PREPARING NUTRITION EDUCATORS FOR THE FUTURE:
INCORPORATING SNEB NUTRITION EDUCATOR COMPETENCIES INTO CURRICULA

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#SNEB2020: What Food Future?
OUTLINE

• OVERVIEW OF COMPETENCY-BASED EDUCATION

• INCORPORATING SNEB COMPETENCIES INTO CURRICULA & COURSES
  — Revising an Undergraduate Dietetics Program
  — Reorganizing a Master of Science-Dietetic Internship Program
  — Reorganizing a Coordinated Master of Science in Nutrition & Dietetics Program

• LOOKING FORWARD & RECOMMENDATIONS

• QUESTIONS & ANSWERS
DEFINITIONS

COMPETENCE:¹
The ability to make satisfactory and effective decisions or to perform a skill in a specific setting or situation

COMPETENCY:²
An observable ability, integrating knowledge, skills, values and abilities

COMPETENCY-BASED EDUCATION (CBE)

The CBE framework focuses on:

- Defining and measuring progress toward reaching the required competencies, described knowledge, skill and judgment needed to perform as a professional

- Different from focusing on the successful completion of required courses and supervised practice hours

SNEB NUTRITION EDUCATOR COMPETENCIES

Basic Food & Nutrition

Nutrition Across the Life Cycle

Food Science

Physical Activity

Food & Nutrition Policy

Agricultural Production & Food Systems

Behavior & Education Theory

Program Design, Implementation, & Evaluation

Written, Oral, & Social Media Communication

Research Methods
TERESA DRAKE

REVISING AN UNDERGRADUATE DIETETICS PROGRAM

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GOALS IN REVISING UNDERGRADUATE DIETETICS CURRICULUM

• Meet ACEND accreditation standards for didactic programs
• Efficiency in curriculum
• Flexibility for students
• Integration with other majors
• Recruitment
INNOVATIVE COURSE DEVELOPMENT

• RE-ENVISIONED COURSES
  – Deleted course specific to life cycle nutrition
  – Added courses specific to programs and food systems

• BETTER INTEGRATION WITHIN FAMILY AND CONSUMER SCIENCES DEPT

• BETTER ALIGNED WITH SNEB COMPETENCIES
AGRICULTURAL PRODUCTION AND FOOD SYSTEMS

FOOD RESOURCE MANAGEMENT

- Application of concepts related to decision-making, planning and budgeting, and preparation of food

Source: Southwest British Columbia Bio-Region Food System Design Project
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## Competencies Addressed Through Course Activities and Assessments

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Competency</th>
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<tbody>
<tr>
<td>Agricultural practices</td>
<td>6</td>
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<tr>
<td>- Farm tours, speakers, community garden partnerships</td>
<td></td>
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<tr>
<td>Packaging, marketing of food</td>
<td>1, 6</td>
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<tr>
<td>- Reading food labels, critically evaluating food advertising and package claims</td>
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<tr>
<td>Planning, selecting, preparing, and managing foods</td>
<td>2, 3</td>
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<tr>
<td>- Grocery store/farmers market tours, menu planning, preparing/shopping on a budget, preparing meals, food preservation, managing food waste</td>
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<tr>
<td>Using dietary guidelines</td>
<td>2</td>
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<tr>
<td>- Planning meals based on MyPlate recommendations</td>
<td></td>
</tr>
<tr>
<td>Basic culinary practices</td>
<td>3</td>
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<tr>
<td>- Knife skills, reading recipes, measuring ingredients, cooking techniques, etc.</td>
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FOOD AND NUTRITION POLICY

FAMILY PROGRAMS ACROSS THE LIFESPAN

• Exploration of local, state, and national level programs, services, and policies for families from a life span perspective

Source: US Department of Agriculture
COMPETENCIES ADDRESSED THROUGH COURSE ACTIVITIES AND ASSESSMENTS

- **Roles of Government Agencies**
  - Competency 5
  - Guest speakers, tours, volunteering, service learning

- **History and purpose of key legislation**
  - Competency 5
  - Book clubs, policy analysis

- **Ways to collaborate with other stakeholders**
  - Competency 6
  - Panel discussions, scenario-based problems or case studies

- **Nutrition across the life cycle**
  - Competency 2
  - Scenario-based problems or case studies, reflections from volunteering/service learning
BEHAVIOR AND EDUCATION THEORY
PROGRAM DESIGN, IMPLEMENTATION & EVALUATION
RESEARCH METHODS

Community program planning
• Assessing community needs, program planning, incorporating health behavior theory

Evaluation and research methods
• Evaluating impact of health education programs, selecting valid and reliable measures, use of statistics, and communicating outcomes to stakeholders
COMPETENCIES ADDRESSED THROUGH COURSE ACTIVITIES AND ASSESSMENTS

Behavior and education theory

- Use of theory constructs to develop program, application of adult learning theory

Program design

- Environmental scan/needs assessment, development of goals/objectives, strategies, budget, timeline

Program implementation

- Community partnerships, service learning

Program evaluation and research methods

- Use basic research methods including IRB application, survey development, data collection and analysis to conduct process and impact evaluation

Research methods and written/oral communication

- Interpret findings, determine implications for practice, prepare written report, present scholarship in poster and oral formats
RACHEL L. VOLLMER

REORGANIZING A GRADUATE DIETETIC INTERNSHIP PROGRAM
PERSPECTIVE OF REORGANIZING A MS-DI INTO FEM PROGRAM

• ACEND is moving to competency-based education (FEM-G Program)

• Many competencies similar to SNEB competencies

• Intentionally included some SNEB values as cross-cutting concepts throughout curriculum vs. one class
  – Nutrition Across the Lifecycle
  – Food & Nutrition Policy
  – Written, Oral, and Social Media Communication
WEAVING SNEB COMPETENCIES INTO TRADITIONAL DIETETICS COURSES

• MEDICAL NUTRITION THERAPY

• COUNSELING

• ROTATIONS
AGRICULTURE & FOOD SYSTEMS

• FOOD SYSTEMS & FOOD SECURITY COURSE
  — Farm-to-plate perspective using Social Ecological Model
  — Tour farms/facilities that represent food systems
  — Evaluate policies associated with agricultural production, subsidies, food labeling, distribution, manufacturing, etc. (+ Policy)
FOOD SCIENCE

- FOOD DEVELOPMENT COURSE
  - Lab-based
  - Focus on developing recipes/food products for particular populations
  - Recipes for farmer’s markets and/or food pantries based on available items (+Communication)
  - Food products with altered textures for older adults/disease states (+Lifecycle)
  - Recipes for NSLP or Head Start (+Lifecycle & Policy)
NUTRITION EDUCATION PROGRAMS

• COMMUNITY NUTRITION INTERVENTION COURSE
  — Plan, implement, and evaluate a nutrition education program for a community organization (+Lifecycle, Behavior & Education Theory, Communication)
  — Mock grant application (+Nutrition Education Research Methods & Communication)
  — Federal Program Analysis (+Lifecycle & Policy)
CHRISTEN CUPPLES COOPER

REORGANIZING A COORDINATED M.S. IN NUTRITION AND DIETETICS
COORDINATED M.S. IN NUTRITION & DIETETICS

• CONCENTRATIONS:
  — CULINARY, FOOD POLICY/FOOD JUSTICE

• 2 YEARS, FULL-TIME
  — CHALLENGE TO INCORPORATE ALL COMPETENCIES

• CANDIDACY FOR ACCREDITATION
  — CURRENTLY RE-MAPPING CURRICULUM
HARD TO TAKE A “DEEP DIVE”

• HOW TO BALANCE ADMISSIONS & DEPTH

• STUDENTS’ LACK OF FAMILIARITY
  — Food and cooking
  — Behavior change theory
  — Lifecycle nutrition

• BALANCING PRE-REQUISITES WITH PROGRAM COURSES
  — How many pre-reqs are too many?
  — What level of knowledge should students have upon entry?
BASIC FOOD KNOWLEDGE & COMMUNICATIONS SKILLS

• FOOD FOCUSED

• CULINARY IS HANDS-ON, APPEALING AND GIVES STUDENTS ALTERNATIVE WAYS TO COMMUNICATE
  – Cooking demonstrations

• IDEAL FOR SOCIAL MEDIA
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AGRICULTURAL PRODUCTION & FOOD SYSTEMS

• COMMUNITY AND PUBLIC HEALTH NUTRITION
  — “Catch-all” course
  — Must interweave this throughout curriculum
  — Bringing legislative issues to this course, Lifecycle Nutrition
  — Cultural competence
  — Social justice
BEHAVIOR CHANGE THEORIES

• BETWEEN COUNSELING AND COMMUNITY AND PUBLIC HEALTH NUTRITION
  —Miller Model

• THEORY CAN BE USED AT THE PRIMARY CARE LEVEL AS WELL

CULTURAL COMPETENCE

• NEEDS TO BE EVERYWHERE IN THE CURRICULUM
  — Clinical (MNT)
  — Professional Issues
  — Culinary courses
  — Community and Public Health

• HAVING STUDENTS READ AND DISCUSS DURING ORIENTATION
  — Enter program with a higher level of knowledge
EVALUATION OF COMPETENCIES IS SUBJECTIVE

• ARE WE CAPTURING THE “ART” OF DIETETICS?

• ARE WE GETTING STUDENTS COMFORTABLE WITH UNCERTAINTY?

• ARE WE INSTILLING CONFIDENCE IN ONE’S OWN APPROACHES TO PROBLEMS?
LOOKING FORWARD & RECOMMENDATIONS

• GAPS IN COMPETENCIES
  – Social Justice/Equity
  – Cultural Competence

• PROGRAMS
  – Flexibility & Creativity
  – Collaboration & Communication
  – Constant Curriculum Mapping

• SNEB
  – Platform to share resources and provide support
  – SoTL publication in each JNEB issue
THANK YOU!