

# Rationale for Future Education Preparation of Nutrition and Dietetics Practitioners

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## Focus: Data Collection

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# STAKEHOLDER INTERVIEWS AND ANALYSIS

## PURPOSE

The purpose of this project was to gather information from various stakeholders to determine the additional knowledge and skills needed at various levels of employment for future practitioners.

## METHODOLOGY

ACEND® contracted with Dr. Barry Dornfeld and the Center for Applied Research (CFAR) Consulting Group to conduct structured interviews with representative stakeholders to help inform the development of a questionnaire to gather information from stakeholders about skills needed in future practice in nutrition and dietetics. A total of 10 interviews were conducted with stakeholders representing healthcare administration (pharmacy, nursing), deans of allied health colleges, employers of less traditional roles (communications, marketing and management), physicians, educators in allied health graduate programs and researchers.

## RESULTS

Several themes emerged from the interviews:

- Communication skills are an essential and under-developed focus in dietetics training at the entry level.
- It is critical for dietitians to understand the health of the patient in context with the patient's community and cultural ecosystem.
- Entry level dietitians will be expected to participate in interprofessional and interdisciplinary teams. Training programs need to incorporate teams as a critical component of education.
- Healthcare practitioners expect bachelor's-trained dietitians to be able to provide health and wellness counseling.
- The ability to read, interpret and apply scientific knowledge is an increasingly essential component of nutrition and dietetics practice at the bachelor's level, but many are not adequately prepared.
- Clinical experience is highly valued by employers. However, patient-assessment skills are lacking at all levels of nutrition and dietetics practice.
- Supervised practice experience is of high value. But the accessibility and quality of experiences is inconsistent, frustrating employers of nutrition and dietetics practitioners.
- Credible advanced practice credentials remain important in raising the competency level of dietitians and to address the increasing rate of chronic and complex diseases.
- A master's degree is viewed as the ideal, at a minimum, by many private sector and healthcare employers, but expectations vary widely based on degree level
- Employers expect strong organizational leadership and project management skills especially at higher education levels, however, the expectations vary.
- Nutrition and dietetics is becoming increasingly globalized.

## STAKEHOLDER SURVEY DATA COLLECTION AND ANALYSIS

### PURPOSE

The purpose of this project was to gather information from various stakeholders on the importance of specific skills for future practice in nutrition and dietetics.

### METHODOLOGY

Using data gathered from the environmental scan and structured interviews with stakeholders, ACEND® worked with Dr. Barry Dornfeld and the CFAR Consulting Group to develop an online questionnaire in Survey Monkey® that included two major sections: one for collecting demographic information about respondents and the other for collecting respondent ratings on the importance of 79 skills for future practice in nutrition and dietetics (see [Appendix A](#)). The skills were organized into six skill sets: professional research and practice skills (7 items), teamwork and communication skills (7 items), clinical client care skills (26 items), community and population health skills (11 items), leadership, management and organization skills (18 items) and food and foodservice systems (10 items). These skill set categories were developed based on input collected in the stakeholder interviews. CFAR and the Expanded Standards group identified specific skills within each category. Respondents were asked to rate the importance of each skill for future practice in nutrition and dietetics using a four-point scale ranging from 1, not important to 4, very important. An option of “unable to answer” also was included. Respondents were given the opportunity in open-ended questions to describe any additional skills that might be needed by nutrition and dietetics professionals in the future.

A cover letter with a link to the questionnaire was emailed to all of the individuals in the Academy of Nutrition and Dietetics database. A follow-up reminder email was sent two weeks later. Individuals were asked to complete the survey themselves and to forward the request to employers of nutrition and dietetics practitioners and professionals who worked with nutrition and dietetics professionals. Emails were also sent to Academy of Nutrition and Dietetics and dietetic practice group leadership asking their assistance in encouraging response.

ACEND worked with Dr. J.T. Johnson, a statistician and director of the Center for Research at the University of Southern Mississippi, to analyze and interpret data. Descriptive statistics were run for all variables and inferential statistics were used to compare ratings by demographic variables.

### RESULTS

Because of the snowball distribution process, the number of possible respondents is not known. A total of 9,477 stakeholders participated in the survey.

#### Demographic Information

As presented in Table 1, the most common practice setting noted by participants was healthcare (52.7%) followed by education (17.5%). The setting with the smallest number of participants was communications and media (1.2%). Direct patient care was the most frequently mentioned role (55.3%) followed by education (24.4%). Students or interns comprised 10.1% of the participants. Education level of participants was fairly evenly split between a bachelor's (43.7%) and master's (45.2%) degree. Most (94.9%) of the respondents held the RDN credential; 3.8% held the DTR credential. Most (72.2%) responded to the

questionnaire from the perspective of the RDN; the remaining responses were split from the perspective of students/interns (8.8%), educators (5.5%), professionals who work with RDNs/DTRs (3.6%) and employers who hire RDNs/DTRs (3.4%). More than one-third of the participants

(36.6%) had > 20 years of experience, followed by those with 10-20 years (20.0%). All regions of the country were represented and responses were received from all states.

### **Importance of Future Skills**

Respondents rated all of the future skills on a four-point scale with 4 being very important. Most (89%) of the individual skills had mean ratings greater than three suggesting that skills were important for future practice; 40% were rated greater than 3.5 suggesting they were very important (see Table 2).

The importance ratings for individual skills within a skill category were averaged to give an overall mean score for each skill set category (see Table 3). All of the skill set categories had strong coefficient alpha reliability indicators (alpha .80 or higher) suggesting good internal consistency among the skills included in that category. Results suggested that all six skill set categories (professional research and practice skills; teamwork and communication skills; clinical client care skills; community and population health skills; leadership, management and organization skills; and food and foodservice systems) were important for future practice with teamwork and communication skills receiving the highest mean score (M=3.64) and leadership, management and organizational skills the lowest mean score (M=3.15).

Analysis of Variance was used to explore differences in skill set scores based on demographic variables of the respondents. Statistical differences ( $p < .05$ ) were found among the skill set mean scores based on respondent setting, level of education, years of experience and perspective from which they answered the questionnaire; however, the practical significance of the differences may be of less importance as all mean ratings differed by less than .3 on a 4 point scale (see Table 4).

### **Differences Based on Setting:**

- *Professional Research and Practice:* Those in the healthcare setting had a lower mean importance score for the professional research and practice skill set than those in education ( $P < .001$ ) and corporate ( $P < .001$ ) settings and those with no work experience ( $P = .002$ ). Those in education had a higher mean importance score than those in government ( $P = .007$ ), wellness ( $P = .018$ ) and community settings. Those in wellness and government settings and those who were self-employed all had higher mean importance scores in the professional research and practice skill set than those in the corporate setting ( $P = .007$ ,  $.002$ ,  $.002$  and  $.013$ , respectively).
- *Teamwork and Communication:* There was no difference found in the mean importance scores based on setting for the teamwork and communication skill set.
- *Clinical Client Care:* Those in the healthcare setting had a higher mean importance score for the clinical client care skill set than those in community ( $P = .034$ ) and government ( $P = .002$ ) settings and those with no work experience ( $P = .025$ ). Those with no work experience had a higher mean importance score than those in education ( $P < .001$ ), community ( $P < .001$ ), corporate ( $P = .004$ ) and government ( $P < .001$ ) settings. Those that were self-employed had a lower mean importance score for the clinical client care skill set than those in the community ( $P = .017$ ) and government ( $P = .008$ ) settings.

### **Differences Based on Setting (cont.):**

- *Community and Population Health:* Those in the healthcare setting had a lower mean importance score for the community and population health skill set than several other settings, including education ( $P<.001$ ), community ( $P<.001$ ), government ( $P<.001$ ), and wellness ( $P=.006$ ) settings and those with no work experience ( $P<.001$ ). Those that were self-employed had a lower mean importance score for the community and population health skill set than those in the government ( $P=.032$ ) and community ( $P=.028$ ) settings.
- *Leadership, Management and Organizational:* Those in the healthcare setting had a lower mean importance score for the leadership, management and organizational skill set than those in education ( $P=.001$ ) and government ( $P=.043$ ) settings.
- *Food and Food Systems:* Those in the healthcare setting had a lower mean importance score for the food and food systems skill set than those in the education ( $P<.001$ ) setting and those with no work experience ( $P<.001$ ).

### **Differences Based on Highest Level of Education:**

- *Professional Research and Practice:* Those with at high school degree as their highest level of education (assumed to be students) had a higher mean importance score for the professional research and practice skill set than did those with an associate's degree ( $P=.009$ ), bachelor's degree ( $P<.001$ ) and master's degree ( $P=.028$ ). Those with a master's degree or doctorate, had a mean importance score that was significantly higher than those with a bachelor's degree ( $P<.001$  for both).
- *Teamwork and Communication:* Those with a master's degree had a higher mean importance score for the teamwork and communication skill set than did those with a bachelor's degree ( $P=.002$ ).
- *Clinical Client Care:* Those with a high school degree had a higher mean importance score for the clinical client care skill set than those with an associate's degree ( $P=.057$ ), bachelor's degree ( $P<.001$ ), master's degree ( $P<.001$ ) or a doctorate ( $P<.001$ ).
- *Community and Population Health:* High School graduates had a higher mean importance score for the community and population health skill set than those with an associate's degree ( $P=.044$ ) but a lower score than those with a bachelor's degree ( $P=.001$ ). Those with bachelor's degree had a lower mean importance score for the community and population health skill set than did those with a master's degree ( $P<.001$ ) or a doctorate ( $P=.001$ ).
- *Leadership, Management and Organizational:* There were no differences found in the mean score for the leadership, management and organizational skill set based on highest level of education.
- *Food and Food Systems:* High school graduates had a higher mean importance score for the food and foodservice systems skill set than those with a bachelor's degree ( $P=.001$ ), master's degree ( $P=.001$ ) or a doctorate ( $P=.001$ ).

#### **Differences Based on Credential:**

- No significant differences were found in the mean scores for any of the skill set scores based on the respondent's credentials.

#### **Differences Based on Years of Work Experience:**

- *Professional Research and Practice:* Respondents with no work experience (assumed to be students and interns) had a higher mean importance score for the professional research and practice skill set than all other years of work experience groups, including < 3 years ( $P<.001$ ), 4-10 years ( $P<.001$ ), 10-20 years ( $P<.001$ ) and > 20 years ( $P<.001$ ).
- *Teamwork and Communication:* There was no difference found in the mean scores for the teamwork and communication skill set based on years of work experience.
- *Clinical Client Care:* Respondents with no work experience had a higher mean importance score for the clinical client care skill set than did all other work experience groups, including < 3 years ( $P<.001$ ), 4-10 years ( $P<.001$ ), 10-20 years ( $P<.001$ ) and > 20 years ( $P<.001$ ). Those with < 3 years of work experience had a higher mean importance score than those with 10-20 years of work experience ( $P=.015$ ) and those with > 20 years of experience ( $P<.001$ ). Those with 4-9 years of experience had a higher mean importance score than those with > 20 years of work experience ( $P=.001$ ).
- *Community and Population Health:* Those with no work experience had a higher mean importance score for the community and population health skill set than all other work experience groups, including < 3 years ( $P<.001$ ), 4-10 years ( $P<.001$ ), 10-20 years ( $P<.001$ ) and > 20 years ( $P<.001$ ). Those with < 3 years of experience also had a higher mean importance score than those with 10-20 years ( $P<.001$ ) and > 20 years ( $P<.001$ ) of work experience. Respondents with 4-9 years of work experience had a higher mean importance score than those with >20 years of experience ( $P=.008$ ).
- *Leadership, Management and Organizational:* Those with > 20 years of work experience had a lower importance score for the leadership, management, and organizational skill set than did those with < 3 years of experience ( $P<.001$ ), 4-9 years of experience ( $P<.001$ ) and 10-20 years of work experience ( $P<.001$ ).
- *Food and Food Systems:* Those with no experience had a higher mean importance score in the food and foodservice systems skill set than did those with < 3 years ( $P=.003$ ), 4-10 years ( $P<.001$ ), 10-20 years ( $P<.001$ ) and > 20 years ( $P=.001$ ) of work experience. Those with 10-20 years of work experience had a lower mean importance score than those with <3 years ( $P=.030$ ) and with > 20 years ( $P=.011$ ) of work experience.

#### **Differences Based on Perspective for Answering the Questionnaire:**

- *Professional Research and Practice:* Those who reported their perspective as DTRs had a lower mean importance score for the professional research and practice skill set as compared to those reporting their perspective as employer ( $P=.024$ ), professionals who work with RDNs and DTRs ( $P<.001$ ), educators ( $P=.002$ ), students ( $P<.001$ ) and interns ( $P<.001$ ). The mean importance score of RDNs was lower than scores for professionals who work with RDNs and DTRs ( $P=.010$ ), students ( $P<.001$ ) and interns ( $P<.001$ ).

### **Differences Based on Perspective for Answering the Questionnaire (cont.):**

- *Teamwork and Communication:* There were no difference found in the mean importance scores for the teamwork and communication skill set based on perspective for answering the questionnaire.
- *Clinical Client Care:* Those reporting their perspective as student had a higher mean importance score for the clinical client care skill set than those reporting their perspective as RDNs ( $P<.001$ ), DTRs ( $P<.001$ ), employers ( $P<.001$ ), professionals who work with RDNs and DTRs ( $P<.001$ ) and educators ( $P<.001$ ). Similarly, those reporting their perspective as interns also had a higher mean importance score than those reporting as RDNs ( $P<.001$ ), DTRs ( $P<.001$ ), employers ( $P<.001$ ), professionals who work with RDNs and DTRs ( $P<.001$ ) and educators ( $P=.002$ ).
- *Community and Population Health:* Those reporting their perspective as educators had a higher mean importance score for the community and population health skill set than those reporting as RDNs ( $P<.001$ ), DTRs ( $P=.006$ ), employers ( $P<.001$ ) and professionals who work with RDNs and DTRs ( $P=.013$ ). Those reporting as students or interns had higher mean importance scores than RDNs ( $P<.001$ ), DTRs ( $P<.001$ ), employers ( $P<.001$ ) and professionals who work with RDNs and DTRs ( $P<.001$ ).
- *Leadership, Management and Organizational:* Those reporting their perspective as employers had a higher mean importance score for the leadership, management and organizational skill set than those reporting as RDNs ( $P<.001$ ) and professionals who work with RDNs and DTRs ( $P<.001$ ). Those reporting their perspective as educators had higher mean importance scores than RDNs ( $=.033$ ) and professionals who work with RDNs and DTRs ( $P=.031$ ).
- *Food and Food Systems:* Those reporting their perspective as students had a higher mean importance score for the food and food systems skill set than those reporting as RDNs ( $P<.001$ ), employers ( $P<.001$ ) and professionals who work with RDNs and DTRs ( $P=.002$ ). Those reporting their perspective as Interns also had a higher mean importance score than those reporting as RDNs ( $P<.001$ ) and professionals who work with RDNs and DTRs ( $P=.020$ ).

Table 1: Demographic characteristics of stakeholders

<b>Characteristics</b>	<b>n</b>	<b>%<sup>a</sup></b>
<b>Work Setting</b>		
Healthcare (hospital, long term care, physician network)	4698	52.7%
Educational setting (primary, secondary, university)	1558	17.5%
Government (federal, city, state, or local) public health	1126	12.6%
Self-employed consultation or private practice	867	9.7%
Community nonprofit	724	8.1%
Wellness programs (workplace, health club, fitness centers)	622	7.0%
Corporate/industry settings (R&D, marketing, sales, etc.)	365	4.1%
Behavioral care clinics (rehabilitation, mental illness, etc.)	308	3.5%
Communications and media	110	1.2%
Not currently working	761	8.5%
<b>Role</b>		
Direct patient care (physician, nurse, pharmacy, dietitian)	4929	55.3%
Education	2178	24.4%
Administration/management	1721	19.3%
Community/population health	1557	17.5%
Foodservice	1111	12.5%
Student/intern	904	10.1%
Research (basic science and medical)	507	5.7%
Policy expert/advocate	262	2.9%
Research (product R&D)	89	1.0%
<b>Highest Degree Held</b>		
High School	203	2.2%
Associate	264	2.8%
Bachelor's	4107	43.7%
Master's	4244	45.2%
Doctorate	605	6.4%
<b>Credentials Held</b>		
RD or RDN	7928	94.9%
DTR or NDTR	317	3.8%
RN	118	1.4%
MD	28	0.3%
PharmD	11	0.1%

<sup>a</sup> In some cases, total n is greater than total number of responses and percentages total more than 100% as respondents were allowed to 'select all that apply'



Table 1: cont.

<b>Characteristics</b>	<b>n</b>	<b>%<sup>a</sup></b>
<b>Perspective Responding to the Questionnaire</b>		
As a registered dietitian	6844	72.2%
As a dietetic technician, registered	283	3.0%
As an employer who hires registered dietitians or dietetic technicians	321	3.4%
As a professional who works with registered dietitians or dietetic technicians	342	3.6%
As a dietetics educator	519	5.5%
As a dietetics student	496	5.2%
As a dietetic intern	339	3.6%
<b>Years of Work Experience</b>		
No experience	574	6.1%
3 years or less	1781	18.8%
4 to 9 years	1674	17.7%
10 to 20 years	1899	20.0%
More than 20 years	3472	36.6%
<b>Region of the Country</b>		
Region 1 (AK, CA, HI, ID, MT, OR, WA, WY)	1427	15.6%
Region 2 (IA, MI, MN, MO, NE, ND, SD, WI)	1372	15.0%
Region 3 (AL, AR, FL, GA, LA, MS, PR, SC)	1247	13.6%
Region 4 (AZ, CO, KS, NM, NV, OK, TX, UT)	1269	13.9%
Region 5 (IL, IN, KY, OH, TN, WV)	1481	16.1%
Region 6 (DE, DC, MD, NC, PA, VA)	1084	11.8%
Region 7 (CT, ME, MA, NH, NJ, NY, RI, VT)	1279	14.0%

Table 2. Stakeholder ratings of importance of skills for future practice in nutrition and dietetics

Skill	n	Mean <sup>a</sup>	Std. Dev
<b>Professional Research and Practice Skills</b>			
• Collect and interpret data for use in decision making and evaluation	8009	3.57	.654
• Engage in quality assurance and performance improvement activities	8009	3.48	.679
• Analyze, evaluate and critique scientific studies	8009	3.48	.717
• Use data collected to make operational decisions	8009	3.47	.704
• Lead efforts in health, food and nutrition policy development, implementation and evaluation	8009	3.44	.748
• Perform data analysis	8009	3.21	.811
• Design, conduct, analyze and disseminate basic science, clinical and/or translational research	8009	3.14	.847
<b>Teamwork and Communication Skills</b>			
• Accurately communicate evidence-based information	8313	3.86	.387
• Translatedietetics vocabulary acrossdisciplinesand in laymen terms	8313	3.76	.508
• Participate in team decision making	8313	3.75	.492
• Use cross cultural skills effectively in communication	8313	3.66	.550
• Develops and uses a variety of media and technologies to communicate messages and education	8313	3.54	.639
• Lead transdisciplinary, interprofessional and/or interdisciplinary teams	8313	3.50	.661
• Employ strategies and facilitate teambuilding	8313	3.43	.682
<b>Clinical Client Care Skills</b>			
• Assess nutrition status in clients with a variety of diseases and medical conditions	6267	3.86	.414
• Develop, monitor and evaluate nutrition interventions in clients with a variety of diseases and medical conditions	6267	3.85	.422
• Diagnose nutrition problems in clients with a variety of diseases and medical conditions	6267	3.81	.479
• Counsel clients with multiple diseases/medical conditions and those who require complex nutrition care using appropriate behavior change theories and techniques			
• Interview clients for nutrition risk and diet history	6267	3.76	.517
• Prescribe and manage therapeutic diets (renal, cardiac, diabetes, phenylketonuria)			

<sup>a</sup> scale: 1, not important to 4, very important for future practice in nutrition and dietetics

Table 2. (cont.)

Skill	n	Mean <sup>a</sup>	Std. Dev
<b>Clinical Client Care Skills (cont.)</b>			
• Analyze food intake in clients with a variety of diseases and medical conditions	6267	3.73	.534
• Educate clients in health maintenance and disease prevention	6267	3.73	.522
• Prescribe and manage enteral and parenteral nutrition	6267	3.69	.646
• Provide nutrition care for clients who have multiple diseases/medical conditions and complex nutrition and health needs (e.g. palliative and hospice care, oncology, high risk pregnancy)			
• identify sociological, psychological and environmental influences on eating behavior	6267	3.64	.576
• Implement designated dietary interventions based on protocol	6267	3.60	.625
• Counsel clients affected with disorders that are serious in nature, including eating disorders	6267	3.60	.641
• Write nutrition orders for nutrition supplements, vitamins and minerals	6267	3.57	.723
• Apply integrative nutrition principles to nutrition care and Medical Nutrition Therapy (MNT), including the use of nutritional genomics, dietary supplements and/or herbal remedies			
• Assess individual's physical, social and cultural needs	6267	3.53	.683
• Counsel clients on appropriate ways and methods to increase physical activity	6267	3.48	.688
• Order nutrition related laboratory tests	6267	3.45	.743
• Perform calculations for risk assessment following protocol	6267	3.43	.733
• Conduct nutrition focused physical exams as part of assessment	6267	3.34	.797
• Manage nutrition related medication of clients	6267	3.34	.778
• Lead client care coordination/case management	6267	3.19	.838
• Perform routine tests (e.g. finger stick for blood glucose, urine analysis) to assess and monitor clients' nutrition and health status	6267	2.79	1.008
• Prescribe or dispense adjustment of insulin and oral hypoglycemic regimens	6267	2.87	1.005
• Conduct psychotherapy, including cognitive behavioral therapy and solutions focused therapy	6267	2.80	1.020
• Insert nasal gastric feeding tubes	6267	2.25	1.048

Table 2. (cont.)

Skill	n	Mean <sup>a</sup>	Std. Dev
<b>Food and Foodservice Systems Skills</b>			
• Develop menus and standardized recipes for diverse groups for normal and therapeutic diets applying principles of menu planning and knowledge of medical nutrition therapy and therapeutic nutrition			
• Complete nutrient analysis of food products, recipes and menus	6650	3.51	.701
• Teach others how to prepare healthy foods using knowledge of food science and culinary techniques	6650	3.48	.718
• Plan and implement food safety and sanitation programs	6650	3.37	.804
• Manage production and service of food that meets nutrition guidelines, cost parameters and health needs			
• Conduct operational analyses and streamline operations to reduce costs while ensuring health related goals are not compromised	6650	3.31	.792
• Manage food distribution and service ensuring accuracy, quality and portion control	6650	3.25	.838
• Evaluate purchasing needs and develop specifications for food and equipment	6650	3.14	.858
• Negotiate purchases and contracts for products and services	6650	2.97	.914
• Design foodservice systems (layout, equipment)	6650	2.90	.932
<b>Community and Population Health</b>			
• Serve as a nutrition resource for community organizations	7033	3.65	.600
• Provide nutrition and life style education to well populations	7033	3.55	.660
• Design and implement culturally appropriate nutritional initiatives and programs	7033	3.41	.726
• Interpret and use national nutrition surveillance data and population based statistical data	7033	3.33	.742
• Interpret basic population based statistical data	7033	3.31	.738
• Assess the need to develop and implement a community or population health program and/or intervention considering biological, behavioral, psychological, social, economic, policy and/or environmental factors			
• Convene and mobilize community partnerships and coalitions to identify and solve food, nutrition and/or health related issues by building on community assets and focusing on policy, systems and environmental strategies			
• Develop and utilize nutrition and health surveillance systems to monitor and identify population and community health and nutrition priorities and problems; communicate results to local, state and national health authorities and policy makers			

Table 2. (cont.)

Skill	n	Mean <sup>a</sup>	Std. Dev
<b>Community and Population Health (cont.)</b>			
• Conduct culinary demonstrations to teach cooking skills, safe food handling practices and promote consumption of healthy foods	7033	3.25	.805
• Develop and evaluate policies, laws and regulations that address and protect health and nutrition for individuals and populations	7033	3.24	.769
• Identify and seek funding sources for development and ongoing maintenance of community health programs	7033	3.15	.822
<b>Leadership, Management and Organizational Skills</b>			
• Lead process improvement activities to improve delivery of food and nutrition services	6261	3.38	.742
• Advocate for changes in policies to improve access to food and nutrition services for the public	6261	3.35	.780
• Lead initiatives to improve use of sustainable practices in food and nutrition services	6261	3.29	.796
• Demonstrate conflict resolution and mediation skills	6261	3.27	.804
• Develop operational policies, procedures, job descriptions, work schedules and performance standards	6261	3.22	.811
• Manage staffing functions such as interviewing, hiring, motivating, supervising, evaluating and terminating employees	6261	3.20	.840
• Conduct employee performance evaluations and counsel employees for performance improvement	6261	3.18	.841
• Conduct employee orientation and training programs	6261	3.16	.835
• Identify opportunities for increasing revenue	6261	3.16	.855
• Adjust operations based on financial performance	6261	3.10	.871
• Direct strategic planning	6261	3.03	.886
• Develop, implement and evaluate marketing plans for new products, programs and services			
• Develop operational and capital budgets	6261	3.02	.904
• Develop emergency preparedness plans for facilities, patients/clients and/or communities	6261	3.01	.905
• Develop business plans to sell ideas and turn ideas into action	6261	2.99	.882
• Evaluate and make recommendations for equipment, layout and design or redesign of facilities	6261	2.98	.897
• Develop informatics systems in collaboration with programmers	6261	2.87	.890

Table 3. Skill set importance scores and score reliability

<b>Skill Set</b>	<b>n</b>	<b>Mean <sup>a</sup></b>	<b>Std. Dev</b>	<b>Cronbach's Alpha</b>
Teamwork and Communication Skills	8563	3.64	.384	.798
Clinical Client Care Skills	8014	3.46	.429	.933
Professional Research and Practice Skills	8726	3.40	.510	.819
Community and Population Health Skills	7615	3.33	.574	.929
Food and Foodservice Systems Skills	7105	3.28	.658	.945
Leadership, Management and Organizational Skills	7302	3.15	.649	.962

<sup>a</sup> scale: 1, not important to 4, very important for future practice in nutrition and dietetics

Table 4. Comparison of mean importance scores based on demographic data

Characteristic	Skill Set											
	Research		Client Care		Community		Teamwork		Leadership		Foodservice	
	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD
<b>Setting<sup>c</sup></b>												
Healthcare	3338	3.36 ± .519	3126	3.47 ± .384	2910	3.22 ± .621	3276	3.64 ± .385	2803	3.09 ± .676	2751	3.21 ± .688
Behavioral care	56	3.32 ± .550	53	3.55 ± .374	50	3.26 ± .749	55	3.66 ± .344	46	3.10 ± .689	46	3.36 ± .589
Education	928	3.46 ± .459	827	3.43 ± .468	833	3.40 ± .494	911	3.64 ± .371	808	3.20 ± .601	799	3.38 ± .584
Community	338	3.36 ± .526	303	3.38 ± .556	296	3.48 ± .495	333	3.66 ± .414	278	3.14 ± .635	269	3.29 ± .688
Government	693	3.37 ± .538	635	3.39 ± .499	621	3.46 ± .515	681	3.64 ± .390	602	3.18 ± .624	560	3.30 ± .674
Wellness	184	3.32 ± .591	156	3.45 ± .448	144	3.41 ± .544	174	3.59 ± .444	128	3.13 ± .704	120	3.28 ± .711
Corporate	210	3.53 ± .405	183	3.39 ± .494	181	3.33 ± .523	208	3.64 ± .384	173	3.21 ± .583	165	3.26 ± .628
Communications	24	3.54 ± .378	20	3.51 ± .372	21	3.52 ± .409	24	3.71 ± .330	19	3.20 ± .536	17	3.35 ± .630
Self Employed	316	3.37 ± .552	284	3.51 ± .389	269	3.32 ± .587	305	3.63 ± .409	257	3.13 ± .699	244	3.24 ± .654
Not Working	615	3.45 ± .474	542	3.53 ± .409	502	3.40 ± .531	603	3.61 ± .394	471	3.17 ± .614	464	3.36 ± .576
<b>Level of Education<sup>c</sup></b>												
High School	158	3.54 ± .438	133	3.63 ± .399	123	3.49 ± .512	151	3.65 ± .359	121	3.19 ± .681	113	3.53 ± .517
Associate	232	3.37 ± .570	213	3.51 ± .514	195	3.31 ± .647	228	3.60 ± .458	186	3.16 ± .699	185	3.39 ± .654
Baccalaureate	3742	3.35 ± .523	3430	3.46 ± .427	3226	3.29 ± .592	3673	3.63 ± .392	3080	3.10 ± .657	3006	3.28 ± .656
Master's	3947	3.42 ± .503	3629	3.46 ± .425	3482	3.36 ± .564	3869	3.66 ± .370	3342	3.19 ± .636	3243	3.28 ± .660
Doctorate	578	3.48 ± .442	545	3.43 ± .436	528	3.38 ± .500	574	3.61 ± .391	512	3.13 ± .648	500	3.25 ± .674
<b>Credential</b>												
RD/RDN	7307	3.39 ± .512	6742	3.45 ± .421	6422	3.32 ± .572	7177	3.65 ± .378	6176	3.15 ± .644	6004	3.27 ± .663
DTR/NDTR	281	3.32 ± .598	253	3.38 ± .598	235	3.26 ± .646	281	3.58 ± .445	222	3.15 ± .705	221	3.38 ± .663
RN	73	3.51 ± .420	70	3.45 ± .392	66	3.39 ± .529	107	3.61 ± .463	62	2.97 ± .731	60	3.31 ± .676
MD	23	3.42 ± .429	22	3.33 ± .526	19	3.39 ± .468	26	3.48 ± .486	18	3.01 ± .658	17	3.25 ± .520
PharmD	8	3.31 ± .326	8	3.37 ± .324	8	3.13 ± .609	10	3.56 ± .346	8	2.78 ± .627	8	2.81 ± .849

<sup>a</sup> Skill Sets include: professional research and practice skills; clinical client care skills; community and population health skills; teamwork and communication skills; leadership, management and organization skills; and food and foodservice systems.

<sup>b</sup> Scale: 1, not important to 4, very important for future practice in nutrition and dietetics practice

<sup>c</sup> Differences (p<.05) found among some means; results presented in Rational Document text.

Table 4. (cont.)

Characteristic	Skill Set											
	Research		Client Care		Community		Teamwork		Leadership		Foodservice	
	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD
<b>Years Work Experience<sup>c</sup></b>												
None	483	3.51 ± .429	423	3.64 ± .355	388	3.51 ± .464	466	3.67 ± .369	365	3.16 ± .647	355	3.44 ± .534
3 or less	1618	3.40 ± .504	1456	3.49 ± .430	1354	3.41 ± .555	1570	3.64 ± .377	1263	3.07 ± .661	1245	3.30 ± .657
4-9	1531	3.39 ± .516	1375	3.48 ± .422	1295	3.35 ± .581	1508	3.62 ± .397	1228	3.08 ± .664	1194	3.27 ± .656
10-20	1768	3.37 ± .529	1620	3.45 ± .443	1547	3.30 ± .593	1731	3.62 ± .396	1488	3.11 ± .656	1426	3.22 ± .683
More than 20	3268	3.40 ± .510	3087	3.43 ± .427	2982	3.29 ± .575	3230	3.66 ± .377	2909	3.23 ± .624	2838	3.29 ± .656
<b>Perspective Answering<sup>c</sup></b>												
RD/RDN	6346	3.38 ± .518	5844	3.46 ± .416	5541	3.31 ± .577	6223	3.65 ± .379	6223	3.13 ± .651	5171	3.26 ± .670
DTR/NDTR	263	3.29 ± .623	238	3.3801 ± .616	222	3.27 ± .662	258	3.58 ± .452	258	3.15 ± .717	212	3.38 ± .672
Employer	313	3.43 ± .439	290	3.3781 ± .462	287	3.25 ± .607	310	3.66 ± .351	310	3.30 ± .588	267	3.26 ± .646
Other Professional	316	3.48 ± .468	300	3.4281 ± .436	289	3.30 ± .606	313	3.63 ± .380	313	3.07 ± .691	269	3.24 ± .658
Educator	489	3.45 ± .480	461	3.4721 ± .389	454	3.44 ± .485	484	3.64 ± .379	484	3.23 ± .597	434	3.35 ± .614
Student	419	3.51 ± .448	354	3.65 ± .362	327	3.50 ± .486	400	3.63 ± .396	400	3.18 ± .628	295	3.46 ± .545
Intern	292	3.50 ± .433	264	3.6008 ± .365	247	3.53 ± .467	287	3.68 ± .378	287	3.14 ± .655	232	3.44 ± .522



## EMPLOYER DATA COLLECTION AND ANALYSIS

### PURPOSE

The purpose of this project was to gather information from employers on how essential specific skills were for future employability of nutrition and dietetics practitioners.

### METHODOLOGY

Using data gathered in the stakeholder survey and review by an expert panel, ACEND® collaborated with Dr. Barry Dornfeld and the CFAR Consulting Group to develop an online questionnaire in Survey Monkey® that included two major sections: one for collecting demographic information about respondents and the other for collecting respondent ratings of how essential each of 69 skills were for future employability in nutrition and dietetics practice ([Appendix B](#)). The skills were organized into six skill sets: professional research and practice skills (6 items), teamwork and communication skills (8 items), clinical client care skills (22 items), community and population health skills (9 items), leadership, management and organization skills (14 items) and food and foodservice systems (10 items) based on information collected in the stakeholder interviews. Skills rated as important in the stakeholder survey and those recommended for inclusion by an expert panel were included in the employer survey. Respondents were asked to rate how essential each of skills was for future employability in nutrition and dietetics practice using a four-point scale ranging from 1, not essential to 4, very essential. An option of “unable to answer” also was included.

A cover letter with a link to the questionnaire was emailed to a list of 300 employers whose names were obtained from an earlier survey requesting RDNs and DTRs provide contact information for employers. Emails were also sent to Academy of Nutrition and Dietetics dietetic practice group leadership asking their assistance in encouraging member response. A follow-up reminder email was sent two weeks later. Individuals were asked to complete the survey themselves and to forward the request to employers of nutrition and dietetics practitioners.

ACEND worked with Dr. J.T. Johnson, a statistician and director of the Center for Research at the University of Southern Mississippi, to analyze and interpret data. Descriptive statistics were run for all variables and inferential statistics were used to compare ratings by demographic variables.

### RESULTS

Because of the snowball distribution process, the number of possible respondents is not known. A total of 300 employers participated in the survey.

#### Demographic Information

The most common practice setting noted by participants was Healthcare (75.6%) followed by Community (9.8%) (see Table 5). The settings with the smallest number of participants were Communications and Media (1.0%) and self-employed (1.0%). Administration was the most frequently mentioned role (53.6%) followed by Client Care (16.3%). A master’s degree was the most common (57.4%) education level of participants. Most (96.8%) of the respondents held the RDN credential; 1.1% held the DTR credential. More than half of the participants (55.7%) had more than 20 years of experience, followed by those with 10-20 years (23.6%). Responses were received from all regions in the country. Size of organization was fairly evenly split among organizations of greater than 5000

employees (27.9%), 2,001-5,000 employees (21.4%), 501-2000 employees (25.5%) and less than 500 (25.1%). The number of dietitians in the organization varied with greater than 30 (28.1%) and 1-5 (26.4%) being the most common. The number of dietetic technicians was much fewer with 56.4% of organizations not employing any and 22.3% employing 1-5; only 12.4% employing more than five dietetic technicians.

Most (90.0%) employers currently require at least a bachelor's degree and 29.0% currently require a graduate degree for nutrition and dietetics positions in their organization. Responses to whether they would require a degree for future nutrition and dietetics positions was divided – 30.9% indicate yes they would require a graduate degree, 34.6% indicated that they may require a graduate degree and 34.6% indicated they would not require a graduate degree for future positions in nutrition and dietetics.

### **Importance of Future Skills**

Respondents rated all of the future skills on a four-point scale with 4 being very essential. Most (86%) of the individual skills had mean ratings greater than three suggesting that skills were essential for employability in future nutrition and dietetics practice; 22% were rated greater than 3.5 suggesting they were very essential (see Table 6).

The essential ratings for individual skills within a skill category were averaged to give an overall mean score for each skill set category (see Table 7). Results suggested that all six skill category sets (professional research and practice skills; teamwork and communication skills; clinical client care skills; community and population health skills; leadership, management and organization skills; and food and foodservice systems) were essential for future employability in nutrition and dietetics practice (i.e. mean > 3 on 4-point scale) with teamwork and communication skills receiving the highest mean score (M=3.52) and community and population health skills the lowest mean score (M=3.03).

Analysis of Variance was used to explore differences in skill set scores based on demographic variables of the respondents (see Table 8). Few statistical differences ( $p < .05$ ) were found. Those with  $\leq 3$  years of experience had the highest mean essential score for the community and population health skill set, which was higher ( $p < .05$ ) than the scores for those with more experience. Those in the healthcare setting had higher ( $p < .05$ ) essential scores for the clinical client care skill set than those in many other settings. Those with one to five dietitians in their operation had a higher ( $p < .05$ ) essential score for the food and foodservice systems skill set than those with more dietitians. No significant differences in the essential scores were found based on degree level, role of the employer or number of people employed in the organization. No significant differences in the essential scores were found based whether the organization currently required a bachelor's or graduate degree or whether they expected to require a graduate degree in the future.

Table 5. Demographic characteristics of employers

<b>Characteristics</b>	<b>n</b>	<b>%<sup>a</sup></b>
<b>Work Setting</b>		
Healthcare (hospital, long term care, physician network)	217	75.6%
Community nonprofit	28	9.8%
Educational setting (primary, secondary, university)	13	4.5%
Government (federal, city, state, or local) public health	13	4.5%
Corporate/industry settings (R&D, marketing, sales, etc.)	10	3.5%
Communications and media	3	1.0%
Self-employed consultation or private practice	3	1.0%
<b>Role</b>		
Administration/management	148	53.6%
Client care	45	16.3%
Community/population health	40	14.5%
Foodservice	37	13.4%
Research	1	.4%
<b>Highest Degree Held</b>		
Associate's	4	1.4%
Bachelor's	111	37.5%
Master's	170	57.4%
Doctorate	11	3.7%
<b>Credentials Held</b>		
RD or RDN	268	96.8%
DTR or NDTR	3	1.1%
RN	4	1.4%
MD	2	1.1%
<b>Years of Work Experience</b>		
3 years or less	24	8.1%
4 to 9 years	37	12.5%
10 to 20 years	70	23.6%
More than 20 years	165	55.7%

<sup>a</sup> In some cases, total n is greater than total number of responses and percentages total more than 100% as respondents were allowed to 'select all that apply'

Table 5. (cont.)

<b>Characteristics</b>	<b>n</b>	<b>%<sup>a</sup></b>
<b>Region of the Country</b>		
Region 1 (AK, CA, HI, ID, MT, OR, WA, WY)	69	23.7%
Region 2 (IA, MI, MN, MO, NE, ND, SD, WI)	24	8.2%
Region 3 (AL, AR, FL, GA, LA, MS, PR, SC)	65	22.3%
Region 4 (AZ, CO, KS, NV, NM, OK, TX, UT)	49	16.8%
Region 5 (IL, IN, OH, WV, KY, TN)	39	13.4%
Region 6 (DE, DC, MD, ND, PA, VA)	26	8.9%
Region 7 (CT, ME, MA, NH, NJ, NY, RI, VT)	19	6.5%
<b>Size of Organization</b>		
Less than 100 employees	23	7.8%
100-500 employees	51	17.3%
501-2,000 employees	75	25.5%
2,001-5,000 employees	63	21.4%
More than 5,000 employees	82	27.9%
<b>Number of RD/RDNs in Organization</b>		
None	1	.3%
1-5	78	26.7%
6-10	43	14.7%
11-20	65	22.3%
21-30	22	7.5%
More than 30	83	28.4%
<b>Number of DTRs in Organization</b>		
None	167	56.4%
1-5	66	22.3%
6-10	18	6.1%
11-20	9	3.0%
21-30	1	.3%
More than 30	9	3.0%
Unknown	26	8.8%

Table 6. Employer ratings of skills essential for future employment in nutrition and dietetics practice

Skill	n	Mean <sup>a</sup>	Std. Dev
<b>Professional Research and Practice Skills</b>			
• Engage in quality assurance and performance improvement activities	260	3.66	.542
• Collect and interpret data for use in decision making and evaluation	259	3.46	.692
• Lead efforts in health, food and nutrition policy development, implementation and evaluation	258	3.21	.821
• Analyze, evaluate and critique scientific studies	260	3.18	.829
• Perform data analysis	260	3.00	.854
• Design, conduct, analyze and disseminate basic science, clinical and/or translational research	258	2.78	.879
<b>Teamwork and Communication Skills</b>			
• Accurately communicate evidence-based information	259	3.77	.483
• Participate in team decision making	258	3.72	.516
• Use cross cultural skills effectively in communication	258	3.55	.611
• Translatedietetics vocabularyacross disciplinesand in laymen terms	253	3.53	.614
• Develops and uses a variety of media and technologies to communicate messages and education	257	3.49	.638
• Lead transdisciplinary, interprofessional and/or interdisciplinary teams	257	3.44	.677
• Employ strategies and facilitate teambuilding	257	3.37	.696
• Translate research into materials for consumers	257	3.30	.759
<b>Clinical Client Care Skills</b>			
• Assess nutrition status in clients with a variety of diseases and medical conditions	247	3.81	.442
• Develop, monitor and evaluate nutrition interventions in clients with a variety of diseases and medical conditions	247	3.75	.541
• Diagnose nutrition problems in clients with a variety of diseases and medical conditions	247	3.75	.541
• Counsel clients with multiple diseases/medical conditions and those who require complex nutrition care using appropriate behavior change theories and techniques	247	3.71	.506
• Prescribe and manage therapeutic diets (renal, cardiac, diabetes, phenylketonuria)	244	3.71	.559
• Prescribe and manage enteral and parenteral nutrition	246	3.69	.641

<sup>a</sup> scale: 1, not essential to 4, very essential for future employability in nutrition and dietetics practice

Table 6. (cont.)

Skill	n	Mean <sup>a</sup>	Std. Dev
<b>Clinical Client Care Skills (cont.)</b>			
• Interview clients for nutrition risk and diet history	245	3.60	.603
• Provide nutrition care for clients who have multiple diseases/medical conditions and complex nutrition and health needs (e.g. palliative and hospice care, oncology, high risk pregnancy)	246	3.60	.575
• Analyze food intake in clients with a variety of diseases and medical conditions	247	3.52	.674
• Implement designated dietary interventions based on protocol	247	3.49	.680
• Educate clients in health maintenance and disease prevention	243	3.48	.632
• Assess individual's physical, social and cultural needs	246	3.46	.697
• Perform calculations for risk assessment following protocol	243	3.44	.698
• Write nutrition orders for nutrition supplements, vitamins and minerals	245	3.42	.784
• Counsel clients affected with disorders that are serious in nature, including eating disorders	246	3.40	.673
• Apply integrative nutrition principles to nutrition care and Medical Nutrition Therapy (MNT), including the use of nutritional genomics, dietary supplements and/or herbal remedies	247	3.38	.760
• Conduct nutrition focused physical exams as part of assessment	246	3.33	.800
• identify sociological, psychological and environmental influences on eating behavior	246	3.32	.733
• Order nutrition related laboratory tests	242	3.17	.883
• Counsel clients on appropriate ways and methods to increase physical activity	245	3.14	.739
• Manage nutrition related medication of clients	243	3.14	.830
• Perform routine tests (e.g. finger prick for blood glucose, urine analysis) to assess and monitor clients' nutrition and health status	242	2.54	.994
<b>Community and Population Health</b>			
• Serve as a nutrition resource for community organizations	245	3.34	.750
• Provide nutrition and lifestyle education to well populations	241	3.27	.783
• Design and implement culturally appropriate nutritional initiatives and programs	240	3.10	.852
• Interpret and use national nutrition surveillance data and population based statistical data	242	3.05	.790
• Interpret basic population based statistical data	239	3.05	.782

Table 6. (cont.)

<b>Skill</b>	<b>n</b>	<b>Mean<sup>a</sup></b>	<b>Std. Dev</b>
<b>Community and Population Health (cont.)</b>			
• Convene and mobilize community partnerships and coalitions to identify and solve food, nutrition and/or health related issues by building on community assets and focusing on policy, systems and environmental strategies	237	2.95	.874
• Assess the need to develop and implement a community or population health program and/or intervention considering biological, behavioral, psychological, social, economic, policy and/or environmental factors	239	2.94	.868
• Develop and evaluate policies, laws and regulations that address and protect health and nutrition for individuals and populations	240	2.85	.882
• Conduct culinary demonstrations to teach cooking skills, safe food handling practices and promote consumption of healthy foods	242	2.77	.913
<b>Food and Foodservice Systems Skills</b>			
• Develop menus and standardized recipes for diverse groups for normal and therapeutic diets applying principles of menu planning and knowledge of medical nutrition therapy and therapeutic nutrition	243	3.33	.781
• Complete nutrient analysis of food products, recipes and menus	243	3.30	.759
• Conduct operational analyses and streamline operations to reduce costs while ensuring health related goals are not compromised	242	3.21	.899
• Manage production and service of food that meets nutrition guidelines, cost parameters and health needs	243	3.16	.892
• Plan and implement food safety and sanitation programs	240	3.16	.942
• Teach others how to prepare healthy foods using knowledge of food science and culinary techniques	241	3.10	.836
• Manage food distribution and service ensuring accuracy, quality and portion control	242	3.05	.950
• Evaluate purchasing needs and develop specifications for food and equipment	239	2.92	.953
• Negotiate purchases and contracts for products and services	240	2.75	1.024

Table 6. (cont.)

<b>Skill</b>	<b>n</b>	<b>Mean <sup>a</sup></b>	<b>Std. Dev</b>
<b>Leadership, Management and Organizational Skills</b>			
• Lead process improvement activities to improve delivery of food and nutrition services	245	3.48	.761
• Demonstrate conflict resolution and mediation skills	241	3.35	.771
• Manage staffing functions such as interviewing, hiring, motivating, supervising, evaluating and terminating employees	243	3.35	.776
• Develop operational policies, procedures, job descriptions, work schedules and performance standards	244	3.32	.778
• Conduct employee performance evaluations and counsel employees for performance improvement	242	3.27	.805
• Adjust operations based on financial performance	243	3.25	.898
• Identify opportunities for increasing revenue	242	3.20	.913
• Develop emergency preparedness plans for facilities, patients/clients and/or communities	243	3.07	.854
• Direct strategic planning	243	3.07	.909
• Develop operational and capital budgets	243	3.05	.937
• Develop business plans to sell ideas and turn ideas into action	243	3.03	.955
• Advocate for changes in policies to improve access to food and nutrition services for the public	242	3.03	.940
• Lead initiatives to improve use of sustainable practices in food and nutrition services	242	2.99	.942
• Develop, implement and evaluate marketing plans for new products, programs and services	243	2.96	.974



Table 7. Skill set essential scores

<b>Skill Set</b>	<b>n</b>	<b>Mean<sup>a</sup></b>	<b>Std. Dev</b>
Teamwork and Communication Skills	259	3.52	.389
Clinical Client Care Skills	248	3.44	.444
Professional Research and Practice Skills	262	3.25	.465
Leadership, Management and Organizational Skills	246	3.17	.682
Food and Foodservice Systems Skills	243	3.11	.727
Community and Population Health Skills	246	3.03	.661

<sup>a</sup> scale: 1, not essential to 4, very essential for future employability in nutrition and dietetics practice

Table 8. Comparison of employer mean essential scores based on demographic data

Characteristic	Skill Set <sup>a</sup>											
	Research		Client Care		Community		Teamwork		Leadership		Foodservice	
	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD	n	M <sup>b</sup> ± SD
<b>Setting</b>												
Healthcare	191	3.26 ± .464	182	3.49 ± .381 <sup>x</sup>	176	2.99 ± .666	188	3.51 ± .384	178	3.18 ± .669	177	3.13 ± .654
Education	12	3.34 ± .423	12	3.13 ± .850 <sup>y</sup>	12	3.10 ± .489	12	3.53 ± .413	12	3.32 ± .790	11	3.29 ± .910
Community	24	3.06 ± .469	23	3.39 ± .569 <sup>xz</sup>	22	3.25 ± .499	24	3.49 ± .443	21	3.02 ± .587	21	3.07 ± .906
Government	12	3.17 ± .457	12	3.32 ± .414 <sup>z</sup>	12	3.06 ± .750	12	3.50 ± .392	12	3.11 ± .729	12	2.85 ± 1.10
Corporate	10	3.40 ± .367	9	3.21 ± .545 <sup>z</sup>	10	3.67 ± .157	10	3.48 ± .337	10	3.12 ± .732	9	2.93 ± .752
Communications	2	3.36 ± .909	1	3.90	2	3.67 ± .157	2	3.94 ± .008	2	4.00 ± .000	2	3.16 ± .403
Self Employed	2	3.64 ± .101	2	3.20 ± .096 <sup>z</sup>	2	3.17 ± .393	2	3.87 ± .177	2	3.79 ± .303	2	2.94 ± .550
<b>Level of Education</b>												
Associate	4	3.21 ± .247	4	3.58 ± .542	4	3.14 ± 1.01	4	3.28 ± .329	4	3.36 ± .707	4	3.25 ± .618
Bachelor's	101	3.28 ± .433	98	3.44 ± .506	94	3.03 ± .649	102	3.52 ± .389	95	3.13 ± .636	95	3.16 ± .751
Master's	147	3.25 ± .476	136	3.45 ± .391	136	3.03 ± .670	143	3.54 ± .367	136	3.22 ± .689	134	3.09 ± .702
Doctorate	10	3.08 ± .676	10	3.35 ± .489	10	2.94 ± .620	10	3.26 ± .605	10	2.76 ± .913	9	2.70 ± .870
<b>Years of Work Experience</b>												
3 or less	23	3.30 ± .455	23	3.58 ± .636	23	3.38 ± .556 <sup>y</sup>	23	3.62 ± .335	22	3.38 ± .492	22	3.42 ± .636 <sup>x</sup>
4-9	31	3.25 ± .432	26	3.42 ± .477	29	3.10 ± .670 <sup>z</sup>	30	3.47 ± .435	29	2.99 ± .593	28	2.86 ± .759 <sup>y</sup>
10-20	63	3.19 ± .508	57	3.37 ± .493	55	3.02 ± .602 <sup>z</sup>	63	3.42 ± .421	56	3.06 ± .725	55	3.04 ± .815 <sup>z</sup>
More than 20	145	3.27 ± .456	142	3.46 ± .374	137	2.96 ± .686 <sup>z</sup>	143	3.55 ± .366	138	3.22 ± .698	137	3.14 ± .683 <sup>z</sup>
<b>Position</b>												
Administration	133	3.26 ± .450	126	3.46 ± .406	124	2.98 ± .633	132	3.53 ± .369	124	3.15 ± .670	122	3.11 ± .679
Client Care	40	3.25 ± .490	37	3.55 ± .333	37	3.13 ± .735	38	3.56 ± .384	37	3.27 ± .711	37	3.30 ± .612
Foodservice	31	3.42 ± .419	29	3.44 ± .576	28	3.04 ± .696	31	3.54 ± .399	29	3.36 ± .574	29	3.28 ± .620
Community	35	3.09 ± .493	33	3.44 ± .576	33	3.20 ± .600	35	3.47 ± .456	32	2.96 ± .672	32	2.86 ± .982
Education	4	3.07 ± .429	4	3.48 ± .422	4	2.89 ± .385	4	3.22 ± .524	4	3.14 ± .883	3	3.00 ± .667

<sup>a</sup> Skill Sets include: professional research and practice skills; clinical client care skills; community and population health skills; teamwork and communication skills; leadership, management and organization skills; and food and foodservice systems.

<sup>b</sup> Scale: 1, not essential to 4, very essential; values within a characteristic column grouping with dissimilar superscript letters (x,y,z) differ significantly (p<.05).

Table 8. (cont.)

Characteristic	Skill Set <sup>a</sup>											
	Research		Client Care		Community		Teamwork		Leadership		Foodservice	
	n	M <sup>a</sup> ± SD	n	M <sup>a</sup> ± SD	n	M <sup>a</sup> ± SD	n	M <sup>a</sup> ± SD	n	M <sup>a</sup> ± SD	n	M <sup>a</sup> ± SD
<b>Organization Size</b>												
<100 employees	18	3.34 ± .432	16	3.39 ± .356	17	3.18 ± .676	19	3.56 ± .315	17	3.21 ± .626	16	3.06 ± .539
100-500	44	3.24 ± .459	39	3.41 ± .537	40	3.26 ± .590	42	3.51 ± .3425	39	3.28 ± .702	39	3.31 ± .679
501-2,000	67	3.16 ± .462	66	3.38 ± .523	63	3.38 ± .523	67	3.50 ± .419	64	3.15 ± .694	64	3.12 ± .840
2,001-5,000	58	3.31 ± .446	54	3.53 ± .336	53	3.53 ± .336	56	3.55 ± .358	53	3.15 ± .692	53	3.04 ± .720
>5,000	73	3.27 ± .498	71	3.48 ± .394	69	3.48 ± .394	73	3.50 ± .385	70	3.12 ± .676	69	3.05 ± .686
<b>Number of RDNs</b>												
1-5	69	3.27 ± .463	63	3.47 ± .476	63	3.19 ± .387	69	3.49 ± .395	65	3.33 ± .693	64	3.33 ± .664 <sup>x</sup>
6-10	38	3.18 ± .395	36	3.36 ± .438	35	2.87 ± .582	36	3.51 ± .323	35	2.90 ± .713	35	2.89 ± .820 <sup>y</sup>
11-20	60	3.33 ± .533	56	3.50 ± .361	56	3.04 ± .683	59	3.55 ± .435	55	3.17 ± .722	55	3.15 ± .640 <sup>y</sup>
21-30	16	3.35 ± .430	15	3.53 ± .377	14	2.85 ± .594	16	3.53 ± .321	15	3.10 ± .621	15	2.93 ± .739 <sup>y</sup>
>30	74	3.19 ± .441	73	3.42 ± .486	71	3.00 ± .670	74	3.53 ± .377	71	3.15 ± .621	69	3.01 ± .752 <sup>y</sup>
<b>Currently Require Bachelor Degree</b>												
Yes	220	3.27 ± .465	218	3.46 ± .412	218	3.02 ± .0674	219	3.51 ± .399	221	3.16 ± .689	219	3.09 ± .739
No	24	3.24 ± .429	25	3.37 ± .582	25	3.13 ± .571	26	3.58 ± .318	25	3.29 ± .618	24	3.25 ± .594
<b>Currently Require Graduate Degree</b>												
Yes	70	3.24 ± .495	70	3.45 ± .457	71	2.99 ± .712	70	3.52 ± .461	71	3.16 ± .721	71	3.04 ± .720
No	173	3.27 ± .446	172	3.45 ± .423	171	3.05 ± .645	173	3.51 ± .361	174	3.18 ± .669	171	3.13 ± .730
<b>Expect to Require Graduate Degree</b>												
Yes	75	3.34 ± .490	73	3.52 ± .406	75	3.16 ± .619	73	3.59 ± .429	75	3.20 ± .763	72	3.05 ± .759
No	82	3.23 ± .439	83	3.46 ± .419	81	3.04 ± .687	84	3.48 ± .372	84	3.17 ± .682	84	3.17 ± .761

# **COMPETENCY GAP ANALYSIS**

**By Leanne Worsfold, RN, iComp Consulting**

## **PURPOSE**

The purpose of this project was to gather information from educators, preceptors, practitioners and employers and determine whether there were gaps in the competencies required in the current 2012 ACEND® program accreditation standards for each program type (didactic program in dietetics, dietetic internship program, coordinated programs in dietetics and dietetic technician program).

## **METHODOLOGY**

Open-ended and probing questions were used to gather feedback from participants in four focus groups regarding the identified gaps and required enhancement to the competencies in an effort to determine the minimum expectation of the student entering current and future practice in nutrition and dietetics.

## **RESULTS**

A total of 12 educators, 9 practitioners (several of whom were employers) and 6 preceptors participated in the two hour long focus groups. Several themes emerged from the discussions: Master's level education for RDNs was well supported; a need for more time for application of knowledge and demonstration of skills (practical experience) in the programs; inconsistency in the programs and internship expectation; undergraduate program must include transferable skills for other professional direction (e.g. leadership, business, management); graduate level could offer specialization and the need for an increased number of RDNs teaching the programs; and concerns with students obtaining internship placements and inconsistency with internship expectations. The findings addressing specific gaps in competencies are detailed in Table 9.

Table 9. Gaps in competencies in 2012 ACEND Accreditation Standards

Domain	Perceived Gaps in Competencies
<p><b>Scientific and Evidence Base of Practice:</b> integration of scientific information and research into practice</p>	<ul style="list-style-type: none"> <li>• Interpretation of research and basic terms</li> <li>• Syntheses and analysis of information</li> <li>• Critically evaluate research</li> <li>• Interdisciplinary research focus</li> <li>• Communications skills related to knowledge transfer</li> <li>• Use of technology (database)</li> <li>• Submission of Institutional Review Board forms – graduate level</li> </ul>
<p><b>Professional Practice Expectations:</b> beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</p>	<ul style="list-style-type: none"> <li>• Cultural communications</li> <li>• Written and verbal communication skills</li> <li>• Determinates of health and diversity</li> <li>• Health law – add application of applicable legislation</li> <li>• Motivational interviewing</li> </ul>
<p><b>Clinical and Customer Services:</b> development and delivery of information, products and services to individuals, groups and populations.</p>	<ul style="list-style-type: none"> <li>• Knowledge of medical terminology</li> <li>• Critical thinking and decision-making</li> <li>• Cultural care</li> <li>• Industry/business competencies</li> <li>• Food preparation and culinary skills</li> <li>• Population health focus – graduate level</li> <li>• Supply chain management (more than just procurement)</li> <li>• Sustainability, recycling and waste (aeroculture and globalization)</li> <li>• Medical Nutrition Therapy – intervention/treatment</li> </ul>
<p><b>Support Knowledge:</b> knowledge underlying the requirements specified above.</p>	<ul style="list-style-type: none"> <li>• Psychology</li> <li>• Anatomy</li> <li>• Epidemiology - graduate level</li> <li>• General management and business principles (e.g. economics)</li> <li>• Ethics – health related</li> <li>• Math skills</li> <li>• Critical thinking</li> <li>• Food preparation indicators (move to another unit)</li> </ul>

**Appendix A**  
**Stakeholder Questionnaire**

# Stakeholder Survey

## INTRODUCTION

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) values your input and requests your participation to help identify future practice needs in nutrition and dietetics. Your responses will help shape the future of nutrition and dietetics education.

We are seeking input from a large range of stakeholders. You may have received this request from a nutrition and dietetics colleague in your organization. Your knowledge of future skills needed by nutrition and dietetics professionals is extremely valuable to us.

Thank you very much for your consideration to take time to provide your valuable input into our education standards development process.

## DEMOGRAPHIC INFORMATION

### 1. In what setting(s) do you work? (select all that apply)

- a. Healthcare (hospital, long-term care, physician network)
- b. Behavioral care clinics (rehabilitation, mental illness, etc)
- c. Educational setting (primary, secondary, university)
- d. Community non-profit
- e. Government (federal, city, state, or local) public health
- f. Wellness programs (workplace, health club, fitness centers)
- g. Corporate/industry settings (R&D, marketing, sales, etc.)
- h. Communications and media
- i. Self-employed consultation or private practice
- j. Not currently working
- Other (please specify)

# Stakeholder Survey

## 2. Which of the following best describe your role(s)? (select all that apply)

- a. Research (basic science and medical)
- b. Research (product R&D)
- c. Direct patient care (physician, nurse, pharmacy, dietitian)
- d. Administration/management
- e. Foodservice
- f. Education
- g. Policy expert/advocate
- h. Community/population health
- i. Student/intern
- Other (please specify)

## 3. Highest degree you hold.

- a. High School
- b. Associate
- c. Baccalaureate
- d. Masters
- e. Doctorate



# Stakeholder Survey

## 4. Which of the following credentials do you hold? (select all that apply)

- a. RD or RDN
- b. DTR or NDTR
- c. OT
- d. DPT
- e. PharmD
- f. RN
- g. MD
- Other (please specify)

## 5. Years of experience in your profession:

- a. No experience
- b.. 3 years or less
- c. 4 to 9 years
- d. 10 to 20 years
- e. More than 20 years

## 6. In which state do you work?

State:

## Stakeholder Survey

### 7. Which of the following best describes the perspective from which you are answering this questionnaire (choose one response only)?

- a. As a registered dietitian
- b. As a dietetic technician, registered
- c. As an employer who hires registered dietitians or dietetic technicians
- d. As a professional who works with registered dietitians or dietetic technicians
- e. As a dietetics educator
- f. As a dietetics student
- g. As a dietetic intern
- Other (please specify)

## FUTURE PROFESSIONAL RESEARCH AND PRACTICE SKILLS

Below is a list of potential Professional Skills needed for future practice in nutrition and dietetics. For each skill, please indicate how important you believe the skill is for future practice in nutrition and dietetics:

- Not important
- Somewhat important
- Important
- Very important
- Unable to answer

# Stakeholder Survey

## 8. Professional Research and Practice Skills

	Not important	Somewhat important	Important	Very important	Unable to answer
Perform data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze, evaluate, and critique scientific studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect and interpret data for use in decision making and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in quality assurance and performance improvement activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design, conduct, analyze, and disseminate basic science, clinical and/or translational research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead efforts in health, food and nutrition policy development, implementation and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use data collected to make operational decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe any additional Professional Research and Practice Skills that will be needed by nutrition and dietetics professionals in the future: (open comment box)

## FUTURE TEAMWORK AND COMMUNICATION SKILLS

Below is a list of potential Teamwork and Communication Skills needed for future practice in nutrition and dietetics. For each skill, please indicate how important you believe the skill is for future practice in nutrition and dietetics:

- Not important
- Somewhat important
- Important
- Very important
- Unable to answer

# Stakeholder Survey

## 9. Teamwork and Communication Skills

	Not important	Somewhat important	Important	Very important	Unable to answer
Accurately communicate evidence-based information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use cross-cultural skills effectively in communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in team decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead transdisciplinary, interprofessional, and/or interdisciplinary teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ strategies and facilitate team building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and uses a variety of media and technologies to communicate messages and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translate dietetics vocabulary across disciplines and in laymen terms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe any additional Teamwork and Communication Skills that will be needed by nutrition and dietetics professionals in the future:

## FUTURE CLINICAL CLIENT CARE SKILLS

Below is a list of potential Clinical Client Care Skills needed for future practice in nutrition and dietetics. For each skill, please indicate how important you believe the skill is for future practice in nutrition and dietetics:

- Not important
- Somewhat important
- Important
- Very important
- Unable to answer

# Stakeholder Survey

## 10. Clinical Client Care Skills

	Not important	Somewhat important	Important	Very important	Unable to answer
Analyze food intake in clients with a variety of diseases and medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess nutrition status in clients with a variety of diseases and medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnose nutrition problems in clients with a variety of diseases and medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop, monitor and evaluate nutrition interventions in clients with a variety of diseases and medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview clients for nutrition risk and diet history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply integrative nutrition principles to nutrition care and Medical Nutrition Therapy (MNT), including the use of nutritional genomics, dietary supplements and/or herbal remedies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct nutrition focused physical exams as part of assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counsel clients with multiple diseases/medical conditions and those who require complex nutrition care using appropriate behavior change theories and techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counsel clients affected with disorders that are serious in nature, including eating disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counsel clients on appropriate ways and methods to increase physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educate clients in health maintenance and disease prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify sociological, psychological and environmental influences on eating behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement designated dietary interventions based on protocol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage nutrition-related medication of clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Order nutrition-related laboratory tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead client care coordination/case management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform calculations for risk assessment following protocol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform routine tests (e.g. finger prick for blood glucose, urine analysis) to assess and monitor clients' nutrition and health status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insert nasal gastric feeding tubes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide nutrition care for clients who have multiple diseases/medical conditions and complex nutrition and health needs (e.g. palliative and hospice care, oncology, high risk pregnancy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescribe and manage therapeutic diets (renal, cardiac, diabetes, phenylketonuria)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescribe and manage enteral and parenteral nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write nutrition orders for nutrition supplements, vitamins, and minerals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess individual's physical, social, and cultural needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescribe or dispense adjustment of insulin and oral hypoglycemic regimens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Stakeholder Survey

Conduct psychotherapy, including cognitive behavioral therapy and solutions-focused therapy



Please describe any additional Clinical Client Care Skills that will be needed by nutrition and dietetics professionals in the future:

## FUTURE COMMUNITY AND POPULATION HEALTH SKILLS

Below is a list of potential Community and Population Health Skills needed for future practice in nutrition and dietetics. For each skill, please indicate how important you believe the skill is for future practice in nutrition and dietetics:

- Not important
- Somewhat important
- Important
- Very important
- Unable to answer

# Stakeholder Survey

## 11. Community and Population Health Skills

	Not important	Somewhat important	Important	Very important	Unable to answer
Develop and evaluate policies, laws, and regulations that address and protect health and nutrition for individuals and populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess the need to develop and implement a community or population health program and/or intervention considering biological, behavioral, psychological, social, economic, policy and/or environmental factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve as a nutrition resource for community organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and seek funding sources for development and ongoing maintenance of community health programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret and use national nutrition surveillance data and population-based statistical data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convene and mobilize community partnerships and coalitions to identify and solve food, nutrition and/or health-related issues by building on community assets and focusing on policy, systems and environmental strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and implement culturally appropriate nutritional initiatives and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide nutrition and lifestyle education to well populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret basic population-based statistical data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct culinary demonstrations to teach cooking skills, safe food handling practices and promote consumption of healthy foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and utilize nutrition and health surveillance systems to monitor and identify population and community health and nutrition priorities and problems; communicate results to local, state and national health authorities and policy makers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe any additional Community and Population Health Skills that will be needed by nutrition and dietetics professionals in the future:

## FUTURE LEADERSHIP, MANAGEMENT, & ORGANIZATIONAL SKILLS

Below is a list of potential Leadership, Management, and Organizational Skills needed for future practice in nutrition and

# Stakeholder Survey

dietetics. For each skill, please indicate how important you believe the skill is for future practice in nutrition and dietetics:

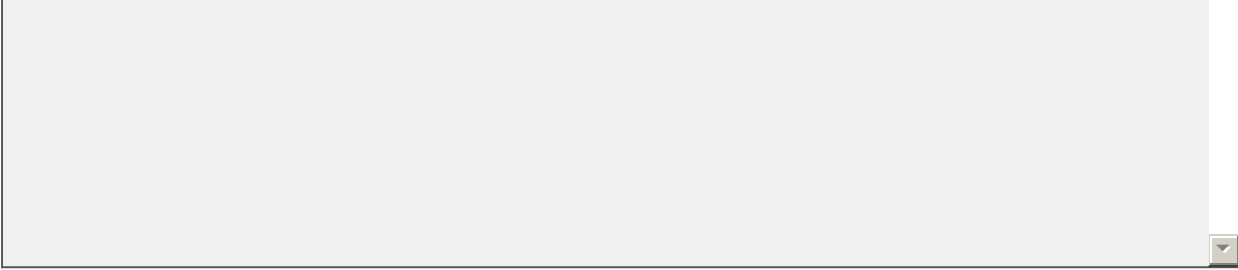
- Not important
- Somewhat important
- Important
- Very important
- Unable to answer

## 12. Leadership, Management, and Organizational Skills

	Not important	Somewhat important	Important	Very important	Unable to answer
Develop informatics systems in collaboration with programmers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop business plans to sell ideas and turn ideas into action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop operational policies, procedures, job descriptions, work schedules and performance standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct employee orientation and training programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead process improvement activities to improve delivery of food and nutrition services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in quality assurance and improvement activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage staffing functions such as interviewing, hiring, motivating, supervising, evaluating and terminating employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop emergency preparedness plans for facilities, patients/clients, and/or communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct employee performance evaluations and counsel employees for performance improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop, implement and evaluate marketing plans for new products, programs and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify opportunities for increasing revenue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop operational and capital budgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate conflict resolution and mediation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjust operations based on financial performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate and make recommendations for equipment, layout and design or redesign of facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate for changes in policies to improve access to food and nutrition services for the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead initiatives to improve use of sustainable practices in food and nutrition services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe any additional Leadership, Management, and Organizational Skills that will be needed by nutrition and dietetics professionals in the future:





## FUTURE FOOD & FOODSERVICE SYSTEMS SKILLS

Below is a list of potential Food and Foodservice Systems Skills needed for future practice in nutrition and dietetics. For each skill, please indicate how important you believe the skill is for future practice in nutrition and dietetics:

- Not important
- Somewhat important
- Important
- Very important
- Unable to answer

# Stakeholder Survey

## 13. Food and Foodservice Systems

	Not important	Somewhat important	Important	Very important	Unable to answer
Complete nutrient analysis of food products, recipes and menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop menus and standardized recipes for diverse groups for normal and therapeutic diets applying principles of menu planning and knowledge of medical nutrition therapy and therapeutic nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct operational analyses and streamline operations to reduce costs while ensuring health related goals are not compromised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate purchasing needs and develop specifications for food and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiate purchases and contracts for products and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage food distribution and service ensuring accuracy, quality and portion control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage production and service of food that meets nutrition guidelines, cost parameters and health needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan and implement food safety and sanitation programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design foodservice systems (layout, equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach others how to prepare healthy foods using knowledge of food science and culinary techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe any additional Food and Foodservice Systems Skills that will be needed by nutrition and dietetics professionals in the future:

# Stakeholder Survey

## 14. Additional Comments:



## THANK YOU

Thank you for taking the time to complete this survey!

Please contact ACEND at [ACEND@eatright.org](mailto:ACEND@eatright.org) with any questions

**Appendix B**  
**Employer Questionnaire**

# Employer Survey 12 2014

## INTRODUCTION

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) values your input as an employer of registered dietitians and/or dietetic technicians registered and requests your participation to help determine **FUTURE employability** of professionals with specific skills in nutrition and dietetics. Your responses will help shape the future of nutrition and dietetics education. Thank you very much for your consideration to take time to provide your valuable input.

## DEMOGRAPHIC INFORMATION

### 1. How many years of experience do you have in your profession?

- 3 years or less
- 4 to 9 years
- 10 to 20 years
- More than 20 years

### 2. What is the highest degree you hold?

- Associate
- Baccalaureate
- Masters
- Doctorate

### 3. Which of the following credentials do you hold? (select all that apply)

- RD or RDN
- DTR or NDTR
- FACHE
- RN
- MD
- Other (please specify)

# Employer Survey 12 2014

## 4. Which of the following best describe your role(s)? (select all that apply)

- Administration/Management (academic institution, healthcare, business)
- Direct Patient/Client Care
- Foodservice Management
- Public/Community Health
- Education
- Research
- Other (please specify)

## 5. In what setting(s) do you work? (select all that apply)

- Healthcare (hospital, long-term care, physician network)
- Education (primary, secondary, university)
- Community
- Government
- Corporate/Industry
- Communications/Media
- Self-employed Consultation or Private Practice
- Other (please specify)

## 6. How many people are employed within your organization?

- <100
- 100-500
- 501-2000
- 2,000-5,000
- >5,000

## 7. In which state do you work?

State:

## Employer Survey 12 2014

### 8. Approximately how many registered dietitians are employed within your organization?

- None
- 1-5
- 6-10
- 11-20
- 21-30
- > 30
- I don't know

### 9. Approximately how many dietetic technicians are employed within your organization?

- None
- 1-5
- 6-10
- 11-20
- 21-30
- > 30
- I don't know

## IMPORTANCE RANK OF SKILL SETS BASED ON DEGREE LEVEL

Please **RANK** from 1 to 6 each of the importance of following six skill sets for **FUTURE** nutrition and dietetic practitioners prepared at the **BACHELOR** or **GRADUATE** level by selecting a ranking from the pull down menu with 1 being the most important of the 6 skill sets, 2 being the second most important, etc. Within each degree level, each ranking number should only be used once.

# Employer Survey 12 2014

## 10. Ranking of Importance of Skills Sets

	Importance with <b>BACHELOR's</b> Degree	Importance with <b>GRADUATE</b> Degree
<b>PROFESSIONAL RESEARCH AND PROGRAMMATIC SKILLS</b> including reading and evaluating academic and scientific research, designing, conducting, and applying translational and basic science research, and designing, implementing, and evaluating workplace programs and studies	<input type="text"/>	<input type="text"/>
<b>PROFESSIONAL TEAM WORK AND COMMUNICATION SKILLS</b> including working in collaborative teams and effective communication(written and oral)	<input type="text"/>	<input type="text"/>
<b>CLIENT CARE SKILLS</b> including assessing nutritional status to diagnose problems; physical assessments; developing, monitoring and evaluating nutritional interventions; and counseling clients with behavior modification therapy	<input type="text"/>	<input type="text"/>
<b>POPULATION AND COMMUNITY HEALTH SKILLS</b> including planning, directing, and assessing community nutrition assessments; designing and implementing community nutrition interventions; effectively communicating across cultural boundaries; and mobilizing community partnerships	<input type="text"/>	<input type="text"/>
<b>MANAGEMENT AND ORGANIZATIONAL SKILLS</b> including leading staff development, project management, managing financial and human resources, and developing business plans	<input type="text"/>	<input type="text"/>
<b>FOOD AND FOODSERVICE SKILLS</b> including food and culinary preparation; monitoring and evaluating food production, service, distribution, safety, and sanitation systems; and designing menus for food systems.	<input type="text"/>	<input type="text"/>

## Copy of page: IMPORTANCE RANK OF SKILL SETS BASED ON DEGREE LEVEL

Please **RANK** from 1 to 6 each of the importance of following six skill sets for **FUTURE** nutrition and dietetic practitioners prepared at the **BACHELOR** or **GRADUATE** level by selecting a ranking from the pull down menu with 1 being the most important of the 6 skill sets, 2 being the second most important, etc. Within each degree level, each ranking number should only be used once.

## 11. Ranking of Importance of Skills Sets

	Importance with <b>BACHELOR's</b> Degree	Importance with <b>GRADUATE</b> Degree
PROFESSIONAL RESEARCH AND PROGRAMMATIC SKILLS	<input type="text"/>	<input type="text"/>
PROFESSIONAL TEAM WORK AND COMMUNICATION SKILLS	<input type="text"/>	<input type="text"/>
CLIENT CARE SKILLS	<input type="text"/>	<input type="text"/>
POPULATION AND COMMUNITY HEALTH SKILLS	<input type="text"/>	<input type="text"/>
MANAGEMENT AND ORGANIZATIONAL SKILLS	<input type="text"/>	<input type="text"/>
FOOD AND FOODSERVICE SKILLS	<input type="text"/>	<input type="text"/>

## BACHELOR PREPARED PROFESSIONAL SKILL SET RANKING

Please **RANK** the importance of following skill sets for **FUTURE** nutrition and dietetic practitioners in your current setting (s) prepared at the **BACHELOR** level. **RANK** them by selecting a number from 1 to 6 from the box by each skill set with 1 being the most important skill set, 2 being the second most important...6 being the least important skill set. Note: as you indicate a rank for a skill set the system will reorder the list based on the rank you have chosen.



# Employer Survey 12 2014

## 12. Importance of Skill Sets for Nutrition and Dietetics Professionals with a Bachelor's

### Degree

**PROFESSIONAL RESEARCH AND PROGRAMMATIC SKILLS** including reading and evaluating academic and scientific research, designing, conducting, and applying translational and basic science research, and designing, implementing, and evaluating workplace programs and studies

**PROFESSIONAL TEAM WORK AND COMMUNICATION SKILLS** including working in collaborative teams and effective communication(written and oral)

**CLIENT CARE SKILLS** including assessing nutritional status to diagnose problems; physical assessments; developing, monitoring and evaluating nutritional interventions; and counseling clients with behavior modification therapy

**POPULATION AND COMMUNITY HEALTH SKILLS** including planning, directing, and assessing community nutrition assessments; designing and implementing community nutrition interventions; effectively communicating across cultural boundaries; and mobilizing community partnerships

**MANAGEMENT AND ORGANIZATIONAL SKILLS** including leading staff development, project management, managing financial and human resources, and developing business plans

**FOOD AND FOODSERVICE SKILLS** including food and culinary preparation; monitoring and evaluating food production, service, distribution, safety, and sanitation systems; and designing menus for food systems.

## GRADUATE PREPARED PROFESSIONAL SKILL SET RANKING

Please **RANK** the importance of following skill sets for **FUTURE** nutrition and dietetic practitioners in your current setting (s) prepared at the **GRADUATE** level. RANK them by selecting a number from 1 to 6 from the box by each skill set with 1 being the most important skill set, 2 being the second most important...6 being the least important skill set. Note: as you indicate a rank for a skill set the system will reorder the list based on the rank you have chosen.

## 13. Importance of Skill Sets for Nutrition and Dietetics Professionals with a Graduate

### Degree

**PROFESSIONAL RESEARCH AND PROGRAMMATIC SKILLS** including reading and evaluating academic and scientific research, designing, conducting, and applying translational and basic science research, and designing, implementing, and evaluating workplace programs and studies

**PROFESSIONAL TEAM WORK AND COMMUNICATION SKILLS** including working in collaborative teams and effective communication(written and oral)

**CLIENT CARE SKILLS** including assessing nutritional status to diagnose problems; physical assessments; developing, monitoring and evaluating nutritional interventions; and counseling clients with behavior modification therapy

**POPULATION AND COMMUNITY HEALTH SKILLS** including planning, directing, and assessing community nutrition assessments; designing and implementing community nutrition interventions; effectively communicating across cultural boundaries; and mobilizing community partnerships

**MANAGEMENT AND ORGANIZATIONAL SKILLS** including leading staff development, project management, managing financial and human resources, and developing business plans

**FOOD AND FOODSERVICE SKILLS** including food and culinary preparation; monitoring and evaluating food production, service, distribution, safety, and sanitation systems; and designing menus for food systems.

## BACHELOR PREPARED PROFESSIONAL SKILL SET RANKING #2

# Employer Survey 12 2014

Please **RANK** from 1 to 6 the importance of each of the six skill sets for **FUTURE** nutrition and dietetic practitioners prepared at the **BACHELOR** level by typing in a number with 1 being the most important of the 6 skill sets, 2 being the second most important, etc. Each ranking number should only be used once.

## 14. Ranking of Importance of Skills Sets

- PROFESSIONAL RESEARCH AND PROGRAMMATIC SKILLS** including reading and evaluating academic and scientific research, designing, conducting, and applying translational and basic science research, and designing, implementing, and evaluating workplace programs and studies
- PROFESSIONAL TEAM WORK AND COMMUNICATION SKILLS** including working in collaborative teams and effective communication(written and oral)
- CLIENT CARE SKILLS** including assessing nutritional status to diagnose problems; physical assessments; developing, monitoring and evaluating nutritional interventions; and counseling clients with behavior modification therapy
- POPULATION AND COMMUNITY HEALTH SKILLS** including planning, directing, and assessing community nutrition assessments; designing and implementing community nutrition interventions; effectively communicating across cultural boundaries; and mobilizing community partnerships
- MANAGEMENT AND ORGANIZATIONAL SKILLS** including leading staff development, project management, managing financial and human resources, and developing business plans
- FOOD AND FOODSERVICE SKILLS** including food and culinary preparation; monitoring and evaluating food production, service, distribution, safety, and sanitation systems; and designing menus for food systems.

## GRADUATE PREPARED PROFESSIONAL SKILL SET RANKING #2

Please **RANK** from 1 to 6 the importance of each of the six skill sets for **FUTURE** nutrition and dietetic practitioners prepared at the **GRADUATE** level by typing in a number with 1 being the most important of the 6 skill sets, 2 being the second most important, etc. Each ranking number should only be used once.

## 15. Ranking of Importance of Skills Sets

- PROFESSIONAL RESEARCH AND PROGRAMMATIC SKILLS** including reading and evaluating academic and scientific research, designing, conducting, and applying translational and basic science research, and designing, implementing, and evaluating workplace programs and studies
- PROFESSIONAL TEAM WORK AND COMMUNICATION SKILLS** including working in collaborative teams and effective communication(written and oral)
- CLIENT CARE SKILLS** including assessing nutritional status to diagnose problems; physical assessments; developing, monitoring and evaluating nutritional interventions; and counseling clients with behavior modification therapy
- POPULATION AND COMMUNITY HEALTH SKILLS** including planning, directing, and assessing community nutrition assessments; designing and implementing community nutrition interventions; effectively communicating across cultural boundaries; and mobilizing community partnerships
- MANAGEMENT AND ORGANIZATIONAL SKILLS** including leading staff development, project management, managing financial and human resources, and developing business plans
- FOOD AND FOODSERVICE SKILLS** including food and culinary preparation; monitoring and evaluating food production, service, distribution, safety, and sanitation systems; and designing menus for food systems.

## FUTURE EMPLOYABILITY WITH PROFESSIONAL RESEARCH AND PRACTICE SKILLS

Below is a list of potential Professional Research and Practice Skills needed for future practice in nutrition and dietetics. For each skill, please indicate how **ESSENTIAL** you believe the skill will be for **FUTURE EMPLOYABILITY** of nutrition and dietetics professionals:

# Employer Survey 12 2014

## 16. Professional Research and Practice Skills

	Not Essential	Somewhat Essential	Essential	Very Essential	Unable to answer
Perform data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze, evaluate, and critique scientific studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collect and interpret data for use in decision making and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in quality assurance and performance improvement activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design, conduct, analyze, and disseminate basic science, clinical and/or translational research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead efforts in health, food and nutrition policy development, implementation and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use data collected to make operational decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## FUTURE EMPLOYABILITY WITH TEAMWORK AND COMMUNICATION SKILLS

Below is a list of potential Teamwork and Communication Skills needed for future practice in nutrition and dietetics. For each skill, please indicate how **ESSENTIAL** you believe the skill will be for **FUTURE EMPLOYABILITY** of nutrition and dietetics professionals.

## 17. Teamwork and Communication Skills

	Not Essential	Somewhat Essential	Essential	Very Essential	Unable to answer
Accurately communicate evidence-based information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use cross-cultural skills effectively in communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in team decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead transdisciplinary, interprofessional, and/or interdisciplinary teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ strategies and facilitate team building	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translate research into materials for consumers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops and uses a variety of media and technologies to communicate messages and education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translate dietetics vocabulary across disciplines and in laymen terms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## FUTURE EMPLOYABILITY WITH CLINICAL CLIENT CARE SKILLS

Below is a list of potential Clinical Client Care Skills needed for future practice in nutrition and dietetics. For each skill, please indicate how **ESSENTIAL** you believe the skill will be for **FUTURE EMPLOYABILITY** of nutrition and dietetics professionals.

# Employer Survey 12 2014

## 18. Clinical Client Care Skills

	Not Essential	Somewhat Essential	Essential	Very Essential	Unable to answer
Analyze food intake in clients with a variety of diseases and medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess nutrition status in clients with a variety of diseases and medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnose nutrition problems in clients with a variety of diseases and medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop, monitor and evaluate nutrition interventions in clients with a variety of diseases and medical conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview clients for nutrition risk and diet history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply integrative nutrition principles to nutrition care and Medical Nutrition Therapy (MNT), including the use of nutritional genomics, dietary supplements and/or herbal remedies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct nutrition focused physical exams as part of assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counsel clients with multiple diseases/medical conditions and those who require complex nutrition care using appropriate behavior change theories and techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counsel clients affected with disorders that are serious in nature, including eating disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counsel clients on appropriate ways and methods to increase physical activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educate clients in health maintenance and disease prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify sociological, psychological and environmental influences on eating behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement designated dietary interventions based on protocol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage nutrition-related medication of clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Order nutrition-related laboratory tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform calculations for risk assessment following protocol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform routine tests (e.g. finger prick for blood glucose, urine analysis) to assess and monitor clients' nutrition and health status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide nutrition care for clients who have multiple diseases/medical conditions and complex nutrition and health needs (e.g. palliative and hospice care, oncology, high risk pregnancy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescribe and manage therapeutic diets (renal, cardiac, diabetes, phenylketonuria)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescribe and manage enteral and parenteral nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write nutrition orders for nutrition supplements, vitamins, and minerals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess individual's physical, social, and cultural needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## FUTURE EMPLOYABILITY WITH COMMUNITY AND POPULATION HEALTH SKILLS

Below is a list of potential Community and Population Health Skills needed for future practice in nutrition and dietetics. For each skill, please indicate how **ESSENTIAL** you believe the skill will be for **FUTURE EMPLOYABILITY** of nutrition

# Employer Survey 12 2014

and dietetics professionals.

## 19. Community and Population Health Skills

	Not Essential	Somewhat Essential	Essential	Very Essential	Unable to answer
Develop and evaluate policies, laws, and regulations that address and protect health and nutrition for individuals and populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess the need to develop and implement a community or population health program and/or intervention considering biological, behavioral, psychological, social, economic, policy and/or environmental factors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve as a nutrition resource for community organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret and use national nutrition surveillance data and population-based statistical data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convene and mobilize community partnerships and coalitions to identify and solve food, nutrition and/or health-related issues by building on community assets and focusing on policy, systems and environmental strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design and implement culturally appropriate nutritional initiatives and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide nutrition and lifestyle education to well populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpret basic population-based statistical data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct culinary demonstrations to teach cooking skills, safe food handling practices and promote consumption of healthy foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## FUTURE EMPLOYABILITY WITH LEADERSHIP, MANAGEMENT, & ORGANIZATIONAL SKILLS <...

Below is a list of potential Leadership, Management, and Organizational Skills needed for future practice in nutrition and dietetics. For each skill, please indicate how **ESSENTIAL** you believe the skill will be for **FUTURE EMPLOYABILITY** of nutrition and dietetics professionals.

# Employer Survey 12 2014

## 20. Leadership, Management, and Organizational Skills

	Not Essential	Somewhat Essential	Essential	Very Essential	Unable to answer
Develop business plans to sell ideas and turn ideas into action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop operational policies, procedures, job descriptions, work schedules and performance standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead process improvement activities to improve delivery of food and nutrition services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage staffing functions such as interviewing, hiring, motivating, supervising, evaluating and terminating employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop emergency preparedness plans for facilities, patients/clients, and/or communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct employee performance evaluations and counsel employees for performance improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop, implement and evaluate marketing plans for new products, programs and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify opportunities for increasing revenue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop operational and capital budgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate conflict resolution and mediation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjust operations based on financial performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate for changes in policies to improve access to food and nutrition services for the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead initiatives to improve use of sustainable practices in food and nutrition services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## FUTURE EMPLOYABILITY WITH FOOD & FOODSERVICE SYSTEMS SKILLS

Below is a list of potential Food and Foodservice Systems Skills needed for future practice in nutrition and dietetics. For each skill, please indicate how **ESSENTIAL** you believe the skill will be for **FUTURE EMPLOYABILITY** of nutrition and dietetics professionals.

# Employer Survey 12 2014

## 21. Food and Foodservice Systems

	Not Essential	Somewhat Essential	Essential	Very Essential	Unable to answer
Complete nutrient analysis of food products, recipes and menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop menus and standardized recipes for diverse groups for normal and therapeutic diets applying principles of menu planning and knowledge of medical nutrition therapy and therapeutic nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct operational analyses and streamline operations to reduce costs while ensuring health related goals are not compromised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate purchasing needs and develop specifications for food and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiate purchases and contracts for products and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage food distribution and service ensuring accuracy, quality and portion control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage production and service of food that meets nutrition guidelines, cost parameters and health needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan and implement food safety and sanitation programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach others how to prepare healthy foods using knowledge of food science and culinary techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## EMPLOYMENT PRACTICES

### 22. Do you currently require a baccalaureate degree for any nutrition and dietetics positions in your organization?

- Yes  
 No

Please comment on why you do or do not require a bachelor's degree:

### 23. Do you currently require a graduate degree for any nutrition and dietetics positions in your organization?

- Yes  
 No

Please comment on why you do or do not require a graduate degree:

**24. Do you EXPECT to require a GRADUATE degree for FUTURE nutrition and dietetics positions in your organization?**

- Yes
- No
- Maybe

Please comment on why you do or do not expect to require a graduate degree in the future:

**25. Did you complete the recent ACEND stakeholder survey that asked your opinion on the importance of future skills in nutrition and dietetics practice?**

- Yes
- No
- Not Sure

**26. Additional Comments:**

## THANK YOU

Thank you for taking the time to complete this survey! Your input will help shape the education of future nutrition and dietetics professionals.

Please contact ACEND at [ACEND@eatright.org](mailto:ACEND@eatright.org) with any questions