

CALL FOR APPLICATIONS FOR 2ND COHORT OF DEMONSTRATION PROGRAMS

ACEND has issued a second call for demonstration programs to be accredited under the future education model. The application materials are posted on the ACEND website: www.eatrightpro.org/FutureModel. Applications are due by 11 am CT on April 16, 2018. A new webinar about the demonstration application process has been added to the website: www.eatrightpro.org/FutureModel ACEND is offering a **Program Director's workshop** on March 1-2, 2018 **focused on the ACEND Future Education Model Accreditation Standards** to assist directors in learning more about the standards and the demonstration program application process.

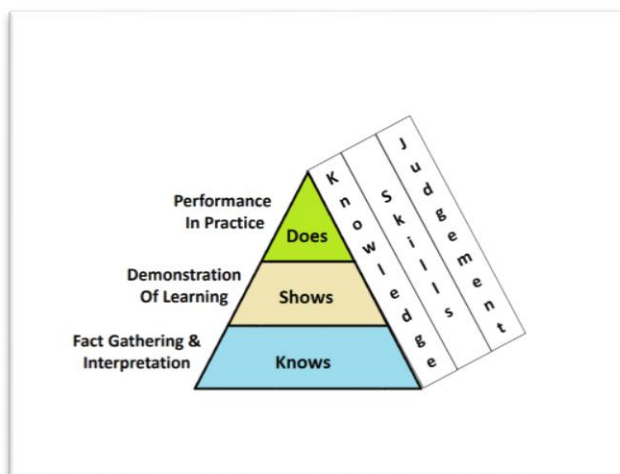
Competency Based Education (CBE) Under the Future Education Model

Currently nutrition and dietetics programs that provide supervised practice use the competencies in the *ACEND 2017 Accreditation Standards* to guide the development of their student learning outcomes. With the introduction of ACEND's *Future Education Model Accreditation Standards* and the initiation of the demonstration program project, ACEND will be implementing more advanced principles and concepts related to competency-based education (CBE) and assessment.

Over the past decade CBE has become the format for numerous health profession education programs to improve graduates' entry-level performance. In a CBE framework, the focus is on defining and measuring progress toward reaching the required competencies (the described knowledge, skill and judgment) needed to perform as a professional, rather than focusing on the successful completion of required courses and supervised practice hours.

The *ACEND Future Education Model Accreditation Standards* emphasize integration of didactic and experiential learning to develop competence as the organizing principle of the curriculum and focus assessment on demonstration of competence. Both formative assessment (during the instruction period to provide feedback for improvement) and summative assessment (at the end of an instruction period) will be used in the Future Education Model demonstration programs.

ACEND will model the development and assessment of competencies in the demonstration programs with tools based on Miller's Assessment Pyramid (Miller GE. The assessment of clinical skills/competence/performance. *Acad. Med.* 1990; 65(9):63-67.)



ACEND will use the adapted version of the Miller pyramid, shown to the left, illustrating the progression of competence development from “knows”, to “shows” and then “does” in practice.

Demonstration programs will document learning activities to develop competence in their course assessment plans and curriculum maps.

ACEND will provide in-depth training for demonstration program directors on CBE and competency assessment.

Revised ACEND 2017 Accreditation Standards

The ACEND Board has made some minor modifications to the *ACEND 2017 Accreditation Standards* based on stakeholder feedback. The revised standards, which go into effect July 1, 2018, are available on ACEND's website (www.eatrightpro.org/2017Standards).

For Additional Information

- Review back issues of the monthly ACEND Standards Updates that are posted on the ACEND website www.eatrightpro.org/FutureModel.
- Participate in a monthly ACEND virtual town hall on the 3rd Wednesday of each month at 3:00 pm CT; information on how to connect to the town hall is available at www.eatrightpro.org/FutureModel.
- Contact ACEND (acend@eatright.org; 800-877-1600 x5400).

Questions That Have Come to ACEND

This section includes questions that have been raised during town hall and in-person meetings, on phone calls or through emails and ACEND's response to each. The following questions are divided into several sections to help categorize the responses.

2017 Accreditation Standards Questions

Question: *Required Element 3.3 in the revised ACEND 2017 Accreditation Standards now indicates that all of the ACEND-required program objectives "must be evaluated annually using an average of data from the previous three years"; what does that mean?*

ACEND Response: RE 3.3 has two components. First all of the ACEND-required outcomes must be evaluated annually, which means programs will need to collect data for those objectives each year. The second component is that the figure used to assess program performance should be an average of the previous three years of data. For example, a program's completion rate for 2017 would be an average of the completion rates for 2015, 2016 and 2017; in 2018, the figure would be an average of the data from 2016, 2017 and 2018.

Question: *Are the data supplied to ACEND in the annual report reported in summary form?*

ACEND Response: Data on program enrollment and diversity of students obtained in the annual report are available at <http://www.eatrightpro.org/resources/acend/about-acend/enrollment-statistics>

Question: *Will future annual reports require submission on disability status?*

ACEND Response: ACEND has not made any decisions to change the information collected in the annual report regarding disability status.

Future Education Model Accreditation Standards Questions

Question: *There appears to be different terms used in the ACEND Future Education Model Standards as compared to the ACEND 2017 Standards (i.e. supervised experiential learning vs supervised practice). Was that difference in terms intentional?*

ACEND Response: The terminology used in the *ACEND Future Education Model Standards* does differ somewhat from the terminology in the *ACEND 2017 Standards*. That difference was an intentional change in terminology. For example, the phrase “supervised practice” is used in the *ACEND 2017 Standards* and the phrase “supervised experiential learning” is used in the *ACEND Future Education Model Standards*. The term was changed to better reflect competency-based education and the integrated nature of experiential learning occurring in the future education programs. Individuals in a Future Education Model program are referred to as “students” not “interns”; interns are individuals enrolled in a nutrition and dietetics internship program accredited under the *ACEND 2017 Standards*. The *ACEND 2017 Standards* focus on the assessment of “student learning outcomes”; whereas the *ACEND Future Education Model Standards* focus on “competency assessment” to better reflect the competency-based education occurring in the programs.

Question: *What was the rationale for not requiring a specified number of hours of supervised experiential learning in the Future Education Model Programs?*

ACEND Response: The *Future Education Model Accreditation Standards* were designed to offer more flexibility for programs in the ways they prepare students to demonstrate the required competencies. Many health profession education programs do not specify the number of hours of practice needed but rather focus on demonstration of required competencies. These programs have effectively used simulation, role-playing, and case studies in addition to practice in professional settings to help develop the needed competence in their graduates. ACEND is aware, based on reports from program directors and program reviewers, that the actual number of hours to be able to demonstrate competence currently varies among students. Use of this competency-based approach with the demonstration programs is consistent with other health education programs and will allow programs flexibility in working with students and allows for more individualized education for students. ACEND will collect data from the demonstration programs on how many actual hours of supervised experiential learning are needed for students to demonstrate competence. Each program will track the actual hours of supervised learning experiences in professional work settings and alternate experiences of each student.

Question: *Our state licensure laws indicate a specified minimum number of supervised practice hours. How will this work for programs under the Future Education Model Accreditation Standards?*

ACEND Response: Required Element 1.5 in the *Future Education Model Accreditation Standards* states that “*The program must determine its length (in years) after taking into consideration didactic learning and required supervised experiential learning needed by students to demonstrate the required competencies and mandates from the program’s administration or state legislation*”. A program accredited under the *Future Education Model Accreditation Standards* that is in a state with a required number of supervised practice hours would be expected to incorporate this state legislation mandate in their decision process for number of required hours of supervised experiential learning for their program. Many state licensure laws that have a requirement for hours of supervised practice state “or be registered as a dietitian with CDR”. Graduates of the Future Education Model Graduate Programs will be eligible to take the CDR registration exam to become a registered dietitian nutritionist and would typically meet licensure law requirements with the RDN credential.

Question: *Is there a deadline by which Nutrition and Dietetic Internship Programs (DI) need to adopt the Future Education Model Standards?*

ACEND Response: No decision has been made to discontinue current DI programs accredited under the *2017 Accreditation Standards*. The *Future Education Model Accreditation Standards* are only available currently for adoption by demonstration programs. Data will be collected from demonstration programs and their graduates before a decision is made by ACEND on whether to continue to accredit DI programs.

Question: Do Nutrition and Dietetics Technician (DT) programs need to move to the bachelor's level by 2024?

ACEND Response: No decision has been made to discontinue current DT programs accredited under the 2017 Accreditation Standards. The Future Education Model Accreditation Standards for Bachelor's Degree Programs, which are only available for adoption by demonstration programs, will prepare NDTRs at the bachelor's degree level. Data will be collected from the demonstration programs and their graduates before a decision is made by ACEND on whether to continue to accredit DT programs at the associate degree level.

Question: Will students need to demonstrate the competencies once or multiple times?

ACEND Response: Program directors will determine what will be used to evaluate the demonstration of competence by students. The development of the competence likely will involve students showing their ability to demonstrate the performance indicators as they develop their competence.

Question: Are there any reference that you might suggest reading, if one is interested in learning more about competency-based education in other health professions?

ACEND Response: A list of references of articles and books detailing the movement to competency-based education in other health professions is attached at the end of this newsletter.

Demonstration Program Questions

Question: What assistance is available to help program directors who are considering submission of a demonstration program application?

ACEND Response: Many resources are available to assist program directors who are considering submission of a demonstration program application. ACEND has prepared a webinar, which highlights key considerations in preparing the application, that is available at www.eatrightpro.org/FutureModel. There is also an information sheet which provides general information about the application process on that website. ACEND managers are always available to answer questions (acend@eatright.org; 800-877-1600 x5400).

Question: Are demonstration programs expected to include all of the performance indicators in their curriculum?

ACEND Response: Demonstration programs will choose which performance indicators they use in the development of the competencies. They are not required to include them all.

Question: What information is available to help provide administrators with more knowledge of the benefits of being a demonstration program?

ACEND Response: The ACEND presentation that was given at FNCE in October 2017 includes discussion of Future Education Model Standards, the demonstration program process, benefits offered to demonstration programs and competency based education and assessment. This presentation can be viewed at www.eatrightpro.org/FutureModel and would provide an excellent overview for administrators.

Credentialing Questions

Question: Will individuals interested in taking the credentialing exam to become a Nutrition and Dietetics Technician, Registered (NDTR) need to have a bachelor's degree by 2024?

ACEND Response: The Commission on Dietetic Registration (CDR) sets the eligibility requirements for the credentialing exam to become an NDTR. CDR has not made any changes in the NDTR credentialing exam requirements; the minimum educational requirement remains an associate degree. See www.cdrnet.org for more information.

Question: How will the credentialing exam to become a Registered Dietitian Nutritionist (RDN) change as the Future Education Model Accreditation Standards are implemented and the focus shifts to competency-based education?

ACEND Response: CDR bases their credentialing exams for both RDNs and NDTRs on their audits of actual practice not on education program content and methods. CDR conducts a practice audit of entry-level practice every five years and

uses information from that audit to set the outline for the registration exam. As changes occur in practice, the exam outline is reviewed and revised as needed to reflect those changes. More information about the CDR credentialing exams can be found at www.cdrnet.org.

References on Competency- Based Education in Health Professions

Suggested Readings:

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Barr H. Competent to collaborate: Towards a competency-based model for interprofessional education. *J Interprof Care*. 1998; 12(2):181-187.

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Reeves S, Fox A, Hodges BD. The competency movement in the health professions: Ensuring consistent standards or reproducing conventional domains of practice? *Adv Health Sci Educ Theory Pract*. 2009;14(4):451-3.

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