

Poster Session: Clinical Care; Education and Counseling; Ethics and Professionalism; Organization Management; Quality Management; and Research and Scholarship**Faculty and Preceptors Were Satisfied with Their Graduate Programs Following the Future Education Model: results from the ACEND 2022 Survey of Faculty and Preceptors**

Author(s): L. Wang¹, J. Wright², M. Hill¹, E. Cowie², R. Zelakiewicz²; ¹University of the Pacific, ²Accreditation Council for Education in Nutrition and Dietetics (ACEND)

Learning Outcome: Upon completion, participants will be able to describe the differences in satisfaction with different components of FEM Graduate Programs between faculty and preceptors.

Abstract: Graduate Programs in Nutrition and Dietetics (GPs) following the Future Education Model (FEM) Accreditation Standards use competency-based education (CBE) to prepare students to become registered dietitian/nutritionists by integrating didactic course work and experiential learning. In total, 24 faculty and 78 preceptors responded to the ACEND Faculty and Preceptors Survey in Fall 2022. More than three quarters of respondents (75.4%) reported having received training on CBE in the last year. One third of respondents (33%) reported receiving live webinar-based training, just over a quarter (28%) reported receiving training from recorded ACEND sources, with the remaining 38% reporting training from online, in-person or alternate sources. Satisfaction with different components of the GPs was assessed using a Likert scale of 1 – 7 (1=lowest and 7=highest). On average, faculty and preceptors were more than satisfied with all program components. However, faculty were significantly more satisfied with experiential learning ($p < .01$) and student assessment practices within their programs ($p = .03$) than were their preceptor counterparts. In addition, faculty exhibited a trend toward being more satisfied with student demonstration of competencies than preceptors ($p = .10$). There was no difference between faculty and preceptors in their satisfaction with competency-based learning ($p = .30$). Consistent with data from previous surveys, the results indicate that CBE training was provided in different formats. Faculty and preceptors were overall satisfied with their respective FG programs. The differences in satisfaction with different components of the GPs between faculty and preceptors are worth of further investigation.

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Grit and Well-being in Allied Health Profession Students

Author(s): J. Wills¹, J. O'Sullivan-Maillet², H. Samavat², R. Brody²; ¹University of North Carolina, ²Rutgers University - School of Health Professions

Learning Outcome: Upon completion, the participant will be able to describe the association between self-perceived well-being and grit scores of allied health profession students.

Background: Grit, a noncognitive trait of perseverance of effort and interest, and well-being are important for academic success and the transition into one's professional career. This study investigated the relationship between grit and well-being among allied health profession students at a large northeastern university and the differences in grit and well-being between genders.

Methods: In this cross-sectional study, an online survey was distributed in the Spring of 2022 to 1,331 matriculated students. The survey included demographics, the validated grit (Grit-S), and well-being (WHO 5 Well-being) scales. Spearman's rank correlation, Mann-Whitney U, and independent samples t-test were used for statistical analysis.

Results: The response rate was 15.1% ($n = 201$). The median age was 29.0 years, 86.7% were female, 68.8% were white, and the greatest proportion of respondents were graduate nutrition students (28.0%). The mean (\pm SD) well-being score was 56.0 (± 17.9) out of 100 and the median (IQR) grit score was 3.7 (4.0, 5.0) out of 5.0. There was a small, positive association between grit and well-being scores ($r = 0.28$, $P < 0.001$). Neither the Grit-S score nor the WHO 5 Well-being score was significantly different between males and females.

Conclusion: Results from this study suggest higher grit scores are associated with higher levels of well-being in allied health profession students but grit or well-being scores did not differ by gender. Future studies should explore strategies to support students with lower grit and well-being scores to promote academic success among allied health profession students.

Funding Source: Rutgers University, School of Health Professions.

Growth Mindset and Burnout Among Allied Health Profession Students

Author(s): S. Gogets, R. Brody, J. O'Sullivan-Maillet, H. Samavat; Rutgers University - School of Health Professions

Learning Outcome: Upon completion, the participant will be able to examine the correlation and differences between growth mindset and burnout scores among allied health students.

Background: Growth mindset and burnout are constructs impacting academic engagement and motivation. This study assessed growth mindset and burnout scores among allied health students at a northeastern school of health professions and explored the differences in these scores by degree program.

Methods: This cross-sectional study used a web-based survey to assess growth mindset and burnout with the validated Growth Mindset Scale and Oldenburg Burnout Inventory. Matriculated students enrolled in a school of health professions in spring 2022 were eligible. Pearson's correlation and independent samples t-tests were used for statistical analysis.

Results: The response rate was 15.3% ($n = 204$). Over 58% of participants were enrolled in a pre-professional program ($n = 119$) and 27.6% were graduate nutrition students. The mean (\pm SD) growth mindset score was 4.1/6.0 ($+/-1.2$) and the mean burnout score was 2.4/4.0 ($+/-0.5$). A significant small negative correlation was found between growth mindset and burnout scores ($r = -0.24$, $P < 0.001$). There was no significant difference in the mean (\pm SD) growth mindset score between students in pre-professional programs (4.1 ($+/-1.2$)) and post-professional programs (4.1 ($+/-1.3$)) ($P = 0.90$). However, the mean (\pm SD) burnout score was significantly higher among students from pre-professional programs (2.5 ($+/-0.4$)) compared to post-professional programs (2.2 ($+/-0.4$)) ($P < 0.001$).

Conclusion: Students in pre-professional programs had a higher level of burnout than students in post-professional programs, but there was no difference in growth mindset scores between these two groups. Future research should focus on factors influencing burnout and specialized services for allied health students to reduce burnout and promote a growth mindset.

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High Levels of Perceived Understanding of and Satisfaction with Competency-based Education by Faculty, Preceptors, and Graduating Students: Results from the ACEND 2022 Surveys

Author(s): L. Wang¹, J. Wright², M. Hill¹, E. Cowie², R. Zelakiewicz²; ¹University of the Pacific, ²Accreditation Council for Education in Nutrition and Dietetics (ACEND)

Learning Outcome: Upon completion, participants will be able to describe the levels of perceived understanding of CBE and satisfaction of CBE training among faculty, preceptors, and graduating students in the FEM GPs.

Abstract: Graduate Programs (GP) that follow the Future Education Model Accreditation Standards provide students with competency-based education (CBE) that integrates didactic course work and experiential learning to prepare them to become registered dietitian/nutritionists. ACEND surveyed faculty, preceptors, and graduating students from the FEM GPs in Fall 2022. Of the 19 students who responded to the survey, more than two-thirds (68.4%) reported receiving CBE training in the past year. More than three quarters of faculty ($n = 24$) and preceptors ($n = 78$) who responded to the survey (75.4%) received CBE training. More than half (52.6%) of students reported that they received CBE training from their program directors. In-person workshops or in-service training, live webinars, online modules, and hard-copy handouts were frequently used formats of training. On a scale of 1–7 (1=lowest and 7=highest), students felt ready to practice as RDN's ($M = 6.28$, $SD = 1.07$) and felt confident in their ability to practice as RDN's ($M = 5.94$, $SD = 1.47$). All three groups reported good understanding of CBE (faculty: $M = 6.11$, $SD = 0.94$; preceptors: $M = 5.98$, $SD = 0.84$; students: $M = 5.88$, $SD = 1.45$). Similarly, all three groups were satisfied with CBE training (faculty: $M = 5.90$, $SD = 1.45$; preceptors: $M = 5.78$, $SD = 1.04$; students: $M = 5.77$, $SD = 1.09$). The results indicate high levels of perceived understanding of CBE and satisfaction with training on CBE by faculty, preceptors, and graduating students in the GPs.

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