Beyond the World Foods Course
Diversifying Educational Spaces in Dietetics

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Learning Outcomes
- Describe the benefits of diversity in dietetics programs and the dietetics profession.
- Define strategies that either support or hinder recruitment and retention of students of color within dietetics education programs.
- Identify preliminary strategies to cultivate cultural humility and inclusive educational spaces throughout the dietetics educational pathway.
Alignment with Current ACEND Standards

For DPD Programs
- **Standard 5.1.a.14**
  - Makes cultural competency a required curricular component

- **Standard 5.3.b**
  - Learning activities must prepare students to work with diverse cultures

For Dietetic Internships
- **Standard 5.2.a**
  - CRDN.2.11: "Show cultural competence/sensitivity"

- **Standard 5.3.b**
  - Learning activities must prepare students to work with diverse cultures

ACEND 2022 Proposed Standards

- Strengthened requirements related to diversity, equity, and inclusion
  - Added global nutrition to list of required curricular components
  - Separated human physiology and development from culture
  - "Cultural consideration, and reflexivity, diversity, equity and inclusion" are now required curricular components
  - Current KRDN related to cultural competence changed
  - Now "demonstrate an awareness of personal biases and an understanding of cultural differences, diversity, equity, and inclusion"
  - Added KRDN addressing structural discrimination and health equity
  - "demonstrate an understanding of the means by which structural bias, social inequities, health disparities, and discrimination may be overcome to achieve health equity in nutrition and dietetics"
  - Current CRDN related to cultural competence changed
  - Now "show cultural consideration and humility in interactions with clients, colleagues, and staff"
ACEND 2022 Proposed Standards

- Strengthened requirements related to diversity, equity, and inclusion
  - Added “people with disabilities” as a population group
  - Added requirement that learning activities must “address and build competency in diversity, equity, and inclusion”
  - Added training requirements for program faculty and preceptors
    - “must be trained on strategies to recognize biases in self and others and reduce instances of intentional and unintentional microaggressions, oppression, and discrimination.”
  - Added requirement to commit to diversity and equity in recruitment
    - “Programs shall demonstrate by tangible action their commitment to enrolling a diverse student body.”


- Culture is woven throughout the entire Code
  - Preamble: “When providing services the nutrition and dietetics practitioner adheres to the core values of customer focus, integrity, innovation, social responsibility, and diversity.”
  - Principle 1.a: “Act in a caring and respectful manner, mindful of individual differences, cultural, and ethnic diversity.”
  - Principle 2.b: “Respect patient/client’s autonomy.”
  - Principle 3.b: “Respect the values, rights, knowledge, and skills of colleagues and other professionals.”


- Culture is primary component in Principle 4 (Justice)
  - “Social responsibility for local, regional, national, global nutrition and well-being
    a. Collaborate with others to reduce health disparities and protect human rights.
    b. Promote fairness and objectivity with fair and equitable treatment.
    c. Contribute time and expertise to activities that promote respect, integrity, and competence of the profession.
    d. Promote the unique role of nutrition and dietetics practitioners.
    e. Engage in service that benefits the community and to enhance the public’s trust in the profession.
    f. Seek leadership opportunities in professional, community, and service organizations to enhance health and nutritional status while protecting the public.”

Ethnicity of Practicing Registered Dietitians Nutritionists

- White: 75,470
- Two or more races: 800
- Prefer not to disclose: 2170
- Black/African American: 14100
- Asian: 4220
- Hispanic/Latino: 504
- Native Hawaiian/Pacific Islander: 871
- Not reported: 1150

Total: 114,359

Note: Numbers may not add up due to rounding.
Demographics of Dietetics Students/Interns

Since 1998
- 17.6% Black/African American Students

Upwards trends for all other BIPOC students (though numbers still low)

No data available on other marginalized identities

Diversity Improves Students’ Learning

• Improved teaching and learning
  • Breaking down stereotypes
  • Promoting richer classroom discussions

• Enhancing civic values and promoting democracy (preparing diverse students to become leaders)

• Reports of BIPOC students’ loneliness and isolation

Diversity Improves the Profession

• Preparation of diverse workforce for global economy
  • Exposing students to alternative cultures
  • Increased access to services for underserved populations

Framework for Program Transformation

- Educators engage in ongoing training and reflection about bias and racism
- Programs adopt an explicitly anti-racist stance, which informs policies and actions
- Intentionally inclusive recruitment practices increase diversity of the program
- Holistic admissions policies see diversity as essential to programmatic success
- Cultural responsiveness teaching practices engage diverse learners and foster positive interracial conversations
- Strength-based and accessible advising and mentorship supports and empowers BIPOC students
- Curriculum transformation recognizes addressing systemic racism as a critical component of health equity

Diverse, inclusive, and equitable educational spaces
Diversity

• “The sum of the ways that people are both alike and different.”
• Dimensions: race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status.
• Quantifiable


Diversity Is Not Enough

Negative diversity experiences (e.g. prejudice, discrimination, microaggressions) harm students of color.

• While researchers tend to consider effects of diversity education on college students as a monolithic group, and often fail to consider the risks of diversity experiences for students of color.

1Roska J. 2017.

Inclusion

• Traditionally excluded individuals/groups share power in processes, activities, and decision-making
• Diverse people participate, lead, and have power in a space in different, self-determined ways, with a sense of being welcome, respected, and supported.


Equity

• “Students have equal access to the opportunities, support, and tools they need to succeed”
• “Fair and just treatment of people is demonstrated through acknowledgement of systematic differences in access to resources, and therefore people will need different support to be successful”
• The state in which cultural identity does not predict outcomes.

Unconscious Bias in Educators

Influences the:
- Expectations teachers have of students
- Quality of teaching
- How to manage classroom
- How teachers teach

Diversity, Equity, Inclusion Training isn't enough

Program Recruitment Strategy

- Examine and evaluate your recruitment strategy often
- Is your marketing culturally sensitive and appropriate?
- What is important to potential BIPOC students?
- Who is doing the recruiting?
- Where are diverse students found (on-campus and off-campus)?

Examine your Admissions Policies and Process

- What barriers exist (GRE scores, application fees, confusing website, poor advisement, etc)?
- How do you evaluate applicants? (SES, bilingualism, geographic origin, parental attainment of education)
- Is there diversity amongst your admissions committees?
- Who did NOT get accepted? Why?

Helping Students Thrive vs. Survive

- Advisors
- Mentors
- Preceptor Trainings
- Faculty Trainings
- Program Reviews
- What process do you have in place to address student grievances?
- Who created that process?
Creating a Multicultural Classroom

Course content addresses culture including cultural history and experience. Course asks “how is knowledge constructed?”

Instructional strategies support diverse learners and promote inclusive and equitable classroom environment.

Multicultural Content

Multicultural Perspective

Teaching from a Multicultural Perspective

Assessment of student knowledge
Are you assessing multiple kinds of knowledge?

Instructional strategies
How do you present the content?

Transformed course

Classroom dynamics
How do you build a community of learners?

Cultural Humility

"Lifelong commitment to self-evaluation and critique, to redressing power imbalances in the physician-patient dynamic, and to developing mutually beneficial and non-paternalistic partnerships with communities on behalf of individuals and defined populations."

- Cited 191 times in PubMed.
- Cited 2069 times in Google Scholar.

Ongoing commitment

Redressing power imbalances

Self-evaluation & critique

Mutually beneficial partnerships

Transformed course

Cultural Humility

- Recognizes power imbalance as a result of positionality
- Requires those power dynamics to be redressed
- Requires partnerships to be mutually beneficial
Culturally Responsive Teaching

- Engages learners from non-dominant cultures in a way that\(^1\):
  - Helps students develop positive cultural identities\(^2\)
  - Supports students’ ability to critique inequality
  - Yields academic success
- Uses students’ knowledge, experiences & frames of reference to make learning relevant/effective\(^3\)
  - “Assets-based view”


Potential Courses to transform – Any & All!

- Current Texas State Nutrition & Foods multicultural courses
  - Food systems & Lab
  - Nutrition Assessment
  - Wellness Nutrition
- Planned Texas State Nutrition & Foods multicultural courses
  - Nutrition Education & Counseling
- As faculty have gained proficiency, more courses have been transformed
- New faculty hires have been evaluated on their ability to teach multicultural courses

Content Examples

- **Interrogate the Science**
  - Who is asking the questions?
  - Who is interpreting the answers?
  - Who was erased in this research?\(^1\)
  - Who was centered?\(^1\)
  - What is this research assuming or promoting?\(^1\)
- **Quetelet (BMI)**
  - Studies on White Europeans\(^2\)
  - Focused on defining “ideal human” proportions\(^2\)

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Instructional Strategies

- **Case studies**
- **Roll playing**
- **Think-pair-share**
- **Facilitated class discussion**
- **Reflection**
- **Gamification**
- **Guest Lectures/Panels**
- **Story-telling**
- **Skills-based teams**
- **Group projects**
- **Peer evaluation**
- **Student input on evaluation**

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Discussions about Current Events

- **Family separation/detention**
  - How do you write policy that can ensure adequate nutrition of detained/separated children?
- **COVID-19**
  - Differential impacts of COVID-19 on people of color & complications with existing nutrition-related disparities.
- **Whole 30 diet**
  - Whose culture is reflected and whose culture is excluded?
- **Non-Nutrition Related Topics**
  - Facilitate a conversation about the thing everyone is thinking about. Demonstrate for your students that this is possible.

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Practice Applications

- Develop and maintain an ongoing reflexive practice to become aware of, understand, and address personal biases.
  - Make this a consistent part of your continuing education and encourage your colleagues to do the same.
- Discuss with your colleagues the current state of diversity, equity, and inclusion within your program, and create an action plan with accountability
  - Examine DEI related to students and also faculty
- Have the conversation – with your students, with your colleagues, with your peers.
References


• Ladson-Billings G. 2014. Culturally Relevant Pedagogy 2.0 a.k.a. the remix. Harvard Edu Rev. 84(1).


References


