

Competency-Based Education in the Future Education Model Accreditation Standards: A Survey of Faculty and Preceptors

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Learning Outcome: Describe the outcomes of faculty/preceptor survey regarding perceived understanding of competency-based education (CBE) and satisfaction with CBE training and their demonstration programs.

In 2017, ACEND released standards and competencies for the “Future Education Model” (FEM) for education in nutrition and dietetics. Demonstration programs that have adopted the FEM use competency-based education (CBE) in an integrated approach to prepare students with the knowledge and skills needed to pass the Registration Exam for Dietitians or Dietetic Technicians. The purpose of this study was to identify faculty and preceptors’ perceived understanding of CBE and their satisfaction with CBE training. All 14 accredited FEM programs by 2019 were surveyed using an online questionnaire. Of the 46 respondents, 33 were preceptors (72%), 10 were faculty (22%). The remaining respondents were directors and coordinators. Average reported understanding (on a scale of 1-7) was 5.92 (SD = 0.93), with nearly three quarters (74%) reporting 6 or higher. Average satisfaction with ACEND CBE training was 5.85 (SD = 0.99) with over 70% reporting 6 or higher. There is no significant difference in either measure by respondent role. Average satisfaction (on a scale of 1-7) with integrated experiential learning was 5.48 (SD = 1.03), with CBE was 5.48 (SD = 1.09), with competence assessment was 5.39 (SD = 1.08), and student demonstrating the competencies rated 5.51 (n = 45). On average, faculty were more satisfied (M = 6.1, SD = 0.88) with student demonstrating the competencies than preceptors (M = 5.28, SD = 1.02), $t(40) = 2.28$, $p = .028$. These results indicate good perceived understanding of CBE, and satisfactions with CBE training and their FEM programs among faculty and preceptors.

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