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The University of Akron  
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## Cutting the Gap in Meeting the Competencies for Food Preparation and Culinary Skills

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### Objectives

- Participant will formulate their definition of food preparation and culinary skills using the Food & Culinary Professionals Dietetic Practice Group's Core Food and Culinary Professionals Competencies as a foundation.
- Participant will formulate possible interventions for closing the competency gap in food preparation and culinary skills in their own dietetics program.

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### How Gaps Were Identified

Accreditation Council  
for Education in  
Nutrition and Dietetics  
Rationale for Future Education Preparation  
of Nutrition and Dietetics Practitioners  
January, 2015  
Updated: August, 2015

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**Stakeholder Input**

ACEND and a consulting group conducted 10 interviews and analysis with stakeholders to help design the questionnaire

- Healthcare administration
  - Pharmacy
  - Nursing
- Deans of allied health colleges
- Employers of less traditional roles
  - Communications
  - Marketing
  - Management
- Physicians
- Educators in allied health graduate programs
- Researchers

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**Stakeholder Input**

Two questionnaires were developed to collect data on 79 skills in 6 skill set categories for future practice

- Professional research and practice skills
- Teamwork and communication skills
- Clinical client care skills
- Community and population health skills
- Leadership, management and organizational skills
- Food and foodservice systems

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**Stakeholder Input**

The first questionnaire

Six Skill Sets	Number of Items
professional research and practice skills	7
clinical client care skills	26
community and population health skills	11
leadership, management and organization skills	18
food and foodservice systems	10

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**Stakeholder Input**

**Results of the first questionnaire**

- Of the 79 individual skills
  - 89% were ranked as important
- Of the 6 skill set categories
  - All were scored as important for future practice
    - teamwork and communication skills receiving the highest mean score (M=3.64)
    - leadership, management and organizational skills the lowest mean score (M=3.15)
  - Differences in means scores were found based on respondent's;
    - Work setting
    - Education level
    - Years of work experience

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**Stakeholder Input**

**Results of the first questionnaire**

Table 4. Skill set importance scores and score reliability

Skill Set	n	Mean*	Std. Dev	Cronbach's Alpha
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

\*scale: 1, not important to 4, very important for future practice in nutrition and dietetics

1 Not important  
 2 Somewhat important  
 3 Important  
 4 Very important  
 5 Unable to answer

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**Employer Input**

**The second questionnaire**

- collect data from employers
- How essential 69 skills for employability in nutrition and dietetics on a four-point importance scale
- Distributed with a snowball effect
- 300 employers responded

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## Employer Input



**Results of the second questionnaire**

- Of the 69 individual skills
  - 86% were ranked as essential
- Of the 6 skill set categories
  - All were scored as essential for employability in nutrition and dietetics
    - teamwork and communication skills receiving the highest mean score (M=3.52)
    - Community and population health skills were the lowest mean score (M=3.03)
  - Few differences were found in mean scores based on respondent's demographic information.

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## Employer Input



**The second questionnaire**

Table 8. Skill set essential scores

Skill Set	n	Mean*	Std. Dev
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

\*scale: 1, not essential to 4, very essential for future employability in nutrition and dietetics practice

**1 Not Essential**  
**2 Somewhat Essential**  
**3 Essential**  
**4 Very Essential**

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Skill Set	n	Mean	Std. Dev.	Cronbach's Alpha
Teamwork and Communication Skills				
Stakeholder	8563	3.64	.384	.798
Employer	259	3.52	.389	
Clinical Client Care Skills				
Stakeholder	8014	3.46	.429	.933
Employer	248	3.44	.444	
Professional Research and Practice Skills				
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Employer	246	3.03	.661	

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**2015 ACEND  
Competency Gap Analysis**

- Focus groups of 27 practitioners, educators, preceptors and employers
  - 12 educators
  - 6 preceptors
  - 9 practitioners (several of whom were employers)
  - employers
- 2012 Competencies were grouped into four domains
  - scientific and evidence base of practice
  - professional practice expectations
  - clinical and customer services
  - support knowledge

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**Competency Gap Analysis**

**Methodology:**

- Open-ended and probing questions
- Four focus groups, 2 hours long
- Gather feedback from participants 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

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**Competency Gap Analysis**

Table 10. Gaps in competencies in 2012 ACEND accreditation standards

Domain	Perceived Gaps in Competencies
<b>Scientific and Evidence Base of Practice:</b> integration of scientific information and research into practice	<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 (databases)</li> <li>• Submission of institutional review Board forms – graduate level</li> </ul>
<b>Professional Practice Expectations:</b> beliefs, values, attitudes and behaviors for the professional/ dietitian level of practice.	<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>

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## Competency Gap Analysis



Table 10. Gaps in competencies in 2012 ACEND accreditation standards

Domain	Perceived Gaps in Competencies
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.	<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>- <b>Food preparation and culinary skills</b></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>
Support Knowledge: knowledge underlying the requirements specified above	<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>

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## What is the definition of food preparation and culinary skills?



In corresponding with Mary Gregoire, Executive Director of ACEND, she wrote,

“ACEND does not have a definition for food preparation or culinary skills; you are correct that interpretation of those concepts is left to individual programs to define and there likely are some differences.”

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## Research Study



- This pilot study has been approved by the IRB at The University of Akron
- By participating in these activities you are giving consent to participate in the pilot study
- You may discontinue participating in these activities at any time
- There will be no identifiers collected or reported
- All data reported will be aggregate
- In advance, thank you for your participation

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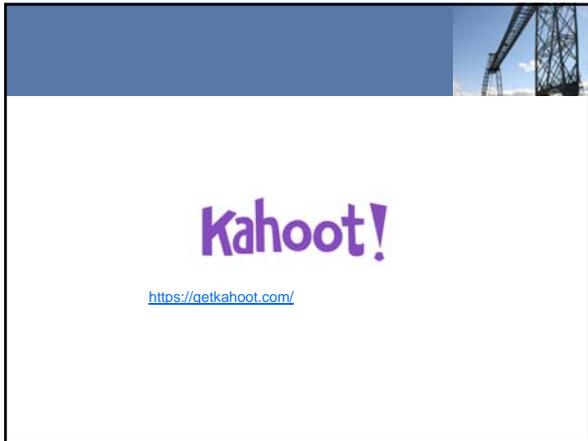
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Activity

- Task 1
  - Open package of colored cards
    - Each card has a Food and Culinary Professionals Dietetic Practice Group Competency
    - Under each competency there are 3 spaces
  - Working as a group;
    - List 3 skills you consider necessary to meet the competency
      - Rank them as follows:
        - » 1. Easiest
        - » 2. More difficult
        - » 3. Most difficult
      - Short answers please

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Activity

- Task 2
  - Working as a group;
    - Rank the competencies
      - **most important to least important** for dietetic students to accomplish
  - Hang your ranked cards on the grid on the wall
    - **most important to least important**
      - Remove the cover on the adhesive strip on the back of the card

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Questions?

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Meeting ACEND Competencies is Falling Down

References  
ACEND (2015). Rationale for future education preparation of nutrition and dietetics practitioners. Updated: August, 2015.

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