

**ACEND Virtual Town Hall Meetings**  
October 11, 2024, 11:00 a.m. Central Time

**Host: Rayane AbuSabha, PhD, RD**  
**ACEND Executive Director**  
**Presenter: Leanne Worsfold, MEd**



**Webinar Recording Link:**  
<https://vimeo.com/1018798656/dc9452ac85>

Rayane and Leanne thanked all attendees (131 participants). The meeting ended at 12:00 pm CT.

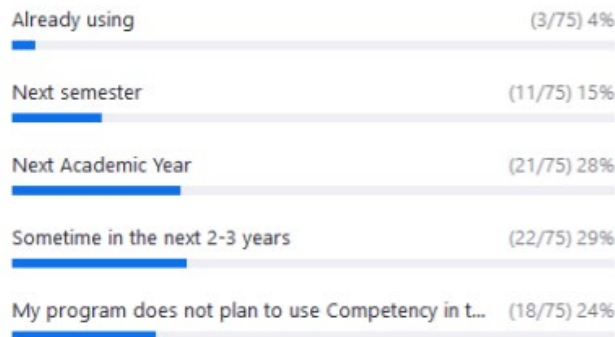
ACEND gathered Program Director feedback regarding the Competency Software. Below are the shared results:

### ACEND Town Hall Poll

Poll | 2 questions | 76 of 105 (72%) participated

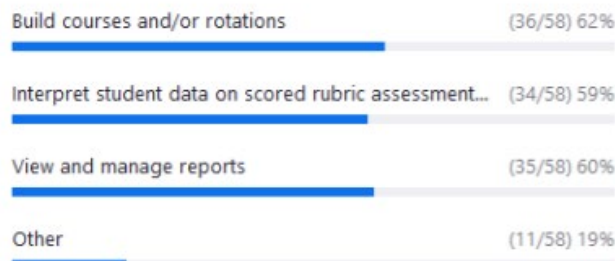
1. When do you plan to use the Competency Software?  
(Single Choice)

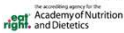
75/76 (98%) answered



2. What topics, if any, are you interested in learning about for the Competency Software? (Multiple Choice)

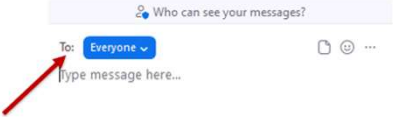
58/76 (76%) answered



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## Welcome!

- Lines have been muted.
- If you have questions or comments, use the chat feature and post to EVERYONE.
- To enable closed captioning, select **Show Captions** icon **CC** from the meeting controls toolbar.




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## Using Chats During ACEND Town Hall



ACEND encourages attendees to use the chat feature to ask questions and express their opinions respectfully




At any point, ACEND reserves the right to remove an attendee from the Town Hall for inappropriate or harassing comments


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This webinar is being recorded



The slides and recording will be shared on the ACEND Townhall webpage

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**Town Hall Poll  
(Program Directors Only)**

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## DEI Webinar Part 2: Empowering Dietetics Educators: Navigating Microaggressions & Advocacy in Academic Settings

- Join us for Part 2 on **November 19, 2024** from 11:00 AM – 12:30 PM CT
- 1.5 CPEUs are pending CDR approval
- Part 1 recording/slides directed to students are available on DEI webpage.
- Share webinar 1 and 2 with your faculty/preceptors to meet the 2022 Accreditation Standards for Standard 5, Required Elements 5.2 and 5.3

Webinar Recording located under Diversity, Equity, and Inclusion page

### Diversity, Equity and Inclusion

ACEND® will not tolerate any instances of inequity nor discrimination in our nutrition and dietetics education programs.

The links below provide information and resources to assist nutrition and dietetics faculty and preceptors on the topic of Diversity, Equity and Inclusion (DEI). ACEND is in the process of developing a library of reputable educational materials on DEI. This page will be updated on a regular basis with new resources. If you need further assistance, please contact [ACEND Staff](#).

- [July 2020 Message from the ACEND Board](#)
- [June 2020 Message from the ACEND Board](#)
- [A Story on the Journey of Perseverance in Becoming a RDN Leader](#)
- [Diversity Enrollment Trends](#)
- [Grant Opportunities for Dietetics Programs](#)

#### Upcoming Webinars

Part 2 of the 2022 Accreditation Standards DEI Webinar Series (2024) will be held on November 19, 2024, and is titled [Empowering Dietetics Educators: Navigating Microaggressions & Advocacy in Academic Settings](#).

#### 2022 Accreditation Standards DEI Webinar Series (2024)

ACEND encourages programs to use the following webinar series for program faculty and preceptors to meet the 2022 Accreditation Standards for Standard 5, Required Elements 5.2 and 5.3.

#### Empowering Dietetics Students Navigating Microaggressions & Advocacy in Academic Settings

CPE certificates provided for attending the live webinar only

- [Presentation Recording](#)
- [Presentation Slides](#)
- [References List](#)

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## Crosswalk of the ACEND Standards and CDRs Registration Examination for Dietitians Study Outline

Findings confirmed that the ACEND Standards are:

- Aligned with and go above and beyond the topics and subtopics identified in the CDR Study Outline

CDR RDN Exam Domain 1 – Principles of Dietetics (21%)		
CDR RDN Exam TOPIC A – Food, Nutrition and Supporting Sciences		
CDR RDN Exam Topics	ACEND FEM (RE 3.2, Competencies, and *PIs) <i>*PIs are provided in the Appendix</i>	ACEND 2022 Standards (RE 3.1 and KRDNs /CKRDNs)
1. Food science	<ul style="list-style-type: none"> <li>• 3.1 Applies knowledge of microbiology and food safety. (S) (PIs: 3.1.1-3.1.2)</li> <li>• 1.4: Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (S) (PIs: 1.4.1, 1.4.3)</li> <li>• 3.3: Applies principles of food safety and sanitation to the storage, production and service of food. (S) (PIs: 3.3.2-3.3.4)</li> <li>• Additional potential PIs: 1.10.3, 1.12.4, 3.4.1</li> </ul>	<ul style="list-style-type: none"> <li>• RE 3.1.a.14: Food science and food systems, food safety and sanitation, environmental sustainability, global nutrition, principles and techniques of food preparation and development, modification and evaluation of recipes, menus and food products acceptable to diverse populations.</li> <li>• RE 3.1.a.15: Organic chemistry, biochemistry, anatomy, physiology, genetics, microbiology, pharmacology, statistics, logic, nutrient metabolism, integrative and functional nutrition and nutrition across the lifespan.</li> <li>• KRDN 4.5: Apply safety and sanitation principles related to food, personnel and customers.</li> <li>• RE 3.1.a.14: Food science and food systems, food safety and sanitation, environmental sustainability, global nutrition, principles and techniques of food preparation and development, modification and evaluation of recipes, menus and food products acceptable to diverse populations.</li> </ul>
2. Composition of food	<ul style="list-style-type: none"> <li>• 1.4: Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (S) (PIs: 1.4.1, 1.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>• RE 3.1.a.14: Food science and food systems, food safety and sanitation, environmental sustainability, global nutrition, principles and techniques of food preparation and development, modification and evaluation of recipes, menus and food products acceptable to diverse populations.</li> </ul>

Crosswalk located under Program Directors page on the ACEND Website

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## ACEND Fall 2024 Updates

- **November 22nd:** Annual Report Due
- **December 9th:** Annual Fee Due
- Refer to the September 2024 ACEND Update for more information about these items.

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## Program Directors: Meeting ACEND Diversity, Equity, and Inclusion Standards

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## Leanne Worsfold, MEd



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### Objectives

#### Identify

Identify the Standards and Required Elements that focus on diversity, equity and inclusion (DEI)



#### Consider

Consider the definitions for diversity, equity, inclusion, unconscious bias, and the application to the Standards and Required Elements.



#### Consider

Consider the program's minimum requirement to demonstrate the Standards and Required Elements have been met.

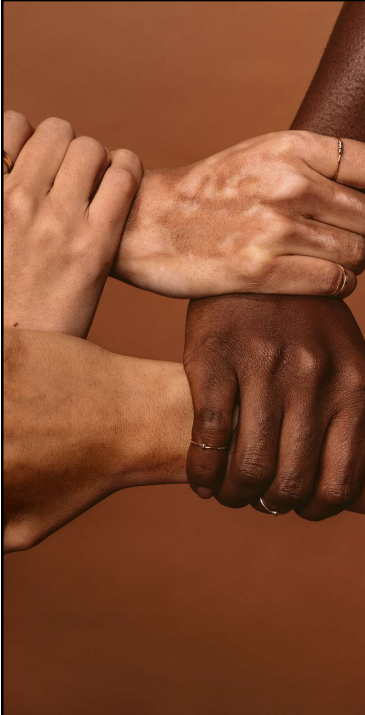


#### Brainstorm

Brainstorm examples of evidence demonstrating that the program has met the DEI related Standards and Required Elements.

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## Diversity, Equity and Inclusion

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Required Elements 3.1a, 3.1b, 3.3b, 3.3c, 5.2d, 5.3c, 7.1 and 8.1d

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## ACEND Standards Review Format

- What is not an expectation of the program
- Examples, tips, guidance
- Standards and Required Elements assessment criteria

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ACEND requirements cannot supersede institutional, state, or federal requirements

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### Standard 3: Curriculum and Learning Activities, REs 3.1a and b

- **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**.
- **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.

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### Standard 3: Curriculum and Learning Activities, RE: 3.3 b and c

- Learning activities must prepare students to implement the Nutrition Care Process with **various populations and diverse cultures**.
- Learning activities must address and build competency in **diversity, equity and inclusion**.
- The program must ensure that students have the skills to **recognize biases in self** and others and embrace the diversity of the human experience.

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### Standards 3 & 4: Curriculum and Learning Activities/Assessment



ACEND and Program Reviewers are not DEI experts.



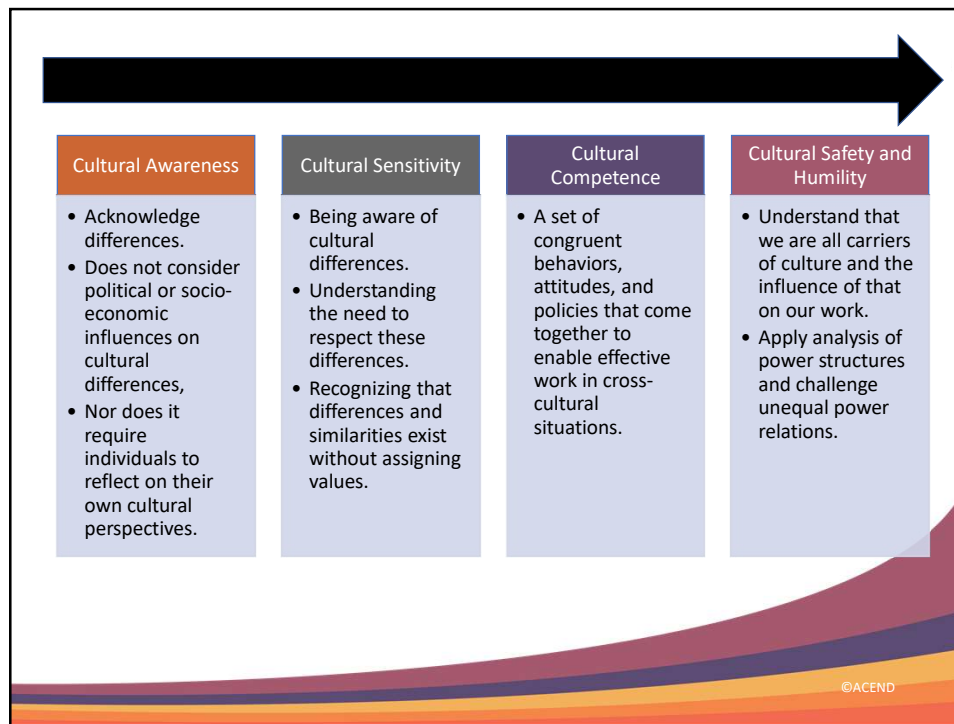
ACEND and Program Reviewers are NOT assessing the quality of the learning activity.



ACEND and Program Reviewers are confirming that the learning activity and the assessment/evaluation aligns with the knowledge requirement/competency.

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Cultural humility is an ongoing process of **self-exploration** and **self-critique** combined with a willingness to learn from **others**.

It requires one to **enter a relationship** with the **intention of honoring** the beliefs, customs, and values of the other person.

It involves **acknowledging differences** and **accepting** that person for who they are.

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**Culturally Safe Environment Student Activities**

1. Recognize and address the potential or perceived position of power.
2. Reflect on and learn from unconscious bias.
3. Co-create a culturally safer environment.

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**Student Reflection**  
**5 Rs of Cultural Humility**



**Reflection Aim:** Ask: What did I learn from each person in that encounter?

**Respect Aim:** Ask: Did I treat everyone involved in that encounter respectfully?

**Regard Aim:** Ask: Did unconscious biases drive this interaction?

**Relevance Aim:** Ask: How was cultural humility relevant in this interaction?

**Resiliency Aim:** Ask: How was my personal resiliency affected by this interaction?

Robinson et al., (2020). The 5 Rs of Cultural Humility: A Conceptual Model for Health Care Leaders.  
[https://www.amjmed.com/article/S0002-9343\(20\)30914-1/fulltext](https://www.amjmed.com/article/S0002-9343(20)30914-1/fulltext)

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## Co-create a culturally safer environment

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Cultural safety recognizes and respects the identities of others.

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In practice, it likely cannot be achieved fully; “culturally safer” spaces and interactions should be the goal.

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Culturally unsafe environments diminish, demean, or disempower the cultural identity of an individual.

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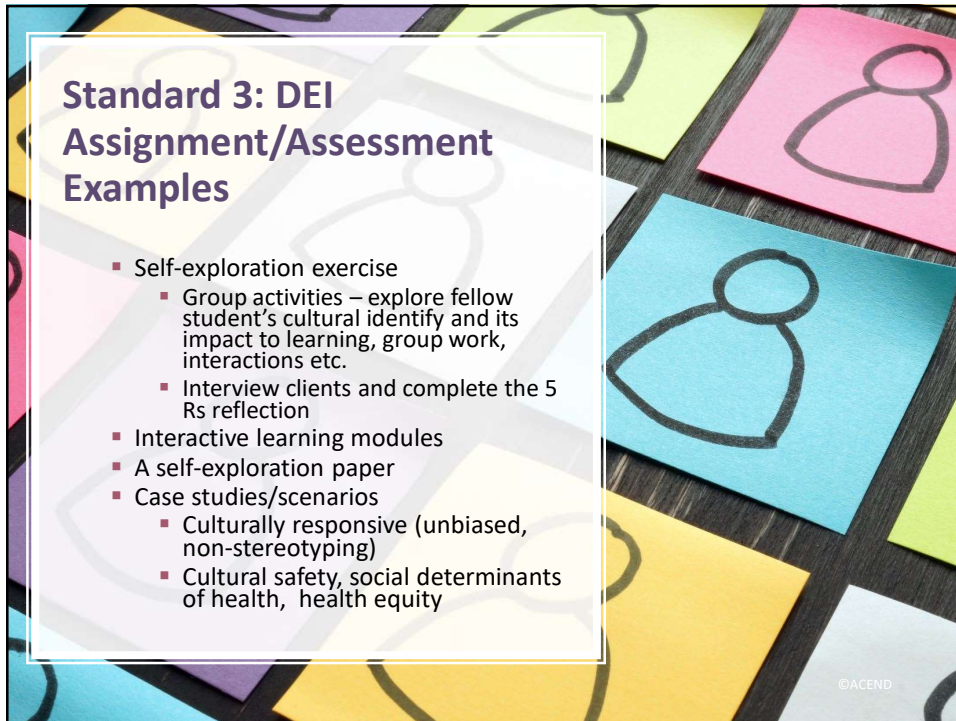
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## Cultural Safe Learning Activities

- Group activities – explore fellow student’s cultural identity and its impact to learning, group work, interactions
- Interview clients and complete the 5 Rs reflection
- Case studies

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### Standard 3: DEI Assignment/Assessment Examples

- Self-exploration exercise
  - Group activities – explore fellow student’s cultural identify and its impact to learning, group work, interactions etc.
  - Interview clients and complete the 5 Rs reflection
- Interactive learning modules
- A self-exploration paper
- Case studies/scenarios
  - Culturally responsive (unbiased, non-stereotyping)
  - Cultural safety, social determinants of health, health equity

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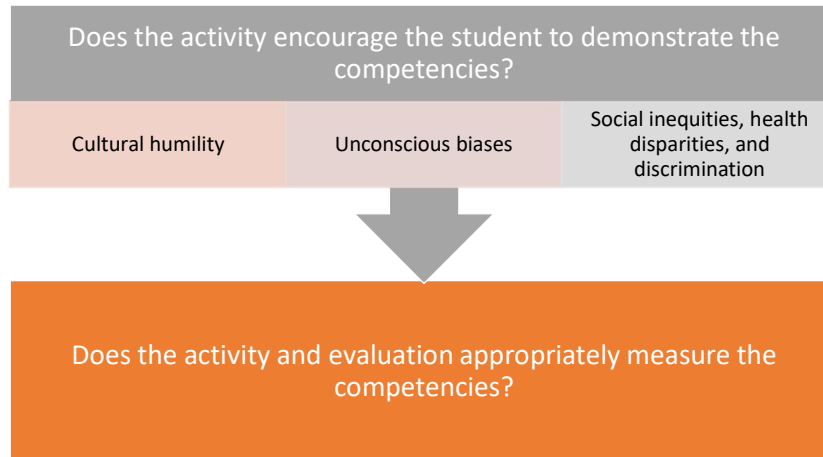
### Standards 3 & 4: Curriculum and Learning Activities/Assessment

- 
 At least one (1) learning activity is incorporated into the program that addresses cultural humility and health equity.
- 
 Activity should include an evaluation component (graded or marked as completed).
- 
 The program shows how the learning activity aligns to the knowledge requirements and competencies.

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## Competency Assessment Table



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## Let's look at the Competency Assessment Table

Core Competency Statement	List course and course number or supervised practice rotation in which the competency is assessed	List specific, required assessment method(s) (exam, rubric, project, etc.) used to measure student/intern achievement of competency
CRDN 2.9 Actively contribute to nutrition and dietetics professional and community organizations.	Nutr 512 – Practicum I	Professional Meeting Assignment
CRDN 2.10 Demonstrate professional attributes in all areas of practice.	Nutr 512 – Practicum I	Preceptor Evaluation form
CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.	Nutr 501 - Professionalism in Dietetics	DEI case study assignment rubric
CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.	Nutr 510 – Inclusive Leadership	Guided Self-Exploration exercise and rubric
CRDN 2.13 Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.	Nutr 513 – Practicum II	Representative Project

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## Standard 5: Faculty and Preceptors RE 5.2.d

- Program faculty and preceptors must be trained on **strategies to recognize and monitor biases** in self and others and reduce instances of **microaggressions and discrimination**.

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## Standard 5: Faculty and Preceptors



ACEND is NOT assessing the quality of the training content.



Ensure DEI training is available to preceptors and faculty. (e.g., recorded sessions, online resources/webinars, workplace training, preceptor handbook/orientation, etc.)

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**Standard 5: Faculty and Preceptors RE 5.2.d and 5.3.c**

- Training can be done by the program director, institution or a third party.
- Training can be self-guided or facilitated.
- Preceptors can provide confirmation that they participated in similar training via their organization.


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## Standard 5: Faculty and Preceptors



Examples of Evidence: training agenda, certificate of completion, training date and facilitator, PowerPoint presentation or outline.



Not all of the examples need to be provided as evidence.

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## Standard 7, Information to Prospective Students and the Public, RE 7.1

- Recruitment and admission practices must be applied fairly and consistently. The program shall demonstrate by tangible action their **commitment to enrolling a diverse student body**.

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## Required Element 7.1: Enrolling a diverse student body



ACEND is not expecting a quota or specific number of diverse students or a document that proves diversity.



We are NOT assessing if the action or change is significant.

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## Required Element 7.1: What is tangible action?


- Documented conversations in meeting minutes
- Changes to admission requirements
- Policies or other verifiable activities
- The program talks about its commitment to enrolling a diverse student body.

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## How do you mitigate unconscious bias?

- Education or experience level
- Ethnicity
- Political views
- The state in which the program resides
- If the Program Director is new to the role
- The “reputation” of the school
- Biased reviewer ratings



Consider an unconscious bias that may impact student selection and enrollment process

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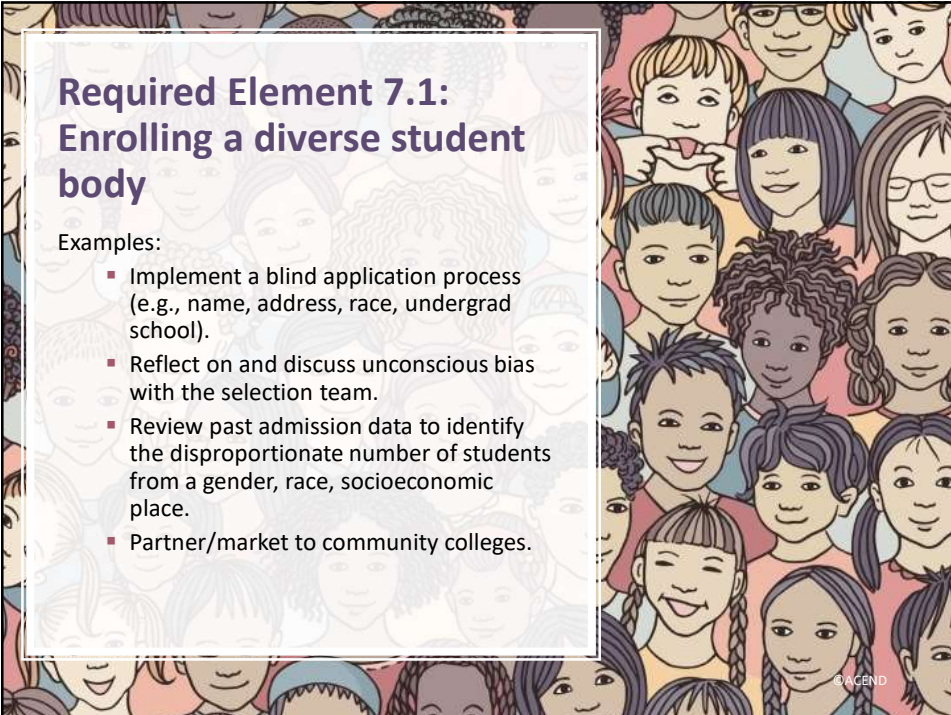
Bias is a particular tendency, trend, inclination, feeling or opinion.

Bias pops up throughout the admission process and comes in many forms.

- Stereotype bias
- Groupthink
- Halo effect
- Ingroup bias
- Confirmation bias
- Recency bias

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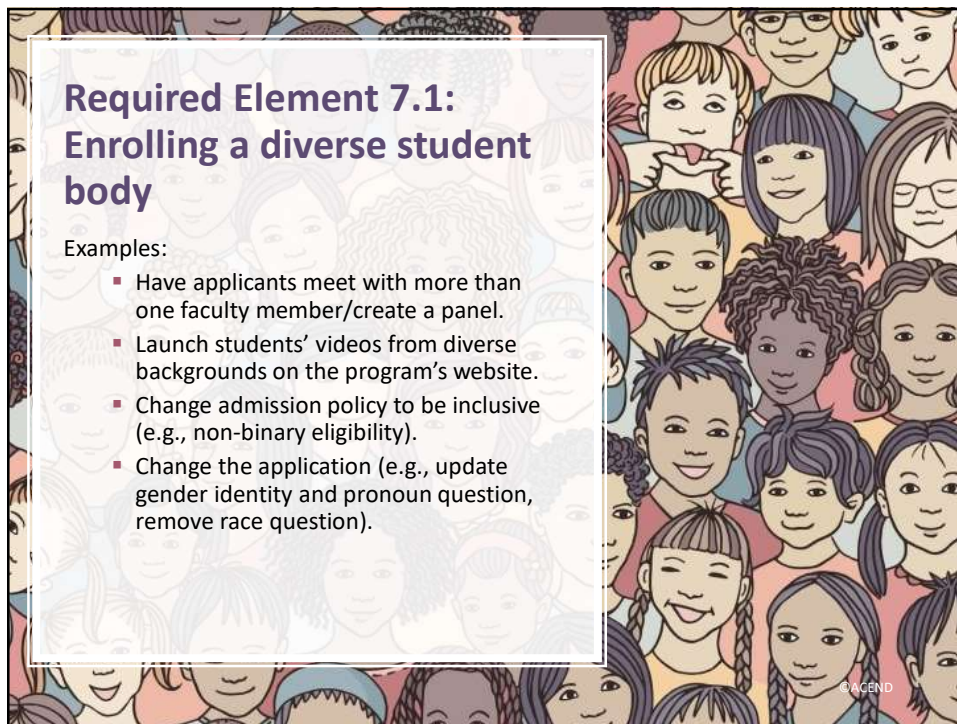
**Required Element 7.1:  
Enrolling a diverse student body**

Examples:

- Implement a blind application process (e.g., name, address, race, undergrad school).
- Reflect on and discuss unconscious bias with the selection team.
- Review past admission data to identify the disproportionate number of students from a gender, race, socioeconomic place.
- Partner/market to community colleges.

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### Required Element 7.1: Enrolling a diverse student body


Examples:

- Have applicants meet with more than one faculty member/create a panel.
- Launch students' videos from diverse backgrounds on the program's website.
- Change admission policy to be inclusive (e.g., non-binary eligibility).
- Change the application (e.g., update gender identity and pronoun question, remove race question).


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### Standard 7.1: Enrolling a diverse student body



Provide evidence that at least one (1) step in the admission process promotes a diverse student population, or that the program or institution is taking steps to work towards a diverse student population.



Tell us why the change or policy shows a commitment to diversity.



Examples of evidence - meeting minutes, changes to admission policies or forms, a review of past student demographics, unconscious bias discussion, diverse admissions panel, etc.

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### Required Element 8.1d: Equitable treatment

- The program must establish policies to support the diverse needs of students,
- Ensure an inclusive environment and to ensure equitable treatment by program faculty of students from all backgrounds, including race, ethnicity, national origin, gender/gender identity, sexual orientation, religion, disability, size, socioeconomic status and age.

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### Required Element 8.1.d: Equitable Treatment



ACEND is NOT recommending specific policies that should be in place.



ACEND is NOT assessing the extent to which the policy will address DEI.

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## Diversity

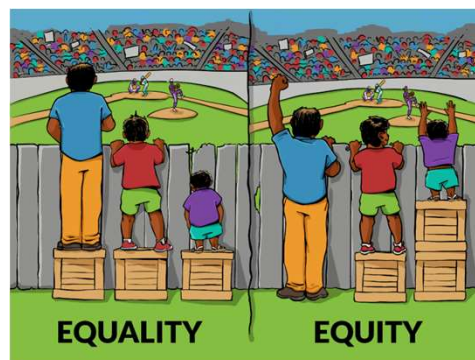
- Diversity often means race, ethnicity, or tribal affiliation.
- But it also extends well beyond those factors to sexual identity and orientation, income level, first-generation status, cultural background, gender and age.
- Consider diversity in learning needs and preferences.
  - Universal design for learning (UDL)

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## Do your programs focus on equality or equity?

Equity means people can reach their full potential and should not be disadvantaged from attaining it because of their ability, learning preference or determinants of health and education, or personal circumstances.



Universal Design For Learning

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## Required Element 8.1.d: Equitable Treatment

### Example:

- Ensure student dress code reflects cultural dignity and inclusion
- Allow students to choose their preferred name and pronoun
- Create a nondiscrimination policy for transgender/queer students
- Create culturally responsive case studies and assessments
- Allow choice for completing an assignment (UDL)
- Choose an assignment of the topic

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## Why does diversity matter?

- It is in the public interest to promote fairness and equity.
- Different perspectives allow students to learn from one another.
- Improves client/patient outcomes.
- Increase enrollment and retention

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## Required Element 8.1.d: Equitable Treatment



Program has conducted a policy review with a DEI lens and can provide examples of how the program policies support DEI.



Or the program has made at least one (1) change, or in the process of making a policy change.



ACEND is assessing whether the program or institution reviewed their policies with a DEI lens, identified a need for change, and can state why or why not a change was made.

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Questions

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### Universal Design for Learning Guidelines

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

[Visit the UDL Guidelines](#)

<p>AFFECTIVE NETWORKS: THE <b>WHY</b> OF LEARNING</p>  <p><b>Engagement</b></p> <p>For purposeful, motivated learners, stimulate interest and motivation for learning.</p> <p><a href="#">Explore Engagement</a></p>	<p>RECOGNITION NETWORKS: THE <b>WHAT</b> OF LEARNING</p>  <p><b>Representation</b></p> <p>For resourceful, knowledgeable learners, present information and content in different ways.</p> <p><a href="#">Explore Representation</a></p>	<p>STRATEGIC NETWORKS: THE <b>HOW</b> OF LEARNING</p>  <p><b>Action &amp; Expression</b></p> <p>For strategic, goal-directed learners, differentiate the ways that students can express what they know.</p> <p><a href="#">Explore Action &amp; Expression</a></p>
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<https://www.cast.org/impact/universal-design-for-learning-udl>

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**UNIVERSAL DESIGN  
FOR LEARNING (UDL)**

Universal Design for Learning:  
<https://www.youtube.com/watch?v=NL2xPwDrGqQ>

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**THE INCLUSIVE  
EDUCATORS'  
TOOLBOX**

The Inclusive Educators' Toolbox:  
<http://inclusivetoolbox.org/>

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## Inclusion and Unconscious Bias



- Everyone Matters. (2013). DON'T LIMIT ME!"- Powerful message from Megan, a special person.
- <https://youtu.be/YOwDfnoek6E>

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## Move From Access to Inclusion in Higher Education




- On Diversity: Access Ain't Inclusion
- Anthony Jack | TEDxCambridge
- <https://youtu.be/j7w2Gv7ueOc>

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## Unconscious Bias – Change is Work




- The Backwards Brain Bicycle - Smarter Every Day
- <https://youtu.be/MFzDaBzBIL0>

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## Diversity and Equity



- I've lived as a man & a woman -- here's what I learned
- Paula Stone Williams | TEDxMileHigh
- <https://youtu.be/IrYx7HaUMY>

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## Inclusive and Cultural Safety for Health Providers



- [https://www.youtube.com/watch?v=L\\_9RMtZ6bA](https://www.youtube.com/watch?v=L_9RMtZ6bA)

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Thank you!

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