Day 2: Saturday, October 21, 2017

Dialogue #1: Communication and Education Strategies

**Question #1:**
*Describe a learning opportunity you experienced that was amazing. What made it stand out?*

**Table #1**
- Made necklaces with old friends which was impactful because it was something new, crafty and fun.
- Helped patients get access to acupuncture which was impactful to see the looks of relief after receiving just one moment of this therapy.
- Learned from the “aha” moments/epiphanies, for example: coming from a family of obesity discovering the role of our chemistry in food addiction after reading an article about infants’ reflexes during breastfeeding; impacted by something that validated or invalidated a prior belief or offers solution to a problem.
- On a trip to Nicaragua with a non-profit organization that provides food packages to single mothers and their children, she discovered that the families were receiving over one pound of sugar per month, which she wanted to change as an advocate for nutrition, however, she learned that in this culture, sugar is a sign of financial status - She was impacted by being exposed to a new, different culture.
- Took a Health Policy and Systems Class to learn about healthcare plans, YouTube videos were utilized – the visual representations.
  - Working on policy effort via face to face meetings with legislator, she learned that thinking of legislators as being regular people made it easier to communicate.
- Attended a public policy workshop where she received training – feeling prepared and listening to the relatable stories was what made it impactful - also, telling stories is an interesting way to capture people’s attention.
- Professor working with food insecurity gives clients cameras to document their days and then published photos in Washington, D.C. – the visual pictures made it powerful, for example, the picture of a cooking using a hot plate instead of a range.
- Some situations challenge us to go beyond what we learn and come up with new solutions specific to unique situations.

**Table #2**
- Asked to attend neonatal conference (started attending rounds at hospital). *Hands-on experience* for the week-long conference and lots of handouts.
- Worked with individuals with ALS, but had very little experience d/t being an oncology dietitian. Went to go work with a dietitian who works at ALS clinic – hands on experience, *NO judgment, very welcoming, not penalized for asking questions.*
- State conference meeting. Person who was speaking brought entire team, patient and patient’s wife. Heard from everyone and different fields. *Heard from multiple perspectives* – got the big picture.
- Ask to present a lecture, became a learner very quickly (lecture in Hungary). Learned how to deal with interpreters, the people in a new country, how to deal with a new/unfamiliar situation. *Learned via pressure/fear.*

**Table #3**
- Hands on experience rather than lecture format.
- Learning about things from the profession from a different standpoint.
- Discussion based – asking questions to create conversation.
- Making the audience teach through discussion.
- Being able to engage the audience in the topic being taught.
- Be concise in teaching style to engage learners within the first 8 seconds.

Changes in universities – more hands-on approach to teaching.
Class teaching new graduate students on how to be an effective teaching/speaker
Be concise in teaching style to engage learners within the first 8 seconds

Table #4
- “doing the ethical thing is more important than doing the legal thing”—Organ transplant potential donor wanted to do it but the family did not
- Empathy for the patients was learned by the dietitian actually having a NG tube placed voluntarily (had no medical issues; professor just asked for volunteers as an opportunity to get a feel for what patients experience)
- Textbook publishing: legalities
- A professor presented an education session on diabetes curriculum in a way that was specific and allowed the students to visualize actually enacting the curriculum. Gave a specific call to action with steps.
- Communication and lack thereof: what I say as the dietetics professor may be interpreted in a way that I had not intended by the listener. For example, as dietitians, we can forget how little others know about nutrition and should not use overly complex lingo. It can be simpler. Don’t make assumptions about what the patient/listener wants to learn; instead, ask them what information they want to learn. Make it relevant to the person learning.
- Scribe noted common theme: don’t make assumptions about how a person is thinking or needing, whether interacting with physician, patient, ethics committee, or other. Be willing to step outside yourself and actually listen and learn.

Table #5
- Opportunity to sit in on RDN conducting course for a study
  - Most info already knew, but was so dynamic and interactive and learned something new
  - Was also focused and enjoyable to see a colleague’s style
- Advertisement: annual symposium 2.5 days
  - Last year, clinic nutr manager who talked about RDN case management
  - Passion came through, felt need for topic
  - Got so excited, applied for job with her
- Ones that stand out when there is a dynamic speaker
  - Adult interactions
  - Product launches in great location, food provided
- Public Policy Workshop
  - Talk to legislator and overcome fear to discuss with him/her
    - Being outside of comfort zone
  - Are in location, learn, and have experience
- National Dairy Council
  - Goal to bring RDNs in to talk about farming
  - Had great panel session with experts
  - Went to Fairlife, got to see the process of milk production hands-on
  - Connected dietetics with policy and the process

Table #6
- Academy Leadership Institute – interactive, novel, useful take-aways
- Immersive, small group discussion, at conferences or meetings (may not be practical for this context)
- Accessible, personal/related to diverse practice areas
- Stories, cases, and visual, questions: What would you do?
- Suggestion: Incorporate into 1-hour of ethics training requirement

Table #7
- Lean Six-Sigma training: black belt: process management technique training
  - Learned how to apply most efficient and effective ways of doing something. Identify, articulate and make more efficient and effective resources on areas. Data driven approach
  - Helps focus on getting things done
- In-service: “Retention is Everyone’s Business”
  - Retention happens long before students may meet with a faculty member. Treat them personally.
- Board of the European Affiliate Association. Asked 3 ethicists to help edit the code of ethics. All three were very different. Challenging to combine these three. Learned that Ethics is in the eyes of a beholder, levels of depth i.e. general guidance vs. minute detail.
- Leadership training over 9 months for DeVita, needed to read 5 books. Topics on re learning about yourself (i.e. goals, personality) then you can communicate best with others
Training included:
  - Class once a month
  - Team- interactive
  - Read 5 books
  - Project oriented, go back with team you worked with
  - Accountability, had to present verbally or written
  - Follow up

- Academy’s Leadership retreat: Provided tools to go back to affiliates and become more involved and confident.
  - Experience included: lectures, speakers, group activities, networking opportunities with current AND leaders, development of mentoring, created long term relationships with other members, practical tools.

- Creative Problem Solving Institute- "creativity summer camp"
  - Facilitators were very skilled at engaging attendees through various activities i.e. Small/large group, always changing during the day, active learning, exercises to apply in many areas of life, formed good relationships, minimal lecture time.

Common themes: interactive, skill based, transformative, helped with many areas of life.

Table #8
- Was invited to a large research hospital in southern India where she was able to advocate for adequate nutrition for the children in the hospital there and then comparing it to how advocating for similar things in the states
- Visited a very poor area of Africa and went with the community rural “mom” and went to the local market where she learned how they get fresh food and make nutritional meals using the resources they have, reinforced that she needs “doing” for true learning
- Hands-on learning through certified master gardening and went to a general class where she was able to hear a new person’s perspective and take home materials that she was able to take along with her
- University of Vermont metabolism course that helps, $100 million donated to make a more “active learning” style; learning was done best through problem solving and learning to do things a new way
- As an introvert, there is a connection between heart and mind and when she learned in a group setting how to make that connected back to the heart was very enlightening; what allowed that learner to was the knowledge of the facilitator to know where the learner is and meet them there and go through exercises to get them
- Using personal experience and emotions can be very big in facilitating learning
- Volunteered at a special needs prom and connecting with a new group of people

Table #9
- First learned how to meditate, it was memorable because it was a new divergent experience from a task driven career life – Learned how to be mindful and was enlightened
- A cooking demo allowed a great learning experience showing the importance of the using all 5 senses
- HOD meeting was an eye opening experience putting the entire Academy into prospective for the present and future of the academy
- Growing through a learning experience, and learning to not always stick to the script
- Going out into the field such as visiting different sites
- Both a Cooking class and a Painting: Have an astatic and sensory presence, such as smelling wood shavings and visually seeing the art to provide a new and memorable and an amazing experience

Table #10
- Stands out because there’s a story and anecdotal – it is a credible. It speaks to you and resonates well and makes you feel something and relate to it.
- They’re emotional, “a-hah” moments, personable – learn by it by buying a book, etc.
- Makes you feel connected

Table #11
- Process of growing apple trees and harvesting the apples provided an experience of learning detailed information about every part of the process and learning every step of the way.
- Teaching basic and sustainable nutrition concepts to local hospitals in poor communities to help implement better nutrition care practices for a healthier community. Being able to learn quickly being completely immersed in the environment.
- While participating a role in a profession, learning how to hone professionalism and gain confidence in new roles by providing constructive guidance for future professions is a major key to success in our field.
- Learning in a classroom and being taught hands on experiences is vital to truly understanding and grasping concepts in the profession.
- Being in an environment in which one is not completely comfortable, it helps to be trained by people who have experienced similar situations and that can build one’s confidence.
- Learning about insulin pumps by physically wearing it and experiencing hands on what it’s like to have to deal with such an epidemic like diabetes can gain a sense of empathy that will help in patient/client interactions.
- Learning in an interactive atmosphere by physically seeing and hands on experiencing a new ideas and concepts.

**Table #12**
- Horrible → amazing learning experience; new budgeting system, training but only one week to submit budgets using new system. Banded together and sought out chairs who had previous experience with new system – collaboration + bonding with others allowed them to learn about strengths of their colleagues and to draw upon them in the future. Using others strengths to assist with their own weaknesses.
- Often good learning experiences are “hands-on” – collaboration with chef that teaches cooking classes for clients. Being hands-on and having the opportunity to work alongside him give opportunity and creates excitement for learning.
- Adult + child care nutrition programs – visiting programs on account of USDA for agriculture/healthy eating week. Fruit/veg taste test with children facilitated by teacher, one student refused to taste – teachable moment because student valued Kevin and didn’t want him to leave. Was willing to taste if he stayed – finding an incentive or something that is valuable to others to encourage and educate. Sometimes others believe their appreciation/learning is conditional.
- Hands-on and tailored approach to learning leadership skills – Dannon event
- Immersed into culture and place – can touch, see, smell, hear, etc. Facilitates learning.
- Learning experiences can be unexpected – opportunities can be learning experiences if you make them, whether they were intended to be or not. Professor learns from her students and from being in her classroom, even when she is supposed to be the one teaching and helping her students learn.
- Need to adopt code as a whole profession – training to those that matter, the stakeholders
- Things become important to you when you are faced with it or must apply the code to the situation, when it is “real” to you; must make things salient to individuals
- Just because something meets the “legal standard” doesn’t necessarily mean it is the right choice – Kevin – learned that he didn’t want to make a decision until he was able to gather more information

**Table #13**
- Immigrants came to talk about their experiences and give the attendants of the meeting their personal story
- Practice based facilitation training
- DO the act or practice in order to really understand
- TEACH it to someone else – this shows you know and remember it, and can implement or practice it
- Idea: Learning ethics, specifically for CEU’s in this case, was a case study that you had to work through and practice – using a module with case studies created by the Academy

**Table #14**
- Multisensory (reading/doing, seeing/acting)
- In-person, interactive, interchange in a group setting (involves examples, tangible elements, and conversational time)
- Connecting the dots, critical thinking, open ended questions, class-interaction, open dialogue in a large group setting combined with small group discussion, being able to connect with students as a professor easily (involving pictures and association, not just the of reading words on a slide)
- Case study approach, including a fundamental basis of understanding and friendship to allow open communication
- Learn by doing, maximizing inter-professionalism benefits, including applied learning from experience (being able to know and understand the behind-the-scenes activity to better the nutritional care in a patient setting)
- Understanding patient perspective and requirements

**Table #15**
- Webinar - Speaker incorporate media into lecture. Began teaching but then flashed to a scenario with role-play throughout.
  - Role-play
  - Visuals
  - Videos on YouTube
  - Examples helped to prevent grey areas in understanding of the content
- Took a course for my PhD. The instructor created a template to guide students on how to complete all assignments and tasks for entire course. Students repeated this template for every assignment.
  - In class work, followed by group discussion, followed by individual work and task completion
  - Repetition and consistency
Assignments and content, even if on different topics, was taught in the same way, which made it easy to complete the course successfully.

- Org I work for has their own set of “Mission, Vision, and Values.”
  - Revised and updated recently
  - The last update added a section “Living Our Values.” Real world examples working in healthcare of how you can live out the company values
  - Examples not just for the financially poor but those poor in spirit or poor in information
  - Examples were helpful. Anyone can read, but real world examples of ethics violations would be extremely helpful. Real world examples could help prevent errors due to misinterpretation of the code

Table #16
- The last time FNCE was in Chicago, one of the sessions was on wine tasting, and the speaker was becoming a sommelier. What made it stand out is that she was very energetic and actually showed and demonstrated the techniques.
- Connecting stories to what you are learning. Made learning really stick in because you weren’t just having information thrown at you.
- During the internship rotation in AK in a remote village. What made it stand out was that it was so far out of comfort zone.
- Learning stands out when there is a live person that is knowledgeable and entertaining to make information more relatable to listeners.

**Question #2:**
Describe a recent time when you learned about some important news/information. How did you learn about it, and why did you go to that source?

Table #1

**REPORT OUT Dialogue #1:** Discuss one memorable communication technique of an event or learning experience.

Communication technique: Looking at something in a new perspective

**Our example:** Kisney went on a trip to Nicaragua with a non-profit organization that provides food packages to single mothers and their children. She discovered that the families were receiving over one pound of sugar per month, which she wanted to change as an advocate for nutrition. However, she learned that in this culture, sugar is a sign of financial status. She was impacted by being exposed to a new, different culture and having to challenge her knowledge to come up with a new solution.

**Back Up Ideas:**
- Making things relatable to the learner
- Seeing things visually or in person

Table #2
- **Critical thinking/analysis** and researching information, comparing articles.
- As a teacher, ethics is hard to teach because it is not as exciting. Giving a story to engage listener and have them want to know the solution to the problem. *Hook with a story to know why you want to learn, and desire to know the answer.* Critical thinking.
- Ideas how to eat. Use d/t knowing its reliable, other professions use the website, lots of hands on information.
- Learn via Facebook, social media. Found out old friend is very sick.
- Radio. Hear on commute to work. Learn a lot from listening on radio shows. Hear something fascinating and moving to look for more information on other places.
- **Dependent on the audience.**

**REPORT OUT Dialogue #1:** Discuss one memorable communication technique of an event or learning experience.

- Experiential learning, hands-on learning

**Back Up Ideas:**
- “Watch one, learn one, and teach one.” Learning by demand, pressure. Don’t do it if you don’t want it on the front page of the Times.

Table #3

**REPORT OUT Dialogue #1:** Discuss one memorable communication technique of an event or learning experience.
• Learning experience involving a short amount of lecture with more hands-on activities
• Making every minute matter
• Matthew discussing a class that he teaches to new graduate students on how to be an effective teaching assistant
• He teaches his students to engage their students within the first 8 seconds
• Encourages his students to get up and get moving because most of us do not learn from reading PowerPoints
• This class demonstrates the shift that is being made in the university settings from a strict lecture format to a more hands-on format which allows students to be actively engaged

Back Up Ideas:
• Learning from a discussion based format which includes the leader facilitating the discussion by continuously asking questions

Table #4
• Learned about toll-free human trafficking hotline number through a required Ohio video for dietetics licensure—she ended up using it and helping an individual; would not have done so had she not seen that required video
• The delegates would be interested in learning how to report people practicing outside scope of practice

REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.
• As a student, she personally experienced an NG tube placement, which taught her empathy, particularly surrounding the impact of G tube placement on a patient.

Table #5
• Digital
  o Every morning, look at phone
  o Newsfeed
  o Updates on watch
  o For research: go and find publication, directly to source
  o RSS Feed: must be subscribed/signed up
    ▪ Can get some relevant information
    ▪ Just have to be able to sort through it
  o Email
    ▪ DPG alerts: disseminate
    ▪ FDA updates
    ▪ Receiving email/blurb/summary to get big news and then able to click a link for the actual source
    ▪ State-affiliate newsletters
• Licensure: go through the state licensure board
• Will Journal address the exact changes of Code?
  o Not positive at the moment
  o Might be more general

REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.
• Experiential learning and hands-on

Back Up Ideas:
• Engaging, dynamic speakers
• Role playing
• Expert source, digital, “catchy” title in an email to pique interest, mobile-friendly

Table #6
• Pay discrepancy – in a meeting, verbal delivery, departure from standard rule already communicated; desired why change, rational
• Email – alert, delivered, concern w/overwhelming volume of information
• How to stand out? – Interesting/relevant to me, attention hook, does it change my behavior/practices? Does it answer a question that’s important to me? States “what’s in it for me” at the beginning of the message
• From whom/why message is coming – grassroots vs leadership, WHY changes are made
REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.

- Small Group discussions at a conference or meeting
  - Include: “What would you do?” questions
  - Make it: relevant to diverse practice areas

Back Up Ideas:
- If in-person isn’t possible, use case studies, stories, visual representations and engaging questions as
- Make the required ethics training more engaging, less “click-thru”

Table #7
- Internet: Google search
- Apps: Briefing, Skimm, Texture, Apple News
- Social media: Twitter (fast, news breaking)
- Local/national news channels
- Emails: Skimm, Eatright
- Public radio: NPR

REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.

Interactive/Transformative learning technique. It can happen in different ways. (i.e. book, in-person, intensive training, workshops, etc.)

Table #8

REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.

Active, interpersonal, not passive engagement where you let other people into your space and others let you share with them is very valuable. Must be open to trying something new and may feel uncomfortable at first but that is what facilitating learning. Interpersonal relationships and storytelling, Ted X style communication

Table #9
- Having a brief statement with an email address provided, to directly ask questions about the importance of the document/statement
- Having pop up mixers, having a Facebook live and having a newsletter to provide information to all Academy members
- Social Media can be a platform to reach rural areas
- Having incentives such as inviting members to bring a guest to meetings

REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.

The accruing themes at our table were experiences with cooking classes and food classes, using all 5 senses and visual presentations. Than taking what we learned and applying them to life experiences.

Back Up Ideas:
- Growing through a learning experience, and learning to not always stick to the script

Table #10
- Learning about news/information – Podcasts: NPR, TedTalk, etc. – emotional. For example, NPR is neutral and has human elements.
- Why did you go to it? You can trust it and the information can go to multiple forms

REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.

Downloading single page backgrounders on a website and learning from information they provide

Back Up Ideas:
- Application (podcasts, real life application)
- Education (case studies, scenarios)
  - Online educations – is HIPPA a concern? Is it a secure server?
  - Use of case studies, work in small groups, set the stage and let the participants apply the information and talk amongst themselves
- Awareness (publication of journals)
- Interpretation to the participant (how they perceive the information)
  - Dependent on the speaker: how engaged they make you feel; how much the participants pay attention and understand your message
Table #11

- Dietitians in the practice being laid off - learned by word of mouth from friends, never being publicly announced but it’s from a public trusted source.
- Writing a manuscript - going to the most credible research sites, journals, and scientific data to learn how to complete a worthy manuscript.
- Research project - nutrition and cognition - learning about the relationship of a diet in older people - peer reviewed journals, research data.
- Visual information via a network like a news station or website, valuing visual representation.
- Concept of “breaking news” catches people attention
- Going to sources where the experts make comments and/or publish articles themselves.
- Face to face or word of mouth in some situations is hard to get that. Going to trusted source and seeing the action alerts may be more readily available.
- Internet!

REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.

- Interactive scenario/ hands on/ simulation
- Evolution of methods of getting information - credible/trusted

Back Up Ideas:

- Customizable news alert and information (phone app) - may be the best way to connect people of newer generations coming into the practice who will be the future of dietetics.
- Interactive simulation
- Live emersion experiences

Table #12

- Seeking out expertise of others who had more experience and knowledge and learning from peers
- Seek information from more than once source – variety of sources to verify: primary, secondary tertiary sources
- Trusted sources; parents, supervisors, others who we believe have our best interests; credible organizations
- Sources that are popular
- News sources: biased vs. unbiased – we may not always seek an unbiased source, some visit the source that will frame/report news and information in the light that we want or desire it to be
- Unexpected learning experiences can provide new information

REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.

- Learning experience: new budget scenario as described above

Back Up Ideas:

- Hands-on, involving all senses, as much immersion within learning environments as possible
  - Experiential learning
- Bonding, collaboration, drawing upon others strengths to assist with learning and filling in gaps of weakness (team approach to learning)
- Incentive, creating value within others, creating connections
- Pushing outside comfort zone – can help coach and comfort along in the learning process
- Interpersonal connections, sharing stories, narrative-style communication

Table #13

- Learning about a loved one’s illness through technology because it is so readily available and easy to disseminate and contact
- Using technology helps when it is personal and relevant, so we choose to use technology to learn and be curious
- The information is readily available using technology – you may not retain all of the information the first time
- In regards to code of ethics – it is basically humanity, is it ethical, does it feel good, personal values. Also, peer connections are important because it makes it personal and fosters learning. Additionally, we must be comfortable with the code of ethics and the ideas in order to discuss them
- CNN updates/alerts on phone and email because she found she could go the whole day working and never connect to the world or know what was going on that day outside of her office
- Persona interaction and meaning
- Ability to learn and practice in person in order to learn the routine and understand what it is about
- Idea: Dietetic interns could use the code of ethics, speak about it or use it as an “oath” when they graduate – students could use “constant reminders” of the code of ethics so they know and understand it by the time they graduate
- It is important for Academy to share that THEY are the reliable source of information
REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.

- Practice-based: use media including videos

Back Up Ideas:
- Personal connection or relevance
- Use many reminders – integrated through work
- At graduation ceremony: what you discuss and bring forth in the commencement is what the new graduates take away as a very important topic

Table #14
- Asking the question, “How does this impact the direct consumer, as an individual?” (different for specific scenarios)
- Ensuring that the entire group can have access to the information (providing electronic/digital information routes)
- Reaching out to experts and experienced professionals in a particular field (collecting and compiling a resource list)
- Experiential learning

REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.

- Multisensory learning (emphasis on visualization and multimedia usage)
  Ensuring the usage of strategies like audience response, music, images, case studies, resource list, texting response to large group questions, and dramatization.

Back Up Ideas:
- Audience response
- Attending an affiliate meeting
- Role-playing or scenario acting
- Having various channels of communication
- Summarized fact-sheet (Emphasizing take away points)
- Subject matter expert list \(\rightarrow\) specialty knowledge availability to further practice

Table #15
- Watch VICE News every evening, 30 minute news show, speak on topics not covered on mainstream networks
  - Sometimes they use comedy to relay the stories
  - Enjoy the media source for its intrigue
  - Grabs viewers’ attention in ways standard news doesn’t
  - Out of the box methods of reporting
  - Focused on getting the facts, unbiased, even if in controversial ways

- Attended lecture on food waste
  - Panel of people, very factual so I felt I could trust the source
  - It introduced different perspectives by telling stories
  - It didn’t just look at food waste from a sustainable POV but looked at the economic effects as well as all sources of waste, not just major ones that you would first think of
  - It looked at the big picture, offered new information
  - Gave time to talk to your neighbor to share and discuss, felt engaged
  - Caused me to consider new solutions based on the new information and POV’s
  - Font size is important, large font is preferable. Less is more.

- Multiple methods of dissemination to keep it fresh, relevant, intriguing. Inspires people to pay attention.
  - Social Media – Reach multiple age ranges
  - Videos – a way to consistently train new people as they come, can continue to reference
  - Emails
  - Articles
  - Webinar - Interactive
  - Etc.

- Using comedy to send a message is highly effective.
  - It’s memorable therefore more likely to be followed
  - Coming from a legitimate source maintains the fact that while comedic, the information is still to be taken seriously

REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.

- Utilizing comedy! Creating social media memes to share the COE, creating short 2-3 minute videos with a comedic approach to sharing COE information.
REPORT OUT Dialogue #1: Discuss one memorable communication technique of an event or learning experience.

- Passion and enthusiasm from the presenter of the topic.

Back Up Ideas:
- Top 10 list of ethics points; make it short and easy to read
- Shock value
- Have a live person that is enthusiastic
- Storytelling
- Case studies
- Relatable examples for who is being addressed

Day 2: Saturday, October 21, 2017

Dialogue #2: Case Examples

Table #1:
Assigned Principle: Competence and Professional Development
- Use of an evidence-based approach within area of competence, while avoiding personal bias

Example Scenario
The RDN has been practicing for four years. She is working relief in the oncology unit. A patient has been admitted, and has a history of renal disease, is on tube feeding, and is taking six herbal supplements. After assessing the patient, the RDN recommends a standard tube feeding. The patient insists that the herbal supplements be added to the tube feeding. The RDN is aware of the knowledge gap in the effectiveness of herbal supplements. How should she proceed?

Table #2
Assigned Principle: Competence and Professional Development
- Participation in research that could enhance their practice

Example Scenario
Joe was a dietitian working in private practice and recently transitioned to work part-time in a hospital-based weight loss clinic. While in private practice, he wrote a “how-to” blog based on findings from several of his research studies. The studies he conducted and shared on his blog were done with 8-12 participants who engaged in a 3 month program. During the research study, Joe the RD met with each participant once a month. Each time he met with them, he measured their weight, took a sample of blood to measure cholesterol and triglycerides, and rated depression based on the Beck’s Scale of Depression. He found people were happier and lost about 2 pounds. Now that Joe has transitioned to the weight loss clinic, he gives each patient a link to his blog, which suggests a follow-up at his private practice so that they could see similar results. One of his current patients complains to the clinic manager, as it did not match the same information a friend was getting from a different dietitian at the hospital-based weight loss clinic.

Table #3
Assigned Principle: Competence and Professional Development
- Recognition of limits of individual qualifications and scope of practice

Example Scenario
A private practice dietitian who has been in practice for over 15 years receives a client who is wanting to run a 10k and looking for sports nutrition counseling. The dietitian took a class in sports nutrition in college. The private practice is in a rural area and the next closest dietitian is two hours away. Should the dietitian take this client or not?

Table #4
Assigned Principle: Cultural Differences and Ethnic Diversity in Professional Relationships
- Cultural differences and ethnic diversity in professional relationships
Example Scenario
There has been a patient summary report of a dietitian or someone providing nutrition counseling and in doing so has only provided vegan protein options. He/she was also very critical of patient’s eating of animal protein. Upon investigation by the clinical manager, it’s determined that the intern confirmed that she did provide this information, and stated that she did so because it is “the best way of life and why I got into this profession.”

Table #5
Assigned Principle: Integrity of Personal and Organizational Behaviors and Practices
- Acceptance of gifts or services that could influence personal judgement
  - Notes and ideas:
    - A Diabetes clinic where insulin pumps are offered. One particular pump representative is there often and at the end, offers to host a party. Other pump representatives do not so.
    - A new clinical manager who was just hired, has a longtime friend who is a representative for a major company and hints that she would like it if the new clinical manager would use his/her products
    - RDN works for a major formulary company and a friend who works as an RD in clinical nutrition go out to dinner. The plan is to “just catch up” and the formulary RD offers to pay for the large meal. The formulary RD asks if the clinical RDN would use the products.
    - Nutrition professors and textbooks choices
    - RDN is doing research, and goes out to dinner with the researchers in charge. This could be seen as influencing research/results if offering to pay for meal.
    - Education piece: what WOULD you do in these situations?

Example Scenario
A representative of major formulary company has been very close friends with a newly hired clinical nutrition manager for a long time. She offers for them to go out to lunch to catch up. The clinical nutrition manager starts talking about her new position and responsibilities she will have. At this time, the company representative casually mentions there is a new product they are offering, and at the end of the meal, offers to grab the bill.

Table #6
Assigned Principle: Integrity in Personal and Organizational Behaviors and Practices
- Comply with laws and use credentials appropriately

Example Scenario
Option 1
A RDN’s credential has lapsed, and he/she does not discover it for 1 week post-deadline. This RDN is a private practice consulting dietitian in a non-licensure state, with no boss or HR department checking that they are up-to-date. The RDN has 3 patients scheduled this week.
  - What responsibility does the RDN have to his/her patients?
  - What steps is the RDN ethically obligated to take?
  - How is/isn’t this different from a person who intentionally misrepresents him/herself as a credentialed dietitian?

Option 2
A position is offered to an RDN, and the job description is within the AND scope for dietitians. However, this RDN does not have recent experience in this area. Does their credential give them the ethical right to accept this job? Or does the Code of Ethics obligate them to explain how they are/are not qualified? Are they obligated to refer the position to an appropriately qualified person (if they know someone)? Is it different if there will/will not be on-the-job training?

Table #7
Assigned Principle: Integrity in Personal and Organizational Behaviors and Practices
- Respect the ideas and work of others

Example Scenario
Shaming experts in the field of nutrition who may hold different beliefs than someone else who is also an expert in the field
  - A dietitian nutritionist PhD with 25 years of experience and who is well respected in the field contracts with Monsanto. The dietitian nutritionist is well recognized and respected. Her job is educating the public with research-based information regarding GMOs. She does nutrition presentations and farm tours for this company. She recently posted something on social media regarding GMOs. A PhD researcher then publically criticized the dietitian and before the dietitian knew it, “things blew up”. As a result, dietitians questioned her integrity and she was publically attacked at professional meetings. In turn, her practice and reputation were compromised.
Paleo vs. vegan. An RDN publishes a book on the topic of the Paleo Diet. She has promoted it on social media and has incorporated science-based evidence into the promotion of the book. A vegan RDN begins criticizing this RDN due to perceived inhumane animal treatment, sustainability, and environmental conflicts with the Paleo diet. The science is not being criticized but there is an emotional component and personal belief systems which are criticized publically.

Table #8
Assigned Principle: Integrity in Personal and Organizational Behaviors and Practices
- Document delivered services accurately and code them appropriately

Example Scenario:
The client had gastric bypass but also has underlying diabetes. The MD listed diagnoses in order of what they are treating primarily, and so the RD goes back to the MD and asks him/her to reorder or add to the diagnoses list to be able to get the client to get reimbursed for other conditions. The client has Medicare and goes back to GI MD to ask them to include other conditions on referral to increase reimbursements and up codes the number of units that is spent on the client.
In addition, the RD has dietitians practicing under him/her that are actually providing services under someone else's NPI.

Table #9
Assigned Principle: Integrity in Personal and Organization Behaviors and Practices
- Respect and maintain patient/client autonomy and confidentiality

Example Scenario
A situation of two RDN colleagues in which one might share a client’s personal health care information about his or her day that may influence or affect the other colleague, such as disclosing information, that may become a conflict of interest. Family members or friends can impact a preconceived notion of the patient and influence the type of care provided by the care professional.

Table #10
Assigned Principle: Professionalism
- Provide a fair representative of the views and skills of colleagues and/or other professionals when requested

Example Scenario:
Training a new colleague to educate and place interns in dietetic internships. Some people check 5’s across the board and some continually score low. How can you teach and what do you do (value of their testimonial)?

Table #11
Assigned Principle: Professionalism
- Avoid communication of unfair or fraudulent statements or claims

Example Scenario:
Option 1
An oncology dietitian talking to her patients is advocating to move away from GMOs. She was asked to write a story in the local newspaper about cancer during Breast Cancer Awareness Month. She does a Facebook live segment about non-GMO for cancer survivors, and it goes viral.
- Making an interactive scenario about GMOs and its controversial issue about whether it correlates to the success of cancer patient survivors

Option 2
A diabetes patient on insulin talks with his/her support group, and boasted that his/her dietitian said to go on a cleanse. Because s/he lost 20 pounds and could get off his/her insulin, s/he urges everybody else to follow those cleansing diet guidelines and to go see their dietitian. What is concerning, whether that dietitian is credentialed or not?
- The trending fad diets such as “juicing” or “clean eating”. Is it truly beneficial to patients? Is the research there?

Table #12
Assigned Principle: Principle/Standard: Professionalism
- Uphold professional boundaries and refrain from romantic relationships with any patients/clients, surrogates, supervisees, or students
Example Scenario:
There are two individuals working at the same hospital. They were married before starting at this hospital. They work in different departments, since one is a pharmacist, the other an RDN. The RDN becomes VP, and the pharmacy is restructured to be under the VP. There are two levels of supervision between VP and pharmacist, initially, but the Pharmacist is promoted to be within one level of partner who is the VP. Another individual who was up for the same promotion accuses organization of nepotism.

Table #13
Assigned Principle: Professionalism
- Provide accurate and honest evaluations of other professionals without bias

Example Scenario
You are on the nominating committee for your state affiliate. You are familiar with the social media postings of one of the nominees that are in opposition of your own views. You are unsure of how to give an unbiased view to your fellow nominating members when deciding whether or not to put them on the ballot.

Table #14
Assigned Principle: Social Responsibility for Local, Regional, National, Global Nutrition and Well-Being
- Collaborate with other professionals and groups to protect human rights and assure that individuals are treated fairly and objectively

Example Scenario:
A small rural community within a food desert has a need for access to healthy food options, and a public health RDN, who is an elected city council member, was approached by a commercial grocery store. The community is resistant to having a large grocery store introduced.

Table #15
Assigned Principle: Social Responsibility for Local, Regional, National, Global Nutrition and Well-Being
- Contribute time and effort to promote the competence of the profession

Example Scenario
An RDN or NDTR is consulting via a televised news segment on a prominent network about the connection between a specific food and its relationship with illness. When questioned, the RDN or NDTR states that a particular food has been proven to cause a chronic disease. Research on this relationship is inconclusive, however. As the interview progresses, the RDN and/or NDTR continues to state the proven relationship between this particular food and chronic disease.

ADDITIONAL TABLE COMMENTS-CONVERSATION
- Could we address licensure?
- Social Media and Supplement sale not addressed enough.
- I like the layout of the document and it is easy to teach from. The preamble provides concise and important information for the overall purpose of such a document. Sometimes AND documents read with vague meaning not easily interpreted. I think the revised AND Code of Ethics of understandable and direct.
- Examples of situations and what to do or steps to take that may arise in an ethical situation
- I’m discouraged by the bullying and lack of professionalism lately between dietitians online; I’d like to see a clearly laid out protocol/plan of action to see how to deal with this.

Table #16
Assigned Principle: Social Responsibility for Local, Regional, National, Global Nutrition and Well-Being
- Participate in professional, community, and/or services organizations that promote health to the public

Example Scenario
A hospital is participating in a sustainability platform and they are receiving monetary benefits from the company that is certifying them as sustainable. Some of the standards to receive the certification have limited scientific evidence. As the RDN, you know that the science behind the platform is incomplete. Do you support the platform as an employee of the hospital or do you speak up that there is not enough science behind the guidelines?