

Self-Reported Motives for Use of Dietary Supplements in an Adult Population

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Learning Outcome: Upon completion, participants will be able to recognize 3 common motives for dietary supplement use.

Background: The use of dietary supplements (DS) has gained popularity in recent decades as a benefit for personalized health and wellness. Current knowledge of DS use exists regarding sociodemographic data and frequencies of use however, a gap exists in why dietary supplements are being used.

Methods: An anonymous online survey was conducted focusing on the uses of collagen, CoQ10, multivitamin multimineral (MVMM), probiotics, vitamin C, vitamin D, vitamin E, and zinc. Participants (n=121) were recruited through various social media outlets from across the US. Frequency data was used to characterize participants. Logistic regression was used to predict motives for DS use.

Results: Vitamin D, vitamin C, and a MVMM supplement were the most frequently used DS. DS taken for immune enhancement included vitamin C (p< 0.001), vitamin E (p=0.37), zinc (p=0.12). MVMM (p< 0.001), vitamin C (p=0.046), vitamin D (p< 0.001), and zinc (p< 0.001) were used to improve nutritional status. Probiotics (p=0.005) were used in place of mainstream therapy. Collagen (p< 0.001) was used for anti-aging purposes

Implications: This study reaffirms the use of DS to improve nutrition as well as providing an understanding for other motives of use. Recognizing the reasons for DS use can enhance the knowledge of dietitians and make more confident practitioners when educating clients and other health professionals.

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The 2021 Survey of Program Directors of Graduate Programs Following the Future Education Model Accreditation Standards

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Learning Outcome: Upon completion, participant will be able to describe the most significant benefit and challenges in developing graduate demonstration program following the Future Education Model Accreditation Standards identified by program directors.

The Future Education Model (FEM) Accreditation Standards uses competency-based education (CBE) that integrates experiential learning with course work to prepare students for the nutrition and dietetics professions. Directors of 27 newly accredited graduate demonstration programs (FG programs) were surveyed in Fall 2021 when most of the programs (23/27, 85.2%) already had students enrolled. Of the total of 244 students, approximately 40% (96/244, 39.3%) did not hold a Didactic Program in Dietetics (DPD) verification statement prior to enrollment, a slight decrease from 2020 (56/130, 43.1%). Consistent with data from previous surveys, FG program directors identified CBE as the most significant benefit for implementing the FEM Standards for reasons including supporting the evolution of dietetic education, streamlining the curriculum, integrated experiential learning, individualization in student training, enhanced critical thinking, and increased student access to the career in dietetics without a DPD verification. Lack of understanding of CBE and of FEM among different stakeholders was identified as the biggest challenge, followed by recruitment and inadequate support of program directors from their institutions. Differences in preparation between DPD and non-DPD students also posed a challenge. The results indicate FG programs' promise to enhance the preparation of students to become a registered dietitian nutritionist and suggest the need for enhanced training, communication, and publicity on CBE and FEM among different stakeholders.

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Students from the Future Education Model Graduate Programs Felt Confident and Ready to Practice as Registered Dietitians/Nutritionists: The 2021 Student Exit Survey

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Learning Outcome: Upon completion, participant will be able to describe perceived understanding of CBE, satisfaction of training on CBE, and confidence in and readiness for practice as dietitians.

Students from graduate programs that have adopted the Future Education Model (FEM) Accreditation Standards receive competency-based education (CBE) that integrates course work and experiential learning to prepare them to become registered dietitian/nutritionists. Students from ten out of thirteen graduate demonstration programs of the FEM Accreditation Standards (FG programs) surveyed in Fall 2021 participated in this study. Of the 100 students, overwhelming majority (87/100, 87%) reported receiving training on CBE. Approximately two-thirds of students (67/100, 67%) received the CBE training from their program directors. In-person training, live webinars, on-line modules, and hard-copy handouts were frequently used formats of training. On a Likert scale of 1-7 (1 = lowest and 7 = highest), the average understanding of CBE was 6.25 (SD = 0.973, 94.0% rating 5 or higher, n = 83) and satisfaction with CBE training was 6.12 (SD = 1.192, 88.1% rating 5 or higher, n = 84). The readiness for practice as dietitians was 6.12 (SD = 0.959, 91.3% rating 5 or higher, n = 92). The average confidence in their ability to practice was 6.10 (SD = 1.049, 90.2% rating 5 or higher, n = 92). The results indicate high levels of perceived understanding of CBE and satisfaction with training on CBE. Overall, students graduating from the FG program reported high confidence in their ability and readiness for practice as dietitians among students from FG program.

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The Attitudes Toward Interdisciplinary Health Care Teams Scale: Factor Analysis in Registered Dietitians

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Learning Outcome: Upon completion, the viewer will be able to identify whether the Attitudes Toward Interdisciplinary Healthcare Teams (ATIHCT) scale is a valid measure of interdisciplinary attitudes in RDNs.

Background: Interdisciplinary teamwork contributes to enhanced healthcare outcomes. The Attitudes Toward Interdisciplinary Healthcare Teams (ATIHCT) scale was developed to assess health care team members' attitudes toward interdisciplinary teams, but has yet to be validated for use in teams that include Registered Dietitian Nutritionists (RDNs).

Objective: To ascertain the validity of the ATIHCT (13 items, 2-factor scale) in Registered Dietitian Nutritionists (RDNs) preparatory for future analyses of attitudes.

Methods: This online cross-sectional study included 697 RDNs of whom 617 (88.5%) completed $\geq 50\%$ of the survey. Confirmatory Factor Analysis (CFA) was performed on the ATIHCT using Maximum Likelihood. Model fit was examined with root mean square error of approximation (RMSEA), comparative fit index (CFI), and Tucker-Lewis index (TLI). Exploratory Factor Analysis (EFA) with oblique rotation was conducted to determine if an alternative factor structure may be more suitable.

Results: CFA suggested poor model fit for the 2-factor ATIHCT in RDNs (RMSEA=0.17; p< .001; CFI=0.61; TLI=0.37). The EFA suggested a 4-factor model, which differed considerably from the ATIHCT model in terms of item arrangement on the factors proposed by the statistical analysis.

Conclusions: More research is needed on the ATIHCT in RDNs considering preliminary EFA findings. Future CFA on the 4-factor model in addition to possible alterations to the measure may be appropriate for this population.

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