

## Future Education Model: General Questions and Comments

NDEP Roundtable Discussions at FNCE

October 22, 2018

### Pre-FNCE Questions/Comments/Issues

- Discuss the 2024 Requirements and Future Education Model. I'm definitely interested in hearing how other stand-alone DI's are managing the changes.
- I'd love for one of the topics to be the 2024 curriculum standards. I am concerned that the current DPD curriculum standards are actually **watered down** in the 2024 version, and instead, the current DPD standards have just been applied to the 2024 MS requirements. I'm not sure why no one's talking about it. If we really want to elevate our practice to a Master's level, I believe we need to keep the current DPD standards (not make them less - it's college!), and instead elevate the curriculum standards for the MS.
- Future of ISPPs—will they continue after 2024; how to transition an ISPP into a dietetic internship or coordinated program; what if someone needs the flexibility of an ISPP (but can't be eligible without unsuccessfully applying for a DI first); that sort of thing.
- Preparing our students for future employability—is there a future for the nutrition health worker and DTR, and will the healthcare industry support a masters prepared dietitian

### On-Site Table Questions/Issues/Concerns

1. How are others integrating supervised practice?
2. How is competency across programs going to be reconciled with no hours requirements?
3. What are the most important things to consider when developing the changes with the FEM?
4. Why is the FEM for BS to be the DTR? There will be a glut of DTRs without jobs.
5. What are the qualities of the demo programs at the DI level that make them successful?
6. Eligibility criteria for DIs: what are programs planning to use if DPD programs go away?
7. Is it worth beginning a new BS/Coordinated program at this point?
8. As a DTR program director, I would like to know if there is an end date yet for the current associate degree DTR program.

## **Future Education Model: General Questions and Comments**

NDEP Roundtable Discussions at FNCE

October 22, 2018

9. What are the benefits of maintaining a DPD program?

### **Discussion Notes**

#### **TOPICS**

1. Summarized FEM – difference between FEM and 2017 Standards
2. Clarification between ACEND and CDR regarding roles and Masters degree requirement
3. RD exam eligibility
4. Role/fate of DPD program with move to FEM/grad level
5. Role of Coordinated Programs
6. Definition of integration
7. Freestanding DI and partnering with university
8. Current FEM program's discussion on process (Hunter College)
9. Specialized RD exam status
10. FEM has no required concentration

### **Responses/Comments**

1. Why keep the DPD/benefits of maintaining a DPD program
  - a. Gain the DTR credential but many students do not want this
  - b. Undergraduate nutrition programs are not going to go away – still needed
  - c. Decision is still not made to eliminate the DPD programs
  - d. 2024 is not the drop dead date
2. Texas A&M does not wish to adapt coordinated programs
3. DTR programs past 2024 can still graduate students who will be eligible for DTR exam
4. Data is being collected from practice audits on 60+ test DPD programs comparing “is there a difference in practice and pay?”

## Future Education Model: General Questions and Comments

NDEP Roundtable Discussions at FNCE

October 22, 2018

5. Yes, for sure: DPD students graduating after 2024 must have masters degree
6. What if no programs desire to sing-up as a test program for new associates degree?
  - a. per ACEND: ACEND continues to outreach
7. How many DI demonstration programs are there?
  - a. Unknown due to vetting process
8. FEM DI graduate programs do not require a DPD verification but rather meeting curriculum requirements/prerequisites
9. Is it worth getting a new bachelor degree program?
  - a. There is a moratorium on new DPD programs
  - b. New coordinated programs are still being accepted
  - c. If a program wants to wait on the FEM, that's okay
10. FEM Masters DI is not delineating a set number of practicum/supervised practice hours
  - a. This is set up by each program and is tied to competencies
  - b. Will look to data to verify consistency of education structure
11. How are others integrating practice?
12. What about the hours? What about consistency?
  - a. ACEND is determining quality of program that includes "how are they meeting the competencies?"
  - b. The program selects program indicators to meet competencies.
13. Can ACEND provide formatted tools for tracking data for competencies/assessment for current DI and DPD programs?
  - a. This would provide uniformity