Food Systems and Sustainability: Shaping Dietary Guidance  
HOD Recorder Workbook  
Spring 2019 House of Delegates Meeting  
March 30-31, 2019

These are the notes that were captured during the actual delegate discussions at the HOD meeting and have not been edited.

Day 2  
Final Report Out for Larger Groups- Education and Training, Practice, and Research -  
2 Options and Rationales

Education and Training

Option 1  
The Academy should promote the Food System and Sustainability SOP/SOPP and available resources in order to guide and spark the interest of preceptors, educators and practitioners in the area of Food System and Sustainability. The Food System and Sustainability could be included as a continuing education unit, but not mandatory. These CE units should be available for free for Academy members in webinars and videos. Other ways that Food System and Sustainability concepts could be disseminated are by inclusion of articles in the Journal of the Academy of Nutrition and Dietetics, a specified sustainability section in the Journal and/or “Food and Nutrition” magazine, webinars, affiliate meetings or other avenues with topics focused on best practices, existing programs, and/or resources. The Food System and Sustainability SOP/SOPP should continuously be promoted during NDEP regional meetings, on NDEP list-serves, and in dietetics curriculum. The NDEP council could also contribute by marketing this resource to the NDEP membership. The landing page of eatright.org is also an excellent place to promote Food System and Sustainability resources.

Rationale
Focused on current practitioners - How can we get these resources out to those who need them / marketing? Maybe have a section in the Journal or the landing page of the Academy website about this topic, getting front and center. Maybe more grants for research on sustainability and agriculture? Getting more information out there, and keeping it current. Keeping it current might be a big challenge to this option. Maybe a mentorship program?

NDEP has been promoting the sustainability modules at the regional meetings and it seems there is a lot of interest and excitement by educators.

Option 2  
Identifying existing resources, creating new modules and/or toolkits, marketing newly created and existing resources in effort to incorporate knowledge of sustainable food systems into the breadth of the professional skill within dietetics education programs. Possible formats include activities from the sustainable, resilient, and healthy food and water systems curriculum (in its current form, or future iterations), the creation of foundational content through textbook chapters or journal articles, and the delivery of information through webinars and other online platforms. Using diverse technology, case studies and ideas for “hands-on” experiences for teaching and training. This information should be available in a variety of settings including clinical, food service, research, public health, and others.
Toolkit for sustainability education

Academy should market existing Food Sustainability training modules and resources available to help the professors/preceptors/practitioners understand and implement in their areas.

**Rationale**
There are already many resources available, but they are not always easily accessible. Getting this information and training out there so more people can be exposed to it, and so they can integrate it into their work. Creating hands-on experiences with sustainability activities so they can relate it back to real life rather than just lectures, etc. for students. A lot of instructors don’t feel confident to teach this stuff, so more resources for them would help. Tackling lack of interest - help students find areas of sustainability that they can really connect to.

Any times we can partner with industries and farmers, etc. - let’s get students out to these places as much as we can. Get their hands dirty, show them what these practices look like, both animals and plants.

**Practice (2 Tables)**

**Option 1**
Communication/Marketing - This would include a toolkit (in the toolkit we would have key questions and answers to help consumers navigate this complex topic as well as including a short catchy list of guiding principles that can be used in the media)

**Rationale**
We may never be experts on sustainability, but we need to ask the right questions and guide consumers to where evidence based information is.

**Option 2**
Collaboration with Key Stakeholders (other organizations with common goals)

**Rationale**
We can involve experts from outside the Academy in order to inform our consumers/clients that there are experts out there to go to.

**Option 1**
(Combination of Options 1 and 6 above) Collaboration and association, inclusivity with stakeholders (industries, healthcare organizations, experts, food producers/growers, and anyone who has an impact)

**Regional Sustainability Panel**: Identify stakeholders and experts in sustainability and food systems to serve as resources and spokespeople to serve on a regional/state expert panel. The application process for these spokespeople would be similar for those who apply to be a media spokesperson.

**Rationale**
1. Identify Academy’s definition of sustainability
2. Determine Academy’s stance on sustainability via a white paper (and eventually a position paper)
3. Identify Academy’s experts prior to collaborating with other organizations

**Option 2**
(Combination of Options 4 and 5 above) Sustainability Hub: Create a centralized location for resources, such as an app. Identify existing RDN/NDTR experts and promote interested RDNs/NDTRs to become experts in food systems and sustainability. Utilize a self-assessment tool for RDNs/NDTRs to assess their own knowledge on the topic of sustainability and the food system. Provide training and resources for RDNs/NDTRs to become experts in the topics of food system, sustainability, and consumer behavior. Provide Academy resources (Nutrition Smart Brief, EAL) to compile research, consensus, polarizing
topics related to sustainability. Help RDNs/NDTRs earn respect from other health professionals, recognizing RDNs/NDTRs as the expert, and understanding our scope of practice. 

**Rationale:**
1. House sustainability research/toolkits in one place to provide consistency and ease-of-access
2. Place for professional and public consumption
3. Provide dietitians a concise perspective on the issue
4. The messaging in this area would serve as a resource to activate policy discussions

**Research**

**Option 1**
Request the Academy’s Evidence Analysis Center perform a scoping process on food sustainability and food systems research.

**Rationale**
Allows the EAC to identify the depth and breadth of research in this area; will assist in adapting the systemic review process to this “non-clinical” area which will allow members to be able to better understand the research and translate it into dietary guidance for clients

**Option 2**
Participate in collaborative research efforts in the area of sustainability across the entire food supply chain system. Recommendation for established guidelines for participation in collaborative research efforts with industry involvement.

**Rationale**
RDNs need to have a seat at the table.

**Option 3**
Examine the mindset of our members and how they view sustainability; in turn, strengthening the ability of nutrition and dietetics practitioners to assess the available evidence in food systems and sustainability (EBP), and translate the evidence into recommendations on dietary guidance for consumers.

**Rationale**
This relates back to the Practice and Education group’s realm and the Research team sees this as a joint endeavor and important

**Day 1: Individual Table’s Two Options with Advantages and Disadvantages**

List the options along with advantages and disadvantages below. You may have as many options as you wish, but within the 45 minutes, your group must come to consensus on which 2 options to present, with advantages and disadvantages of each option.

**Top Education and Training**

**Table #1**
1. Identifying existing resources, creating new modules and/or toolkits, marketing newly created and existing resources in effort to incorporate knowledge of sustainable food systems into the breadth of the professional skill within dietetics education programs. Possible formats include activities from the sustainable, resilient, and healthy food and water systems curriculum (in its current form, or future iterations), the creation of foundational content through textbook chapters or journal articles, and the delivery of information through webinars and other online platforms. Using diverse technology, case studies and ideas for “hands-on” experiences for
teaching and training. This information should be available in a variety of settings including clinical, food service, research, public health, and others.

Advantages:
- Providing information through the various resources, modules, and toolkits into pre-professional education gives them a foundational level of understanding.
- If we market the materials well, educators and practitioners would know where to find them.
- We would be able to use a common set of resources that would have the most recent research incorporated in them so we are given the most up-to-date, evidence-based information - yields to consistency across educational programs with credible information.
- Providing credible resources to expertise in teaching students; reduce time in development of relevant materials.

Disadvantages:
- It may be challenging for many dietetics education programs to incorporate activities related to sustainable food systems, based on constraints such as interest or expertise.
- Clear guidance from ACEND is not provided currently - ACEND competencies are very general. What is required to be covered to get the depth and breadth you want?
- If sustainable food systems content is not included in the registration exam, there is less incentive for dietetics education programs to provide training in this content area, and employers and consumers are not able to reliably expect this kind of competency from RDNs and NDTRs.
- Accessibility of the existing curriculum, toolkits, and resources on Academy/DPG websites is often difficult to find. We actually were looking for some and could not find them through the search bar.
- Time and resource issue for ACEND to develop the materials and resources needed by practitioners and keep them updated.

2. The Academy should promote the Food System and Sustainability SOP/SOPP and available resources in order to guide and spark the interest of preceptors, educators and practitioners in the area of Food System and Sustainability. The Food System and Sustainability could be included as a continuing education unit. Other ways that Food System and Sustainability concepts could be disseminated are by inclusion of articles in the Journal of the Academy of Nutrition and Dietetics, a specified sustainability section in the Journal and/or “Food and Nutrition” magazine, webinars, affiliate meetings or other avenues with topics focused on best practices, existing programs, and/or resources. The Food System and Sustainability SOP/SOPP should continuously be promoted during NDEP regional meetings, on NDEP list-serves, and in dietetics curriculum. The NDEP council could also contribute by marketing this resource to the NDEP membership. The landing page of eatright.org is also an excellent place to promote Food System and Sustainability resources.

Advantages
- Helps to get the message out to educators by using NDEP and ACEND as resources.
- A continuously updated Food System and sustainability SOP/SOPP can serve as a good evidence-based resource.
- Using common tools among practitioners such as the Journal, Food & Nutrition magazine, etc. would be beneficial because they are readily available to practitioners and practitioners often use these for resource information.
- Enhancing the frequency of communication to professionals in a variety of venues will enhance professional awareness.
A Mentor could reply on these resources to accurately mentor their students/interns/professionals.

Disadvantages
- People may not have the time or take the time to view materials that are marketed.
- Introduction and education on this curriculum would be a personal decision of the educator/practitioner as they may not have an interest in this area.
- When toolkits are created they may not fit into a particular program.
- A potential barrier is that the toolkit may not be relevant or useful for that particular program.
- Resources and toolkits must be kept up-to-date to be useful.
- Resources and other information would need to be continually updated which can be timely and costly.

Table #2
3. Continuing Education, Mandatory CEU

Advantages
- Forces experts to look at evidence to have a consistent message
- A webinar would be accessible to everyone
- Free
- Speakers/education will become more available if CEUs are mandatory
- RDN’s can become known as experts in this field
- Standardized slide decks/information to be distributed
- Video CEU could attract more people
- Very versatile ways to implement education
- Infographics
- Share on social media

Develop a Sustainability group to lead the CEU development
- On a bit of a different topic:
  - Short videos for consumers, social media, affiliates, DPG’s to share on topics
  - Ensuring they can be understood by all educational levels
  - Competition for short videos and distribute awards
- For students
  - Students make videos to educate fellow peers in their DPD or internship

Disadvantages
- Evidence isn’t always clear and needs to constantly be revisited
  - Sometimes evidence changes and need to up-date information
- Kickback from industry
- Possibly stifle ideas/creativity when all the information is spelled out
  - May be afraid to expand on an idea
- Possible costs associated with videos and awards for winners of video contests

4. Toolkit for sustainability education

Advantages
- Give students access to sustainability education
- Help hone critical thinking skills in students
• Incorporate information from areas that are not our expertise (ex: Agriculture)
• Different toolkits for different audiences
• Animal vs. plant based farming
• Paper and online tools (more online to reduce waste)
• Gives consumers permission to experiment with where they get their food
• Allows consumers to make it their own

Disadvantages
• Difficult to make a toolkit with exhaustive information about this
• Would this anger organizations that we partner with? (Beef, Dairy, etc.)
  ▪ We believe we can all work together.

GOAL: Help people feel good about eating more plant-based foods, but also discuss animal protein and how farmers are making their farms sustainable; meet them where they are. Develop habits to eat the most sustainable diet they can eat with their resources and skills!

Table #3

5. Academy should market existing Food Sustainability training modules and resources available to help the professors/preceptors/practitioners understand and implement in their areas.

Advantages
• Would be fairly easy to do because Academy already has access to many resources.
• Minimal cost.
• Could lead to collaboration within research/knowledge dissemination.

Disadvantages
• Different people may interpret information differently.
• Just because Academy is marketing it, doesn’t mean that people will actually look at it.
• We may not have all of the resources we need.

Additional thoughts: Marketing needed related to WHERE the resources are located. Collaborate to share information and ideas. Could come up with a way to motivate RDs to utilize these resources. Central location important so that it can be easily accessed.

6. Compiling a list of dietitians who work in sustainability, and those who are willing to host interns.

Advantages
• Would make it easy for other dietitians to reach out to those working in sustainability.
• Would provide interested interns with hands on experience in sustainability. They would also see the economic value of the work.

Disadvantages
• Requires time to compile the list.
• The information may not be easily accessible.

Practice – Group 1
Table #6

1: Communication and marketing (use Topic A as a guideline)
Advantages
• Furthering the strategic mission of making the RD known as the nutrition expert
• Having messages that are straight-forward, accurate, and credible will alleviate confusion around nutrition issues
• Opportunity to market through experience.
• Opportunity to use new digital mediums to communicate with consumers.

Disadvantages
• Lack of evidence to draw conclusions. Desire to be on the cutting-edge can be held back by lack of evidence. Consumer messages need to be based on proven finding, but we cannot always have this for new areas.
• Shift to electronic purchasing can make marketing more challenging. Point of access is not always bricks and mortar retail.
• Challenge of communicating with varying generations.

2: Collaboration with stakeholders

Advantages
• Collaboration helps us expand our specialty areas, influence food, and increase the visibility of RDN credential
• We increase our knowledge by collaborating with stakeholders at various levels (state, federal, etc.)
• The opportunity of having so many stakeholders is the opportunity to promote sustainability in many places

Disadvantages
• Challenges of being proactive with so many varied stakeholders to reach out to.
• If we are not clear about our role as experts, someone else is going to do it.
• People will have objections to our collaborations/partnerships (groups we collaborate with).

Table #7

3: Modeling Behaviors/Living out Principles

Advantages
• Ensures an intellectual and ethical consistency
• Enables practitioner to know and share skills and experiences and practices with clients who can then incorporate them (techniques; flavors; recipe options); becomes a far better teacher for the learner → authenticity
• Builds trust, facilitates greater connection, ability to work together and understand
• Will always be learning new techniques and strategies for themselves, helps teach them better and know them for ourselves
• Demonstrating confidence in yourself and those you're teaching
• Deepens empathy and understanding around barriers and the need for flexibility
• Influences those around us in various settings into making potentially other choices
• One becomes the expert when doing it for themselves; improve over time

Disadvantages
• Risks potentially coming across as a fanatic
• Clients may be unfamiliar with techniques or practices; perhaps reluctant or unable to try them
• Some people may make judgments (even if irrational) when they see what the RDN is doing/buying; see RDNs as the food police

4: Communicating Expertise (by Showing Not Telling)

Advantages
• Enables better collaboration than messaging that “we are the experts”
• With legislators, provides opportunity for them to turn to you when they have questions
• Efficiently and accurately communicates to clients, legislators, others
• Emotional component

Disadvantages
• People may perceive it as self-promoting
• Are we just selling people something, or is it evidence-based
• Distrust/mistrust in science; concerns with industry funding of research
• Potentially not relevant for each consumer; need to ensure relevance

Table #8
5: Identify a list of specific principles (Our own “Dirty Dozen) for nutrition and dietetics practitioners to help consumers navigate food choices amidst complexity, uncertainty, and competing goals, which would be released to the public annually, something with a punchy, eye-catching title. (Adapted from Backgrounder Option A)

Incorporating the experts is so important, to help consumers know what is evidenced based and what is social media commentary. Link our list to reputable Organizations (via social media, eatright.org, YouTube video, apps, etc.) This collaboration can help get everyone on the same page and would be evidenced based. Get an idea of what others in healthcare, government and industry are saying and believing about nutrition principles.

Advantages
• Allows us to utilize external stakeholders to develop the specificity of these principles, to widen the scope and get information from those who know. This allows us to position ourselves as advocates, and influence things like labeling and food waste issues. Could help practitioners see the complexities of these issues in real life. These principles should be considered when official recommendations are developed.

Disadvantages
• These principles would have to be detailed enough to capture nuances, to allow consumers to make their own informed decisions. But, not so long that it is easy to tune out. We also don’t want to be too “preachy”.

6: Create a scientific advisory board that would include RDNs, non-RDNs, and other stakeholders, researchers, industry representatives, etc. to help in the development of sustainability goals.

Advantages
Get a broader influence, collaboration from other experts, can have a unified voice on this that will seem more reliable and trustworthy. We need to bring in those who are doing the heavy-lifting of the research in agriculture, which might be something we don’t already have. If we work with more doctors, this will also lead to more referrals and an opportunity to show them our expertise and scope.

Disadvantages
Remember what the sources are of misinformation. We would need to come up with a list of entities for collaboration while staying as transparent as possible about bias, etc. would we run into trouble with showcasing ourselves as the experts in nutrition when we are collaborating in this way? We would want to be careful about who we choose to be a part of this work.

Table #9:
7: Toolkit for sustainability education

Advantages
• Educate us first, so we can educate consumer
• Applicable for all areas of practice - foodservice, for example (waste)
• Way we share best practices in specialty areas
• Marketing strategies
• GMO guidance

Disadvantages
• Limited - literature isn’t always complete
• Such a broad topic to approach - daunting

8: Role modeling - Academy and nutritional professionals committing to a pledge

Advantages
• If we’re committed to something, we can better educate consumer about it
• Large number of dietitians behind one idea - could be marketing strategy for public

Disadvantages
• Consensus over one key principle to embrace

9: Waste

Advantages
• Composting - farmers can take food waste for animals, for example
• Cost savings - not wasting money on things you’re not using
• Saving limited/scarce environmental resources

Disadvantages
• Recycling options declining - stop recycling paper (not a second market for it), glass
• Institutions limited in what they can do - potential legal policies where you live

Practice: Group 2

Table #10:

1: Collaboration and association, inclusivity with stakeholders (industries, healthcare organizations, experts, food producers/growers, and anyone who has an impact) **broad perspective**

Advantages - Dietitians are in a unique position because they can talk about nutrition and physical health. The Academy and its members should absolutely be included in the conversation.

Disadvantages - Dietitians would have to share messages with other organizations. As a result, they’d need to be careful with whom they collaborate with. It’s possible that no one would be completely happy with the outcome. Conflicts of interest could also impede collaboration with outside organizations. Maybe we’d want to collaborate with complementary organizations and avoid partnerships that would create internal drama.

We want to have the right experts in place within the Academy prior to collaborating with other organizations. We don’t want other organizations putting messages out to the public before we, as the Academy, know what our positions are. We don’t wait to wait and be reactive, rather we need to move quickly in order to be proactive.

2: *Keep messages clear and simple* Give your clients the information they need, using tried and true information, to make the best decision. Include role modeling, positive messaging, communications, and clear labeling. Consumers want quick, brief, to-the-point credible information. A lot of people are using apps. Let’s make sure we have a voice, a presence.

Advantages - We can control the messaging if it’s simple and not convoluted. The Academy has been effective in the past with certain campaigns and this would be easy to coordinate with the Academy’s strategic communications team.

1. Consumers
2. Those within our profession (i.e. educational issues)

Simple messaging will force the Academy to take a position and take action that they might need to change in a few years, but that’s not necessarily a disadvantage.
Simple messaging supports RDNs in the grocery store, where they meet the consumer face to face. As well as dietitian entrepreneurs and those on social media who deal in succinct communication.

Disadvantages - How to keep messages simple in the face of a major obesity epidemic? Some issues require more guidance. People may need more information in order to care about certain issues. Simple messaging could force us into collaboration with businesses and industries who are looking to profit rather than educate.

Table #11

3: Collaboration and association, inclusivity with stakeholders (industries, healthcare organizations, experts, food producers/growers, and anyone who has an impact) **broad perspective**

Advantages

- This will help give those of us who don’t know as much about sustainability someone to lean on for information. We’ve heard from a number of people today that we don’t feel comfortable with this information, so who better to learn from than the experts.
- This will allow us to work with non-RDN experts- they understand different parts of the food system better than we do. This will help keep us from limiting our knowledge.
- Communities/ Organizations may be more receptive to information if several groups of professionals all have the same message
- Helpful to advocate for policy change on a national level when you have several organizations also backing your message
- More opportunities for us to increase involvement with research when we are more collaborative with other organizations
- Collaboration helps show that we are the experts

Disadvantages

- Various stakeholders may have different viewpoints (based on their own agenda) and aren’t looking at big picture

4: Identify existing RDN experts and promote interested RDNs to become experts in food systems and sustainability. Utilize a self-assessment tool for RD to assess their own knowledge on the topic of sustainability and the food system. Provide training and resources for RDNs to become experts in the topics of food system, sustainability, and consumer behavior. Provide Academy resources (Nutrition Smart Brief, EAL) to compile research, consensus, polarizing topics related to sustainability. Help RD’s earn respect from other health professionals, recognizing RDs as the expert, and understanding our scope of practice.

Advantages

- By identifying the experts we can utilize them in policy efforts
- Learn from expert the best ways to approach sustainability with clients (what messages work best)
- These RDNs can be called upon to help develop a toolkit
- The self-assessment can help people realize where they’re at. And identify which skills they need to work on/ develop more.
- These members know more about the strength of the research that has been done- the gold standards for our profession
- May create way to indicate who are the credible sources within our community
- Possibly using the expertise and resources of the HEN, VN and DIFM DPG members (not necessarily all the members as people join to learn more about the topic)
  - They could weed out some of the ‘excessive’ information that is already out there
- Could pull out some of the great information that is already available. Create something similar to the Code of Ethics so that all members would be aware of what exists.

Disadvantages
- Topics around sustainability can be very polarizing - need messages to be evidenced based.
- There will likely be some backlash as some of the pieces of sustainability are controversial - Academy may need to take a stance on some of these messages - currently very ‘middle of the road’ - We need guidance on message we give out.
- When RDNs do not all have the same message it can weaken our credibility. “How do I know which RDN to trust?”

Table #12
5: Sustainability Hub: Create a centralized location for resources, such as an app.

Advantages
- Saves time and convenient
- Promotes consistent messaging across the field, which boosts credibility
- Provide resources for policy advocacy

Disadvantages
- Access - not everyone will have the capability of accessing it (not everyone has a Smart Phone)
- Motivation issue - the information would be there, but will practitioners seek it out?
- Need to design the hub very carefully since there is so much conflicting information
- Need to identify personnel to continuously update the hub

6: Regional Sustainability Panel: Identify stakeholders and experts in sustainability and food systems to serve as resources and spokespeople to serve on a regional/state expert panel. The application process for these spokespeople would be similar for those who apply to be a media spokesperson.

Advantages
- Specific to each region through the country
- Creating and identifying a group of people that can speak on the Academy’s behalf to engage with government
- Promotes the dietitian as an expert in the area
- Panel structure will provide support for spokespeople and make it more sustainable
- Regional structure will allow for a relationship with state affiliate organization. This can provide education and promote participation at the state level
- Panelists can be involved in policy and legislation

Disadvantages
- Some regions or states may have limited resources, i.e. not as many experts in the field as others
- We have to make sure the spokespeople are giving a consistent message; will need to weed out the biases
- Mindful of conflict of interests, some people may want to be a spokesperson because of relationships/partnerships. Will need a disclosure criteria.

Research
Table #4:
1: Combine the options and dig a little deeper in both, the disadvantages should not prevent us from moving forward.
Identify specific areas of focus for future research on sustainable food systems.

Advantages

Disadvantages
Takes time for things to develop and improve and become more clear and apparent

2: Option B with some caveats-link sustainability to nutrition-get this topic on EAL ASAP, No retail reps or food manufacturers at meeting being a challenge; we are not feeding our country on rooftop gardens and farmer’s markets; we need to go to food manufacturers and go as far upstream as possible
Advantages -
Disadvantages -

3: Option B amplify and broaden (this option) in relation to the food system—RD’s and practitioners in general do not know enough about the food system such as CSAs, food environment, food supply chain, consumer diet that shapes/guides food production
   • we are on different pages and we need to get on the same page; we need to define the term “sustainable”
   • there are drivers that influence all aspects of the food system
   • we need to get back in touch with where food comes from and
   • we have the technology to grow the food; we need to understand that we must use all the tools
   • Get back to understanding how is food grown? How is food processed? Pests? Get the general population, teach our children where food comes from
   • Understand that there are drivers that influence all aspects of the food system.

*If we have practitioners who do not know...?*

Option B: broadened to say related to the food system (David’s comment): RD’s and dietetic practitioners in general don’t know much on food system; on the distributors, retailers, producers...it is important to know that this is an issue and that it must be addressed.

Storage and distribution, processing and packaging, and then finally retail market...food environment and consumer behavior that shape diet...another driver: political action...biophysical environment, information and technology...we need to improve the definition of sustainability).

Something to consider: people need to be more in touch with how food is grown...we have to use technology to grow food and the farmers need to be able to use all of these tools to grow foods...how do we do that? We need to encourage people to understand how food is produced, grown, and processed.

Option B: we should encourage a more inclusive approach- not just academy members, but also farmers, producers, industry, and even some consumers to provide their perspective.
Advantage
   • Perhaps clarify for option B that private sector means food industry, production, etc.
   • Collaborative efforts among healthcare professionals, public institutions and private sector organizations
   • We as RDs have to understand the broader pic and we as RD’s have to be able to communicate this big picture to public.

Disadvantages
• the masses want safe healthy food, they do not care how the strawberry was grown for their jar of jam
• collaborate with the food industry to develop safe, healthy, nutrient dense products that the RDN can promote

• amplification: who else is invited to the table; we need interprofessional research aside from just healthcare providers (cultural organization, public organizations, public voice) so that we can advocate for all groups

• When we say “sustainable food system” we assume our profession knows what a food system is
• we should be more broadly focused in the area of food systems

Advantage
• Our focus sounds good but we need to step back and understand where food even comes from—what does it take to get food to the table?
• Understand the bi-directional relationship of how the food systems affects consumer diets and vice versa.
• Some processing of food is beneficial because we add nutrients but it has to be culturally acceptable.
• To understand the food systems: we need to educate the dietitians, we need to consider other aspects of food...process of production in all stages.
• Industry focused on products that dietitians can promote, needs to be amplified somehow how it is produced
• We need to emphasize that it is not just sustainability, understanding that it is more than that.

Disadvantage
We are concerned with research when we should be broadly focused in the area of research of the food system.

Table #5
3: Sustainability research summit to brainstorm sustainability efforts and funding for the research.

Advantages
Interprofessional - researchers from ag, econ, food safety/security, logistics, environmental engineering, public health, other nutrition-related groups/societies, environmental biology, International Congress of Dietetics,
• Global focus on sustainability.

Disadvantages
Recreating a wheel - other organizations may already doing these types of summits? RDs need a place at the table.

4: Sustainability track at FNCE, with a focus on sustainability research. Pre-FNCE workshops and webinars on the current sustainability issues.

Advantages - Bringing in other disciplines to present current research on sustainability.
• Opens the door for more interprofessional collaboration.
• Accessible way for practitioners to engage in the sustainability discussion.

Disadvantages - FNCE is not accessible for all practitioners. Maybe more webinars or articles in JAND?
5: Expand and adapt the EAL process to fit non-clinical nutrition and dietetics-related issues including sustainability.

Advantages - Members are used to using the EAL for clinical topics; expand with other nutrition-related non-clinical topics.
Disadvantages - Current EAL structure narrows what can be included in the library.
- Usability challenges.
- For some questions, the Academy has decided that the work has already been done by another group and it is OK for RDs to not engage in additional research. Can provide the research with a disclaimer about supporting the research presented.

Day 1
Report Out 1

Question 1
How do we assess the evidence, especially in light of conflicting evidence? What are some examples?

Education and Training
Table #1
- Assessing research even if conflicted. Look at research - teach students to judge research critically. Pick a supplement in relation to diabetes based on their scientific evidence create a consumer statement. train students to critically evaluate whether something is good.
- Conflicting evidence have students look at research - is it a good methodology (random control trial)? When googling something really look at the source of the evidence (research, blog post, etc.)
- Teach students in identifying credible sources for data. Understand that no study is perfect they all have strengths and limitations. Some point you will have to make a critical judgement.
- Teach students/intern Motivational interviewing skills
- Preceptor or new grad put them in a real life situation - what would be the dosage of a certain item when there is less evidence surrounding that. Put practitioner hat on and try to assist student/intern on questions they may hear. “Not enough evidence to support this” as a first line treatment but not discounting this question. Try this out as long as there is no harm. Be careful to say you’re not supporting something.
- Challenge when looking at research - is there any bias from someone who is doing the research. What is the funding? What is the best practice moving forward? What is the best approach without bias?
- Validate the person that came to them with a new study that they found on FB. Thank the patient for sharing the research with you (practitioner). Teach them how to help their clients read between the lines. Check another source. Encourage them to talk with their doctor before trying anything new.
- Think about what you know about the body physiologically and how it utilizes nutrients and food. Does the research/mechanism suggested relate to physiology of the body? With students - discuss clinical significance and research significance.
● There is a hierarchy in research studies - human vs. animals. Animal studies help you understand the mechanisms. We need a lot of human evidence to say for sure what is good. Students need to be able to help your pt/ct understand the level of evidence that is out there. Get the ct to think that you are credible.

● Clinical nutrition topic class goal is that they have opinions and that they share their opinions as they are clinically based. Have conversations with people. We are not an exact science with new information emerging. Students look at info have an opinion and be at the table. Reading is a lifelong process, keep up with what’s out there. Academy daily/weekly news - sound bites that are there to have a finger/pulse on what’s out there in the world. Keep an open mind when there is a lack of evidence. Not being biased when the research isn’t pure or strong enough especially with the topic we are viewing now (sustainability). Look at where the evidence is coming from - supported by companies where they want their product to be more visible. Look at fine print, where is the funding coming from? Use that as a way to strengthen the evidence.

● Open mindedness - practitioners need to be open minded when research isn’t solid. Consider alternatives to other items. Why should we rely on science (egg) when studies change; another scientist changes the results of the study. Source of evidence: type of article being evaluated. Looking at relationship between nutrition and cognition of eggs - results are what the results show no matter what the funding source is.

● Bias of food companies funding the research - researchers have ethics like others so you don’t need to discount the study just because someone is funding the study. Make sure the research is done in good faith.

● Companies who fund studies sometimes bring studies to the table to benefit the company/product.

● Educating our students about the bigger picture when it comes to industry funded studies. Teach them to identify what is going on behind the scenes. Can have ethical issues across the board so read carefully.

● Remember and teach our students ethics of our profession. Utilize those ethics on a regular basis - high ethical standards.

● Value of multiple sources of informational

● Communication of information to the media - how is new research shared at this level? We can play an important role so this information is not skewed.

Table #2

● Protein sources and their effects on nutrition
● Tap into RDNs that are experts within these fields
● Consumers are driving the conversation
  ▪ More visibility of spokespeople that have expertise
  ▪ Connect with those that are driving these conversation
● RDN farm expert food initiative with educational pieces
● Is there enough evidence on the implications of organics/GMOs and disease states?
● Political environment where negative information is what makes the news
  ▪ Ex: Dirty Dozen
● Information given can depend on client needs and accessibility
● How do we know if the information is science/evidenced-based or not if it’s not our area of expertise?
● What are consumers’ motivation for seeking out this information?
• Consumers are fear/hope based at times
• Younger people don’t care what the evidence is, they care about who the information is coming from
  ▪ How do we become that source they seek out?
• Consistent messaging

Table #3
• Using farmers, producers, experts in the field as resources.
  ▪ There is a lack of knowledge/disconnect between consumer and producer.
  ▪ Would need to know WHO is a good resource. (Do they have motives/conflict of interest? What is their experience/training?) Some good resources are: HEN Experts as well as Food and Culinary Professionals.
• Taking into account if researchers have underlying motives/conflicts of interest.
  ▪ Ex: WHO is funding them?

Other Points:
- Should increasing plant based diets be part of the DGA?

Table #4
• Access any article—would like to see a giant review article
• Look at the source’s credibility and see if the source has conflicting evidence
• Produce intake (fruit and vegetable)—the dirty dozen is a perceived as credible piece of information, but something that never gets communicated is the level of pesticides in this information and that these are all safe levels; how are RDs using this information
• Academy’s definition of evidence—when the science is lacking, find expert opinions
• Pick common denominator: 1.75 cups to 25g protein versus 3 cups ¼ cup of quinoa—we can’t look at this pound for pound
• find a way this relates to evidence
• assessing evidence with parallels in DIFM; critical thinking attributes, member’s mindset attributes with sustainability—do more research, we bring our critical thinking in to access the evidence i.e. meatless Mondays, dirty dozen, etc.
• When evaluating sustainability, we have to use a common denominator that makes sense. For ex: the sustainability of animal vs. plant-based proteins, sustainability should be measured based on grams of proteins provided
• When looking at sustainability, have to include key metrics in the measurement—water use, land use, miles traveled to end consumer. Too often, one metric is researched or discussed which doesn’t provide accurate picture.
• To be able to apply best available evidence, especially in light of conflicting evidence, critically important to conduct research on critical thinking skills and critical thinking disposition mindset attributes about sustainability among Academy members
• Many findings are “cherry picked”
• It is okay to say there is no data. Find the evidence you can, know where the data comes and it is okay to explain that there is no evidence
• Assess this evidence the way we assess any other piece of evidence—people tend to make emotional/personal based opinions/decisions versus evidence based; we can disclose our opinions but we need to also present evidence
• Do all practitioners know this tool exists? (tool on how to evaluate credible information-IU of
Pennsylvania tool

- https://www.eatrightpro.org/research/applied-practice/evidence-analysis-library

- Maybe the Academy should put this tool up front (how to effectively access info) as they do other topics
- critical thinking: members didn’t know how to evaluate best available information, critically evaluate research
  - DIFM tool to teach/encourage members on how to evaluate the evidence available to then come to your own conclusion about that topic (Paleo diet for example)
- Perhaps introduce a requirement to have critical thinking/evidence analysis to CDR continuing education as we did with ethics, in the past
- https://integrativerd.org/best-available-evidence-decision-interactive-tool/ it walks users through the evidence based analysis and it contains links to EAL video tutorials and other resources. It was designed because there are no established Evidence Based Nutrition Practice Guidelines in Integrative and Functional Nutrition (IFN).
- This tool was presented at FNCE 2018 w/ DPBRN study findings and the attendees’ number one answer was that they lacked the time to assess the evidence to do their own evidence analysis.

Table #5

- See current research on topic; be given questions to be answered
- Review of literature based on environmental engineering research
- Current research is not necessarily nutrition and dietetics-related; need to apply it to our field
- What influence has our practice had on this area?
- Various layers of research on this topic, but not necessarily nutrition-based; how do our programs and interventions impact this arena?
- Strong belief systems determine the direction of the researched evidence; how do we communicate findings in an unbiased way, sans personal beliefs? Can we learn how to set aside fundamental beliefs and review/absorb the research with fresh eyes/minds?
- Evidence-based research takes power away from emotions.
- Cochrane Review of all current research being done (in the various fields) to get a greater perspective of how it impacts the nutrition field and where we as a profession can go from here.
- Is there enough strong evidence at this point to make recommendations? Uncover the adequacies and inadequacies of current research.
- People are having difficulty trusting research; conflicting evidence abound. Who is funding this research?
- Critical evaluation of current research is needed.

Table #6

- What conflicting evidence have you all encountered?
- I would like to understand both sides of the issue. Focusing on global food service. We like to convene experts and get a range of experts involved from different disciplines. We have forums to discuss issues and publish the proceedings. I want to see the big picture and look to other people who are experts. I do think there has been slippery slope to always want to reply on evidence. It has always been stressed we need to develop our own professional judgement with assessment. This concept has gotten a little lost. It is not always in the evidence, it is also in interpretation.
• I think we need to clarify that there is no evidence strongly supporting either, we use evidence along with our professional judgement. If there is conflicting evidence, it can be important to bring our own experience into it.
• Sometimes, like J and D said, we have to also determine who the audience is. When we are talking about eating on a budget, that is not the best time to talk about organic or not. If someone walks into your office and has the capacity and wants to know what they should buy... You really need to determine your audience and what they are asking. You need to use the lowest common denominator as a scale. Do no hard always applies, but if someone really believes organic is better and it gets them to eat better, go ahead and buy it. If it is someone who needs to buy frozen veggies because that is what they can afford, then do that. We need to know our audience and use our professional judgement on what is right for them.
• This topic of sustainability is very large. Looking at information about sustainability there is the concept of being on the cutting edge or being the first, if you are the first, there will not be as much evidence to guide you. We want to encourage that, being on the cutting edge, up there may not be a lot of evidence. There are a lot of people doing new things and it might not be fully flushed out with evidence yet.
• Some examples in the survey, they want to know the difference between GMO/hybrid/heirloom/conventional. They are interested in the evidence on farm caught versus wild wish. There was another one about how you deal with recommending organic/fresh/local versus the more economic varieties.
• I get a lot of questions about wild caught versus farm raised, organic, GMO, etc. When you watch your clients go to fast food or processed places, the first thing we need to do is change their behavior and have them think about sustainability. Vegetables alone are a win. There are people who want to talk about more whole foods and another group who don’t eat at a table, don’t go to grocery stores, etc. As dietitians we always modify ourselves. I have gotten more insistent on change because if you are not willing to make the change on where you eat, I can’t do that much for you. We need bigger wins with these populations to make any progress on overall health and sustainability. People who buy cheap they are probably less concerned about food waste and not about if it is good for them. Our fast food places are animal protein rich.
• To summarize, the bigger umbrella is context. We need to look at the context in which we are providing counseling and guidance for clients. It might be disease state context or socioeconomic.
• Think about what expert speakers were talking about, when those who do have questions about it, when they are looking for answers how can we make sure they are asking the right questions to their dietitians and not someone else. We need to prepare the dietitians because they should be equipped. The answer might be, “don’t worry about that now,” but that answer still needs to be coming from the dietitian as the expert.
• As a spokesperson for the academy I communicate on behalf of dietitians all over. I am careful with my words. Among all the spokes people we are careful about speaking about GMOs. We have issued a professional statement on GMOs and backed up the USDA. I do see on Eatright there are a lot of links on sustainability, but I am still eager to get back to our position paper and practice statements and how we frame that in terms of who we talk to. We have a paper for people with food insecurities. We have a paper on food waste. Everyone needs to waste less for cost saving and for the big picture with the environment. I like to focus on what we do know and try to provide tangible things each individual can do. We need to get back to the evidence, and focus on the things we do know.
• The issues I see related to evidence are related to coming from CA and agriculture state with varied industries (dairy/beef/fruits and veggies) here we see so much influence of industry and trade organizations who do a lot of marketing and educating and fund research. It can be challenging for consumers to sort out the quality of evidence. It becomes challenging as dietitians to sort out the quality of that evidence (in particular industry influence).
In OK we have the same issues. The livelihood of those who come to see us is effects things. If you raise cattle, you have a different perspective. A lot of food trends come out of CA as well. We do see new and emerging trends and ideas but at the same time we have traditional agriculture industries that are strong. Those things can be in conflict.

Table #7
- Public is inundated with messages that lack an evidentiary basis; how do we present the evidence without coming out too “sciencey”
- Example: Dr. Gundry (sp.?) influencer re probiotics, food supply → he’s selling something
- When is there enough evidence to make a recommendation? Can’t wait for a perfect body of evidence; when do we declare its sufficient and when
- Many people do not see/believe they/we need to stop eating less meat; don’t see the impact they’re going to have later
  - Big topic, make for a challenging conception → Examples; GMO v. non-GMO; organic v. not organic
- Levels of evidence available from strongest quality (RCT) down to observational, animal, uncontrolled studies
- Recommendations in DGA aren’t really changing much; people often miss the forest for the trees and focus on, for example variations of fiber
- Are processed plant-based foods really better (healthier? more sustainable?) than more natural options or meat-heavy options? Is it a “don’t eat meat” message? Know whether we’re basing determinations on evidence or misquoting.
- Also consider the role/power of advertising → Is it evidence or is it marketing?
- Look at research design
- Common practice vs. evidence based research
- What are the sources of the conflicting comments/evidence/information? What’s the rumor mill? Where does it start?
- Wouldn’t it be ideal if there were a place to go to find the basis for evidence/arguments?
- Value in taking a pause (referencing letting muddy water settle point made in earlier segment)
- How to avoid being a source of judgment
- Where to find the best evidence? How to trust? DGA, EAT Lancet, trusted infographics, what the practitioner tells them
- May need to come up with guidelines as a profession even though this is a huge topic; what do we include in this discussion?
  - How do you eat an elephant?
- A lot of people have an emotional response, not necessarily a logical response, or that they’re influenced by emotional arguments
- How do we keep up with our colleagues who are out practicing without an evidence-base
- Assess the evidence __________
- Coming up with language with aid in awareness about whether evidence based or practice-based
- What do we do once we have the evidence to communicate it out to consumers/public?
- Consider repercussions → is it practical, feasible?
- Getting message out is half the message

Table #8
- We could really benefit from listening to the expertise of those in agriculture who are not dietitians. How frequently do we collaborate with those in these other fields?
- Could the Academy fund RDNs to get advanced degrees in agriculture?
- Start integrating affiliates with the topic of sustainability at their meetings and annual conferences
• Sometimes you have such limited time at conferences, although it is clear that RDNs are very interested in this area and learning more

• part of problem - a lot of the research is incomplete, and it is important to understand some of the nuances of this area

• We could partner with advocacy groups as well as those within our own membership with these affiliations.
  ▪ concern about potential bias and/or perception of bias
  ▪ having a third party who has expertise without a dog in the fight could help with this concern

• Work on the Nutrition Care Process manual - difficult to know how to form recommendations to account for so much of this conflicting evidence and diverse eating patterns

Table #9
• Go back to our basic training? Eat more fruits and veggies, local based
• GMO products - present both sides b/c not sure of long-term implications
• organic, plant-based out of reach for many people - too expensive, may have long drive to nearest grocery
  ▪ encourage local, frozen fruits and veggies
• plant-based protein expensive at first, maybe lower in price later
• sustainability is broad topic - need definition
  ▪ urban markets vs. rural
• What do you tell patients about GMO or organic, for example? Depends on where they live, their situation
  ▪ individualize education - need to assess where patient is at
• center around basic education - can be used in whatever situation
• sustainability will become an issue, don’t have good fact-based evidence at fingertips
  ▪ More unknowns than knowns?
• if we have to evidence, we know what to do
  ▪ but if there’s conflicting evidence, do the best with evidence we do have and knowledge of our individual patients
• resources - different practice groups (vegetarian nutrition, food and culinary, etc.), evidence based library

Table #10
• Assess on our feet - all data is never complete
• Remove bias and focus on evidence
• Look at evidence broadly and consider working with other disciplines
• Research evidence is only a third of the picture; another third is clinical expertise and opinion; other third is client, caregiver, etc. opinion
• Focus on best practices for each issue in question - it’s ok to develop as we go along
• Develop short webinars for food systems and sustainability issues
• Look at the waste we’re producing and attempt to minimize it
• Make effort to attend FNCE sessions in which dietitian farmers speak or any educational opportunities that highlight food systems, including the language and issues in play
• Separate testimonial/anecdotal recommendations from evidence-based recommendations
• How serious is the straw issue? How are we determining what drives recycling or sustainability? Are we focusing too much or too little on imagery? Maybe increase media involvement when educating the public. Millennials would rather follow companies and founders than an expert in the heart association or similar organization. At the same time, there’s a distrust of information from big pharma and big industry due to marketing bias.
• Visual/media campaigns are effective (i.e. MNT vs. amputation campaign)
• Fact sheets related to hot-topic issues such as this would be useful in educating members and public.
• Does Academy have industry leaders/experts who could serve as professional resources (i.e. EAL)?
• Dietitians need to stay connected to their local agricultural systems and producers, which may help in informing local best practices - relying on nationally broadcasted evidence may not be as effective. Regional differences (i.e. political and environmental concerns) will be much stronger in the areas of food systems and sustainability than other issues. These differences will require careful consideration and thought.

Table #11
• We look to the academy to build skills and knowledge
  ▪ But there is not necessarily a lot of evidence on GMOs and sustainability.
• Look at various national and international organizations that have put out guidelines
  ▪ plant based diets, foods that have high carbon impact, sustainability
  ▪ Canadian dietary guidelines includes information about sustainability and improving the “food environment”
  ▪ WHO
  ▪ European Guidelines
  ▪ From Josefine on Sunday 3/31: Following yesterday’s discussion I found some links that might be useful for you in reporting.
    ▪ One more: https://www.hsph.harvard.edu/nutritionsource/sustainability/plate-and-planet/#planetary-health-diet
    ▪ This one below is from the Netherlands and not all of it is translated in English.
      ▪ They list 7 steps they recommend for consumers to eat more sustainability (quick translation)
        ▪ 1. Waste as little food as possible
        ▪ 2. Eat less red and processed meat
        ▪ 3. Don’t eat more dairy and is necessary
        ▪ 4. Don’t eat more than you need and avoid snacks and candy
        ▪ 5. Use sugary beverages and alcohol as little as possible.
        ▪ 6. Make whole grains, fruits and vegetables the main components of meals
        ▪ 7. Pay attention to seasonality and origin of fruits and vegetables.
        ▪ https://www.voedingscentrum.nl/nl/service/english.aspx
• Consider organizations who have made recommendations, but do meta-analysis of studies/claims
  ▪ The Stolen Harvest
  ▪ Ecologically plant based
  ▪ The Real Truth about Health - YouTube Videos
• Weekly Calls- through: Brenda Davis - past chair of Vegetarian Practice Group
• Look at who has done the research as well as the benefit-risk ratio
  ▪ The studies are backed up by other studies
  ▪ Look at the factors as part of the whole
• Need a clear definition of sustainability- currently kind of vague. We should break it down so it’s clear. Rate strong evidence vs weak evidence
• We can’t always wait for all the evidence to be in place- we don’t have the luxury of time and
can’t be too late to do something
  - ex- The Academy was late on the support on trans-fat ban stating the evidence wasn’t sufficient, when other organizations were saying it’s bad.
  - Finding a balance between supporting evidence based and early interventions

- What to do when there is conflicting evidence?
  - Focus on things there is agreement on- like food waste
  - Or, look at the most important piece- what is realistic for people to start with. Think about where we can start with policy change- look at everything, but there is some agreement on a few things.
  - Look at meta-analysis and studies already done for guidance

Table #12
- Look up articles/evidence from databases (PubMed, Cochrane) to back-up misinformation
- Use programs like “Up-to-date” (https://www.uptodate.com/login)
- Academy’s Food and Nutrition Magazine and Journal of Academy of Nutrition and Dietetics
- Academy’s Evidence Analysis Library to draw conclusions on conflicting topics (e.g. soy) → need for topics like Sustainability and Food Systems on EAL.
- Nutrition Action to stay on top of public/consumer preferences
- Read consumer media (NY Times, Elite Daily, Cosmo) to stay up to date on what consumers may be reading to stay ahead of what may be conflicting
- Google Alerts on trending topics then look up evidenced based articles to see what the evidence is on the topic.
- Journal club with colleagues, such as neighboring hospital systems to discuss hot button issues
- Government Websites (USDA, FDA), to see if there are definitions and research on topics

Question 2
How do we ensure student and practitioner competence in food systems and sustainability to shape dietary guidance?

Table #1
- Distance learning opportunity to see agriculture in action. Dairy farms - agriculture to factory to store. They saw how much sustainability was there. How they handle waste? Manure as fertilizer.
- Market Academy training modules for teachers and coordinators - these can be useful for both educating students and practitioners; modules should include “hands-on experiences; diverse speakers; diverse technology methods and other opportunities to expose students to “real life” experiences. What tours can students go on? Webinars that help with learning? Documentaries? What speakers can we bring in? What other competencies do we need to expose our students to over the course of their education? Take it back to affiliates and share with other educators - modules in coordinated programs. Use technology to engage the classroom.
- Use SOP/SOPP to guide preceptors and educator education and practitioners.
- Sustainability across the curriculum - what are we teaching now that links sustainability with that topic? Students get hands- on experience in the community. Need to recognize sustainability on registration exam - more emphasis so it’s a greater part of the curriculum. Academy should develop modules to help the professors/preceptors/practitioners.
- Distant internship program - Iowa champion site - development of modules to support teachers and coordinators do a great job at getting good evidence share which make educators life a lot easier - sustainability focus - how does this apply in management? clinical area? Encourage interns to look at every area - community projects.
- One way is to spark people’s curiosity and passion about sustainability. If it’s not tied into
something relevant to them, their loved ones their community, they may not be motivated to get involved. Lots of students worry about food waste about supporting food banks in underprivileged communities. Bring in speakers in these areas, talk about their firsthand experience. “If I didn’t learn this through this class I wouldn’t have known about this”. Exposure to spark the passion.

- Help students/new practitioners to be spark their interest/create the passion. Collaborate with people from different areas. - School, community, groups who are not nutrition professionals, farmer, and food system management.
- Waste - motivated to repackage the food for MOW in their community. Opened eyes of students to food waste and sustainability and what they could do about that. Real life experiences make a difference.
- Assign assignment with exposure activity versus dialogue or discussion in classroom. Have a debate back and forth - pros and cons in the area.
- International nutrition - open their eyes to the world - issue here and everywhere. Community gardens, gardens on campus, sustainable cafeteria. How are they doing it around the world? How can it be done here? Use technology to do this remotely.
- Engage with international student population.
- Requirement for professionals - sustainability. Hesitate as requirement - get people excited about it. How do we sell the topic?

Table #2
How do we ensure student and practitioner competence in food systems and sustainability to shape dietary guidance?

- Concrete, consistent education for students in their undergrad
  - Sprinkle education in sustainability throughout the curriculum
  - Honing critical thinking skills even in continuing education
- Possible student presentations (active learning in the curriculum)
- Still problems with understanding what science evidence based means in DPD and graduate students
- More exhibits at FNCE for Expo/more sessions at FNCE
- Guest speakers, infographics for professionals and students
- Provide Education for all members
  - Required CEU for sustainability (like current ethics CEU) to add importance to it? (possibly on annual basis)
    - Students/interns- something within the internship/DPD that is more specific
- Share this with other professionals
- Position Paper
- Toolkits
  - Plant-based diets, GMO’s, organic, what is accurate research and misinformation, list of credible resources, ideas on how you can implement in your facility, case studies, specific toolkits for educators?

Table #3
- If ACEND makes sustainability an independent competency and if CDR increases sustainability related questions on the RD exam, then it will need to be included in the undergraduate curriculum.
  - Need more specific guidelines regarding WHAT exactly dietetic students need to be taught related to sustainability (most important components) and HOW it can be included in the curriculum.
• Need to pick specific sustainability related topics to be covered in internship programs (rather than an entire concentration). For example, a sustainability project could be a curriculum requirement.
  ▪ Internship directors could collaborate/share ideas.
• Make sustainability a topic in NDEP meetings.
• Requiring sustainability to be included in annual dietetic conferences (FNCE and statewide conferences).
• Include article in journal and food & nutrition magazine as a “wake up call,” about the importance of sustainability education for RDNs.

Table #4
• Dietitians have limited training on the emotional based messaging but be able to communicate emotions first, science second when we are educating
• Clients/patients don’t necessarily want the “science” answer but they want us to understand their concerns so they are able to make a good decisions---we often try to prove we are credible rather than provide an answer based on their concern---they already know we are credible
• convey the strength of the evidence (positive and negative), then convey the benefits, risks, costs, etc. in order for the client/patient is able to make their best informed decision
• understand consumer emotion around eating behaviors, we need to understand where they are coming from before conveying the evidence
  ▪ barrier: individually focused versus population focused answers---tailor answer/education to population
• barriers-competent students to become competent practitioners
• Strategies with clients: start w strength of evidence- this includes positive/negative/equivocal findings, convey benefits and risks to guide client decision making
• Understanding consumer emotions and preferences around eating behaviors especially the need to understand where they’re coming from and then provide guidance is critical...the challenge or the barriers associated with large group/community focused communication and individual focused communication...is understanding their needs with emphasis on emotional messaging.
• Train students to be competent in research, which will then set them up to be competent professionals.

Table #5 – No comment

Table #6
• I thought it was interesting hospitals were really looking as sustainability and plant-based diets.

• I think it is interesting the retail spaces are going into health behavior modification. It is not just hospitals. Grocery stores, pharmacies, even department stores have healthy promotions linked to them. The retail environment is taking on consumer behavior modification, not just the healthcare industry. We have a role to play as dietitians in making sure we are a part of all places consumer behavior can be impacted. You see food and nutrition information everywhere. We need to think about all the different, uncommon places we can position the dietitian so every time someone thinks about food and nutrition information, they should think about dietitians.
• When we create education materials a lot of times we have broad food categories, maybe we need to be more specific in what we say. Like with type of product, we can include also how this could reduce waste or be better for the environment. Waste is something we see in other industries as well. We could tell them how it would be a benefit to them as well as the environment.

• With community, we have virtual farmer’s market, and all the farmers are organic and I have worked with them. We have brought in farm to fork programs. I connect farmers with some of these communities. One was a retirement community. We did farm to fork with them for a year and the farmer sold to that community. They became more connected with where their food came from which gave them a vested interest in the food. With a grocery store there is less connection with the food, accessibility, and how it is grown. We can build communities by facilitating that “good food feeling.”

• It is also an economic driver for a community.

• Think globally but act locally. There is an interrelationship in global food systems. Collaboration is key to making anything happen. We talk to ourselves or those who have the same views, we need to push outside the traditional collaborations. What does a civil engineer have to say about transport? What do the farmers have to say about precision agriculture? There are so many things that indirectly touch our work. We need to make ourselves part of the innovation.

• I was thinking about show and tell. Showing patients how to do something or how to enact a certain concept is better than telling. An example would be I was trying to show the difference between packages salad mix versus going to the store and buying ingredients. I bought $5 of each and they were amazed at the difference in quantity produced when they made it themselves. I work with a food pantry and I was promoting red beans and rice as a featured entree, but the group I had trouble with was not the client, but the people who buy the food because they are so insistent on meat. You run into all kinds of opinions and different ways people have of providing food.

• In my paid work I have a PP which has 7 dietitians. We have great insurance for MNT. We really promote flexitarian way of eating (Mediterranean, USDA guidelines). We believe it is imploring to say eat more plant-based instead of do not eat meat. It is not as overwhelming. We need to consider people’s daily lives and how a certain diet would work in their lives. We don’t always know enough about their daily lives to be able to guide them properly. So we need to think about that bond and knowledge of daily life. We do not want to overwhelm people. We can show them they can eat more plant-based and still get the proteins they need. We have lists of plants they can use to still have a protein rich meal. Really try to work with people so they feel like they can do these things in their own life.

• You have all done fabulous work in education with your clients in various settings. The question we have here is, what are examples of best practice to impact consumer behavior? What can our organization do to make sure we are promoting the dietitian and what can we do in terms of best practice in other health care professions that is impacting consumer behavior?
• The collaboration is key. Private partnerships across industries. All of this is a web of complicated factors of how our food is produced and how the consumer is impacted. We need creative ways to work with others.

• Is improved marketing of our credential part of this as well? We want to come up with something that is tangible. We want to be at the point of impact. Marketing is going to be an important element. We need messaging that will stick with people and impact them. I like the idea of collaboration. If we are trying to influence behavior and we want consumers to act in more sustainable way... collaboration is best practice.

• As a profession, there has been a lot of conflict with our association and outside companies. We need to highlight our relationship with food. There should be a priority on our food originating from a farm. We need to collaborate and educate to increase our credibility. We need to associate ourselves with food and collaboration with the community. We need to be more inclusive of other industries. This gives us more power that being exclusive.

• Dietetics has evolved to a variety of practice areas. We need to be inclusive of all these areas.

• How do we navigate the influence of industries themselves? There is influence from these industries, so how to collaborate while considering this?

• We do not always know how to get directly at those with influence on a high level. We can all become that collaborator on an individual/local level. For example, the Dairy Council is someone we can reach out to that has reach to their farmers. In Georgia, we have a lot of farmers that are not attached to a certain organization we can use to communicate with them. These people are separated off and harder to reach. That is where we need to be more community based. “Dig down to the roots.” We can use this as our slogan to have dietitians “get to the root of nutrition.”

• There are people who believe the DC is not the organization we should be doing business with. We run into the issue with that, there are people who do not want to promote certain groups. There is a concerns with how some people are interpreting research and industry association.

• I see a lot of dietitians cherry picking evidence to support their own bias. We should be putting our personal preferences aside and speak with the needs of our consumers.

• How do we collaborate? What are the potential biases and influences?

• There are other kinds of collaborations. There are public health organizations, it does not have to be industry. All industry is not evil or bias. In my experience, in these setting they were very careful to back up decisions with evidence. Of the global food systems, the reality is, that is how the planet is being feed and how we need to do this. We cannot just do it without local resources. Industry and safety practice need to be part of it as well. I caution on oversimplified ideas.

• Overall, we do not want to oversimplify, but the two main ideas can be collaboration and marking. We do not need to say who we collaborate with. Marketing would include the dietitian being in the right place at the right time.
• With consumer education, our eatright website needs to provide educational materials to print off so we can send them to patients. We need to hit the end user: food industry, consumer, etc. We need to let them know what they can do in terms of sustainability. We need usable educational resources.

• Educational resources are part of marketing. The idea of individualizing recommendations. Looking at flexitarian diets, at times dietitians can be/be perceived black and white. Important best practice is individualized recommendations. What sustainability in terms of food choices means to each person in different in terms of what they are capable of.

• A more personalized diet and medical care makes sense. We have to personalize things in the contact of all parts of their lives.
  ▪ Utilizing the retail space
  ▪ Specificity of language and recommendations in educational materials
  ▪ Elements of improved marketing (educational materials, individualized recommendations, getting the message across in a memorable way, having those elements available where choices are made)
  ▪ Farm to Fork
  ▪ Think globally, act locally
  ▪ Show and tell
  ▪ Flexitarian Diet
  ▪ Collaboration and association, inclusivity with stakeholders (industries, healthcare organizations, experts, food producers, and anyone who has an impact) broad perspective/global food chain
• Dietitians need to position themselves at points where they can make an impact

Table #7
• Consider providers’ own behaviors as key; if you adopt and model healthy behaviors, clients/patients may follow - genetics and other things influence health and looks, however still can practice healthy behaviors we teach
  ▪ CPEU learning codes - requirement
    o Supply or demand?
  ▪ Increase opportunities in certain community settings, CEUs, internships in these settings
• Build our communications skills;
  ▪ teach and learn how to be eloquent, particularly when questioned
  ▪ Avoid getting on the defense when responding to a trend
  ▪ Lisa’s example of Cool Food’s pledge is a great example of best practice → could be opportunity for Academy Partnership or serve as an example for the kind of thing we could do on our own
    o similar is Dr. Katz’s true health initiative
  ▪ Positive messaging - not judgmental or too “sciencey”

Table #8
• Menu Development
● Labeling - listing something as farmed or wild caught. A required label - RDNs could advocate for more clear and concise food labeling, especially since so many don’t have access to RDNs directly.

● Push by different industries to regulate the use of terms like “meat” and “milk”, etc. - this is an issue that the Academy should take a stance on

● Worry - a level of processing with some of these products that are plant based alternatives. What is ultra-processed, and how can we communicate this to consumers? RDNs should understand how processed foods might not be better just because it is plant forward.
  ▪ The term “process” versus “harvested”, when communicating this to consumers
  ▪ We have to be sensitive to the nutrient value of foods when it comes to preventing disease as well as sustainability.

● Grocery store policies - when it comes to packaging, waste, labeling, etc.

● Waste - we don’t talk about this enough

● How can RDNs keep up with what consumers want to know about? They will tend to get their information from other places rather than RDNs if we don’t keep up. These ideas are becoming mainstream.

● Collaboration with other organizations and professions - doing events together, etc. This could also lead to less distortion from some of the medical communities and doctors will be more aware of how they can access our resources and what we can provide to their patients. Identify organizations where we both benefit -
  ▪ What are some organization we could work with? Oncology Nursing Society, ASCO (clinical oncology) - non-RDN groups for access and reimbursement - physician groups in each state, medical Boards, etc.
  ▪ Advocate for better relationships with key stakeholders

**Table #9**

- go back to basics, educate about fruits and veggies
  ▪ educate based on patient’s background, where they need to go, what would be sustainable for them - answer depends on a lot

- choosemyplate.gov

- working with patients in home gardens

- food alliance certification for farms - similar to labeling for organic, non GMO
  ▪ Humane treatment of animals, cleaner water
  ▪ educate about products that have this certification

- millennials chose companies that have similar beliefs to them

- media - reputable apps, dietitian blogs

- Nutrition and Dietetics SmartBrief, Food and Nutrition magazine - educate ourselves and then share with consumers

- sometimes people not aware of information already out there, let alone new information

- consumers want quick, brief, to-the-point information that’s credible - maybe more likely to change

**Table #10**

- Switching folic acid to folate

- Highlight the availability of community gardens in health care facilities and urban areas to
provide education in schools about sustainability issues can inform children and their families about where food comes from and how we consume it. Examples include school gardens and STEM activities. Community gardens can also be used to include children and their parents of diverse populations and educate them on sustainable, locally sourced food on how they can implement those in their diets.

- Encouraging clients and the public to use CSA’s (buying shares of a local farmer’s crop) from local farmers, such as Imperfect Produce - a seller that sells good produce that may be bruised or otherwise not considered “perfect”
- Encouraging fisherman and seafood providers to use all of their catch, instead of just the best fish (i.e. salmon fisherman who catch more than just salmon)
- Write letters to editors that highlight divisive issues to spur conversation on a larger scale
- Develop an app to connect people who have excess food to those who need food, such as local food pantries that always need food
- Mobile food education center, like a van or truck that would creatively inform people about important topics at events, such as sustainability guidelines
- Promote sustainable programs like Health Care Supported Agricultural Programs, in which people buy reusable bags with farmers’ logos filled with unused or unsold food and trade bags the next time they visit
- Non-GMO efforts have been successful due to public pressure on producers and industry over the past 10 years - politicians, celebrities, and scientists came together to drive change and affect different stakeholders on a large scale. This can be accomplished with other issues too if everyone gets behind it.

Table #11

- Impacting policy within your own organizations as feasible to impact your clients
  - It can be sustained and has a large impact
  - Examples
    - Adding Meatless Monday
    - Purchasing from certain vendors
    - Placing certain items on the menu
    - Add cooking classes to the curriculum to teach cooking skills and promote sustainability (in both schools and hospitals)
    - Look at governmental programs (WIC, school foodservice, CACFP) and change what is offered in those centers- impact a lot of people at the same time
      - Teaching kids how to garden (farm to school programs- creates collaboration from foodservice, teachers, parents)
    - Look at pricing of foods in the US compared to other countries. Meat is artificially cheap here- the environmental cost is much higher due to the impact of the animal. Pricing can be used to impact behavior.
      - Project in MA that encouraged fruit/vegetable purchasing at farmers market using SNAP, and they get reimbursed up to $40. HIP: healthy incentive program
        - Similar project in WI for WIC participants.
    - Work on making it easier to access sustainable food
    - Creating incentives for industry to be more sustainable- retail and at the farm-
less packaging, more recycling, farming practices.

- Keep messages clear and simple* (i.e.- if you’re not eating organic, you’re not eating healthy)

Give your clients the information they need, using tried and true information, to make the best decision

  - Focus on where you can get “the biggest bang for your buck”
    - You get a big impact from people embracing the following;
      - Dirty Dozen- foods high in pesticides and herbicides (foodnews.org)
      - Meatless Monday- eat more plant based foods. An easy way to explore eating vegetarian
    - Doing demonstrations in various locations to improve knowledge/provide education
    - Creating a consistent message that people would see in a variety of locations- schools, grocery stores

Table #12
- For Clients:
  - Not only educate consumers, but provide experience that involves clients. For examples, clients are involved in cooking and tasting the food. This caters to different learning styles and help carry over into lifestyle at home
  - Give clients the facts and evidence without talking down to clients and help them increase knowledge and be informed consumers. Allow clients to decide if they want the lifestyle or to follow the diet.
- Consistency with messages at hospital/inpatient, outpatient, and community settings
- Policy Development:
  - State Government and DOH initiatives to help set policies from the top down. Example: Healthy Washington Initiative (walkability, food stamps at farmers markets, free clinics). At first RDs had to be asked to be part of the committees, but now organizations are reaching out to the RDs
  - RDs - partner with organizations in the state to increase presence/have connections
- School Nutrition - giving children the tools early on; working with the schools to get them the resources they need to provide students with healthy food options
- Diversity and Inclusion - Encourage more Spanish Speaking dietitians and start with dietetic interns/student to help provide more nutrition services to various populations.

Report Out Dialogue #1

Table #1
1. Academy should market existing Food Sustainability training modules and resources available to help the professors/preceptors/practitioners understand and implement in their areas.

  - Market Academy training modules for teachers and coordinators - these can be useful for both educating students and practitioners; modules should include “hands-on experiences; diverse speakers; diverse technology methods; case studies and other opportunities to expose students to “real life” experiences.

Table #2
- Toolkit for sustainability education.
  - Plant-based diets, GMO’s, organic, what is accurate research
  - What are credible sources?
  - How do we implement?
• Require CEUs in sustainability/add importance to them.
  ▪ students/internships something within the internship/DPD that is more specific

**Table #3**
1. **Education**
   • Undergraduate Students: Require sustainability to be covered in the already existing undergraduate courses.
   • Interns: find more preceptors who work in sustainability. Encourage interns to find preceptors who work in sustainability.
   • RDs: Provide dietitians with experts (from the academy or partners) who can provide education at statewide conferences. CEUs

2. **Resources**
   • Providing dietitians with experts and more reputable resources to refer to for evidence based information. Have these resources available in a central location. AND website, EAL?

**Table #4**
1. Train students to be competent in research, which will then set them up to be competent practitioners that base recommendations on research evidence.
   • [https://www.eatrightpro.org/research/applied-practice/evidence-analysis-library](https://www.eatrightpro.org/research/applied-practice/evidence-analysis-library)

2. Use research on motivational interviewing successes to communicate and understand client needs. It is important to understand consumer emotion around eating behaviors. We need to understand where consumers are coming from before conveying the evidence.
   • Research on how we can better understand and communicate with clients on topics like sustainability - One potential source would be reviewing a resource regarding the process for shared decision making to utilize as a strategy with clients: start w strength of evidence- this includes positive/negative/equivocal findings, convey benefits and risks to guide client decision making.

**Table #5**

**Barriers**
• Dietary Guidelines do not apply to the entire American population. They are not appropriate for everyone - socioeconomically, culturally, financially, demographically, etc....
• People don’t trust the evidence or the experts; individual research keeps the public questioning - who do we have confidence in?
• Multiple messages confuse the consumer, contributing to the lack of confidence. Confusion is a greater barrier to the consumer than the level of evidence provided.
• Other “expert” noise in the field taking away from the RDN as the nutrition expert.

**Strategies**
• Breaking down what is known and how it is known - being transparent about the current research.
• Show evidence to back up why something should be recommended.
• Customize guidelines for individual clients. What is applicable to them? How can we apply or tailor the recommendations to different subsets of the population?
• Don’t give a direct opinion about a fad diet, but provide options and evidence so the patient can make their own informed choice.

Wish we knew....
• How to engage more colleagues in our geographical areas.
• More background information on this topic.
• How to break through the lack of participation within the profession.
• More interprofessional research to contribute to a more comprehensive look at the overall food system and practices.
• Similar to the EAL; had a more clear path to answer these questions.
• A better way to educate current (and older) practitioners on this topic.

1. Connection between research and building confidence; more comprehensive knowledge of the current research and adapting the EAL along the way. A need for interprofessional research and evidence.

2. Strategies for disseminating information that are population-specific and engaging to the nutrition and dietetics professional.

Table #6
1. Elements of improved marketing (educational materials, individualized recommendations, getting the message across in a memorable way, having marketing elements from dietitians available where choices are made, have materials available and usable)

2. Collaboration and association, inclusivity with stakeholders (industries, healthcare organizations, experts, food producers/growers, and anyone who has an impact) **broad perspective**

Table #7
1. Role modeling, positive messaging, communications

2. Learning codes
   Report:
   Consider providers’ own behaviors as key; if you adopt and model healthy behaviors, clients/patients may follow - genetics and other things influence health and looks, however still can practice healthy behaviors we teach
   ▪ CPEU learning codes - requirement
     o Supply or demand?
   ▪ Increase opportunities in certain community settings, CEUs, internships in these settings

• Build our communications skills;
  ▪ teach and learn how to be eloquent, particularly when questioned
  ▪ Avoid getting on the defense when responding to a trend
  ▪ Lisa’s example of Cool Food’s pledge is a great example of best practice → could be opportunity for Academy Partnership or serve as an example for the kind of thing we could do on our own
    o similar is Dr. Katz’s true health initiative
  ▪ Positive messaging - not judgmental or too “sciencey”

Table #8
1. Labeling - global, agreed upon best practices to put behind labeling. Consumer food purchasing, food retail, grocery store policies, processing of foods, regulating terms, regulation agencies, smart labeling technologies. “Best by” date - and impact on waste too. “Fair trade” labels - seems to be a concern for consumers too. Social and corporate responsibility and how this is tied into
sustainability; should be careful to not be caught up in the hype either. Personal choice vs. what strong evidence says

- transparency when it comes to labeling, established policies for the criteria for defining label topics
- “Dirty dozen” and “Clean Fifteen” - playing off of consumer fears over pesticides, etc. There is so much conflicting and confusing evidence - how can we help consumers make informed choices for themselves?

2. Waste - enlisting expertise of non-RDN professionals in agriculture - **Collaboration**. These experts can help us figure out what the priorities really should be. (1) package waste, but also (2) food waste, and (3) farm waste. Composting and recycling - government policy needed to provide resources for these to be more possible. Package waste is an increasing concern with upcoming models of food retail. All resources that are depleted through all parts of process. Consumers have concerns about food waste in hospitals and restaurants, etc.

**Table #9**
1. Consumers want quick, brief, to-the-point credible information, a lot of people using apps (especially millennials) - make sure we have a voice, a presence in this area
2. Focus on sustainability in Nutrition and Dietetics SmartBriefs, *Food and Nutrition* magazine

**Table #10**
1. Highlight the availability of community gardens in health care facilities and urban areas to provide education in schools about sustainability issues can inform children and their families about where food comes from and how we consume it. Examples include school gardens and STEM activities. Community gardens can also be used to include children and their parents of diverse populations and educate them on sustainable, locally sourced food on how they can implement those in their diets.
2. Encouraging clients and the public to use CSAs, which means buying shares of a local farmer’s crop). An example is Imperfect Produce, which is a seller that sells good produce that may be bruised or otherwise not considered “perfect.” Similarly, fisherman and seafood providers can be encouraged to use all of their catch, instead of just the best fish (i.e. salmon fisherman who catch more than just salmon). Additionally, promote sustainable programs like Health Care Supported Agricultural Programs, in which people buy reusable bags with farmers’ logos filled with unused or unsold food and trade bags the next time they visit.
3. Non-GMO efforts have been successful due to public pressure on producers and industry over the past 10 years - politicians, celebrities, and scientists came together to drive change and affect different stakeholders on a large scale. This can be accomplished with other issues too if everyone gets behind it.

**Table #11**
1. Impacting policy within your own organizations as feasible to impact your clients
2. Keep messages clear and simple. Give your clients the information they need, using tried and true information, to make the best decision

**Table #12**
1. Identify existing RDN experts and promote interested RDNs to become experts in food systems and sustainability. Utilize a self-assessment tool for RD to assess their own knowledge on the topic of sustainability and the food system. Provide training and resources for RDNs to become
experts in the topics of food system, sustainability, and consumer behavior. Provide Academy resources (Nutrition Smart Brief, EAL) to compile research, consensus, polarizing topics related to sustainability. Help RD’s earn respect from other health professionals, recognizing RDs as the expert, and understanding our scope of practice.

2. RDN Presence in Public Policy. Continue the Academy’s collaboration with groups throughout the food supply chain and RDNs inclusion in policies to have a role in helping change the built environment and how our food system works. Greater awareness of RDNs’ roles are needed, including reimbursement for our services, as well as encouraging RDNs to work with other disciplines who are integral in the food system.