

DIVERSITY, EQUITY, AND INCLUSIVITY: PRELIMINARY RESULTS OF AN ENVIRONMENTAL SCAN TO INFORM FUTURE PLANS

Prioritizing Diversity and Inclusion in Nutrition and Dietetics
Fellowship, Academy of Nutrition & Dietetics Foundation

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FRIDAY, DECEMBER 3, 2021



1

Focus of D&I Fellowship

“The Academy encourages **inclusion, diversity, equity and access (IDEA)** by striving to recognize, respect and include differences in ability, age, creed, **culture, ethnicity**, gender, gender identity, political affiliation, **race**, religion, sexual orientation, size, and socioeconomic characteristics in the nutrition and dietetics profession.”

-- *The Academy of Nutrition & Dietetics*

https://www.eatrightpro.org/practice/practice-resources/diversity-and-inclusion?rdType=short_url&rdInfo=diversity

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2

Outline

- Problem
- Participants' Perspectives
- Project Overview & Future Plans
- Partnering for DEI Success – RN & RDN
- Process of Environmental Scan
 - PubMed Search
 - Programs and Initiatives
- Ponder, Pair, Participate
- Points to Consider in Conclusion

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3

Problem



<https://www.nytimes.com/2020/12/07/dining/dietitian-diversity.html>

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4

Race and Ethnicity: Dietetics Students & Professionals

Characteristic	Students	Professionals
Population, n	15,769	119,249
Sex, female, %	89	92
Age, y		
Mean	29.1	45.1
55 y+, %	2	29
<35 y, %	77	31
Race and ethnicity, %	Students	Professionals
White	72%	80%
Hispanic or Latino	10%	6%
Black or African American	7%	3%
Asian	6%	5%
Other	3%	2%
No answer	2%	3%

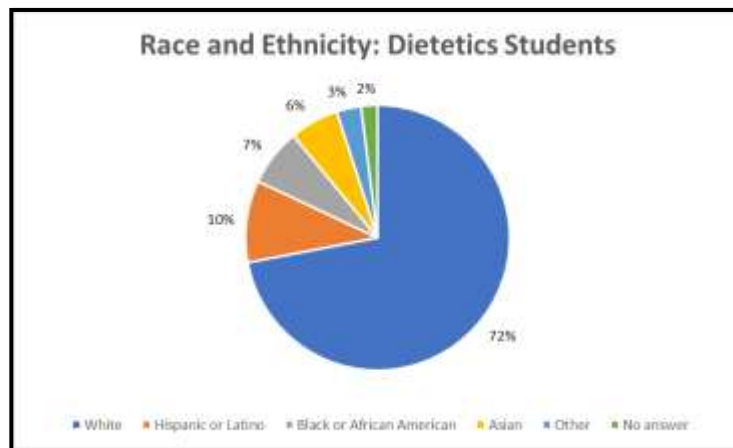
Source: Academy of Nutrition & Dietetics

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5

Race and Ethnicity: Dietetics Students



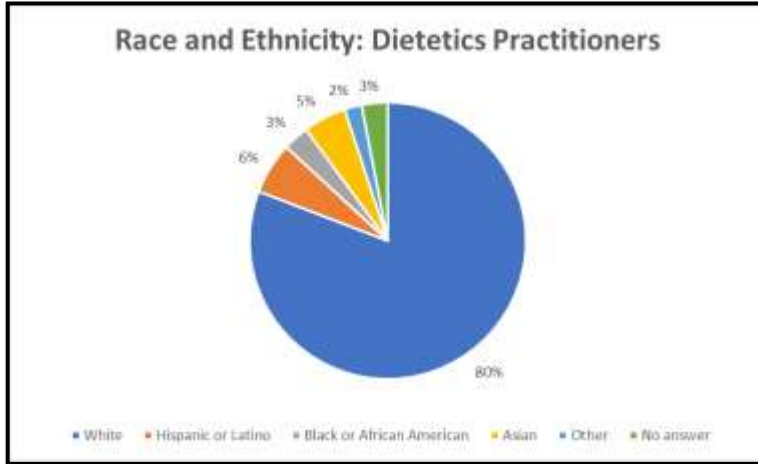
Source: Academy of Nutrition & Dietetics

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6

Race and Ethnicity: Dietetics Practitioners



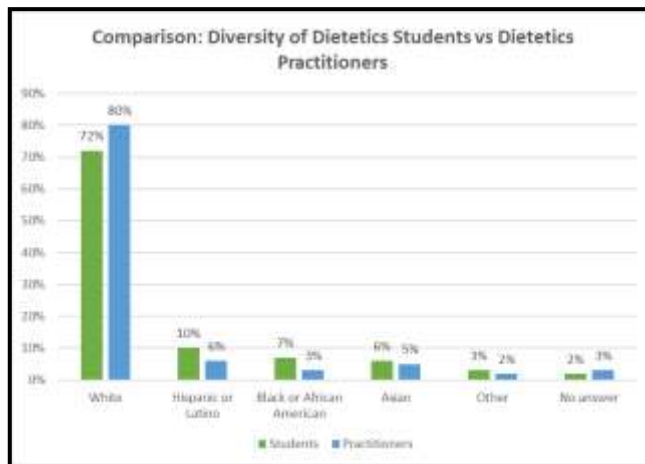
Source: Academy of Nutrition & Dietetics

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7

Race and Ethnicity: Dietetics Students vs Dietetics Practitioners



Source: Academy of Nutrition & Dietetics

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8

Problem

Dietitians are Craving Diversity in Nutritional Recommendations



<https://spectrumlocalnews.com/tx/south-texas-el-paso/news/2021/04/26/dietitians-crave-diversity-in-nutritional-recommendations->

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9

Problem

Barriers of Bias Faced by Students, Educators, and Practitioners



Source: FNCE 2021

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10

Participant Perspectives

2:00

RESPONSE TO DIETETICS “BIAS” VIDEO



Image: <https://www.polleverywhere.com/>
Timer: <https://www.youtube.com/watch?v=4xG2aJa6UyY>

PollEv.com/marieallsopp276
or text MARIEALLSOPP276 to 37607

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11

Fellowship

PROJECT OVERVIEW & FUTURE PLANS



Image: www.eatright.org

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12

D&I Fellowship Overview

Barriers for persons from diverse backgrounds & cultures

- Identify barriers faced by **students** in *becoming* RDNs and NDTRs
- Identify barriers faced by **RDNs and NDTRs** in *advancing* in the profession



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13

D&I Fellowship Overview

Potential Solutions to Problems

- Create a **framework with potential solutions** to provide support
- Enhance **pre-professional and continuing education**
 - *cultural competency*
 - *cultural humility*



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14

D&I Fellowship Overview

Deliverables

- Research
- Report
- Develop



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D&I Fellowship Overview

Tentative Timeline

Action Item	Timing
Environmental scan, research, and analysis	October 2021 – January 2022
Respond to key questions	February 2022 – May 2022
Publish and disseminate preliminary findings	May 2022 – August 2022
Create framework	September 2022 – January 2023
Program and evaluation criteria development	January 2023 – March 2023
Program implementation and evaluation	April 2023 – June 2023



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Fellowship

PARTNERING FOR SUCCESS

NURSING DOTSON MENTORING PROGRAM INSPIRES DIETETIC EDUCATORS

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17

Partnering for Success

Nursing Collaborates with Dietetics



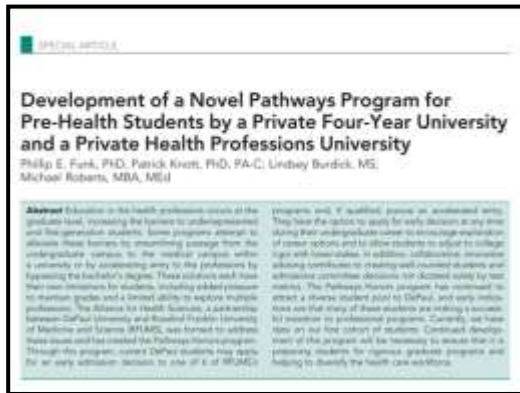
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18

Program/Initiative - Pipeline

Phillip E., et al, 2018 - Pathways Honors Program



- 62.7% retention rate
- 90% retention rate for the university
- 86.5% of first cohort graduated (≤ 4 years)

Funk, Phillip E., et al. "Development of a novel pathways program for pre-health students by a private four-year university and a private health professions university." *The Journal of Physician Assistant Education* 29.3 (2018): 150-153.

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Program/Initiative - Pipeline

Davies, Theresa A., et al., 2019 - Oral Health Sciences Pipeline Program



- 2005-2015 mean OHS GPA \uparrow for URM students admitted to dental school vs those not admitted
- Per URM OHS 1st year ($p=0.13$) and 2nd year ($p=0.88$) data, performance was equivalent to non-URM OHS students

Davies, Theresa A., et al. "Improving Diversity of Dental Students Through the Boston University Master's of Oral Health Sciences Postbaccalaureate Program." *Journal of dental education* 83.3 (2019): 287-295.

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Program/Initiative - Pipeline

Deldra C., et al., 2020 - The Johns Hopkins Initiative for Careers in Science in Medicine



Crews, Deldra C., et al. "Helping scholars overcome socioeconomic barriers to medical and biomedical careers: creating a pipeline initiative." *Teaching and learning in medicine* 32.4 (2020): 422-433.

- $\geq 83\%$ of HS scholars have matriculated into 4-year college programs
- 73% have chosen STEM-related majors
- 42% of undergrad degree recipients have matriculated into medical or biomedical grad programs

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25

Program/Initiative - Pipeline

Guyer, Laura K., Marta L. Wayne, and Nancy S. Hardt, 2018 – Health Disparities Undergrad Minor at UF



Image: https://catalog.ufl.edu/UGRD/colleges-schools/UGLAS/HDS_UMN/

- New minor soon became the most popular in the College of Liberal Arts and Sciences, N=1200 students
- Those selecting the minor were more likely to be URM students given demographics

Guyer, Laura K., Marta L. Wayne, and Nancy S. Hardt. "Undergraduate Minor in Health Disparities in Society: a Magnet for Underrepresented Pre-professional Students." *Journal of racial and ethnic health disparities* 5.3 (2018): 495-503.

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26

Program/Initiative – Mentorship & Pipeline

López, Ana María, et al., 2021 - PathMaker Research Program



López, Ana María, et al. "Preparing historically underrepresented trainees for biomedical cancer research careers at Huntsman Cancer Institute/University of Utah Health." *Medical Education Online* 26.1 (2021): 1929045.

- 31 of 43 trainees enrolled at the UUH are more diverse vs overall UU student population
- 77% of alumni have declared a STEM major
- PathMaker participants stated that program was beneficial in many ways

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Program/Initiative – Mentorship & Pipeline

Sokal-Gutierrez, Karen, et al., 2015 - Program in Medical Education for the Urban Underserved (PRIME-US)



Sokal-Gutierrez, Karen, et al. "Evaluation of the program in medical education for the urban underserved (PRIME-US) at the UC Berkeley-UCSF joint medical program (JMP): The first 4 years." *Teaching and learning in medicine* 27.2 (2015): 189-196.

- 87.5% of PRIME-US students (2006 - 2010) entered residency programs
- Program benefits reported
 - peer support
 - professional role models and mentorship
 - curricular enrichment activities

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Program/Initiative - Curriculum

Acholonu, Rhonda Graves, et al., 2020 – Microaggressions Workshop



Acholonu, Rhonda Graves, et al. "Interrupting microaggressions in health care settings: a guide for teaching medical students." MedEdPORTAL 16 (2020): 10969.

- Of 82/154 respondents 98% felt confident in identifying microaggressions
- 85% felt confident in interrupting microaggressions
- 99% confident in supporting their peers and colleagues when they experience it

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Program/Initiative - Curriculum

Davis, Denise LF, et al. 2021 – Differences Matter Orientation



Davis, Denise LF, et al. "Start the Way You Want to Finish: An Intensive Diversity, Equity, Inclusion Orientation Curriculum in Undergraduate Medical Education." *Journal of Medical Education and Curricular Development* 8 (2021): 23821205211000352.

2018 (n =153/158) Likert Scale Results

- Made clear the importance of diversity issues in medicine (**K**) – 4.54
- Taught me specific skills to use in conversations about diversity (**S**) – 4.42
- Gave me insight about biases that I didn't know I had (**A**) – 3.74

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Program/Initiative – Extra Curricular & Relationship Building

Mitchell, Ashley K., et al., 2021- Morehouse School of Medicine LCs



Doctor of Medicine (MD) Learning Communities

Image: https://www.msm.edu/Education/medical_education/MDLearningCommunities.php

- 80% (AY 2018–2019; N = 71) and...
- 86% (AY 2019–2020; N = 70) of MD year 2 student respondents reported...
- ...↑ understanding of implicit bias concepts

Mitchell, Ashley K., et al. "Using Learning Communities to Address Important Diversity Discussions." *Academic Medicine* 96.115 (2021): S193-S194.

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31

Ponder, Pair, Participate



Image: <https://questioninganddiscussionforteaching.wordpress.com/think-pair-share>



Image: <https://mobile.twitter.com/poll Everywhere>

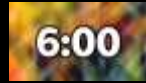
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32



Ponder, Pair, Participate



U Pick One - THINK, PAIR, SHARE

- Pick your favorite program/initiative that would be a good fit for nursing
- Pair up with someone beside you and explain why
- Share your favorite at [PollEv.com/marieallsopp276](https://www.pollEv.com/marieallsopp276)

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Program/Initiative	Category
John P. and Kathrine G. McGovern Medical School Pilot Intervention	Pipeline
Pathways Honors Program	Pipeline
Oral Health Sciences Pipeline Program	Pipeline
The Johns Hopkins Initiative for Careers in Science in Medicine	Pipeline
Health Disparities Undergrad Minor at UF	Pipeline
PathMaker Research Program	Mentorship & Pipeline
Program in Medical Education for the Urban Underserved (PRIME-US)	Mentorship & Pipeline
Microaggressions Workshop	Curriculum
Differences Matter Orientation (DMO)	Curriculum
Morehouse School of Medicine LCs	Extra Curricular & Relationship Building

Timer: <https://www.youtube.com/watch?v=2Zdyu2IE-dM>



Points to Consider in Conclusion

DIVERSITY IN DI PROGRAMS

- Diversity in DI programs increased by **8%** in 2020:
 - 21% underrepresented minorities in 2019
 - 29% underrepresented minorities in 2020

Celebrating Change!

Source: The Accreditation Council for Education in Nutrition and Dietetics

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Points to Consider in Conclusion

- Problems pertaining to DEI exist across health professions
- Interprofessional partnerships are key to success
- Innovative DEI programs exist in medicine & allied health
 - Pipeline
 - Mentorship
 - Curricular
 - Extra-curricular
 - Relationship-building
- Programs + Policy Changes → Progress

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35

References

Programs/Initiatives

1. Aibana, Omowunmi, et al. "Bridging the gap: holistic review to increase diversity in graduate medical education." *Academic Medicine* 94.8 (2019): 1137-1141.
2. Funk, Phillip E., et al. "Development of a novel pathways program for pre-health students by a private four-year university and a private health professions university." *The Journal of Physician Assistant Education* 29.3 (2018): 150-153.
3. Davies, Theresa A., et al. "Improving Diversity of Dental Students Through the Boston University Master's of Oral Health Sciences Postbaccalaureate Program." *Journal of dental education* 83.3 (2019): 287-295.
4. Crews, Deidra C., et al. "Helping scholars overcome socioeconomic barriers to medical and biomedical careers: creating a pipeline initiative." *Teaching and learning in medicine* 32.4 (2020): 422-433.
5. Guyer, Laura K., Marta L. Wayne, and Nancy S. Hardt. "Undergraduate Minor in Health Disparities in Society: a Magnet for Under-represented Pre-professional Students." *Journal of racial and ethnic health disparities* 5.3 (2018): 495-503.
6. López, Ana María, et al. "Preparing historically underrepresented trainees for biomedical cancer research careers at Huntsman Cancer Institute/University of Utah Health." *Medical Education Online* 26.1 (2021): 1929045.
7. Sokal-Gutierrez, Karen, et al. "Evaluation of the program in medical education for the urban underserved (PRIME-US) at the UC Berkeley–UCSF joint medical program (JMP): The first 4 years." *Teaching and learning in medicine* 27.2 (2015): 189-196.
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10. Mitchell, Ashley K., et al. "Using Learning Communities to Address Important Diversity Discussions." *Academic Medicine* 96.11S (2021): S193-S194.

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36

Recommended Reading

1. <https://www.self.com/story/our-idea-of-healthy-eating-excludes-other-cultures-and-thats-a-problem>
2. <https://www.nytimes.com/2020/12/07/dining/dietitian-diversity.html>
3. <https://www.healthline.com/nutrition/cultural-competence-in-dietetics>
4. <https://www.health.com/nutrition/nutrition-cultural-diversity>
5. <https://www.cdnet.org/academy-commission-on-dietetic-registration-demographics/>
6. <https://foodandnutrition.org/from-the-magazine/doubling-down-on-diversity-the-journey-to-a-more-diverse-field/>
7. <https://www.simmons.edu/academics/colleges-schools-departments/schools-departments/son/dotson-bridge-and-mentoring-program>
8. <https://www.eatrightfoundation.org/foundation/apply-for-funding/scholarships/diversity-scholarships-and-awards>
9. <https://www.newswise.com/articles/academy-of-nutrition-and-dietetics-celebrate-a-world-of-flavors-during-national-nutrition-month-2022>

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37

THANK YOU!

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WE ARE PURDUE. WHAT WE MAKE MOVES THE WORLD FORWARD.



EAE/OU

38