

ACEND-NDEP Town Hall for DPD Programs

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Welcome to the ACEND-NDEP Town Hall for DPD Programs

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Objectives

- Answer questions on the 2022 Standards especially related to the curriculum and assessment.
- Review questions and responses posted in the Q&A
- Open the meeting for questions

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Must Watch!

ACEND Recording on Standard 4:
Student Learning Assessment.
Includes information on:

- Knowledge Assessment Table
- How to track student learning

<https://screencast-o-matic.com/watch/crQuqVV6mPA>

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Questions on KRDNs

For each KRDN, please share in the chats what your program does to address it

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KRDN 2.6 Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion

Question: How can students demonstrate KRN 2.6? We have a lot of teaching materials and can demonstrate understanding of.. but that is different from demonstrating cultural humility.

- Some ideas:
 - Engage in self-critique to recognize and accept biases and assumptions
 - Personal reflection, goal setting and action
 - Watch a movie and note scenes and quotes that demonstrate awareness and skills
 - Scenario practice and discussions

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Chat Questions

Question How do we measure cultural humility as something we can grade and submit to ACEND as a competence achieved?

- In healthcare, cultural humility is defined as having traits of respect, empathy, and critical self-reflection. Possible assessments:
 - Assign a self-reflection
 - Observe how students interact in class
 - Create the opportunity to introduce scenarios where students care for patients of diverse backgrounds. Student keeps a journal on experience
 - Watch a webinar followed by self-reflection

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KRDN 2.8: Participate in a nutrition and dietetics professional organization

Question: Due to financial concerns – socio-economic equity in education? Would NCP and EAL-related activities be sufficient?

- Aim is to increase professional involvement
- Volunteering and serving the association (virtually)
- Does not have to be an Academy

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Chat Questions

- **Question** Would presenting at a poster session for a state conference count as "participating"?
- YES, presenting is participating
- **Question** One of MNT classes has students do nutrition education presentations for a community organization. Would this count for 2.8?
- The purpose of this KRDN is to promote professionalism within dietetics and nutrition
- This assignment will only count if the organization is a **nutrition and dietetics professional** organization; which includes a school-based organization such as Nutrition Club city, state or national organizations

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Chat Questions

A professional organization is a group of nutrition and dietetics professionals (and/or students) getting together to promote the field and advance the profession

Counts	Does Not Count
Coordinating a presentation for the Nutrition Club	Volunteering at a food bank, soup kitchen, or other community group
Participating in a nutrition and dietetics/health journal club	Presenting at WIC, or Food Pantry (not a professional group), or senior center
Assisting in a project for a national, state, or local association (checking attendees at a meeting, taking minutes, contributing to a project, etc.)	Interviewing someone in a leadership position in national, state, or local association
Attending a state dietetics meeting and completing a networking assignment	Attending a state dietetics meeting

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Chat Questions

Question How would you measure volunteerism

- Volunteerism is not part of ACEND's KRDNs requirement

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KRDN 3.5 Describe concepts of nutritional genomics and how they relate to MNT, health and disease

Question: What would be acceptable as learning assessments for "describe" – quiz or free writing response?

- Describe is knowledge level
- Acceptable forms of assessment: Exam, multiple choice, open-ended, basic concept definitions and descriptions homework, others

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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: Learning style, leadership style, cultural orientation

Question 1: Do we need 3 assessments, tracked separately? Is learning style still meaningful to include, as they are not evidence-based?

Question 2: KDRN lists self assessment for multiple items (learning, leadership styles, cultural orientation and goal development). Is it expected there is an assessment/measurement for each item? This seems like a broad KDRN

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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: Learning style, leadership style, cultural orientation

- Single self-assessment with goals is sufficient.
- Intent to support student's self-reflection and action for improvement

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KRDN 5.4 Practice resolving differences or dealing with conflict.

Question: Could this be completion based since it says "practice" or do we have to judge how well they do in these activities? Can you give an example of an assignment that would capture this?

- Completion based is acceptable
- Scenario with observation of resolving differences
- Faculty wide assessment of student's professional behavior
- Team-mate evaluations about ability to resolve conflict

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KRDN 5.4 Practice resolving differences or dealing with conflict.

Example of an assignment based on a scenario

You get off on the wrong foot with a new coworker.

They ask you for help responding to a customer inquiry, but you refuse to lend a hand because you are working on a tight deadline and don't want to waste time. There has been tension between you two ever since, and now you need their help on a project, but they're not being very responsive.

How do you recover?

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KRDN 5.5 Promote team involvement and recognize the skills of each member

Question 1: How do we document “promote”? How do we define who passes and who doesn’t?

Question 2: Can the assessment involve a reflection of the student of their own progress at promoting team involvement and recognizing the skill of each team member or is ACEND looking for the assessment to have an external evaluation of the student to show they met the grade criteria (e.g., an instructor giving the final grade that they promoted team involvement and recognized the skills of others)?

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KRDN 5.5 Promote team involvement and recognize the skills of each member

▪ Some ideas:

- Reflection is acceptable
- Group work with an assessment on recognizing skills of others
- Class discussion and/or activity
- Grades up to the program: May be simple P/F or Yes/No

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Questions on Standard 4 REs 4.1-4.3

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Standard 4 - General

Question: Is there a grade threshold to hold students to, for “passing” KRDNs?

- Assessment can be a checkmark of passed or practiced or demonstrated, a yes or no, or a grade or others
- Grade/threshold is up to the program
- A program can set 50% passing for a KRDN and 100% passing for another

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Standard 4 - General

Question: If tracking is only required at the highest level, how does this agree with the standard of early remediation?

- Tracking mentioned here is [for ACEND reports](#)
- Program should have their own procedure for remediating students (includes tracking KRDNs, course grades, etc.)

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Standard 4 – RE 4.1-4.2

Question: Does group work count in this individual assessment of the KRDN. For example, if students work in a group of 3 or 4 on a project that is evaluating one more KRDNs and submit the final project as a group -- is it acceptable to count each student as meeting the KRDN even if the group members divided the work (or the case where one student does most the work) and may not have done the piece that is associated with the KRDN?

- Group work counts

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Standard 4 – RE 4.1-4.2

Question 1 there has been confusion about tracking individual students using the KRDN assessment data as one of metrics for earning the DPD Verification Statement.

First, do we have to track each student's performance on each assessment and make sure they meet the minimum set by our program to issue the DPD verification statement?

- For ACEND you track each student's performance only on those assessments on the Knowledge Assessment Table

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Only track these assessments

Knowledge Assessment Table

Column A	Column B	Column C
Core Knowledge Statement	List course and course number in which the knowledge is assessed	List specific, required assessment method(s) (exam, rubric, project, etc.) used to measure student achievement of core knowledge
KRDN 4.1 Apply management theories to the development of programs or services.	NTR 404 – Quantity Foods	Proposed Business and Management Plan
KRDN 4.2 Evaluate a budget/financial management plan and interpret financial data.	NTR 301 – Food Experience	Faculty Meal Project
	NTR 404 – Quantity Foods	Proposed Business and Management Plan
KRDN 4.3 Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.	NTR 451 – Medical Nutrition Therapy 1	Midterm exam

The culminating assessment (or in your judgment, the best assessment of that knowledge) needs to be included in column C

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Presenting the Assessment Data

Program determines how it tracks students' achievement of the core knowledge.

- What minimum grade or rating scale does the program use?
 - E.g., 65%, grade of "C", Satisfactory rating, etc.

Presenting the Assessment Data

100% of students must achieve all the KRDNs to receive a verification statement; however, the program can determine the score/percentage/grade that the students must receive to achieve the individual KRDNs.

Presenting the Assessment Data

CNDT	S1	S2	S3	S4	S5	S6	S7	S8
1.1	75/100	82/100	98/100	65/100	79/100	89/100	94/100	82/100
1.2	3/5	5/5	3/5	5/5	5/5	3/5	4/5	4/5
1.3	P	P	P	P	P	P	P	P
1.4	X	X	X	X	O	X	X	X
2.1								
2.2								
2.3								
2.4								

These are the grades on the assignments in Column C

Meets ACEND's requirement

Presenting the Assessment Data

Not Required: All formative and Summative Assessments

Jane Smith	FS Project	Therapeutic Meal	Exam 1	Midterm	Observation	DM Case Study	Renal Case Study	Final Exam
1.1	15/20	80/100		79/100				
1.2			95/100			90/100	42/50	78/100
1.3					82/100			
1.4								
2.1								
2.2								
2.3								
2.4								

Too Much Information

Presenting the Assessment Data

Does Not Meet ACEND's Requirement

CRDN	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
	10/10	5/7	10/10					
1.1	Interns	Interns	Interns	12/12	12/12	11/12	10/11	11/12
1.2	10/10	7/7	10/10	11/12	11/12	12/12	11/11	12/12
1.3								
1.4								
2.1								
2.2								
2.3								
2.4								

Aggregate student data does not meet ACEND's Requirement

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Standard 4 – RE 4.1-4.2

Question: We have a very large program- I am unsure of how I am to track every single student with every single KDRN. Is ACEND expecting a spreadsheet or some kind of roster cross listed with KDRN and ensuring competency? I don't see this as a realistic expectation when we have over 100 students in each cohort.

- Use of a learning assessment software may be advisable

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Standard 4 – RE 4.1-4.2

Question: My question pertains to Standard 4.2: The collection of student data. In watching the supplemental video, on Standard 4, programs are to collect individual student data for each of the 31 KRDNs. Is this correct? Has ACEND really thought through what this looks like for larger DPD programs? What is the purpose for collection of the data at the student level vs. collecting and evaluating the data at a program level? Doesn't collecting data at the program level provide the same ability to analyze and make curricular changes?

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Standard 4 – RE 4.1-4.2

Question: At what point a program starts to collect this data? Does the program pick a point and then just march forward?

- Fall 2022?

Question: Do the programs have to go back and get this data for all current students?

- No

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Standard 4 – RE 4.1-4.2

Question: Can an exit exam that evaluates all KRDNs be used instead of tracking outcomes for each KRDN.

- Yes; but...
 - Remediation?
 - Tag questions to the KRDN and ensure student passed each of them?

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Standard 4 – RE 4.1-4.2

Question: If one student does not meet a KRDN assessment benchmark, do they need to redo the assessment?

- They need to meet the KRDN through remediation; how they do so is up to the program

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Standard 4 – RE 4.1-4.2

Question: If the KRDN is assessed multiple times in the curriculum can an average score be used versus having to achieve the one listed on the KAT?

- YES; the program determines what is acceptable for achieving a KRDN

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Standard 4 – RE 4.1-4.2

Question: If the KRDN is assessed multiple times in the curriculum and the student doesn't achieve the one on the KAT but did achieve an earlier or later assessment is that okay?

- YES; the program determines what is acceptable for achieving a KRDN

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Chat Questions

Question So if a student did not pass one KRDN in one class (but passed the class), we should not pass them from the DPD program? I feel like my university will have a problem with that

- Student passes the course
- Student will need remediation for this KRDN following program's remediation policy, which may occur at a later date

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Other Standards and General Questions

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Standard 2, RE 2.1C- Program Objectives

Question: What are examples of 2.1.C.1.d (satisfaction with graduate performance)?

d. Satisfaction with Graduate Performance: The program must develop an objective for evaluation of graduate's performance in supervised practice, graduate program or employment within 12 months of graduation.

Example

- Supervised practice program directors will rate at least 90% of DPD graduates as "well prepared" to succeed in the supervised practice

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General

- It was helpful in the video to have examples of what ACEND considers baseline assignments to meet the KRDN vs assignments that exceed their expectations to meet the KRDN (and to know that we can include assessments that are exceeding the expectations). Could ACEND provide more examples of assessments that meet the minimum criteria -- especially for the KRDNs that begin with "Practice, Demonstrate"

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Accreditation Standards, Fees and Policies

- Accreditation standards for the ability and knowledge of students and program managers
- Policy and Procedures
- Decision Calendar
- Accreditation and Reaccreditation
- Accreditation Standards and Fees and Policies
- Accreditation Handbook and Regulations

Step 1

FEM Standards

Future Education Model Application and Rationale

Future Education Model Accreditation Standards

- Future Education Model Accreditation Standards for Associate Degree Programs (AP)
- Future Education Model Accreditation Standards for Graduate Degree Programs (GP)

Guidance Information

Step 2

Other Questions?

Step 3

Demonstration/Assessment

APPENDIX

F0 Unit 1: Foundational Knowledge			
Applies foundational science to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.			
Competence	Performance Indicators	Learning Activities and Practice Opportunities	Assessment/Measurement
1.1	1.1.1 Analyzes the word/phrase and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. (C)	• Review epidemiological data from a data set (e.g., health department and determine prevalence of obesity, environmental characteristics that may contribute to the prevalence of obesity, e.g., obesity, hypertension, diabetes, cancer).	Assessment Types Essay, presentation, lecture, written, verbal, oral, observational studies, classroom case study, research studies • Analyze case food record • Calculate a score for your assigned epidemiological research study, related to the food environment, diet and the
	1.1.2 Demonstrate general understanding of the genetic epidemiology of chronic diseases, including the relationship between diet and the environment of disease. (C)	• Review and analyze research papers related to molecules and microbes to make an informed data driven opinion of the impact of genetics and diet on disease states. • Use research based evidence to identify a relationship between a specific gene/nutrient	
	1.1.3 Communicate epidemiological data related to the relationship between diet and the environment of disease. (C)		

