforts to understand the importance of culinary skills and literacy for advancing nutrition and health. Through her presentation Dr. Farmer will provide an evidence-based visionary plan for the future role of Teaching Kitchen research as well as applications for special patient populations.

Dr. Farmer is currently a Staff Scientist at the NIH Clinical Center. In this intramural research position, Dr. Farmer is involved in both community-based and patient research exploring the role of cooking in chronic disease prevention and psychosocial health. Prior to joining the NIH, she was a well-established primary care clinician and routinely engaged her patient's in nutrition education through cooking classes. Dr. Farmer's research focus may be categorized into three major areas: psychosocial outcomes of health behaviors, role of cooking interventions on dietary behaviors and cardiovascular outcomes, and mechanisms of health disparities. She was recently named a recipient of the 2020 William G. Coleman Minority Health and Health Disparities Research Innovation Award from the NIH's National Institute of Minority and Health Disparity for her work in exploring microbiome-related dietary metabolites in cardiovascular disease health disparities. Dr. Farmer is an alumni of Howard University College of Medicine, received her internal medicine training from Thomas Jefferson University Hospital, and held a prior appointment at Johns Hopkins University Hospital. She has also completed fellowship level training in Integrative Medicine from the Center for Integrative Medicine at the University of Arizona and Duke University Integrative Medicine.



"You can get through a day without exercising but not easy to get through a day without eating." Teaching Kitchens should be as ubiquitous as gyms.



The 2020 Teaching Kitchen Research Conference hosted the following panel sessions:

Panel Discussion 1 Culinary Medicine Education Programs

Presenters:

Adi Haramati, Professor of Integrative Physiology, Departments of Biochemistry, Molecular & Cellular Biology and Medicine (Nephrology), and Co-Director of the CAM Graduate Program, Georgetown University Medical Center, Washington, DC

Melinda Ring, Director, Osher Center for Integrative Medicine at Northwestern Medicine, Chicago, IL

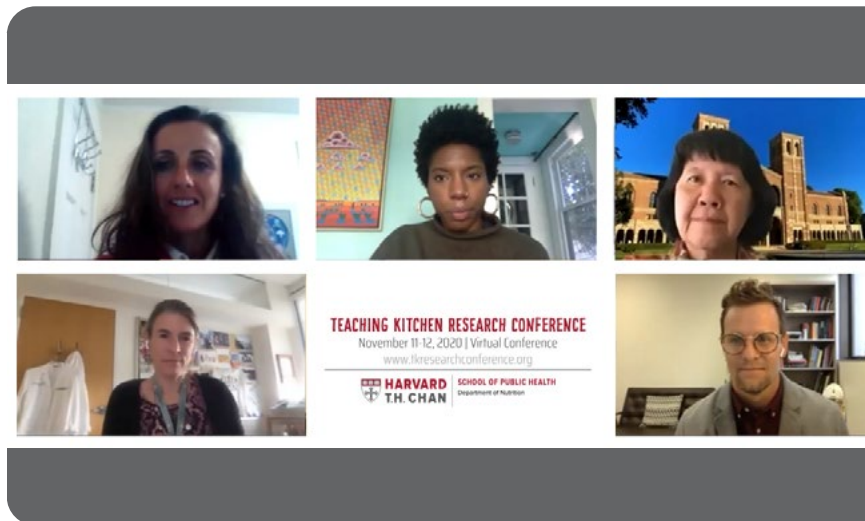
Seema Kakar, Director of Culinary Medicine, Co-Director of Community Service Learning, Associate Clinical Professor of Medicine, George Washington University School of Medicine and Health Sciences, Washington, VA

Lindsay Thimmig, Recent Graduate, Georgetown University Medical School, Washington, DC

Andrew Vaughan, Assistant Professor, Department of Cardiovascular Services, Joan C. Edwards School of Medicine, Marshall University, Huntington, WV



So pleasantly surprised to see how much interdisciplinary collaboration comes alive in Teaching Kitchens. I loved hearing from Chefs and MDs about their roles in Teaching Kitchens.



Panel Discussion 2 Challenges and Opportunities Related to Evolutions of Teaching Kitchens in the COVID-19 Era

Presenters:

Jennifer Massa, Research Scientist, Department of Nutrition, Harvard T.H. Chan School of Public Health, Boston, MA

Erica Lee, Upstream Obesity Solutions Project Coordinator, UCLA, Los Angeles, CA

Auden McClure, Assistant Professor of Pediatrics, Assistant Professor of Community and Family Medicine, Assistant Professor of The Dartmouth Institute, Dartmouth Geisel School of Medicine, Hanover, NH

Wesley McWhorter, Assistant Professor, Health Promotion and Behavioral Sciences, Director of Culinary Nutrition, Nourish Program, UTHealth School of Public Health, Houston, TX

May Wang, Professor, Department of Community Health Sciences, Fielding School of Public Health, UCLA

ABSTRACT PRESENTATIONS

› Oral Presentations

24 abstracts were selected to give pre-recorded oral presentations that were made available to all conference attendees for the duration of the conference.

› ePoster Presentations

Over 60 abstracts were presented in ePoster format. A late-breaking submission period was opened in the fall of 2020 to allow for submissions on COVID-19 and other new and novel data from the previously accepted topics.

› Trainee Abstract Presentations

Thirteen of the abstracts at the 2020 Teaching Kitchen Research Conference were presented by trainees:

Trainee Oral Presentations (by last name):

Cooking for Salud - A Culinary and Lifestyle Program for Older Adults: Assessing Impacts on Chronic Disease Biomarkers and Health Outcomes

Sabrina A. Falquier Montgrain, Internal Medicine; Sharp Rees-Stealy Medical Group

Impact of a Culinary Medicine Class on Medical Students' Attitudes and Knowledge about Nutrition

Caroline Jolley, School of Medicine, Oregon Health & Science University

Garden for Health

Nathan Raska, University of Texas School of Public Health

Taste Education in the Teaching Kitchen: Motivating Healthy Food Behaviors Among Fussy Eaters and their Parents

Sigrun Thorsteinsdottir, University of Iceland; School of Education; Faculty of Health Promotion, Sport and Leisure Studies

Teaching Kitchen Improves Health Professional Students' Nutrition Knowledge, Perceived Culinary Skills, and Confidence Providing Nutrition Counseling

Miranda Westfall, UCLA Fielding School of Public Health

Trainee Poster Presentations (by last name):

Addressing the Gap in Medical School Nutrition Education: A Functional Nutrition & Lifestyle Medicine Elective

Yasmin Bains, Primary Care Department, Touro University College of Osteopathic Medicine

Transforming a Culinary Medicine Elective for Medical Students into a Virtual Format

Katheryn Bell, Georgetown University

24 Oral Presentations

61 Poster Presentations

Trainee Poster Presentations (continued):

Oregon Health & Science University's Interprofessional Culinary Medicine Student Interest Group: Stories from Student-Led Experiential Learning

Caroline Jolley, Oregon Health & Science University School of Medicine

Workplace Gardening and Culinary Education as a Model for Stress Reduction

Meegan Justice, Nourish Program UTHHealth School of Public Health

Identifying Medical School Student's Barriers to Changing Behaviors of Healthy Cooking and Eating

Renee Kakareka, Northwestern University

Teaching Kitchens: A New Delivery Model for Nutrition Genetic Data?

Maria Raimundo, Center for Innovation, Technology and Policy Research, Instituto Superior Técnico

What Does Home-cooking Mean to You? Understanding Differing Definitions of Cooking and Vegetable Preparation

Danielle Sanders, Nourish Teaching Kitchen, University of Texas Health Science Center at Houston

Spicing Up Nutrition Education: An Evaluation of Student Experience in a Novel Cooking Elective for Second Year Medical Students

Lindsay Thimmig, Georgetown University School of Medicine

BREAKOUT SESSIONS

Subject matter experts facilitated eight breakout sessions that focused on identifying new teaching kitchen research priorities; organizations and individuals to collaborate with in advancing teaching kitchen research; as well as, discussing the impact and shift caused by the COVID-19 pandemic.

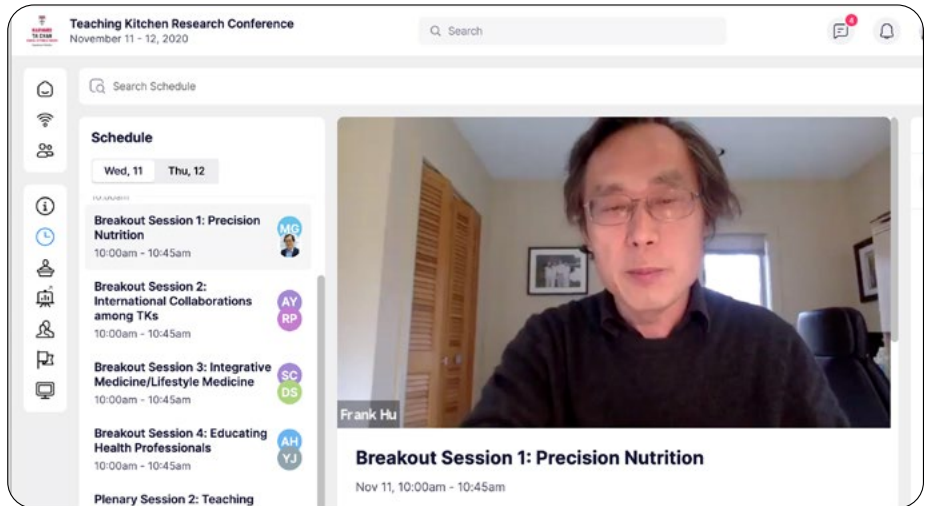
Precision Nutrition

Following Plenary Session I, this breakout solicited ideas on how teaching kitchens can be optimally positioned and engaged as translational research laboratories.

Frank Hu, Fredrick J. Stare Professor of Nutrition and Epidemiology Chair, Department of Nutrition, Harvard T.H. Chan School of Public Health, Boston, MA

Mladen Golubic, Medical Director, Center for Lifestyle Medicine, Cleveland Clinic, Lyndhurst, OH

Nicole Farmer, Staff Scientist, National Institutes of Health (NIH), Bethesda, MD



International Collaborations among Teaching Kitchens

Discussed how Teaching Kitchens are being developed internationally, and opportunities for research between teaching kitchens on a global scale.

David Eisenberg, Director of Culinary Nutrition, Adjunct Associate Professor, Department of Nutrition, Harvard T.H. Chan School of Public Health, Boston, MA

April Matsuno, Wellness Centre Manager, Alberta Health Services, Calgary, Canada

Akio Yonekura, CEO, Campus for H, Tokyo, Japan

Rani Polak, Director, Spaulding CHEF Coaching Program, Harvard Medical School; Director Sheba Lifestyle Medicine Center, Brookline, MA

Integrative Medicine/Lifestyle Medicine

How the latest teaching kitchen is an interdisciplinary educational intervention — this was a discussion of how the latest teachings in: nutrition, exercise, mindfulness, and behavior change can be best woven into a teaching kitchen curriculum.

Sian Cotton, Professor and Director, UC Center for Integrative Health and Wellness, University of Cincinnati College of Medicine, Cincinnati, OH

Dexter Shurney, Chief Medical Officer, Zipongo, President, American College of Lifestyle Medicine, San Francisco, CA

Eddie Phillips, Chief, Physical Medicine & Rehabilitation Service, Boston VA Healthcare System, Boston, MA

Terri Stone, MedStar Institute for Innovation, Washington, DC



I am new to the concept of Teaching Kitchens, and received a significant amount of information that I can take with me as I move forward and investigate how to implement a Teaching Kitchens with my patients and in my community.



BREAKOUT SESSIONS

Educating Health Professionals

How best to include teaching kitchens within current and future training programs for health professionals.

Adi Haramati, Professor of Integrative Physiology, Departments of Biochemistry, Molecular & Cellular Biology and Medicine (Nephrology), and Co-Director of the CAM Graduate Program, Georgetown University Medical Center, Washington, DC

Melinda Ring, Director, Osher Center for Integrative Medicine at Northwestern Medicine, Chicago, IL

Yumi Jarris, Associate Dean for Population Health and Prevention, Professor of Family Medicine, Georgetown University School of Medicine, Washington, DC



Clinical Practice and Research

Following Plenary Session II, this breakout discussed how teaching kitchens are used to enhance clinical practice and research.

Jennifer Massa, Research Scientist, Department of Nutrition, Harvard T.H. Chan School of Public Health, Boston, MA

Richard Rothstein, Joseph M. Huber Professor and Chair, Department of Medicine, Senior Associate Dean for Clinical Affairs, Geisel School of Medicine at Dartmouth, Hanover, NH

Auden McClure, Assistant Professor of Pediatrics, Assistant Professor of Community and Family Medicine, Assistant Professor of The Dartmouth Institute, Dartmouth Geisel School of Medicine, Hanover, NH

May Wang, Professor, Department of Community Health Sciences, Fielding School of Public Health, UCLA

Erica Lee, Upstream Obesity Solutions Project Coordinator, UCLA, Los Angeles, CA

Agriculture and Sustainable Food Systems

What role can teaching kitchens – in partnership with both terrestrial and urban agriculture – play in the current discussion of sustainable agriculture and food systems?

Will Rosenzweig, Chairperson, Teaching Kitchen Collaborative, Healdsburg, CA

Walter Willett, Professor of Epidemiology and Nutrition, Harvard T.H. Chan School of Public Health, Professor of Medicine, Harvard Medical School, Boston, MA

Christopher Golden, Assistant Professor | Dept. of Nutrition; Dept. of Environmental Health; Dept. of Global Health and Population, Harvard T.H. Chan School of Public Health, Boston, MA



Happy to see that our own developments are in line with what is happening in other countries. See even more opportunities now and most importantly recognize how important this field is for research. Look forward to get to know more people in this interdisciplinary field for expanding my network.



Synergies of RDs, Chefs, Mind-body and Other Teaching Kitchens Instructors

How can experts from dietetic, culinary education, and mindfulness communities be optimally integrated into and participate in teaching kitchens to create successful and impactful programs?

Kate Janisch, Culinary Nutrition Research Coordinator, Harvard T.H. Chan School of Public Health, Boston, MA

Sian Cotton, Professor and Director, UC Center for Integrative Health and Wellness, University of Cincinnati College of Medicine, Cincinnati, OH

Wesley McWhorter, Assistant Professor, Health Promotion and Behavioral Sciences, Director of Culinary Nutrition, Nourish Program, UTHealth School of Public Health, Houston, TX

Sherene Chou, Sustainable Food & Nutrition Consultant

Benjamin Ramsdell, Culinary Coordinator & Chef Educator, MaineGeneral Health, Augusta, ME

Emma Steinberg, Pediatric Culinary Medicine Champion, Kaiser Permanente, San Francisco, CA

Using a Teaching Kitchens Platform to Deliver Health Equity

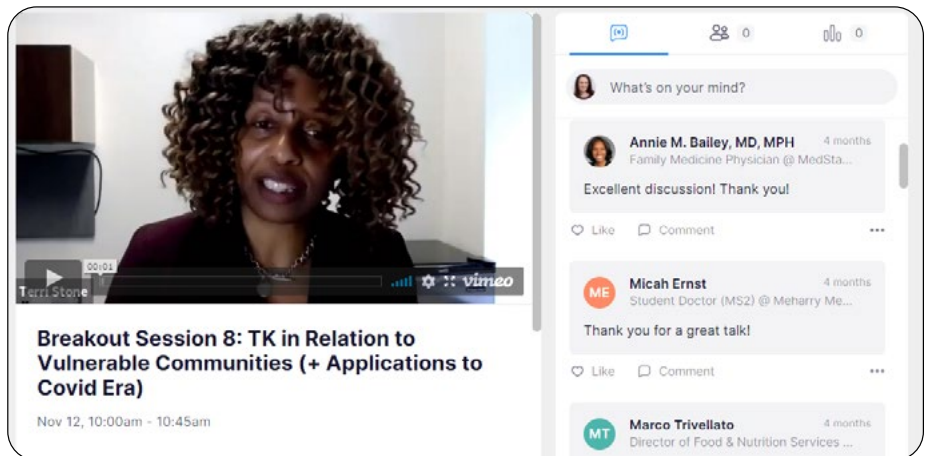
How teaching kitchens provide opportunities for life skills, empowerment and serve as a platform to better balance health equity.

Terri Stone, Culinary and Lifestyle Medicine, MedStar Institute for Innovation, Washington, DC

Brian Frank, Assistant Professor of Family Medicine, School of Medicine, Oregon Health & Science University, Portland, OR

Rob Graham, Chef, FRESH Medicine, New York, NY

Kofi D. Essel, Attending Physician, Children's Health Center at Anacostia - Goldberg Center for Community Pediatric Health, Director, Community/Urban Health Scholarly Concentration, The George Washington University School of Medicine and Health Sciences, Assistant Professor of Pediatrics, Children's National Hospital & GWUSMHS, Washington, DC



Our institution is only in the initial process of learning about/implementing teaching kitchen activities. With COVID restraints, we're struggling to get anything off the ground. I so appreciated hearing about everyone's experience with virtual learning and the outcomes they've seen through that.





I thought the virtual platforms would be difficult, but it seems that it still provides a sense of connection and community while demonstrating and teaching important skills.



Integrative Medicine/Lifestyle Medicine Breakout Session



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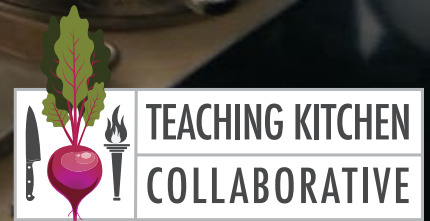
As a hospital-based pediatrician, I've been trying to figure out how to bring a whole food plant-based diet and lifestyle changes to the broader community. This conference was exactly what I needed!



Each keynote presentation was recorded and can be publicly viewed on demand.
Please visit <https://www.tkresearchconference.org/recordings> for more information.



I loved every piece I had the opportunity to listen to/be part of. I will go back to listen to the ones I didn't and maybe even re-listen to the others. They were all so great!



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