**Perceived Understanding of and Satisfaction with Competency-Based Education among Faculty and Preceptors in the Future Education Model Demonstration Programs**

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<th>Research Abstract (Abstract ID 1012981)</th>
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<td>Demonstration programs that have adopted the Future Education Model (FEM) Accreditation Standards use competency-based education (CBE) in an integrated approach to prepare students with the knowledge and skills needed for the nutrition and dietetics professions. This study identified faculty and preceptors’ perceived understanding of CBE and their satisfaction with CBE training. Twenty-two newly accredited FEM demonstration programs were surveyed in Fall 2020. Of the 51 respondents, 26 were preceptors (51.0%), 22 were faculty (43.1%). Forty-five respondents (88.2%) reported receiving training on CBE in the last year. On a Likert scale of 1-7 (1 = lowest and 7 = highest), the average reported understanding of CBE was 5.90 (SD = 0.88), with 71.4% reporting robust understanding with rating of 6 or higher. Average satisfaction with training received on CBE was 5.84 (SD = 1.04, 62.8% reporting 6 or higher). Average satisfaction with CBE was 5.60 (SD = 0.90, 60.0% reporting 6 or higher), with competency assessment was 5.54 (SD = 1.25, with 62.0% reporting 6 or higher), and with student demonstrating competencies was 5.69 (SD = 1.14, 63.2% rating 6 or higher). There was no significant difference in above measures by respondent role. Interestingly, faculty were more satisfied (M = 6.0, SD = 0.90) with integrated experiential learning than preceptors (M = 5.54, SD = 1.33), t(46) = 1.23, p = .035. Consistent with data from the 2019 survey, results from the 2020 survey indicate good perceived understanding and satisfactions with CBE training as well as their respective FEM programs among faculty and preceptors.</td>
<td>Competency-based education (CBE) breaks away from the time-based traditional education and provides a significant shift in evaluating the effectiveness of educational programs. Previous studies indicate that CBE is promising in improving the outcomes of education and training of health professionals with the aim to improve global health (Gruppen et al., 2012, Frank et al., 2010). Since the release of the “Future Education Model” (FEM) for education in nutrition and dietetics by ACEND in 2017, newly accredited demonstration programs are surveyed annually. To identify faculty and preceptors’ perceived understanding of the CBE and their satisfaction with CBE training offered by ACEND.</td>
<td>A total of 51 individuals responded to the survey. More than half of the respondents were preceptors (26/51, 21.0%). Overwhelming majority of respondents received CBE training (45/51, 88.2%). Average reported understanding of CBE (on a scale of 1-7) was 5.90 (SD = 0.88), with nearly three quarters (71.4%) reporting 6 or higher. The average reported understanding of CBE was 5.90 (SD = 0.88), with almost three quarters 71.4% reporting robust understanding with rating of 6 or higher (71.4%). Average satisfaction with training on CBE was 5.84 (SD = 1.04) with almost two-thirds reporting 6 or higher (62.8%). Average satisfaction with CBE was 5.60 (SD = 1.08), with almost two-thirds reporting 6 or higher (60.0%). Average satisfaction with competency assessment was 5.54 (SD = 1.25), with almost two-thirds reporting 6 or higher (62.0%). Average satisfaction with CBE was 5.60 (SD = 1.08), with almost two-thirds reporting 6 or higher (60.0%). Average satisfaction with competency assessment was 5.54 (SD = 1.25), with almost two-thirds reporting 6 or higher (62.0%).</td>
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**Purpose**

To identify faculty and preceptors’ perceived understanding of the CBE and their satisfaction with CBE training offered by ACEND.

**Methods**

- Faculty and preceptors of 22 accredited newly accredited future education model graduate programs (FG programs) were surveyed by an online questionnaire in Fall 2020.
- Programs that were surveyed in 2019 was not included in the current study.
- A Likert scale of 1-7 was used to measure respondents’ satisfaction levels.
- Descriptive statistics were used to describe the respondents’ understanding and satisfaction of CBE.
- Independent t-test was used to compare the responses by faculty and preceptors regarding satisfaction on integrated experiential learning.
- Significance level was set at p < .05.

**Conclusion**

Consistent with the 2019 survey, results from the 2020 survey indicate good perceived understanding and satisfactions with CBE training as well as their respective FEM programs among faculty and preceptors.

**References**
