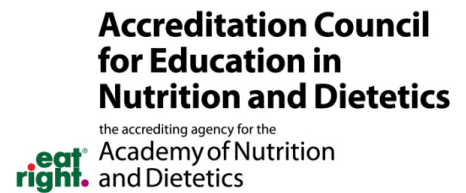

ACEND Virtual Town Hall Meeting
February 17, 2023, 11:00 a.m. Central Time

Host: Kendra Kattelman, PhD, RDN, LN, FAND
Didactic Program in Dietetics Representative,
ACEND Board
Presenter: Jody Vogelzang, PhD RDN, FAND, CHES



ACEND Virtual Town Hall: January 17, 2023

Topic: Leveling up your graduate program: robust learning objectives, learning assessments, and course materials

Townhall Recording:

<https://vimeo.com/790502407>

Case Study Resources:

Here are some helpful links for developing and teaching with case studies

<https://umanitoba.ca/centre-advancement-teaching-learning/support/case-studies>

<https://www.nsta.org/case-studies> (requires a subscription- I have two published in this collection)

<https://juniperpublishers.com/joics/current-issue-joics.php> (open access medical cases – helpful for formatting)


Here is the link to the Lilly Teaching and Learning conferences for 2023:

<https://www.lillyconferences.com/>

Recorded Webinar: CPE Certificate on the last page of this document


Welcome to the ACEND Virtual Town Hall!
We Will Begin Shortly

Lines have been muted




▪ If you have questions or comments, Use the chat feature and post a chat to "All Panelists"

1



Welcome to the ACEND Virtual Town Hall


2



Kendra Kattelman,
PhD, RDN, LN, FAND

ACEND Board


3



Objectives


- Provide ACEND updates and announcements
- Provide an overview of ACEND's webinars and trainings
- Provide information on quality graduate curriculum and Leveling Up Your Graduate Program
- Answer questions

4



ACEND Updates and Announcements

5




Bare with us through the updates to the Academy and ACEND Websites

- Ensure that your links on program website, student handbook, etc. continue to work
- Contact ACEND manager to report issues

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Advanced Practice Doctoral Standards




- Under development
- ACEND Expanded Standards Committee
 - Chair: Kendra Kattelmann
 - ACEND Fellow: Jody Vogelzang


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Core Knowledge/Competencies/Performance Indicators


DISCOVERY



SCORING



GROUPING



COMPETENCY ASSESSMENT SOFTWARE

Competency Assessment Software

- ACEND is investigating adopting a competency assessment software to support programs' assessment of the 2022 knowledge/competencies and FEM competencies and performance indicators.
- Decision by 2023

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DEI Training Webinars for Program Faculty, Students and Preceptors to Meet 2022 and FEM Standards Presented by Dr. Françoise Knox Kazmierczuk

Unconscious Bias
July 19, 2022

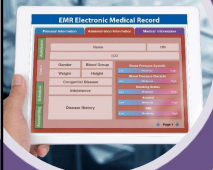
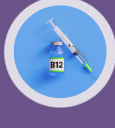


Debiasing Training
September 20, 2022

Cultural Competence and Cultural Humility
February 17, 2023

Racism in Dietetics Practice
May 23, 2023

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Clinical Skills Hands-On Workshop

**Workshop to address KRDN 3.4 and CRDNs 3.3-3.6
FEM-GP: RE 3.2e1-4**

Summer 2023
University of the Pacific,
Sacramento, CA

FNCE October 7, 2023
Regis University, Denver, CO

Information to be posted on ACEND website under Training and Resources

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Program Director Workshops and Online Modules

- **2022 Standards and FEM Program Director Workshop**
 - Virtual: February 23-24, 2023



ACEND Training and Volunteer Opportunities

ACEND provides opportunities for both accreditation and education and research professionals to expand their knowledge with professional development resources, learn about becoming a preceptor, mentor or program reviewer and facilitate training, workshop and resources.

[Learn About >](#)

ACEND Training and Volunteer Opportunities

Preceptors and Mentors
Program Reviewers
Training and Resources
Dietetics Preceptor Training Program

Training and Resources

ACEND Certificate Program and Recredentialing Workshops
Program Directors Workshops

Home > ACEND > ACEND Training and Volunteer Opportunities

Training and Resources

To assist programs applying for accreditation or existing programs of services and products.

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Communication from ACEND


- **ACEND Update**
 - Monthly update from ACEND posted on the website
- **Virtual Town Hall**
 - Next town hall: Tuesday, April 18, 11:00 am – 12:00 noon CT
 - Directions for joining on the ACEND website
- **ACEND Staff**
 - 800-877-1600 x5400
 - acend@eatright.org

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-  1.0 CPEUs for this Webinar
-  Attendees access the survey link to complete a short evaluation
-  Handout of slides and CPEU certificate provided via email

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Jody L Vogelzang,
PhD, RDN, FADA, FAND, CHES
Educational Consultant
Senior Content Editor, Six Red Marbles Publishing
Editor, Ethics in Health Promotion and Health Education

14

Rigor is a “multi-faceted concept” that “isn’t easy to define, but we know it when we see it”
Duncan et al., 2013.

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Learning Objectives

-  Develop learning objectives that increase cognitive, affective, and psychomotor skills.
-  Design summative evaluations that stimulate critical reasoning
-  Curate graduate level course materials

Suggested performance indicators: 9.3, 9.4, 9.5

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Disclosures

- This presentation is research-based and these suggestions and tips presented by an educator, textbook author, editor, and program reviewer are offered as best practices and are not part of the ACEND Accreditation Standards.

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Defining Rigor

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Research Insights

Rigorous learning must be deep, critical, and inquiry based.

Rigorous learning reaches for a higher level of quality in both effort and outcome.

Measure rigor by students' demonstration of the cognitive skills necessary to master challenging tasks.

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Wagner (2008)

- Defined rigor by seven critical skills:
 - critical thinking and problem solving
 - collaboration and leadership
 - agility and adaptability
 - initiative and entrepreneurialism
 - effective oral and written communication
 - accessing and analyzing information
 - curiosity and imagination

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Student Concepts of Rigor

(Duncan et al., 2013)

"Exploring topics outside our knowledge base/comfort level that challenge us to think critically and go beyond our assumptions."

"Closely related to the extent to which the assignment, project course, or degree creates a significant learning experience"

"Rigor should be evaluated by whether it adds value."

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Adding Rigor Through Learning Objectives

- Blooms Taxonomy
 - Analyzing
 - Evaluating
 - Creating

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Scoring System for Cognitive Complexity

1	Has broad-based knowledge and skill, performs with indirect supervision, or autonomously using standardized education material templates, forms, and protocols (Bachelor's Level)
2	Has more in-depth knowledge and skill, performs autonomously, adapts education material templates, forms, and protocols. (Masters Entry Level)
3	Has extensive knowledge and skill, performs autonomously, creates own materials, templates, forms and protocols and trains others in their use. (Doctoral Level)

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Summative Evaluations

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Summative Evaluations

- Learning activities used for summative evaluation should focus on activating students' creativity and critical thinking skills, not restricted to rote learning (Goh & Ali, 2014).
- Use of Problem Based Learning (PBL) – Unintentional consequences
- A summative assessment should include an overall assessment that covers all the course learning objectives.

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PBL Framework

- Identifying a problem
- Devising a solution and potential solution path to the problem (i.e., how to achieve the solution)
- Designing and developing a prototype of the solution
- Refining the solution based on feedback from experts, instructors, and/or peers

<https://www.bu.edu/ctl/guides/project-based-learning/>

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Traditional Learning	Students are given the information they need to know.	Students are asked to memorize the information.	Students are assigned a problem to apply the information.
PBL	Students are assigned a problem they need to solve.	Students must identify the needed information.	Students learn the information and apply it to solve the problem.

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Related Topics

- How to write a cohesive case study
- How to develop a rubric for reflective work

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Curation of Graduate Level Materials

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Curating Teaching Materials

- Collaborate with other faculty on writing case studies
- Work with liaison librarian in developing course content folders
- Review current popular press publications for critical reading and class discussion
- Continuous process of refinement
- Don't be tied to a textbook if you won't be using more than 1/3 of the material

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Curate From...

- Recent research in the area
- TED talks
- Online newsletters (for example: Civil Eats, NPR, Robert Wood Johnson Foundation, Axios Vitals, STAT newsletters)
- Guest speakers
- Conferences

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Assessing Current Class Content

- Have your learning objectives changed as you move the course from a 300 level to 500 level?
- Have your assessment measures changed as you move the course from a 300 to 500 level?
- Are you curating current material to augment your class?

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Questions?


Jody L Vogelzang, PhD, RDN,
FADA, FAND, CHES
vogelzjo@gvsu.edu

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Webinar Evaluation

Accreditation Council
for Education in
Nutrition and Dietetics
www.ace-nutrition.org

- <https://www.surveymonkey.com/r/jan2023townhall>
- Link provided in follow-up email or scan QR code



- CPE certificate and handouts will be emailed after the presentation.

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CPE

Continuing Professional Education Certificate of Attendance

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- Attendee Copy-

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the credentialing agency for the
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Registration Number: _____

Activity Title: _____

Activity Number: _____

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Provider Code: **AM003**

Dane M. Enos, MPH, RD, FAND

Provider Signature

RETAIN ORIGINAL COPY FOR YOUR RECORDS

**Refer to your Professional Development Portfolio Guide For Pls*

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Provider Signature

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