

What's Changed in Nutrition & Dietetics Education: A Review of New Learning Experiences

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Learning Objectives & Goals for Today's Presentation

- Discuss new trends in dietetics education and apply knowledge to your role as both preceptors, mentors, and future employers.
- Realize how COVID-19 has impacted dietetics education and understand how both educators and preceptors must adapt teaching methods to reach learners in this new environment.
- Increase knowledge of new accreditation standards for both undergraduate education, graduate education, and dietetic internships, as set forth by ACEND.



MARSHALL UNIVERSITY
FOOD PANTRY



How did COVID change DTS education at Marshall?

How do we Pivot?



DPD COVID Changes

- All DPD courses pivoted to basic virtual instruction in 2020
- Virtual instruction continued in some course through spring 2022
- Foods laboratory sessions normally occur in Huntington's Kitchen
 - This was the most difficult challenge to overcome
 - Home-based labs continue due to quarantine and COVID illness
 - Lab in a bag.



**Traditional labs in
Huntington's Kitchen**





2019-2020 Dietetic Internship Program Changes

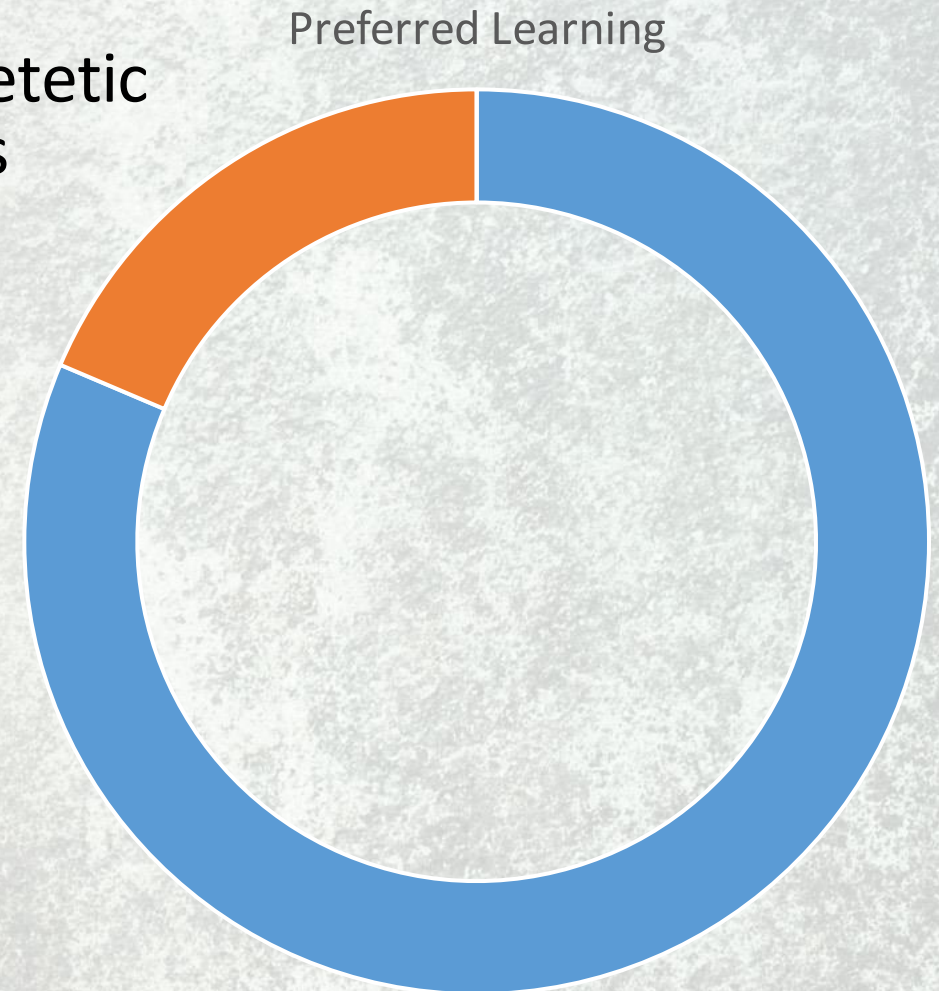


- 12 on-site interns
- 34 distance interns
- How and when will these students finish their internship rotations?
- How can we meet needed competencies?
- How can we do this effectively, in a short period of time, and promote active learning in our interns?



Survey Results from 2019-2020 Interns

- How did COVID-19 Affect my Dietetic Internship: What Former Interns Want You to Know
- Alternative assignments strengthened skills
 - Time management
 - Communication
 - Critical thinking
 - Resilience
 - Creativity
 - Writing skills



Survey Results from 2019- 2020 Interns

Challenges faced

- Distractions working at home
- Inability to communicate with the medical team
- Learning to work independently
- Motivation to finish tasks
- Lack of face-to-face communication

COVID helped prepare students to adapt to many situations, including working independently.

Dietetic Internship Program Changes for 2020-2021



- Pre-clinical rotation
- Virtual Culinary Medicine Rotation
- Social Media & Nutrition
 - Many opportunities
- Outpatient Simulation



Dietetic Internship Program Changes for 2021-2022



Getting back to normal!

What do we keep?

- Pre-clinical rotations (1 week)
 - MNT Clinical Guide
 - Pre-clinical case study
- Social Media Rotation
- WVAND Policy Team
- Virtual Culinary Medicine → Face-to-Face Culinary Medicine
 - The Harvard Teaching Kitchen Collaborative

What's Important in Dietetics Education?



What does our future hold?

Decrease in
pass rates


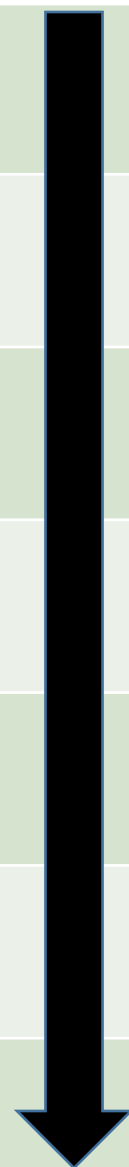
Decrease in
people entering
the major

How will this
impact our
state?

Mo./Yr.		Total Tested	Number Passing		Number Failing	
July 1, 2021 - Dec. 31, 2021	First Testing	2,959	1,817	(61%)	1,142	(39%)
	Repeating	2,368	749	(32%)	1,618	(68%)
	Total	5,327	2,566	(48%)	2,760	(52%)
January 1, 2021 - June 30, 2021	First Testing	1,762	1,165	(66%)	597	(34%)
	Repeating	1,682	493	(29%)	1,188	(71%)
	Total	3,444	1,658	(48%)	1,785	(52%)
July 1, 2020 - Dec. 31, 2020	First Testing	3,119	2,099	(67%)	1,020	(33%)
	Repeating	2,206	812	(37%)	1,393	(63%)
	Total	5,325	2,911	(55%)	2,413	(45%)
January 1, 2017- June 30, 2017	First Testing	1,541	1,051	(68%)	490	(31.8%)
	Repeating	696	155	(22%)	541	(78%)
	Total	2,237	1,206	(54%)	1,031	(46%)
July 1, 2016- Dec. 31, 2016	First Testing	2,997	2,617	(87%)	380	(13%)
	Repeating	789	363	(46%)	426	(54%)
	Total	3,786	2,980	(79%)	806	(21%)
Jan. 1, 2016- June 30, 2016	First Testing	1,417	1,215	(86%)	202	(14%)
	Repeating	670	294	(44%)	376	(56%)
	Total	2,087	1,509	(72%)	578	(28%)



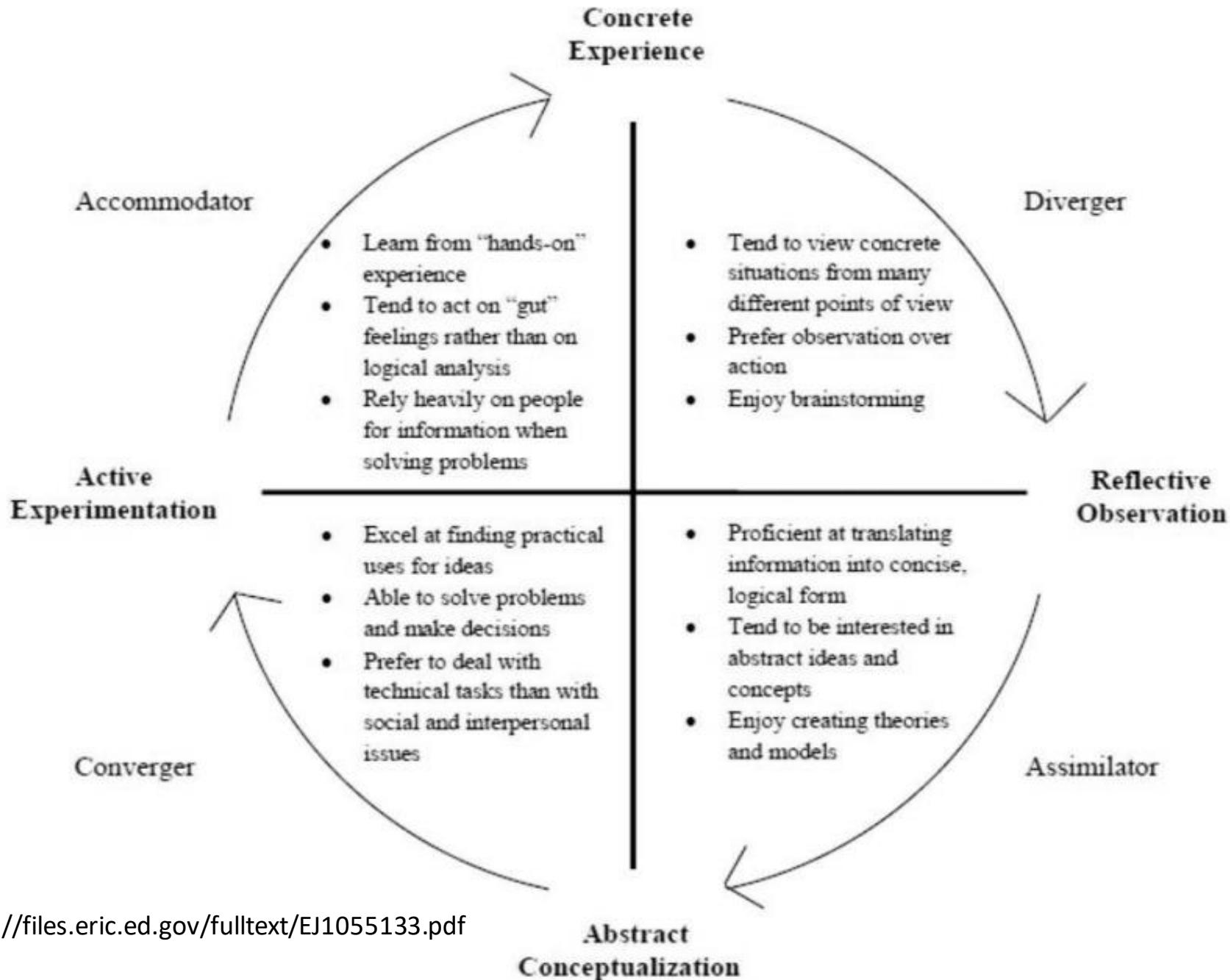
Year	Participants	Positions Available	Chance of Matching
April 2016	5200	2992	58%
April 2017	4839	3181	68%
April 2018	4724	3609	76%
April 2019	4201	3669	87%
April 2020	3848	3667	95%
April 2021	3676	3723	100+%
April 2022	3213		



Learning Styles



Blending learning needs with accreditation
guidelines



Kolb's Experiential Learning Style

Accreditation Council for Education in Nutrition and Dietetics

the accrediting agency for the
Academy of Nutrition
and Dietetics



2022 ACEND Standards

<https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2022-standards>

Knowledge &
Requirements
(KRND)- DPD

Competency
Requirements
(CRDN)- DI



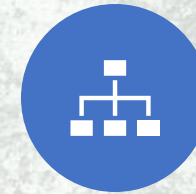
Domain 1:
Scientific and
Evidence Base of
Practice



Domain 2:
Professional Practice
Expectations



Domain 3: Clinical
and Customer
Services



Domain 4: Practice
Management and
Use of Resources



Domain 5:
Leadership &
Career
Management Skills

Domain 2: KRDN: Professional Practice Expectations (DPD)

- Beliefs, values, attitudes, and behaviors for the professional dietitian nutritionist, entry level
 - Emphasis on **cultural humility, reflection, diversity, equity, and inclusion- in general and as it relates to health equity**
 - Licensure, NPI , policy, legislative and regulatory processes, inter-professionalism
 - Human behavior, psychology, sociology, anthropology

Knowledge

Upon completion of the program, graduates are able to:

- KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.
- KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.
- KRDN 2.3 Assess the impact of a public policy position on the nutrition and dietetics profession.
- KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.
- KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates.
- KRDN 2.6 Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion.
- KRDN 2.7 Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.
- KRDN 2.8 Participate in a nutrition and dietetics professional organization and explain the significant role of the organization.
- KRDN 2.9 Defend a position on issues impacting the nutrition and dietetics profession.



DTS 410: Cultural Nutrition

Developing hands-on experience with food culture.

Domain 5 KRDN: Leadership & Career Management (DPD)

- Skills, strengths, knowledge, and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.
 - Emphasis on articulating one's skills, strength, and knowledge related to career goals
 - Dealing with conflict
 - Self-advocacy

Knowledge

Upon completion of the program, graduates are able to:

- KRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.
- KRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.
- KRDN 5.3 Practice how to self-advocate for opportunities in a variety of settings (such as asking for needed support, presenting an elevator pitch).
- KRDN 5.4 Practice resolving differences or dealing with conflict.
- KRDN 5.5 Promote team involvement and recognize the skills of each member.
- KRDN 5.6 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

2022 ACEND Standards- Dietetic Internship

Supervised Practice Hours Reduced (1200 hours ➡ 1000 hours)

Graduate Degree Required (January 1, 2024)

Competency Additions (Domain 5 added)

- CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B₁₂ or iron supplementation)
- CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.
- CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.
- CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.



2022 ACEND Standards- Dietetic Internship

Diversity, Equity, & Inclusion

Program Faculty & Preceptor Training

Additional Competencies



CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.

CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.

- a. Learning activities must prepare interns for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.
- b. Learning activities must prepare interns to implement the Nutrition Care Process with various populations and diverse cultures.
- c. Learning activities must address and build competency in diversity, equity and inclusion. The program must ensure that interns have the skills to recognize biases in self and others and embrace the diversity of the human experience.



2022 ACEND Standards- Dietetic Internship

- Skills, strengths, knowledge, and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.
 - Emphasis on articulating one's skills, strength, and knowledge related to career goals
 - Mentoring/Precepting
 - Self-advocacy

5. Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.

Competencies

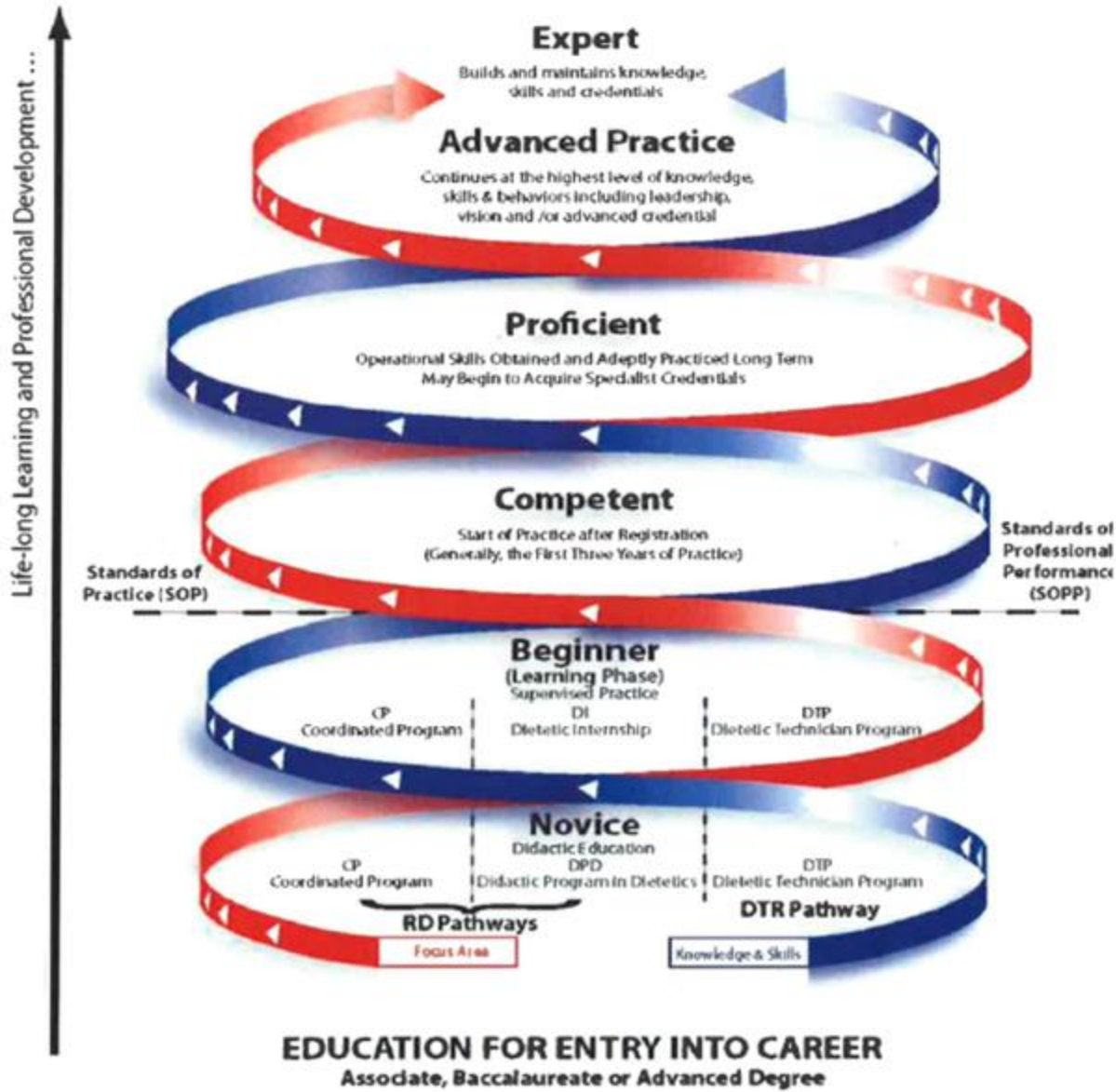
Upon completion of the program, graduates are able to:

- CRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.
- CRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.
- CRDN 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
- CRDN 5.4 Advocate for opportunities in the professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).
- CRDN 5.5 Demonstrate the ability to resolve conflict.
- CRDN 5.6 Promote team involvement and recognize the skills of each member.
- CRDN 5.7 Mentor others.
- CRDN 5.8 Identify and articulate the value of precepting.



Dietetics Career Development Guide

- Notice where interns are on the spiral vs. where you are as a professional:
 - Novice vs. Proficient or more..



Definition of Dietetics: Dietetics is the integration, application and communication of principles derived from food, nutrition, social, business and basic sciences, to achieve and maintain optimal nutrition status of individuals through the development, provision and management of effective food and nutrition services in a variety of settings.

Approved 9/29/10; 10/11/10

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New Trends in
Dietetics
Education &
Your Role

Trends

Your Role

Experiential Learning

Simulation

Demonstration

Role Playing

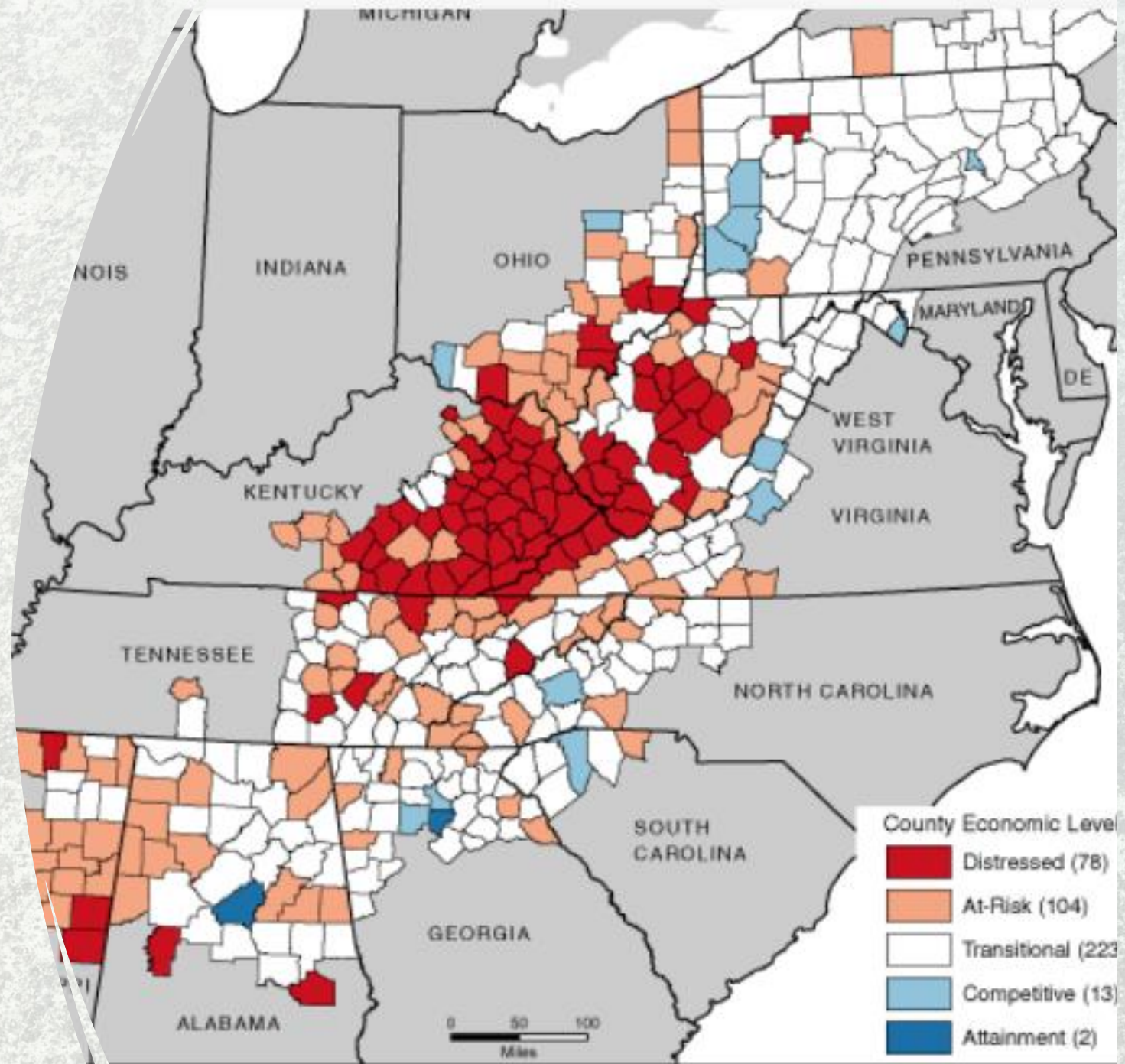


Addressing Health Disparity and Equity in Appalachia and Beyond...



Economic Hardship in Appalachia

The Tri-State region of WV, KY, OH, served by Huntington's Kitchen, are surrounded by distressed or at risk- economic hardship counties



Appalachian Health Disparities

- Obesity and health disparities are much more common in Appalachian counties than in non-Appalachian counties (31% vs. 27% obesity rates)
- Unique, complex factors related to obesity and health disparities include:
 - Economic disadvantages
 - Built environment of many communities
 - Access to fresh and affordable foods
 - Physical inactivity
- In WV specifically:
 - Only 9% of adults eat 5 fruits and vegetables per day
 - The average intake of fruit and vegetable servings is 2.9 per day
 - There is a high incidence of food insecurity, which is linked to lower diet quality and obesity



MU Food Pantry: Reaching the Needy through a Smarter Pantry

- Collaboration with Marshall DTS and Huntington's Kitchen
 - Strategic Partnerships
- Educational Goals for Pantry Participants:
 1. Preparation of healthy meals using nutrient-rich foods provided by the pantry
 2. Gain knowledge of selection and preparation methods of low-cost healthy foods
 3. Needy Marshall students will use the meal recovery program to extend meal plans

FARMacy Program

Fresh
Produce for
Pantry
Participants

Produce Boxes



- Addressing:
 - Health equity
 - Humility
 - Personal bias

Substance Abuse (Opioids)

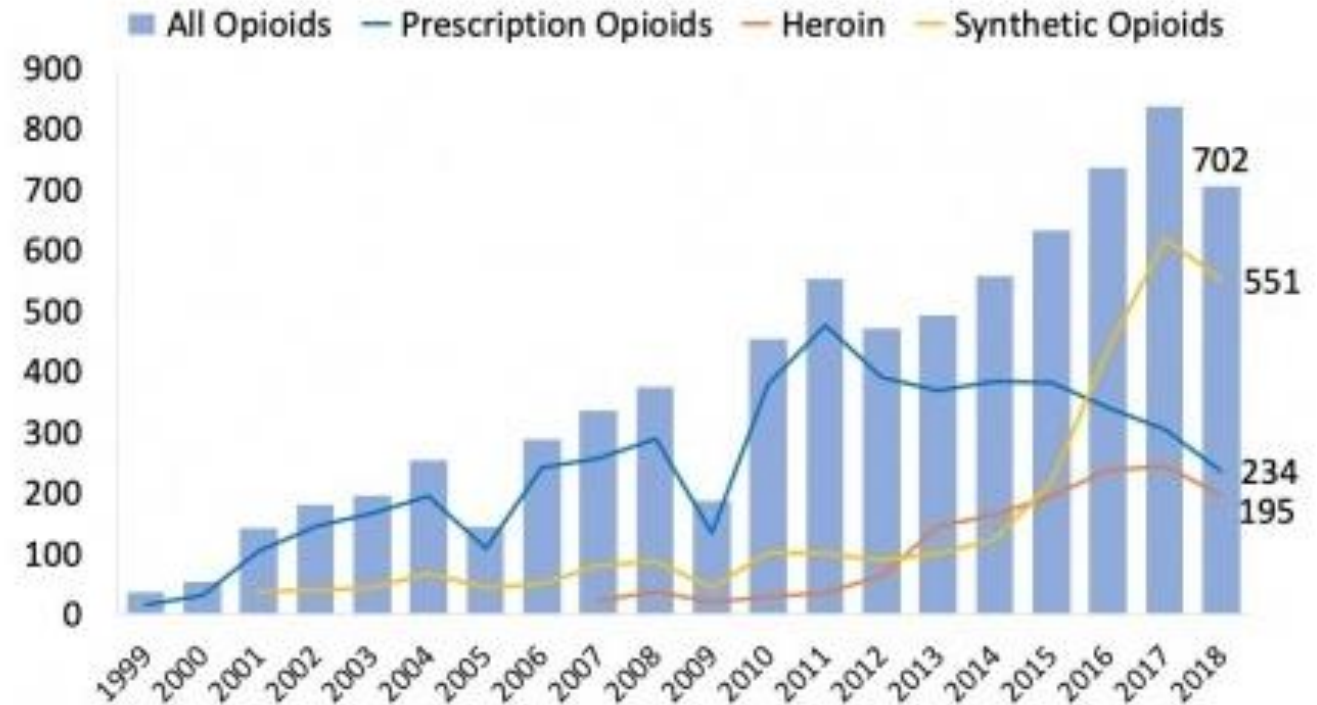


Figure 1. Number of overdose deaths involving opioids in West Virginia, by opioid category. Drug categories presented are not mutually exclusive, and deaths may have involved more than one substance. Source: CDC WONDER, 2020.

Source: <https://www.drugabuse.gov/drug-topics/opioids/opioid-summaries-by-state/west-virginia-opioid-involved-deaths-related-harms>



MU Nutrition Education Program

- Traditional program
 - K-2 nutrition education in needy schools
 - Policy, systems, environmental changes in schools & communities
- New substance abuse nutrition education program
 - Benefits to our community and our Kitchen
 - Strengthens cultural awareness, health equity, inclusion, humility



Culinary Medicine

- One-week rotation with first year medical students (one-time)
 - 100 medical students & 6 interns
- Two-week rotations with fourth year medical students
 - 6-8 medical students and 2-3 interns per rotation
 - Builds inter-professionalism, cultural awareness, inclusion, humility



Social Media Rotation

- Promoting dietetics
- Providing nutrition education



Future Goals

- Keep pivoting!
 - New learning opportunities/rotations
- Recruiting for our Profession & Programs
- MU Nutrition Clinic
- Increase community outreach opportunities through Huntington's Kitchen
 - Professional Culinary Medicine
 - Community-based Culinary Medicine



Questions / Comments?



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